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Warm Welcome



Smt. G. Latha Krishna Rau IAS

*Principal Secretary
Department of Higher Education
Government of Karnataka*



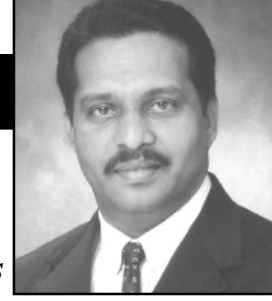
Sri Shashidhar K. R. IAS

*Commissioner
Department of Collegiate Education
Government of Karnataka*

Editorial

***"How the world sees you makes a small difference.
How you see yourself makes all the difference"***

- Anonymous



A new academic year has just begun. The teaching fraternity has received many new young lecturers in its fold. It is indeed a moment of joy and blessing for all of us- the staff, students and parents in particular and the society at large. It is very heartening to note that the potential aspirants for teaching profession have significantly increased this year. Certainly it is a phenomenon to cherish in the background of awful situation during the last couple of years. On behalf of AMUCT, I wish all the new entrants into the teaching profession a fruitful teaching life. It is my hope that they may challenge themselves to become even more fruitful and effective instruments in the process of shaping the minds and hearts of their students.

A Teachers' role in the evolution of human civilization is simply significant. They have been the connecting thread to the wisdom of every age, the cultural bridge from one generation to another, responsible for the flow of language and communication across culture and civilization. Teachers are the architects of their students' future and thereby the architects of tomorrow's society. Every teacher has to carry the pride in being a teacher. The following words of Donald D. Quin are not only a great inspiration for all of us, but also highlight the significance and challenges of teaching profession. I quote: *"If a doctor, lawyer, or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawyer, or a dentists, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of the classroom teacher's job"*. I appeal to all the new teachers not to devalue teaching and reduce it to a mere profession. Teaching is not a mere intellectual choice, but rather an emotional flowering. In the process of forming human resource a teacher's role is that of a "co-creator". In the beginning of our career, the

adage of wisdom "*what you are learning is more important than what you are earning*" is very apt for every profession and every person. Remember a small movement or change in the right direction now, enables you to make giant advances in achieving your future goals, dreams, successes and purposes in life.

Before I conclude, the 100 % cut-off mark in a Delhi University College and the skyrocketing cut-offs ranging above 95 % in the premier colleges has raised a few significant issues like whether 100 % cut-off is realistic or not?; have the valuation guidelines undergone a drastic change?; has the standard of students soared? , etc. I believe that these are not the issues. The real issue is the failure of our system to develop more and more such premier institutions. Most of these premier institutions are privately managed with government aid - a best case for the popular PPP (Private-Public Participation in nation building) model. Unfortunately it appears that in Karnataka the successive governments and their administrators are all determined to destroy the time tested PPP model in education and thereby the premier colleges by putting curbs on recruitment, stopping grant-in- aid and implementing many such detrimental policies. Quantitative expansion no doubt is essential as the access to higher education in our country is still poor. But in the process demolishing the existing several decade old private aided institutions is not warranted. The prevailing scenario at the time of admission is a pointer to the fact that by multiplying government run institutions equity, access, quality and excellence is not possible. Every parent wants their child to learn in a reputed institution. Hon'ble HE Minister, are you listening?

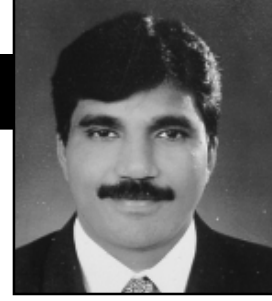
Dr Norbert Lobo,
Editor

- " It should be recognised that the proper status of teachers and due public regard for the profession of teaching are of major importance."
UNESCO (Art. 5 of 1996 Recommendation)
- " We must be instructed to be able to instruct, become light to illuminate"
- " A candle loses nothing by lighting another candle"

Of Aspirations and Commitments...

**"As teachers we aren't the wings. We are the winds
beneath the wings"**

Rosanne Emmerich



The new academic year begins before the closure of last academic year. Examination commences before the conclusion of the term days, valuation begins before the end of examination and new academic year commences before the end of valuation work. We forego our vacation in the name of unscientific schedules imposed by the universities in the name of semester system. This is nothing but exploitation of teachers in the name of semester, common regulations, common calendar and such other unscientific and unsolicited decisions of the policy makers. Teachers who are supposed to spend more days in classroom teaching, now a days spend more time in examination halls and valuation centers resulting in dilution of quality which is reflected in decrease in admission to certain courses. Thanks to the Govt. policy of not filling the vacancies, mushrooming of unaided colleges and liberalized affiliation by the Universities. As low as 20% of the colleges are represented in the valuation centers in some of the disciplines. Is it justifiable? Should we not ask for fixing quota for valuation of answer scripts and earned leave for the extra days of work during valuation?

It is highly unfortunate that the university could not realize the need for enhancing the allowances for examination work recommended by its own committee. College teachers are certainly not happy.

At the state level it is highly disappointing to note that nothing is being done except releasing the regular salary, that too not regularly in time. The department sends orders and circulars as they like, some times contradictory to their own earlier orders creating total confusion in the process of implementation. Arrears since 2005, before implementation of revised scales like D.A arrears, placement arrears, surrender leave encashment and such other arrears are pending unattended by the dept. We could not even get our rightful share of salary differentials for 5 months.

A big question mark with regard to UGC arrears. The state Govt. showing its fingers at the central govt. and the central govt. waiting for the state govt. to release it. Why can't our state govt follow the example of our neighbouring states. This AGM is intended to create a forum to raise the issue when our central leadership raises the issues with the state Higher Education Minister and representative. Let us begin our fight to demand for UGC arrears from this forum.

Between the Two AGM's we could do a very little on service conditions due to the inertia of the Govt. and the department, but we could do something with regard to Academic activities and strengthening of our movement- timely conduct of meetings with effective participation of members, timely release of bulletins, continuous contact with the members. Hope we will overcome this inertia in the year ahead.

Let us work together to strengthen ourselves.

'WORKING TOGETHER WORKS' 'LONG LIVE TEACHERS MOVEMENT'

Ummappa Poojary P
President

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*Articles***HIGHER EDUCATION: STATE AND THE
TEACHERS: YOUR ATTENTION PLEASE!****Dr. A.M. Narahari***Registrar, St Aloysius College (Autonomous) &
Former President FUCTAK*

Two important personal interactions in recent times provoked me to write this article.

1. During my interaction with a Professor from an African University, to be precise, Botswana University, I was told that entire financial burden of the University is borne by the State. In addition to that each student is given a subsistence allowance. Although there are no controls over the work culture of teachers, every teacher is accountable in terms of performance.
2. A Canadian Professor, in one of the seminars, expressed his opinion that what we are teaching in the degree is almost high school level education. A lot of feeding is going on. The learning is based on the memory and not internalization.

It is not as if we have not identified these issues. We have been more rhetoric about equity, access, quality and excellence. But the reality at the ground level is still pathetic. The cut-off mark in Delhi University is 88% for admission in good colleges. A vast majority of the students should pursue their studies in mediocre colleges. It is a disaster that mark based talent search has destroyed the real talent. There is something basically lacking in us. You call it political will, selfless commitment, hard work, accountability..... We have a tendency to blame the government. The stake holders are no different. But the apathy of stakeholders' apathy should not be a alibi for the state to shirk its responsibilities. There is a loud thinking about the policy perspectives. Governments will make a lot of noise in policy announcements. But the ground level change is insignificant. This is precisely due to the inability of the government in effectively implementing its own decisions.

31000 colleges with more than 490 universities - central, state and deemed universities - appear to be attractive statistics for expanding higher education. Yet the enrolment ratio is abysmally low. No organization has been able to say where exactly we are. There are different estimates. Everyone is talking to take it to 20%. In every budget the Central government and the state governments show a substantial increase in allocation. But nevertheless the progress is painfully slow.

The tragedy of higher education policy lies in its end results. The propagation of public-private partnership has resulted in more privatization and commercialization. The private

participation should have been more in the form of philanthropy. But what has happened is that education is converted in to an industry. The affordability problem for the needy still remains. The fundamental question concerning the funding of higher education has become an elusive concept.

The reforms attempted have been scuttled in a subtle way. Just one or two illustrations in this regard:

- " The Government of India announced the setting up of National Council of Higher Education and Research by replacing University Grants Commission as an Apex body of Higher education. The proposal is still in the pipe line. There is a systematic attempt to defeat its implementation. There is no point in blaming bureaucrats only. The academicians can be equally bad in their attitude.
- " Several Bills pertaining to higher education including the bill regulating foreign educational institutions are pending for a long time
- " The reforms introduced for retaining and attracting talent to higher education by revising UGC Scales of Pay have not been sincerely implemented. If the Government is not capable of releasing the arrears of salary on time its intentions are suspect.

Karnataka State is considered be a hub for higher education. But it is more confined to professional education. The Government is badly caught in the web woven by itself under the guise of public-private partnership. The private education lobby is so powerful that the government is blackmailed time and again. The issue has become inextricably complex. Even the judicial intervention has not helped much. The so called professional education has created an imbalance in different sectors of higher education. The basic sciences and humanities are languishing due to the herd mentality of the society. Nobody knows what is the sustainable in take in engineering courses.

With 350 government and 300 aided colleges in Karnataka, the enrolment ratio is expanding. But the self-financing colleges/courses are struggling to exist. Government needs to have a look in to this issue. Funding is always a problem as the resources are limited. The planning process needs a thorough discussion to explore how much we can spend on education at different levels. All said and done a major share is to be contributed by the government.

Government of Karnataka has created two institutions in recent times for guiding its policy perspectives. Government is to be appreciated for taking a significant step forward. But it is disappointing that Karnataka Knowledge Commission and Karnataka State Council for Higher Education have not come up to the expectations so far. They are more bogged down by the structural procedures than involving stakeholders. The peripheral recommendations appear to be more unrealistic.

The recommendations made by the N.R.Shetty committee for amending the Karnataka State Universities Act have not seen the light. It is unfortunate that interested parties create blocks at every stage. It smacks of arrogant attitude of vested interests towards the efforts of expert committees. Every one speaks of autonomy and democratic functioning of the universities as basic principles for governance. But the recommendations will go to the cold storage.

There is no dearth of Universities in Karnataka. There is a tendency to start state funded university in almost every discipline of art, language and education. People have started wondering about desirability of unitary /mono universities. Regimentation may not help for a comprehensive development. But it may be difficult to go back to multi-discipline university system.

Autonomous Colleges were perceived to be the torch bearers of quality education. It was hoped that autonomous colleges will have the cascading impact on the universities. Although it appears to be true, there is no sign of encouraging colleges to be autonomous. Instead, autonomous colleges are being subjected to humiliating experiences, making them wonder what autonomy is. Then there are issues like foreign universities, private universities, deemed universities, etc.

There are also issues concerning teacher service conditions. There is a tendency on the part of officers to take things for granted. Salary and salary arrears must not be kept pending. Salary should be paid on time. All kinds of arrears like DA arrears, placement arrears, UGC arrears, etc kept pending over a period of time will lead to irregular practices. Recruitment process cannot be halted in the guise of economy order. Reforms must not remain on paper. Maintaining the status quo is not the way to address the issues. Revised UGC Scales have created an opportunity to the government to introduce several reforms and must not be allowed to let go.

In democratic functioning the government plays a key role in policy formulations and its implementation. Not only that the government sets the process on but supervises its implementation. The process of consultation will help. Government should take the stakeholders like the teachers and students from time to time. It will help in a great measure to determine the accountability.

Teachers can demand from the state. But they cannot abdicate themselves from their primary responsibilities. Effective teaching- learning can happen only when the teacher facilitates it. Teachers should be resourceful enough to inspire the students. There is no excuse for anybody in this regard. If we are not promoting in depth and critical learning at the graduation level, then it is true that we are imparting high school level education. In a knowledge society, there is no alternative for the creation of knowledge except effective learning. How long can we go on imparting sub-standard education and still claim that we are not responsible for it. Teachers' Associations have to focus both on service conditions and academic issues. They have to play a proactive role in creating awareness in the society about the falling basic sciences and humanities.

Articles

NON-TEACHING FACULTY

-Sri B.V.Raghunandan, SVS College, Bantwal



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 from 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 can not 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 among 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 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.

*Articles***WOMEN TEACHERS:
ISSUES & PERSPECTIVES**

**Things don't's just happen; you've got to make them.
People don't Just wake up ; you've got to shake them.
People don't Just believe you; you've got to convince them,
Wrongs don't Just come right; you have got to pay**

- Penkaj Shah

Dr Jayaprakash Mavinakuli

*Associate Professor of Pol. Science
Sri Bhuvanendra College, Karkal*

Teachers have been much under public scrutiny since 1990's and this period has been quite dramatic changes in their working conditions and pay, as well as in the climate within which they and education generally have to operate. Much of the attention paid to teachers in recent years has been critical and some of it has been far from being constructive. There has been a little recognition of the value of the work done by the teaching profession and of the special contribution made by women within that profession.

The dominance of men in powerful positions in many schools, colleges and teacher movement, as well as in educational policy making circles, is carefully considered and suggestions made about the ways in which that power balance may be altered for the good of all.

The renewed political emphasis on individualism undermined women's solidarity in struggles to end discrimination, and those who try are often tagged by the media as 'Loony', the latest tactic used against those seeking to end gender and other forms of bias, it is clear that today's hostile political climate has a lot to answer for, but this cannot obscure the fact that the structure on which education is based was not sound in the first place.

It rests on historical division of teaching that has never been successfully challenged by men & women, going back to classical times & beyond where women were allotted that pertained to live behind the threshold of the home, men everything outside it in public or to use the biblical term, at the 'gole' of the community. One of the women's domestic functions was to teach basic skills to the very young of both sexes and the later girls are socializing them in obedience to society's rules, including those rules which meant for both the sexes. Formal education in the public domain was confined to males, after solely the young elite. Their teachers were always men allied to the religious and political leadership of each society. Men were also the great philosophers and administrators of the formal systems of learning.

Thus historically there have always been two distinct teaching functions; the first on extension of mothering and reserved for women; the second on extension of power and

reserved for men; who have guarded it well. This division while no longer explicit-still implicit throughout the education system. It has to be challenged and overcome before women teachers can achieve lasting equality.

For middle class women teachers who taught middle class girls (but not boys) however, pay and conditions were not as central as the struggle to specialize in academic subjects, obtain higher degrees, and start new institutions for girls & women. They had to persuade a conservative establishment that their way was preferable to the old schooling in accomplishments which prevailed throughout the middle and upper classes in the nineteenth century (because parents believed the only purpose of education for girls was to make them marriageable (preferably to men of wealth), when consequently society granted teaching reforms, it was not primarily for reasons of sex equality but because society became convinced that middle class girls who were educated by women trained to these more rigorous academic and moral standards would make better wives and mothers for middle class men.

Thus middle class women teachers accepted a separate but equal solution. They never really challenged male authority teaching in schools or universities, arguing for equivalence rather than equality. Nevertheless their gains were crucial in opening the door for women to enter the strong hold of higher education and many professions.

Uncertainty on this score has always allowed governments to take advantages of women teachers, and to discriminate against those who choose to be wives and mothers. Until the Second world war women teachers faced a traumatic choice because they had to resign, if they married. This policy was aided and abetted by male teachers pressure for jobs during the depression of the 1930s is one of the main reasons. Later it was not commitment to equality that won the day; it was full employment the second world war and teacher shortage that eventually brought equal pay to women teachers, and saw married women teachers not only accepted but also wooed. They were particularly sought for part time teaching, which post war Britain judged to be compatible with their prior commitments to their families. Male teachers on the other hand were not judged to have family commitments which required their absence from the profession for years, it was at this point that the modern women's movement began in the 1960's by challenging such fundamentally unequal assumptions.

In equality and discrimination for women teachers partly a matter of gender; ultimately it is matter of power. Individual rights are important, but most of the issues of women teachers raise apply to women as a whole and call for a collective understanding that class and caste lines. It needs to deal directly with the oppression that besides not in the dynamics of individual instances but in the wider social structure women teachers writing experience themselves as sharing oppression with women workers in most trades and professions where women cluster at the bottom where wages are the lowest, promotion the slowest and where they lack representation in decisions which affect them.

Challenging for equal power in teaching means challenging power throughout society. It starts with the profile of success in teaching particularly the qualities assumed to be required for position of authority, hardness, ruthlessness, competitiveness, objectivity and detachment naturally 'Male' qualities leading to males being chosen. This process can not be challenged by superficial 'equal numbers' solution or by training women to be more ruthless, but only by challenging the Universal suitability of 'male' qualities as the Criteria for success in authority, teaching, educational management and decisions about educational spending and research.

Women teacher's expectations and perceptions about themselves and their roles are shaped not only by the Schools & Colleges where they work but also by their own experiences as girls, in and outside schools and colleges and the female role models presented to them. Society's expectations about women

and the careers they should pursue also influence women teacher's perceptions of themselves and their treatment by male colleagues. But the most direct influence on women students' expectations of themselves as women teachers in the formal education they experience in preparing for career as a teacher.

When a women teacher enters Schools she brings with her not only her professional skills and experience but also herself as a person. Since schools and Colleges cannot be separated from society at large, society's Power structure remains as a significant within the school & college community as out side.

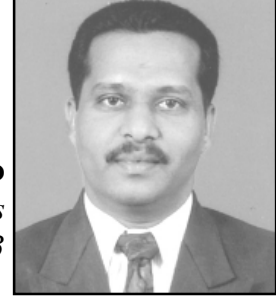
Information

UGC ANNOUNCES NET EXEMPTION CUT-OFF DATE FOR MPHIL HOLDERS 09 NOV 2010

University Grants Commission (UGC) has decided to exempt all candidates who obtained an MPhil degree on or before July 10, 2009 from clearing the National Eligibility Test (NET) to qualify for a lecturer's job.

The decision, taken at the UGC's 472nd meeting recently, comes as a huge relief for MPhil degree holders. At its meeting, the UGC noted that the UGC Regulations of 2009/2010 "are prospective and not retrospective in nature," and therefore resolved that "all candidates having MPhil degree on or before July 10, 2009 shall remain exempted from the requirement of NET for the purpose of appointment as lecturer/assistant professor."

A similar exemption shall be applicable to all candidates who have obtained a PhD degree on or before December 31, 2009. Candidates, who had registered themselves for PhD degree on or before July 10, 2009 and are subsequently awarded PhD degree, shall also enjoy the exemption from NET.

*Articles***INNOVATE OR PERISH:
CHALLENGES FOR COURSES IN HUMANITIES****Dr Norbert Lobo***Associate Professor of Economics
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Skills development and unemployment is a matter of core concern not just in India but worldwide and Industry - Institute partnerships are the key to realising India's vast potential in this area and achieving socially equitable and inclusive growth. It is an essential process for the transformation of the higher education system. Interaction between institutes and industries will have great bearing on the curriculum of higher education system. It will enable exposure of industrial atmosphere to students and help them to perform effectively during employment in industries. With the advent of globalization and opening up of Indian economy to outside world, competition among industries has become stiff. To attend to some of the issues and practical problems occurring in the industrial / business environment and also to improve their quality standards, industries started looking up to various venues to achieve their goals, of which approaching educational institutions seems to be noteworthy. On the part of the educational institutions there is an urgent need to prepare students for jobs /careers in post -industrial knowledge based economy by exposing them to new technologies and methodologies and training them in new skills. These objectives can be achieved to a greater extent by initiating closer partnerships between industries and academic institutes. Thus, the objective of any Industry - Institute partnership should be to bridge the gap between the industry and the institution. All the Stakeholders, namely: Institutions, Industry, Students and Society stand to gain as it can be a win-win partnership.

Challenges of Industry-Institution Partnership in Arts Courses

In the twenty-first century, India's ability to produce and disseminate education will increasingly determine its economic competitiveness. However, the only bottleneck can be 'not having enough people to do what we need to do'. For instance, the McKinsey Global Institute survey reveals that only 10% of Arts graduates are "employable". (Business Standard.com) A FICCI-CVoter Survey on the Employability Quotient of the Under graduates in India (<http://www.currentweek.net>) further reveals this unsettling reality that new undergraduates are woefully short of soft skills and vocational training to take on the responsibilities of corporate sector management. The industry laments that the undergraduates in the general stream of Arts being turned out by the country's educational institutions are just not up to the mark. The survey notes that the new undergraduates fall short of the expectations of the employers with regard to reliability, integrity, self motivation

amongst employees, self discipline, empathy for other workers and management, willingness to learn, good written and oral communication and basic computer skills.

The humanities courses (B.A. degree) comprising social science disciplines like history, sociology, political science, economics, geography and rural development and humanities disciplines like Kannada, English, Hindi and Sanskrit optionals, which had a glorious past in the history of general education in India has been witnessing rapid decline of student enrollment. In fact this first non-professional degree (viz., B.A. with three optionals) by itself is, unlike professional degrees, of not much value or societal attractiveness. It has failed to safe guard the aspirations of its takers, majority of whom are either first generation learners or students from backward socio-economic stratum of the society including Daliths and SC/ STs. For the students of backward socio-economic layer of the society, education is basically for living hence employability. Sadly the existing three major systems of arts courses have lost their relevance in this regard in the present day rapidly changing job environment.

The scarcely available empirical evidences and my own keen observation made me to believe that there isn't many industry-institution partnerships taking place amongst the colleges or departments offering arts courses. The immediate need is to improve the "supply-side" of arts (B.A.) courses with the objective of creating a "context for learning" so as to make its products employable. Hence the need is to redefine the objectives, revamp the curriculum, restructure the course, redesign the methodology and rejuvenate the arts courses.

