

# AN AIFUCTO MONTHLY

# Teachers' Movement

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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 journey of All India Federation of University & College Teachers' Organisations commenced fifty years back - precisely on 24th April of 1962 in U P College, Varanasi-the holiest of holy lands in India. The few scores of teachers who had gathered there "took one small step" that was to prove " a giant leap for" lacs and lacs of teachers working in the tertiary sector. The tiny seed planted that day, by our far-sighted forefathers - the AIFUCTO -has grown into a mighty banyan, from whose refreshing shade and cool airs we draw solace and strength today. The AIFUCTO is indeed a mighty banyan. It is the largest union of teachers working in the tertiary sector in the entire world as acknowledged by the UNESCO.*

*The AIFUCTO was conceived and delivered of, in the ambience of post independent vision and enthusiasm of nation building. No wonder, the organization is dedicated to strengthening public-funded education and the cultural plurality of the country . The AIFUCTO remains a single, strong monolithic structure resisting the tide of anarchy and dismemberment that has tragically befallen on many a national union of workers, physical or cerebral. To day we are the only all India union not to split on narrow lines or sectarian beliefs.*

*We can feel pardonable pride in walking on the path carefully laid down for us., We relentlessly struggle to save and strengthen public funded education. The predatory forces , always greedy for more and more profits, are trying day in and day out, to gobble up our colleges and universities: the indefatigable AIFUCTO fights back relentlessly.*

*Along with its struggle to keep alive the flame of freedom in the higher education arena, the AIFUCTO has been striving hard to ensure a position of honour for college and university teachers in India. Over the last five*

*decades, the organization engaged with four different pay committees-leading to remarkable improvement in pay structure and service conditions-and scores of initiatives by the governments in the name of reforms. Today the MHRD is convinced that if the best talent is to be attracted to teaching the salaries should also be the best. The AIFUCTO played no mean role in this precious wisdom dawning on policy makers. In its long march,, the AIFUCTO was constrained to resort to the use of the weapon of nation-wide strike only when all avenues of dialogue failed to resolve the issues.*

*The occasion of Golden Jubilee signifies both the celebration and reaffirmation of the principles for which the AIFUCTO as a movement stands firm and unflinching. It can be asserted that the AIFUCTO will cherish and continue its true democratic structure and functioning.*

*The Federation has always, remained alive to contemporary issues, made objective analyses and expressed considered opinions. In the context of very fundamental changes taking place on a global perspective, the AIFUCTO intervened on a regular basis and contributed valuable insights.*

*The AIFUCTO movement marches on. We reaffirm our faith in the movement and take a pledge to strengthen the movement in the days to come as we believe the task ahead would be a more difficult one and we should be ready to face turbulent days .But the legacy of the fighting spirit we inherited from our visionary leaders will provide guidance and we have full confidence in our lakhs of members, who are our real strength. .we bow our heads to our leaders who made great sacrifices to build up the movement from a very modest beginning way back in 1962, in a great city on the banks of the Ganga, the symbol of a perennial and auspicious journey.*

*Congratulations to all our members and well wishers.*

**LONG LIVE AIFUCTO!**

# 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)

Dear Friends,

Date: 12-5-2012

## GREETINGS & CONGRATULATIONS

The AIFUCTO, representing more than five lakh teachers, has now completed fifty years of glorious existence. The united movement of teachers in the higher education sector has proved many a times the vibrancy of the AIFUCTO. Let us take a pledge at this historical moment that we shall strengthen our organisation.

I am proud to inform you that a number of affiliates have taken up programs to celebrate the occasion in a befitting manner.

I have been in constant touch with the MHRD and UGC in connection with our demands

The focal points of the discussions have been:

- The payment of arrears by the Central Government.
- Removal of anomalies in the UGC Regulations including scrapping the unrealistic point system for CAS.
- Extension of the dates of RC/OC up to 2014.
- The Ph. D. Regulation be prospective and not retrospective.

We understand that there has been some headway in respect of our demands.

In the meantime I have received communications from HRD and Finance Ministries that the matter of payment of arrears is under consideration of the Govt. of India. I have informed the ministries that the NEC has decided to launch a HUNGER STRIKE Program in Delhi and state capitals if the problem of arrears is not resolved.

