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ദേവൻ പ്രസാദിച്ചാലും....

1-7-73നും കേരളത്തിൽ നടപ്പായ ശമ്പളപരിഷ്കാരത്തിന്റെ ആനുകൂല്യങ്ങൾ ലഭിക്കുന്നതിലേക്ക് കേരളത്തിലെ പ്രൈവറ്റ് കോളേജ് അധ്യാപകസമുദായം എന്തെല്ലാം ബലപ്പാടുകൾ സഹിക്കേണ്ടിവരുമെന്നറിയുകയില്ല. കൊളീജിയറും വകുപ്പാകുന്ന അനുബന്ധവിദ്യാലയങ്ങളിലും നമുക്ക് പതുക്കിയ ശമ്പളസ്ഥിതിയിൽ അനുവദിച്ചുകിട്ടേണ്ടതും. തങ്ങൾ ചെയ്യേണ്ട ജോലി വേഗം ചെയ്യണമെന്ന മനോഭാവമല്ല, ചെയ്യാതിരിക്കാൻ ന്യായങ്ങൾ കണ്ടുപിടിക്കുവാനുള്ള വ്യഗ്രതയാണ് ഡെപ്യൂട്ടി ഡയറക്ടർമാരുടെ ചെയ്തികളിൽ കാണുന്നത്. കാലിക്കറും സോണിലെ കൊളീജിയറും ഡെപ്യൂട്ടി ഡയറക്ടറുടെ പേരിൽ അന്വേഷിച്ച പ്രിൻസിപ്പാൾമാർക്കുള്ള കത്തിലെ രാജ്യം ചേർക്കുന്ന വാക്യങ്ങളുടെ പൊരുൾ മറൈന്താണ്?

"The approval of fixation of pay of teaching staff is an extra item of work which has to be attended to by the existing insufficient staff of this office in addition to their normal work. So it will take some time to finalise the work. So the Principals are requested not to depute their staff to this office to get the pay revision approved then and there".

കേരളത്തിലെ അധ്യാപകരും അധ്യാപകേതരരും ആയ ഗവണ്മെന്റ് ശമ്പളക്കാരിൽ ഫോട്ടറി പക്ഷവും 1-7-73 പേരിവിഷന്റെ ആനുകൂല്യങ്ങൾ എന്നോ അനുഭവിക്കാൻ ഉടങ്ങി. അവർ ഇപ്പോൾ അതതുമാസങ്ങളിൽ പരിഷ്കരിച്ച ശമ്പളം മുറക്കുവാങ്ങുന്നു. അതേ, അത്രയും വൈകിക്കഴിഞ്ഞശേഷമാണ്, കൊളീജിയറും ഡെപ്യൂട്ടി ഡയറക്ടർ റിപ്പോർട്ട് വികിളിനെപ്പോലെ ഉറക്കമുണരുന്നത്. കാലം മറിയകാര്യം അട്വററ്റിനും ബോധ്യപ്പെടാൻ ഇനിയും എത്രകാലം വേണ്ടിവരുമെന്നറിഞ്ഞുകൂടാ. കേരളത്തിലെ കൊളീജിയറും വകുപ്പിന്റെ ചെയ്തികളെ സംബന്ധിച്ചുടത്തോളം കേൾപ്പാതും കേൾവിയുമില്ലെന്നാണോ കരുതേണ്ടത്?

ബഹുമാനപ്പെട്ട മുഖ്യമന്ത്രിയുടേയും, ബഹു. വിദ്യാഭ്യാസമന്ത്രിയുടേയും ശ്രദ്ധയിൽ ഈ സംഗതി പെട്ടുകാണാൻ ഞങ്ങൾ ആഗ്രഹിക്കുന്നു.

യു. ജി. സി. സ്റ്റേയിലുകൾ

യു.ജി.സി. സ്റ്റേയിലുകൾ കേരളത്തിൽ ഉടൻ നടപ്പിൽ വരുത്തണമെന്നും 26-8-74നും കേരളത്തിലെ കോളേജ് അധ്യാപകർ ഉച്ചൈസ്കരം ആവശ്യപ്പെട്ടു. ഗവണ്മെന്റിനും വലിയ കൈച്ചെലവില്ലാത്ത ഒരു ശമ്പള പരിഷ്കാരമാണ് അത്. 1-7-73 പരിഷ്കാരംകൊണ്ട് ഗവണ്മെന്റ് കോളേജ് അധ്യാപകർക്ക്

