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

EDITORIAL

The UGC has constituted a Committee to re-look at the API for the purpose of appointments & promotions of teachers in the Higher education sector. This decision, though long overdue, is a right move indeed, as the teachers across the country are put to endless sufferings due to the bizarre situation of confusion & uncertainty resulting from the API Conditions for promotions. Lakhs of college & university teachers of the country are deprived of their due promotions because of some irrational stipulations in the existing PBAS based API. We think that the UGC and the MHRD will give a serious re-thought on the very concept of the API. But the way through which the UGC has planned the exercise for 're-look' at the API has created much misgivings.

It is indeed a sad commentary that the UGC stipulations for requirement of the promotion & appointment, as per the Regulations 2010, are characterized by unreal, impractical arbitrary & inimical to the healthy, productive & equitable norms for appointments & promotions in higher education in our country and also detrimental to the promotion of quality in research & teaching. The UGC & the MHRD are responsible for the confusion galore & extreme injustice meted out to the lakhs of teachers & teacher aspirants.

At the time of the formation of the Regulations 2010, all Teachers' Organizations opposed the irrational norms which were borrowed from the models of foreign research institutions. The Teachers' Organizations rejected the recommended PBAS based API and demanded its withdrawal. It was pointed out by the Teachers' Organizations that the requirements would distort the higher education by placing emphasis on wrong & unrelated parameters. The UGC & the MHRD were stubborn in their positions & agreed to make some changes only. Valuable time was wasted by several committees appointed by the UGC as there was no fundamental change. It is a great tragedy that even the recommendations of the Anomaly Committee appointed by the UGC, which are largely based on the arguments against the PBAS based API advanced by the AIFUCTO & Others, were not implemented. It is a classic example of non-sensitivity & lack of concern for the higher education in India as teachers were the direct victims of all these wrong policies.

The proposed exercise of forming a Committee to re-look API has also raised some very pertinent points & the UGC must address them. Firstly, any recommendations regarding the API, to be put forward by the Committee, would inevitably create problems with the date of implementations. We have had a very bitter experience in the past. The UGC decision to amend some clauses & roll out dates for API were taken in its 497th meeting in January, 2014 & subsequently sent to the MHRD for approval. This is still pending! What will happen to all these decisions is a major concern because promotions of teachers all over the country, whose promotions are still hanging in the balance. The entire exercises since 2010 are most confusing & disturbing. We have been pursuing the matter for years & have been drawing attention of the UGC & the MHRD & demanding justice. We, along with DUTA, JUNUTA & other Central University Teachers Organisations submitted memorandum to the UGC many times, the last being in February 19, 2015, urging to dispel the uncertainty & confusion. There is no result so far.

Secondly, in all previous exercises on framing Regulations etc., including API guidelines, the Teachers' Associations including the AIFUCTO were extensively consulted. Some of our valuable suggestions were not accepted by the concerned committee. And the present troubles emanate from the lack of objectivity and also unnecessary adherence to and compliance with unrealistic & foreign based models ignoring ground realities & needs in Indian higher education, which had been pointed out by the AIFUCTO time and again. It is also a fact that the present imbroglio as to the implementation of API could have been averted had the UGC/MHRD accepted the suggestions put forward by the AIFUCTO and other Teachers' Organisations. Now we are shocked that the Teachers' Organisations have been completely ignored and set aside from the so called 're-look' process by the UGC though a number of official meetings were held with AIFUCTO on all issues including CAS.

It is a matter of great concern that the UGC has written only to Vice Chancellors to send opinions & suggestions on API to the committee. Is it a healthy sign to ignore the most important stake holder in higher education and to keep them away from the process of a major policy making related to teachers' appointments & promotions?

We requested the UGC to invite the AIFUCTO & other Central University Teachers' Associations to interact with the Committee. In our absence it will be an exercise in futility and once again unrealistic, distorted & inequitable norms for promotions & appointments might be imposed for appointment and promotion.

