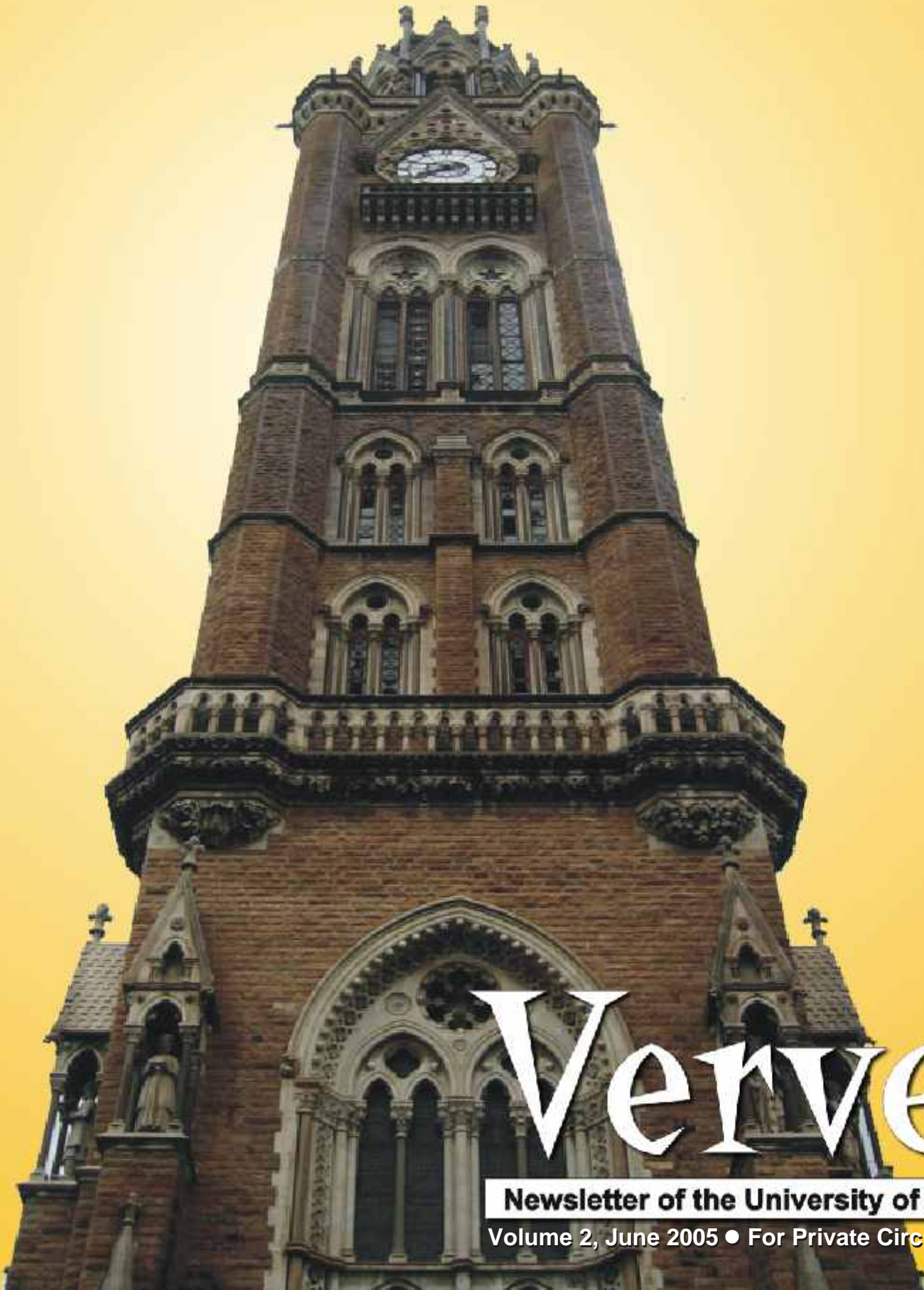


Cover story

Does privatisation mean efficiency?



Verve

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Dr. Vijay Khole
Hon'ble Vice Chancellor

Towards celebrating 150 years: Do we need to privatise to be efficient?

Institutions of higher learning can be traced back to ancient India. However, activities related to modern higher education, as we understand today, started with Mount Stuart Elphinstone's 'Minutes' of 1823. These 'Minutes' which are unfortunately rarely referred to, introduced the need of educating the natives and exposing them to science education and discourses in European philosophy. Macullay's Minutes of 1835 further stressed the need of establishing schools and colleges to carry out systematic teaching of not only subjects in science but also in areas of technology and European literature. As a result of these recommendations schools were established in Mumbai and Pune. Some of these though were sponsored by the then Governor, it was around this time that private missionary schools were also established. Sir Charles Woods in his famous 'Woods Despatch' of 1854 emphasized upon starting University education and recommended establishment of Colleges and Universities in India. It was around this time that Elphinstone's College, a Government Institution and Wilson's College a private Institution were established. Private initiatives in the areas of higher education thus, is not a new feature to Indian education system.

Further, as we trace the developments in Higher education in pre-independence as well as post-independence India we would find that educational institutions that were established were essentially all along of these two types. The standards that were set in these institutions were of a very high order.

Higher education in post independence India is marked by one important feature. It has always been an all inclusive type. The Radhakrishnan Commission, 1948, Kothari Commission, 1964-66, National Policy of Education, 1968 and Government of India Document 'Challenge of Education 1985' recommended various steps to be taken to improve the higher education system in India and also emphasised upon allowing all sections of society to enter into the higher education stream. This marked feature helped spreading of higher education, accelerated the establishment of number of government as well as private colleges. Today, along with Central and State Universities we also have Deemed Universities : Public-Private Universities. And Private Universities are not far away!!

The present infrastructure caters to only about 6-7 per cent of students who enter the stream of higher education. Large number of drop outs, unfortunately, for various reasons do not reach the portals of higher education. However, the concerted efforts - both at the level of State and Central Government this percentage is expected to double in about a decade to come. The present infrastructure would then be not sufficient. More of Private initiatives would certainly be required in such critical situations, as the Government is not likely to have the necessary resources.

With the system undergoing expansion, generally, it is noted that some lethargy and some casualness enters the system. It is perceived that smaller the educational institution and more its unitary nature it is likely to perform in an efficient manner. As one may observe, and it should not surprise us, this could also be a feature of a typically government enterprise or a public-private or in a completely private initiative. There are several instances wherein larger educational institutions have demonstrated required efficiency, commitment and integrity. Many of our legendary educational Institutions, even today, display excellence. It is really not necessary that the reins of the institutions should be in private hands to become efficient.

