

UNIVERSITY OF PUNE

NOTES FOR THE PROPOSED MASTER PLAN

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TRAINING TO TEACHING & NON-TEACHING STAFF

Just as high quality faculty are the key to success in higher education having an adequate supply of excellent teachers is crucial to improve academic quality.

The University has to set up a Cell for training of teaching staff in teaching methodology and evaluation. This Teacher's Training Cell should be headed by the Dean, and consists of three other members of different departments. The Cell aims to impart training in educational science to the newly posted teaching staff of the University. It conducts microteaching sessions for all the staff members in order to develop teaching skills and provide feedback to the teacher. A larger number of the faculty members should be sponsored to attend workshops, seminars and courses in teaching technology at other recognized centres in India. The cell also conducts update sessions on teaching methodology at UOP, where eminent educationists should be invited to deliver guest lecture and interact with the teachers of the UOP. Training to non-teaching staff should be given on the same pattern.

BUILD-OWN-OPERATE-TRANSFER (B.O.T.)

The involvement of the private sector in the development of infrastructure in UOP by way of BOT projects, alternatively called BOO (build-own-operate) or BOT (build-own-operate-transfer) is proving to be a challenging exercise. Such projects are complex by virtue of the number of parties involved and the corresponding number of contracts, which must all interlock. Furthermore, each party is dependent upon the performance of not only its counterpart, but also the performance of all parties to the project.

BOT projects are generally structured on a project basis requiring all parties to share the risks of the project. Project risk sharing is necessary because the sponsor, a joint venture of one sort or another, will have a limited worth being substantially less than the aggregate net worth of the equity parties.

Structure of BOT Projects

In a BOT arrangement, the private sector designs and builds the infrastructure, finances its construction and owns, operates and maintains it over a period, often as long as 20 or 30 years. This period is sometimes referred to as the "concession" period.

Traditionally, such projects provide for the infrastructure to be transferred to the government at the end of the concession period. BOT is a type of project financing. The hallmarks of project financing are:

- (i) The lenders to the project look primarily at the earnings of the project as the source from which loan repayments will be made. Their credit assessment is based on the project, not on the credit worthiness of the borrowing entity.
- (ii) The security taken by the lenders is largely confined to the project assets. As such, project financing is often referred to as "limited recourse" financing because lenders are given only a limited recourse against the borrower.

It is, therefore, proposed that the University of Pune should build the building on B.O.T. basis.

VALUE EDUCATION

Each one of us must identify the values we want to live by. We need to take the time to know ourselves and penetrate layers of conditioning to arrive at our true selves

Value education is education in values and education towards the inculcation of values. Implicit in this definition is the conviction that value education is a universal phenomenon intrinsic to all learning and education, whether at home or in an institution. It is not. Neither teaches us to be critical thinkers or to regard ourselves as proactive beings in relation to ourselves, our community and humanity at large. Unwittingly and through habit we accept most things handed out to us by the media, the government and the polity. Unfortunately when there is so much talk about individual capabilities and potentialities, there is so little confidence on the part of the individual about his own power to make a difference. Our educational system is of little help. We are not trained to be proactive thinkers because we are told so little of the life values that are the basis for creative thinking.

What really is education? It is not literacy, nor information. Education is a systematic attempt towards human learning. All learning is subjective and self-related. Educational activity starts with the individual—Who am I? Where am I going? Where have I come from? It is only with an understanding of the Self that we can begin to understand our relationships with others and the environment.

Knowledge should not be made remote from individual reality and irrelevant to the individual. Knowledge can never be 'learned'. Knowledge is the fruit of experience and experience is the sensation of the individual. Individual experience is an internal happening and is the function of awareness. And one of the processes of knowing ourselves, of raising our awareness, is to be able to identify and clarify our values. Education in values is essential in helping each one of us directly encounter the values that we hold, understand them completely, so that we may order our relationships to the environment that lies outside us. Once we are clear about values we shall be better able to sift and control information of the natural world, make wise choices and be creative in our mental processes.

'Know thyself' is what each of us needs to do; yet modern life moves at such a pace that we seldom take the time to examine ourselves. We become strangers to our own selves. We follow the dictates of others blindly. Why should any debate be left to a few 'experts'?

Why is not critical thinking an integral part of everyday life? It must be so if we are to create a sane society.

For this to happen we must be equipped to examine our values. These are our internal guideposts. Much of the great literature of the world—from **Bhagavad Gita** to Socrates to Hamlet—has dwelled on value choices and moral dilemmas that are bound to occur when your values are clearly defined. Values do conflict. Making value choices is not easy, but it is this very thing we must confront and make part of our lives if we are to be truly creative human beings. Moral dilemmas are only possible for those who have strongly held principles and it is through these moral dilemmas that new and revolutionary thought processes emerge and character develops.