## THE HUNGER STRIKE PROGRAM

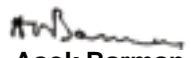
Please take all preparations to make the HUNGER STRIKE program most effective. All affiliates will have to send select members for the program. The dates will be informed soon.

Please prepare a record of the teachers (along with their address and phone numbers) who need the extension of RC/OC date. Also ensure that all of them fulfill the requirements as early as possible.

## DOCUMENT FOR RC & OC DATE EXTENSION

All Zonal Secretaries of AIFUCTO have been requested to collect information regarding the teachers (Names, addresses, phone numbers) and send the same to the General Secretary as early as possible.

Wish you all the best.

  
Asok Barman  
General Secretary



**United Nations**  
**The Universal Declaration of Human Rights**

**FORWARD**

***On 10 December, 1948, the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights, the full text of which appears in the following pages.***

***After this historic act, the General Assembly called on all Member States to ensure that the Declaration is "disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories."***

***The pursuit of human rights lies at the heart of the mission of the United Nations. It underpins the hopes of millions of people for a life in freedom, security and prosperity. The Universal Declaration of Human Rights remains as relevant today as it was on the day it was adopted. I hope you will make it part of your life.***

  
**Ban Ki-moon**

Secretary General

*All human beings are born with equal and inalienable rights and fundamental freedoms.*

*The "United Nations is committed to upholding, promoting and protecting the human rights of every individual. This commitment stems from the United Nations Charter, which reaffirms the faith of the peoples of the world in fundamental human rights and in the dignity and worth of the human person.*

*In the 'Universal declaration*

*Human 'Rights, the United Nations has stated in clear and simple terms the rights which belong equally to every person.*

*These rights belong to you.*

*They are your rights. Familiarize yourself with them. Help to promote and defend them for yourself as well as for your fellow human beings.*

**Preamble**

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

**Article 1:** All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

**Article 2:** Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

**Article 3:** Everyone has the right to life, liberty and security of person.

**Article 4:** No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

**Article 5:** No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

**Article 6:** Everyone has the right to recognition everywhere as a person before the law.

**Article 7:** All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

**Article 8:** Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

**Article 9:** No one shall be subjected to arbitrary arrest, detention or exile.

**Article 10:** Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

**Article 11:** (1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

**Article 12:** No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

**Article 13:** (1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

**Article 14:** (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

**Article 15:** (1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

**Article 16:** (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

*(Contd. on Pg. 8)*

# Indians popping more antibiotics

Kounteya Sinha | TNN

**New Delhi:** There has been a six-fold increase in the number of antibiotics being popped by Indians. This includes the retail sale of Carbapenems – powerful class IV antibiotics, typically used as a “last resort” to treat serious infections caused by multi-drug resistant, gram-negative pathogens.

Research by the Centre for Disease Dynamics Economics and Policy (CDDEP), Washington DC, has found that retail sale of Carbapenems increased six times – from 0.21 units per million in 2006 to 1.23 in 2010, raising serious fears of resistance to these drugs.

The Centre said that based on pharmaceutical audit data from IMS Health’s Multinational Integrated Data Analysis System (MIDAS), the size of the Carbapenem retail market in India was \$27.4 million (Rs 119.4 crore) in 2010

which is actually a small share of the \$1.7 billion (Rs 7,953 crore) anti-infectives market, and \$10 billion (Rs 46,787 crore) total pharmaceutical market.

India consumes fewer Carbapenems per capita than Pakistan. In 2010, a total of 1,753,740 units of Carbapenem antibiotics – usually dispensed in 1g vials – were retailed in pharmacies throughout India and Pakistan (1,457,246 and 196,494 in each, respectively). When adjusted for population, Indian per capita consumption in 2010 was 27% lower than that of Pakistan: 1.25 units per million populations versus 1.7.

CDDEP research analyst Nikolay Braykov told TOI from Washington. “Indian Carbapenem consumption grew at more than twice the pace of Pakistan between 2006 and 2010: there was nearly a six-fold increase. In Pakistan, the same market grew 2.5 times, from 0.68 to 1.7 units

## NOT A HEALTHY TREND



The health ministry has been worried about India’s overuse of antibiotics. India had made plans to ban the availability of the latest generation of antibiotics from general pharmacies

per million populations. The data covers the retail pharmacy channels, estimated to account for 80% of the total pharmaceutical market in both India and Pakistan.”