We have been informed by our affiliates that many Vice Chancellors have not yet consulted all categories of teachers. No discussion is held with the college teachers. Apart from UG courses majority of students in PG courses study in colleges. The Vice Chancellors seem to keep them totally in dark. Teachers Associations, representing all categories of teachers can only present views that can help adopt effective, holistic, pragmatic & implementable CAS framework to ensure quality education & research in India. We have always been very responsible & want that teachers must be accountable. The present API is against the interest of all stakeholders and no way will make the teachers more accountable. We want objective, realistic & scientific norms for both appointment & promotions

Some major damages have already been done as teaching exercises were ignored & made mechanical, faulty and useless research requirements were emphasized at the cost of 'teaching-learning-evaluation' in the colleges and universities, leading to huge distortions. We hope the mistakes will be rectified & not repeated; otherwise, the future generation shall not forgive the UGC & the MHRD.

It is our bounden duty to point out the mistakes done in 2010 Regulations & build up a joint movement in the interest of quality teaching learning & research.

The immediate agenda of the UGC should be to scrap API & adopt a decision so that all teachers will be entitled to promotions in the 6th pay revision from 1.1.2006 as per the UGC Regulations 2000. Neither any decision to reshape API, nor a tweaking of it will resolve the problem; rather it will aggravate the situation.

AIFUCTO

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

CIRCULAR NO. 06/2014-15

Dear Friends,

Date: 03-05-2015

Congratulations for the massive response to the AIFUCTO letter campaign to Minister, Human Resource Development, and Govt. of India. Thousands of emails & letters reached Minister's office. However, universities & colleges of some states have not yet sent the emails & letters. We request the leaderships in all states to ensure full participation in the campaign as early as possible.

The performance of some state affiliates in sending emails & letters are highly encouraging. Uttar Pradesh, Punjab, Tripura, Tamilnadu, Maharashtra, Manipur, Pondicherry units have done exceedingly well. We expect other states to take a stock, ensure that mails are sent as early as possible & 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, the central leadership are doing everything to highlight the insensitivity. 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: hrdministry@gov.in & copies as advised. Some units have reported that the mail sent to-pstohrd@nic.in have not been.

Minister's refusal to meet the leaders continues

We have once again written to Hon'ble Minister, HRD with a request to meet us. Even when we went to Shastri Bhawan on 13th March neither Minister nor did any top officer meet us to receive our memorandum.

No appointment given by 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 7th pay review committee-no progress yet

There is no action by the Govt. about the constitution of 7th 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.

UGC Committee on API

The UGC has constituted a committee to relook at API & sought suggestions /comments from only the Vice Chancellors. We have welcomed the move but raised strong objections to this attitude of UGC to consult only the Vice Chancellors. This is in sharp contrast with the practices followed by UGC in the past as teachers' views were always given importance. We rejected API & wanted its scrapping in the past. There is complete chaos regarding the appointment & promotion norms since 2010 & the teachers are being harassed continuously. We sought an appointment with the Committee & demanding that all teachers are promoted on the basis of regulations 2000.

NEC Decisions - Reminder

1. NEC MEETING HELD ON 14TH 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.inCC 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 CC AS SUGGESTED

"We, the lakhs of members of All India Federation of University & College Teachers' Organisations (AIFUCTO) ,the only nationals 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 7 ENSURE THAT EACH 7 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.

i. 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

Contact MPs of your states

Please contact Members of Parliament from your states & request them to address the demonstration.

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

MHRD Committee on UGC

There are some contradictory/conflicting reports in press about the findings & recommendations of MHRD Committee on UGC. The MHRD officials have made it clear that the report is yet to be submitted. We reiterate our stand that all stake holders including AIFUCTO should be included in discussion & no decision should be taken up without referring the matter to Parliament for discussion as UGC was created by a parliamentary Act.