Out Dated Three Major System

Higher education should be looked upon by the society as a process of " resource development", where conceptual and skill development leads to rise in the competency level of the learner. Hence makes the learner employable. "Employability" refers to a person's capability of gaining initial employment, maintaining employment, and obtaining new employment if required (Hillage and Pollard, 1998). It should be noted that "Employability not only depends on whether one is able to fulfill the requirements of specific jobs, but also on how one stands relative to others within a hierarchy of job seekers" (Brown and Hesketh, 2004). Employability is confluence of several skills, abilities, knowledge, competencies and capabilities that enable individuals to get employment and be successful in their professional careers. It helps them individually as well as institutionally. It also dwells at the skill sets, tool sets and mind set that is essential to execute tasks effectively and efficiently. It is a state of being employed and accomplishing the given tasks with the skills, knowledge and abilities. Employability is thus depends on the knowledge, skills and attitude of the individuals.

It is pertinent to note that higher education (B. A. Courses) even today is viewed as how it is useful to others least bothering to know its relevance to its takers. This has created a mismatch between the supply and demand for human resource in our economy. For instance, President Pratibha Patil while addressing the golden jubilee celebrations of Delhi's

Sri Venkateswara College opined that "There is some mismatch between the skills that our graduates possess and talents that are needed in the country, leading to a low employability. This needs to be corrected," (<http://www.dnaindia.com>). Similarly, speaking at the Plenary Session on 'Capitalising on India's Human Capital' at the India Economic Summit, Hari S Bhartia, President of the Confederation of Indian Industry too opined that about 15-17 million people enter the job market every year and with urbanisation and the rapidly changing job market, it is becoming increasingly important to link education with employability. (<http://timesofindia.indiatimes.com>) The writing on the wall is clear - innovate or perish - as there is a need to produce graduates who fit well with the requirements of companies of the day by helping them create value for their customers.

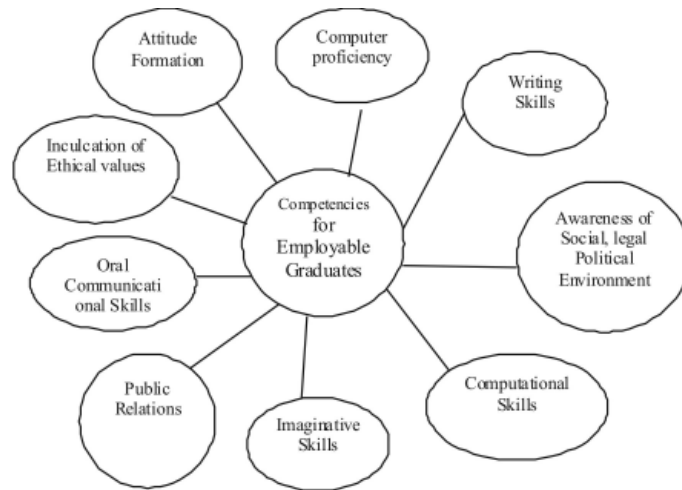
One of the painful admissions that the BA Course with three optionals followed in Mangalore University and rest of the universities in Karnataka State is found wanting on "career value", is not contemporary enough and does not help students secure a specialization in any area. Moreover, due to compartmentalization and lack of flexibility students are forced to study a particular optional even if they do not possess any aptitude for that optional. There is either no or minimal scope for admitting right student for each course. We know that every student can be brought to the level of excellence if he/she is put to the right slot according to the genetic potential or inborn talents. Employers look for some basic qualities in first time job seekers such as effective communication skills in english, professional selling skills, pleasing body language, effective time management, a good know-how of computers, and a general smartness. Unfortunately arts students even today are going through the same education system as earlier and the outcomes, therefore, will not be different. Hence many arts and humanities courses are treated as "non-utility courses". This calls for rejuvenation of B.A. Degree courses because access without employability can only augment the problem of unemployment and unrest among the educated youth.

Rejuvenate the Humanities Courses

A recent report published by the Confederation of Indian Industry (CII) and the Boston Consulting Group (BCG) has estimated that India would face 'talent gap'- the lack of right skills for the job required - of more than 5 million by 2012, as existing educational institutions do not impart employable skills. Alternatively, the number of educated unemployed may rise due to a mismatch between knowledge and skills that are imparted by the educational institutions on the one hand and what is required by industry on the other. It is this second situation that puts the blame squarely on the education sector and that is, in fact, the phase through which we are passing in contemporary times. India is saddled with a situation where industry is lamenting skill shortage and at the same time we have educated youth complaining of non-availability of jobs.

Redefine the Objectives:

The basic objective of B.A. courses is to enhance the employability of the learners through appropriate skills. Employability skills refer to specific skills essential for employment. These are the critical tools and traits required to perform tasks at workplace. Employability skills should vary from discipline to discipline.



Competencies Required for Employable Graduates

Source: Adopted from Rao, Nageshwar (2010)

Revamp the Curriculum:

The desired curriculum should give freedom to a student to discontinue the course at any point of time and facilitate him or her to get a suitable job. Option must be provided to issue:

- (i) A 'certificate' at the end of first year during which he or she should have learnt the proficiency in languages and communication - spoken and written (particularly in English) and computers along with some basic soft skills like adaptability, positive values, leadership skills, interpersonal skills, integrity, right attitude, problem solving, decision making, team building skills and life-long learning.
- (ii) A 'diploma' at the end of the second year during which period he or she should be given a training pertaining to the core and the related courses.
- (iii) A 'Degree' at the end of the third year.

This will bring quality to arts degree courses and make it relevant and need based, provide greater flexibility to the students in their learning areas, help them acquire specific skills pertinent to their areas of study, inculcate responsibility and discipline among students, make the teacher innovative, competent and accountable and encourage industry-institution partnership and certainly attract meritorious students to the arts courses.

Restructure the Course:

The failure of the present B.A. degree system as it exists to meet the legitimate aspirations of the students, parents and the employers, lack of academic flexibility and mobility lack of practical content, little or no scope for industry - institution interaction, outdated and rigid curriculum are some of the immediate reasons demanding restructuring of Arts courses. In fact the 'non- utility of arts courses' and the need for "synchronization between knowledge and application" calls for professionalisation of degree courses in every stream.

The restructuring should be to fabricate employability skills of the individuals. Employability skills are all about the ability of individuals to exhibit their skills to the prospective employers and the ability to execute the tasks thereby achieving organizational goals and objectives. A restructured B.A. degree course shall aim to:

- (i) To develop language skills so as to inculcate self confidence and make the student comfortable with the medium of instruction and academic programme.
- (ii) To develop an integrated personality to be able to face life independently.
- (iii) To understand the social realities around oneself and to develop concern, compassion and commitment for one's fellow beings.
- (iv) To develop a broad area of knowledge and have in-depth knowledge of the major area of study.
- (v) To acquire proficiency in an area of subject and develop a skill.
- (vi) To help the students either to pursue higher education or prepare to take up a career.

Conclusion:

Rejuvenating the B.A. Degree courses is all the more imperative in the post industrialized knowledge based economy. If India has to reap the benefits of the demographic dividend the higher education system particularly the one in existence in Karnataka State has to be restructured and rejuvenated at the earliest. Otherwise it will further accentuate the rich poor divide which is already has been deepened. If industry - institution partnership are to take place, first and foremost we need to redefine the objectives in terms of employability, revamp the curriculum to make relevant to the young men and women, restructure the course to facilitate a context for learning, redesign the methodology to imbibe employable skills and rejuvenate the arts courses reduce the 'talent gap'- the lack of right skills for the job required for industry. Such a rejuvenated B.A Course will certainly enhance the 'career value' and help the students to obtain a specialization in an area of their choice. This will benefit to all the stake holders of higher education. Stake holders in higher education - government, administrators, managements, faculty, students, parents, and society at large have to accept the fact that the existing three major systems of arts courses have lost their relevance in the current job market. If not we may be the witness for the poignant end of arts and humanities courses, combinations and departments in our own institutions.

UNIVERSITY AND SOCIETY

(Proceedings of the Conference of Vice-Chancellors of Central and State Universities)

1. Background

The critical role of higher education in the development process has gained greater emphasis with the emergence of the notion of “knowledge-based economy”. As the world is becoming more and more interconnected and global markets for skills and innovations emerge, it has become crucial for India to expand equal opportunities to access higher education. Higher education, clearly a major contributor to economic growth and national development, therefore, must address the rights of all citizens to share its

benefits. The fact that ‘knowledge’ is considered an equaliser, calls for expansion of equitable access to and quality of tertiary education. In other words, the university system can improve the growth and development of our society by increasing the diversity of its student population, by effectively engaging itself in improving participation of the hitherto underserved segments of our population, that is, women, socio-economically disadvantaged, minorities, etc. in the programmes of higher education. The university system also needs to think about the processes it would adopt in integrating intercultural and social dimensions into teaching, research and service delivery. It needs to redesign its social function in terms of building strong university-society linkages, emphasizing and disseminating core national values enshrined in our Constitution along with skills to cope with the expectation of the 21st century, and preparing graduates for a multicultural and multi-linguistic workplace setting. Needless to mention that, as most reform initiatives demand changes at the university level, the university leadership acquires paramount importance in shaping the policy planning process at the macro level in India. As such, improving university governance would matter a great deal in improving university effectiveness, particularly in terms of its function as creator of new knowledge.

However, the tertiary education system in the country has, to a large extent, remained elitist, offering differential access in respect of gender, residence, wealth and social status. Even when the overall participation in higher education is low, its supply has remained stratified (viz., expansion through greater participation of private providers following the market principles). The approach to expansion of equitable opportunities in higher education also has not changed significantly, even though policy planners talk in terms of alternative delivery mechanisms. The emphasis has always been on the “built it and they will come” approach (i.e, increase supply of higher education to improve equitable access), which may create opportunity, often may not encourage increased participation of the disadvantaged and the marginalised groups. It is also important to look into the kind of a policy framework appropriate for analysis of access, equity and quality in higher education in India.

Development of tertiary education is largely dependent on the output of secondary education as the secondary school sub-sector contributes substantially to access and equity concerns observed at the entry level of the undergraduate courses. The “interventionist approach” by the university and the state can significantly influence and expand opportunities for the underserved by assessing the transition loss from secondary to tertiary education and recommending strategies to improve this situation, and promoting strategic planning and management at the university level for its greater engagement with society. Increasing the university efficiency by raising survival rates, quality and relevance of learning must form part of the analytical framework of access, equity and quality. The “university effectiveness” (in terms of identifying barriers to access, opportunities, and developing context specific strategies and action programmes for improving quality and relevance of higher education), therefore, matters in expanding equitable access to and quality of higher education. Hence, it is critical to recognise this shift in the approach to deal with issues of access and equity as well as the university-society engagement. Although several reform initiatives have been taken during the 11th Five Year Plan (FYP) period, the challenges of raising the Gross Enrolment Ratio (GER) target to 15% by 2011/12 and 21% by the end of the 12th FYP period (2016/17), and promoting relevance and excellence in higher education continue to bother the policyplanners in the country. Expanding access, particularly to general higher education; creating space for non-profiteering private providers in higher education; deciding the optimum size of a university (in terms of number of affiliated colleges); setting up of inter-university centres; reforming admission, curriculum and assessment procedures with focus on common entrance test, restructuring academic programmes, universalizing the semester system, continuous internal evaluation and assessment, introduction of credit system; mandatory accreditation system and creation of multiple accreditation agencies of unquestioned professionalism; restructuring National Eligibility Test (NET)/State Eligibility Test (SET), revamping Academic Staff Colleges (ASCs) and teacher development programmes, expansion of research programmes; promotion of autonomy and accountability of institutions of higher learning; and promoting inclusive policies and programmes in the domain of higher education, to name a few, continue to be major development concerns in the country. On the eve of the 12th (FYP), it is important to think differently to address the above stated development concerns in tertiary education. There needs to be a paradigm shift in the approach to reforming higher education. The 12th FYP, therefore, should create space for greater university autonomy and accountability (i.e, encouraging local solutions while retaining a regime of central approval) for expanding equitable access to higher education. This calls for a major shift in the approach of the Central Government/ University Grants Commission (UGC) in providing funding support to the university system. Its time now to move on to build partnerships (Central and State Governments) for addressing emerging issues of access, equity and quality through an improved programic design, rather than the discrete centrally/UGC sponsored schemes. A comprehensive university

reform programme need to be designed and implemented jointly by state and central governments for promoting strategic planning and recognising performance at the university level for accessing resources. However, there is a need to identify and deliberate on key areas of concern in order to make our way forward. It is in this context that the UGC organised a two-day Conference of Vice-chancellors of Central and State Universities from March 25- 26, 2011 at Vigyan Bhawan, New Delhi with the overall objective of taking stock of the initiatives undertaken during the 11th FYP period for improving access, equity and quality of tertiary education, identifying development constraints and making recommendations for policy planning and development interventions during the 12th FYP period. 1.1 Conference Agenda The Conference had the following specific objectives: (i) To identify development issues, challenges and reform agenda in higher education for the 12th FYP period; and (ii) To provide inputs for policy planning and to carry forward the reform process into the 12th FYP period.

1.2 Thematic Areas for Deliberation : The overriding theme of the conference was “The University and Society”, as the main purpose of the conference was to come out with inputs for policy planning and development strategies for making higher education relevant to the contemporary as well as the future needs of our society at large, while making it more inclusive by ensuring enhanced participation of under-served segments of our population. In all, eight broad thematic areas had been identified for facilitating discussions during the conference. The thematic areas were: (i) University and Society: access, equity, engagement and outcome; (ii) Content and quality; (iii) Research and innovation; (iv) Faculty development and inter-university resource sharing; (v) Internationalization in higher education; (vi) Alternative modes of delivery of higher education; (vii) Models of financing; and (viii) Good governance. Promoting secondary school education, a precedence requirement: Access and equity in secondary education largely determines the level of differentiation in higher education. Increased investment in secondary and higher secondary education is a necessary condition to expand equitably quality higher education. With the implementation of the Right of children to Free and Compulsory Education (RTE) Act, 2009, the need for equitable expansion of quality secondary education has also become necessary. All secondary schools should be brought to the standards of the central government managed schools as part of creating enabling conditions for development of higher education in the country.

1.3 Participation and Mode of Deliberation : Nearly 250 Vice-Chancellors of Central and State universities, eminent educationists and officials from the UGC, Union Ministry of Human Resource Development (MHRD) and national level resource organisations participated in the conference. Besides two plenary sessions, eight parallel technical sessions were devoted to each of the thematic areas in order to come out with specific recommendations for facilitating the design and implementation of reform programmes

during the 12th FYP period (see the Conference Schedule in Annex II). The Hon'ble Minister for Human Resource Development Shri Kapil Sibal, inaugurated the conference with a strong emphasis on the need for university autonomy and accountability for addressing the issues of access, equity and relevance during the 12th FYP period. He was candid in highlighting the need for introducing collaborative reform programmes (by the State and central governments) for the development of higher education in the country. The plenary session was followed by technical sessions for thematic discussions to arrive at concrete recommendations as inputs for policy planning during the 12th FYP. The specific recommendations of the eight thematic groups have been summarized in the sections that follow. While delivering his valedictory address, the Hon'ble Minister requested the Vice Chancellors to critically reflect on the recommendations of the conference and identify those which would be carried out during the 12th FYP period. A format for capturing the critical recommendations of the conference has been given in section three of this report. In view of this mandate, the Vice-Chancellors, therefore, are requested to specify theme-wise recommendations of the conference that are critical for implementation during the 12th FYP. It is hoped that this would help immensely not only in developing an Approach Paper on higher education for the 12th FYP but also feed into the agenda of the next meeting of the Central Advisory Board of Education (CABE) committee on Higher Education.

2. Major Recommendations of Thematic Groups: Each thematic group had discussed in detail the key questions of critical concern in their respective areas as contained in the Background Note prepared for the Conference, and came out with specific recommendations. It may be submitted that as the themes taken up by the Vice-Chancellors were cross-cutting, as expected, the Groups recommendations of the Groups are overlapping and appear in the deliberations of the groups as such.

2.1 Thematic Group I: Access, Equity, Engagement & Outcomes

Considering the fact that 'access and equity' are cross-cutting themes (strongly linked to themes on quality and financing), they should be looked into within the overall framework of the Indian Constitution (i.e, Articles 38 & 39 mandated the state to work towards reducing inequalities between income, status, facilities and opportunities and build an economic order that does not result in the concentration of wealth and subserve the common and collective good), the following specific recommendations were made to enhance access and equity in higher education for consideration in the 12th FYP.

- **Developing University Information Management System (UIMS):** The integrity and authenticity of basic statistics about our universities/institutions of higher learning is an important input for planning and equitable utilisation of our resources. Profiling universities/ its affiliated colleges, assessing transition loss from schools to colleges; and identifying the out-of-college youth and barriers to their access are critical for informed policy planning and strategic interventions. It is important that the 12th FYP recognises the critical role of

information (both at the university and government levels) in evidence-based planning and management of higher education, and accordingly, strengthen UIMS on a priority basis.

• **Benchmarking and ensuring minimum standards in higher education:** Wide variations exist across and between state universities, and between state and central universities, in terms of basic provisions and faculty, directly contributing to the unevenness in access to higher education and quality of outcomes. Benchmarking and ensuring minimum standards in teaching learning environment, staffing, student support services, evaluation and outcomes are the starting points in addressing the issue of equitable expansion of higher education. The iniquitous and uneven distribution of resources between the state and central universities need to be looked into. There should be special allocation in the education budget of the centre for ‘development support’ of the state universities.

• **Promoting university outreach programmes and college preparatory skills:** University-society engagement needs to be increased by expanding outreach programmes of various types (mostly to be designed at the university level), counselling, diagnostic studies, action research, targeted college preparatory activities/information sharing at the higher secondary level organised by the university in its catchment area may promote access and equity.

• **Developing inclusive expansion policies:** Policy emphasis during the 12th FYP must focus on state - supported expansion of higher education in terms of expansion and upgradation of facilities in public - funded institutions and making use of the opportunities of the underutilised places and facilities in non-aided institutions, including designing the right kind of Public, Private Partnership (PPP) models. The mode of expansion that encourages profiteering should be checked, if not stopped altogether, while also creating enabling institutional environment to encourage philanthropic support to higher education. As disparities, particularly in respect of participation of Scheduled Castes (SCs), Scheduled Tribes (STs), Other Backward Classes (OBCs), minorities and economically disadvantaged are high, the need in the policy planning is to encourage university level interventions to address the root causes of inequality (i.e., variations in the socio-economic status of the target groups). This implies allowing greater flexibility and autonomy at the university level with increased facilities and untied-funding support to plan and implement local specific interventions, for example, increasing funding and empowering universities to provide proper economic support to the disadvantaged groups. The case of Kerala in adopting the strategy of deepening the university level interventions to increase participation (GER around 18%) and reduce disparities needs to be emulated in the policy planning process. There should be differential policies to accommodate the needs of infrastructure, teacher and student support services in colleges/universities located in backward and remote rural areas.

• **Sharp focus on diversification of courses having improved labour market pay-offs in public-funded institutions:** In recent years, expansion of higher education has happened in a truncated manner, encouraging growth of unaided professional and technical institutions,

without ensuring their quality that has further fuelled disparities in higher education, while no doubt increasing the overall opportunities. Moreover, the arts and humanities segment with low labour market pay offs and high opportunity costs has virtually stagnated. Most of the less privileged groups are found participating in this segment of higher education. The need, therefore, is to diversify courses in public-funded institutions and create work opportunities in the campuses. The need for expanding community colleges, therefore, was felt critical to encourage participation and retention of the disadvantaged groups in higher education. It was felt that the university/college should assess the social needs and tailor the courses to those needs.

• **Effective system to monitor the external efficiency of higher education:** The university-industry/labour market linkages continue to be weak with virtual absence of feedback channels and mechanisms for delivering quality and relevant education. Promoting university-labour market feedback by designing an effective system to monitor the outcomes of higher education in relation to the needs of the labour market and society may raise access and equity.

• **Increasing and diversifying funding support :** Financial crunch is the crux of not being able to meet the diverse needs of the university and colleges, particularly state-funded institutions, to enable them to act effectively to promote access and equity. Besides, with rigid and limited size for student loan, the disadvantaged have little scope to access courses having high market premium. The problem gets multiplied by the low level of current expenditure in higher education (less than 1% of the Gross Domestic Product (GDP), while the national commitment is to invest 6% of the GDP in education. Wherefrom to find funds to implement the expansion and equity related interventions in higher education? The state funding, while diversifying modes of financing higher education, needs to be increased. Efficiency of government subsidies in the form of targeted scholarships, stipends, low fees, student loans, etc. need to be improved.

Cost-sharing strategies, to be compatible with improved access and equity, must be accompanied by measures which remove financial barriers to admission and retention, especially for the disadvantaged groups. Such measures require effective student financial aid system, need-based grants (particularly to state universities and colleges in remote rural areas), loan schemes to compensate for the unequal educational opportunities, preferably from the secondary school level.

2.2 Thematic Group II: Content and Quality

The past five years have witnessed heightened interest in higher education and its role in nation building. Major emphasis has been put on access, equity and excellence. These are indeed very appropriate and worthy goals but achievement of these requires, besides additional resources, a strong desire to implement longdelayed reforms in the higher education system. While intellectual freedom has to be the bedrock of a University, parameters of

accountability also need to be spelled out and performance of the faculty needs to be open to scrutiny. Institutional autonomy has to be wedded with an institutional culture that puts high premium on creating new knowledge and imparting knowledge in the most creative manner. The following major recommendations were made by the group to improve the content and quality of tertiary education in the country:

- The 'Action Plan for Academic and Administrative Reforms' circulated in 2008, and subsequently in 2009 by the UGC should be implemented by all the universities seeking UGC funding.
- All the information related to admission policy, courses and curricula, inputs and expected outputs of each course should be displayed on the university website.
- The semester system (2 semesters in an Academic Year) should be implemented across all Central and State universities without any further delay.
- A Credit-based system should be implemented in all universities. The system followed by the Indian Institute of Technology (IITs) and other global universities should be taken as a model. Credit should be clearly defined and credit transfer among educational institutions should be facilitated.
- Information on all teachers and their research activities and courses taught should be available on the university/college/institution website and should be updated every year before the start of the admission process.
- A minimum of 180 days of teaching per year should be assured in colleges/universities/institutions. Every teacher should mark his/her presence at the work place. Regularity in teaching should be monitored and recorded.
- Examination duty should be compulsory for all the teachers. Result compilation should be carried out through Information and Communication Technology (ICT) tools to compress the period between examination and declaration of results.
- Assessment of teachers and courses by students should be made mandatory. Similarly, assessment of university/college/ institution administration by teachers should also be made mandatory. These assessments should be appraised by an Advisory Committee of the university and appropriate follow up action should be taken in the spirit of improving individuals' performance and the quality of the system.
- Courses should be revised at least every three years. Every course described on the website should provide the date on which it was revised.
- Currently, every university/institution tends to have its own entrance examination. The quality of these examinations is not monitored. There should be a few well organized national level examinations and universities should be encouraged to subscribe to these. The Central Universities should take the lead in this regard.