Private Provisioning of Infrastructure

Public provisioning of infrastructure constitutes the core of modern welfare state. Infrastructure connotes not only physical utilities such as power and water supply but also social infrastructure that include education and public health. It is acknowledged that provision of infrastructure by state plays crucial role in development of people. This has long been recognized as the responsibility of state, perhaps even before the word Welfare State became fashionable. Traditionally, therefore, the governments have been supporting infrastructure development, in some cases by providing services directly and in other cases by helping private investors through land grants and subsidies. Intensity with which the state actively provided infrastructure services varied from country to country and within one country from time to time. And in the United States where considerable development has taken place in private sector, the privately funded infrastructure companies are subject to most stringent and detailed regulation for quality of service and affordable pricing. It is therefore generally accepted that the community has certain basic and common needs that must be fulfilled by the State.



Dr. Satish Bagal
Finance & Accounts Officer

In 1980s the burden of the public utilities and welfare activities on the government finances of many welfare economies started becoming unbearable. Governments everywhere, therefore, started thinking of abandoning their responsibilities of managing public utilities and public infrastructure. Margaret Thatcher, former prime minister of United Kingdom presided over the most ambitious and the largest privatization programme ever undertaken in the world. The tool-kit of privatizing public sector provided by Mrs. Margaret Thatcher became popular and many countries started new experiments in privatization of public utilities. They also started encouraging private investments in infrastructure. What began as an experiment in reducing government's deficits soon became a movement world over for transiting to private provisioning of infrastructure. The collapse of Soviet Union and the revealed hollowness of the socialistic claims of economic development greatly strengthened the belief that private capital brings in more efficiency. In view of tall claims made in favour of privatization and private investments we need to examine whether private provisioning of infrastructure is more efficient than public provisioning and whether privatization has resulted in more efficiency. Economists say that the experience of privatization has been a mixed one and there is no evidence that privatization resulted in more efficiency. Many studies have concluded that privatization in UK merely converted state monopolies in private monopolies. It is now accepted that mere privatization or change of ownership is not sufficient for improvement in enterprise performance. It involves issues of organization, institution building and political economy. Moreover performance has to be viewed in the broader context, as one element in a national process of economic, social and political reform directed at creating long run and sustainable improvement in the standards of living of people.

Indian experience of privatization is not satisfactory. Privatization of power sector in Orissa, an experiment carried out under the guidance of the World Bank and which enjoyed considerable political support has not been satisfactory. On the other hand some thoughtful and focused reforms undertaken by many states such as unbundling of the State Electricity Boards and establishment of Regulatory Commissions have had beneficial effect on the power sector. Failure of the Enron project is all too familiar to require any comments. In the Road sector there have been some success stories of public-private partnerships on the BOT basis. However, high rates of return granted to the private operators and contingent liabilities that have been contracted by the government are matters of concern. In public-private partnerships the experience is that the private partners try to pass on all the risks to the government and still attempt to extract high rate of return. Private investments in education, especially higher education, are creating more opportunities of learning. But absence of appropriate regulatory mechanism has created questions about pricing and quality of education. Considerable uneasiness prevails in education field today mainly due to governments' failure to design appropriate regulatory structure that would discipline the unbridled profiteering.

Infrastructure industry and infrastructure projects are dynamic social systems in which consumers are at a disadvantage. There are many stakeholders such as investors, operators, politicians, bureaucrats, financiers, insurers, regulators and lastly of course consumers. All stakeholders except consumers come to project with definite objectives and concrete rewards that are assured through agreements and covenants. No such covenants or agreements protect consumers. Other stakeholders can easily conspire against the consumer; for his readiness to pay fees and user charges is the source of profit and returns for stakeholders. Lack of transparency about quality of service, capital costs, tariffs, government support agreements, actual costs of operation and hidden subsidies to operators further strengthen the stakeholders and weaken consumer voice.

Markets are certainly good in that they give right signals about efficiency and investments. By ensuring competition markets impose their discipline and can deliver efficiently. However they bring efficiency only when they are efficient and people participating in them are fairly advanced and can take care of themselves. When people are more educated, more responsible, and capable of self-regulation transition to market system becomes easier. But till such level is attained, government intervention may become necessary. But as already said even under the system of public provisioning the consumer is still a victim of monopoly and is at the mercy of large indifferent organization that cares little for him.

Infrastructure delivery through private provisioning is therefore a very complex phenomenon. There are difficulties that need to be understood clearly. One cannot go by prejudices or by ideology. Inducting private capital requires close scrutiny of the terms and conditions on which private capital is to come. The investors, operators and other stakeholders would naturally expect high rates of return, stable policy environment and predictable outcome. Sustainability would, however, require a moderate rate of return as also a great degree of confidence and mutual trust between the investors and the government. It requires appropriate regulation, better contract enforcement, adequate legal and administrative structures designed for protection of the consumers and harmony of interests amongst the stakeholders. More importantly it requires transparency in decisions especially as regards the costs involved.

Privatization and private provisioning of infrastructure can work efficiently and can truly complement the public provisioning. However, while encouraging and inducting private capital it is necessary to raise the issue of complementarity of private capital and examine critically what true benefits it brings to people. Similarly public-private partnerships have also to be negotiated carefully weighing the risks, benefits and hidden costs they bring in their wake. As the governments are not finding adequate resources for investment in infrastructure sector we need more private investments in infrastructure sector. Harnessing private investment on acceptable terms is a great challenge before the governments and access to infrastructure products and services at affordable price would depend on how this challenge is met.

To be or not to be seems to be the question

Rammohan Khanapurkar, Student,
Department of Communication and Journalism

Half an hour into the journey and the airconditioner shut down on the Mumbai-Nagpur Indian Airlines flight. The customary apology followed. Black suit next to me fumed, "Privatize the airlines...these fools don't know ABCD of business." I was headed for Hemalkasa, a tiny hamlet in the interiors of Central Maharashtra, where the state transport bus is the only mode of travel. When I asked a private Sumo owner to take me there he replied, "Dimag phir gaya hai kya...profit kidhar hai wo raste pe?" Oh, profit! How can one separate it from business? But then why does the government venture on this dusty track of rural Maharashtra when there is no hope of profit? Why do our daredevil entrepreneurs shrink from investment when it comes to Hemalkasa and pump whatever they have into the flight to Nagpur? Such real life events baffled me. What precisely is privatization and what isn't? My curiosity led me to Nikhil Gavankar, Senior Manager C-Serv Projects Group, ICICI Bank. He explained, "In Wealth of Nations, Adam Smith mentions the baker who bakes bread not to feed hungry throats but to further his own interest of creating wealth."