പകർച്ചവേണ്ടി ചെലവാക്കാൻ ഒരുങ്ങിയതിൽ കുറഞ്ഞ സംഖ്യയേ യു. ജി. സി. സ്റ്റെയിൽ നടപ്പാക്കാൻ ഗവർണ്മെന്റ് പക്ഷത്തുനിന്നും ചെലവാക്കേണ്ടി വരികയുള്ളൂ. അധ്യാപകസമുദായത്തിനെന്നാകുന്നവർ ഗവർണ്മെന്റ് നൽകുന്നതിന്റെ അഞ്ചിരട്ടി മെച്ചവും. കേന്ദ്രത്തിലെ കുറെ ധനം കേരളത്തിലേക്ക് ഒഴുക്കാൻ ഉപകരിക്കുന്ന ഒരു പദ്ധതിയാണു് യു. ജി. സി. സ്റ്റെയിൽ സംബന്ധി കേന്ദ്ര ഗവർണ്മെന്റിന്റെ തീരുമാനത്തിൽ അടങ്ങിയിട്ടുള്ളതു്.

യു. ജി. സി. സ്റ്റെയിലുകൾ കേന്ദ്രഭരണപ്രദേശങ്ങളിലെ എല്ലാ കോളേജുകളിലും സയൻസ് കോളേജുകളിലും ജവഹർലാൽ നെഹറു, ആലിഗർ, ആസ്സാംഹിൽസ് തുടങ്ങിയ കേന്ദ്രസർവ്വകലാശാലകളിലും അംഗീകരിക്കപ്പെട്ടതായിട്ടുണ്ടു് മനസ്സിലാക്കേണ്ടതു്. കേരളത്തിന്റെ ഹൃദയത്തിൽ സ്ഥിതിചെയ്യുന്നതു് എന്നു് കരുതാവുന്ന മഹിയിലെ ഗവർണ്മെന്റ് കോളേജിൽ യു. ജി. സി. സ്റ്റെയിൽ ഒരു അധ്യാപകരായ വസ്തുതയായിരിക്കുന്നു. ആസ്സാംഹിൽസ് യൂണിവേഴ്സിറ്റിയുടെ ഒരു പരസ്യത്തിൽ കേരള ശമ്പളസ്റ്റെയിൽ 700-1600 ആണു്.

യു. പി. യും, റിസ്റ്റിയൂഷൻപോലുള്ള ഇന്ത്യയിലെ പ്രമുഖ സംസ്ഥാനങ്ങൾ യു. ജി. സി. സ്റ്റെയിൽ നടപ്പാക്കാൻ തയ്യാറായിട്ടുണ്ടു്. യു. പി. യിലെ കോളേജ് - യൂണിവേഴ്സിറ്റി അധ്യാപകർ യു. ജി. സി. സ്റ്റെയിൽ അനുവദിച്ചിട്ടുണ്ടെന്നതിന്റെ മുന്നോടിയായിട്ടുള്ള ഇടക്കാല ശമ്പളവർദ്ധനയുടെ ആനുകൂല്യങ്ങൾ അനുഭവിക്കാൻ തുടങ്ങിയിട്ടു് മാസങ്ങൾ പലതായി.

യു. ജി. സി. സ്റ്റെയിലിന്റെ കാര്യത്തിൽ ഇങ്ങനെ പ്രയാശനകങ്ങളായ പല കാര്യങ്ങൾ എടുത്തുകാണിക്കാനുണ്ടെങ്കിലും, ഈ സ്റ്റെയിൽ നടപ്പാക്കുന്നതു സംബന്ധിച്ച വിശദമായ പദ്ധതി ഇനിയും കേന്ദ്രത്തിൽ തയ്യാറായിട്ടില്ലെന്നതു് അതിന്റെ വേദകരമായ മറുപടിയത്രേ. കേന്ദ്രഗവർണ്മെന്റിന്റെ അലസതാവിലസിയായ നയത്തെ 21-7-74നു് കൽക്കത്തയിൽ ചേർന്ന അയ്ഫക്ടോവിന്റെ ഭേദന നിർദ്ദേശങ്ങൾ യോഗം അപലപിക്കുകയുണ്ടായി. കേന്ദ്ര-സംസ്ഥാന ഗവർണ്മെന്റുകളുടേയും യു. ജി. സി. സ്റ്റെയിൽ സംബന്ധിച്ച കുറുകരമായ അനാസ്ഥക്കെതിരെ കേരളത്തിലെ കോളേജധ്യാപകരുടെ 26-8-74നു് വ്യാപകമായി പ്രതിഷേധ ശബ്ദമുയർത്തി. ഇനി വേണ്ടതു് യു. ജി. സി. സ്റ്റെയിലിനുവേണ്ടിയുള്ള സമരത്തിന്നു് മുഴുവൻ കോളേജധ്യാപകരും അരയും തലയും മുറുകുകയത്രേ!