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

AFFILIATES NEWS

Uttar Pradesh

Congratulations to Prof. Balbir Singh, Harish Chandra College for his receiving the prestigious " Shikshak Sree" award given by the Uttar Pradesh Govt. We remember his great roles in making the Varanasi Conference a great success. We wish him all the best.

The Kashi Vidyapith affiliated Colleges teachers' association informed that they are vigorously campaigning for the success of the ongoing AIFUCTO movement & several meetings were held for the purpose.

Tamilnadu

A new team of leadership assumed charges in Tamilnadu Govt. College Teachers' Association (TNGCTA). Congratulations to the new leadership. We hope the new leadership will play vital roles in AIFUCTO movement.

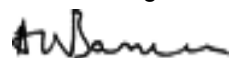
Dr. R. Venkatachalam- President

Dr. C. Thiruchelvam - General Secretary

Dr. Mohamed Riaz Iqbal - Treasurer

We thank the outgoing leadership for their contribution to the AIFUCTO movement.

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 SECRETARY/API/01

26 April 2015

Prof. Dr. J.S Sandhu

Secretary, University Grants Commission
New Delhi

Dear Prof. (Dr) Sandhu

Greetings from All India Federation of University & College Teachers' Organisations.

According to the UGC website notification and also information received from our affiliates, a Committee has been formed to re-look at the API for the purpose of appointments and promotions. This is a timely move indeed as teachers across the country are suffering from extreme confusion and uncertainty about their fulfilling API Conditions for promotions and they are facing some irrational stipulations in the existing API. However, the AIFUCTO is perturbed the way the re-look exercises have been planned involving only Vice Chancellors and ignoring all other stake holders. This is a departure from earlier practices.

Firstly, the API that may be recommended by the Committee would inevitably have the issue of the date of implementation. You know that the UGC had taken decisions to amend some clauses and roll out dates were taken in January, 2014 and subsequently sent those to the MHRD for approval. This is still pending. What would happen to all these decisions is a major concern of the teachers. The entire exercises since 2010 are most confusing and disturbing. We have been pursuing the matter for years and have been drawing attention of UGC & MHRD to the injustice done to teachers. We submitted many memorandum to UGC, the last being on February 19, 2015 urging to notify the decisions. There is no result so far.

Secondly, in all the previous regulations framing exercises including that for the API guidelines teachers associations including the AIFUCTO were extensively consulted. Some of our valuable suggestions were not accepted by the concerned committee and the present troubles emanate from the lack of objectivity from some unrealistic, foreign based models applied ignoring ground realities and needs in the Indian higher education as pointed out by the AIFUCTO time and again. The AIFUCTO interventions could reduce the intensity and extent of distortions in the committee's recommendations leading to final Regulations including API. We have always protested the PI scheme. Now we are shocked that the teachers' organizations have been completely ignored by the UGC whereas a number of official meetings were held with us & FEDCUTA in the past on all issues including API mechanism.

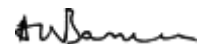
We request you to invite the AIFUCTO and other central university teachers' associations to interact with the Committee. In our absence, the API system would once again be unrealistic, distorted, impracticable and inequitable.

We have been informed by our affiliates that for the purpose of sending feedback/suggestions on the existing API, many Vice Chancellors have not yet consulted teachers at all or did it with a handful of senior PG department teachers.

No discussion is being held with college teachers while there are specific API for college teachers. You are aware that apart from undergraduate courses, majority of students in postgraduate courses study in colleges & hence the very large number of teachers must be consulted to avoid distortions & impartibility. The Vice Chancellors seem to keep them in dark.

The AIFUCTO & FEDCUTA together represent entire teaching community in the country & If you invite teachers associations they can help adopt effective, holistic, pragmatic and implementable CAS requirements to serve quality education in India. We have always been very responsible and do want teachers to be accountable in a rational manner. The present API is against the interests of all stakeholders. We want an objective, realistic and scientific mechanism for the promotions requirements.