But the baker in Adam's Smith's book has chosen baking as a profession in his interest. What if people need more vegetables than bread? Will the baker change his profession? "Then the government becomes the vegetable vendor," replied Nikhil adding, that profit is the compensation to the capitalist for the risk that he bears when he ventures in to the uncertain terrain of the market forces. "If there is no profit in vegetables why should the private entrepreneur enter into it?" I toyed with his words - risk and uncertain terrain. Do private entrepreneurs really take risks? Aren't they playing safe by not venturing into really uncertain terrain? Would private banks open a new branch at Palghar or Yavatmal? Where's the risk in the safe market of Mumbai and similar regions? Which are the areas where we really need privatization? I asked Aditya Kumtakar, Assistant Vice President, Taib Bank, Bahrain. He said, "Success and failure of privatization follow no rules. The only rules are efficiency and necessity." So efficiency doesn't always mean private sector and necessity most of the time means public sector? He paused, then replied, "Difficult to answer that. In a typical free market economy the public sector undertakings (PSUs) should have been long dead. Before liberalization, strict government policies seldom gave any scope for efficiency to the private sector."

So was necessity monopolized by Nehru? Gurucharan Das in India Unbounded blamed Nehru's socialist policies for killing the free spirit of market and allowing public sector to march unchallenged. Easy to criticize Nehru, but perhaps he knew India's capitalist class only too well. He knew their greed and self-interest. His control over production may have denied rightful opportunities to private businessmen but it gave the hope of food and employment to the poor. Gradually I was disentangling my privatization dilemma. Rural education, primary health services, electricity, agricultural products are 'uncertain terrains' for the private sector and the word 'profit' is indeed 'dirty' for such ventures. But hotels, airlines, cinemas, telecom are some of the areas where government can really call it a day. But then we are back to asking the one tough, quintessential question - What is public good? The simplest definition of public good is one that, if consumed by one person it can also be consumed by others. Apply this definition to products and services the government is currently busy supplying and the answer to whether we need privatization becomes clear. Revenue generation is the simplest answer any government can give to defend privatization. But the nature of products manufactured or services rendered, security and welfare of labourers, market value and performance of the PSU cannot be overlooked. Improving the tax collection system, widening the tax bracket, opening the economy, encouraging foreign investments are some of the more practical alternatives of revenue generation than privatization.

याचे उत्तर मला कोणी देऊ शकेल काय?

कविता राणे, विद्यार्थी, संज्ञापन आणि पत्रकारिता विभाग

अचानक काही दिवसांपूर्वी सरांनी एक विषय माझ्या हातात दिला 'तुमच्या मते खासगीकरण म्हणजे काय?' ५०० पर्यंत शब्दमर्यादा होती. आजकाल प्रसारमाध्यमांचा जो सुळसुळाट झाला आहे त्यामुळे एखादा शब्द इतक्या वेळा कानावर पडतो की जणू काही त्या शब्दाचीच नाही तर त्याच्याशी संबंधित संपूर्ण विषयाचीच आपल्याला माहिती आहे असे वाटायला लागते.

खासगीकरण या शब्दाच्या बाबतीत माझी परिस्थितीही फारशी वेगळी नव्हती. सुरुवातीला वाटले ५०० शब्द काय आरामात होतील! विचार केला, नेहमीच्या पद्धतीने विषयाला सुरुवात करावी, म्हणजे सुरुवातीला विषयाशी संबंधीत काही वाचायचे, नंतर त्या विषयातील संबंधित एखाद्या तज्ज्ञ व्यक्तीला भेटायचे आणि सर्वात शेवटचा आमच्या तरुण पिढीचा आवडता पर्याय म्हणजे इंटरनेट. हा इंटरनेट म्हणजे आमचा जानी दोस्त! या आमच्या दोस्ताकडे जगातल्या प्रत्येक विषयाची माहिती अगदी पोतड्या भरभरून असते. सगळी व्यवस्था होऊनही मला काहीतरी सतत अपूर्ण वाटत होते. काय ते मला कळत नव्हते, पण विषय पुन्हा पुन्हा वाचल्यानंतर मला जाणवले की कुणीतरी हा प्रश्न मला विचारतोय. प्रश्नातला 'तुमच्या' हा शब्द मला सतत टोचत होता. त्यामुळे फक्त आपल्याला जे काही माहिती आहे तेवढेच लिहायचे असे मी ठरवले. विषयाचा विचार करायला सुरुवात केली. पण खासगीकरण, भांडवलशाही, मालकशाही या सगळ्या शब्दांचा डोक्यात असा काही भडका उडाला की काही सुचलेच नाही. समोर बसलेल्या मैत्रिणीला हाच प्रश्न विचारला. तिचे उत्तर होते "बरं होईल. नोकऱ्या तरी पटापट मिळतील आणि सरकारी कार्याच्या काम करायचे म्हणजे काय ते कळेल." म्हणजे मालकशाही येणार का? माझा पुढचा प्रश्न. त्यावर तिने माहीत नाही म्हणून खांदे उडविले.

एक क्षण मला आपल्या डोक्यात काहीच नाही असे वाटायला लागले. नंतर मात्र मी असे का याचा विचार करायला सुरुवात केली. खरे तर मी विज्ञान विषयाची पदवीधर. खासगीकरण हा विषय तसा वाणिज्य शाखेशी संबंधित. त्यामुळे याचा विचार आम्ही कधी केलाच नाही. पण आता विचार केल्यानंतर माझ्या लक्षात आले की खरं तर खासगीकरण, त्याचे परिणाम, फायदे, तोटे हे सर्वात जास्त माझ्याशी निगडित आहेत. पण मला मात्र याच्याविषयी काहीच माहिती नाही. एवढेच नव्हे तर याच्यासारखे अनेक इतर अनेक विषय आहेत की जे माझ्याशी संबंधित आहेत पण मला मात्र त्यांच्याविषयी विचार करायला वेळच नाही. असे का? निवडणुका, त्यांचे जाहीरनामे, प्रतिनिधी यांच्याविषयी एक विद्यार्थी म्हणून मी कधी विचार करितच नाही. मग मला मत द्यायचा अधिकार का दिला? मी फक्त वयाची १८ वर्ष पूर्ण केली म्हणून? पदवी पूर्ण झाली तरीही स्वतःच्या करीअरच्या बाबतीत आम्ही आई वडील, नातेवाईक अशी सगळ्यांची संमती असल्याशिवाय निर्णय घेत नाही.

