

# **TEACHERS' MOVEMENT**

*A monthly journal of*

## **AIFUCTO**

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**All India Federation of  
University & College Teachers' Organisations  
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# AN AIFUCTO MONTHLY

# Teachers' Movement

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## IN THIS ISSUE

- |   |    |
|---|----|
| 1. Editorial  | 3  |
| 2. AIFUCTO Circular<br>Dated 04-06-2015   | 5  |
| 3. AIFUCTO Letter to API Committee  | 10 |
| 4. Quality Education: Struggle for<br>An Alternative Site<br>- <i>Surendra Kumar Jena</i> | 12 |



Views expressed by individual in this magazine are of their own and need not necessarily be taken as policy of the Federation

## **EDUCATION IN INDIA IN THE FIRST YEAR OF NDA GOVT.**

The new Govt. at the centre assumed office just one year back. Very high hopes were generated as a Govt. came to power with a clear majority after a lapse of many years. All of us were looking forward to experience good governance & a host of activities. The teachers had been unhappy with the lack of quality governance for some years & hence they expected prompt & productive actions from the Govt.

It is important for all concerned to take a stock of the performance of the very first year of the Govt. and make an objective assessment of it. It has always been a matter of paramount importance for the members of the AIFUCTO to review the issues related to Indian Higher Education in general & the progress of pending matters related to service conditions of the teachers in particular. The attitude shown and the injustice meted out to the teachers & education sector by the present government is arguably the most frustrating for us all.

Looking back critically and objectively at the performance of the incumbent Govt. we only arrive at the disappointing conclusion that there is nothing at all to draw satisfaction from. Contrary to all hopes & expectations, there is all round frustration as all the pending issues (in the MHRD) remain unresolved and even worse, the progress achieved before the new Govt. assumed power, have all been either stuck in limbo or just reversed. There is absolutely nothing that promoted the interest of higher education & teachers. The Govt. has failed to show any governance at any level. It is indeed a sad commentary that the trend of events unfolded last year, if continues, will lead to all round deterioration of higher education in India & will inevitably lead to a series of movements that will not augur well for any of the stakeholders. As all the issues related to teachers' service conditions have been treated with utter negligence, they have reached the optimum limit of tolerance. Let us take up some very important issues that call for immediate attention.

Allocation of funds: right from the time of the submission of Kothari Commission Recommendations, there is a universal demand that the allocation of funds for education should be increased to at least 6 per cent of the GDP. The reality is that it is much less - less than 4 per cent. In this context, the budgetary allocations for education at the central budget have always been viewed with great expectations. The figures of budgetary allocation for education in previous instances were always far from satisfactory; and now the present gov't. has further dented the fund allocation. As a result, the existing projects have been treated shabbily. The overall education budget has been reduced from previous year allocation of Rs.82.771 crores to Rs.69.074 crores. The plan allocation has been drastically cut down. As a consequence, all ongoing projects like RTE, Midday Meals, Sarba Shiksha Abiyan, RMSA, RUSA—all have been put to dire straits of fund crunch shattering all hopes of millions of children & youths. It is a great shock that the MHRD sought Rs.50000 crores in the current year but was given only Rs.22000 crores. We know that the lion share of this meager fund will go to the central gov't. sponsored institutions leaving others to the lurch. In view of the acute fund crunch, the state gov'ts are not in a position to bail out the projects that basically serve the financially weaker sections of the society.

There is little doubt that the children receiving midday meals & quality education from public funded education system will definitely be belied & denied.

Teachers' issues: Under the leadership of the AIFUCTO teachers have been demanding for years the rectification of several flaws in the UGC Regulations-2010, which deprived the teachers of Career Advancement Schemes (CAS). Through continuous movements, teachers scored a victory under the AIFUCTO leadership when the UGC conceded that the stipulations in the UGC Regulations 2010, regarding career advancement need amendment & decisions were taken to change some clauses through an amendment. The UGC sent a letter on 23<sup>rd</sup> May, 2014 seeking approval of the MHRD for notification. Similarly, the UGC decided to amend the Ph.D Regulations so that the most unacceptable & unethical conditions are changed. Our Federation has been demanding that due to these totally faulty requirements many bright researchers were denied the right to apply for the post of teachers in universities & colleges. It is unthinkable that many teachers appointed on the basis of their obtaining Ph.D prior to 2009 are facing the danger of losing their jobs. Again, the proposal for relaxation of marks in case of OBC candidates who apply for the posts of teachers in colleges & universities has also been sent to the HRD Ministry for approval. All these decisions, along with many others, taken by the UGC & sent for the MHRD approval are in the cold storage & nobody knows when the MHRD will come out with a decision.

In India, teachers' associations have always been given due importance by the govt. in various issues : be it teachers' pay & service conditions or be it the education reforms. It is not that always teachers' views were fully accepted, but a process of dialogue was always there. It is shocking that there are scores of instances where such healthy & worthy traditions have been blatantly violated. The UGC has introduced a Choice Based Credit System for central universities without discussing the very important reform with the democratically elected teachers' organizations. Now the teachers of Central Universities are vehemently protesting the decision. Although the govt. talks about autonomy, it is an irony that the Govt. has been violating the autonomy of the institutions on a regular basis. The AIFUCTO has fully supported the ongoing movement of the FEDCUTA to rollback the decision of introducing CBCS.

It is a matter of utter shock & disbelief that the MHRD has denied an appointment to the AIFUCTO leadership during the tenure of the first year at office. Series of letters were sent, Dharnas have been organized twice, nationwide letter campaign to pressurize the Minister, HRD with copy to the PMO, raising the matter in both the houses of Parliament by hon'ble Members-nothing could ensure teachers' democratic rights to be heard.

The revision of pay for university & college teachers for central & state sectors are recommended by a separate pay review committee appointed by the UGC on the advice of the Govt. Though the work of central pay commissions are completed & recommendations are expected in next 3 to 4 months, there is no formation of pay review committee for teachers till date.

The message is loud and clear- the Govt. is least bothered about the well being of teachers & and the inclusive growth of education. We hope the next one year will witness a reversal of it all. To ensure this a strong united movement of all teachers is the need of the hour.