റിട്ടയർമെന്റ് ആനുകൂല്യങ്ങൾ

ചൈവറു് കോളേജ് അധ്യാപകർക്കു് ഇക്കാലമത്രയും ഒരു മരീചികയായ് തുള്ളിക്കൊണ്ടുണ്ടാകേണ്ടിയിരുന്നതു്, റിട്ടയർമെന്റാനുകൂല്യങ്ങൾ എന്നാണതിന്നു് മറുപടി. ഇതിനുവേണ്ടി അധ്യാപകർ 1957 മുതൽക്കു് നോററിരിക്കുകയാണു്. കോളേജിൽ പണിയെടുത്തു തുലഞ്ഞ ഒരു പ്രൊഫസ്സറുടെ ടിപ്പുപത്രം ഒരു നോവലായി (പ്രൊഫസ്സർ) എഴുതിയ ശ്രീ. ജോസഫ് മുണ്ടശ്ശേരി കേരളത്തിൽ വിദ്യാഭ്യാസമന്ത്രിയായിരുന്ന 1957-59 കാലത്തു്, റിട്ടയർമെന്റ് കാര്യത്തിൽ എന്തെങ്കിലും നടപടിയുണ്ടാകുമെന്നു് അധ്യാപകർ ആശിച്ചു. കഴിഞ്ഞ വർഷം ജൂലായ് 5നു് തിരുവനന്തപുരത്തു് വിളിച്ചുതന്ന ഒരു യോഗത്തിൽ മുഖ്യമന്ത്രി ശ്രീ. അച്യുതമേനോൻ റിട്ടയർമെന്റ് ആനുകൂല്യം സംബന്ധിച്ച തീരുമാനം ഉടനെ ഉണ്ടാകുമെന്നു് ഉറപ്പുപറഞ്ഞു. രണ്ടും ഒരുപോലെ മരീചികയുടെ കള്ളച്ചിരിയായിപ്പോയി.

കേരളത്തിലെ പ്രൊഫസ്സർമാരിൽ ഒരു ജാംബവാണെന്നു് പറയേണ്ട സെൻറ് തോമസ്സ് കോളേജിലെ ശ്രീ. നാരായണസ്വാമി കഴിഞ്ഞ ഏപ്രിൽ മാസത്തിൽ അന്തരിച്ച അദ്ദേഹം സച്ചിന്ദ്രൻ എന്ന പേരിൽ അനേകം വർഷങ്ങളായി. മുഖ്യമന്ത്രി ശ്രീ. അച്യുതമേനോനെ തൻ പാർലിമെന്റിലെ അംഗമായിട്ടുണ്ടല്ലോ എന്ന വിശ്വാസത്തിന്മേൽ ഉന്നിനിന്നു് അദ്ദേഹം സച്ചിന്ദ്രൻ എന്ന പേരിൽ കോളേജധ്യാപകർക്കു് വേണ്ടി എന്തെങ്കിലും വേഗം ചെയ്യണമെന്നു് ഗവർണ്മെന്റിനേടു് അഭ്യർത്ഥിച്ചു. ശ്രീ. നാരായണസ്വാമിയുടെ പേരെടുത്തുപറഞ്ഞു്, റിട്ടയർമെന്റ് കാര്യത്തിൽ ഉടൻ തീരുമാനമെടുക്കാനുള്ള ഗവർണ്മെന്റിന്റെ സന്നദ്ധത മുഖ്യമന്ത്രി മുൻപറഞ്ഞു കോൺഗ്രസ്സിൽ പ്രഖ്യാപിച്ചതാണു്. 1971ലെ പണിപ്പെട്ട ക്ഷേമങ്ങൾ ഗവർണ്മെന്റിനു് സംബന്ധിച്ചു് ഉടൻ കല്പന പുറപ്പെടുവിക്കാമെന്നു് അധ്യാപകർ പ്രതിനിധിയായി കോളേജ് മുഖ്യമന്ത്രി ചെയ്ത വാഗ്ദാനത്തിന്റെ വിധിതന്നെ പുതിയ പ്രഖ്യാപനത്തിനുവേണ്ടി പാർലമെന്റിലെ വാക്കുകൾ പക്ഷേ ഗവർണ്മെന്റ് പാലിക്കാതെ വന്നാൽ എന്തുചെയ്യും? റിട്ടയർമെന്റാനുകൂല്യങ്ങൾക്കുവേണ്ടിയും ഒരു വലിയ പ്രസ്ഥാനം ഉയർന്നുവരേണ്ടിയിരിക്കുന്നു.