CDDEP said the highly competitive domestic pharmaceutical industry in India could play a role in the rapid growth of Carbapenem overuse. Based on search of the CIMS, there are over 55 brand names of Carbapenem antibiotics retailed on the Indian market.

“This is a lot, considering Carbapenems are a relatively new antibiotic class with only four drugs: Meropenem (most popular in India), Imipenem/Cilastatin, Ertapenem and Doripenem (the newest and most expensive one). By comparison, there were only six product names in Pakistan and five in the US,” Braykov said.

The health ministry too has been worried about India’s overuse of antibiotics. India had made plans to ban

# India to face caste heat at UNHRC

## Human Rights Groups To Raise Issues Regarding Sexual Abuse

TIMES NEWS NETWORK

**New Delhi:** As India prepares for its universal periodic review at the UN Human Rights Council (UNHRC) on May 24, it will be New Delhi’s turn to come under global scrutiny, particularly on caste as a persistent form of discrimination in the country.

India will resist, saying that the caste system, no matter how reprehensible, is not a form of racism and that the nation has a large system of affirmative action to correct these social ills. Indian officials maintain that these campaigns smack of a political agenda.

Already international hu-



India will resist saying that the caste system is not a form of racism and that the nation has a large system of affirmative action to correct these social ills

man rights groups are preparing to hold India’s feet to the fire on a number of issues, including torture, sexual abuse, etc. Leading the charge, Human Rights Watch (HRW) has issued its first statement. “UN member states should make ending caste-based discrimination a

priority when they review India’s human rights record at the UN Human Rights Council in late May 2012,” HRW and the International Dalit Solidarity Network (IDSN) said.

“Numerous UN human rights bodies and civil society groups are demanding that

the Indian government move from promises to action to improve the lives of people who have long endured horrific discrimination.”

“It would be a great injustice to over 160 million Dalits in India if the UN review of India’s human rights record does not directly and comprehensively address serious concerns for the ongoing human rights violations against them,” said Julie de Rivero, HRW’s advocacy director. “India all too often sweeps caste discrimination under the rug,” said Rikke Nöhrhild, coordinator of IDSN. “The upcoming UN review provides an opportunity for the Indian government to demonstrate a genuine commitment to ad-

## than ever: Study

the availability and over-the-counter sale of the latest generation of antibiotics from general pharmacies in a bid to end the country's obsession with popping pills. However the plans were shelved.

Just days before the drug controller general of India was to notify Schedule H1, the health ministry decided that a "broader consensus was required" and withheld its notification. As many as 90 antibiotics would have been brought under the new schedule. There would have been strict curbs on the sale of these antibiotics.

The schedule would have had two parts—Part A having 16 drugs and antibiotics that would be sold directly by drug manufacturers to the tertiary care hospitals. These drugs would have a label with a red box and would be marked as for use in tertiary care hospitals only. Part B had 74 drugs and formulations that would carry the warning 'It is dan-

gerous to take this preparation except in accordance with the medical advice', and 'Not to be sold by retail without the prescription of the doctor'.

Part A included drugs like Moxifloxacin, Meropenem, Imipenem, Ertapenem, Doripenem, Colistin, Linezolid and Cefpirome. Part B included drugs like Gentamicin, Amikacin, Penicillin, Oxacillin, Zolpidem, Cefalexin, Norfloxacin, Cefaclor and Cefdinir.

Even director of Centres for Disease Control Atlanta chief Dr Thomas R Frieden, who was recently in India, told the TOI in an exclusive interview that drug resistance due to irrational use of antibiotics will increase in the future. "It is very important that India came out with a policy to control irrational use of antibiotics. Superbugs like NDM1 and drug resistance are definitely major threats," Dr Frieden said.

## meet And Torture

dress the full extent of this problem. UN member states have an obligation to demand that the rights of those discriminated against on the basis of caste not be ignored."

HRW will demand that India be taken to task for non-implementation of its UPR Recommendation 1 to expedite ratification of the Convention against Torture and its Optional Protocol. India, they say, also failed to implement UPR recommendation 12 to ratify the Convention against Enforced Disappearance.

India has been clashing repeatedly with human rights organizations on issues like caste and other human rights violations.