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महाविद्यालय शिक्षक महासंघ  
ALL INDIA FEDERATION OF UNIVERSITY  
&  
COLLEGE TEACHERS' ORGANISATIONS  
(Regd. Under Act XXI of 1860)

**CIRCULAR NO. 07/2014-15**

Dear Friends,

Date: 04-06-2015

**With profound grief we inform you that Prof.Nikhil Desai, a former Treasurer & National Secretary of AIFUCTO is no more. He was ill for last few days caused by an accidental fall in his residence leading to injury to head & has passed away today at Baroda. He was a Professor, Department of Geology at the Baroda University. A renowned scientist of national repute, Prof.Desai was involved in many projects of Geological Survey of India, UGC & Govt. of India. He was a great teacher, researcher of outstanding quality & guided many students in their research work.**

**A leader truly representing the high spirit & tradition of AIFUCTO movement, Prof.Desai played a great role in AIFUCTO movement. He was treasurer of AIFUCTO for many years & retired at the Mangalore Conference. He made great sacrifices for the AIFUCTO movement & suffered a massive heart attack at the AIFUCTO camp office in Delhi during the Fifth pay Revision movement. Notwithstanding his frail health he was present during the last Delhi Demonstration of AIFUCTO on 13<sup>th</sup> March, 2015. He was in constant touch with our leadership & enriched the movement with his valuable guidance. We have lost a great fighter, a visionary leader & a close friend**

**We convey our deep condolence to his family, his colleagues at the Baroda University & friends.**

## NEPALEARTHQUAKE : HELP TO THE VICTIMS

We appealed to our members to donate generously for the rehabilitation of earth quake affected people in Nepal. We thank the affiliates & members who have extended financial support to the ongoing massive work in Nepal. We again appeal to all of you to mobilise funds & donate either to Prime Ministers' relief fund or directly to Nepal Govt. through their offices.

We appreciate the role of teachers' associations in the relief work. We again sympathise with the teachers who have suffered due to the calamity.

## NO APPOINTMENT GIVEN BY MINISTER, HRD SECRETARY, HIGHER EDUCATION

It is very surprising that our request to Secretary, HE, HRD has also been not answered. We made queries with his office only to know that he cannot meet us now. We have pointed out in our letter to him there is total inaction on the part of MHRD regarding teachers' issues. We are shocked at the treatment we are getting from Minister & Secretary. If an organisation representing entire teaching community in the states are completely ignored by Govt. of India. Only a strong united movement can make them desist from such undemocratic behaviour.

## CONSTITUTION OF 7<sup>TH</sup> PAY REVIEW COMMITTEE-NO PROGRESS YET

There is no action by the Govt. about the constitution of 7<sup>th</sup> pay review committee. We have written a number of times to the Minister, Secretary-HE & UGC Chairman about the delay in this matter. There is complete silence though the Govt. has been regularly giving statements about the Central pay Commission in Lok Sabha. Even when the matter was raised in Parliament by some members, the Govt.

have not given any answer. The total approach of the Govt. to the teachers' issues is negative & causing great resentment among the teachers in higher education. The MHRD is showing extreme indifference to all our issues

#### LETTER CAMPAIGN

The leadership congratulate teachers for the massive response to the AIFUCTO letter campaign to Minister, Human Resource Development, Govt. of India .We request the leaderships in all states to ensure full participation in the campaign as early as possible.This is extremely important as in this campaign each & every teacher in universities & colleges is participating.Not only they are sensitised to the actual conditions regarding the anti teacher stand of the Govt. the future movement base would also be created by the campaign.

Please report to the central leadership the latest positions of the progress of the campaign. Please remember that we must show our real strength in the campaign. The MHRD should understand the extent of dissatisfaction & frustration they created among teachers in higher education throughout the country.

Friends, we reiterate that all mails sent to Minister, HRD must be sent to aifucto.gs@gmail.com as cc so that the system generated reply from Minister's office is kept with us as record. Some universities & colleges' teachers have not followed this direction & sent copy to us separately. Further, since the email-hrd@gov.in is not in operation now we informed by last circular, website, facebook posting & mail that mails should be sent to & copies as advised. Some units have reported that the mail sent to pstohrd@nic.in could not be delivered.

#### LUACTA MEETING WITH SRI RAJNATH SINGH

LUACTA delegation has met Sri Rajnath Singh, Home Minister, GOI & at Lucknow & submitted a memorandum requesting MHRD approval to UGC Regulation 3rd amendment decision & formation of 7th Pay Review Committee.Sri rajnath Singh was informed about the grievances of teachers & assured the delegation to look into the matter.

We thank the LUACTA leadership for their initiatives & hope affiliates of other states will also contact the ministers from their states as well as the MPs.

#### ONGOING LETTER CAMPAIGN TO HON'BLE MINISTER HRD, GOVT. OF INDIA

We have again wrote letter to Minister,HRD drawing attention to continuing impasse regarding the HRD approval to UGC decisions in respect of UGC Regulations for CAS & Ph.D Regulations.It is shocking that there is no answer to any of our letters regarding the pending matters & an audience.The experience in the first one year of the govt. has proved to be disastrous for the teachers in higher education of India.

#### MEETING WITH API COMMITTEE

We requested Prof.Dr Sandhu, UGC Secretary to invite AIFUCTO leadership to have interaction with the UGC Committee to relook at API on 22<sup>nd</sup> May,2015.The AIFUCTO delegation included Prof,Tarun Patra,President,Prof.Asok Barman,General Secretary,Prof.D.Kumar,Treasurer & Prof.Iqbal Singh Sandhu,Zonal Secretary of North Zone.We conveyed the AIFUCTO views that this PBAS-API is unacceptable & must be scrapped.There should be a practicable,rational & iquitable criterion for CAS.The delegation suggested that the PBAS as suggested by UGC Regulations 2000 may be considered for the ctiterian with necessary changes.

The Committee gave a patient hearing to the AIFUCTO arguments,views & suggestions.The Committee requested AIFUCTO to suggest some alternative for CAS.We requested the affiliates to send suggestions in this regard.

#### OUR SUPPORT TO FEDCUTA MOVEMENT

You are aware that we are now having regular interaction with the leadership of Central University Teachers' Associations & holding joint programs.The Dharna at UGC on 19<sup>th</sup> February & Dharna & Court arrest on 13<sup>th</sup> March,2015 were organised jointly.