AKPOTA

Largescale Building- Smallscale Education

In 1947 there were 20 universities, 625 colleges, and 265.917 students on the rolls for higher education. In 1961-62 there were 1,733 colleges and 1.15 million students. In 1971-72 there were 3,897 affiliated colleges and 2.9 million students, as well as 95 universities with 3.2 million students. Someone must have gained from this expansion. Since so many of the students are jobless after passing out they will probably deny they are profiting. So who else has?

BUILDING TRADE

The building trade, for sure. Since it was set up in 1956 the University Grants Commission has disbursed Rs. 190 crores (about Rs. 39 crores of them in 1972-73) and of this some 75 per cent (about Rs. 142.5 crores) has been for buildings: teaching blocks, hostels, teachers residences, libraries, laboratories, guest houses, administrative buildings, non-resident student centres, day student centres, hobby centres and so on.

Though the UGC has sanctioned and distributed these grants, it has not had any machinery to vet the accuracy of estimates and quantities. Nor any for setting targets or checking the speed at which buildings go up. So an architect's certificate is the passport; if buildings are not put up quickly (as they usually are

In this provocative article CHANCHAL SARKAR examines the logic of UGC grants which flow freely to the builders of teaching shops. This is an indictment as well as an expose.

not) several upward revisions of the cost are made. Who is to vet those? I have mentioned money given by the UGC to colleges for buildings—Universities also get building money from the UGC. State governments, too, give what they can spare. So the cake for architects to cut up is a tidy one.

In 1971-72 for instance, the UGC sanctioned about 600 building projects for colleges. What is extremely interesting is that some 205 of these were to be under the supervision of just two Delhi firms of architects who were doing buildings in Punjab, Haryana, Bihar, Rajasthan, Madhya Pradesh, Delhi and UP—as well as in some other States. All of them simultaneously. The amount of their work runs to Rs. 4 crores. To put it gently, supervising so many projects so far away from base would call for Herculean effort, a very large qualified staff and a highly sophisticated organisation. The UGC, wedded to the "autonomy" of universities and colleges has not concerned itself about checking such details or about inspecting the nature of the supervision or of the construction. Incidentally, the same Delhi firms also have university buildings in hand in addition to the 205 college projects—and university schemes are usually more grandiose.

Oddy, or perhaps, not so oddly,

colleges proliferate faster in the more backward states—Bihar, Madhya Pradesh and Rajasthan, for instance—And it would seem that setting one up could be very good business for several kinds of people. For builders yes, but also for the book trade and for makers of scientific and laboratory equipment. Other people too. If, somehow, a college can be shackled in some kind of building, with some sort of teachers, and kept going for three years it becomes eligible for UGC and State Government grants. I wonder if educationists, newspaper, legislators, the police, the CBI or anyone has tried to examine just what types of people are today starting and running colleges? The Ramakrishna Mission, the DAV people and Christian missionaries certainly, but lots of other people as well. In fact 50.5 pc of Indian colleges in 1971-72 (1.862 to be precise) had less than 500 students and 376 had less than 100. A viable college must have between five hundred to a thousand students.

QUESTIONS TO BE ANSWERED

The buildings trade has the biggest pickings. The book trade or the lab equipment people are in comparison small beer. Not so small in absolute terms though. Library and laboratory grants from the UGC to colleges were about Rs. 30 crores between 1956 and 1973. Those who have gone to look at colleges will testify to "mobile libraries" which reach a college shortly before the visiting team arrives and then move on elsewhere. And mobile laboratory equipment too.

One other group has done very well out of higher education and the UGC, the five Central Universities and within them

again, the 50 affiliated colleges of Delhi University and their 54,000 students.

