

# AKPCTA Bulletin

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## FOREWORD

The function of this Bulletin is threefold.

- \* to voice the grievances and demands of the teaching community of the higher levels of our educational set up;
- \* to give a true picture of the struggles waged by that community; and
- \* to stimulate purposeful thinking and meaningful discussion on problems of educational reconstruction and cultural revolution.

Our tasks, then, are immense. But we are not quite sure whether we have commensurate resources. We rely solely and entirely on your help and cooperation.

Of late, some amongst our ranks have slid into a state of smugness, persuaded by the belief that the system of direct payment has driven away all the evils that beset us. But we would remind them that the end of our efforts is not yet in sight.

We are striving for complete economic security and unqualified academic privileges. Then, we are also deeply interested in evolving a new system of education fully in harmony with the interests, ideals and aspirations of our great nation marching towards the goal of socialism.

A few peripheral concessions and high sounding promises that emanate from the powers that be and their acolytes should neither delude us nor divert us from our path of vigorous and united action. We have miles and miles to go.

Teachers all over the country are dissatisfied. They are dissatisfied with the educational organisation which is out of tune with the democratic impulses of this age. They are dissatisfied with the present educational system which is but a continuation of the colonial system imposed upon us by our British "masters". They are also dissatisfied with the meagre rewards they get for their onerous work.

Teachers of Universities and Colleges throughout the length and breadth of the country are making valiant efforts to protect their real wages in these days of spiralling inflation as well as to better their working conditions. They are also endeavouring to reform our educational system in a radical fashion. Our ultimate security is in our total identification with this fighting fraternity of teachers.

This Bulletin will try its best to clarify the issues before us, to highlight our demands and to give a fillip to the militant activities of the teachers of this state as well as to reflect the inspiring struggles outside.



# സ്വകാര്യകേരളജ്യോപകരണ അവകാശപത്രിക

1974 ജനുവരി 20ന് തിരുവനന്തപുരത്തു ചേരുന്ന എ. കെ. പി. സി. ടി. എ. യുടെ എട്ടാം കൺവെൻഷന്റെ ആലോചനയ്ക്ക് പ്രവർത്തനസമിതി തയ്യാറാക്കിയിട്ടുള്ള അവകാശപത്രിക(കേട്ട്)യുടെ സംഗ്രഹം ആണ് താഴെ ചേർന്നത്. ചൊത്തത്തിൽ മൂന്നായി പത്രികയിലെ ആവശ്യങ്ങളെ വിഭജിക്കാവുന്നതാണ്: (1) ശമ്പളപ്രശ്നം; (2) സേവനവ്യവസ്ഥകൾ; (3) നിയമസംരക്ഷണം എന്നിങ്ങനെ.

## പീഠിക

അവകാശപത്രികയുടെ പീഠികയിൽ, പുതിയ ശമ്പളസ്റ്റേയിൽ എ. കെ. പി. സി. ടി. എ. മുന്നോട്ടുവെച്ചിട്ടുള്ളതിന്റെ പുറകിലുള്ള യുക്തികരം സംഗ്രഹിച്ചിട്ടുണ്ട്. അധ്യാപകരുടെ സേവനവ്യവസ്ഥാമേഖലയുടെ കാര്യത്തിൽ നിഷ്കൃഷ്ടമായ ചട്ടങ്ങൾ ഉണ്ടായിരിക്കേണ്ടതിന്റെ ആവശ്യകതയും, റിട്ടയർമെന്റ് ആനുകൂല്യങ്ങളെ സംബന്ധിച്ച അസാധാര്യങ്ങളുടെ നിലപാടും തുടന്ന് വിവരിക്കപ്പെടുന്നു. സ്റ്റാഫ് പാരോൺ, വർക്ക്ലോഡ്, അധ്യാപക വിദ്യാർത്ഥി അനുപാതം എന്നിവ സംബന്ധിച്ച മതപ്രത്യേക രേഖ തയ്യാറാക്കി അസോസിയേഷൻ ഇരു യൂണിവേഴ്സിറ്റികൾക്കും ഗവണ്മെന്റിനും പരിഗണനയ്ക്കായി സമർപ്പിച്ചിട്ടുണ്ട്.

## സമരപത്രിക

അസോസിയേഷന്റെ അവകാശപത്രിക ഒരു സമരപത്രികകൂടിയാണ്. അവകാശങ്ങൾ പ്രഖ്യാപിക്കുക എളുപ്പമാണ്. പക്ഷെ, അവ നേടുകയോ? ഉറച്ച സംഘടനാബലവും സമരത്തിലെ അമൗലിയായതും ആണ് അവകാശസംസ്ഥാപനത്തിനുള്ള മാർഗ്ഗം.