In the mean time the FEDCUTA has been opposing the UGC decision of Choice Based Credit System thrust upon by the UGC without consulting the teachers,Such mindless reform without consulting the teachers will damage higher education in India irreversibly.The FYP was such an attempt that proved to

be impractical & damaging to the education & students. We supported DUTA demand for the roll back of FYP. DUTA achieved its goal & the present notification for CNCS must also be withdrawn immediately. This is one of the main demands of next phase of united teachers' movement.

#### DUTA PROGRAM GS PARTICIPATION

The General Secretary, AIFUCTO participated in a DUTA protest program protesting CBCS at Jantar Mantar on 21<sup>st</sup> May, 15. He emphasised the need to forge an all out unity of teachers' associations in higher education to promote the interest of students & teachers. Prof. Nandita Narain, President DUTA also highlighted the urgent necessity of a nation wide agitation involving each & every teacher.

#### DELHI PROGRAMS

The next phase of our movement will have the following programs

AIFUCTO-FEDCUTA joint Demonstration at UGC on 19<sup>th</sup> JUNE, 2015 at 11 a.m.

There will be another historic demonstration at UGC on 19<sup>th</sup> June, 2015 at 11 a.m. The main demands will include – Immediate Formation of Pay Review Committee

Minister, HRD meeting with Joint forum of AIFUCTO & FEDCUTA

MHRD approval to UGC decisions of amending UGC Regulations 2010 & UGC Ph.D Regulations-2009

Roll back of UGC notification of CBCS in Central Universities

Scrapping of API

Extension of date for RC & OC

Pension for all teachers in Central & states' institutions

Strengthening of public funded education

#### CEASE WORK & HUNGER STRIKE ON 21<sup>ST</sup> AUGUST, 2015

*We informed you that the last NEC meeting at New Delhi decided to hold nation wide cease work for one day & Hunger Strike by AIFUCTO Office Bearers & leaders & members of Delhi adjoining states at Jantar mantar, Delhi, The Hunger strike program will be joined by teachers of Uttar Pradesh, Madhya Pradesh, Punjab, Haryana, Himachal Pradesh & Rajasthan. All other states must send at least 15 participants each in the program*

#### INVITATION for the next CONFERENCE

We are inviting proposals from our affiliates for the next Statutory Conference to be held in the last quarter of this year. It is a privilege to host the Conference.

#### SUBSCRIPTION FOR THE LAST & CURRENT YEAR

The AIFUCTO fund is in a very poor condition. This year we are having continuous activities & programs in Delhi. The leaders will be required to travel to the states. Last year only few affiliates made payments. We are in urgent need of funds. Please pay your subscription as early as possible. You are requested to transfer funds electronically. See the necessary instruction in the Circular.

#### NEC Decisions - reminder

1. NEC MEETING HELD ON 14<sup>TH</sup> MARCH DECIDED THAT A LETTER TO BE SENT TO MINISTER, HRD WITH COPIES TO PRIME MINISTER, SECRETARY (HE), PS TO MINISTER, HRD & AIFUCTO.

2. ALL TEACHERS, LIBRARIANS, DPES WILL SIGN THE LETTER

3. SEND HARD COPIES TO MHRD & PRIME MINISTER BY SPEED POST.

a. OFFICE OF MHRD: ROOM NO 301, C WING SHASRTI BHAWAN NEW DELHI-110 115 FAX: 011-2338 2365, 011-2378-2028

b. OFFICE OF PRIME MINISTER SOUTH BLOCK RAISINA HILL NEW DELHI-110011 FAX: 011-2301 9545, 0112301-6857

4. Send emails with scanned copies of the letter containing the signatures as attachment to

a. hrdministry@gov.in

CC TO

b. pstohrd@gov.in

c. secy.dhe@nic.in  
d. aifucto.gs@gmail.com

CONTENTS OF THE LETTER TO BE SIGNED BY ALL TEACHERS, LIBRARIANS, DPES OF EVERY UNIVERSITY & COLLEGE & TO BE SENT BY EVERY UNIVERSITY/COLLEGE TEACHERS' BODY TO HON'BLE MINISTER, HRD WITH CCAS SUGGESTED

"We, the lakhs of members of All India Federation of University & College Teachers' Organisations (AIFUCTO), the only national Federation of teachers of universities & colleges in India are extremely worried at the HRD not yet giving approval to the UGC decisions regarding the 3rd amendments of UGC Regulations 2010 as per the recommendations of Regulations Anomaly Committee. The UGC wrote seeking your approval on 23rd May, 2014. We are worried for the inordinate delay & request you to approve the decision immediately. Thousands of teachers across the country are waiting for the necessary UGC notification of 3rd amendment involving Roll Out dates for their promotions. Another very important decision of UGC regarding the amendments of UGC Ph.D Regulations is also pending at the Ministry of Human Resource Development. We are disappointed & shocked at your not giving our leadership an appointment for last nine months though repeated requests were sent. Thousands of members of AIFUCTO, DUTA, and JNUTA demonstrated at Jantar Mantar on March 13 & courted arrest. AIFUCTO wrote to you on February, 24 about the program & requested you to meet the Joint Forum of teachers in higher education. Again you did not meet our leadership or even replied to our repeated request which is in sharp contrast with our past experience. We are shocked as this is unprecedented. We urge you to approve UGC decisions immediately & meet the leaders of AIFUCTO, DUTA, JNUTA & others to discuss other very important issues.

In this context we wish to inform you that AIFUCTO has been playing a positive role in shaping the policies of the successive governments on higher education for the past five decades. All the previous governments recognized our contribution & roles & invited us for discussion on vital issues apart from our professional demands."

SAVE EDUCATION PROGRAM ADOPTED BY NEC

ALL AFFILIATES ARE REQUESTED TO PRINT THE FOLLOWING MATTER & ENSURE THAT EACH & EVERY TEACHER IS SENSITIZED TO THE PROGRAM

1. Urgent meeting in each university & college & immediate Letter Campaign to Prime Minister and Minister of Human Resource Development by every member of teaching staff signed individually & to be sent by university/college association. Copies to be sent to AIFUCTO.
2. Our state leaders will meet Parliament members from their respective states, give them letters & request them to support our demands in Parliament during Monsoon Session.
3. University/Zonal/ District level meetings in May 2015
4. A State Level Massive Procession in all State Capitals in June 2015.
5. One day Strike in July during Monsoon Session of Parliament. & the same day Hunger Strike at Jantar Mantar by office bearers & members from Central Zones 1 & 2 & North Zone & others
6. March to Parliament in August/September.