- To keep school education and undergraduate education relevant, admissions into higher courses should be based on school level and undergraduate level examinations and entrance examinations in a 1:1 ratio.
- External assessment of colleges/universities/institutions is a must. Major parameters should be teaching standards, course content, research achievements, books and patents, provision of information, student evaluation of faculty, achievements of faculty, academic standard of new hiring, infrastructure and facilities like instrumentation centres, computer centres, etc., affirmative action and sports.
- While the National Assessment and Accreditation Council (NAAC) (or any other body) should do macro-level institutional evaluation, the micro-level evaluation and improvement of teaching-learning processes and related aspects should be carried out by each institution for which NAAC should develop performance parameters and guidelines.
- Existing schemes by the UGC for upgrading infrastructure and teaching in colleges and universities in rural, remote and educationally backward areas are inadequate. More resources should be allocated to this activity. In general, upgradation of affiliated colleges should be a major activity in the 12th FYP.
- Internal Quality Assurance Cells (IQAC) should be strengthened in every institution/university/college and a yearly report should be posted on the website of the concerned institution.
- There should be systematic and continuous training on pedagogy for all teachers of colleges and universities, incorporating student centric and participatory methods as part of continuing professional development and quality assurance. Training on instrumentation, practical work, field work and ICT tools should be given due importance.
- Model curricula for each subject (discipline-wise) with model course makes/combinations and recommended quality learning resources with diversified evaluation strategies should be developed by the UGC for universities and colleges to refer to and adopt as per their requirement.
- To incentivise reforms and performance, colleges/universities/institutions with high level of performance should be recognized by NAAC (or similar body) and provided additional funding by UGC/MHRD to achieve global standards in research and teaching.
- State universities require serious attention and support to improve their quality of teaching and research. Central government must support State universities through additional grants. This support should be in two forms - those that have excellence should be provided additional funding for reaching higher standards, those that are in remote or under-developed areas should be provided additional funding for improving standards.

- Four year dual degrees, as an example - B.A.(Hons.) in Economics and Mathematics, B.Sc.(Hons.) in Biology and Maths or 4 year B.S. degrees as suggested by the Science Academics be started to encourage inter-disciplinary approaches to frontier areas of learning in elite colleges. Autonomous colleges should switch to 4 year degrees. Meritorious students with 4 year degree should be admitted directly to PhD programmes with one year course work for which they should earn credits and grades. Another way to implement interdisciplinarity would be to have undergraduate degree with a Major subject and a Minor subject.
- To create effective teachers at the school level – 4 year B.Sc-B.Ed. and 4 year B.A.B.Ed. degrees initiated as an integrated model of professionalizing teacher education and should be offered in the Universities / Colleges.
- Every undergraduate course should be backed by appropriate text books, reading material, assignments, quizzes and ematerials. ICT tools should be used in a creative manner for this purpose.
- For every degree – minimum credits should be defined and students given freedom to choose rest of the courses.
- Computational work, laboratory work and community work should be encouraged to provide students skills in problem solving and skills in facing real-life challenges.
- Research institutes in science, technology and social sciences should be encouraged to run summer workshops for undergraduate students. Students should be able to earn credits for these.
- For making education more job-oriented, there should be provision for credit-based soft skill and life skill. Degree oriented programmes with appropriate proportion of practical and theoretical skills.
- Special remedial classes should be organized by the colleges/universities for students admitted under affirmative action and for other interested students. Information on remedial classes should be displayed on the college/university website. These classes should be included in the workload of the teacher.
- A National Education Communication Network should be established which shall facilitate inter-university teacher exchange, interactive learning resource sharing, faculty and staff development and research, student evaluation.
- The number of affiliated colleges with any university should not be more than 100. Current numbers in many cases are too high. New Central Universities should not affiliate any colleges. All the new Central Universities should consider starting undergraduate courses preferably 3 year's Bachelors' courses, to set quality benchmarks in undergraduate education and to prepare young undergraduates of proven value to post graduate education.

- UGC stipulated student-teacher ratio should be the minimum standard for every college/university.
- There should be norm-based funding for every Central and State University. However, quantum of norm-based funding should vary from university to university with defined minimum standards. Time to time block grants may be given by the UGC to both the State and the Central Universities on the basis of relevance of the programmes offered and their performance in academic and professional fields.

2.3 Thematic Group III: Research and Innovation

Keeping in view the critical role of research and innovation in empowering nations to acquire competitive edge in an interconnected world, the group made the following recommendations to promote research and innovation in Indian universities:

- A budget in each FYP for individual university should be allocated for research and innovation. The decision to fund the research of the faculty members should be made at the university level.
- To motivate the new and younger faculty, a provision of “Startup Fund” should be initiated and institutionalized. For motivating the faculty members, Research and Development (R&D) Project guidelines should be made investigator friendly.
- Travel grant for students/Ph. D scholars for undertaking short term visits in the country or abroad may be provided for training, capacity building, collaborative research and for presenting papers in seminars and conferences.
- More speciality-oriented Inter-University Centres (IUCs) may be created, particularly in view of the enormous benefits presently accruing to the faculty/scientists from the existing IUCs.
- Provision of “Central Instrumentation Facility” catering to all the faculties should be made. To maintain the instruments and their running costs, a Corpus Fund with the support of UGC may be created in each university.
- A data bank of all the major equipments may be maintained at the university level and shown on university web page to enable collaborations and for optimal utilization by all the stake holders.
- All universities should have on their website details of faculty profile, the research specialization of each faculty members and the research areas of strength of each department.
- There is a need to formalize a concept of Joint Appointment System between universities and national laboratories.
- There is need to enhance the present strength of about 1,50,000 full time scientists by at least 3-fold, i.e, 4,50,000 over a reasonable time frame

- Thrust areas at the national level should be identified in both theoretical and experimental sciences in all disciplines. Priority should be accorded to research projects for funding in these thrust areas on mission mode.
- In a major shift in policy paradigm, co-location of Research Labs/Institutions in the University system ought to be encouraged.
- University Innovation Clusters should be set up in all geographical locations with the university acting as a nodal point of such a cluster, with a view to building an innovation network with industry, other universities and R & D Labs. This would ensure optimum use of human and infrastructural resource.
- An Innovation Incubator should be established to create the necessary linkages between the university, relevant local/national industry, research labs./Institutions, Civil Society and the Government. The funding for such initiatives on creating clusters and incubators be realized through public private partnership.
- For universities/institutions located in remote/rural/less developed areas special steps should be taken to develop their human resource and infrastructural capacities. These steps may include ‘mentoring’ by reputed National Institutions/Labs./Industry/Individual, etc.
- A concerted and collective effort may be made by universities and research institutions located in various geographical regions to access, coordinate and develop cross border resources and knowledge pools. Measures like incentive networking with the cross border academic and research institutions and exchange of scholars, professionals and experts could be undertaken in order to facilitate the same.
- To encourage university-industry partnership, adequate measures should be taken including fiscal incentives.
- The existing “ENCORE” scheme of UGC should be further strengthened. In addition to the existing provisions (approx.1,000) National Professorships of Eminence (to make use of expertise of people of Indian origin to contribute teaching and research) may be created and implemented.
- An Intellectually Property Rights (IPR) Cell should be established in each university. A consortium of IPR firms be created to advise the faculty and the students on filing of patents in different disciplines and making them aware of copyright issues. Provision of generous support for filing patents by students, scholars and faculty be made either at the institution level or by funding agencies such as UGC/DST/CSIR/ICMR.
- An Inter-University Centre for informal knowledge systems pertaining to cultures, communities, heritages, endangered languages, etc. should be set up by the UGC.
- In order to ensure quality of research/intellectual output, best practices for citation must be followed. All written and oral information should be properly cited. Appropriate

steps such as pre-screening of thesis/research manuscripts should be taken to ensure plagiarism-free output.

- UGC could be repository of knowledge in terms of all the theses and their abstracts, project reports, etc. And the details be made available online on the UGC website.
- A conscious and substantive initiative must be designed and undertaken to address the issues of critical national importance like climate change, natural resource management, disaster management and national security in a collective and integrated framework. This would call for strong and comprehensive coordinated collaborations among the national, regional and local institutions.
- A long-term and far-reaching intervention is required to transform the quality and scale of connectivity including broadband services that would reach the remotest geographical entity and educational institutions.

2.4 Thematic Group IV: Faculty Development and Inter-University Resource Sharing

The importance of quality teaching and its requisite orientation needed for the faculty, particularly, in the context of curriculum and research was reiterated by the Group. Meeting the shortfalls in teacher deployment and faculty development were considered critical both for improving access and quality of higher education in the country. The Group made the following recommendations for improving faculty development efforts and inter-university resource sharing:

- A search process to recruit young faculty may be instituted providing start up research grant and optimized infrastructure facility. Special efforts should be made to recruit reputed faculty as Professors as this will have tremendous multiplier effect.
- Instituting Young Faculty Awards for outstanding faculty. • Research Students may be assigned teaching jobs as is the practice in other countries and they may be given teaching experience certificate for the same.
- Post Doctoral Fellowships supported by the UGC should be introduced.
- Uniform rules and regulations regarding retirement age benefits for all universities in India be made mandatory.
- Faculty selection through a pool selected by the UGC Faculty Recharge Programme could be made use of by the universities deficient in faculty resources.
- Nationwide accreditation of faculty should be initiated. Nationwide registry of faculty at all levels be made.
- National Eligibility Test needs to be rationalized with restructuring of curricula.
- Data base of qualified unemployed potential teachers be created.
- Selection of Nodal Centre of Excellence for collaborative research region wise and nation-wide may be created.

- Faculty Development Grants for outstanding Departments for a period of 10 years from the UGC may be introduced.
- National Knowledge Network to augment classroom teaching may be introduced.
- Adjunct Faculty Programme of the UGC for attachment of foreign faculty and from other institutions may be introduced.
- Short term training programme for teachers in areas such as pedagogy, research methodology, teaching learning practices, management of research, etc. may be started.
- Consultancy by faculty need to be promoted. N-LIST programme may be adopted in the next five years.
- Sharing of lectures by eminent faculty and course delivery through IT connectivity and NKN may be promoted. This would enhance academic productivity.
- Networking Centres between Universities/Research institutions to develop cross disciplinary perspectives may be established. Mobility of teachers may be promoted through clusters of neighbouring Institutions.
- Database for resource sharing amongst the universities using NKN and INFLIBNET may be created.
- Inter University Centres of UGC - three in the Research and three in the Services Area are already functional. IUCs have succeeded in promoting Inter University resources, sharing of resources and achieving synergy with universities with knowledge generation. There is a need to promote such IUCs particularly in areas of Life Sciences, Earth Sciences, Mathematical Sciences and Medical Sciences.
- ASCs has served useful purpose in the Faculty Development. With changing time the need is to review ASCs and to restructure ASCs in terms of augmenting research and teaching skills.
- The nomenclature of ASCs may be changed faculty development centres. Induction course for all freshly recruited faculty should be conducted immediately after recruitment. The syllabus of orientation courses should be standardized all over India.

2.5 Thematic Group V: Internationalisation of Higher Education

University education by definition is supposed to be holistic and inclusive at the global level. The nomenclature “Internationalization of Higher Education” was questioned and it was suggested that “International Cooperation” or “India’s global engagement in Higher Education” could be used instead. Besides, questions were raised on whether Indian Universities were ready for internationalization with regard to both their physical and academic infrastructure. The Indian Universities were bound by territorial jurisdiction which needed to be phased out if student and faculty mobility was to be achieved and diversity was to be encouraged. A model of ‘hubs and hinterland’ was referred to for empowering

existing Indian Universities. The Group made the following recommendations for dealing with issues related to internationalisation of higher education:

- All universities in the country may be required to go for compulsory accreditation. There should be multiplicity of accrediting bodies and their credibility should be acceptable.
- The issue of faculty shortages need to be addressed on an urgent basis. Further, faculty had to be provided continuous opportunities to upgrade their qualifications and knowledge base.
- If foreign universities began functioning in India, poaching of faculty from Indian Universities was going to be a big issue adding to the problem of shortage of faculty faced by Indian universities.
- It would be crucial to improve the quality of our own higher education institutions and empower our existing institutions in the country to arrest brain drain. This would help retain Indian students as well as attract foreign students to India.
- The “dynamic conflict of interest” between the developing and the developed countries also needed to be understood and analysed properly in this context. The distinction between higher education for better human capital and for better trade is to be underlined.
- There is skepticism about good quality foreign universities actually coming to India to set-up campuses. Besides, Section 9 Clause (1) and (2) of the Foreign Education Providers Bill on giving relaxation to foreign institutions has the potential for misuse against national interests. A reasonable proportion of the profit may be allowed to be repatriated.
- Even if the foreign universities did come to India, it would be necessary to provide a level-playing field for both Indian and foreign universities. Issues pertaining to fee structure, faculty salaries, curriculum to be followed and affirmative action policies were some of the areas in which discrepancies were apprehended. The foreign universities should not be given complete autonomy.
- The idea of ‘navratna’ departments in the universities may also be introduced like ‘navratna’ universities to promote outstanding departments of excellence.
- Indian universities should be encouraged to engage with foreign universities for tie-ups between departments, for faculty exchanges, student exchanges and so on. All Memorandum of Understandings (MoUs), however, to be signed by Indian universities with foreign universities and departments of good standing in their own countries had to be done on equal terms and on the basis of reciprocity.
- It is necessary to move to a transfer credit system to enable mobility of students across different universities. This is required to happen at two levels; (a) between Indian

Universities within the country; and (b) between Indian Universities and foreign Universities.

- The issues of regional imbalances and socio-economic inequality should be critically examined in the context of internationalisation of higher education.
- Every Indian university needs to have a nodal office to deal with foreign students as well as the foreign universities. It is also required to collect information about foreign universities so that all information could be available to the university and its departments at one single window.
- Research done in collaboration with foreign universities or within the campuses of foreign universities that might be set up in India raises questions about patents and the possible erosion of indigenous knowledge. Proper safeguards need to be institutionalised.
- There was a strong feeling that foreign universities would offer only those courses which would have commercial returns, e.g., professional and technical courses. In the process, social sciences and humanities would suffer. Hence, foreign universities coming to India should be asked to provide holistic programmes.
- Steps need to be taken to streamline and rationalize visa regulations to facilitate the smooth entry of selected students from abroad.
- ICT needs to be extensively used for online admissions, testing, communications with applicants and also for academic use. For this, bandwidth needs to be increased and strengthened.
- The quality of foreign students entering Indian Universities needs to be tested through online entrance examinations which could be patterned along SAT, GRE, etc.
- It is necessary to establish equivalence of degrees and diplomas etc. so that these are recognized abroad and viceversa. This may facilitate both further education and employment. Mechanisms can also be developed to establish reciprocal programmes for undergraduate students spending one semester in foreign universities and also organize dual degrees with foreign universities.

2.6 Thematic Group VI: Alternative Mode of Delivery of Higher Education

Higher education in India is at the cross roads of various reforms and there is an urgent imperative to seek means of enhancing the GER. While the establishment of new universities is on the anvil, seeking to strengthen alternative modes of delivery of higher education is also important. Open & Distance Learning (ODL) which has hitherto been considered as “a poorer cousin” is now becoming mainstream. The inherent nature of ODL comprising of flexibility, modularity and addressing target issues of social inequality, gender disparities makes it a feasible tool for enhancing access. Further programmes available in the modular and credit system in ODL institutions could be extended to conventional universities as

well. As such, alternative modes such as ODL and e-learning can contribute significantly towards the goal of expansion higher education in the country. The following recommendations were made to strengthen ODL in India:

- **Structure & Management of ODL Universities:** In consonance with the requirements of new modes of delivery of higher education, the governance structures of these universities will have to be articulated differently. In an ideal situation, the focus should be on delivery of quality higher education independent of the mode which means that the borders between “conventional”, dual mode and ODL should get blurred. All universities should be enabled to use technology to its fullest extent to offer programmes both through face-to-face mode and through technology enabled means.
- **Regulatory System:** The Distance Education Council (DEC) may be an autonomous body to coordinate standards in Open & Distance Learning. It may function through linkages with various professional bodies for accreditation purposes.
- **Financing of distance education:** While there are many private players in distance education and on-line learning, the State Open Universities should be supported financially in order to deliver quality programmes. The investment should be both in faculty development and training, curriculum development and deployment of technology.
- **Technical education through distance education:** All programmes are amenable to Open & Distance Learning practices. To ensure quality, benchmarks will have to be identified for activating Study Centres which have the requisite, physical and human infrastructure. In general, institutions may be encouraged to offer general degree programmes through alternative modes and wherever specific/high end requirements are needed, the criteria will have to be specified.
- **Quality and relevance of ODL to be strengthening in all respect of teaching and learning:** ODL can be on a strong wicket only if it is played well and its processes are comprehensively addressed. A strong accreditation mechanism which emphasises on internal quality checks and external reviews is important. Student Satisfaction Surveys, and outcomes assessments may become minimal requirements. Some important criteria for which key performance indicators are to be worked out for quality evaluation are: Curriculum, Pedagogy, Technology Infrastructure, Student Support Services, Credit transfer and Governance.

2.7 Thematic Group VII: Models of Financing Higher Education

Financing higher education and funding mechanisms are the most crucial aspects for development of higher education. Although the demand for higher education has increased enormously over the years, the central and state governments’ financial support to institutions of higher education has declined in real terms. However, there is around a 9-fold increase in the 11th FYP allocation compared to the 10th FYP grants to higher education. New models

of financing higher education based on well established norms and improvements in the existing system of funding by the central and state governments, therefore, are critical development concerns in higher education. The Group made the following recommendations for improving funding to higher education in the country:

- The public financing of higher education needs to be augmented to 1.5% of GDP as recommended by various Commissions & Committees on higher education.
- The UGC should evolve a new funding pattern for Central Government funds through UGC and the State Government funds to universities and colleges based on objective and transparent norms based funding under three broad categories: (a) minimum substantive grants on mandatory basis to all universities based on objective criteria; (b) provision of maintenance grants to all universities based on transparent and objective criteria; and (c) performance linked incentive grants based on assessable indicators to be made available as per their eligibility.
- **The basic norms for providing minimum substantive mandatory grants to universities and colleges may include inter-alia:**
 - (a) Student enrolment pro-rata basis;
 - (b) Adherence to Government of India reservation policy;
 - (c) Student-Teacher ratio;
 - (d) Teacher-Non teacher ratio;
 - (e) On-campus support services grants like teaching-learning-evaluation infrastructure, Library cum eresources, hostels, play ground and sports facilities, counseling, guidance & placement services, etc. and
 - (f) Off-campus support services grants for extracurricular activities like NSS/ NCC/ NSO and extension activities.
- **The criteria for maintenance grants for universities/ colleges may be based on:**
 - a) Student strength and the institutions' stage of development;
 - b) Expenditure on teaching and non-teaching staff;
 - c) Per-student annual expenditure at UG/PG/Research and other levels;
 - d) Per-student expenditure on libraries, hostels, estates, examinations, administrative and management activities; and
 - e) Fellowships, scholarships, free-ship and other student support systems offered by the institution.
- **Norms for performance based incentive grants may include:**
 - a) Inclusiveness in excess of the reservation percentage of central/state governments;
 - b) Fee subsidies/scholarships/ free-ships/funding, support for meritorious students at the Institutional level;

- c) Filling up of all teacher vacancies;
 - d) Introduction of e-governance and digital library with eresources;
 - e) Strict adherence to all UGC/ Statutory Council Regulations;
 - f) Regular faculty development programmes;
 - g) Academic productivity;
 - h) Administrative & financial accountability as evidenced by audit reports; and
 - i) Matching grants for resources mobilized by the institution.
- The present practice of faculty support only for the Plan period and insisting the State Governments to take over the responsibility of funding after the Plan period involves practical difficulties and also creating uncertainty in the future of the tenure of such faculty sanctioned by the UGC. The UGC may adopt a system of block grants of recurring nature in respect of faculty support of the State Universities or institutions not fully funded by the Central Government through UGC. That is, a fixed percentage of all faculty salary of the University concerned (at least 15%) be paid on an annual basis in lieu of the present system of supporting only the sanctioned posts for the Plan period only.
 - The Central and State Universities be statutorily required to adopt revision of fee structure payable by the students by at least 10% for every three year period.
 - All Government and Government aided Colleges affiliated to various Central and State Universities, after getting authenticated intimation from the State Government concerned, should be automatically brought under Section 12(B) of the UGC Act making them eligible for central government grants through UGC. A similar procedure can also be adopted for all the new Universities established by the Act of the State Governments.
 - All the State Governments be advised to convert the self financing courses offered by State Universities, Government and Government aided colleges as government approved courses with appropriate aid and make the faculty members attached to the self financing courses as regular faculty subject to the condition that these institutions strictly adhere to Government approved fee structure for these courses as well as the reservation policy of the respective State Government.
 - The channeling of the Central Government fund to the affiliated Colleges be made directly to the respective institutions giving them necessary powers to utilize the grant upon intimation to the concerned State Government and the affiliating University. The monitoring of the implementation of the schemes for which funding has been made could be undertaken by the respective affiliating Universities.
 - A large number of Government and Government aided Colleges and some of the State Universities are deprived of UGC basic grants and other scheme based support for want of the technical requirement of 12(b) recognition of the UGC. This creates a

vicious circle in becoming eligible for the UGC grant. On the contrary, the Central Universities/Institutions become eligible for the UGC grant from the very date of inception without the precondition of 12(b) which really enables the Central Universities to take off without facing difficulties. All the Government and Government aided institutions be given UGC assistance without insistence on 12(b) recognition as a precondition.