Roughly 50 pc of the UGC's money goes to the five Central Universities. In 1972-73, the actual disbursements were: Delhi (3 crores); Delhi's affiliated colleges (5 crores); Aligarh (4 crores); Varanasi (5.25 crores); Viswa Bharati (1 crore) and Jawaharlal Nehru University (1.75 crores). With about 100,000 students these universities have in them as little as 3.2 pc of the total number enrolled for higher education in India (3.2 million). Things are more stark when put another way. All the other colleges in India together got from the UGC a total of Rs. 48 crores in the Second Third and Fourth Plans while the Delhi colleges got Rs. 31 crores in the 4th Plan alone. In fact, each Delhi college gets Rs. 12 lakhs every year while other colleges in India got an average of Rs. 1.3 lakhs from the UGC. From State Governments the non-Delhi colleges can at the most, collect another Rs. 1.3 lakhs. So it is Rs. 2.5 lakhs each for the rest against Rs. 12 lakhs each for Delhi, West Bengal, for instance with 311 colleges and about 300,000 students (the second largest enrolment in India) got Rs. 1.3 crores from the UGC in the 4th Plan. The State Government might have given another Rs. 1.3 crores. So it is Rs. 2.6 crores for West Bengal and Rs. 31 crores for 54,000 students in Delhi Universities affiliated colleges. Do the Delhi students and teachers have much to complain of? They are leaving off the fat of the land.

Since its setting up the UGC has had two distinguished Chairmen, Dr. C. D. Deshmukh and Prof. D. S. Kothari, whose wisdom and integrity are unquestionable. The present Chairman has a great deal of administrative experience. But against

'University education falls short of national needs'

A world-wide study of the planning of university development undertaken by UNESCO's International Institute for Educational Planning (IIEP) in Paris has shown that in terms of both quantity and quality universities in many countries do not always relate their programmes directly to national needs.

The study, the results of which have been published in the "Unesco Courier" involved computer analysing of replies by 80 universities to a comprehensive questionnaire and carrying out of 21 case studies of university activity, including the teaching process, research work and formation of teaching teams.

The study has revealed in many countries of an unbalanced mixed situation of excess of graduates leading to "intellectual unemployment" and shortage of much needed specialists.

In India and Sri Lanka, for example, there is, according to the study, a predominance of social science and humanities graduates over those of engineering. And this imbalance is particularly apparent in some developing countries of Africa where curricula copied from those of European countries—are not strictly relevant to their own particular situation.

One of the conclusions resulting from the study is that in many universities there is a serious and increasing gap between their activities and the actual needs of their

the trends visible in the after-light some needling questions should be asked: Has the UGC apportioned and distributed its funds wisely? What has it been able to do about regulating and co-ordinating standards? And about providing to those with merit as good an education as anywhere in the world? Can it be said that there has been no hanky-panky at all by the UGC

staff in the distribution of funds and projects?

With education the way it is in India these rough-tongued questions need to be tenaciously, even harassingly, asked by Parliament, academic people, newspapers and taxpayers.

(The Indian Express)

countries for qualified manpower in industry, agriculture or the professions. The exceptions to this trend disclosed by the study are the universities in socialist countries whose functions are programmed in the overall national planning which is part of their system.

One of the most paradoxical facts to emerge from the study is that many universities which are active on the frontiers of knowledge and research have neither the information nor the administrative means to plan and manage their own affairs.

The study also throws up the fact that traditional university structures do not, as a rule, contribute to interdisciplinary or multidisciplinary studies and research, but tend to separate units instead of creating an atmosphere of co-operation. Their jealously guarded autonomy tends to isolate universities from their social and economic environment and they often remain prisoners of traditions going back to the Middle Ages.

The study was also able to glean the fact from the available information that in many countries large sectors of the population, particularly industrial and agricultural workers, are not adequately represented at the universities.

Another important social aspect to emerge from the study is that although the proportion of women students has been growing rapidly during the last decade, women still add up to an average of just over 30 per cent in the global sample.

The study also showed that many countries do not provide proper guidance and counselling for students.

Academic freedom

A professor of the University of Bombay, well-known for his studies in demography, was recently, prevented by the Union Ministry of Education from attending an international conference where he was to present a paper. The conference was arranged by the well-known International Economic Association, and was a gathering of professional economists.

University professors are now required to get a clearance from the Ministry before going abroad for conference. In this particular case, the application for permission was made to the Ministry in May for attending the conference scheduled in the first week of September. The Ministry's reply, received in the middle of September, was that our Washington embassy had been unable to locate "the status & financial capacity" of the International Economic Conference! Ironically enough an Indian economist who was not a university professor did attend the same conference.