- Note (1)
- a. AIFUCTO Office Bearers are to be involved in meeting in the states.
  - b. Letter contents (for MHRD & MPs) are available in AIFUCTO website
- (2) A consolidated Status report on implementation of pay revision & Regulation is compiled with following particulars.
- a. Name of the State
  - b. Status of Regulation-adopted/not adopted with modification/without modification.
  - c. Whether CAS given as per 2010 regulation. If so, from which date?
  - d. Ph.D. Regulation 2009 adopted/not adopted. If so, from which date?
  - e. Ph.D. incentive given/not given/modified. If so, from which date?
  - f. Professorship given/not given. If so, from which date?



- g. Age of Retirement in Universities / Colleges
- h. Pension percentage (50% of the last drawn basic or any other percentage.
- l. HRA & CCA – Percentage/ Slab/consolidated.
- j. Medical Facilities and other Allowances by the State government to College/ University Teachers.
- k. Whether DPEs and Librarians treated on a par. If not, in what respects?
- l. Any other vital information

**FOR INTERVENTION IN PARLIAMENT MANSOON SESSION & ADDRESSING OUR PROGRAMS**

**Contact MPs of your states**

Please contact Members of Parliament from your states & request them to address the demonstration on 19<sup>th</sup> June at UGC & Hunger Strike on 21<sup>st</sup> August at Jantar Mantar

Please use twitter & facebook social networking platforms for the success of the movement programs.

**Building fund coupon**

Some affiliates received coupons for the Building Fund but not yet deposited the collection. However, some other units have not taken coupons in accordance with their memberships. We request those units to take the coupons as early as possible.

**Teachers' Movement-our journal**

Teachers' Movement is one of the most important organs of AIFUCTO Movement. We have been publishing the journal every month for decades. We publish here all Circulars, UGC & MHRD notifications & all documents along with select articles. The quantum of annual subsidy is now over Rs. 2 lakh a year. There are very few new subscribers and from some states there has been no new subscription for years. We must generate resources to protect 'Teachers' Movement.' Send all mails regarding teachers' movement to new email id: teachersmovementjournal@gmail.com,

**AIFUCTO in face book & twitter**

Please note these social networks are the fastest available tracks to send latest information directly & continuously. We request you once again to follow @AIFUCTO in twitter & become friends of AIFUCTO Gs. Please note twitter posts are brief, to the point and specific. We explain such points as tweeted in Circulars, face book postings & communications.

Please note the numbers of our friends in facebook & followers in twitter do not reflect our strength.

**Subscription payments**

Many affiliates have not yet paid subscription for the last year. We request all affiliates to pay the subscription as early as possible. We have unhappy experience of not receiving the subscription on a regular basis. The expenses have increased substantially & without regular payment of subscription it has become very difficult to meet expenses.

**MODE OF PAYMENT TO AIFUCTO-no account payee cheque will be accepted**

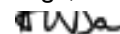
*Drafts should be in favour of "ALL INDIA FEDERATION OF UNIVERSITY & COLLEGE TEACHERS' ORGANISATIONS' only. Our bank details for electronic money transfer are given below. Please note- You must send a mail to General Secretary immediately after your payment electronically.*

*UNITED BANK OF INDIA, SAVINGS BANK ACCOUNT NUMBER: 0502010072818  
HYDERABAD BRANCH, IFSC CODE; UTBIOHYD807*

*ACCOUNT NAME: ALL INDIA FEDERATION OF UNIVERSITY & COLLEGE TEACHERS' ORGANISATIONS*

Greetings

Greetings,



**ASOK BARMAN**  
General Secretary

# AIFUCTO

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अखिल भारतीय विश्वविद्यालय एवम  
महाविद्यालय शिक्षक महासंघ  
ALL INDIA FEDERATION OF UNIVERSITY  
&  
COLLEGE TEACHERS' ORGANISATIONS  
(Regd. Under Act XXI of 1860)

REF: UGC API COMMITTEE/02/15

Date:22.05.2015

Respected Chairman & Members  
UGC-API Committee  
UGC-New Delhi

Dear Sir,

Greetings from AIFUCTO representing all teachers of higher education sector of India other than some central university teachers' associations.

We like to thank UGC for the initiatives to look into the API as this has been a long standing demand of AIFUCTO, other teachers' associations & academics & hope the protracted problems will be resolved soon.

At the outset we like to draw your attention to the enormous problems for CAS of teachers arising after the second amendment of Regulations & also that at our insistence a third amendment was decided by the UGC & was sent to UGC on 23<sup>rd</sup> May, 2014 to MHRD for approval. As we understand the matter is still pending with MHRD. Hence we want the Committee to make the recommendations effective from 31<sup>st</sup> December, 2008. The problems being faced by lakhs of teachers have not been addressed for more than six years thereby causing immense hardships to them. At every stage UGC & MHRD took very long time to come out with a decision. We hope this will not happen this time & a quick decision by UGC & MHRD would be taken.

We like to stress the fact that the Regulation Committee took very rigid stand regarding PBAS based API from the very beginning. Our organisation was invited by UGC many times to comment & give suggestions in several meetings held in different parts of the country. We pointed out the many structural inconsistencies of the scheme of API the committee suggested. We also pointed out that the API as suggested was impracticable, inequitable damaging to the higher education in India. Many recommendations were revised partially. The problems continued since then. After the second amendment, the matter went out of proportion & the distortions created multiplied many folds completely destroying the internal structure of the regulations before that. It is highly surprising how illogical, inconsistent extremely damaging changes brought to make the PBAS based API a classic example of wrong perceptions.

We like to point out some of the structural & conceptual weaknesses of the PBAS -API first.

The API reflects among others some major objectionable views emanating from undue importance to prevailing global concept of PBAS, which should not have been followed blindly.

- 1) There is a clear intention that the teachers must work for more hours like other sections of the society & the production system. to justify the high pay scales as given by the sixth pay commission & government. This is completely wrong & highly objectionable. Never before it happened.
- 2) There is linear relationship between time spent & services teachers render to justify the promotions.