नवे विषय, कल्पना, नवे विचार यांना माझ्याकडे कुठे थाराच नाही. नवी पिढी बदलली असं म्हणायला आता तरी मला फक्त अंगावरचे कपडे आणि तोंडातली भाषा बदलली एवढंच जाणवते आहे. पण माझी बुद्धी, विचार यांचं काय? या सगळ्याला मीच जबाबदार आहे का? की माझी शिक्षणपद्धती? की माझ्या आजूबाजूचा समाज की आणखी कोणी? आपला मेंदू सध्या तरी मला रिकामटेकडा वाटतोय. पण तो तसा का याचे उत्तर मला कोणी देऊ शकेल काय?

Does Privatisation Mean Efficiency?



Abigail Rodriguez, S.Y.B SC, St. Xavier's
I am not really pro or against this statement. I believe that efficiency is a relative term. In this case, privatization will bring not only better efficiency but also exploitation along with it.



Sharad Bhatt, T.Y.B.sc, St Xavier's
Yes. Privatization brings about healthy competition which results in the company providing better offers to the customers and the employees as well. Government companies only ensure job security.



Ruth Mohinani, T.Y. BA, Jai Hind
Yes. Because private companies give you a better work environment and a good platform to express yourself creatively. The amount of money paid matters and a satisfied employee puts up better efforts.



Amira Pandya, S.Y. BA, Jai Hind
I think both have merits and demerits. I would really like to keep my options open and observe the various patterns in these companies before really talking about how they affect at efficiency level.



Akshay Kawle, T.Y.Bsc, K.C COLLEGE
Yes definitely. In government offices like BMC and MTNL people come and go according to their own sweet will. Welcome privatization and strict punching and timing laws will lead to a better outcome of the efficiency front.



Shivankit Sharma, S.Y. BMS, Jai Hind
Yes. As government job means that irrespective of the fact that you work or not your job is secured so no one takes their work seriously while in private companies there is a direct relation between efforts and rewards and hence it leads to better efficiency.



Krishna Mistry, S.Y.BA, Jai Hind
Yes. I do think that privatization means better efficiency as in private companies a person can escalate to a better precision depending on his work and this single handedly contributes in gaining efficiency.



Dexter Gustein, T.Y.B.sc, St Xavier's
No. Privatization takes away on some of the important factors like provident fund, pension etc, which the government jobs offer. A middle class man needs all these to live a comfortable and respectable life after retirement. Privatization may not necessarily lead to efficiency.

“I hope to see the convergence of universities in a seamless way” - Dr A P J Abdul Kalam.

In commemoration with the 150th year celebrations of the Universities of Calcutta, Madras and Mumbai and as a gesture of goodwill and promotion of higher education, a Tripartite Memorandum of Understanding (MoU) was entered into among the Universities and came into force on April 27. His Excellency, President of India, Dr A P J Abdul Kalam delivered a video-interactive address on tele-education from Rashtrapati Bhavan, New Delhi, to the three Universities. The address was followed by interaction with the faculty and scientists simultaneously.



In his address Dr Kalam welcomed the MoU. “By coming together you are setting a new trend of synergy in university education in India,” he said and then discussed his vision of a ‘Convergence of Indian Universities’.

“In recent times,” Dr Kalam said, “we have seen the emergence of more than 250 universities. Because of such large number the quality of the education imparted in these universities has also become very divergent. This has put the job of the employers and the higher education system into difficulty since the marks obtained by the students across universities could not be correlated with reference to the educational standards.

Because of this large number of intermediary examination system had to be evolved in order to homogenize the evaluation system.

In the midst of such divergent standards of the Universities, it is good to know that the three universities have decided to join hands and converge towards a common goal of creating high quality scientists and professionals in a borderless way. The most important part of it, the university teachers, and the quality of teaching will improve to high standards only if they do the research. I am sure that these universities will give equal priority to the research and teaching. Even amongst the areas of research, universities such as the three, which have a long experience in the education arena need to give high priority to the fundamental research in basic sciences and mathematics.”

Dr Kalam urged the three Universities to study the model of the International Centre for Theoretical Physics (ICTP), Italy, headed by the eminent Indian scientist Prof K R Sreenivasan. The ICTP has created an environment in which the reputed scientists including Nobel Laureates and young scientists and teachers from various countries could visit and interact in an ambience of research and teaching.

The President suggested that the three Universities jointly enable, through a variety of schools, conferences and workshops, a set of teachers to come together and discuss issues pertaining to various branches of science and mathematics. “These programmes have to be run at a world-class level and broadcast live to universities that show the needed interest. They have to provide the needed background for independent research,” he said.

There has been substantial growth in higher educational system and India is generating over three million graduates every year and over seven million plus two level candidates who are aspiring for employment. But the employment generation system was not in a position to absorb all these youth leading to increase in educated unemployed, year after year, Dr Kalam said. “This situation will lead to instability in the social structure. We need higher education backed by employment opportunities. A multi pronged strategy is needed to make education more attractive and simultaneously create employment potential. How do we do that?” asked the President.

Suggesting measures Dr Kalam said the educational system should inculcate by adding syllabus of entrepreneurship and prepare the students right from the school and college education to get oriented towards setting up of the enterprises which will provide them creativity, freedom and ability to generate wealth. Apart from entrepreneurship, the youth should have the spirit that “we can do it”.

Secondly, Dr Kalam said, the banking system should provide venture capital right from every village level to the prospective entrepreneurs for undertaking new enterprises. Banks have to be proactive to support the innovative products for enabling wealth generation by young entrepreneurs.

Thirdly, there is a need to identify marketable products and enhancement of purchasing power among the people. "Universities and schools should become a facilitator for creating this entrepreneurship scheme through the support of the banking system and the marketing system. This will enhance value to the education and create the motivation for the students," he felt.

Technologies are converging to provide a higher quality of life with reduced infrastructure setup. The information technology and communication technology have already converged leading to Information and Communication Technology (ICT). Information Technology combining with bio-technology has led to bio-informatics.