Value conflicts are the strongest test of character. Yet, today, moral dilemmas are considered a waste of time, a domain for 'losers'. Ultimately we declare all value assertions unscientific and relative, hence dispensable. We do not realize that value conflict is healthy, necessary and by eliminating it we are also erasing all conviction. Confucius once said: "If a man carefully cultivates values in his conduct, he may still err a little but he won't be far from the standard of truth."

It is time to clarify these values that we speak of. It is up to each one of us to determine the society we will create by deciding upon the values we will emphasize today.

University of Pune should give proper attention to the Value Education.

AUTHORITY, RESPONSIBILITY & ACCOUNTABILITY

Authority, responsibility & accountability of each staff should be fixed on the following background.

Authority

Legitimate right to use assigned resources, including personnel to accomplish a task or objective; the right to give orders and expect obedience.

Source of Authority

- Conferred by the group over which authority is exercised
- Based on Position
- Based on Rank / Pay Grade

Responsibility

- The obligation to complete the task or perform a mission.
- Responsibility exists individually and at all levels of an organization. Others may be assigned task oriented to the obligation, but overall responsibility remains with persons assigning the task

Accountability

- Process by which a subordinate reports the outcome of an assigned task or mission and accepts the consequences, good or bad.
- Ultimate accountability can never be delegated, even though authority & responsibility may be.

Authority should always co-relate to responsibility & accountability.

PRO-ACTIVE APPROACH

A proper education/training is important to make the approach of the Teaching & Non-teaching staff, proactive.

NEW DEVELOPMENT

University of Pune should identify the areas of development.

SELF-GENERATION

University as well as affiliated colleges can receive incentives for generating their own resources. To receive these incentives the self-generation system must meet program requirements.

INTER CONNECTIVITY

University departments, affiliated colleges, institutes should be connected to each other in the era of globalization. Collaborative programs should be undertaken with the help of International Universities. This will help in smoothen the work, avoid the time & money.

ALUMNI ASSOCIATION

Interactive communication with alumni around the world should be strengthening; as such communication offers an attractive array of benefits to both. Various means of communications should be developed to receive and send the information instantaneously. Variety of programs, benefits and services should be undertaken that will be well suited and relevant to our diverse alumni population.

GOVERNMENT FUNDING PLANS

There is no company or institute in the world that has not benefited by graduates, post-graduates or Ph.D.s from India: be it NASA, IBM, Microsoft, Intel, Bell, Sun, Harvard, MIT, Caltech, Cambridge or Oxford, and not all those students are products of our IITs, IIMs IISc/TIFR or central universities, which cater to barely one per cent of the Indian student population. This is not to suggest that we should pat our backs for the

achievements of our students abroad, but to point out that Indian higher educational institutions have not been able to achieve the same status for themselves as their students seem to achieve elsewhere with their education from here.

Only about 10 per cent of the total student population enters higher education in India, as compared to over 15 per cent in China and 50 per cent in the major industrialized countries. Higher education is largely funded by the state and central governments so far, but the situation is changing fast. Barring a few newly established private universities, the government funds most of the universities, whereas at the college level, the balance is increasingly being reversed. University should plan the projects to be funded by the Central / State Government

REALLOCATION OF TEACHING STAFF

In absence of the sufficient teaching staff as well as excessive staff at the few teaching departments, allocation of the teaching staff to other departments, within the similar subject, should be done.

REARRANGEMENT OF UNIVERSITY DEPARTMENTS

University Departments should be geographically rearranged taking into consideration the inter activity among the departments and other related matters.

CUSTOMER IS GOD

We should believe in the philosophy that customer is God. If one has to excel and move with the trend, then he or she should understand that it is no longer a seller's market. The simple reason that we have been able to get people to the zone despite its limitations compared to the other is that we have gone to the customer rather than wait for them to approach us.

CHAIRS

University of Pune is having about 22 Chairs in the different subjects. Majors should be taken to make the chairs self-sufficient followed by the appointment of more eminent full time personnel on the vacant chairs.

DONATIONS

The persons making donation to the University of Pune is entitled to claim 100% deduction of the donations made to the University in computing their total taxable income, under section 80G(2)(a)(iii f) of the Income Tax Act. We are entitled to give the document for the same. Looking at this specific provision, University should take necessary steps to get donations for various purposes.

INCLUSIONS

A New Master Plan should-

- Include broad statements of the University policy that reaffirm the fundamental principles of access and educational opportunity;
- Identify clear and attainable goals for education;
- Develop strategies for achieving those goals that assign formal responsibility and authority to the various educational entities without being overly prescriptive;
- Provide adequate resources or authority for obtaining resources to meet the goals;
- Imbed systems of accountability within the plan that monitor and encourage progress towards meeting the goals for education.