Greetings,



ASOK BARMAN
General Secretary

Challenges Before Quality Higher Education - Scenario in Odissa

Prof. Manas Behera

Introduction

Of late, there has been a growing concern for the development of higher education in India. A consensus has emerged that India's strength and development lies in education, particularly in higher education in the emerging global knowledge economy. Obviously, concern for quality in higher education assumes significance. But the question of quality in higher education is not or cannot be autonomous of the nature of the system of higher education of a country. The Indian system of higher education has seen a paradigmatic shift in its nature and governance since the advent of the neo-liberal ideology. The issue of quality in higher education has to be seen in this context because the process of marketisation and commoditisation of higher education under a neo-liberal system not only affects quality, access, equity etc. but also redefines quality. The neo-liberal process in higher education takes the value system out of the existing system of education and links it to the market and market values. The question of nation-building and modernisation through education which is vital for a developing nation like India takes a back seat. Education as a tool of socio-economic change loses its significance in a neo-liberal, market-driven system of higher education. Education, particularly higher education not only empowers people but acts as a tool of a nation's overall development. Higher education in a developing society like India with multiple forms of inequalities like caste, class, gender etc. not only helps in getting jobs but empowers in fighting and eradicating these inequalities. Higher education is relevant in the process of nation-building and modernisation on the basis of values enshrined in the constitution and inherited from the national liberation struggle. The goal of a secular, democratic, equitable, modern society in India cannot be delinked from the quality in higher education. Quality in higher education cannot be an absolute concept.

Quality and neo-liberalism

But, the neo-liberal experiences in higher education in India in these recent decades has challenged the concept of quality in higher education that has emerged in the post-independent India out of a public funded education system. In the process of continuous and deliberate weakening of the public funded education system, private initiative with a profit motive have come to occupy the centre-stage in the field of higher education. Quality is being re-defined in the process. It is seen in a narrow prism of being able to get jobs, particularly the jobs in the corporate world. This ability of being employable is also conditioned by the uncontrolled tendencies of the market. For example; the jobs in the IT sector may get priority at one particular time accelerating the growth of the IT institutions or it may be the management institutions on the other. The quality becomes linked to market. Quality is fundamental because it involves the challenge of human resources management of the society, apart from creating capacity for jobs etc. The concerns for quality rises from the fact that there has been a decline in the academic standards in higher education with few exceptions like IITs, IIMs, some universities etc. Factors like the growth in the number of institutions and of students and consequent decline in public funding, dilution of post-graduate teaching that produce teachers, diversion of students to professional courses that fetch more income than general post-graduate courses, teaching profession being less attractive than others etc. are responsible for the decline in quality in higher education. The higher education system is under tremendous pressure as its credibility is on decline. The strategies developed in the recent times to improve the quality in higher education are broadly in terms of the neo-liberal ideas. They are incapable of bringing the desired result. The PPP (public private partnership) mode has emerged as the

dominant mode in the governance of higher education and there is more private and less public in it. Instead of providing quality higher education it has excluded the poor and the marginalised from its scope and has created a market of higher education. And this market with its own values and quality management has been successful in buying the minds of its consumers, which is the middle class. The deliberate neglect of the public-funded higher education by the neo-liberal state to facilitate the process of commercialisation of higher education on one hand and the aggressive marketing strategy of the private players in higher education has been successful in creating insecurities in the minds of the middle class. Then these insecurities are exploited for the market of higher education. Then the middle class becomes its victim and interestingly its defender. Quality is reduced from a value based system to a narrow concept of capacity building for the job market. The privatisation of education is seriously denting the quality of education and thereby also denting the prospect of fast advances in sciences, technology, and real income. (Bagchi-2010) The problem lies in the fact that most of the discussions on quality higher education confine themselves to issues devoid of context. This will hardly help in improving the quality in higher education.