## അവകാശങ്ങൾ

- താഴെ പറയുന്ന കാര്യങ്ങളാണ് അവകാശപത്രികയിൽ എടുത്തുപറഞ്ഞിട്ടുള്ളത്:
1. യു. ജി. സി നിർദ്ദേശിച്ച 700-1600 ശമ്പളസ്റ്റേയിൽ 1-4-71 മുതൽ പുതുക്കല പ്രാവശ്യത്തോടെ നടപ്പാക്കുക.
  2. സ്റ്റാഫ് പാരോൺ, വർക്ക്ലോഡ് തുടങ്ങിയ കാര്യങ്ങളിൽ യൂണിവേഴ്സിറ്റികൾ കോളേജധ്യാപകരുടെ അഭിപ്രായമാരാഞ്ഞു തീരുമാനമെടുക്കുക.
  3. യൂണിവേഴ്സിറ്റികളുടെ ശുപാർശകളെ ആസ്പദമാക്കി റിട്ടയർമെന്റാനുകൂല്യങ്ങൾ നടപ്പാക്കുക.
  4. എസ്. എൻ. കോളേജധ്യാപകരുടെ പ്രശ്നങ്ങൾ ഉടൻ പരിഹരിക്കുക.
  5. ഉപരിപഠനത്തിന് കോളേജധ്യാപകർക്ക് ഉദാരമായ സൗകര്യങ്ങൾ ഏർപ്പെടുത്തുക.
  6. യഥാക്രമം 12ഉം 15ഉം കൊല്ലത്തെ ലക്ഷ്യം സർവ്വീസിന് II ഗ്രേഡ്, I ഗ്രേഡ് നോൺ കോഡർ പ്രൊഫസ്സർ സ്ഥാനം നൽകുക.
  7. ജൂനിയർ ലക്ഷ്യമാരുടെ പ്രൊമോഷൻ സംബന്ധിച്ച പുതിയ കല്പനക്ക് 26-4-72 മുതൽക്ക് പുതുക്കലപ്രാവശ്യം നൽകുക.
  8. ഡിഗ്രി കോളേജുകളിലെ രണ്ടാം ഭാഷാവിഭാഗങ്ങളിൽ കോഡർ പ്രൊഫസ്സർ വേണം.
  9. ഡിഗ്രി സബ്സിഡറി വിഷയങ്ങളിൽ പ്രൊഫസ്സർ സ്ഥാനം.
  10. ജൂനിയർ കോളേജുകളിൽ വിവിധ വിഷയങ്ങളുടെ ഗ്രൂപ്പുകൾക്ക് പ്രൊഫസ്സർ ഗ്രേഡിൽ അധ്യക്ഷന്മാർ.
  11. പോസ്റ്റ്ഗ്രേഡുവേററ് വകുപ്പുകളിൽ രണ്ടാംഗ്രേഡ് പ്രൊഫസ്സറുടെ ഒരു പുതിയ തസ്തിക.
  12. ചെൻഷൻ സ്കൂൾ ഉൾപ്പെടെയുള്ള അറുപതു മുൻ സർവ്വീസുകൾ പരിഗണിക്കുക.
  13. കോർപ്പറേറ്റ് മാതൃകകളിലെ റെൻസഫറിന് ചട്ടങ്ങൾ.
  14. 6 എൻ. എസ്. എസ്. അധ്യാപകരുടെ 3 മാസത്തെ പിടിച്ചുവെച്ച ശമ്പളം ഗവർണ്മെന്റ് തിരിച്ചു നൽകുക.
  15. ട്രാവൻലർ, മദിരാശി സർവ്വകലാശാലയോട് അഫിലിയേഷൻ ചെയ്ത കോളേജുകളിലെ സംസ്ഥാന പുനർവിഭജനത്തിനു മുമ്പത്തെ സർവ്വീസ് നോൺകോഡർ പ്രൊഫസർ സർവ്വീസിനു പരിഗണിക്കുക.
  16. സ്വകാര്യ-ഗവർണ്മെന്റ് കോളേജുകളിലെ പ്രൊഫസ്സർ തസ്തികകളിലേക്ക് യഥാസമയം നിയമനം നടത്താൻ വ്യവസ്ഥയുണ്ടാക്കുക.
  17. സ്വകാര്യ കോളേജുകളിലെയും ഗവർണ്മെന്റ് കോളേജുകളിലെയും കോഡർ പ്രൊഫസർ സ്ഥാനത്തേക്കുള്ള പ്രൊമോഷന്റെ വ്യവസ്ഥകൾ എങ്കിലും ഉണ്ടാക്കുക.
  18. പ്രൈവറ്റ് കോളേജ് അധ്യാപകരുടെ സർവ്വീസിനും അവകാശങ്ങൾക്കും പുണ്യമായ നിയമസംരക്ഷണം ഉറപ്പുവരുത്തുന്ന വ്യവസ്ഥകളോടെ കേരള കാലിക്കാറ്റ് യൂണിവേഴ്സിറ്റി ആക്ട് കൾ സർവ്വീസ് പാസ്സാക്കുക.