"Now Nano-technology is knocking at our doors. It is the field of the future that will replace microelectronics and many fields with tremendous application potential in the areas of medicine, electronics and material science. When Nano-technology and ICT meet, integrated silicon electronics, photonics is born and it can be said that material convergence may happen. With material convergence and biotechnology linked, a new science called Intelligent Bioscience will be born which would lead to a disease free, happy and more intelligent human habitat with longevity and high human capabilities," he said.

"I wish the three Universities should foresee such convergence and realize that the future research and development would be in the interface areas between science and engineering. If you do, you will reach the pinnacle of knowledge. I do hope that many other universities follow the trend set by the Madras, Mumbai and Calcutta Universities and over a period of time we will see convergence of the universities in a seamless way to the happiness of the students and the parents of universityindia.in," the President said.

The MoU signed by the Vice Chancellors of the three Universities shall be in force for a period of five years initially and further renewable at appropriate time.

The Preamble states that the three Universities have agreed for conducting teaching and research programmes broadly classified as:

- a) Setting up of tele-education and high speed data link facilities for online library networking and resources sharing between the three Universities.
- b) To offer 'Joint Degree' programmes between the three Universities.
- c) Setting up of chairs of University of Mumbai, Madras and Calcutta mutually for Marathi, Tamil and Bengali to bring about linkages both academically and culturally.
- d) Be partner in the National Research Project on Nanosciences and Nanotechnology sharing the strengths and resources between them.
- e) Short-term faculty exchange programmes between the Universities in identified areas of collaboration.
- f) Setting up of mutual Distance Education Centres in the three Universities.
- g) Instituting 150 Inter-University Students' Fellowships for Post Graduate Studies and Research, fifty each by the three Universities to be called as '150' year Students' Fellowships of the respective University.
- h) Designing a fast-track administrative mechanism in three Universities to implement the 150th year programmes in a time bound manner agreed to be financed by Union Planning Commission, Ministry of Human Resource Development, Government of India, University Grants Commission and the respective State Governments.
- i) Working out Joint Programmes on 150th year celebrations under i) Ceremonial and celebratory category and ii) Developmental category.
- j) To plan for inter university sports events and Performing/Cultural festivals by utilizing slots available with Association of Indian Universities (AIU) for the year 2006-07.



These days do you see a look of adolescent eagerness on my face dear visitor? It's because I am about to get a face lift. So what's new you say? Everybody seems to be getting it from teenagers to 40-year-olds. But I am different. I am 130-years-old. That, is age. I still vividly remember the 4th of March, 1857, when I was unanimously named "The Sir Cowasjee Jehanghier Hall of the University of Bombay" by the Senate Resolution.

So much sunshine, so much water has washed over me all these years and the rain in Mumbai is making me all the more nostalgic. I am not a Miss India, I am something much better than that but still let me begin with the 'vital stats' nevertheless. I house the Convocation Hall, 104 feet long, 44 feet broad and from the floor to the apex I am 63 feet high. An imposing arch separates a semicircular apse, with a diameter of 38 feet, from the hall. The front corridor is 11 feet wide and the side corridors eight feet each. An eight feet wide gallery supported on ornamental iron brackets, runs round three sides of the hall. My beauty is in the fantastic circular window, 20 feet in diameter, the outer ring of which has the twelve signs of the zodiac in stained glass. The Gothic vaulting in the porch is remarkable for the absence of cross groins.

You should find the time to read about me in 'The Cloister's Tale' by Dr Aroon Tikekar. And if you are the genuine reader you will also track the correspondence between the University authorities, the



Government and Sir Gilbert Scott kept securely in the Records room of the University. It was Sir Scott who so lovingly designed me. Look at my roof carefully. There are two layers to it; the inner one being vaulted in brick and the outer one of timber. The space between the two is thoroughly ventilated so that the heat of the sun is not communicated to the interior through the roof. He planned all this without ever being to India!

Its construction was completed in November 1874. It cost Rs 3,79,093 against the estimated amount of Rs 4,15,804. Those were times of considerable sincerity and integrity I must say. Speaking of which my head bows at the memory of Sir Cowasjee Jehanghier, who gave the money for my making. He began as a godown keeper and by his industry, honesty and enterprise, acquired considerable wealth and high eminence. He funded several public institutions and his benefactions, universally admired, earned him the epithet, 'Readymoney'.





Stuck at home and liking it

By Omar B. Maniar

Having gone through the emotional turmoil of being rejected by all the American universities I had applied to, and having resigned myself to the fate of having to do my bachelor's from Pakistan, one year down the line I realize how uninformed my earlier presumptions were.

I had the privilege of studying in one of the most prestigious private schools of the country. Born and bred in an environment of Cambridge exams, SAT exams, and the excitement of university applications like the UCAS and the American Common Application Form, I, like all of my peers had formed the opinion that studying in Pakistani universities was just not an option.

For the rest of the social and financial elite nothing less than the Ivy League college would do. This attitude did not just spring about on its own, rather it was a product of a system constructed to strive for excellence, a system that had an unprecedented success rate, and a system that has now been adopted in almost all of the 'elite' private schools. But the by-product of such a demanding system is that most of the fortunate of this country do not realize the presence of quality centres of higher education in their own country.

However, the schools are not completely to blame. Colleges like MIT and Princeton send their alumni representatives on tours of the country conducting information sessions in private schools. Never once did we have any local representative visit our school.

Every student dreams of institutions like Oxford and Cambridge. Even those who have not heard of these places have visualized places where thousands of bright minds receive instruction from even brighter ones, in subjects as far ranging as comparative literature, or medieval architecture. They are places where young men and women come together to make an attempt at a brighter future. Our closest attempt at such a wide-ranging place of instruction is Karachi University. Marked by barren land, and an internal political struggle, our greatest attempt at creating a place worthy of being called a 'university' has the appeal of a rotten apple. To the majority of university goers in Pakistan, this may not seem like a big deal, but how a university looks is almost as important as how it sounds. If our universities want to break the monopoly that foreign universities have, and if our government wants to check the 'brain drain', a serious attempt at dressing up the image of our institutions needs to be made.