Scenario in Odisha

Odisha is a poor, backward state with multiple forms of socio-economic inequalities like class, caste, gender, region etc. Quality higher education is not only fundamental for its inclusive development but also a precondition for the empowerment and upward mobility of the poor, marginalised and the excluded. The emancipator role of education in general and of higher education in particular is more relevant in a society like Orissa which is feudal and the access to higher education is limited to a caste and class based elite. However, despite being narrow in its base, the public-funded system of higher education that emerged in post-independent times was open to the marginalised and it has helped many from this section to move upwards. But in recent

times there has been a paradigmatic shift in the field of higher education affecting not only its governance but also its quality, nature, access etc. The policies of neo-liberal development pursued in Orissa with religious zeal have brought disastrous consequences in the field of higher education with the possibility of excluding the poor and the marginalised from the ambit of higher education and destroying the quality in higher education, if not checked. The state has seen the growth of a number of private, commercial, profit-seeking institutions of higher education not only in urban areas but also in semi-urban and rural areas. There are 289 +2 residential colleges in the state and 64 of these are only in Bhubaneswar.

Before going to the specific issues of quality higher education, the trends in higher education in the state should be analysed so that the issues of quality can be seen in proper context and alternatives can be developed to provide quality higher education. The neo-liberal policies in the state are not only confined to the education sector alone, but it has become the paradigm of development of the state in recent years. The period began with the privatisation of electric supply in the state. But the recent years has seen the implementation of these policies in almost every sector including social sectors like health and education. Orissa is considered to be laboratory of neo-liberal experiment. There is broad consensus among the major political parties of the state on these policies and the bureaucracy along with the major part of the middle class in the state are not only supporters of these policies but their defenders. The public-funded system of education is deteriorating and is incapable of delivering quality education and the private commercial institutions are better alternatives to them-this consciousness gripped most of the educated middle class in the state in the early years of neo-liberal policies. Even, some teacher's organisations fighting for their interests did not consider discussions on neo-liberalism as relevant to their interests and to quality education. Today many in the teaching profession in the state consider the issues of neo-liberalism as

political and irrelevant to issues of education. This has enabled the state to implement neoliberal policies in higher education in the state by neglecting the public-funded higher education, by non-formalising the teaching cadre, by encouraging the private, profit seeking institutions of higher education, etc. Of course, there has been growing resistance to these policies in the state today. The public funded system of higher education in the state as it exists today is suffering from serious deficiencies. The shortage of teaching staff in the major universities of the state affects their capability to provide quality education. The government colleges also face the problem of serious shortage of teachers. There is no regular appointment of teachers in colleges and universities by the government as this is not in the priority area of the govt. A mechanism of ad hoc teachers, guest faculty, and contractual teachers has been developed to manage higher education seriously undermining its quality. There are no regular principals in most of the colleges since a long period. The issues of the teachers in higher education with regard to their salary and other service conditions are piling up without any positive intervention from the govt. The Grants - in-Aid system has been replaced by a system of bulk grant that not only undermines the dignity of the teachers in private aided colleges but also affects quality education seriously. The monitoring mechanism is almost non-functional and accountability has become a casualty of the system. There has been no appointment of teachers in the UGC scales of pay in the state since 1989. The entry level status of the junior Lecturers is below the status of jr.class-1 unlike other equivalent cadres like that of Orissa civil service, medical service etc. This makes the profession unattractive for the talented youth of the state. The course content in many subjects has not been updated. The teachers training programme is vital for quality higher education, but the performance of the government and of the academic staff colleges is far from satisfactory. Normally, there is no encouragement for research, rather teachers are discouraged. The research facilities and incentives are poor in the