# Educational elements in a socialist cultural policy

S SHUKLA \*

*[Societies undertaking deliberate, planned change have of necessity to clarify to themselves their goals and programmes in the sphere of education since it is one of the most effective means of cultural adaptation or revolution. The author, a distinguished educationalist, discusses the major problems in this connection.]*

All societies and states fashion and practise elements of deliberate policy in the field of culture. They vary only in the degree of explicitness or implicitness and the variety and multiplicity of the sources of initiative.

Societies undertaking deliberate, planned change have of necessity to make goals and procedures explicit both to the elite decision-makers and, for proper internationalisation and dissemination, to the people. There is also a greater tendency towards unification and centralisation of initiatives—the extent of polycentrism in the process being a function of the degree of open-endedness of the process of change.

## Education and change

Underdeveloped countries have had some precedents of planned change to examine and study in the period after the second world war, the most important being the Soviet experience. It may be useful to recapitulate briefly how education was used as an element of cultural policy of the socialist Soviet state. Marx and Engels had taught of the educative value of labour. The place of work at the core of the educative process is central to the Marxist theory of edu-

cation. For, among other reasons, education, like other elements in the superstructure, had to subserve the ends of building a classless society. Polytechnical education based on work would, in the classless society, ensure that manual and intellectual workers of different categories and specialisations will be able to change occupations according to personal taste and desire. Hence, the rigidity of the class system based on occupation need not, in principle, persist. In fact, because the polytechnical education of the polydextrous socialist man will, of necessity, have to be based on both manual and mental training and work, and because it would incorporate within itself all the basic elements of modern scientific knowledge as well as production processes, it would create a man familiar with and at home in various productive and social positions.

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\* The author is Professor of Education at the Jamia Millia Islamia, New Delhi. This paper was presented to the Seminar Towards a Cultural Policy for India at the Indian Institute of Advanced Study, Simla in June 1972. It will be published in the *Transactions* of the Institute as part of a larger contribution entitled "Educational Elements of Cultural Policy—a Socialist Perspective".



So both, process and product of education were directed towards creating the socialist man and finally the classless communist society.

### Practical problems

In concrete application, the following problems had to be faced. First, the problem of social transition; that is, an educational policy had to be worked out which assisted in the concrete social changes that were being brought about along the road to socialism. Second, the concept of polytechnicalisation had to be concretised or applied to the concrete reality of Soviet development. Finally, socialist education had to reckon with traditional culture, including the already established structure of education.

The Soviet Union was born in the midst of foreign intervention and civil war. This must have lent an edge to two aspects of Soviet policy viz., patriotism and loyalty to national culture(s) on the one hand, and on the other, stress on the hegemony of the working class which in any case was a basic Marxist proposition.

### Early Soviet experiments

We see in the early phase, Krupskaya proposing a child-and complex-based pedagogy which at once (a) minimised the role of teachers (so far coming from the "bourgeois" classes) and (b) took the child close to work. There was also a certain inclination towards relating Marxist ideas of polytechnism with the pragmatist pedagogy of Dewey in the United States.

Soon, however, in the phase of socialist construction of industry in the thirties, the need for stronger labour discipline

made it necessary to restore a teacher-based discipline in the school. This was also by now consistent with the working class bias of the socialist state, as, now, a cadre of teachers of working class origin and, or, educated during the Soviet era had emerged. In addition, it was also felt that the pedagogy of the complex-based of activities locally carried on may not (as has been the feeling with regard to Basic Education in India) be the most suited to an industrialising society as the technology of the industry and the scientific knowledge needed for the latter were far in advance of that afforded by the former.

Hence, much greater stress on formal teaching of science, mathematics and languages. For promoting the skills of the hand and the eye and of group work which had been the strong points of complex-method as much as of Basic education or of Dewey's pedagogy in USA, the extra curricular programme of the Pioneer and Komsomol organisations was considered not only adequate but more suitable, for it could quickly respond to the changing social and political requirements of the new society in a manner and to an extent, schools and teachers could not and perhaps need not.

There was never any question in the USSR of using any foreign language as the medium of instruction. There was strong stress on recruiting students of working class origin. To meet the emergent situation of the early years after the Revolution special efforts were made to arm the revolutionary classes, working people with knowledge through widespread and sustained programmes of literacy and political education mainly through the agency of the party and voluntary organisation but with the fullest participation of educational workers.



On the other hand, special efforts were made through evening and part-time instruction particularly in technical fields, so as to enable a working class leadership to emerge in the technical and production spheres. A special fact of this policy in the early period were the special academies (RABFAK) for the commissars with revolutionary experience and proved qualities of leadership who had little formal education but who by virtue of their leadership and initiative in the revolutionary struggle had established legitimacy of leadership in productive and other similar enterprises. All of these efforts were designed to develop a new intelligentsia and a leadership cadre of other than bourgeois and pettybourgeois origin.