- 3) The universities, colleges & all academic institutions across the country are homogeneous in terms of all parameters & capable of making universally applicable stringent conditions for teachers promotions especially when they move from stage 3 to stage 4. Very little should be left to the universities to decide.
- 4) The API scheme envisages the perfect favourable ground realities across the country which does not deviate grossly from the basic higher education system in India.
- 5) The interdisciplinary researches which are being given tremendous importance in all official documents including that of UGC & MHRD in tune with the enormous expansion of knowledge need no special recognition.
- 6) Academic pursuits like teaching, research & others are separable & these have little or no interrelations making them separable in watertight compartment. No need of a holistic approach involving all of them.
- 7) All pursuits under research, publications & academic contributions must be done by all teachers thus making all of these mandatory to each & every teacher in universities & colleges.

#### **The reasons for removing this API for promotions**

- 1) There are wide disparities in infrastructural & other facilities in higher educational institutions. They are also catering differential local needs.
- 2) A huge number of teaching posts in both universities & colleges are lying vacant for many years.
- 3) While GER is increasing but virtually no teaching post is being created both in the central & state universities & colleges. As a result more & more part time contractual & guest teachers are being appointed. As a result the work load of teachers-academic & administrative work load have increased leaving them less time to research & other activities as demanded by API.  
The work load of individual teachers & the research facilities available vary from institution to institution & even different departments of the same institution. Therefore a rigid policy cannot ensure justice to everybody. The objective of promoting economically & backward people will be badly hurt.
- 4) The API has created an unhealthy competition among teachers of a higher education institution. It is tragic scenario that teachers are trying to grab even a minor administrative post by any means.
- 5) Due to this API compulsions mushroom growths of new journals for publications of substandard research work. Even there are reports there are paid publications as getting ISSN number is not a problem. The standard of research & autonomy of researchers are at the mercy of academic mafia.
- 6) The present API system encourages elitism & discourages creativity.
- 7) As the teachers are forced to engage themselves in research & outside activities like attending seminars & other activities class room teaching is being neglected.

#### **AIFUCTO suggestions**

- 1.) Scheme of PBAS based on API must be scrapped *ab-initio*.
- 2) The proposed amendment in PBAS for CAS promotions of teachers and other academic staff should be implemented wef 31 Dec 2008 on the basis of UGC regulation 2000 with suitable modifications.
- 3) For CAS promotions provisions contained in para 2.2.0(iii), 2.3.0 & 2.4.0, 2.5.0, 2.6.0 & 2.7.0 of UGC Regulation 2000 ought to be followed with suitable modifications.
- 4) Local/Regional level diversities should be recognised and quality assessment parameters be modified to include local/regional level variations.

We request the Committee to share with AIFUCTO the recommendations before finalisation to avoid the unwanted & unnecessary consequences.

Best Regards.

Tarun Patra  
President

Asok Barman  
General Secretary

## QUALITY EDUCATION: STRUGGLE FOR AN ALTERNATIVE SITE

*Surendra Kumar Jena*

A decade back AIFUCTO devoted a session on the topic “Quality Education for all Young People: Challenges, Trends and Priorities” at its’ at xxiv conference held at J.N.Vyas University, Jodhapur, in 2004. Since then more deliberations have taken place in both government and non-government levels on the quality aspect of education. Education in the beginning of twenty-first century is in crisis and contestation. The nature of crisis differs from one part of globe to other part. The argument that qualitative education is the need of the hour in age explosion of knowledge, information and communication is equally counterpoised with numerous challenges i.e. growing exclusion and deprivation, rising tide of privatization, commercialization, commodification and corporatisation of education in the period beginning with neo-liberal reform world over. This paper is a humble attempt to put an ideological insight on the relation between modern education and capitalism, how education is used as an ideological apparatus, the effects of neo-liberal education reform and at the end suggest an alternative site to current debate and discourse on quality education.

### ***Education and Capitalism***

The education system as we know it today only emerged in the late nineteenth and early twentieth centuries. In all societies prior to capitalism, the process of education is essentially confined to those sections of society belonging to ruling classes. The class of people who owns means of production and have leisure at their disposal to conduct affairs the society. The example of Greek institutions, racial inequality in British colonies in American and South

African societies, practice of caste in Indian society and gender discriminations were social barrier to entitlement to education. The emergence and development of capitalism broke all these confines. With development of productive forces it became necessary to impart literacy, technical skill and knowledge to labouring classes. The universalisation of education only took place

in the age of capitalism and spread of democracy.

Education like any other superstructures of society at any given period of history is primarily determined by economic base of that time. Its modern development corresponds to the rise of monopoly capitalism; an economy dominated by giant corporations. A fine example of growth of monopoly capitalism is evident from as it has been estimated that “between a quarter and a third” of all U.S. capital stock in manufacturing underwent consolidation through mergers and acquisitions between 1898 and 1902 alone. In the largest of these, the formation of U.S. steel in 1901, as many as 170 separate firms were brought together in a single year to create the first billion-dollar corporation, controlling 65 percent of the steel industry. This represented the great era of corporate concentration, marking the rise of big-business capitalism.<sup>1</sup>

We live in an era of structural crisis associated with a new phase of capitalism: monopoly-finance capital. This phase is characterized by: (1) economic stagnation in the mature capitalist economies; (2) a dramatic shift to financialization, i.e., speculative bubbles as a means of economic expansion; and (3) the rapid concentration (and monopolization) of capital on a global scale.<sup>2</sup> A consequence of the slow growth endemic to the developed economies is that the giant corporations that dominate today’s economic world are compelled to search for new markets for investment, outside their traditional fields of operation, leading to the takeover and privatization of key elements of the state economy. The political counterpart of monopoly-finance capital is therefore neo-liberal restructuring, in which the state is increasingly cannibalized by private interests.

Neoliberalization of public education is also an ideological project, as Margaret Thatcher famously said, to “change the soul,” redefining the purpose of education and what it means to teach, learn, and participate in schooling. Tensions between democratic purposes of education and

education to serve the needs of the workforce are longstanding. But in the neo-liberal framework, teaching is driven by standardized tests and performance outcomes.