PRESS CUTTINGS

## 27% docs, 63% nurses only exist on paper

TIMES NEWS NETWORK

**New Delhi:** Around 27% of India's registered doctors and almost 63% nurses aren't active anymore.

Union health ministry's presentation to the consultative committee, which included several MPs, admitted to some worrying trends in human resources in health.

According to joint secretary in the ministry Dr Vishwas Mehta's presentation, the Medical Council of India (MCI) has 7.5 lakh doctors registered under it. However, Union health ministry's scrutiny has found that two lakh of the registered doctors aren't working anymore. Of the 10.7 lakh nurses registered, six lakh don't exist.

At present, there is only one doctor for every 2,000 population. The target is to have one doctor for every 1,000 population. While the international nurse to doctor ratio is 3:1, India's count stands at 1.5:1.

Besides, the number of female allopathic doctors (medical graduates with a bachelor's or postgraduate specialist diploma or degree registered with the Indian Medical Council) is abysmally low: Only 17% of all allopathic doctors and 6% of allopathic doctors in rural areas are women. There is less than one female allopathic doctor per 10,000 population in rural areas (0.5), whereas it is 6.5 in urban areas.

Union health minister Ghulam Nabi Azad informed the Committee that the minis-



try is giving a special push to nursing education.

"During the last two years, the ministry has sanctioned 132 Auxiliary Nurse Midwives (ANM) and 137 General Nursing Midwifery (GNM) schools all over the country. These 269 schools will produce an additional 20,000 nurses every year. Six nursing colleges are also being established at the new AIIMS being set up under the Pradhan Mantri Swasthya Suraksha Yojana and these will be functional by next year," Azad said.

A skewed distribution of medical colleges is another big problem. The ministry's presentation said 45% of medical colleges are located south India, with 47% of the MBBS seats. North India is home to 17% of the medical colleges, with 16% of the MBBS seats. Western India accounts for 21% of colleges and 22% of the MBBS seats.

In comparison, central India has 5% of medical colleges and 5% of MBBS seats, east has 10% of colleges and only 9% MBBS seats. Northeastern states are most neglected. It has only 3% of medical colleges and 3% MBBS seats.



(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

**Article 17:** (1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

**Article 18:** Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

**Article 19:** Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

**Article 20:** (1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

**Article 21:** (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

**Article 22:** Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

**Article 23:** (1) *Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.*

(2) *Everyone, without any discrimination, has the right to equal pay for equal work.*

(3) *Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.*

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

**Article 24:** Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

**Article 25:** (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

**Article 26:** (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

(Contd. on Pg. 10)

## GIVE THE PROFESSOR A RAISE

**Philip G. Altbach**  
**Iván F. Pacheco**

Salaries and the terms of faculty appointments and promotion are central to the well-being of the academic profession and its contributions to the university. If salaries are inadequate, the “best and brightest” will not be attracted to academe, and those who do teach will be obliged to moonlight, diverting their attention and dedication from their academic work. Additionally, without appropriate contracts and appointments, there is a limited guarantee of academic freedom or expectation of either a stable or satisfying career. Furthermore, in a globalised world, salaries in one country affect academe elsewhere, as professors are tempted to move where remuneration and working conditions are best.

Yet, only limited research is available about these issues, within a specific country or comparatively. Comparative studies on academics in many countries are complex, as data are often difficult to obtain; and exchange rates and the standard of living vary across countries. The research provided data using purchasing power parity, which permits more realistic salary comparisons. The project reveals key trends in 28 diverse countries on all continents.

### **Salaries and remuneration**

This research, not surprisingly, found significant variations in academic salaries worldwide. As a general rule, salaries were best in wealthier countries, although there are significant variations among them, with the English-speaking academic systems generally paying more than those in continental Europe. Russia and the former Soviet states pay quite low salaries, even when their economies are relatively prosperous. There were a few surprises. India ranks comparatively high in salaries. China, on the other hand, has invested heavily in its higher education system, particularly in its research universities; yet average academic salaries rank at the bottom.

It was also learned that, in many countries, salary alone does not convey a complete picture of compensation. Academics also depend on other payments and subsidies, from their universities, and

other sources - to make up the total remuneration package. Chinese universities, for example, provide a complex set of fringe benefits and extra payments to their academic staff for publishing articles, evaluating extra examinations, and for other campus work. In North America and western Europe, salaries are the main academic income - while elsewhere this does not seem to be the case.