- Under certain schemes of UGC, a matching grant from the college management or State government is insisted upon. This condition is easily fulfilled by the private aided colleges. However, Government colleges find it difficult to utilize the grants from such schemes due to procedural and bureaucratic delays on the part of the State Governments. The government colleges be exempted from the condition of prior sanction of matching grants for those schemes.
- Follow-up steps may be taken in introducing the following models of public-private partnership in higher education which is being considered by UGC/ Planning Commission:
 - i) Basic infrastructure model: the private sector invests in infrastructure and the government runs the operations and management of the institutions in turn making annualized payments to the private investor.
 - ii) Outsourcing model: Private sector invests in infrastructure and runs operations and management and the responsibility of the government is to pay the private investor for the specified services.
 - iii) Equity/Hybrid model: Investments in infrastructure is shared between government and private sector while operation and management is vested with the private sector
 - iv) Reverse outsourcing model: Government invests in infrastructure and the private sector takes the responsibility of operation and management.
- A special scheme of funding may be introduced to encourage institutions to offer inter-disciplinary programmes of teaching and research. Any administrative / regularization difficulties arising out of these programmes in terms of work load calculation, faculty recruitment and qualification norms be sorted out providing the necessary flexibility to the institutions.
- To increase the GER, efforts be made to initiate community college model by which the school dropouts would be enabled to join main stream higher education by means of associate Degree/ Certificate/ Diploma programmes.
- The proposal for UGC grants must be scrutinized at the University/Institution level by a Planning Board consisting of external experts and to be forwarded to the UGC. The present practice of submitting the consolidated proposals of individual departments to

the UGC, without critical scrutiny, should be avoided.

- The present practice of UGC sending a visiting team to Universities to examine and sanction proposals to various departments should be avoided as it involves enormous delay in the process of allocation and release of funds.
- The public and private aided institutions take up the Academic Audit involving external experts once in 3 years. This should be a pre-condition for the eligibility of these institutions for funding support.
- The present practice of releasing further installments of the grant only upon submission of utilization certificate causes undue delay in receiving and utilizing grants. The release of second installment should not be withheld for want of utilization certificate of the first installment. However the release of third installment be effected only after receipt of utilization certificate for the first installment. Above all, the institutions must adopt maximal degree of e-governance, debureaucratization and transparency in fund management.

2.8 Thematic Group VIII: Good Governance

Academic freedom is sacrosanct, and in the exercise of that freedom, rests the ability of universities to innovate and promote creativity and excellence in teaching and research. Therefore, good governance requires setting up of appropriate institutional structures, framing policies and practices for promoting academic freedom. Accordingly, academic autonomy is key ingredient in the exercise of academic freedom and self assessment is a necessary condition for ensuring accountability. Importantly, autonomy does not start and stop at the institutional level, i.e., the university. It percolates throughout the entire system of higher education and concerns the relationships, external as well as internal, to the university. Centralisation and concentration of power is antithetical to autonomy. The above principles need to be seen in the current context. The Vice-Chancellors were of the view that the autonomy of the universities is currently unduly constrained. The constraints fall broadly into the following categories: (a) Financial issues and funding practices; (b) Bureaucratic hurdles; (d) Political interference; and (e) Legal and regulatory framework. It was observed that the central universities are less constrained and enjoy greater autonomy than the state universities. Further, institutions funded directly by the MHRD like the IITs and IIMs appear to have greater autonomy than the central universities funded through the UGC. Therefore, how funds are channelled appears to correlate significantly with institutional autonomy and academic freedom. Also the central universities have greater funding than the state universities, indeed the financial constraints for the state universities are a serious impediment to, and a significant cause for eroding, university autonomy in various ways. The Group made the following recommendations to improve university governance:

- Academic freedom is absolutely essential for academic excellence. Academic autonomy shall not be possible without autonomy in administrative matters and decision-making

processes. Further, academic and administrative autonomy shall have no meaning and will not be effective unless the academic institutions enjoy autonomy in financial matters.

- Academic, administrative and financial autonomy does not mean a blanket freedom to universities and their constituents - the students, teachers, staff, schools, faculties, departments, centres and colleges to do whatever they want. Instead, the autonomy must mean freedom to achieve academic goals.
- Academic institutions funded through public exchequer are established with the sole purpose of pursuing academic excellence and must meet the expectations of the society in this regard. However, their ability to impart quality teaching and to create new knowledge through excellence in research and publication rests on academic, administrative and financial autonomy.
- It is necessary that all overt and covert attempts to erode or corrode autonomy must be as much resisted as the blatant and clandestine tendencies to evade public accountability. It cannot be over-emphasised that the absence of accountability is as much detrimental to academic excellence as the loss of autonomy.
- University autonomy is often seriously hampered, curbed and curtailed by overloading the decision making bodies of the universities (the AC, the EC and the Court) with political and bureaucratic nominees and people with vested interest and thereby vitiating the decision-making process and adversely affecting the quality of decisions made. While the composition of these bodies may give representation to various stakeholders, the nominees must be people with requisite qualification and high integrity.
- Political and bureaucratic interference in the appointment of Vice Chancellors and such key university functionaries, as Registrars, Finance Officers and Controller of Examinations, etc. shall have to be avoided with concurrence of political and bureaucratic leadership.
- The Vice-Chancellor is the leader of the university system. Her appointment norms must adhere to the minimum qualifications prescribed in the UGC Regulation 2010. The Vice-Chancellors should have experience of academic administration and should be able to provide academic leadership. The process of appointment of Vice-Chancellors should be fully transparent and information on nominations received, short listed panel and final selection should be publicly available in all cases. Finally, the Vice-Chancellors should be selected on national basis.
- Provisions in the Acts and Statutes of several state universities restrict autonomy and have not been revised over long periods. It can also take a very long time to change them and bring them in sync with the regulations of the UGC or policy directives of the Central Government or UGC. The centre should create model Acts and Statutes and rules of governance and, if necessary, these could be implemented through appropriate constitutional reforms.

- There was a close link between the adequacy of financing as well as the financing modes available to the universities and autonomy available to universities. Starving universities with a resource-crunch are compelled to resort to such modes and mechanisms of funding that further incapacitate them for taking sound financial decisions and jeopardises their academic autonomy. It was felt that there was an urgent need to enhance overall funding to higher education. Several Vice-Chancellors from State Universities emphasised the need for the Centre to provide adequate finances to State Universities and for reduction of disparity between the allocation of grants between Central and State funded Institutions.
- While timely availability of adequate resources is important, it is equally necessary that the universities are given necessary freedom and flexibility to best utilise the available resources for realising the larger objectives of the universities. To this end:-
 - a) The budgets should be allocated at the beginning of the financial year and subsequent releases should be automatic.
 - b) The conditionality attached to grants and allocations of funds need to be simplified.
 - c) There should be clear move towards a predictable normbased funding with powers to universities to allocate and utilise available resources in various competing priorities of the university.
 - d) The norms should provide for incentives for performance and disincentives and penalties for non-compliance and non-performance.
 - e) Special state priorities, if any, should be limited in number and should be addressed through an additional funding window.
- Universities often lose out on the argument for greater autonomy on account of their inability to accord autonomy to their own constituents, internal organs and sub-units. It is necessary that both autonomy and accountability be extended to all constituents and stakeholders within the university system and must not be restricted to the relation between the university and the external spheres of governance. Autonomy should percolate to all levels including the lowest.
- **Issues of internal accountability should be built in the following principles:**
 - a) Evaluation of teaching performance by students;
 - b) Strengthening assessment through the IQAC and obtaining feedback on the assessment of the University by its constituents;
 - c) Introducing a “Code of good practices”, on the lines recommended by the MHRD Committee;
 - d) Restricting inbreeding in recruitment at all levels;
 - e) Subjecting institutions to mandatory accreditation and external reviews every five years;

- f) Systems of governance focusing on sound financial management and practices;
- g) Effective systems of decentralisation at all levels;
- h) Fairness and transparency in decision-making processes; and
- i) Highest standards of probity of the academic and administrative leadership.
- Large number of colleges affiliated to the universities tends to overweigh the universities with examination and other regulatory responsibility and weakens the facilitative and promotional functions. It is, therefore, recommended that the number of colleges attached to a single university should not exceed more than 40 or 50. The states could create mentoring universities to facilitate the development of affiliated colleges but, in turn, these universities should not affiliate more than a certain number of colleges, say 100.
- At the other extreme, growing number of small single stream or specialised universities also create a special class of issues for governance. Proliferation of such universities should be discouraged and universities should preferably be “comprehensive” in character as recommended by the Yashpal Committee.
- Reforms are needed to cut down the time taken in routine administrative decision making and in other non-academic tasks which regularly engage and take up a lot of time of the administrative as well as the academic staff of the universities.
- E-governance should be used to improve the efficiency, transparency and responsiveness of the university governance system.
- Respect for divergent in discourse by the academic faculty and their creative deviance need to be encouraged in the university system to create an academic climate of insightful outputs in teaching and research.
- There should be a class of very eminent academics for whom there should be no age of retirement.
- Teachers should have the freedom to design innovative courses. Inter-disciplinarity should be encouraged.
- Students should have much greater choice as between courses and institutions. Hence, the reforms towards a credit-based system, semester, modular courses, etc. must be strengthened.

*Umbrella can't stop the rain but make us to stand in rain...
Similarly, Confidence may not bring success but it gives a
power to face any challenge...!!*

MANGALORE UNIVERSITY
REVISED GUIDELINES FOR IMPLEMENTATION OF REGULATION
GOVERNING THE DEGREE OF DOCTOR OF PHILOSOPHY (Ph. D.)
(Framed as per Clause (12) of the Regulation Governing Ph.D. degree notified on 3.9.2010)

1. ENROLMENT:

- i) The University shall notify the Ph.D Programme once in a year ordinarily in the month of August/September.
- ii) The Departmental Council shall decide the number of available seats every year in consultation with the available guides in the concerned department and in the recognized research institutions, taking into account the infrastructure and other facilities.
- iii) The Notification shall indicate the total number of seats available under each subject alongwith the fieldwise / specializationwise split up. The notification shall also indicate the number of seats available under each reservation category. The reservation of seats shall be based on the total number of seats available in the subject.

2. PROCEDURE FOR ADMISSION:

- i) The Ph.D. Admission Committee shall consist of Chairperson of the Department and two senior faculty members. If there are no sufficient number of faculty members in the department, the Admission Committee shall co-opt the faculty members from the related sister departments or from the recognized research institutions.
- ii) All applications seeking enrolment for Ph.D. Programme shall be submitted to the Chairperson of the concerned Department.
- iii) The Centralized Entrance Test shall be conducted ordinarily in the month of September/October every year, in the respective department on a common date.
- iv) The Entrance Test shall consist of two papers of 50 marks each, 90 minutes duration each. The first paper shall be related to the general aspect of the subject and / or Research Methodology. The second paper shall be related to the field of specialization.
- v) The question papers shall be based on syllabi of the PG Programmes of the respective subjects. They shall contain objective type and / or short answer type questions.
- vi) The answerscripts shall be evaluated internally by the faculty members of the department and / or recognized research institutions.
- vii) After the evaluation of answer scripts the candidates shall be interviewed by the Admission Committee by co-opting the faculty members / experts in the respective field of specializations.
- viii) The interview shall carry 25 marks.
- ix) The interview shall also be conducted, on the same date for those who qualify in the U.G.C/ CSIR (JRF) Examinations/ NET/ SLET/ GATE/ and for Teacher Fellows/M.Phil

degree holders and candidates working under major research Projects.

- x) The Committee shall prepare the merit list, select the candidates and allot the guides, following the reservation policy. The allotment of candidates to the guides shall also follow the reservation rules.
- xi) The Chairperson of the Admission Committee shall forward to the Registrar for approval the list of selected candidates, along with the merit list and the allotment of the guides.
- xii) The candidates shall pay the fees and register themselves within a prescribed date.

3. SELECTION OF CANDIDATES:

Selection of candidates for Ph.D programmes will be based on the marks obtained in the Centralized Entrance Test + Interview and marks obtained in the qualifying Examinations in the ratio of 50:50 and overall minimum 50% marks (45% for SC/ST) and as per Merit Cum Reservation Policy. Those Candidates who qualify U.G.C/ CSIR (JRF) Examination/ NET/ SLET/GATE/ Teacher Fellowship holder/ M.Phil degree holder who have already appeared for Entrance Test or candidates working under sponsored Major Research Projects are exempted from appearing for Entrance Test. The selection of these candidates is based on their performance in the interview and marks obtained in the qualifying Examinations in the ratio of 50:50.

4. COURSE WORK

- a) The course work shall be of the following pattern. The course contents/syllabi of papers 1 to 3 shall be decided by the concerned Board of Studies.

Papers	Particulars	Hours of Instruction per week	Duration of Examination (hrs)	Marks			Credits
				IA	Theory	Total	
Paper 1	Research Methodology	4	3	30	70	100	4
Paper 2	Theoretical Foundations	4	3	30	70	100	4
Paper 3	Recent Developments	4	3	30	70	100	4
Paper 4	Reviewing of Literature and Planning of the Proposed Research Work with a Tentative Title	16	-	-	-	200	8
Total							20 Credits

- b) Part-time researchers may be allowed to complete the course work in two semesters. They shall take the Papers 1 to 3 in the first semester and Paper 4 in the second semester.
- c) The candidates are required to undertake the course work for a semester immediately after the enrollment as per the Calendar notified by the Registrar.
- d) Valuation of Course Work:
 - i) There shall be a Board of Examiners for setting and valuing papers 1 to 3. It shall be constituted from the panel prepared for the purpose by the concerned Board of Studies.

- ii) Each written paper shall be generally valued by an internal and an external examiners, but not by two internal examiners. The Chairman and internal members of the BOE shall tabulate the results and send them to the Registrar (Evaluation).
- iii) If the difference in marks between two valuations is more than 20% of the maximum marks, the Chairperson of the BOE shall check the entries and the total marks assigned by the two valuers. If there is any mistake in totalling, it shall be rectified. While checking the total, if it is observed that any one or more of the answers is / are not valued by the valuers, the Chairperson shall advise internal members of the Board of Examiners to value that answer. After receiving the marks, the Chairperson shall make the necessary corrections. Despite all these corrections, if the difference between the two valuations is still more than 20%, the Chairperson shall arrange for third valuation by examiners from among the approved panel of examiners.
- iv) In case of two valuations, the average of the two valuations and if there are three valuations, the average of the nearest two valuations shall be taken for declaring the results.
- v) The Doctoral Committee shall evaluate the report of Paper 4, obtain the results of Paper 1 to 3 from Registrar (Evaluation) and award GPA to the candidates as detailed elsewhere.
- e) Classification of Successful Candidates: The results of successful candidates at the end of the course work shall be classified on the basis of the Grade Point Average (GPA) obtained in all the papers. The Grade Point (GP) in a paper and the Grade Point Average (GPA) at the end of the course work shall be computed as follows:

The grade points (GP) in a paper shall be assigned on the basis of actual marks scored in that course as per the table below:

% Marks	Less than 50	50<55	56<60	61<65	66<70	71<75	76<80	81<85	86<90	91<95	96<100
Grade Points	Fails	5.5	6	6.5	7	7.5	8	8.5	9	9.5	10

The Grade Point Weights (GPW) shall then be calculated as the product of the grade points earned in the paper and the credits for the paper. The total GPW for a course is obtained by adding the GPW of all the papers.

The GPA shall then be computed by dividing the total GPW of all the papers of study by the total credits for the course.

Papers	P1	P2	P3	P4	Total
Maximum Marks	100	100	100	200	500
Marks obtained	67	73	58	152	350
% Marks Obtained	67	73	58	76	-
Grade Points Earned (GP)	7	7.5	6	8	-
Credits for the Paper (C)	4	4	4	8	20
GPW = GP x C	28	30	24	64	146

$$\text{GPA} = \text{Total GPW} / \text{Total Credits} = 146 / 20 = 7.3$$

f) Declaration of Results:

For successful completion of the course work the candidate shall obtain a minimum of 50% of marks or 5.5 GPA. If the candidate fails to secure 50% of marks or 5.5 GPA he/she shall be allowed to reappear for the examination only once whenever the next examinations are held.

5. EVALUATION AND ASSESSMENT METHOD: (as per Clause 7 in the regulation)

- i) The Chairperson of the Doctoral Committee shall forward the consolidated results and the list of successful candidates, along with the tentative titles of the proposed theses to the Registrar. The Registrar shall forward the approved list to the Registrar (Evaluation) for registering the candidates. The change of thesis titles may be allowed with the approval of the Doctoral Committee.
- ii) Doctoral Committee, Constitution, powers and functions: It shall be constituted to oversee the progress of work done and to conduct the pre-submission colloquium. The composition of the Doctoral Committee shall be as follows:
 - a) Chairperson of Board of Studies in the concerned subject - Chairperson
 - b) Chairperson, Department of Studies of the respective Department - Member
 - c) The Senior most faculty member of the Department other than the Chairperson of the Board of Studies and Department of Studies.
If there is no PG Department of Studies in the subject, a faculty member of the related department / expert from the Recognized Institutions nominated by the Registrar (Evaluation) from the panel suggested by the Chairperson of the BOS. - Member
 - d) A faculty member from the concerned area of specialization nominated by the Registrar (Evaluation) from the panel suggested by the Chairperson of the BOS - Member
 - e) One common expert for the evaluation of course work report /expert in the concerned field for pre-submission colloquium from the panel suggested by the Chairperson of BOS. - Member
 - f) Concerned research supervisor (Guide). Where the Guide is also the Chairperson of Board of Studies/Department of Studies/ Senior faculty, then one more senior faculty member shall be included in the doctoral committee - Member

The committee shall meet as and when needed. The quorum for the meeting shall be three.

Submission of Thesis:

- i) As detailed in Clause 7.8 of the regulation, the Chairperson of the Doctoral Committee shall communicate the decision of the pre-submission colloquium to the Registrar (Evaluation) as well as to the candidate within a week of conducting the colloquium as to whether the

Doctoral Committee has permitted the submission of final synopsis as such or with some suggestions. If the performance of the candidate at the colloquium is not satisfactory and / or the work carried out is not up to the mark, the Doctoral Committee may offer suitable suggestions and direct him/her to reappear for the pre-submission colloquium after a lapse of six months.

ii) The candidate who gets approval of the Doctoral Committee to submit the thesis shall submit twelve hard copies and a soft copy of the final synopsis of the thesis through the Guide and the Chairperson of Department / Head of the Institution to the Registrar (Evaluation). The Registrar (Evaluation) shall forward the copies of the synopsis to the Chairperson of the concerned Board of Studies for preparing the panel containing names of atleast ten examiners. The panel may also include the names of experts from outside the State/Country.

iii) Within three months after the submission of final synopsis, the candidate shall submit four copies of the thesis along with the application and the prescribed fee through the Guide and the Chairperson of the Department/ Head of the Institution/ College to the Registrar (Evaluation). If the candidate fails to submit the thesis within a prescribed period, he/ she may be granted additional period of three months to submit the thesis on payment of a penal fee. If the candidate requires further additional time to submit the thesis he/ she may be permitted with a penal fee prescribed by the University. However, the total period shall not exceed the maximum period allowed for submission of the thesis.

iv) The thesis shall contain a certificate from the Guide that the thesis submitted is the record of the research work carried out by the candidate during the period of the study, and that it has not previously formed the basis for award of any Degree/ Diploma/ Associateship/ Fellowship or other similar titles to any candidate in any other University / Institution.

6. ADJUDICATION OF THE THESIS: (As per Clause 8 in the Regulation) There shall be a Board of Examiners constituted by the Vice-Chancellor from a panel of examiners prepared by the Board of Studies. The Board shall consist of three examiners out of which one shall be the guide and one shall be from outside the state/ country.

i) In the case of regional language where experts from outside the state/country are not available, experts within the state may be considered.

ii) In case, the candidate is asked to revise the thesis, the candidate shall do so within six months from the date of official communication in this regard. No candidate shall, however, be permitted to revise and resubmit the thesis more than twice. If the suggestions or reasons given for revising the thesis are not acceptable to the candidate, the thesis shall be referred to a fourth examiner. The revised thesis shall be resubmitted within six months. In case the candidate is unable to submit the thesis within six months, as a special case the candidate may be allowed additional time with the payment of a penal fee.

7. PROGRESS OF WORK:

- i) After registration, every candidate shall submit two half yearly progress report (one in the month of June and second in the month of December) through the Guide who shall also assess the level of progress achieved by the candidate and forward it to the Registrar (Evaluation) through the Chairperson of the Department / Principal of the College/ Head of the Recognized Research Institution. The Registrar (Evaluation) in turn shall forward the report to the Chairperson of the Doctoral Committee for evaluation by the Committee.
- ii) The progress report may contain new data generated or techniques/ concepts developed/ standardization in research methodology/ discussion of the work done etc.
- iii) If a candidate fails to submit two consecutive half yearly progress reports or the progress reports submitted by the candidate are found to be unsatisfactory by the Doctoral Committee, the University may cancel the registration. However, in all such cases the candidate must be heard.

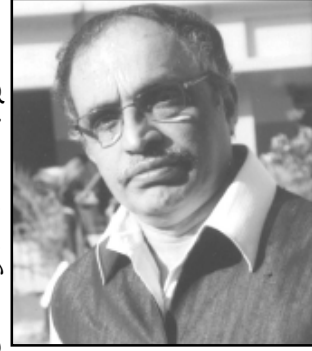
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REGISTRAR.