### Evaluation of the experiments

It must now be stated in retrospect that this was a successful policy for the new socialist state. But the success attained was qualified. The fact that the very highest intellectual and professional circles in the USSR 40 years after the Revolution were still so substantially composed from among the old intelligentsia as pointed out by Khrushchev remains. It has to be understood that while a very broad dissemination of education, literacy and modern production took place, recruiting many very large new elements to the intelligentsia, the former intellectual *elites* themselves also adapted themselves to the new order. The struggle over the control of the Academy of Science in the thirties offers an illustration of the fact that while individual recalcitrant members persisted in the old ideas, basically the intelligentsia took to Marxist-Leninist viewpoints. In the circumstances, the Soviet State did not feel called upon to force the merging of the old intelligentsia into the working

people and, indeed, accommodated them in various ways within the new system. What took place was an expansion of the old intellectual elites with vast numbers of recruits of working class and peasant origin and their reorientation towards the ideology of Marxism-Leninism and modern science and technology rather than the creation of a totally new model of intelligentsia which might be recruited exclusively from working class and other toiling people origins and more important which might hold labour and popular culture in higher esteem than cognitive knowledge and traditional culture.

### The Soviet intellectual

In the accomplishment of this process, the policy of the Soviet State towards existing pre-Revolutionary educational structures and processes played a substantial role. There were substantial innovations, increased importance of science, and technology or the widening access to Education the basic structure and form of the Russian university and institute as well. But the school as also the pre-eminent position of the Academy of Science closely associated with the state were after an initial period of uncertainty, preserved, strengthened and marginally modified rather than radically altered. Experiments like those of Makarenko\* did not leave lasting or widespread impression on the average Soviet school. The teaching of language and literature, of the physical sciences and mathematics and of civic and ideological elements such as the Constitution of USSR and Marxism-Leninism have been essentially

\* Involving the collective and work as major educators for the building of a new type of personality were reserved for short term measures in connection with waifs and orphans following the period of the Civil War.



cognitive in content and formally didactic in method.

At the higher levels, selectivity on the basis of strict academic criteria, extolling of intellectual excellence in established terms as in the Western academic system is to be noticed. At the very highest levels, the academicians and others of their kind have been liberated from all necessity, provided utmost resources and freedom to pursue intellectual excellence. Thus, notwithstanding the recurrent debates about polytechnicalisation of education (e.g. how to combine studies with productive labour in modern enterprises and the need to relate knowledge to production) on the one hand, and on the other, the organisation by Young Communist League and Komsomol of *Subbotnik* labour to help the young identify with a social purpose, *the essential model of men promoted by Soviet education is an intellectually competent user and promoter of modern knowledge, of course, identified with Soviet Socialist society.* We must mention here also, of the widespread physical education and athletic activity, a matter connected both with the physical fitness of man and with his capacity to work for national defence. *With this exception, the whole of Soviet education can be seen as a means of refinement and dissemination of established culture—Marxist all right, but in continuity with established tradition.*

### Soviet system : continuity

To use an idiom from another context, the possibility of the "Little" tradition basically influencing the content and character of organised education has been minimal. The movement of ideas and norms is essentially *centrifugal* i. e. *from core to periphery*—rather than the other way round even as many elements of folk

culture are incorporated into the system. Popular languages are given a place in organised education and children from working classes are recruited to organised education in vast numbers. In a sense, this is inevitable. In the very nature of organised education, established, culture, "great" tradition forms the core of the stuff of education and the system performs an essentially disseminatory role.

### New compulsions

Yet, there are strands of educational thought in many and varied sources which point in another direction. Pragmatist educational thought sees in education the means of recreating culture & society. This is the major premise of democracy in education. As the twentieth century advances further forward, the authority of the past or established culture, values, or norms is questioned while the legitimacy of an open future is asserted more stridently. Stress on a variety and multiplicity of sources of cultural initiative is renewed and persistent

### Chinese experiments

Education, in this view, becomes not *disseminatory but creative.* It has the prospect of changing culture. From a totally divergent direction, viz, the Chinese cultural revolution, challenge to traditional and established culture issues. The "educational revolution" in China upto 1965 insisting on half-study half-work was soon to be inadequate until the very ideological base of domination of the old elite through its greater facility with the old culture was neutralised. Thus, putting the intelligent to work with people was only one way of bringing the two closer. The other was to put the concerns and idiom of the people at a more central place in the



organised system of education. This required, in the short term, a denigration of the traditional culture.

To what extent this ideal type represents prevalent; to what extent it represents only a temporary phase of broadening the cultural as class base of the intelligentsia to be followed by a new consolidation and crystallisation, to what extent it is inevitable for education particularly and for society generally to base itself on an established organised culture. These are questions we do not attempt to answer at present. The point now being made is that societies in change, planned deliberate change at that, have the choice of incorporating more, or less, elements of folk culture and "little" tradition within the staple core of their education. The more they do so, the less the possibility of older elites forming the core of the new elite, if elite this new society must have. (If they choose this alternative the traditionally established form of the university, the school, the authority of adult teachers will, however temporarily, have to be negated and in fact merged in other societal process e.g. political struggle economic production etc.)