In many countries, salaries are too low to support a middle-class life style locally, and other income is needed. In many of these places, moonlighting is common. Many academics teach at more than one institution. Indeed, the burgeoning private higher education sector in many countries depends on professors from the public universities to teach most classes.

### **Contracts**

The terms and conditions of academic appointments and subsequent opportunities for advancement available to the academic profession are also of central importance. Among the group of 28 countries, few offer a formal tenure to the academic profession, thus perhaps weakening guarantees of academic freedom and providing less job security. Tenure arrangements, awarded to academics after a careful evaluation of performance, seem largely limited to the United States, Canada, Australia, the Netherlands, and South Africa in the study. In one country, Saudi Arabia, local academic staff receive permanent appointments at the time of hiring. Some continental European countries provide civil service status to academics in the public universities, and this also provides significant job security. In fact, in most countries, few are fired and few are seriously evaluated. There is a kind of de facto tenure that provides long-term employment for most, without either a guarantee or any means of careful evaluation.

A number of important variations exist in requirements to enter the profession or (when available) to qualify for a tenured-like position. In many countries, a doctoral degree is requisite to become a university professor. In certain European countries (Czech Republic, France, Germany, Russia)

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a habilitation - similar to a doctoral dissertation - is needed, in addition to the doctoral degree, to achieve the rank of professor. In other countries, a simple bachelor's degree is sufficient to be hired as a university teacher. In countries where a PhD is not required, there is a trend to demand higher qualifications; and the master's degree is becoming the minimum requirement, even if it is not mandatory by law.

### **International mobility**

Among the countries that pay the best salaries, there are some that benefit from an inflow of academics from less-wealthy countries. Australia, Canada, the Netherlands, Saudi Arabia, and the United States benefit the most from the migration of academic talent. In contrast, many of the countries paying the lowest salaries are considered "sender" countries and some (Armenia, Ethiopia, Israel and Nigeria) have implemented programmes, in which better salaries and working conditions are part of the strategy to attract or retain national and international scholars. In their quest to build world-class education systems, China and Saudi Arabia are aggressively pursuing international faculty, mostly from English-speaking countries, as well as their own expatriates. In the Chinese case, it has resulted in a big gap between the salary of local professors and international/repatriated ones. Finally, there are countries that are both "senders" and "receivers." For example, South Africa attracts professors from other African nations, but at the same time it frequently suffers brain drain to En-

glish-speaking countries - such as, the United Kingdom, Australia, and the United States.

### **Conclusion**

This research shows a range of realities for the academic profession. Some countries offer reasonable salaries and secure and transparent career structures for academics. The English-speaking countries included in this research - Canada, the United Kingdom, Australia, to some extent South Africa, and the U.S. - fall into this category. Western European countries that offer civil service status to academics typically provide decent working conditions and compensation. But even in these nations, the professoriate is inadequately compensated when compared to other highly educated professionals. For the rest, and this includes Russia and the former Soviet Union, China, Latin America (except Brazil), and Nigeria, salaries are low and contracts often lack transparency. India offers reasonably good salaries.

A global comparison presents an array of realities - few of them extraordinarily attractive - for the professoriate. This situation, at least for the 28 countries examined in this research, is certainly problematical for countries at the centre of the global knowledge economy. For academics in those countries with quite low salaries - such as China, Russia, Armenia or Ethiopia - the academic profession faces a crisis. In general, it seems like professors are not considered the elite in the knowledge economy. Rather, they tend to be seen as a part of the skilled labour force that such economy requires.

*(Contd. from Pg. 8)*

**Article 27:** (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

**Article 28:** Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

**Article 29:** (1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

**Article 30:** Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

## LEARNING BY ROTE PREVALENT IN TOP SCHOOLS TOO

Some children are showing disturbing insensitivity to social issues, says a WIPRO-EI study

*K. Venkataramanan*

Among Mahatma Gandhi, Indira Gandhi, Rajiv Gandhi and Sonia Gandhi, who is still alive? Only a little over a third of class 4 students interviewed as part of a five-city school survey in India got this one right, with a small percentage saying it is Mahatma Gandhi. As many as two-thirds of students, also from class 4, who were asked to state the length of a pencil - placed against a ruler - could not give the right answer.