Education, which is properly seen as a public good, is being converted into a private good, an investment one makes in one's child or oneself to "add value" in order better to compete in the labor market. It is no longer seen as part of the larger end of promoting individual and social development, but is merely the means to rise above others. Democratic participation in education is rearticulated as individual "empowerment" of education consumers-as parents compete for slots in an array of specialty schools. The increasing growth of commercial and private schools is the supply side of rising demand of consumerist education. The political significance of this neo-liberal shift stretches beyond schools to legitimize marketing in cities and semi-urban areas increasingly, and to infuse market ideologies into everyday life.

The slowdown in economic growth in the 1970s in advanced capitalist countries gave birth to neo-liberal economic reform across the globe. The resistance put up by working people purely on economic means failed to arrest the neo-liberal tide. As capital shifted the economic losses to the working class and the poor inequality, poverty, and unemployment soared alarmingly. But the relative growth of financial and information capital, spurred by the stagnation of production, created a new impetus for digital-based Taylorism and tight financial management in the education and field of social security. When the new burdens resulting from slow growth, increasing inequality, and rising poverty were coupled with tightened restraints on state spending, the education was subjected to rapid downward spiral. Public educational institutions the ultimate social safety nets for common mass of children were worst hit bringing collapsing of social and economic fabric. Each capitalist crisis perpetuates poor and cut their purse. Great financial crisis of 2007-08 led Bush and Obama administration swiftly to socialize the losses of investors through taxpayers funded bailouts by wages cuts of public workers under the

rationale that "there is no alternative" and "we all have to sacrifice."

The approaches to privatization of social security including education arising in USA and advanced capitalist countries were blindly followed in full swing in India and many third world countries. In the 1980s, series of schemes were under taken: introducing centrally sponsored education schemes at the behest of IMF-WB dictation to dismantle formal structure of education planning, increasing reduction in education budget, exclusionary and discriminatory allocation of lions' share of central budget for central universities and schools, engagement Para teachers in primary schools, halt to new recruitment and filling up vacancies, emphasis on quality bringing "quality-quantity-equity syndrome" as reflected in "New Education policy-1986". The period beginning in 90s witnessed aggressive forms of neo-liberal economic reforms perpetuating further right to access and equity in education. The surrender to World Bank logic of structural differentiation between layers of education as priority or non-priority in terms of merit and non-merit good, the quantification of education on rate of return from primary, secondary and tertiary sectors, prescription of public private partnership in educational investment came to dominate discourse in education.

One of the glaring examples of mindless borrowing of imperialist idea is the introduction of various conservative school choice initiatives, including vouchers as included in RTE Act, 2010. School voucher initiatives arose with Milton Friedman's proposal-most famously in his 1962 book *Capitalism and Freedom*-for the government to hand out vouchers to parents equal to their child's share of public education funding, making it possible to send their children to the school of their choice. The main goal was to allow government funds to subsidize private education. This was a direct attack on public education.<sup>3</sup>

In the twenty-first century era of monopoly-finance and information capital, the conviction arose in higher corporate circles that education could now be managed fully along scientific-

technical and financial lines, making it possible to: (1) gain control of the labor process of teachers, (2) subordinate schooling to the creation of a more differentiated and routinized labor force, and (3) privatize public education. In the digital age, bureaucratization tracking, and testing were seen to be feasible as never before. In this Taylorist scheme of things increasing share of technology or skill building is prioritized more than teaching staff as if teachers are mere appendages to smart machines.

Since professional educators are the chief beneficiaries in the current phase of marketing of education they create certain myths and illusions about education: (1) that the fundamental purpose of education in an age of abundance is to increase earning power; (2) that the achievement level of children can be defined and measured by their response to words on a printed page; (3) that schools are the best and only place for people to get an education.

The chief result of the introduction of scientific management/managerial skill/management education into industry, as Harry Braverman explained in 1974 in *Labor and Monopoly Capital*, was the degradation of working conditions for most workers. Increasingly, monopoly capitalist society was characterized by a polarization of skill, with only a limited demand for a relatively small number of highly skilled workers, as compared with masses of unskilled workers. The corporate-designed education system was constructed, in the words of Ellwood Cubberley, wrote in 1916 in his *Public School Administration*: "Our schools are, in a sense, factories in which the raw products (children) are to be shaped and fashioned into products to meet the various demands of life."<sup>4</sup> But education, since it deals...with individualities, is not analogous to a standardizable manufacturing process. Education must measure its efficiency not in terms...of so many student-hours per dollar of salary; it must measure its efficiency in terms of increased humanism, increased power to do, increased capacity to appreciate.<sup>5</sup>

The optimism raised on possibility of free time at the so called emergence of "information society", knowledge society, technological

advantages of time (i.e., the possibility that mankind could finally become free from the "curse of Sisyphus", the symbol of repetition, and confinement to heavy work), is seen being plagued with severe socioeconomic inequality. In addition, the aggravating factor is the domination of capital over all social relationships, at a scale never before experienced by humanity. Individuals are turned into objects and this requires urgent and increasingly complex reflection, including in classrooms and in relationships with students. At this time of restructuring of capitalist production, schools are adjusting to the maxims of the market and increasingly converting to spaces of non-knowledge and emptying of purpose. Within this context, there needs to be action to resist the dominant tendency, so that schools can become places for reflection, criticism and combat against hegemony.

The development of idea of quality in education could be best explained from another angle i.e. "industry-instruction complex". The restructuring of public education has given a big boost to the private education industry, which is now seen as a growth area, promising enormous profits. On May 16, 2011, CNNMoney.com reported that the "job market rock star" after the health industry, since the onset of the Great Recession in late 2007, has been the education sector, which has added 303,000 jobs over the last four years, primarily in education services and state colleges.<sup>6</sup>

#### ***Education: An ideological state apparatus***

Education does not lie independent of socioeconomic foundation of society in any given period of history. The production of ideas, representations and consciousness that entails in the process of education is primarily, directly and intimately linked with people's material activities and material trade: it is the language of real life. People's representations, thoughts and intellectual exchanges arise here as direct emanations from their material behavior.