The Union Ministry's action is a blatant interference with academic freedom. Chancellors, Vice-Chancellors and Senates of all universities as also university teachers' associations should protest against this authoritarian measure which stifles academic freedom and ill-fits a democratic society.

M. R. PAI, Bombay

Where Intellectual Elite Failed

In this challenging article D. PREMPATI, a Lecturer in Delhi University, lays bare the roots of the failure of the intellectual elite of India, not excluding the teaching community. The article was published by the famous weekly POINT OF VIEW in its Independence Day number.

The Indian teacher, in particular and the intellectual in general failed the post-independent India as much as the ruling politician.

It is the same old rat-race—pre-occupation with rank—which declasses them from their lower middle class origins and places them with administrative elite.

Like other professionals whose natural leader is the top bureaucrat, the teacher in what he does merely anticipates the approbation of the powers that be and succeeds in achieving "right contact" which evidently is the only right royal road to put him in the saddle.

And this life—the life as busy as that of the salesman—pompously self-centred as that of the businessman—provides nevertheless certain comic interludes, of which one of them is when at rather safe places he talks of alienation, he being completely alien to and alienated from the values of the society.

It is true he has been denied social participation by political leadership which does not stand to profit from any massive social restructuring. But within these obvious constraints he still tries to do something.

Education: their role

What, one may ask, is the primary

Bulletin

emphasis in education today? It is merely on social stability, as if the structure these men and women have inherited were part of the universe!

But I don't think that they must remain innocent of the tasks of social responsibility, unaware of the harm they do, or indifferent to the inifference they help breed. When pressed to suggest awayout, they a few corrections here and there.

But the profound contradiction, particularly at the sub-stratum, cannot be resolved that way. The malady calls for fundamental changes in the production relations. And till these are brought about, the involvement of the masses in political struggles sometimes characterised by violence cannot be ruled out.

Education all alone cannot bring about sweeping economic, political, moral religious or any other kind of change.

It can, however, in concert with the institutions most involved in change, perform a very powerful function. And for this failure of interaction, which is a sequel of their standofishness, the academicians themselves are, in part, to blame.

Why irresponsible?

That the teachers have failed to respond with intelligence and fervour to the

moral and social issues of our time is not merely an accident. The teacher has gone the way of the ruling elite. Shrewdly he judged that the only way to get on with the rulers is to placate them by imitation. By a clever distribution of the loaves and fishes of office among the comparatively few with higher education, the ruling elite did not find it difficult to silence all criticism and also help create a class of academicians as prone to corruption, to nepotism and to graft as the system of which both are products. In this country, we do not have a large, politically conscious and educated middle class independent of governmental favour and patronage. It is, therefore, not surprising that this 27 year old democracy degenerated into a democratic monolith or fascism as backward as the capitalism of which it is the outcome.

How has this come to happen like this? It was only when they were roundly convinced that the bourgeoisie in India would develop itself into imperialists of some degree almost on the pattern of their colonial masters, the British imperialists agreed to transfer power in the year 1947.

Therefore, these neo-imperialists used education to play the same role as their alien masters.

Lawyers' legacy

No wonder such western-educated products came to accept lawyers as their intellectual leaders. The lawyers remained blissfully unaware of the liberal studies of the university, their whole training having been conditioned by certain practical and technical demands of likely clients. This legal training did not relate the law to the general life of the community. The lawyer refused as such to go beyond the English eighteenth century *a priori* speculation

about natural rights, liberty etc. Burke, and none else, was his natural mentor.

Obviously, this kind of mercenary interest was not at all conducive to predominantly intellectual interests. He was least interested in keeping up with the progress of the social sciences and his sole "intellectual" orientation had been to whip up a national frenzy whenever any section of the society demanded the law to be re-tailored to suit the new, emerging popular and democratic aspirations.

Intellectually the rich lawyer has been indistinguishable from the rich businessman he serves—ethos, values, approach and world-view merging into one common philosophy.

Image making

When the transfer of power took place in 1947 the bourgeoisie wanted its lawyer to receive, on its behalf, political power and take care of its class interests not only in the courts of justice, but also in the legislature and the government. The only contradiction the Indian State has at times experienced has been in respect of the tactics (image projecting as they call it) of such deputies (lawyers or their sons, daughters or even widows) as to whether the bourgeoisie, in its own immediate interests, should be allowed its old traditional role. Or, in order to meet the inevitably ever-increasing crises of the current capitalistic decadence and also to assure more and better organised profits go the modern way of semi-fascism.