ಅಭಿನಂದನೆಗಳು

ಡಾ| ಶಿಶಿಲರ ಮತ್ಸ್ಯಗಂಧಿಗೆ ಅಕಾಡೆಮಿ ಪ್ರಶಸ್ತಿ

ನೆಹ್ರೂ ಮೆಮೋರಿಯಲ್ ಕಾಲೇಜಿನ ಅರ್ಥಶಾಸ್ತ್ರ ವಿಭಾಗ ಮುಖ್ಯಸ್ಥ ಡಾ| ಬಿ. ಪ್ರಭಾಕರ ಶಿಶಿಲರ ಮಹಾಭಾರತವನ್ನು ಆಧರಿಸಿ ರಚಿಸಿದ ವಿಶಿಷ್ಟ ಕಾದಂಬರಿ ಮತ್ಸ್ಯಗಂಧಿ - ಕರ್ನಾಟಕ ಸರಕಾರದ ಯಕ್ಷಗಾನ ಬಯಲಾಟ ಅಕಾಡೆಮಿಯ 2010ರ ಸಾಲಿನ ಕೃತಿ ಪ್ರಶಸ್ತಿ ಪಡೆದಿರುತ್ತದೆ. ಜೂನ್ 11ರಂದು ಹೊರನಾಡಿನಲ್ಲಿ ನಡೆದ ಸಮಾರಂಭದಲ್ಲಿ ಅಕಾಡೆಮಿ ಅಧ್ಯಕ್ಷ ಕುಂಬಳೆ ಸುಂದರ ರಾವ್ ರೂ 5,000/- ನಗದು ಸಹಿತ ಪ್ರಶಸ್ತಿ ಫಲಕ, ಶಾಲು ಮತ್ತು ಪತ್ರ ನೀಡಿ ಡಾ| ಶಿಶಿಲರನ್ನು ಸನ್ಮಾನಿಸಿದರು. ಡಾ| ಶಿಶಿಲ 110 ಅರ್ಥ ಶಾಸ್ತ್ರ ಮತ್ತು 40 ಸಾಹಿತ್ಯ ಕೃತಿಗಳನ್ನು ರಚಿಸಿದವರು. ಶ್ರೀಯುತರ ದೇಶ ಯಾವುದಾದರೇನು ಯುರೋಪು ಪ್ರವಾಸ ಕಥನಕ್ಕೆ ಗೊರೂರು ಮತ್ತು ವಿಶ್ವೇಶ್ವರಯ್ಯ ಪ್ರಶಸ್ತಿ, ಪುಂಸ್ತಿಕೆಗೆ ಕುವೆಂಪು ಮತ್ತು ಪುಟ್ಟ ರಾಜ ಗವಾಯಿ ಕಾದಂಬರಿ ಪ್ರಶಸ್ತಿ, ನಡಿ ಎರಡರ ನಡುವೆ ಕೃತಿಗೆ ಮಾಸ್ತಿ ಕಾದಂಬರಿ ಪ್ರಶಸ್ತಿ, ಗುಜರಿ ಅದ್ವಿಲಿಚ್ಛನ ಜಿಹಾದಿಯು ಕೃತಿಗೆ ಅತ್ಯುತ್ತಮ ಕಥಾ ಪ್ರಶಸ್ತಿ, ಕಪಿಲಳ್ಳಿಯ ಕತೆಗಳು ಸಂಕಲನಕ್ಕೆ ಸಾಹಿತ್ಯ ಶ್ರೀ ಪ್ರಶಸ್ತಿ ಬಂದಿರುತ್ತದೆ. ಇವರ ಪುಂಸ್ತಿಕೆ ಸಂಸ್ಕೃತಕ್ಕೆ ಅನುವಾದ ಗೊಂಡಿರುತ್ತದೆ.



ಕರ್ನಾಟಕ ಸರ್ಕಾರದ ನಡವಳಿಗಳು

ವಿಷಯ: ಎಫ್.ಐ.ಪಿ ಯೋಜನೆಯಡಿ ಉನ್ನತ ವ್ಯಾಸಂಗ ಅಧ್ಯಯನಕ್ಕೆ ಕಾಲೇಜು ಶಿಕ್ಷಣ ಇಲಾಖೆಯ ಉಪನ್ಯಾಸಕರುಗಳನ್ನು ನಿಯೋಜಿಸುವ ಬಗ್ಗೆ ಮಾರ್ಗಸೂಚಿಗಳು,

ಓದಲಾಗಿದೆ: ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿಗಳು, ಆರ್ಥಿಕ ಇಲಾಖೆ, ರವರ ಅಧ್ಯಕ್ಷತೆಯಲ್ಲಿ
ದಿನಾಂಕ: 2.5.2009 ರಂದು ನಡೆದ ಸಭೆಯ ನಡವಳಿ.

ಪ್ರಸ್ತಾವನೆ:

ಕಾಲೇಜು ಶಿಕ್ಷಣ ಇಲಾಖೆಯಲ್ಲಿ ಎಫ್.ಐ.ಪಿ. ಯೋಜನೆಯಡಿ ಉನ್ನತ ವ್ಯಾಸಂಗ ಅಧ್ಯಯನಕ್ಕೆ ಉಪನ್ಯಾಸಕರುಗಳನ್ನು ನಿಯೋಜಿಸಲಾಗುತ್ತಿದೆ. ಎಫ್.ಐ.ಪಿ. ಯೋಜನೆಯಡಿ ಉನ್ನತ ವ್ಯಾಸಂಗಕ್ಕೆ ಉಪನ್ಯಾಸಕರನ್ನು ಯುಜಿಸಿಯು ಆಯ್ಕೆ ಮಾಡಿ ಕೆಲವು ಷರತ್ತುಗಳನ್ನು ವಿಧಿಸಿ ಅವರನ್ನು ಉನ್ನತ ವ್ಯಾಸಂಗಕ್ಕೆ ನಿಯೋಜಿಸಲು ಕೋರಿ ಯುಜಿಸಿಯು ಪತ್ರ ಬರೆಯುತ್ತದೆ. ಹೀಗೆ ನಿಯೋಜಿಸಲ್ಪಟ್ಟ ಉಪನ್ಯಾಸಕರುಗಳಲ್ಲಿ ಪಿಹೆಚ್.ಡಿ. ಪೂರ್ಣಗೊಳಿಸಲಾಗದ ಕೆಲವರು ಉನ್ನತ ವ್ಯಾಸಂಗದ ಅವಧಿಗೆ ಅವರಿಗೆ ನೀಡಲಾದ ವೇತನವನ್ನು ವಸೂಲಾತಿ ಮಾಡದೆ ಮನ್ನಾ ಮಾಡಲು ಕೋರುತ್ತಿದ್ದಾರೆ. ಕರ್ನಾಟಕ ನಾಗರಿಕ ಸೇವಾ ನಿಯಮಾವಳಿಗಳ ಅಪೆಂಡಿಕ್ಸ್ II-A ರಲ್ಲಿ ಕಂಡಿಕೆ 10 ರಂತೆ ಹೀಗೆ ಉನ್ನತ ವ್ಯಾಸಂಗಕ್ಕೆ ನಿಯೋಜಿಸಲ್ಪಟ್ಟ ಉಪನ್ಯಾಸಕರು ಉನ್ನತ ವ್ಯಾಸಂಗ ಪೂರ್ಣಗೊಳಿಸದಿದ್ದಲ್ಲಿ ಅವರಿಗೆ ಸಹರಿ ಅವಧಿಯಲ್ಲಿ ಪಾವತಿಸಲಾದ ಮೂರ್ತ ವೇತನವನ್ನು ಅವರಿಂದ ವಸೂಲಾತಿ ಮಾಡಬೇಕಾಗಿರುತ್ತದೆ. ಹೀಗೆ ವಸೂಲಾತಿ ಮಾಡುವ ಷರತ್ತನ್ನು ಯುಜಿಸಿಯ ಪತ್ರದಲ್ಲಿಯೂ ಅಳವಡಿಸಲಾಗಿದೆ. ಇಂತಹವರಲ್ಲಿ ಕೆಲವರು ನಿವೃತ್ತರಾಗಿದ್ದು, ಅವರ ವೇತನದ ಹಣವನ್ನು ಈಗ ಅವರ ನಿವೃತ್ತಿ ಸೌಲಭ್ಯಗಳಿಂದ ವಸೂಲಾತಿ ಮಾಡಬೇಕಾಗಿರುತ್ತದೆ. ಈ ಸಮಸ್ಯೆಯ ಬಗ್ಗೆ ದಿನಾಂಕ: 2.5.2009ರಂದು ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿಗಳು, ಆರ್ಥಿಕ ಇಲಾಖೆ ರವರ ಅಧ್ಯಕ್ಷತೆಯಲ್ಲಿ ಕಾರ್ಯದರ್ಶಿಗಳು, ಶಿಕ್ಷಣ ಇಲಾಖೆ (ಉನ್ನತ ಶಿಕ್ಷಣ) ಹಾಗೂ ಕಾರ್ಯದರ್ಶಿಗಳು (ವೆಚ್ಚ), ಆರ್ಥಿಕ ಇಲಾಖೆ ರವರ ಉಪಸ್ಥಿತಿಯಲ್ಲಿ ಕೂಲಂಕುಷವಾಗಿ ಚರ್ಚಿಸಿ ನಿಯಮಗಳು ಉನ್ನತ ವ್ಯಾಸಂಗಕ್ಕೆ ಕಳುಹಿಸುವ ಅವಕಾಶ ದುರುಪಯೋಗವಾಗುವುದನ್ನು ತಡೆಯಲು ಇದೇಯೇ ಹೊರತು ಗರಿಷ್ಠ ಪ್ರಯತ್ನ ಮಾಡಿದರೂ ಸಹ ಪಿಹೆಚ್.ಡಿ. ಯನ್ನು ಪೂರ್ಣಗೊಳಿಸಲು ವಿಫಲರಾದವರನ್ನು ದಂಡಿಸುವುದಕ್ಕೆ ಅಲ್ಲವೆಂತಲೂ, ಅವರು ಸೇವೆಯಲ್ಲಿ ಇದ್ದಾಗ ಸಕಾಲಿಕ ಕ್ರಮ ಜರುಗಿಸದೇ ಅವರು ನಿವೃತ್ತರಾದ ನಂತರವೂ ಅವರಿಂದ ಪಿಹೆಚ್.ಡಿ. ವ್ಯಾಸಂಗಕ್ಕೆ ಖರ್ಚು ಮಾಡಿದ ಹಣವನ್ನು ಅವರ ನಿವೃತ್ತ ಸೌಲಭ್ಯದಿಂದ ವಸೂಲು ಮಾಡುವುದು ಸೂಕ್ತವಾಗುವುದಿಲ್ಲವೆಂದು ಅಭಿಪ್ರಾಯಕ್ಕೆ ಬರಲಾಗಿದ್ದು, ಈ ಬಗ್ಗೆ ಕೆಲವು ಮಾರ್ಗಸೂಚಿಗಳನ್ನು ರಚಿಸಲು ತೀರ್ಮಾನಕ್ಕೆ ಬರಲಾಗಿದೆ.

ಅದ್ದರಿಂದ ಈ ಆದೇಶ.

ಸರ್ಕಾರಿ ಆದೇಶ ಸಂಖ್ಯೆ: ಇಡಿ 176 ಡಿಸಿಇ 2009, ಬೆಂಗಳೂರು,

ದಿನಾಂಕ: 29-09-2009.

ಎಫ್.ವಿ.ಪಿ. ಯೋಜನೆಯಡಿ ಉನ್ನತ ವ್ಯಾಸಂಗ ಅಧ್ಯಯನಕ್ಕೆ ಕಾಲೇಜು ಶಿಕ್ಷಣ ಇಲಾಖೆಯ ಉಪನ್ಯಾಸಕರುಗಳನ್ನು ನಿಯೋಜಿಸುವ ಬಗ್ಗೆ ಮತ್ತು ನಿಯೋಜಿಸಲ್ಪಟ್ಟ ಆದರೆ ಉನ್ನತ ವ್ಯಾಸಂಗ ಪೂರ್ಣಗೊಳಿಸದ ಉಪನ್ಯಾಸಕರುಗಳ ಮೇಲೆ ತೆಗೆದುಕೊಳ್ಳಬೇಕಾದ ಕ್ರಮದ ಬಗ್ಗೆ ಮಾರ್ಗಸೂಚಿಗಳು:

- 1) 45 ವರ್ಷಗಳ ವಯೋಮಿತಿಯನ್ನು ಪೂರ್ಣಗೊಳಿಸಿರುವ ಉಪನ್ಯಾಸಕರನ್ನು ಪಿಹೆಚ್.ಡಿ. ವ್ಯಾಸಂಗ ಕೈಗೊಳ್ಳಲು ನಿಯೋಜಿಸುವಂತಿಲ್ಲ.
- 2) ಪಿಹೆಚ್.ಡಿ. ವ್ಯಾಸಂಗ ಕೈಗೊಳ್ಳಲು ಆಸಕ್ತರೊಂದಿರುವ ಉಪನ್ಯಾಸಕರು ವಿಶ್ವವಿದ್ಯಾಲಯದಿಂದ ನಡೆಸಲ್ಪಟ್ಟ ಪ್ರವೇಶ ಪರೀಕ್ಷೆಗಳಲ್ಲಿ ತೇರ್ಗಡೆಯಾಗಿರತಕ್ಕದ್ದು.
- 3) ಇದರೊಂದಿಗೆ, ಅರ್ಜಿದಾರರು ಪಿಹೆಚ್.ಡಿ. ವ್ಯಾಸಂಗ ಮಾಡುವ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ Synopsis, Topic and Review of literature ಇತ್ಯಾದಿಗಳನ್ನೊಳಗೊಂಡ ವರದಿಯನ್ನು ಕಾಲೇಜು ಶಿಕ್ಷಣ ಆಯುಕ್ತರಿಗೆ ಸಲ್ಲಿಸತಕ್ಕದ್ದು.
- 4) ವಿಷಯವು ಪಿಹೆಚ್.ಡಿ. ಮಾಡಲು ಯೋಗ್ಯವೆಂದು ಮತ್ತು ಪಿಹೆಚ್.ಡಿ. ಗಳಿಸಲು ಸಂಶೋಧನಾ ಕೆಲಸವನ್ನು ಕೈಗೊಳ್ಳಲು ಅಗತ್ಯ ಪ್ರಾಥಮಿಕ ಅಗತ್ಯತೆಗಳನ್ನು (Preliminary requirements) ಅರ್ಜಿದಾರರು ಪೂರೈಸಿದ್ದಾರೆಯೆಂದು ಸಂಬಂಧಪಟ್ಟ ಮಾರ್ಗದರ್ಶಕರಿಂದ ಪ್ರಮಾಣ ಪತ್ರವನ್ನು ಕಾಲೇಜು ಶಿಕ್ಷಣ ಆಯುಕ್ತರು ಪಡೆದಿರತಕ್ಕದ್ದು.
- 5) ಸಂಶೋಧನಾ ಕಾರ್ಯ ಕೈಗೊಳ್ಳಲಾಗುವ ಸಂಸ್ಥೆ/ಮಾರ್ಗದರ್ಶಕರಿಂದ ಅನುಮೋದನೆ ಪಡೆಯಲು Synopsis ತಯಾರಿಕೆಯೂ ಸೇರಿದಂತೆ ಪೂರ್ವಭಾವಿ

ಕೆಲಸಗಳಿಗಾಗಿ ಮೂರು ತಿಂಗಳ ರಜೆಯನ್ನು ಕಾಲೇಜು ಶಿಕ್ಷಣ ಆಯುಕ್ತರು ಅರ್ಜಿದಾರರಿಗೆ ಮಂಜೂರು ಮಾಡಬಹುದಾಗಿದೆ.

- 6) ಪಿಹೆಚ್.ಡಿ. ಪೂರ್ಣಗೊಳಿಸಲು ಇದು ಯೋಗ್ಯ ವಿಷಯವೆಂದು ಮತ್ತು ಸದರಿ ಉಪನ್ಯಾಸಕರು ಇದನ್ನು ಪೂರ್ಣಗೊಳಿಸುವ ಸ್ಥಿತಿಯಲ್ಲಿದ್ದಾರೆಯೆಂದು ದೃಢಪಡಿಸಿಕೊಂಡ ನಂತರ ನಿಯೋಜನೆಗೆ ಪ್ರಕರಣವನ್ನು ಪರಿಗಣಿಸಬೇಕು.
- 7) ಪಿಹೆಚ್.ಡಿ. ವ್ಯಾಸಂಗದ ಅವಧಿಯಲ್ಲಿ ನಿರಂತರ ಪ್ರಗತಿ ವರದಿಗಳನ್ನು ಆಗಿಂದ್ದಾಗ್ಗೆ ಕ್ರಮವಾಗಿ ಕಾಲೇಜು ಶಿಕ್ಷಣ ಆಯುಕ್ತರು ಪಡೆದುಕೊಳ್ಳತಕ್ಕದ್ದು. ಸದರಿ ಉಪನ್ಯಾಸಕರು ಆ ಅವಧಿಯಲ್ಲಿ ಮಾಡಿದ ಕಾರ್ಯದ ಸಾರಾಂಶವನ್ನು ಒಳಗೊಂಡ ವರದಿಯನ್ನು ಪ್ರತಿ ವರ್ಷ ಸಲ್ಲಿಸತಕ್ಕದ್ದು. ಮತ್ತು ಹೀಗೆ ಸಲ್ಲಿಸಿರುವುದನ್ನು ಸಂಬಂಧಿಸಿದ ಮಾರ್ಗದರ್ಶಕರು ದೃಢಪಡಿಸಿಕೊಳ್ಳತಕ್ಕದ್ದು.
- 8) ಉಪನ್ಯಾಸಕರು ಸಂಶೋಧನೆಯಲ್ಲಿ ಆಸಕ್ತಿ ತೋರುತ್ತಿಲ್ಲವೆಂದು ಮತ್ತು ಅವರ ಪ್ರಗತಿಯ ತೃಪ್ತಿಕರವಾಗಿಲ್ಲವೆಂದು ಮಾರ್ಗದರ್ಶಕರು ಅಭಿಪ್ರಾಯಪಟ್ಟಲ್ಲಿ ಕೂಡಲೇ ಸದರಿ ಉಪನ್ಯಾಸಕರನ್ನು ನಿಯೋಜನೆಯಿಂದ ಕಾಲೇಜು ಶಿಕ್ಷಣ ಆಯುಕ್ತರು ಹಿಂದಕ್ಕೆ ಪಡೆಯತಕ್ಕದು.
- 9) ಮಾರ್ಗದರ್ಶಕರಿಂದ ಪ್ರಮಾಣೀಕರಿಸಲ್ಪಟ್ಟ ಇಂತಹ ಪ್ರಗತಿ ವರದಿಯನ್ನು ಪ್ರತಿ ವರ್ಷ ಪಡೆದುಕೊಳ್ಳತಕ್ಕದ್ದು ಮತ್ತು ಪ್ರಗತಿ ಅಧರಿಸಿ ಅವರನ್ನು ನಿಯೋಜನೆಯ ಮೇಲೆ ಮುಂದುವರಿಸುವ ಬಗ್ಗೆ ಅಥವಾ ನಿಯೋಜನೆಯಿಂದ ಹಿಂದಕ್ಕೆ ಪಡೆದುಕೊಳ್ಳುವ ಬಗ್ಗೆ ಕಾಲೇಜು ಶಿಕ್ಷಣ ಆಯುಕ್ತರು ನಿರ್ಧರಿಸತಕ್ಕದ್ದು.
- 10) ನಿಯೋಜನಾ ಅವಧಿ ಮುಗಿದು ಕರ್ತವ್ಯಕ್ಕೆ ಹಾಜರಾದ ನಂತರ ಉಪನ್ಯಾಸಕರು ಸಂಶೋಧನೆಯಲ್ಲಿ ಮಾಡಿದ ಪ್ರಗತಿ ಬಗ್ಗೆ ಮತ್ತು ಸಂಶೋಧನೆಯ ಪತ್ರಗಳನ್ನು ಸಲ್ಲಿಸಿರುವ ಬಗ್ಗೆ ಮತ್ತು ಅದು ವಿಶ್ವವಿದ್ಯಾಲಯದಿಂದ ಅಂಗೀಕರಿಸಲ್ಪಟ್ಟ ಬಗ್ಗೆ ಒಂದು ವಿವರವಾದ ವರದಿಯನ್ನು ಅರವತ್ತು ದಿನಗಳೊಳಗೆ ಕಾಲೇಜು ಶಿಕ್ಷಣ ಆಯುಕ್ತರಿಗೆ ಸಲ್ಲಿಸತಕ್ಕದ್ದು.
- 11) ಒಂದು ವೇಳೆ ಸಂಶೋಧನೆಯನ್ನು ಪೂರ್ಣಗೊಳಿಸಲು ಮತ್ತು ಧೀಸಿರ್‌ಗಳನ್ನು ಸಲ್ಲಿಸಲು ಯಾವುದಾದರೂ ಕಾರಣಗಳಿಂದಾಗಿ ಉಪನ್ಯಾಸಕರಿಗೆ ಕಾಲ ವಿಸ್ತರಿಸಬೇಕಾದಲ್ಲಿ 12 ತಿಂಗಳವರೆಗೆ ಅವರ ಹಕ್ಕಿನಲ್ಲಿರುವ ರಜೆಗೆ ಎದುರಾಗಿ ರಜೆಯನ್ನು ಅಥವಾ ಅಸಾಧಾರಣ ರಜೆಯನ್ನು ಮಂಜೂರು ಮಾಡಬಹುದು. ಈ ಅವಧಿಗೆ ಯಾವುದೇ ನಿಯೋಜನೆಯ ಭತ್ಯೆ ಸದರಿ ಉಪನ್ಯಾಸಕರಿಗೆ ಲಭ್ಯವಾಗುವುದಿಲ್ಲ.
- 12) ಹೀಗೆ ಅವಧಿ ವಿಸ್ತರಿಸಲ್ಪಟ್ಟ ನಂತರವೂ ಉಪನ್ಯಾಸಕರಿಗೆ ಪಿಹೆಚ್.ಡಿ.ಯನ್ನು ಪೂರ್ಣಗೊಳಿಸಲು ಸಾಧ್ಯವಾಗದಿದ್ದಲ್ಲಿ ವ್ಯಾಸಂಗದ ಅವಧಿಗೆ ಅವರಿಗೆ ನೀಡಲ್ಪಟ್ಟ

ಸಂಬಂಳವನ್ನು ಕಾನೂನು ರೀತ್ಯ ವಸೂಲು ಮಾಡಲು ಕಾಲೇಜು ಶಿಕ್ಷಣ ಆಯುಕ್ತರು ಕ್ರಮಕೈಗೊಳ್ಳತಕ್ಕದ್ದು.