Nearly half the students in classes 4, 6 and 8 thought the shape of a square object would change if it is tilted. And about 45 per cent of students in these classes seemed to believe that a spider has six legs, despite the arthropod being described or named as 'eight-legged' in almost all Indian languages.

These findings are not based on responses from underprivileged children going to State-funded schools in rural areas. These are drawn from 89 of the country's top schools, each of which had a library, a laboratory and enough computers, and 93 per cent stated they had internet facilities. And 63 per cent of the parents of these children hold a degree, post-graduate degree or doctorate, and more than 41 per cent of the fathers were into their own business.

The significance of this study is that it shows that even the country's top schools exhibit signs of rote learning. And in their formative years, children in primary and upper primary classes show "lower sensitivity" and "demonstrate lack of progressive thought" on issues related to gender equality, acceptance of diversity and in civic responsibilities.

In a telling instance, 40-43 per cent of students in classes 4, 6 and 8 felt that education for a girl is not as important as her responsibility towards her family; and in another, nearly 60 per cent of students showed less acceptance towards immigrants from other States, as they felt that "immigrants have to conform to the State's traditions, take away jobs from natives and also are a source of communal disagreements."

On the academic side, the performance of class 4 students was below international average, but by the time they reach class 8, they are on a par with the global average. And even here, it is

due to doing better in answering questions that require straightforward use of techniques or learnt procedures and not those that tested their conceptual understanding. Another significant finding is that misconceptions acquired in lower classes continue in higher classes without any correction.

### **The extent of the study**

These are some of the findings of a 'Quality Education Study' (QES) by Wipro and Educational Initiatives (EI), covering 23,000 students, 790 teachers and 54 principals from 89 schools across the country. While the study aimed at expanding the understanding of 'quality' in school education and attributes of a sound learning environment, it has thrown up interesting insights into learning outcomes both in terms of scholastic performance and student attitudes towards various social issues.

Eighty-three 'top schools' from Delhi, Mumbai, Kolkata, Chennai and Bangalore, as identified in a public opinion survey in 2006 by Wipro-EI as part of their 'Students' Learning in Metros Study' in these five cities were chosen for the study. Six more schools, out of 10 identified by experts, as learning environments that needed to be included, were also roped in. These 89 had agreed to participate in the study out of 255 that the study team approached. A sub-sample of 16 schools was chosen for focus group discussions.

Another salient feature of the QES is that student performance seems to have fallen since 2006, when a study on learning in the metros was done. While 64 schools were common to both studies, students performed lower in QES, with the fall being more pronounced in mathematics (in both classes 4 and 6) and English (class 8).

### **On critical thinking**

Drawing a correlation between the students' lack of critical thinking and their views on social issues, the study says, "Rote learning is often deceptive and passes off as apparent learning, but does not let students develop higher order thinking skills such as critical thinking, creativity and application. Students who do not develop these skills also will not be able to think rationally and discriminate between what is good or bad in various social and ecological issues being faced today."

Responding to a question on HIV infection, nearly 40 per cent of students of class 8 either said HIV positive people should be avoided as one could get infected by going near them or that they should not be allowed to use public facilities such as pumps and toilets. Only 37.5 per cent said HIV positive people are capable of participating in everyday life like those with any other disease. In a question related to citizenship issues, 18.6 per cent of students said they would vote on the basis of caste affiliation, while 60 per cent chose either a candidate who promised development or one who worked for the underprivileged.

In similar questions concerning the environment and traffic rules, the ideal answer that would show that students are aware of their civic responsibilities eluded more than half the students interviewed. Of course, the trend improves as one moved to the higher classes, but the study's authors feel that schools are not doing enough to address the problem. It was possible that the students are not evolving their own thinking and discrimination, or that they are mimicking opinions that society or their families may have on social issues. "Some of them indicate a bias that may over time grow into prejudices," warns the report.

The study recommends a large-scale awareness campaign among schools on notions of quality, as "while there may be many notions on what constitutes quality education, there is likely to be unanimous agreement in that schools should be places where students develop holistically." It suggests a structured process of speaking to children and carefully listening to their answers to understand the thinking behind student responses to different social, cultural, civic and ecological issues.