Education is an ideological state apparatus for ruling class to justify the system they preside over. Louis Althusser(1971) a leading thinker of twentieth century has argued that the main role of education in a capitalist society was the

reproduction of an efficient and obedient work force. We must know that “social relations of education” normally correspond to the social relations of production in capitalist society.<sup>7</sup> Schooling, therefore, is meant to service production, and replicates the hierarchical division of labor of the productive system.<sup>8</sup>

Bowles and Gintis in their research on ‘Schooling in Capitalist America’<sup>9</sup> (1976) supported Althusser’s ideas that there is a close correspondence between the social relationships in the classroom and those in the workplace. Bowles and Gintis argue schools introduce the ‘long shadow of work’ because schools create a hard-working disciplined workforce for capitalist societies. This process is essential for social reproduction – the reproduction of a new generation of workers schooled (disciplined) into accepting their role in society. The qualities of being obedient and unquestioning rather than independent and inquisitive that education cultivates narrows down the definition of learning as job-training and education, i.e., as a product to be bought and sold in the market is the dominant meaning of education. Schools are, then, less about education than a kind of behavioral modification, preparing the vast majority of students for a life of routinization and standardization, in which most will end up employed in essentially unskilled, dead-end jobs. Indeed, most jobs in the degraded work environment of monopoly capitalist society—even those set aside for college graduates—require precious little formal education.

The idea of human knowledge as popularly conceived (scientific, technological and cultural) forms a superstructure within the multiple and contradictory social relationships that people establish with each other and with nature, during the process of achieving their material and spiritual conditions of existence. Within this perspective, knowledge provides an abstract representation of the concrete realities of the world and expresses the two dimensions of mankind’s social praxis, i.e. the dialectical relationship between theory and practice, as stated by Marx and Engels.

There is a ideological shift in pedagogy in era of global capitalism led by finance capital. In modern times because of the influence of economic activities of the bourgeoisie, the art of doing has changed in nature: it was no longer preparation of the body through gymnastics, for war; rather, it was work, which initially was manifested by means of craftwork inside incorporated workshops and subsequently moved into the sphere of market. In his article, “Why Socialism?” published in the first issue of *Monthly Review*, in May 1949, Albert Einstein wrote:

“The crippling of individuals I consider the worst evil of capitalism. Our whole educational system stems from this evil. An exaggerated competitive attitude is inculcated into the student, who is trained to worship acquisitive success as a preparation for a future career. For Einstein, education and socialism were intimately, dialectically connected. Such a vision of education-related to social transformation and planning-meant that education needed, in his view, to be part of our whole lives, not confined to the realm of schooling. What Einstein wants to put education, a way of life, a key to human emancipation, and an indispensable basis for the creation of a world of substantive equality?”<sup>10</sup>

#### ***Commodification of education***

Viewed from neo-liberal reform world over arising out of necessity of global capitalism closer look into teaching-learning activity in the current phase of neo-liberal reform in Indian context has these dominant tendencies: (a) growing demand for technical and professional education and courses designed to meet market needs (b) the entire social science except a very few disciplines is utterly neglected (c) the measurement of excellence and quality education by differentiating and stratifying educational institutions, courses and its demand in the job market (d) Undermining of basic research and promotion and preference to secondary text books instead of engagement with critical areas of knowledge and its sources. These dominant reflections in sphere of higher education are indicative of onslaught on the core of teaching-learning activity, modes of pedagogy and democratization of education under the

pressure of market, hence capital, demands a serious examination of how it is equally an assault on critical freedom.

The commodification of education reduces higher education as an activity, a transaction between student and teacher. Patanaik refutes this perspective of higher education and defines higher education as an activity in which both students and teachers are jointly engaged on behalf of people and to produce 'organic intellectuals' of the people, the term borrowed from Antonio Gramsci (Patanaik, 2007).<sup>11</sup> The neo-liberals entirely give stress on skill imparting perspective of higher education to meet rising market needs. Analyzing inherent tendency within "education as an activity solely confined between teacher and student" Rikowski says that the role of teacher is to equip students with skills, abilities, attitudes and personal qualities that can be expressed and expended in the capitalist labour process (Rikowski, 2001a).<sup>12</sup> Labour power created in this process serves the interest of capital by generating surplus value.

Privatization of higher education and commodification of education is part of a single process. The privatization of education turns it into a commodity where buyer's preference must necessarily enter to determine the nature of the commodity produced. There is a basic difference between education that satisfies the preference of the buyer and education that is undertaken in the interest of the people. The more higher education is constructed as an activity for personal benefit and endowment the more it becomes an apparatus of social deprivation, hence the rejection of social interest. Education under capitalism Richard Hatcher shows that business in education has two major aims: one that schooling and education engage in ideological and economic reproduction, national education and training policies are of increasing business agenda for national capital and two, is for private enterprise, private capitalists, to make money out of it, to control it (Hatcher, 2001, 2002).<sup>13</sup> In the era of global capital no more education needs to serve national interest and transforms schooling and higher education subordinate to the personality and economic requirement of capital, to make sure

education produce compliant, ideologically indoctrinated, procapitalist, effective workers.

#### ***Assault on critical freedom***

Neo-liberalism is opposed to learning that develops critical thought and freedom of mind. The entire learning process is reduced to the process of training, and purely confined to production of skilled work force, labour-power for accumulation of profit. Rikowski suggests that the state needs to control the modes of pedagogy that are antithetical to labour-power production do-not and cannot exist. The assault on critical studies, core areas of knowledge and research faces the wrath of ideological and repressive state apparatus is being compressed through curriculum control. Commodification of education rules out the very critical freedom and academic rigour which education requires being more than indoctrination.

Any form of pedagogy that attempts to educate students about their real predicament, the prevailing socio-economic inequalities and ways to end it, comes under attack from the state. It is for capital's interest critical engagements with social sciences are kept out of the domain of private higher education system and for technical and professional students it is desired redundant.

Education as a social institution is increasingly being subordinated to the language and management style of private capital. Mulderrig notes that as an indicator of general shift towards the commodification of education and concomitant consumerisation of social actors [within which] discourse plays a significant role in constructing and legitimizing post-welfare learning policy as a key aspect of the ongoing project of globalization (Mulderrig, 2002). Differentiating the social perspective of higher education from educational projects under globalisation Patanaik makes his point clear that: "Development of higher education is an essential prerequisite from preventing atrophy of thought, for promoting independence of thought, of avoiding foreign intellectual. And, hence economic and political domination and hence for preserving democracy" (Patanaik, 2002). This conclusion is evident from candid admission made by economist Lawrence Summers that important role of economists educated at US universities and strewn over the



third world has the mission of 'globalization agenda and against recalcitrant populations interested in national goals and sovereignty (Chris baker,2000).