Then there is the perceived difference in class. There is a severe dearth of private universities in Pakistan. That leaves the majority of higher education in the hands of the public sector. Would someone having spent his entire academic life sheltered in the cozy virtual world of private schools and private tuitions now expose himself to the harsh, dog eat dog world of public education in Pakistan? Places where political parties tear up exam papers and terrorize teachers? Places where women are harassed and men are 'initiated' in humiliating ceremonies. Places that cater to the masses that have become used to bribing officials for answer scripts, and using financial or political clout to gain admission.

There are problems with getting experienced and accredited faculty to agree to work on government regulated salaries. Our private universities are under-publicized, under-staffed, and hence, under appreciated. Our public universities face more serious problems, problems that require a complete revamping of the entire primary and secondary education system.

There is also the very real truth of the lack of recognition of our degrees, and the ready acceptance of foreign ones. This does not stem from distrust of the Pakistani universities, rather, I feel, that firms abroad just do not know about our universities. And unlike our peers from across the border, our human exports have done little in the way of promoting Pakistani graduates as the hard working, and intelligent professionals that they are.

There are, however, advantages of studying in Pakistan. Advantages that I have only now come to know of, and appreciate. One of the greatest advantages of studying in Pakistan is value for money. Our best private universities offer an educational standard similar to the ones abroad, at a fraction of the cost. Given the large disparity between our currency and that of the US or UK, the average price tag of studying at a foreign private university (\$40,000 a year) is far beyond the reach of the common Pakistani.

There is also the closeness to home. When I was applying to my dream colleges, I found it easy to dismiss my mother's emotionally charged pleas that "America is too far away". It is, after all, only a flight away. But given the hassles of traveling, the costs involved, and the lack of sizable vacations warranting the effort to head home, returning to Pakistan more than once in a year is impossible. I, on the other hand, have the luxury of returning home at least once every three months, on weekends, for Eid holidays, and for family weddings.

I feel that the real advantages of studying in Pakistan lie in the job market. In my one year at university, I have seen all of the large firms in Pakistan come to my university to recruit fresh graduates. Such an opportunity to work within Pakistan simply does not exist for those studying abroad. I have also witnessed the substantiation of my father's claims that the downside of his having studied in England was the lack of development of 'contacts'. And these are important. I have the good fortune of studying with the leaders of tomorrow. The people that graduate from Pakistani universities are the future industrialists, and entrepreneurs.

As I write this rather personal voyage of discovery, I realize that all of us are guilty of under appreciating our own institutions. The advantages of studying in Pakistan, I feel, far outweigh the negatives of the unfulfilled dreams of studying in an American college. It is up to us to see the good, and overcome the bad.

The historic Rajabai Tower Library was illuminated at the hands of the Vice Chancellor Dr Vijay Khole on February 27 to mark the beginning of the post centenary silver jubilee year celebrations of the Rajabai Tower Library.

On March 31, Dr Aroon Tikekar, author of 'The Cloister's Pale', a biography of the University of Bombay, delivered a lecture on the topic 'Romance of Book Collecting'. Dr Tikekar is a lover of books and has a most excellent and extensive collection of books that he keeps in an apartment meant specially for the books.

A book entitled 'Aksharnishantachi Mandiyali' was released at the hands of Dr Khole who presided over the lecture.

Dr Tikekar also delivered a lecture remembering Professor D N Marshel on April 25, the eve of Prof Marshel's birth centenary year. This lecture was presided over by Dr J V Naik, former Head of the Department of History.



The Sanskrit Department organized a three-day national seminar on 'Social Sciences in Ancient India' during February 2005. Dr S Kalyanraman of Chennai, the man behind the Saraswati River Project of the Central Government, inaugurated the seminar. The seminar was conducted in history, political science and sociology. It was an inter-disciplinary seminar involving comment from such experts as Dr Momin, Dr Sharit Bhowmik and Dr S D Pawar. Papers were presented by Dr Kala Acharya and Dr Dandekar among others.

Dr Abhay Pethe, Dean, Faculty of Arts, was the guest of honour for the valedictory function and released a publication 'Facets of Femininity'.

The summer vacation meant a busy schedule for the department of Extra-Mural Studies as young students flocked to participate in the various courses being offered by the department. Fun with Mathematics, Fun with Chemistry, Hobby Robotics were some of the courses that attracted bright students between the age of 13 and 16. The course in robotics was conducted for the first time and was thoroughly enjoyed by the participants. The Department shall conduct a follow up course in the Diwali vacation too.

Ten special batches of Conversational English for tenth standard students from regional language schools were conducted. The course was designed to build up their confidence to communicate in English. Another course, Brush up your Grammar and Conversational English, designed for grown ups was also started this year.

The renowned calligrapher, Achyut Palav, conducted a basic plus course in calligraphy.



Seventy children participated in the Origami camp conducted for slum children in Golibar Nagar in Santa Cruz. As part of the rural Extra-Mural Studies Centre camps were conducted for educating adolescent girls and boys about puberty and related issues. These camps were conducted at Anjarle, Valan, Valang, Mandangad, Shrivardhan, Vighavali, Marg Tamhane, Chiplun and Guhagar under the guidance of Mr Deodatt Parulkar and Ms Mangal Parulkar. The rural Extra-Mural Studies Centre at Alibag organized a 'Public Speaking' course in which 40 students participated.

The University Department of Mathematics consists of specialists in Pure Mathematics. This year's Muzumdar Commemorative Lecture Series were held in the department on February 15 and 17. The lecture series was initiated by Ms Hema Muzumdar, wife of Mr Ramakant Muzumdar, a former Director of Indian Ordinance Factories. Mr Muzumdar held a profound interest in Mathematics but was unable to pursue it. His wife instituted an Endowment at the Department of Mathematics in 1992 in memory of her husband.

Over the past 13 years, the department has invited mathematicians of great repute, Fields Medalists (the equivalent of Nobel Prize Winner in Mathematics), Fellows of the Royal Society and the like. The lectures are well attended by

mathematicians from the city colleges and institutions like the Tata Institute of Fundamental Research (TIFR) and the Indian Institute of Technology.

This year the department was privileged to invite Professor Madhav Nori, a distinguished Indian mathematician of international repute. Prof Nori obtained the young scientist award of INSA during his early research career at the TIFR (1972-88). He is a faculty of University of Chicago, U.S.A from 1988.