Recalling that the National Curriculum Framework says education must promote and nourish a wide range of capabilities in our children such as the performing arts, painting, crafts, literary abilities and ability to bond with nature, the study says: "schools are not able to devote more than 19 per cent of school time to co-scholastic activities. Principals confirmed that while co-scholastic areas are very relevant, in practice, not much emphasis is placed on these in the curriculum."

#### **Takeaway from the study**

Sreekanth Sreedharan, Manager, WIPRO Applying Thought in Schools, a WIPRO initiative for school education reform, concedes that some negativity flows from the report, and agrees that

students should not be judged too harshly based on this study. However, after the study, one gets a feel of what kind of education one gets in the elite schools in the country. "In the public discourse, there is a feeling that everything is fine in private schools, but this study helps us understand where we stand on three aspects: how our students tackle conceptual questions, how they fare in comparison with international standards, and whether learning has improved or fallen over a period of time within the country."

He says the questions were framed in line with international standards and on a par with similar studies abroad. "They are assessed age-appropriately. In fact, we are comparing the best in India with the average in OECD countries," he says, referring to studies such as the 'Progress in Reading Literacy Study' (PIRLS).

#### **The first step**

Vyjayanthi Sankar, a Vice President in Educational Initiatives, who led the research and analysis team that executed the study for EI, an educational research organisation, says: "What is meant by quality education? Do children in our schools learn with understanding, are they developing holistically and also acquiring values like sensitivity and concern for others? What would one find in quality learning environments in terms of school leadership, teaching learning practices, classroom climate, etc? The study was a first step towards addressing some of these concerns."

#### **Salient features**

- Even top schools exhibit rote learning
- Performance of class 4 below international average, but class 8 on a par
- Students perform better on procedural questions, but not conceptual ones
- Misconceptions of lower classes carried through to higher classes
- Fall in learning/performance since previous study in 2006
- Some students show lower sensitivity on social issues such as gender equality and religious/cultural diversity
- Signs of bias that may grow over time into prejudices
- Awareness campaign recommended in schools to dislodge biases
- Classrooms where physical punishment is not practised show higher performance

*Courtesy: The Hindu*

## VISION FOR A NEW NALANDA

*Professor Amartya Sen answers questions on the making of a dream university.*

*Nalanda University, the world's oldest centre of higher learning, is being re-established through an Asian initiative, involving India, China, Singapore, Japan and Thailand. Amartya Sen, Professor of Economics and Philosophy at Harvard University, is chairman of the Interim Governing Board of Nalanda University. Professor Sen, the recipient of the 1998 Nobel Prize in Economics, believes that Nalanda stands for the passion of propagating knowledge and understanding. It was a residential university, and at its peak had 10,000 students from many countries, especially China, Korea, Japan, and Turkey, studying various subjects.*

### **What was the original ethos behind Nalanda University?**

Old Nalanda as an educational institution was fully dedicated to the pursuit of learning. It was committed to educational excellence. Indeed, because it was largely successful in achieving and maintaining excellence that Nalanda attracted foreign students - from China, Japan, Korea and elsewhere. The institution was Buddhist in terms of its foundation, but Nalanda's teaching and research were not confined to Buddhist studies. Indeed it was well-known also for what it offered in secular subjects such as health care, linguistics, and astronomy. Nalanda received patronage from Hindu kings (such as the Guptas) as well as from Buddhist kings (such as the Palas of Bengal). It was not, in any sense, a specifically Buddhist institution, but it was in the general Buddhist tradition of focussing on knowledge and understanding as ways of solving problems that pester humanity. It was also a "modern" institution - modern in relation to its time - in offering education that went well beyond religion, and included science (such as astronomy) and the pursuit of practically useful arts (such as public health care).

### **What is your vision for its future?**

Ever since I saw Nalanda for the first time as a child, I was completely bowled over by the vision it offered to humanity. I dreamt of bringing the great institution back to life, some day. As I continued to visit Nalanda through my teenage years, the idea of an outstanding centre for higher education at the great centre of ancient Indian civilisation, in Bihar, gripped me more and more. When Chief Minister Nitish Kumar approached me about helping them build a new institution near the old site, I was impressed to see how close his own vision was to what I had hoped would happen one day. I hope to see that dream being realised - at least the initial stages of it - before long. The fact that Bihar also has a lot of economic problems, including persis-

tent poverty, makes it even more necessary for the new Nalanda to offer educational opportunities for the useful arts (such as information technology, environmental studies and management), without undermining the more abstract investigations.