### Tradition and modernity

In terms of this formulation, it is worth examining the current debate the relation of tradition to modernity. It is argued that for national continuity and consolidation of self-image and confidence, modernity has to be built on the base of tradition. But we need not assume that this tradition must necessarily be the "great" tradition. It can be a continuation of many little and folk traditions thus the cultural revolution need not represent such a break from tradition as to jeopardise continuity in society or psychological security of individuals. It may

only mean the substitution of the "little" for the "great", A continuity for the "people" rather than for the older elites. In institutional terms it may involve the substitution for the authority of adult teacher, the established university and institute by that of ad-hoc groups formed in the process of economic or social change or political struggle.

It appears also necessary to distinguish between two types of components of culture—the scientific and the humanistic—which are influenced by the foregoing discussion in different ways or at least to differing extents. The former is comparable to what in Marxist terminology is called the base and is relatively free of class—and social variation. The latter more comparable to superstructure is, on the contrary, very much so. It is the apparent class-free (or non-class) character of the former and its great importance/significance for socialist industrialisation which can provide a socialist society with a plausible rationale (or rationalisation?) for creating an old-style intelligentsia in this area. It may, become bases of privilege while the general humanistic and cultural education is more amenable to a cultural revolution, though not inevitably so. On the other hand, it is also arguable that in countries like China and India where the industrial and technological advanced sector of the economy is small though growing, its styles need not have too great an influence or visibility.

### Concluding comments

The real trouble, however, also lies with the basic structure of the institution of formal education. To the extent the older image of university, of school, of the "proper" type of intelligentsia is adhered to and propagated within the new and changing socialist society, to that extent



it is amenable to use for consolidating the old intelligentsia. However, temporarily the Chinese insistence, therefore, on doing the opposite in a thorough going manner even at the apparent expense of learning & skills ("expertness") does not merely achieve the objective of making intelligentsia more work-oriented and thus bringing it closer to the people ("redness"). It goes further and installs elements of the popular culture and tradition as parts of the desirable culture of the new society and the new intelligentsia. Thus, the educational process has to give up its primarily cognitive-skill-orientation but rather to take on an activity-cum-attitudinal orientation. The implication of this for the structure

of the institution of formal education is, again, merging the institution of formal education with other processes and activities, at least for the time being. Necessarily entailed is a certain destruction of the older image of education and, in fact, a loosening and blurring of the contours of education itself.

As it appears, this can perhaps only be a temporary phase. For, the growth of industry and new technology requires necessarily an opposite orientation in education. The question then arises as to the wisdom of first destroying and then again reconstructing the system of organised education, on an entirely new basis and in entirely new institutional forms.



## Rich nations spend more on education

LARGE-SCALE efforts and financial sacrifices in the education race have failed to prevent the continued widening gap between industrialised and developing countries.

With about one-third of the population and only a quarter of the young school-going people in the world, industrialised countries spent in 1968 ten times more money on education than the developing countries.

These facts are revealed in the recently published report by the seven-man international commission on the development of education set-up last year by the UNESCO.

The commission was headed by Mr. Edgar Faure, former Prime Minister and education minister of France and currently social affairs minister, and consisted of six other international education experts.

The commission based its 313-page study, published in the form of a book entitled "Learning To Be", on facts collected from and inquiries made throughout the world, taking into account a wide range of opinions provided by educationists, sociologists and researchers.

Figures provided in the report show that in 1968 the developed nations' expenditure on education rose to more than \$120,000 million and that of the developing countries to less than \$12,000 million.

The most serious aspect of this enormous difference is that it is growing larger. From 1960 to 1968, industrialised nations' educational expenditure increased from 3.2 per cent. to 4.80 per cent of their gross national product, which in turn, during the same period, increased by 78 per cent.

The educational expenditure of the developing countries' also went up in relation to their GNP which rose from 2.73 per cent to 3.91 per cent. their overall revenue itself increasing only by 62 per cent.

The consequence, the report says, is that industrialised regions' educational spending increased by 145 per cent. and that of developing countries by only 130 per cent.



# Some Aspects of Education in the Second Development Decade

Richard GREENOUGH

*[Experience acquired the past ten years has shown that the second Development Decade, by reaching out beyond mere quantitative targets, should seek specific improvements in the quality of education, including a redefinition of the role of education in terms both of the community and of the individual.]*

Regeneration of education is one of Unesco's key objectives during the second Development Decade. In one form or another, it is certainly the major problem of most general concern to Member States in reshaping their educational systems today.