Prof Nori's highly acclaimed research spans many areas of mathematics, especially algebraic geometry, the theory of algebraic groups, number theory and analysis. His early work on the Fundamental Group Schemes, Zariski's conjecture and abelian varieties had a wide impact. His famous paper 'Algebraic cycles and Hodge-theoretic connectivity' has become a milestone in Hodge theory. His deep work on the theory of motives has attracted a lot of attention. Prof Nori's ideas and techniques have influenced and stimulated work in many areas and have been the subject of workshops and numerous research papers.

The theme of Prof Nori's lectures at the department was 'Number Theory and Geometry'. The beautiful Law of Quadratic Reciprocity proved by Gauss two hundred years ago has seen generalisations in Higher Reciprocity Laws, culminating in the reciprocity Law of E.Artin. Starting with these ideas Prof Nori brought out the notion of a Dirichlet series with Euler Product arising as 'Zeta Functions of a Variety'. Touching upon Number Fields and Elliptic Curves, these lectures provided our excellent introduction to the recent research development of the field.

The inspired M.Sc students from the audience flocked to Prof Nori with questions and curiosity. Prof Nori spent subsequently an hour chatting with the students emphasising on the need for scholarship and expertise to engage in research.

Another inspiring lecture session was held in the first week of March 2005 on 'Number Fields'. These are perhaps the fundamental objects in algebraic number theory. Amazingly, not much work has been done in the direction of their systematic enumeration or their distribution asymptotically with respect to basic invariants. Prof Manjul Bhargava is a brilliant researcher from Princeton University, New Jersey, U.S.A., holding a professor's post at a young age. He gave lectures on the old and new results on the distribution of number fields. Starting with simple and clear ideas, he captivated the audience to all the way with him on the latest results of his, in this topic. The MSc, M.Phil and PhD students of the Department listened to him with enthusiasm and admiration.

In April there was a lecture by Prof Mirosław Majewski, having an altogether different flavour in content. This was a lecture on Computer Algebra System, down to earth and practical.



राष्ट्रीय वाद-विवाद स्पर्धा मुंबई विद्यापीठातर्फे आयोजित करण्यात आली होती. सदर स्पर्धेचे उपविजेते पदाचा चषक स्विकारताना श्री. श्रीनाथ जगन्नाथन व कुमारी मधुजा मुळ्ये.



मुंबई विद्यापीठाच्या जॅकपॉट म्हणजेच मिस्टर युनिव्हर्सिटी आणि मिस युनिव्हर्सिटी चे विजेते, मिस्टर युनिव्हर्सिटी - श्री. रामनाथ श्रीनिवासन व मिस युनिव्हर्सिटी कु. डारा बरियानी, प्रा. विनायक दळवी, उपसचिव (शिक्षण) राजभवन यांचे समवेत. सोबत प्राचार्य एस. टी. गडदे, विद्यार्थी कल्याण विभागाचे संचालक डॉ. अनिल पाटील, सांस्कृतिक कार्यक्रम समन्वयक श्री. निलेश सावे, उपकुलसचिव श्री. अरविंद शेठ्टी व प्रा. अजय कांबळे.



सहाय्या राष्ट्रीय युवा संसद स्पर्धेमध्ये विभागीय पातळीवरील प्रथम क्रमांकाचा चषक श्री. गुलाम नबी आझाद यांचे हस्ते स्वीकारताना प्रा. डॉ. कमला राजीव व वैयक्तिक बक्षिस मिळवलेले विद्यार्थी.



पश्चिम क्षेत्रीय सांस्कृतिक स्पर्धेमध्ये संलग्न १९ व्या वेळा Overall Championship ची ढाल पटकाविली. विजेत्या संघा सोबत मा.कुलगुरू डॉ. विजय खोले, प्र-कुलगुरू डॉ. अरूण सावंत, विद्यार्थी कल्याण विभागाचे संचालक डॉ. अनिल पाटील, सांस्कृतिक कार्यक्रम समन्वयक श्री. निलेश सावे व संघ व्यवस्थापक प्रा. अंजली पुराणिक.



60 Seconds to Fame

Ability Foundation, a national cross-disability organisation that strives for the civil rights and social inclusion of disabled people had organised the first ever all-India one-minute film competition on the theme of disability - an Inclusive Society, in Chennai between July 7 and 11.

Students and faculty of the Department of Communication and Journalism had sent five entries to the festival of which three were selected for screening.

The films were judged by stalwarts like director Adoor Gopalkrishnan, actor Revati and Jaya Bachchan.

'Checkmate' was made by Krithika Prasad, Subhashini Sarangapani and Neha Rishi with the help of Shreyas Beltangdy. It showed how size did not really matter.

'Suchitra Varma made 'The Magic of Ignorance'. There is no discrimination whatsoever in the animal world. A cat is a cat, blind or otherwise. Why can't it be the same with us humans, she asked.

'Footpath' was made by Mangesh Karandikar, visiting faculty at the department, who teaches the students film making, editing and web designing. Everyone is in a hurry on a footpath. Everyone is equal, is treated equally. There is no class, creed, ability or disability. There's only equality, no pity. A footpath, Karandikar argued, is a prime example of an inclusive society.

The festival was a fantastic experience for the students, who had gone to the festival along with their teachers.



An Engineering Challenge in the Precincts of Knowledge

When one thinks of the University of Mumbai one thinks of centres of knowledge and academic expertise. But if one roams these corridors of wisdom with an observant eye one cannot fail to notice the structures, some as old as 150 years and others as freshly constructed as a few months, the plumbing, the electric work, the water storage and drainage system that goes to support these structures making them functional, the roads and layouts, the gardens that make these structures accessible and beautiful.

To the world outside the University, the Engineering Department of the University comes as a surprise. The scale of the work can be gauged by the most cursory look around. The sheer number of bulbs and tube lights, ceiling fans, toilets, the wooden doors and windows and the numerous desks and benches and one can imagine the task set out for the University Engineering Department. This department has staff strength of about 30 people including the Head of the Department, Mr Bharat D Ishi.



The Vidyanagari Campus at Kalina has seen a lot of activity in these past few years. One of the prestigious structures build in May 2004 is the Vice Chancellor's Lodge complete with detailed landscaping. The architect was C.K. Gumaste and Associates and the estimated cost of the work was Rs 45 lakhs.



A new building for the Department of Education, a canteen, a guest house, a Shikshak Bhavan, a new building for Class IV employees, a 400 metres, eight-lane running track as a part of the Sports Complex and a health centre are some of the civil engineering jobs that the Engineering Department has taken upon itself to complete in these coming years. Many of these projects are nearing completion.