13) ಒಂದು ವೇಳೆ ಉಪನ್ಯಾಸಕರು ಉತ್ತಮ ಮತ್ತು ಪ್ರಾಮಾಣಿಕ ಪ್ರಯತ್ನ ಮಾಡಿದ್ದಾಗ್ಯೂ ಪಿಹೆಚ್.ಡಿ.ಯನ್ನು ಪೂರ್ಣಗೊಳಿಸಲು ಅವರಿಗೆ ಸಾಧ್ಯವಾಗಿಲ್ಲವೆಂದು ಸರಿಯಾದ ದಾಖಲೆಗಳೊಂದಿಗೆ ಸಾಬೀತುಪಡಿಸಿದಲ್ಲಿ ಸರ್ಕಾರವು ವಸೂಲಾತಿ ಮಾಡಬೇಕಾದ ಮೊತ್ತವನ್ನು ಕಡಿಮೆ ಮಾಡಬಹುದು ಮತ್ತು ಸದರಿ ಕೋರ್ಸಿನ ಅವಧಿಯಲ್ಲಿ ಅವರು ಡ್ರಾ ಮಾಡಿದ ಮೂಲ ವೇತನಕ್ಕೆ ಅದನ್ನು ಸರ್ಕಾರವು ಸೀಮಿತಗೊಳಿಸಬಹುದು.

14) ಅನುದಾನಿತ ಸಂಸ್ಥೆಗಳ ಪ್ರಕರಣಗಳಲ್ಲಿ ಸಕಾಲದಲ್ಲಿ ಅಗತ್ಯವಾದ ಹಣ ವಸೂಲಾತಿಗಳನ್ನು ಮಾಡಲಾಗಿದೆ ಎಂಬುದನ್ನು ದೃಢಪಡಿಸಿಕೊಳ್ಳುವುದು ಸಂಬಂಧಿಸಿದ ಆಡಳಿತ ಮಂಡಳಿಯ ಮತ್ತು ಕಾಲೇಜು ಶಿಕ್ಷಣ ಇಲಾಖೆಯ ಸಂಬಂಧಪಟ್ಟ ಅಧಿಕಾರಿಗಳ ಜವಾಬ್ದಾರಿಯಾಗಿರುತ್ತದೆ. ಒಂದು ವೇಳೆ ಆಡಳಿತ ಮಂಡಳಿಯು ವಸೂಲಾತಿ ಮಾಡಲು ವಿಫಲವಾದಲ್ಲಿ ಸಂಬಂಧಪಟ್ಟ ಹುದ್ದೆಯನ್ನು ವೇತನಾನುದಾನದಿಂದ ಕೈಬಿಡಬಹುದು.

ಕರ್ನಾಟಕ ರಾಜ್ಯಪಾಲರ ಅಜ್ಞಾನುಸಾರ
ಮತ್ತು ಹೆಸರಿನಲ್ಲಿ,

(ಎಸ್. ಎಂ. ನಂದಕುಮಾರ್)

ಸರ್ಕಾರದ ಅಧೀನ ಕಾರ್ಯದರ್ಶಿ,

ಶಿಕ್ಷಣ ಇಲಾಖೆ.

ಇವರಿಗೆ:

- 1) ಮಹಾಲೇಖಪಾಲರು (ಎ ಮತ್ತು ಇ), ಕರ್ನಾಟಕ, ಬೆಂಗಳೂರು.
- 2) ಕಾಲೇಜು ಶಿಕ್ಷಣ ಆಯುಕ್ತರು, ಅರಮನೆ ರಸ್ತೆ, ಬೆಂಗಳೂರು.
- 3) ಕಾಲೇಜು ಶಿಕ್ಷಣ ನಿರ್ದೇಶಕರು, ಅರಮನೆ ರಸ್ತೆ, ಬೆಂಗಳೂರು.
- 4) ಕಾಲೇಜು ಶಿಕ್ಷಣ ಇಲಾಖೆಯ ಎಲ್ಲಾ ಪ್ರಾದೇಶಿಕ ಜಂಟಿ ನಿರ್ದೇಶಕರು,
- 5) ಸಂಬಂಧಪಟ್ಟ ವಿಶ್ವವಿದ್ಯಾಲಯಗಳ ಕುಲಸಚಿವರು.
- 6) ಸಂಬಂಧಪಟ್ಟ ಪ್ರಾಂಶುಪಾಲರು (ಆಯುಕ್ತರ ಮೂಲಕ).
- 7) ಸಂಬಂಧಪಟ್ಟ ಉಪನ್ಯಾಸಕರು (ಆಯುಕ್ತರ ಮೂಲಕ).
- 8) ಶಾಖಾ ರಕ್ಷಾ ಕಡತ / ಹೆಚ್ಚುವರಿ ಪ್ರತಿಗಳು.

Association in Action

**A brief reportd of the activities of AMUCT
from April to May 2011**



Dr Denis Fernandes
General Secretary

Visit to Valuation Centres:

AMUCT President, Secretary and the Treasurer visited Valuation centres of Arts at Sri Gokarnanatheshwara College, B Com at Besant Women's College and BBM at SDM College of Business Management. The President of AMUCT briefed on the pending issues of implementation of the UGC scale, reopening of colleges issue, enhancing the remuneration and allowances for valuation work as well as non participation of teachers from the unaided colleges for valuation work and so on. He also requested the members as well as non members of AMUCT to participate in the Annual Convention of AMUCT in large numbers on 26th June 2011.

When the members of English language valuation camp expressed their displeasure over the issue of prolonged valuation work due to non appearance of valuers from the unaided and Government Colleges, AMUCT office bearers after discussing these issues with them led a delegation to University authorities. In the meeting the Vice Chancellor was appraised of the grave and peculiar situation of the English teachers in valuation centre. He was told that only 83 valuers turned up from 161 colleges to value 37976 scripts. The Vice chancellor assured the members of the delegation that he would take strict action against those colleges who had not sent their teachers for valuation work.

Examination Remuneration

It was the long standing demand of AMUCT to introduce a uniform policy on remuneration on Examination related works throughout Karnataka. When other Universities in Karnataka revised the remuneration and daily allowance for valuation as well as other examination related works, AMUCT placed the same demands before the authorities of the Mangalore University. University was quick to respond and appointed a committee of Syndicate members to give recommendations on this issue. However, it is learnt from reliable sources that due to the opposition from a few teachers (may be former) themselves, the recommendations of its own committee were defeated in the Syndicate. AMUCT is deeply disappointed and the same was conveyed to the Registrar administration by the president. AMUCT AGM will deliberate upon the issue for necessary strategies to be adopted in the next examination. However, AMUCT will remain grateful to those teachers who worked

hard in the committee to present a favorable proposal in the syndicate for both teaching as well as non teaching fraternity.

FUCTAK Meeting on 30th May 2011

AMUCT was represented by Sri Ummappa Poojary and Dr A.M Narahari in Bangalore. It was decided to place the pending issues of the Federation before the Departmental authorities as well as before the Minister for Higher Education. Accordingly a Five member core committee was formed to draft the demands in which AMUCT president is a member. It met on the following day and discussed the various issues with reference to the Karnataka Govt UGC implementation order and circulars and orders issued by the department afterwards. The committee identified the issues to be raised with the Govt and finalized the draft.

Bye Law Review Committee

To review the Rules and Regulations of AMUCT By law, the committee met on 4th June 2011 at 3 p.m at AMUCT office and recommended a few changes in the bye law to be presented in the Annual General Body Meeting for its approval.

Reopening of the Colleges

When Mangalore University had sent a circular to reopen the affiliated colleges on 1st June 2011 as a part of the common calendar suggested by the Higher Education council, AMUCT appraised the practical difficulties of implementation of this order and gave an alternative calendar of events which suggested 13th June as the reopening day. The University authorities agreed to this proposal of AMUCT and thus postponed the reopening of the colleges.

PROCEEDINGS OF THE 3RD MANAGING COUNCIL MEETING OF AMUCT FOR THE ACADEMIC YEAR 2010-11, WAS HELD ON 12TH FEBRUARY 2011 AT 3.00 PM AT AMUCT OFFICE.

1. President Sri Ummappa Poojary welcomed the members and read out the agenda of the meeting.
2. The General Secretary placed the minutes of the 2nd Managing Council meeting before the members and the same was approved.
3. The treasurer presented the expenses of AMUCT from 1st October 2010 to 31st January 2011 before the house. It was Rs 79620/- and the same was approved. At the same time the members felt that the guidelines related to limit of spending for various activities by the office bearers to be prepared.
4. Sri Ummappa Poojary informed the house about the National Conference to be held in Sri Gokarnanatheshwara College, Mangalore in association with AMUCT. He requested the members to participate in large numbers.

5. The President also informed the house that the Souvenir of another conference which was held jointly by Canara College, Mangalore and AMUCT would be released on 14-02.2011
6. Sri Ummappa Poojary further briefed the house that the review meeting of CBSS would be held on 14-2-2011 at 11 o'clock in the University and based on the discussion that the members of AMUCT initiated in the MCM, would be presented in the committee and details would be given to the members in the next MCM.
7. The house unanimously congratulated the University authorities for declaring BBM results within 48 hours of completion of valuation. However, it expressed concern over the prolonged valuation work of the same subject for 45 days. The members again demanded that the University authorities should do something in this regard. They further urged to demand the reduction in teaching experience as eligibility for valuation from three to two years.
8. Related to examination remuneration the President informed the house that there is no uniformity in the remuneration on exam related work throughout Karnataka. The recent development in Bangalore University related to this issue would not be acceptable to the association. Even in the Federation Meeting the matter was taken up for discussion. Therefore, there must be a demand for common policy on remuneration on Examination related work.
9. The President informed the house that Sri H. R Natraj Urs, the new Joint Director had assumed the office of the Mangalore region of the Collegiate Education. But the developments related to timely payment of salary as well as arrears are not encouraging. The department is releasing the partial grant and the Joint Directors were asked to manage with that. Therefore the members expressed that the teachers association has to work out a strategy for the action plan on this issue. The members also demanded the State Federation office bearers to write regular letters to commissioner of Collegiate Education related to the issue of Collegiate Education and arrange meeting with the Higher Education Minister.
10. The request by the AIFUCTO to host National Executive Committee Meeting of AIFUCTO in Mangalore by AMUCT was placed before the house and the same was approved.
11. In any other matter,
 - a. the President requested the members to send the proposal of the teachers who are eligible for Associate Professorship to JD's office immediately.
 - b. Dr Mavinakuli requested the office bearers to call the Bylaw Revision Committee meeting immediately which was proposed in the last General Body Meeting.
12. The meeting was concluded with the vote of thanks by the General Secretary.

Dr Denis Fernandes

AGM FEATURES

AMUCT/Secy. / 43/2010-2011

June 06, 2011

25th ANNUAL GENERAL BODY MEETING

Notice is hereby given that the Annual General body meeting for the year 2010-11 will be held at Auditorium, SDM College of Business Management, Mangalore on Sunday June 26, 2011 at 10.00 am.

AGENDA

1. Approval of the recording of resolutions passed in the Annual General Body Meeting held on August 1, 2010
2. Approval of Annual Report of AMUCT for the year 2010-11
3. Approval of Audited Accounts of AMUCT for the year 2010-11 and the Budget for the year 2011-12
4. Approval of Annual Report and Audited Accounts of AMUCT Trust for the Year 2010-11
5. Appointment of Trustees for AMUCT Trust for 2011-2014
6. Appointment of Auditors for the year 2011-12
7. UGC Pay scales: Latest Developments
8. University Examination related issues
9. AMUCT resolutions
10. Resolutions from members
11. Proposed Amendment to AMUCT Bye - law regarding
12. Any Other matter

Kindly Note :

1. There will be a Convention on Higher Education between 10.00 am to 1.00 pm. AIFUCTO President, Prof. A. James William and the General Secretary, Prof. Asok Burman will be the guests and the main speakers. A separate invitation giving all details will be sent shortly. Business session will be held after lunch.
2. Felicitations to distinguished / retired members of AMUCT:
It has been decided to felicitate the members of AMUCT who retired / have been awarded Ph.D. or Conferred with awards for outstanding achievements during the year 2010-11. The Convenors are requested to inform the General Secretary, the names of such members on or before 15.06.2011 along with relevant details. A formal Invitation with Bio - Data form is sent herewith. Kindly make photocopies and send a personal invitation to the concerned members.
3. Members of the Managing Council are requested to treat this notice as the notice of

Managing Council Meeting to be held at AMUCT office, Nithyananda Complex, Dongerkeri, Mangalore at 3 p.m. on Saturday, June 25, 2011 with the relevant agenda listed above.

4. Any resolution to be moved in the AGM by the members should reach the General Secretary, AMUCT on or before 15.06.2011.
5. Conveners are requested to circulate this notice among all the members of their unit and also display a copy on the notice board.
6. The Conveners are requested to communicate to the President / Secretary the exact number of teachers participating in the AGM from their unit on or before 15.06.2011. Kindly come in large numbers.

Place : Mangalore
Date : 6-6-2011

Dr Denis Fernandes
General Secretary, AMUCT

ANNUAL REPORT OF AMUCT 2010-11

I am pleased to present before you the activities of the Association for the year 2010-11

Annual General Body Meeting:

AMUCT Annual General Body Meeting was held on 1st August 2010 at Roshni Nilaya Mangalore. In the morning there was a Conference on Higher Education and the Felicitation to the Higher Education Minister Sri Aravinda Limbavali. This Convention was presided over by the Vice Chancellor of Mangalore University, Prof. T. Shivashankara Murthy. Prof. T. H Eranna, JDCE Mangalore Region, Dr A.M. Narahari, Member, Higher Education Council, Sri. C.H. Murigendrappa, President FUCTAK, Sri T. M Manjunath, Gen Secretary FUCTAK, and Dr Jacintha D'Souza, Principal, School of Social Work Roshni Nilaya were the guest honor of the day.

The business session began in the afternoon. Resolutions of the 2009-10 AGM were presented and approved as well as the audited Accounts for the year 2009-10 were approved by the house. The new office bearers for the year 2010-12 were elected unanimously:

1. **PRESIDENT**-Sri Ummappa Poojary, Associate Professor in Commerce, Sri Gokarnanatheshwara College, Mangalore
2. **GENERAL SECRETARY**- Dr Denis Fernandes, Associate Professor in History, St Aloysius College, Mangalore.
3. **TREASURER**- Sri Vishwanath Achar, Associate Professor in Economics, Besant Evening College, Mangalore
4. **VICE PRESIDENT I**- Dr Udayachandra, Associate Professor in Commerce, SDM College Ujire.

Since there were no nominations for the remaining posts the Managing Council was authorized to appoint the same and thus the following members were elected in the first MCM.

5. **VICE PRESIDENT II**- Sri Gurudev U B, Associate Professor in Political Science, MGM College, Udupi
6. **JOINT SECRETARY I**- Sri Jagadeesh Holla, Associate Professor in Commerce, Pompei College Aikala.
7. **JOINT SECRETARY II**- Smt Tharakeshwari U S, Associate Professor in Political Science, KSS College, Subramanya.
8. **SPECIAL INVITEES**- Sri Ananda Karla, Cauvery College, Gonikoppal and Dr Anuradha K, Besant Women's college, Mangalore

Meetings:

1. **Managing Council Meetings:** Five Managing Council Meetings were summoned. There was fairly good participation from the members in attendance as well as their contribution towards the cause of teachers' welfare.
2. **FUCTAK Meetings:** Dr A.M Narahari, Sri Joselyn Lobo, Sri Ummappa Poojary and Dr Denis Fernandes are representatives of AMUCT in the Federation. There were three meetings so far. The state level issues such as anomalies in the implementation of the revised UGC scale, as well as delay in the total implementation of the G.O dated 24-12-2009 were the major issues discussed here.
3. **AIFUCTO Conference:** It was held in Jalgaon in Maharastra state on 19,20 and 21st November,2010. "Restructuring and Privatization of higher education in India-inclusiveness and access" was the topic of the Conference. Sri Ummappa Poojary, President of AMUCT, Dr Denis Fernandes, Gen Secretary and Sri Joselyn T Lobo, Former President AMUCT, attended the Conference.

SEMINARS/ WORKSHOPS

AMUCT in association with the Canara College, Mangalore organised National Seminar on Social Responsibilities of Educational Institutions on 7th and 8th September 2010 at T V Ramana Pai hall, Mangalore. Dr. M. Abdul Rahiman, Former Vice Chancellor, Kannur and Calicut Universities inaugurated the Conference and delivered one of the Key Note Addresses. About 162 delegates from all over the country participated in it.

Shree Gakarnanatheshwara College, Mangalore and AMUCT jointly organised a National Conference on Industry-Institution Partnership in Higher Education: New Directions and Paradigms on 17th and 18th February 2011. The Conference was inaugurated by Dr. B. M. Hegde.

WORKSHOP ON EXAMINATION REFORMS

In association with Mangalore University and Govindadasa College Surathkal a day's workshop was organised by AMUCT on examination reform on 19-3-2011. BOE Chairmen, Subject Association Presidents and Secretaries and the members of AMUCT took part in the workshop.

STATE LEVEL ISSUES:

AMUCT demanded the implementation of the revised UGC scale in Toto. It met the minister for Higher Education and appraised him the issues of higher education. He was requested to interfere when teachers salaries were delayed. He was also asked to convene the meetings of Federation members and to discuss these issues.

AMUCT office bearers also met the commissioner of Collegiate education and demanded to set right the anomalies of the revised UGC scale immediately.

ACADEMIC MATTERS AT UNIVERSITY LEVEL:

AMUCT demanded a good pay scale for the management paid staff. It insisted on the fixing of minimum pay by the University as a precondition for affiliation. However, we still have to do a lot in this regard.

AMUCT regularly reminded the up gradation of syllabus. When the University decided to review the credit based semester system, AMUCT participated actively by summoning the meeting of the concerned teachers in this regard.

AMUCT prepared a ready time table for the academic year 2011-12 submitted it to the University, and demanded the University authorities to reopen the colleges on 13th June 2011 instead of 1st June 2011 as per the common calendar.

There was also demand for the uniformity in examination related matters throughout Karnataka. It demanded the reduction in number of years of teaching experience to two years from three years. It presented a memorandum to hike the remuneration as well as D A. recently.

AMUCT congratulated Mangalore University for the quick results immediately after valuation work.

The office bearers visited valuation centres and briefed the work of the association to the members.

BYE LAW REVIEW

To review the Rules and Regulations in AMUCT By law, the committee met on 4th June 2011 at 3 p.m at AMUCT office and recommended a few changes in the bye law which will be presented in the Annual General Body Meeting for its approval.

BULLETIN/ PRESS STATEMENTS

AMUCT brought out three issues of bulletin with information related to teachers alone. AMUCT meeting resolutions, Association activities, Government orders and the staff contribution on the matters related to teachers' movement are the major issues highlighted in the Bulletin

Press is always kind enough to give wide publicity to the activities of AMUCT. Press statements were issued on matters related to Autonomous colleges and University, Pay

hike for the management staff, condemning the delay in salary grant release for the aided staff, in support of Laltih Kumar of SMS Brahmavar etc...

AREAS OF CONCERN

1. The arrears of revised UGC pay from 1-1-2006 to 23-12-2009 and 24-12-2009 to 31-5-2010 is still pending. Nothing is done so far at Governmental level.
2. College teachers are not represented in important policy making bodies such as Higher Education Council and so on. Decisions made by the University professors in these bodies might go against the interest of the teachers at college level.
3. Filling up of vacancies in the Aided colleges and bringing more colleges under grant-in-aid.

CONCLUSION

This was a memorable year for the association. Due to the efforts of the leaders at FUCTAK level, the revised UGC scale was implemented without any alteration in the scheme. We take this opportunity to thank all those who have helped to strengthen teachers movement and encouraged us to work for the welfare of the teaching community. We thank the former office bearers of AMUCT for their constant support and guidance to us. Our special thanks are due to Dr A.M. Narahari, former President, FUCTAK, who constantly guided us in day to day working in the association. Thank you one and all for supporting this common cause.

Long Live Teachers' Movement

Place : Mangalore

Date : 26-6-2011

Dr Denis Fernandes

General Secretary, AMUCT

PROCEEDINGS OF THE 24TH ANNUAL GENERAL BODY MEETING OF AMUCT HELD AT SCHOOL OF SOCIAL WORKS, ROSHNI NILAYA, MANGALORE ON AUGUST 1, 2010.

The Annual General Body Meeting of Association of Mangalore University College Teachers @ AMUCT(2009-10) was held at School of Social Works, Roshni Nilaya Mangalore on 1st August, 2010 between 10.00 a.m. to 5.30 p.m. Honourable Higher Education Minister Sri. Arvavind Limbavali was the Chief Guest. Dr. T C Shivashnkara Moorthy, Honourable Vice Chancellor of Mangalore University presided over the function. Director of Collegiate Education Prof.Kodanda Ramayya, Joint Director of Mangalore Region Prof.T.H.Eranna, Former President of FUCTAK & Member of Higher Education Council Dr. A M Narahari, President of FUCTAK Sri.C H Murigendrappa, General Secretary of FUCTAK Sri. Manjunath T M, Principal of Roshni Nilaya Dr. Jecintha D'Souza and Registrar(Adm) of

Mangalore University Dr. Chinnappa Gowda were the guests of honour. Sri Aravinda Limbavali was felicitated by AMUCT. On behalf of AMUCT Dr. A M Narahari delivered felicitation speech to Sri Limbavali. All the guests of honour were also honoured in this occasion. Dr. T C Shivashnkara Moorthy, Honourable Vice Chancellor of Mangalore University released the AMUCT Bulletin edited by Dr. Norbrt Lobo. On this occasion retired members, Ph.D awardees and Special achievers were felicitated by the Vice Chancellor. AMUCT President Prof. Joselyn T. Lobo introduced and welcomed the guests. General Secretary Prof. Purushothama KV proposed vote of thanks. More than 350 teachers were present in the Convention.