Only through a regeneration, a re-thinking of the whole of the aims, purposes and machinery, including a reappraisal of results, can education systems be expanded, made more productive in keeping with today's needs and at the same time qualitatively improved to keep pace with the rapid evolution of knowledge.

Only by regenerating the ends and the means, the organization and the content of education, can one hope to escape from the dilemma of how to reconcile two equally urgent requirements: that of quantity, which is one aspect of the "democratization" of education, and quality, in other words productivity and the capacity to contribute to the progress of mankind.

Regeneration really means using resources to the utmost so that qualitative improvements match quantitative expansion, releasing the energies of a very considerable human potential which has too

long been inactive. This will provide greater opportunities for re-examination, reform and innovation in three spheres—those of technology, the intellect and morals.

Unesco's role will be not so much to add to existing resources as to liberate, mobilize, guide and, where necessary, assist national efforts which, it should not be forgotten, constitute the greater part—about 80%—of development resources, even in the Third World.

Though the emphasis in this second decade should be on quality, there are a number of quantitative imperatives: increase in teaching staffs and the raising of the school leaving age, both compulsory, so that gradually illiteracy, in particular, can be if not eliminated at least drastically reduced.

However, experience acquired during the past ten years has shown that the second Development Decade, by reaching out beyond mere quantitative targets, should seek specific improvements in the quality of education, including a redefinition of the role of education in terms both of the community and of the individual.



Several factors come into play in improving the internal productivity of education: the use of equipment, techniques and new teaching methods to increase the effectiveness of each person's efforts; the modernization or reform of curricula; the reorganization of the examination system; the adoption of new attitudes in the relations between teachers and students; the mobilization of all resources with a view to providing permanent education.

From the point of view of the community, particularly of economic development, productivity will be increased by better adaptation of curricula for both school and informal education and training. Hence, stress should be laid on the types of education which produce speedy results, such as the various forms of retraining, functional literacy work, rural leadership schemes, and mass information programmes. For the same reasons, more importance will be attached to vocational education and training, in school and on the job.

Education, in fact, will be increasingly seen as a lifelong process affecting people from all age groups, all classes and socio-economic groups. The clear cut distinctions between in school and out of school education, which have persisted for so long, are due gradually to fade. In this connexion, the growing importance now being attached to adult education can play an essential role, as was stressed at the recent Third International Conference on Adult Education, convened by Unesco in Tokyo in July-August last year.

Educational ends will no longer be defined in terms of participation rates to a number of years of education, culminating in a standard set of examinations, but will be diversified in terms of population

groups and use will be made of a variety of means (press, radio, TV, community participation, programmed instruction, computer assisted instruction, team teaching etc.), leading to a more individualized system of education.

For greater flexibility, progressive specialization should be envisaged in which each year of training prepares the student both for a certain level and type of employment and for continued training. Finally, it is recognized that a special effort is needed in the whole field of education, in order to ensure better adaptation to the general needs of development, taking into account the existing situation and the potential of the country concerned, so that modernization and regeneration is not limited merely to adopting imported innovations.

It is not likely that such a stage of educational development will be generally achieved in the seventies. It will take many years of experiment, research and improved knowledge in the behavioural sciences to organize a new system. However, Unesco's efforts will be directed towards helping the establishment of educational development centres, combining experiment and research with the production of materials (books, films and other forms of transmitting the 'software') and the training of teachers, educators, and specialists responsible for the use of such materials. In time, this will affect both school and out of school education, youth as well as adults, rural and urban workers and employers.

This second Development Decade should also help set the stage for a more rational measurement of achievements than the present examination systems, and a regular review and orientation of pupils passing through this process.



Unesco will mobilize its own efforts to assist Member States, as and when required, in the elaboration of alternative strategies intended to meet national objectives. Country programming will be implemented at three stages: educational policy and strategies, harmonization of external aid; and integration of the various programmes of Unesco in this sector.

By promoting greater access of the whole population regardless of age, sex, degree of attained literacy, schooling or training, mental and physical health and so on, Unesco should help Member States to bring lifelong education closer to reality. Moreover, the coming decade will see a strengthening of Unesco's programme for facilitating the access of girls and women to education and in particular, the concentration of increased attention to the needs of rural populations.

Efforts will also be directed by the Organization at retraining and adapting the training of teachers, administrators, managers, social scientists, communication specialists, so that they may become better equipped, more effective members of the teams of this new education. At the same time, innovations must prevail in redesigning education in science and technology, whether by its integration at all levels of the formal school systems or by encouraging specialization.

Greater facilities for part time and evening studies should be a feature in the seventies, pointing the way to a more democratized kind of university. In the

same way, the "service" function of the university to the surrounding community, in terms of facilities and resources, will render it more accessible to local demands.

This will involve incorporation of many of the characteristics of non-formal higher education into full time institutions such as: correspondence courses, equality of instructor and student, greater flexibility as regards academic and vocational areas, individually prescribed instruction, decentralization of learning, group work, etc. Thus, the new training programmes in university administration and university level pedagogy will be of special concern to Unesco.