Education and the bourgeoisie

With this class firmly entrenched in the seats of power, it is obvious they will not allow education to play any role that weakens its hold on the state.

In no other epoch has the education been so brazenly subordinated to the class

interests of the bourgeoisie. The sole object of the state educational endeavour has been to create a middle class—the creation of a class of “modern” types who acquire traits, tastes and outlooks akin to their bourgeois masters and consequently, seriously alienated from the historical sources of their own culture (particularly the strain known as the imported type) and alien to and alienated from the workers and the peasants (the traditional strain).

The educated class, consequently, feel very much like a thing grafted incongruously onto an alien body. The frightful moral hollowness which the educated elite is never tired of discussing in brand-new imported idioms is the outcome of its safe politics. That is as good as making virtue of necessity.

Left thinking on education

What about those who are struggling to come out? I mean the leftists in general. The leftist approach to the present phase of education centres round the slogan of democratisation. Without losing its effective hegemony over the system as a whole, the ruling bourgeoisie posed as it is against recurrent student revolts finds it rather expedient to rush in to give some measure of participation much in the same way as when confronted with the same crisis it seeks to grant some participatory functions to its workers which, at any rate, does not transcend management of canteens, departmental negotiating councils etc.

The logic of such participatory democracy often results in (i) teachers' leadership emerging as mercenary as the leadership outside, (ii) electioneering as phoney as it is outside, (iii) and the predominant issues as irrelevant (iv) and as populist as the issues outside.

The way out

In the current phase of the decline of the Indian capitalism, nothing short of a joint operation led by the teachers and the students alike on issues seeking to weaken the hegemony of monopoly capitalism on the education system and therefore, on the state will be relevant.

The common programme must arise out of the answer to question which is not being asked; why democratisation?

If democratisation does not seek to revamp the syllabi, and the organisation of instructions to accomplish the incomplete tasks of bourgeois democratic revolution it is, in no case a cause worth fighting for.

Democratisation, like modernisation, means so many things to so many people; and not coincidentally this concept as spelt out currently suits the putative interests of the ruling class, more than any thing else.

No use of vocationalization

The same pseudo-leftism makes us demand vocationalisation of education a battle cry on which not curiously both the rightists and the leftists are smugly united. Now as unemployed we have graduates, and; after vocationalization; we shall have personnel trained in narrow vocational areas, whose thinking must remain confined to the narrow specialisations they are trained for. How is this change going to help them understand their role in the society? Vocationalisation, like specialisation, blurs one's sights and resultingly we shall soon add another, perhaps far worse, distortion in place of the present one. In fact, nothing should be done to inject the pernicious principle of specialisation into the under graduate curriculum.

Other new fads

Brave attempts a la Samuelson and Cleanth Brookes to extend an autotelic status to different disciplines is part of the same old conspiracy. Ninety percent of our books (which certainly shape our thinking) come from a land whose intellectual anemia can be traced to the close connection between the college and the seminary. It can hardly be disputed that every discipline coming from that land has, in large part, been a branch of Christian apologetics.

Indian intellectual life—definition

Could one now define the character of the intellectual life of the academics in this country? One need not, for any broad assessment of such character, be cheated by certain individual achievements or the lack of them. That the quality of such life at any rate is something which, by and large, is determined by the kind of leadership the nation is fated to have is a position which, ironically, will hardly depress most of our academics.

Don't we closely resemble the American education scene where "the subservience of all studies to theological dogmas survived to such an extent that it is thought perfectly proper for a university to be committed in advance, openly or semi-openly, to sectarian teaching"? (M. R. Cohen)

In order to accommodate similar non-secular contradictions we in our case have similarly perverted the meaning of "secularism" as universally and historically understood. And, in terms of our own practices, academic and otherwise, secularism has come to mean multi-religionism. The so-called ethical value systems which our academic leaders never tire of recommending is also part of theological disquisitions minus the mythology.

The logic of the situations has been increasing conflicts and mounting tension in the social estates such as religions, castes, regions etc. In this multireligionism, the bourgeoisie finds it potentiality good enough to divert the general attention from the real to the fake enemies.