After the formal function, AMUCT business session was held in the afternoon. AMUCT President Prof. Joselyn Lobo presided over the meeting. Following important issues were discussed and resolutions were passed :

1. Resolved to approve the resolutions passed in the Annual General Body meeting held on 12.7.2010 as recorded in the AGM minutes book of AMUCT.
2. Resolved to approve the Annual Report of AMUCT for the year 2009 -10, which was presented by the General Secretary Sri Purushothama K V .
3. Resolved to approve the Audited Accounts of AMUCT for the year 2009 - 10 and Budget for the year 2010 - 11, which was presented by Dr. Denis Fernandez, Treasurer of AMUCT.
4. Resolved to approve the Annual Report of AMUCT TRUST for the year 2009 - 10 which was presented by the Managing Trustee Prof. Mohith Suvarna.
5. Resolved to approve the Audited Accounts of AMUCT TRUST for the year 2009 - 10 which was presented by the Managing Trustee.
6. Resolved to appoint M/S Kamath & Kamath Associates, Chartered Accountants, Mangalore as the Auditor for the year 2010 -11.
7. It was resolved to enhance the Annual Subscriptions i.e., Rs 600-00 for Annual Members and Rs. 500-00 for Life Members, out of which Rs. 100-00 from each member will be contributed to Teachers' Welfare Fund.
8. General Body asked the details of the colleges , who have not paid Annual Subscriptions for the year 2009-2010. General Secretary read the names of the following colleges :
1) Cross Land College, Brahmavar, 2)SVS College, Bantwal, 3) Govindadas College, Suratkall , 4)Kavery College, Gonikoppal, 5) BTCG College , Somavarapete 6) Kavery Women's College and 7) SDPT College , Kateel.
9. General Body resolved to write a request letter to the management colleges to enhance the salary of unaided teachers. It was informed that already AMUCT delegation met VC to discuss this matter and he promised the association to look into this matter positively.

10. Discussion was held regarding increasing the remuneration for examination related works. It was resolved to appeal the University to fix the following rates for examinations related works:
 DA for Central Valuation : Rs. 500 per day,
 DA for Central Valuation (Local): Rs. 300 per day
 Remuneration per Script (For Non UGC Teachers): Rs. 20-00
 Equal to central valuation DA for all other works (Paper setting, BOE Meeting, External for Practical, Deputy Chief, Flying Squad, tabulation work, marks card verification, proof reading etc.)
11. It was resolved to put pressure on university to Revise Degree Syllabus of various courses under Mangalore University, which is supposed to be revised once in three years, but not revised since last four years.
12. Sri Hayavadhana Upadya and Sri Narasimha Moorhty requested AMUCT leadership to introduce language papers for 3rd sem. and 4th sem. of BBM and BCA courses of Mangalore University. Sri Raghunandan and Sri Sadashiva Rao opposed the move and it was decided to consult BBM and BCA Board before taking any such decision in this matter.
13. Discussion was held in connection with the recent Govt. order to maintain Cash Declaration Register in colleges. It was informed that already a few colleges implemented this order with immediate effect. Members felt that through this order govt. suspects the sincerity of college teachers. It was resolved to write a letter to the principals and give a call to the teachers "Not to sign the Cash Declaration Register" and also decided to urge the Govt. to withdraw this order. Association also has taken a decision to issue press statement by opposing the order.
14. It was informed that some Private Management colleges collect sports fee from students but not appointing Physical Directors. It was resolved to bring this matter before the university to take proper actions against such colleges.
15. AMUCT General body condemned the hand cut incident of Prof. Joseph, from Kerala recently. It was felt that the Kerala Govt. should take stern actions against such anti social elements.
16. Amuct paid homage to the departed souls of the following members, who expired in this Academic Year: 1) Sri. Gopal Rao, 2) Sri K B Janardhan, 3) Sri Shekhar Idya, 4) Sri K S Kedlaya and 5) Sri Arun Joshi.
17. Resolved to negotiate with the Management of SMS college Brahmavar to reinstate Dr. Emmanuel Lalith Kumar who was dismissed by the management on flimsy grounds. The following members committee was formed to settle this issue:

- 1) Dr. A M Narahari 2) Sri B M Hegde 3) Sri Hayavadhana Upadhyaya 4) Dr. Jayaprakash Mavina Kuli and Office Bearers of AMUCT
18. It was resolved to appoint a committee to amend the AMUCT Bye Law. The following members were appointed to the committee:
 - i) Dr. Jayaprakash Mavinakuli ii) Sri B V Raghunandan iii) Sri Hayadana Upadhyaya iv) Dr. A M Narahari and v) Sri Joselyn T Lobo.
19. Sri Ashok B , Department of Criminology, Roshni Nilaya Mangalore, as Election Officer for the election of AMUCT office bearers 2010-2012, conducted the election process. The following Office Bearers were elected unanimously:

President : Sri Ummappa Poojary, Sri Gokarnanatheswara College, Mangalore.

General Secretary : Dr. Denis Fernandez, St. Aloysius College, Mangalore.

Vice President I : Dr. Udayachandra, SDM College Ujire College Ujire .

Treasurer : Sri. Vishwanath Achar, Besant Evening College, Mangalore
20. Resolved to authorise the Managing Council to elect Vice President II, Joint Secretary I and Joint Secretary II for the year 2010-2012 in the First Managing Council Meeting as no nominations were received for the above posts.
21. Resolved to place on record the services of Sri Joselyn Lobo and Sri Purushothama K V who served as the President for the period of 4 years and General Secretary for Two years, respectively.
22. Resolved to authorise the Managing council to nominate members to the FUCTAK general council from AMUCT
23. Resolved to request the Convenors of Amuct units to collect and submit the subscriptions before 31st March every year.
24. Resolved to authorise the Managing Council to elect New Editor for AMUCT Bulletin
25. Resolved to place on record the generosity of the Management Roshni Nilaya , Mangalore for providing the Auditorium to organise Annual Convention of AMUCT and gratitude to Principal Dr. Jecinta , Staff members and student volunteers for their support and Cooperation in arranging the Annual Convention of AMUCT.
26. Discussions were held regarding the anomalies in New UGC pay scale such as Appointment of Associate Professors, for not Considering the placements made after 01-01-2006, the Appointment of Principals, 14 Hours work load, Phd. Increment etc. It was decided to place these matters before the govt. through the Federation.
27. Newly Elected Office Bearers were welcomed on the stage and all the members who present in the meeting whole heartedly congratulated them. Incoming president Sri Ummappa Poojary requested the general body to extend all support and co-operation to AMUCT in the days to come.

28. Outgoing President Sri.Joselyn Lobo and General Secretary Sri Purushothama K V expressed their gratitude to AMUCT for providing opportunities to serve the teaching community.
29. Incoming General Secretary Dr. Denis Fernandes proposed vote of thanks and the meeting was adjourned.

Mangalore
01.08.2010

Purushothama K V
Gen. Secretary, AMUCT

The following amendments have been Proposed by the AMUCT Bye Law Committee which met on 4-6-2011 at 3 p.m at AMUCT Office

MEMORANDUM OF ASSOCIATION

Sl No	Clause	Existing Regulations	Proposed Amendments
3		The Registered office of the Association shall be situated at St Aloysius College, Mangalore- 575003 or at any other place as decided by the Managing Council	The Registered office of the Association shall be situated at 1st Floor, Nithyananda Complex, A S R P Road, Dongarakeri, Kodialbail, Mangalore-575003
Sl No	Clause	Existing	Proposed Amendments
3 (a)		All the teachers including physical education directors and Librarians of the Private Colleges of Arts/ Science/ Commerce/ Education/ Business Management affiliated to the Mangalore University shall be eligible to become members of the Association	All the teachers (aided/ unaided/ autonomous/ University Constituent) including physical education directors and Librarians of the Private Colleges of Arts/ Science/ Commerce/ Education/ Business Management/ Law/ HRD/ Social Work/ Hotel Management/ Fine Arts and such other degree programmes affiliated to the Mangalore University shall be eligible to become members of the Association
3 (b) i)		Life Members: being those eligible for membership and paying Rs 500/- (Five Hundred only) for more in one lump sum at the time of admission	Life Members: being those eligible for membership and paying Rs 1000/- (One Thousand only) for more in one lump sum at the time of admission
3(b) ii)		<u>Members:</u> Explanation: At present the annual membership fees is Rs 25/- (Rupees Twenty Five Only)	<u>Members:</u> Explanation: At present the annual membership fees is Rs 100/- (Rupees One Hundred Only)
3(b) iii)		-----	Honorary Members a) All Ex office bearers (President/Gen. Secretary/ Treasurer/ Managing Trustee) who attained superannuation (or taken voluntary retirement) will become honorary members of AMUCT and will be invited for AGM and other important programmes of the Association. However, they are not eligible to become the office bearers of the Association and shall not have any voting Right. b) Any other member attained superannuation (or taken voluntary retirement) and wish to become honorary members of the Association shall pay membership fee Rs 50/- or as it is decided by Annual General Body Meeting from time to time. However, they are not eligible to become the office bearers of the Association and shall not have any voting Right.
5. iv)		AMUCT members who are also the member of Syndicate, Senate and Academic Council of the Mangalore University are ex-officio members of the Managing Council	AMUCT members who are also the member of Syndicate, Academic Council and any other Statutory bodies as per the Act of the Mangalore University are ex-officio members of the Managing Council
5. vi) c)		The Managing Council Shall meet at least thrice a year. The Quorum for a Managing Council meeting shall be ten. But no quorum shall be necessary for an adjourned meeting of the Council held in subsequent days.	The Managing Council Shall meet at least four times a year. The Quorum for a Managing Council meeting shall be ten or 1/3 of the total membership whichever is more . But no quorum shall be necessary for an adjourned meeting of the Council held in subsequent days.

6. a)	The following seven office-bearers shall be elected by the members of the Association present at the General Body Meeting The Seven office bearers are 1. President (One) 2. First Vice- President (One) 3. Second Vice- President (One) 4. General Secretary (One) 5. First Joint Secretary (One) 6. Second Joint Secretary (One) 7. Treasurer (One)	The following seven office-bearers shall be elected by the members of the Association present at the General Body Meeting The Seven office bearers are 1. President (One) 2. Vice- President I (One) 3. Vice- President II (One) 4. General Secretary (One) 5. Joint Secretary I (One) 6. Joint Secretary II (One) 7. Treasurer (One) Note: One of the Vice Presidents/Joint Secretaries shall be reserved for a lady member provided they are not elected to any other Office in the Association.
6. b)	These office bearers shall hold office until their successors are elected	DELETED
6. d)	The President continues in this office till his successor is elected....	The President continues in this office till his term expires...
0 6. f)	No member of the Association shall be an office bearer for more than two consecutive years in the same office. However, one shall be elected to the same office only after the gap of two years	No member of the Association shall be an office bearer for more than two consecutive terms of two years in the same office. However, one shall be elected to the same office only after the gap of two terms.
1 7 e)	Treasurer:He shall get approval of all the expenses at least once in 4 months from the Managing Council	Treasurer:He shall get approval of all the expenses at least once in 3 months from the Managing Council
2 8 a)	The General Body consists of all the members of the Association. The General secretary shall convene the Annual General Body meeting by dispatching notices of it by post under certificate of posting to all the members through the representatives of AMUCT unit in each college at least 15 days prior to the date of the meeting which shall always be between 15 th day of June and 30 th day of June of the next financial year . The Annual General Body Meeting shall consider and adopt the Annual Report of the Association and also the Annual Statement of Accounts, elect the Office Bearers, consider and adopt the budget for the coming year and determine the policies, programmes and activities for the coming year.	The General Body consists of all the members of the Association. The General secretary shall convene the Annual General Body meeting by dispatching notices by post or courier to all the members or through the representatives of AMUCT unit in each college at least 15 days prior to the date of the meeting which shall always be between 15 th day of June and 30 th day of June of the next academic year or within two weeks of the reopening of the colleges as per the University Calendar which ever is earlier. The Annual General Body Meeting shall consider and adopt the Annual Report and also the Annual Statement of Accounts, elect the Office Bearers, consider and adopt the budget for the coming year and determine the policies, programmes and activities for the coming year of the Association and AMUCT Trust as per the Trust deed.
3 9 a)	It shall be competent for the Managing Council to get the General Secretary to convene Special General Body Meetings by post, under certificate of posting....	It shall be competent for the Managing Council to get the General Secretary to convene Special General Body Meetings by post or Courier....
4 9 b)	At the written requisition of a tenth of the total number of members of the Association, the General secretary shall convene a Special General Body meeting within 21 days of the date of the requisition, dispatching notices of it by post, under certificate of posting...	At the written requisition of a tenth of the total number of members of the Association, the General secretary shall convene a Special General Body meeting within 21 days of the date of the requisition, dispatching notices of it by post or Courier....
5 15	Cash in Hand: The Treasurer shall never have cash in hand exceeding Rupees Two Hundred	Cash in Hand: The Treasurer shall never have cash in hand exceeding Rupees One thousand
5 17	<u>Funds of the Association:</u> The funds of the Association shall consist of the following: a) The funds got by Annual Membership fees and Life Membership fees b) The funds raised by any other reasonable means determined by the Managing Council	<u>Funds of the Association:</u> The funds of the Association shall consist of the following: a) The funds got by Annual Membership fees and Life Membership fees b) The Life membership collected shall be transferred to AMUCT TRUST as capital Fund and in turn the Trust shall transfer interest accrued from the Capital Fund to AMUCT annually. c) The funds raised by any other reasonable means determined by the Managing Council
7 22 a)	This Association shall be affiliated to Federation of University College Teachers Association in Karnataka	This Association shall be affiliated to Federation of University College Teachers Association in Karnataka and AIFUCTO at all India level.
8 22 b)	AMUCT shall be represented at FUCTAK by office bearers or representatives selected for the purpose by the Managing Council at its first meeting	AMUCT shall be represented at FUCTAK by President, General Secretary and two members elected by the Managing Council at its first meeting.

Details of subscription received for the year 2010-11

S.No.	Name of the College	Donations	Membership	Struggle Fund	Sp Struggle Fund	Bulletin Sub
1	B.T.C.G. College, Somavarpete		9900		11000	
2	Besant Evening College		4000	900	9000	900
3	Besant Women's College, Mangalore		10800		1000	
4	Bhandarkars college, Kundapura		14300			
5	Bhuvanendra College, Karkala					
6	Canara College, Mangalore		4300			
7	Cauvery college, Virajpet				9000	
8	Cross Land College,		1500			
9	Dhavala College, Moodabidre		4600			
10	FMKMC Madikeri					
11	Govinda Dasa College,		5000		14000	
12	K.S.S College, Subramanya		6500		13000	
13	Kaveri College, Gonikoppal		3500		5000	
14	M.G.M College, Udupi		15400		30000	
15	M.S.R.S. College, Shirva					
16	Mahaveera College, Moodabidre,		6000	1100	8000	1100
17	Milagres College, Kallianpura		10300			
18	Nehru Memorial College, Sullia		4900	800	13000	800
19	Pompei College, Aikala		7400	300	7000	300
20	Poornaprajna College Udupi		18100	1200		
21	Poornaprajna Evening College, Udupi		100		3000	
22	Roshni Nilaya, Mangalore					
23	S.D.M. College, Ujire		20800			
24	S.D.P.T College, Kateel					
25	S.M.S. College, Brahmavara	2000	7500		15000	
26	S.V.S. College, Buntwal	5000	7300		12000	
27	Sacred Heart College, Mandyanthar		5800		10000	
28	Sri Gokarnatheshwara College, Mangalore		7400		5000	
29	Sri Sharada College, Basrur					
30	St Agnes College, Mangalore		16100			
31	St Aloysius College, Mangalore	18000	20,200		44000	
32	St Aloysius Evening College, Mangalore		700	700	7900	800
33	St Philomena's College, Puttur		11400			
34	St.Mary College, Shirva		9200	1200	13000	1200
35	University College, Mangalore		500	200	1000	200
36	Vijaya college, Mulki		6300		2000	
37	Vivekananda College, Puttur		2800		9000	

AUDITOR'S REPORT

1. We report that we have audited the attached Balance Sheet of the "ASSOCIATION OF MANGALORE UNIVERSITY COLLEGE TEACHERS' (REGD.)" Mangalore, as at 31st March 2011 and also the Income & Expenditure Account of the Association for the year ended on that date annexed thereto which we have signed under reference to this report. These financial statements are the responsibility of the Association. Our responsibility is to express an opinion on these financial statements based on our audit.
2. We conducted our audit in accordance with auditing standards generally accepted in India. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion;
3. We have obtained all the information and explanations, which to the best of our knowledge and belief were necessary for our audit. In our opinion, proper books of account have been kept as required by law, so far as appears from our examination of the books and the above mentioned Balance Sheet and Income & Expenditure Account are in agreement therewith.
4. In our opinion, the Balance Sheet and Income & Expenditure Account dealt with by this report comply with the requirement of the Accounting Standards.
5. In our opinion and to the best of our information and according to the explanations given to us, the Balance Sheet and the Income & Expenditure Account together with the notes thereon, give in the prescribed manner, the information required and also give a true and fair view in conformity with the accounting principles generally accepted in India,
 - i) in the case of the Balance Sheet, of the state of the Association's affairs as at 31st March, 2011 and
 - ii) in the case of the Income & Expenditure Account, Excess of Income over Expenditure of the above named Association for the year ended on that date.

MANGALORE
June 18, 2011

For KAMATH & KAMATH ASSOCIATES
CHARTERED ACCOUNTANTS

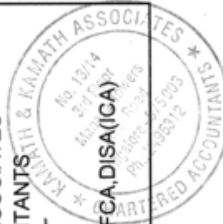
M. Vaman Kamath

M. VAMAN KAMATH, M.COM., F.C.A., DISA (ICAI)
PARTNER



ASSOCIATION OF MANGALORE UNIVERSITY COLLEGE TEACHERS (R)							
RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31.03.2011							
PR. YEAR	RECEIPTS	RS.	PS.	PR. YEAR	PAYMENTS	RS.	PS.
	BALANCE ON 01.04.2010						
-	To Cash on Hand	-		3,200.00	By AIFUCTO Affiliation fees		-
35,102.70	To Teachers' Co-op. Bank SB A-5	170,335.70		121,027.00	By A.G.Meeting/Convention Expenses		103,246.00
2,450.57	To Vijaya Bank SB	<u>2,537.57</u>		17,230.00	By AIFUCTO Meeting/Conference Expenses		52,433.00
				1,930.00	By Audit Fees		1,930.00
				35.00	By Bank Charges		14.00
46,974.00	To Bulletin Subscription		14,700.00	38,922.00	By Bulletin Expenses		52,355.00
203,000.00	To Special Struggle Fund		254,900.00	874.00	By Electricity Charges		1,568.00
1,000.00	To Life Membership Fees		-	22,000.00	By FUCTAK Affiliation fees		-
41,300.00	To Annual Membership Fees		183,500.00	15,061.00	By FUCTAK Meeting/Conference Expenses		12,831.40
47,400.00	To Struggle Fund collection		16,000.00	23,848.00	By P.U Redeployment program Expenses		-
11,590.00	To Interest on Life Membership		12,378.00	1,000.00	By L. M. Fees paid to AMUCT Trust		-
2,042.00	To Interest Received on SB A/c		8,936.00	18,319.50	By Meeting Expenses		24,097.00
46,650.00	To AGM/Convention Donation received		40,000.00	200.00	By Miscellaneous Expenses		5,268.00
36.00	To Bank charges reimbursed from members			2,104.00	By Postage		3,945.00
	To Interest received from AMUCT Trust on Seminar Fund		-	4,294.00	By Printing & Stationary		6,041.50
25,000.00				3,780.00	By Rally Expenses		-
1,563	To Advance from Treasurer		-	3,603.23	By Repayment of advance from treasurer		1,562.73
-	To AIFUCTO Meeting/Conference Refund		5,857.00	8,450.00	By Telephone Expenses		8,275.00
				5,357.00	By Travelling Expenses		10,184.00
					By Property Tax		2,240.00
					By <u>Balance on 31.03.2010</u>		
					Cash on hand		2,912.37
					Vijaya Bank SB 12001		2,628.57
					T. C.Bank SB A-5		417,612.70
							423,153.64
							709,144.27
464,108.00	TOTAL		<u>709,144.27</u>	<u>464,108.00</u>			
FOR ASSOCIATION OF MANGALORE UNIVERSITY COLLEGE TEACHER (R)							
MANGALORE					PRESIDENT		SECRETARY
18.06.2011							