state. They are very much necessary not only for quality higher education, but also for evolving strategies for the inclusive development of the state. The bureaucratic grip on higher education system in the state is powerful and affects its autonomy, innovation, quality, delivery etc. Corruption in higher education is another important factor that undermines quality in higher education in the state. All the above factors along with others have contributed over the years in weakening the public-funded system of higher education and its capacity of delivering quality education. The process is the result of deliberate design. On the other hand, the implementation of neo-liberal policies in the field of higher education in the state has led to the unusual growth of private, commercial, profit-seeking institutions in higher education, particularly in the professional and technical education. These institutions are established and managed by private establishments. They charge exorbitant rates from the students. The quality of education in these institutions is questionable as evident from the dissatisfaction of the students and parents'. The quality of their faculty is far from satisfactory and the method of their recruitment can't be said to be of an acceptable standard. Again, the service conditions and salary of their faculty doesn't guarantee quality in their education. These institutions lure the students and their parents through an aggressive marketing strategy, a system of agents based on commissions and other benefits. This becomes possible in the absence of a strong, vibrant public-funded higher education system and in an environment favourable to neo-liberal ideas sustained by a large part of the civil society. These institutions enjoy political and financial clout and they have their association to protect their interest. They have been able to come to a dominant position in comparison to the govt. institutions, particularly in the field of technical education. The monitoring mechanism for these institutions by central and state agencies have not been effective as has been seen from the case of deemed to be universities. There are also other allegations of irregularities in this field. Another important development in this sector is the

growth of +2 residential, commercial institutions not only in the cities like Bhubaneswar and Katak but also in semi-urban areas. The government has allowed more than 64 commercial +2 colleges alone in Bhubaneswar despite the existence of three government colleges of repute and more than 5 aided colleges. The permission for these institutions doesn't have any rational justification except naked commercialisation of +2 education which is the gateway to higher education. The rates in these colleges are very high and beyond the capacity not only of the poor but also of the middle class. The quality of education provided by these institutions is questionable. The results of the students of these colleges in the 2010 examination was unprecedented as more than half of the positions in the best twenty in the science stream have been occupied by the students of one or two such colleges. This shows the level of corrupt practice that privatisation has unleashed in a poor state like Orissa and has demolished the myth that privatisation will bring quality education. The discussion on +2 education in the state is relevant here because it is a prelude to higher education and the trends here are reflected in the field of higher education. The existing universities in the state are insufficient in achieving the desired GER in the state as they are less in number and suffer from other deficiencies, not to talk of quality higher education. Instead of increasing the number of universities and improving the capacities of the existing universities, the state govt. is signing memorandum of understandings with private universities. The private, commercial universities can't provide quality education; rather the market of higher education that they will create will exclude the poor and the marginalised and dilute the quality in higher education.

Quality higher education and stake-holders in Orissa

The concept of stake-holders in quality higher education is problematic because it is erroneous to put all stake-holders into one basket as they have different, often contradictory interests. In a society like that of Orissa with various forms of marginalisation and exclusiveness,

stake holders have different interests on the basis of class, caste, gender etc. Again, on the issue of quality higher education, the entire society is the stake-holder as it involves the fulfilment of the objective of an equitable society with inclusive system of higher education. However, the analysis of the stake-holders of quality higher education in the state is necessary to evolve an inclusive strategy to achieve quality along with access and equity in higher education. The government is one of the most important stakeholder in a system of quality higher education as it is responsible for providing, sustaining and monitoring quality higher education. However, the govt. is not neutral, its policies with regard to higher education are important for quality higher education. The present govt., with a commitment to neo-liberal policies in the field of higher education, cannot be able to achieve quality higher education for all or at least for the majority. It is also not serious to revive and strengthen the public-funded system of higher education; rather it is facilitating the emergence of a dominant private, commercial, profit seeking system. The parents and the students as important stake-holders are not homogenous. Those from the upper strata have the capacity to afford and they want the quality to be of limited reach and confined to limited institutions with a higher cost. The neo-liberal process in higher education in the state has produced a kind of mentality in the minds of the middle class by which the so called status has come to be identified with some private institutions. The students from the poorer sections of the society obviously want quality education from the public-funded system with an affordable cost. Their interest lies in a system with access, equity and quality. There are students' organisations in the state but the demands and movement on this issue is weak and incapable of putting pressure on the govt. to strengthen public-funded higher education. The teachers and their organisations are another important stakeholder in quality higher education. Orissa is one of the few states in which the powerful, democratic teachers' movement has decisively influenced the policies of the state in education.