Education in the seventies, therefore, can be expected to be fundamentally revised and regenerated towards new objectives and to have a new impact. Through increased flexibility, education, including professional or vocational training and retraining, will need to meet both short term and long term objectives. New training schemes will have to be devised to meet growing urban unemployment (or even under employment) one of the by products of rapid industrialization; improve the effectiveness of agricultural production, and offer school drop-outs the chance to learn new skills for re-entry into the labour force. More important still, the seventies should see a further step along the road to an improvement of the "quality" of life and adaptation to rapid and constant change, keeping in mind as the ultimate objective national development.

(UNESCO Chronicle)





# Fixation of Staff and Work-load

We give below a note submitted by Prof. M. R. Chandrasekharan, General Secretary, A K P C T A, on 25-11-73, to the Government of Kerala and the Universities of Kerala and Calicut on evolving a rational system of criteria for fixing work-load and staff-pattern.

The note was prompted by the discussions at the meeting convened by the Secretary to Government on 7-9-73.

1. All arts and Science Colleges affiliated to the Universities of Kerala and Calicut shall so regulate the admission of pupils and the sanctioning of divisions as not to exceed the strength prescribed for a class for the courses specified in column 1 below for the subjects noted in column 2.

1	2	3
Course	Subjects	Strength for each class
(a) Pre-degree	Arts/Science/Languages	80

Note: (1) No marginal increase will ordinarily be allowed; if at all allowed under special circumstances resulting from transfer of students from one college to another, such increase shall be limited to only five for the over-all strength of the course for each year. If the increase in numbers is more than five provision shall be made for an extra division to be opened

(2) For practical classes the batch strength shall be 20.

(b) Degree Course: B. A./B. Com./B.Sc.	(1) Languages including English and optional subjects for B. A. and B. Com.	60
	(2) Optional subjects for B. Sc.	48

Note: (1) A marginal increase may be allowed under special circumstances, but such increase shall be limited to five for the over-all strength of the Course for each year.

(2) For practical classes the batch strength shall not exceed 16.

(c) Post Graduate Course

Allotted strength

Note: For practical classes the batch strength shall not exceed 10.

2. The work-load of the teachers shall be calculated on the following basis:

(i) For purpose of assessing the work-load, the strength of students to be taken into account shall be the actual strength as on the 1st of November of the previous



academic year plus the sanctioned strength of new courses, if any, approved by the University and which have been started in the colleges, distributed batchwise for subjects for the courses specified whenever necessary.

(ii) Work-load for various categories of teachers shall be as under:

Designation	Lecture/Supervision work		Correction Work
	Arts	Science	
a) Principal	3	4	...
b) Professor I Grade (Cadre)	12	13	...
c) - do - II - do -	12	13	...
d) Professor I & II Grade (Non-Cadre)			...
Lecturer, Junior Lecturer	14	15	4

Note: (1) There shall be a reduction of one hour for every three hours of work, subject to a maximum of two hours, in the maximum work-load, in the case of teachers (Professors included) handling Post-Graduate Classes.

(2) Correction of 20 books shall be considered equivalent to one hour of work referred to above with regard to correction of exercises, records etc. The total work in the departments shall be completed, taking the full volume of correction work into consideration on the above basis. Additional lecture or supervision work shall not be assigned to any teacher in lieu of correction work.

3) Supervision of practical and composition classes shall be considered as regular teaching work.

4) Science subjects with no practical work shall be considered on par with Arts subjects for the purpose of assigning work-load.

5) In no case, shall the colleges work for more than 5 days in a week.

6) Teachers serving in the N. C. C, N. S. S, and such other official extra-curricular spheres shall be given a reduction of two hours' work per week.

3. The staff pattern for the colleges affiliated to the Universities of Kerala and Calicut shall be as prescribed hereunder:

a) Colleges having Post-Graduate Courses:

1. Principal
2. Professor Grade I (Head of the P.G. Dept.)
3. do (Non-cadre)
4. Professor Grade II (Both Cadre & Non-cadre)
5. Lecturer
6. Junior Lecturer

b) Colleges having Degree Courses only:

1. Principal
2. Professor Grade I (Non-Cadre)
3. Professor Grade II (Both Cadre & Non-Cadre)
4. Lecturer
5. Junior Lecturer



# Direct Payment of Salaries and Promotions

EDUCATION(S) DEPARTMENT

G. O. MS. No. 132/73/Edn.

Trivandrum, Dated 4-9-1973

## ORDERS

The Organisations of the Staff of Private Arts and Science Colleges have made certain requests to improve their conditions of service in the context of direct payment of salaries. Government have had discussions with the representatives of those organisations. After considering carefully the various aspects of the requests made by them, Government are pleased to issue the following orders, in modification of the existing rules and orders in the matter:-