ASSOCIATION OF MANGALORE UNIVERSITY COLLEGE TEACHERS (R)									
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2011									
PR.YR.	EXPENDITURE		RS. PS.	RS. PS.	PR.YR.	INCOME		RS. PS.	RS. PS.
3,200.00	To	AIFUCTO Affiliation fees	-			By	Subscriptions		
121,027.00	To	A.G.Meeting/Convention Expenses	103,246.00		43,900.00		Annual Membership Fee		183,500.00
17,230.00	To	AIFUCTO Meeting/Conference Expenses	52,433.00						
1,930.00	To	Audit Fees	1,930.00		46,200.00	By	Struggle Fund Collection		16,000.00
35.00	To	Bank Charges	14.00						
38,922.00	To	Bulletin Expenses	52,355.00			By	Interest Received/Receivable		
874.00	To	Electricity Charges	1,568.00		2,042.00		On Savings Bank Balances	8,936.00	
22,000.00	To	FUCTAK Affiliation fees	-		12,378.00		On Life Fund investment (AMUCT Tr)	13,415.00	22,351.00
15,061.00	To	FUCTAK Meeting/Conference Expenses	12,831.40						
23,848.00	To	P.U Redeployment program	-		45,774.00	By	Bulletin Subscription		14,700.00
18,319.50	To	Meeting Expenses	24,097.00		203,000.00	By	Special Struggle Fund Collection		254,900.00
200.00	To	Miscellaneous Expenses	5,268.00		46,650	By	AGM/Convention Donation received		40,000.00
-	To	Felicitatation Expenses	-		36.00	By	Bank charges reimbursed		-
2,104.00	To	Postage	3,945.00			By	Interest received from AMUCT Trust on Seminar Fund		-
4,294.00	To	Printing & Stationary	6,041.50		25,000	By	AIFUCTO Meeting/Conference Refund		5,857.00
-	To	Property Tax	2,240.00		-				
8,450.00	To	Telephone Expenses	8,275.00						
5,357.00	To	Travelling Expenses	10,184.00						
3,780.00	To	Rally Expenses	-						
138,348.50	To	Excess of Income over Expenditure	252,880.10						
424,980.00		TOTAL	537,308.00	424,980.00			TOTAL		537,308.00
OR ASSOCIATION OF MANGALORE UNIVERSITY COLLEGE TEACHER (R									
MANGALORE									
18.06.2011									
				AS PER OUR REPORT OF EVEN DATE					
				For KAMATH & KAMATH ASSOCIATES					
				CHARTERED ACCOUNTANTS					
				M. VAMAN KAMATH, M.COM., FCA, DISA(ICA)					
				PARTNER					
				SECRETARY					
				PRESIDENT					



ASSOCIATION OF MANGALORE UNIVERSITY COLLEGE TEACHERS (R)							
BALANCE SHEET AS AT 31ST MARCH, 2011							
PR. YR.	LIABILITIES	RS. PS.	RS. PS.	PR. YR.	ASSETS	RS. PS.	RS. PS.
	<u>CAPITAL FUND:</u>				<u>CASH AND BANK BALANCES:</u>		
47,010.04	As On 01.04.2010	185,358.54		-	Cash on Hand	2,912.37	
138,348.50	ADD: Excess of income over Exp.	252,880.10	438,238.64	2,537.57	Vijaya Bank SB 12001	2,628.57	
				170,335.70	Teachers Co-Op. Bank SB A-5	417,612.70	423,153.64
	<u>CURRENT LIABILITIES</u>						
1,930.00	Auditor's Fees		1,930.00		<u>RECEIVABLES</u>		
1,562.73	Advance from treasurer		-	12,378.00	LMF interest from AMUCT Trust	13,415.00	
				3,600.00	Membership Fee Receivable	3,600.00	17,015.00
188,851.27	<u>TOTAL</u>		440,168.64	188,851.27	<u>TOTAL</u>		440,168.64

MANGALORE 18.06.2011	OR ASSOCIATION OF MANGALORE UNIVERSITY COLLEGE TEACHER (R)	PRESIDENT	SECRETARY	AS PER OUR REPORT OF EVEN DATE For KAMATH & KAMATH ASSOCIATES CHARTERED ACCOUNTANTS	M. VAMAN KAMATH, M.COM., FCA, DISA(ICA) PARTNER

**ASSOCIATION OF MANGALORE UNIVERSITY COLLEGE
TEACHERS' (REGD.)**

Notes on Accounts:

1. Significant Accounting Policies Year 2010-11

- a) Method of Accounting: The accounts of the firm are prepared under historical convention using the Accrual method of accounting.
- b) Fixed Assets: Fixed assets, if acquired shall be reflected in the Balance Sheet at net written down value (i.e., Cost less Depreciation Written off.)
- c) Investments: Investments are stated at cost.
- d) Depreciation: Depreciation on assets shall be provided and written off at the rates taking into consideration the useful life of assets. Depreciation on assets purchased during the year is provided pro-rata.
- e) Contingent Expenses: Contingent expenses have not been provided for.

**For ASSOCIATION OF MANGALORE UNIVERSITY COLLEGE
TEACHERS (REGD.)**

**MANGALORE
18.06.2011**

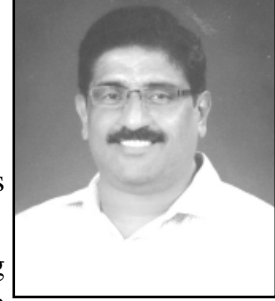
PRESIDENT

SECRETARY

**Association of Mangalore University College Teachers
Budget for the year 2011-2012**

Annual Membership	200000.00	AG meeting/ Conference Expense	50000.00
		AIFUCTO affiliation fees	5000.00
Donations	30000.00	AIFUCTO meeting expenses	20000.00
		Audit fees	1930.00
Interests on Bank Deposits	4000.00	Bank charges	200.00
Interest on Life membership fund	12000.00	Bulletin Expenses	50000.00
		Electricity and Water	5000.00
Interest on Seminar Fund (From Amuct Trust)	12000.00	FUCTAK affiliation fees	7000.00
		FUCTAK meeting expenses	20000.00
		Meeting expenses	30000.00
		Miscellaneous expenses	3000.00
		Municipal Taxes	3000.00
		Postage and Telegram	5000.00
		Printing and Stationary	8000.00
		Telephone expenses	8000.00
		Travelling expenses	11500.00
		To AMUCT Trust- Teachers Welfare Fund	30000.00
		Surplus	370.00
	258000.00		257630.00

ASSOCIATION OF MANGALORE UNIVERSITY COLLEGE TEACHERS' TRUST (AMUCT) (R) ANNUAL REPORT



Sri Mohith Suvarna

With great delight and enthusiasm I place before you the activities of AMUCT Trust for the year 2010-11 in a nut shell.

The following members have rendered a helping hand in working towards a worthy goal as office bearers of AMUCT Trust (R) for the year 2010-11.

1. Sri Mohith Suvarna, Managing Trustee, Shree Gokarnanatheshwara College, Mangalore.
2. Sri Hayavadana Upadhya, Trustee, Vijaya College, Mulki.
3. Sri B.V.Raghunandan, Trustee, S.V.S.College, Bantwal.
4. Dr.Madhava Bhat, Trustee, Vivekananda College, Puttur.
5. Sri Ummappa Poojary, Ex-officio Trustee, Shree Gokarnanatheshwara College, Mangalore.
6. Dr. Denis Fernandes, Ex-Officio Trustee, St.Aloysius College, Mangalore.

The Board of Trustees met on 31.07.2010, 21.08.2010, 30.10.2010 and 30.04.2011 to discuss crucial matters pertaining to activities of the Trust.

The funds of the Trust have been invested in various deposits with Teachers' Cooperative Bank Ltd., Mangalore and Udupi branches.

The Life Membership Fund of the Trust has grown upto Rs.1,43,000/- The interest earned on the Fund is directed towards AMUCT activities.

To provide medical relief and assistance to the members of AMUCT, the Trust has maintained a Teachers' welfare Fund of Rs.48,000.00. The interest earned on the Fund is distributed to members of AMUCT who seek medical assistance to meet huge expenditure of hospitalization.

The Trust has a General Maintenance Fund of Rs.50,000.00 and the general expenses of office maintenance is met by the interest generated by the Fund.

The Board of Trustees felt the genuine need to enhance the Teachers' welfare Fund and General Maintenance Fund. Accordingly, it was resolved in the Annual General body meeting held on 24.07.2010 at School of Social Work, Roshni Nilaya to remit a sum of Rs.100.00 each from life membership towards the same.

The encourage and organize quality educative programmes, the Trust has maintained a seminar fund of Rs.1,04,000.00. The interest accrued in the Fund is utilized towards conducting seminars & workshops on various academic issues.

The Trust maintains a well equipped office which is used for regular meetings of AMUCT Managing council, AMUCT Trust and for conducting various academic activities of subject associations.

With a deep sense of satisfaction, I express my whole hearted gratitude to all the trustees, office bearers and all the members of AMUCT for their valuable contribution and for working together for the realization of a common goal.

**AMUCT TRUST (R)
FIXED DEPOSIT INVESTMENTS AS ON 31.03.2011**

LIFE MEMBERSHIP FUND INVESTMENT

Sl.No.	F.D.No.	Bank	Amount	Date of Maturity
1.	142/2009	T.C.B.Mangalore	5,000=00	02.09.2011
2.	143/2009	T.C.B.Mangalore	9,000=00	02.09.2011
3.	99/2010	T.C.B.Mangalore	8,000=00	29.06.2012
4.	140/2009	T.C.B.Mangalore	9,500=00	14.09.2011
5.	403/2010	T.C.B.Mangalore	24,000=00	28.03.2012
6.	398/2010	T.C.B.Mangalore	66,500=00	17.02.2012
7.	96/2010	T.C.B.Mangalore	12,500=00	24.05.2012
8.	102/2010	T.C.B.Mangalore	8,500=00	06.07.2013
Total			1,43,000=00	

TEACHERS' WELFARE FUND INVESTMENT

Sl.No.	F.D.No.	Bank	Amount	Date of Maturity
1.	141/2009	T.C.B.Mangalore	8,000=00	02.09.2011
2.	98/2010	T.C.B.Mangalore	15,000=00	23.05.2012
3.	97/2010	T.C.B.Mangalore	25,000=00	24.05.2012
Total			48,000=00	

GENERAL MAINTENANCE FUND INVESTMENT

Sl.No.	F.D.No.	Bank	Amount	Date of Maturity
1.	402/2010	T.C.B.Mangalore	25,000=00	28.03.2012
2.	399/2010	T.C.B.Mangalore	25,000=00	17.02.2012
Total			50,000=00	

SEMINAR FUND INVESTMENT

Sl.No.	F.D.No.	Bank	Amount	Date of Maturity
1.	225/2009	T.C.B. Udupi	90,000=00	01.06.2011
2.	224/2009	T.C.B. Udupi	14,000=00	08.09.2011
Total			1,04,000=00	

AUDITOR'S REPORT

1. We report that we have audited the attached Balance Sheet of the "**ASSOCIATION OF MANGALORE UNIVERSITY COLLEGE TEACHERS' TRUST (REGD.)**" Mangalore, as at 31st March 2011 and also the Income & Expenditure Account of the Association for the year ended on that date annexed thereto which we have signed under reference to this report. These financial statements are the responsibility of the Association. Our responsibility is to express an opinion on these financial statements based on our audit.

2. We conducted our audit in accordance with auditing standards generally accepted in India. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion;

a) The funds of the Trust have been invested in various deposits with Teachers' Co-operative Bank Ltd. The credit of interest on such investments and also the renewal and movement of deposits held as investments has to be done on a regular basis. In the absence of information at our disposal we are unable to comment on the receipt of interest on some of the deposits held by the Trust.

3. We have obtained all the information and explanations, which to the best of our knowledge and belief were necessary for our audit. In our opinion, proper books of account have been kept as required by law, so far as appears from our examination of the books and the above mentioned Balance Sheet and Income & Expenditure Account are in agreement therewith.

4. In our opinion, the Balance Sheet and Income & Expenditure Account dealt with by this report comply with the requirement of the Accounting Standards.

5. In our opinion and to the best of our information and according to the explanations given to us, the Balance Sheet and the Income & Expenditure Account together with the notes thereon, give in the prescribed manner, the information required and also give a true and fair view in conformity with the accounting principles generally accepted in India,

- i) in the case of the Balance Sheet, of the state of the Association's affairs as at 31st March, 2011 and
- ii) in the case of the Income & Expenditure Account, Excess of Expenditure over Income of the above named Association for the year ended on that date.

MANGALORE
June 11, 2011

For KAMATH & KAMATH ASSOCIATES
CHARTERED ACCOUNTANTS

M. Vaman Kamath

M. VAMAN KAMATH, M.COM., F.C.A., DISA (ICAI)
PARTNER




ASSOCIATION OF MANGALORE UNIVERSITY COLLEGE TEACHERS TRUST (REGD)							
RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2011							
Pr. Year	RECEIPTS	RS. PS.	RS. PS.	Pr. Year	PAYMENTS	RS. PS.	RS. PS.
	To <u>OPENING BALANCES:</u>						
9.05	Cash in Hand	-		1,107.00	By Repairs & Maintenance		14,250.00
65,499.97	Teachers Co-op. Bank SB A6	54,762.97		14,990.00	By Interest on LMF to AMUCT		12,378.00
1,000.00	Cheque on Hand	-	54,762.97	1,655.00	By Audit Fees		1,655.00
				9.05	By Travelling Expenses		-
				5,000.00	By Medical Relief		-
	To <u>INTEREST RECEIVED</u>			25,000.00	By Seminar Fund Int. Tr. To AMUCT		10,000.00
12,378.00	On Life Membership Fund	13,415.00		1,000.00	By Deposit		8,500.00
3,930.00	On Teachers Welfare Fund	3,682.00		-	By Transferred to AMUCT		3,600.00
4,607.00	On General Maintenance Fund	5,166.00			By <u>CLOSING BALANCE:</u>		
1,528.00	On SB Account	1,077.00		54,762.97	Teachers Co-op. Bank SB-A6		37,623.97
8,863.00	On Seminar Fund	9,904.00	33,244.00				
3,600.00	To Membership Fee on Behalf of AMUCT	-	-				
1,000.00	To Life Membership Fee	-	-				
1,109.00	To Donation received - AMUCT	-	-				
103,524.02	TOTAL		88,006.97	103,524.02	TOTAL		88,006.97

MANGALORE

11.06.2011

For ASSOCIATION OF MANGALORE UNIVERSITY COLLEGE TEACHERS TRUST (R)


MANAGING TRUSTEE

For ASSOCIATION OF MANGALORE UNIVERSITY COLLEGE TEACHERS TRUST (R)

MANGALORE


11.06.2011


MANAGING TRUSTEE


ASSOCIATION OF MANGALORE UNIVERSITY COLLEGE TEACHERS TRUST (REGD)									
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2011									
Pr. Year	EXPENDITURE		RS. PS.	RS. PS.	Pr. Year	INCOME		RS. PS.	RS. PS.
1,107.00	To	Repairs & Maintenance	14,250.00			<u>INTEREST RECEIVED</u>			
1,655.00	To	Audit Fees	1,985.00		4,607.00	By	General Maintenance Fund	5,166.00	
9.05	To	Travelling Expenses	-		1,528.00	By	Savings Bank	1,077.00	6,243.00
1,000.00	To	Miscellaneous Balance written off	-		1,139.00	By	Donation Received	-	-
5,794.00	To	<u>DEPRECIATION WRITTEN OFF</u>			2,291.05	By	Excess of Expenditure over Income	15,138.00	15,138.00
		As per Schedule Annexed	5,146.00						
9,565.05	<u>TOTAL</u>		21,381.00		9,565.05	<u>TOTAL</u>		21,381.00	


For ASSOCIATION OF MANGALORE UNIVERSITY
COLLEGE TEACHERS TRUST (REGD.)

MANGALORE
11.06.2011


MANAGING TRUSTEE

AS PER OUR REPORT OF EVEN DATE
For KAMATH & KAMATH ASSOCIATES
CHARTERED ACCOUNTANTS


M. VAMAN KAMATH, M.COM., F.C.A., DISA(ICA)
PARTNER



KAMATH & KAMATH ASSOCIATES * SLN/INT/1
No. 13/14
3rd Floor
Mangala Towers
M.C. Road
Bangalore - 575 003
Phone - 2293312



ASSOCIATION OF MANGALORE UNIVERSITY COLLEGE TEACHERS TRUST (REGD)					
BALANCE SHEET AS AT 31ST MARCH, 2011					
PR. YEAR	LIABILITIES	RS. PS.	PR. YEAR	ASSETS	RS. PS.
143,329	<u>LIFE MEMBERSHIP FUND</u>			<u>CASH AND BANK BALANCES:</u>	
	As per last Balance Sheet	143,329.00		Teacher's Co-Op. Bank	37,623.97
	Add: Received during the year	-			
832,952	<u>BUILDING FUND</u>			<u>LIFE MEMBERSHIP FUND INVESTMENT</u>	
	As per last Balance Sheet			Teachers Co-op. Bank Ltd. FD	143,000.00
54,748	<u>TEACHERS WELFARE FUND</u>			<u>GENERAL MAINT FUND INVESTMENTS</u>	
	As per last Balance Sheet	54,747.82		Teachers Co-op. Bank Ltd. FD	50,000.00
	Add: Interest received	3,682.00			
	Less: Medical Assistance Given	58,429.82		<u>TEACHERS WELFARE FUND INVESTMENT</u>	
				Teachers Co-op. Bank Ltd. - FD	48,000.00
123,028	<u>SEMINAR FUND</u>			<u>SEMINAR FUND INVESTMENT</u>	
	As per last Balance Sheet	123,028.00		Teachers Co-op. Bank Ltd. - FD	104,000.00
	Add: Interest received	9,904.00			
	Less: Transferred to AMUCT	132,932.00		<u>OTHER DEPOSITS & INVESTMENTS</u>	
		10,000.00		Telephone Deposit	3,000.00
	<u>CURRENT LIABILITIES</u>			<u>FIXED ASSETS</u>	
1,655	Auditor's Fee	1,985.00		As per Schedule	728,007.00
3,600	Donation due to AMUCT	-			
12,378	LMF Interest due to AMUCT	13,415.00		<u>GENERAL FUND</u>	
				As per last Balance sheet	44,274.05
				Excess of Expenditure over Income	15,138.00
1,171,690	<u>TOTAL</u>	1,173,043.02		<u>TOTAL</u>	1,173,043.02
MANGALORE			AS PER OUR REPORT OF EVEN DATE		
11.06.2011			For KAMATH & KAMATH ASSOCIATES		
			CHARTERED ACCOUNTANTS		
			M. VAMAN KAMATH, M.COM., F.C.A., DISA(ICA)		
			PARTNER		



M. V. Kamath
MANAGING TRUSTEE

ASSOCIATION OF MANGALORE UNIVERSITY COLLEGE TEACHERS TRUST (REGD)									
FIXED ASSETS SCHEDULE : 2010-11									
PARTICULARS	Rate	GROSS BLOCK			DEPRECIATION			NET BLOCK	
		As on 01.04.2010	Additions/ Deletions	As on 31.03.2011	Upto 31.03.2010	For the year	Upto 31.03.2011	As on 31.03.2010	As on 31.03.2011
Premises		683,760	-	683,760	-		-	683,760	683,760
Furniture & Fixtures	10%	82,256	-	82,256	47,893	3,436	51,329	34,363	30,927
Electrical Fittings	10%	11,825	-	11,825	8,114	371	8,485	3,711	3,340
Bathroom Fittings	10%	15,208	-	15,208	10,436	477	10,913	4,772	4,295
Computer	25%	32,700	-	32,700	31,319	345	31,664	1,381	1,036
Water Connection	10%	10,577	-	10,577	5,411	517	5,928	5,166	4,649
		836,326	-	836,326	103,173	5,146	108,319	733,153	728,007
<div style="display: flex; justify-content: space-between;"> <div> <p>For ASSOCIATION OF MANGALORE UNIVERSITY COLLEGE TEACHERS TRUST (R)</p> <p>MANGALORE 11.06.2011</p> <p><i>[Signature]</i> MANAGING TRUSTEE</p> </div> <div> <p>For KAMATH & KAMATH ASSOCIATES CHARTERED ACCOUNTANTS</p> <p><i>[Signature]</i> M. VAMAN KAMATH, M.COM., F.C.A., DISA(ICA) PARTNER</p> </div> </div>									



ASSOCIATION OF MANGALORE UNIVERSITY COLLEGE TEACHERS' TRUST (REGD.)

Notes on Accounts:

1. Significant Accounting Policies Year 2010-2011
 - a) **Method of Accounting:** The accounts of the firm are prepared under historical convention using the Accrual method of accounting.
 - b) **Fixed Assets:** Fixed assets are reflected in the Balance Sheet at net written down value (i.e., Cost less Depreciation Written off.)
 - c) **Investments:** Investments are stated at cost.
 - d) **Depreciation:** Depreciation on assets shall be provided and written off at the rates taking into consideration the useful life of assets. Depreciation on assets purchased during the year is provided pro-rata.
 - e) **Contingent Expenses:** Contingent expenses have not been provided for.

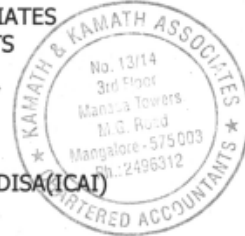
For AMUCT TRUST (REGD.)

MANGALORE
11.06.2011


MANAGING TRUSTEE

For KAMATH & KAMATH ASSOCIATES
CHARTERED ACCOUNTANTS


M. VAMAN KAMATH, M.COM., F.C.A., DISA (ICAI)
PARTNER



SUBJECT ASSOCIATIONS

1. **MUSTA-MANGALORE UNIVERSITY SANSKRIT TEACHERS ASSOCIATION**
PRESIDENT DR.T.S.RAMESH, POORNAPRAJNA COLLEGE, UDUPI
SECRETARY SRI MANJUNATH BHAT. M G M COLLEGE UDUPI
2. **MANUSHA- HISTORY TEACHERS ASSOCIATION**
PRESIDENT SRI CHANDRASHEKAR SHETTY, SRI SHARADA COLLEGE, BASRUR
SECRETARY DR. SATHISH KUMAR SHETTY, BESANT EVE COLLEGE
3. **MUEA-MANGALORE UNIVERSITY ECONOMICS ASSOCIATION**
PRESIDENT SRI KRISHNA K, SRI BHUVANEDRA COLLEGE, KARKALLA
SECRETARY SRI PRAKASH RAO, PORNAPRAJNA COLLEGE, UDUPI.
4. **MUCTA- COMMERCE TEACHERS ASSOCIATION**
PRESIDENT DR ANURADHA, BESANT WOMEN'S COLLEGE, MANGALORE
SECRETARY DR SHREEDHAR MANIYANI, GOVT FIRST GRADE COLLEGE KAVOOR.
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