All Orissa federation of teachers' organisations emerged as a broad democratic platform in response to the inhuman conditions of teachers in private institutions and the continuous movement brought better service conditions as well as better education. Other teachers' associations are there and they join common platform on specific issues but do not sustain. However, after the onset of neo-liberal policies in the state, the policies of the state have divided the teachers into many categories and obviously weakened their unity. The teachers and their leaders at present have not been able to overcome their differences to fight united for better service conditions which is necessary for quality higher education. The teachers' organisations in the state have mainly concentrated on the issues of their service conditions and have neglected on the role and duties of teachers in providing quality education or at least this is the general impression on the teachers' organisations in the state. The press plays a powerful role in the field of higher education as it can create an opinion favourable to quality higher education and it can bring the deficiencies in this regard to the knowledge of the public. However, despite its positive role, the press in Orissa, particularly the mainstream press has not been critical of the privatisation of higher education in the state. In a broader context, every organisation or group in the civil society has a stake in education or higher education. So, the problem of quality higher education cannot or should not be confined to some stakeholders only nor it should be stakeholder specific. The entire society has a stake in quality higher education.

Conclusion

Quality higher education is directly linked to the development of a society and it is more relevant to a society with multiple forms of inequalities and exclusions like that of Orissa. Higher education without quality is a skeleton without flesh and blood. And quality cannot be delinked from equity and access. All the three in combine make a system of higher education inclusive and relevant to the majority of the population without any exclusion. Quality higher education under a set of neo-liberal policies is self contradictory

because commercialisation of higher education transforms quality into a commodity in the market and excludes those who are unable to afford. In the process, it reinforces the existing inequalities and exclusions in the society as the poor are excluded from quality higher education. As most of the tribal, dalits and backwards are poor in Orissa, their empowerment through higher education will not be possible through commercialisation of higher education. Even if the existence of the commercial institutions of higher education is accepted in the face of the argument of lack of funds of the govt, it cannot be allowed to occupy a dominant position in comparison with the public-funded education system. There must be social control of these commercial institutions of higher education which should include the fees collected from the students, admission process with reservation, course content, examination process, service conditions of the faculty and others, their recruitment, infrastructure, mechanism to upgrade the knowledge of the faculty etc. There must be a comprehensive legislation in this regard in the state. On the other hand the public-funded higher education system must be revived and put to a dominant position. The governance of higher education should ensure minimum standards of instruction, minimum working days, working hours, tutorials, term papers, workload of teachers, etc. The monitoring mechanism should be effective to ensure accountability. The knowledge of the teachers should be updated regularly and the academic staff colleges need to be serious than ritualistic. Assessment is an important component of quality and it should be regular and free of irregularities. Bureaucratic strangulation has been an impediment in the way of the autonomy and quality of higher education in the state. Corruption has been another factor affecting quality education. The govt. has a primary role in eradicating the above two problems. The three basic components of quality higher education, quality of content and technique, quality of teachers and quality of infrastructure should be given top priority. The public funded higher education system should be defended at any cost in the larger interests of equitable, egalitarian, democratic social order. And everybody has a stake in it.

AIFUCTO

ALL INDIA FEDERATION OF UNIVERSITY & COLLEGE TEACHERS' ORGANISATIONS

(Regd. Under Act XXI of 1860)

SAVE EDUCATION PROGRAM

SAVE EDUCATION : SAVE INDIA

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 be 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.
- i. 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

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