### c) Junior Colleges:

1. Principal
2. Professor Grade I (Non-cadre)
3. Professor (Cadre & Non-cadre)
4. Lecturer
5. Junior Lecturer

- Note:**
- 1) A Grade I Professor shall be appointed for each Post-Graduate Dept. in addition to a Grade II Professor who will be in charge of the Degree Section under the P. G. Professor.
  - 2) A Grade II Professor shall be appointed for every subject at the Degree level.
  - 3) For Junior Colleges, Cadre Professors shall be appointed for the following groups of subjects:-
    1. English
    2. Languages other than English
    3. Science
    4. Humanities
  - 4) Non-Grade Professorship Grade I and II respectively shall be conferred on teachers who have put in 20 years and 15 years of collegiate teaching work if they have not been promoted to those posts earlier.

### 4. Department of Physical Education:

There shall be only one teacher where the number of students does not exceed 1000. There shall be two teachers where the number of students exceeds 1000.

When the number of lady students exceeds 100 (in mixed college) a Lady Teacher shall be appointed provided the number of the incumbents in the Department in no way exceeds 2.



(i) Pending fixation of teaching staff pattern by the Universities, all the teaching staff who are on the rolls of Private Arts and Science Colleges in vacancies other than leave vacancies on or before 1-9-1972 will be given the benefit of direct payment of salaries, irrespective of whether their appointments and their posts were approved by the University or not. This will include payment of salaries to those members of the staff who have been/will be declared supernumeraries by the Universities. Such of those who are later found to be in excess of staff pattern, will be declared as supernumerary hands and retained as such till they are absorbed in regular vacancies or till they retire or resign from the service of the College. They will be entitled to all the benefits admissible to regular teaching staff. Wherever supernumeraries exist, future vacancies arising in that cadre shall not be filled up before absorbing all the supernumeraries.

2) The post of Junior Lecturer to which a member of the teaching staff is initially recruited in a college, will be converted automatically into that of Lecturer as and when he has put in two years of service and the incumbent fitted into that post automatically. This benefit will be available with effect from the beginning of the academic year 1973-74.

3) In the case of Tutors and Demonstrators in Government Colleges orders have already been issued converting those posts into Junior Lecturers' posts and extending the benefit of automatic promotion as Lecturers after three years of service. In their case also, only two years of service will be insisted upon for conversion of the posts of Junior Lecturers into those of Lecturers. This benefit will come into force with effect from the beginning of this academic year viz. 19.3-74. The existing orders shall stand modified to this extent.

4) The following conditions shall apply for the purpose of promotion of Lecturers to non-cadre Second Grade Professors in modification of the existing orders.

- i) Fifteen years of aggregate Service (not necessary continuous service) as Lecturer shall alone be insisted upon for the purpose.
- ii) The fifteen years of service will exclude breaks in service, provided such breaks do not exceed two years at a time.
- iii) Resignations for the purpose of joining other colleges will be overlooked.
- iv) The service in colleges affiliated to any University in Kerala will be reckoned for the purpose.
- v) Service as Lecturer alone will be considered for the purpose but not the service as Junior Lecturer or Tutor or Demonstrator.
- vi) The stipulations regarding qualifications will be as already laid down in the matter.
- vii) These orders will apply to the staff of both Private and Government Arts and Science Colleges.
- viii) The service in Private Arts and Science Colleges in the case of the teaching staff



of Government Colleges and services in Government Colleges in the case of the teaching staff of Private Arts and Science Colleges will also be counted for the purpose of sanctioning the non-cadre Second Grade Professorship, provided it is otherwise acceptable.

ix) Promotion to non-cadre Second Grade Professorship will not confer on the persons concerned any claim for seniority

5. These orders supersede the earlier rules and orders to the extent indicated above.

(By order of the Governor)  
P. K. UMASHANKAR  
Education Secretary

## Subsistence Allowance

### EDUCATION(S), DEPARTMENT

G. O. MS. No. 113/73/Edn.

Trivandrum, Dated, 6-8-73

Read:-1. Letter No. E 1-49062/71 dated 17-6-73 from the Director of Collegiate Education

2. Letter No. P 7-13398/73 dated 27-6-73 from the Director of Technical Education.

### ORDER

Government are pleased to sanction the disbursement of subsistence allowance to all the members on the staff (both teaching and non-teaching) of Private Arts, Science and Training Colleges, Private Engineering Colleges and Private Polytechnics who are kept under suspension pending disciplinary action against them. The date of effect of the allowance shall be from the date of effect of the Direct Payment scheme. The rate of subsistence allowance shall be as specified in Kerala Service Rules and the same terms and conditions shall also apply. In regard to the Private Arts and Science Colleges, the payment shall be arranged by the Zonal Deputy Directors of Collegiate Education.

(By Order of the Governor)  
G. SOMANATHAN  
Under Secretary