Apart from totally fresh structures the Engineering Department has been working tirelessly on restoration and renovation of the Lecture Hall, Tilak Bhavan, the Workshop Building, the Amphitheatre, the Examination House, the C D Deshmukh Bhavan, some of the 'B' and 'C' type staff quarters, the 'C' wing of the Jawaharlal Nehru Library and the elevated reservoirs on the campus.



Construction of roads and storm water drains within the Vidyanagari Campus, landscaping and beautification of the Campus has also been completed.



Principal Talk - Prin M S Kurhade



“The aim of leadership should be to improve the performance of man and machine, to improve quality, to increase output and simultaneously to bring pride of workmanship to people” Dr Edward Deming

Education is an attempt of the visionaries to force its knowledge on the new generations. Educational institutions are the most powerful forces playing a very important role to bring out the necessary results of their past and present eras. It might be said, therefore, that it is a philosophy of movement, which bring about revolution and reform through education. The proper process of education at a proper place leads to the nourishment of a culture in which students explore fundamental questions of life.

Thus, a crucial factor in determining whether educational institutes succeed or fail in the excellence, is their leadership. The evidence from research clearly demonstrates that leadership is a key factor of institution. It is also widely believed that the nature and quality of leadership is an important variable in determining the quality of the institution and the achievement of students.

The principal's job is multifaceted, specialized and skilful. So, there is a need of mental discipline to streamline the work. The principals need to be without prejudice, professional in their outlook, committed to transparency, a strategist and inspired by the vision of the changing situation. The most important qualities required of principals are simplicity, composure, neatness with total conviction and the continuous pursuit of achieving the goals in time. Hard work with great potential can achieve great results. The ability to change the circumstance shows the quality of the principal. It means 'personal mission statement' of the principal which in turn reflects character achievement.

To run a college is a tough job. In fact, the principal is under pressure from management, staff and students. Therefore, he should recognize that every decision involves some risk. A principal, who analyses all possible consequences carefully, is not afraid of taking risks. Good preparation and follow through become the best qualities that stand out about the principal. Due consideration to timing and belief in reviewing insure the safeguard zone. Hence, the principal is expected to plan well in advance. He should have long range vision and be well versed in ethics and methodology.

In today's most difficult and competitive situation, the principal should have the capacity to build a good team. Ability to delegate effectively, helping the employees at work and encouraging them to take decisions, supporting and guiding them is much acknowledged. 'Trust' is the essence of 'leadership'. So, the principal should be appreciative of others' achievements, understand their difficulties, motivate them and render academic and professional guidance when asked. Long term effectiveness requires genuine courtesy and respect for others. The key of relationship is to listen carefully and respond positively. For that, the principal needs to be a guide, a philosopher and to have a global mind-set. Logically, therefore, the principal must become world class in work. His approach helps in team building and enhances the sense of belonging. Therefore, the principal should put forth the efforts to innovate and attempt to raise the standards his institute and build an emotional bond with his subordinates.

It is rightly said, “Risks are challenges to meet, excuses for backing out and quitting.” Professional rivalry is bound to take place. To face sneers, imaginary grievances, clamour in the staff-room, indiscipline and insubordination is a common phenomenon. Therefore, it should be assumed that no work is beneath anybody's dignity, and one should treat work as worship. Through imagination, hard work and decisiveness, a beautiful atmosphere can be created.

Most principals fail, not because they lack intelligence and education but because of negligence of the important issues. Itemisation of the assets and enlisting them on priority basis is much valuable. With spiritual, professional and pragmatic base the principal can pool everything to reach excellence. It is true that significant journeys cannot be accomplished without the nurture provided by a successful leader.

Prin M S Kurhade, DTSS College of Commerce and PDT Junior College of Commerce, Kurar village, Malad (East).

Principal Talk - Dr. G.S. Sahani

I have grown with Jai Hind College. I was a student of this college and have dedicated 37 long years teaching for this college as an English professor. Since past one year I am handling my duty as a principal.



The history of Jai Hind College goes back to 1948, at the time of partition, when few teachers from Karachi, belonging to Sindhi community, came to Mumbai looking for an institution. The government granted them a plot, leading to the foundation of Jai Hind College. Initially the college started with two courses, which were Arts and Science. A total of 1000 students enrolled for the courses.



Today the college has grown with student strength of 6000. We have a wide range of courses like Bachelors in Mass Media, Management Studies, Banking and Insurance, Microbiology, Biotechnology and a fair variety of vocational courses. We also provide good infrastructure facilities that includes an air conditioned laboratory, an auditorium and audio-visual room. We are planning to introduce a degree course in Masters in Business Administration in the coming years.

I must mention that we have got an immense support from the government, the University and the Sindhi community. Renowned builder, the Rahejas, are planning to donate a seven-storeyed building to the college.

Apart from outstanding academic records, the college also excels in extra-curricular activities. For three consecutive years, the Malhar Trophy is won by Jai Hind students. They also perform remarkably in sports activities such as rifle shooting and swimming.

Our calendar is full of activities as we encourage the culture of participation amongst the students with a sense of discipline. Students here share a good relationship with the staff. We have never been harsh in implementing the standards of discipline. On the whole we try to provide a liberal atmosphere to our students. I think that's the secret of such a long successful history of Jai Hind College.

Letter to Verve

I was very happy to see 'Verve', the newsletter of the University of Mumbai, vol 1, March 2005. The editors really deserve congratulations for bringing out such an attractive issue on education. We have hundreds of journals, magazines in the market, but bringing out a newsletter by people connected with an institution along with their day-to-day responsibilities is a real challenge. I would like to convey my best wishes to your team. The most thought provoking and informative article is the cover story 'What Education is..' by Dr Tushar Jagtap. I totally agree with him that education is much more than what is taught today in colleges and universities. I hope your newsletter continues to carry such type of visionary articles.
Dr J Adsule, Senior Member of Faculty, College of Social Work, Nirmala Niketan Institute.

Letter to Verve

I am glad to receive the newsletter of the University of Mumbai (Verve). It is excellent in content, rich in illustrations and makes an interesting reading. I take the opportunity to congratulate the entire editorial team which has done this job under your leadership.
Dr M.E. Yeolekar, Dean LTMG Hospital and LTMM College, Sion

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Please send letters, comments, queries, criticism to Editor, Verve, Dept. of Communication and Journalism,
Room No. 137, Fort Campus, University Gardens, Mumbai - 400 032.