The Campaign for future of Higher Education slams the commodification of higher education by pointing out: 'Students are neither customers nor clients; academics neither facilitators nor a pizza delivery service. Universities are not business; producing consumer goods. Knowledge and thought are not commodities, to be purchased as items of consumption, whether conspicuous or not, or consumed and therefore finished with, whether on the hoof as take-away snacks or in more leisurely fashion. Education is not something which can be "delivered", consumed and crossed off the list. Rather, it is a continuing and reflective process, an essential component of any worthwhile-the very antithesis of a commodity.

Within Universities and vocational education the language of education has been very widely replaced by the language of market, where lectures' deliver the product', 'operationalise delivery' and 'facilitate clients' learning', within a regime of 'quality management and enhancement', where students have 'customers' selecting 'modules' on a pick'n'mix, where 'skill development' at Universities has surged in importance to the derogation of the development of critical thought. (Hill, 2004)

#### ***Battle for alternative site***

The great capitalist industries of the nineteenth century and workers' qualifications are under going fundamental transformation in current stage of development of productive forces under capitalist relationships of production. It is not enough just to be able to read, write and perform arithmetic. Marx formulated the core of educational concept along the lines of the combination between education and labor. The outline of this teaching took shape in the following excerpt from Das Kapital: "The factory system, as detailed by Robert Owen, gave rise to the buds of future education that would joint together the productive work of all boys over a certain age with teaching and gymnastics, thereby forming a method of raising the social production and the

only means for producing fully developed humans". (Marx, 1984, p.554).<sup>17</sup>

The concept of nineteenth century "academic literacy" needs to stretch to the higher level i.e. critical, transformative, and revolutionary to capitalize the advantages of our age of knowledge revolution. This demands to look beyond the classroom. We certainly want students to learn the skills of powerful communication. But, more than these, they need the type of literacy, an ability to read the world, as Paulo Freire says that leads to revolutionary transformation in their actual communities.<sup>18</sup> Not only should we teach critical thinking, but we should also prepare young people to deal with the material conditions of their lives. The current approach to schooling, at best, teaches children the literacies necessary to participate in the system, but when teaching on the side of the oppressed, we want to help students develop the academic skills and critical consciousness to transform it.

It has become increasingly clear that several decades of educational reform have failed to bring substantial improvements of schools education and also higher education in our country. The strategic goal of a resistance movement to public school privatization should not simply be to defend the existing school system-radical moves approach to the education process that "Another Education is Possible". In the face of the relentless privatization that is now directed at public education, we must struggle both to defend a truly public education and to make these schools of emancipation, geared to the free development of infinitely valuable individuals. This means emphasizing, as radical educators historically have, a process of self-engaged learning— recognizing, in line with Marx and Paulo Freire, that the answer to the question, "Who educates the educator?" is ultimately one of liberation pedagogy, in which the students themselves are the main protagonists.<sup>19</sup>

Education in all modern bourgeois society is based upon the philosophy of individualism. Its' neoliberal face is consumerism, careerism, opportunism, throat-cut spirit of competition and the culture of self-survival. Contrast to this there is

humanistic dimension of education assumes importance within scope of the Marxist conception of the world: (a) ending alienation produced by the educational process within the context of a society founded on the primacy of private ownership of the means of production, for which the principal result is the mutilation of humankind; and, at the same time, (b) creation human omnilateralism within the scope of revolutionary society based on the economic, social, political and cultural presuppositions advocated by socialism.

The more the newer forms of reforms are introduced the more it is directed towards exclusion of social interest and more the dominance of capital. As the tide of resistance getting lower the reform takes more virulent form. The resistance is not directed against neo-liberal state, hence, an ideological and political deficit. While transitional demands needs to be raised and pressed to check further onslaughts the battle against offensive of capital to social interest is of equal importance, hence, comprehensive battle plan for social emancipatory transformation.

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# AIFUCTO

## ALL INDIA FEDERATION OF UNIVERSITY & COLLEGE TEACHERS' ORGANISATIONS

(Regd. Under Act XXI of 1860)

### Notice for NEC Meeting

Date : 18.05.2015

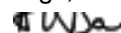
AIFUCTO NEC Meeting will be held in Gandhi Peace Foundation, New Delhi, on 19.06.2015 at 03 P.M.

#### Agenda

1. Confirmation of minutes of previous meeting.
2. Report of General Secretary on the latest developments
3. Further program of agitation
4. Organisational matters.
5. Miscellaneous.

*All NEC members are requested to attend. Leaders from Punjab, Up, MP, Haryana, Chattishgarh, Rajasthan, Uttarakhand, Himachal Pradesh are also requested to remain present for the preparations for Hunger strike program in August,15.*

Greetings,



**ASOK BARMAN**  
General Secretary

**AIFUCTO**  
**ALL INDIA FEDERATION OF UNIVERSITY**  
**&**  
**COLLEGE TEACHERS' ORGANISATIONS**  
(Regd. Under Act XXI of 1860)

**ALL AFFILIATES ARE REQUESTED  
TO PARTICIPATE IN LARGE NUMBERS DEMANDS**

**DHARNA**  
**AT UGC BY AIFUCTO & FEDCUTA**  
**DATE : 19TH JUNE, 2015 AT 11 A.M**

1. IMMEDIATELY CONSTITUTE 7TH PAY REVIEW COMMITTEE
2. IMMEDIATE DIALOGUE WITH JOINT FORUM OF AIFUCTO & FEDCUTA
3. UGC APPROVAL TO UGC DECISIONS ON AMENDMENT OF REGULATIONS, 2010 & PHD REGULATIONS 2009
4. ROLLBACK CBCS FOR CENTRAL UNIVERSITIES
5. SCRAP API
6. PENSION FOR ALL TEACHERS IN CENTRAL & STATE INSTITUTIONS
7. STRENGTHENING PUBLIC FUNDED EDUCATION

*If undelivered please return to :*

**DR. ARUN KUMAR**  
National Secretary  
AIFUCTO

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Teachers' Organisation (AIFUCTO)*

**General Secretary**

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