### **How was the Vice-Chancellor chosen? What qualifications were the Nalanda Mentor Group looking for?**

The post of Vice-Chancellor is meant to be open to any of the member-countries of the East Asia Summit, even though for the first Vice-Chancellor, the Nalanda Mentor Group had a preference for an Indian academic, with the practical ability to do things, to get the project moving. The four primary considerations that the selection committee had, on the basis of the deliberations of the Mentor Group, were: (1) academic excellence, (2) administrative ability, (3) interest in - and commitment to - the Nalanda university project, and (4) willingness to be based on the new campus in Nalanda to build an intellectual community there from scratch, and be fully involved with Bihar's problems and concerns.

Members of the selection committee talked with at least 20 people, sought their advice and also checked their own interest in being considered for the position, including living in Nalanda, as and when it becomes a functioning reality. From time to time, reports on these consultations somehow got leaked in Indian newspapers (even though the consultations and ascertaining of interest in being a resident Vice-Chancellor have sometimes been confused, in these reports, as "offers" having been made to this person or that). On the basis of all the information it had, the selection committee decided that the best feasible appointment would be Dr. Gopa Sabharwal, but it was willing to accept the possibility of appointing some other person from a list of three it gave to the Government of India. Dr. Sabharwal's academic qualifications are excellent (one of our advisers on the academic side was Pro-

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fessor Andre Beteille, a world-renowned sociologist); her administrative ability is well established; she is totally committed to the Nalanda project; and her involvement with Bihar and willingness to be based in Nalanda contrasted sharply with some others who could have been considered for the position. The Nalanda Mentor Group, which was authorised to make the selection, listed three names, including that of Dr. Sabharwal, but the government could have appointed any one of the three. The government offered Dr. Sabharwal the position of being Vice-Chancellor Designate, to be followed by being Vice-Chancellor as the legal formalities of the university are sorted out. The Mentor Group was very happy that she agreed to take on this job when she was approached.

I understand that in some parts of the media questions have been raised about whether someone who was not a "full professor" should have been chosen to be the Vice-Chancellor. I suppose an obsession with rank and status in our stratified society makes some people inclined to judge a person not by his or her qualities but by the person's position in the social hierarchy.

***Has the Vice-Chancellor, Dr. Gopa Sabharwal, started functioning, and what steps is she taking to get this big project off the ground?***

Dr. Sabharwal has made an excellent beginning in setting up the campus, with the help of the Bihar government (which has been impeccably cooperative), and also in planning the legal, administrative and academic arrangements. The first two faculties to be started will be environmental studies and historical studies, to be followed by others such as information technology and international relations. The work on setting up these faculties is very much on the way. Nalanda University, under Dr.

Sabharwal's leadership, has also established reciprocal relations with the Nalanda-Srivijaya Centre in Singapore and the Chulalongkorn University in Thailand, and, at an informal level, with the Peking University in China, through Professor Wang Bangwei of that University who, as an active member of the Mentor Group, has been involved in the planning of Nalanda. There will be a partnership with Korean and Japanese universities as also with leading American universities. These possibilities are now being explored. The making of the architectural plans for the campus and the buildings is in high gear right now, along with securing and looking after the land that the Bihar government has given to the university.

Unfortunately, Dr. Sabharwal still remains "Vice-Chancellor Designate" rather than being the actual Vice-Chancellor, because of administrative delays at the level of the Government of India, and this does hamper Dr. Sabharwal's ability to discharge her duties even more efficiently. The Board of the Nalanda University very much hopes that these delays would soon come to an end, which would help her do her job with even greater speed. The Nalanda University Act was passed in Parliament last November (in line with the recommendations of the Mentor Group), and it is anticipated that the administrative delays at the governmental level would soon cease.

***How will the university be financially viable?***

At the moment the bulk of the expenses are being met by the Government of India, through the Planning Commission, which is also helping in sorting out the administrative hurdles. There have been promises of contributions from abroad, both from governmental and non-governmental sources (from China, Singapore, Australia, Laos and elsewhere). But there is a long way to go in firming up the financial base of the university.

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