It is the same class interest which explains the education system remaining top-heavy and also universal education, one of the Directive Principles enshrined in the Constitution remaining a dead letter thus far. This again, explains the emphasis on quality (or, class) students and not on general institution and general students. In the present set-up, it will never be realised that the university is known by its general graduates, and not by its exceptionals.

This Indian academics resemble Tawney's picture of the acquisitive society composed of individuals pursuing their individual interests without any recognition of social or moral solidarity. Once they discover to their advantage "social and moral solidarity" they will see the organic necessity of rejecting the prevailing method of the a-historical conceptual analysis and accept, in its place, an historical and scientific method.

Instead of vocationalising courses of instructions, we had better secularise them and link them organically to the whole, of which they are parts and establish the inter-relatedness which all will be possible only when we vest the entire body of knowledge with scientific values and norms.

The Indian academic does not want to risk his promotional prospects and so shies away from a scientific and radical inquiry into social affairs. Precisely it is in this respect the teacher has failed his countrymen.



University affairs : students' role

J. P. VINAYAK

Recently the Minister of Education Prof. Nurul Hasan told a meeting of the Parliament's consultative committee that government is in favour of student participation in university courts but not for establishing universities to be managed entirely by students. This is what the Gajendragadkar Committee recommended a few years ago. Today student participation in various decision-making bodies of the university is one of the main demands of students.

Background of students' participation

The participation of students in university administration is not new. For example, in 1857 the British Parliament passed an act whereby Scottish universities could have rectors elected by students. In India the idea of student representation on university governing bodies was mooted by Nehru and Jinnah in 1936.

The demand is a world-wide phenomenon. A recent survey in 57 countries showed that students have: (i) a critical attitude towards universities as they do not prepare them to face problems of life, (ii) they desire for a say in policy-making bodies, and (iii) desire to change their respective social orders. The reason behind the birth of this phenomenon is the growth of democratic institutions. A similar attitude has developed in India.

Several universities in the West are currently engaged in working out proposals about student participation in the running of universities. This, they think, might be an effective way to arrest the

growing rot in their campuses. Some advanced countries like the UK, the USA, the USSR and Australia have already welcomed the idea.

In the UK some universities started this experiment only a few years ago. The progress can be gauged from the fact that during 1968-69, students could get representation even on such decision-making bodies as the council, the executive body and the senate—the supreme academic authority.

In the US, universities like Harvard and Berkeley have allowed students to play an effective role in academic affairs. Several universities have even allowed students to be represented on the board of trustees—a body which decides the budget, university appointments, promotion of professors and researches.

The Australian National University recently approved sweeping changes in the structure of its main organs of academic government. It has acknowledged the contribution of students in framing policies by providing for consultative staff-students groups at all levels.

The Soviet educationists are in favour of giving greater rights to students. The actual life of a university or college is entirely its own affair and all issues, including the appointment of the rector, are decided by the learned council. This council consists of professors, tutors and representatives of various public organisation including the students' council. The students' council is mainly concerned with

what students do in their leisure time, about hostel accommodation, sporting events and so on and the students' Commissions, which are mainly concerned with studies. They work in a democratic and objective way in the best interests of the majority of students.

Students' participation in India

In most Indian universities students have been allowed to participate only in the management of hostels, canteens, welfare and extra-curricular activities but, none holds any position on the decision-making bodies. Several universities hold that students' participation may not result in any improvement of standards. Rather, they apprehend that student representatives will insist on lowering the standards.

In today's faction-ridden student politics the universities feel that student representation invariably means the representation of the extremists. Besides, some faculty members feel that their status will be compromised if students are represented on various governing bodies.

In February 1969 the Central Universities (Student's Participation) Bill was introduced by Mr. Madhu Limaye in the Parliament. It enjoined upon the University Grants Commission a special duty of making recommendations to the state universities in respect of association of student representatives with court/senate/academic councils and other university bodies.

Until 1972-73, out of 100 universities (including nine institutions' demand to be universities) only Kerala University had allowed student representation on the senate, and it has been functioning successfully.

However, some progress has recently been made. The Madhya Pradesh (Uni-

versity Amendment) Act has not only allowed student representation on the court but also provides for a student consultative committee at the state level consisting of three representatives from each university and from different professional faculties, which shall have the powers to discuss and pass resolutions on approach of students to higher education, including discipline.

Aligarh has allowed student representation on the court and formation of a student council on the lines of Gajendra-gadkar committee report. The Gujarat University (Amendment) Act 1972 has provided for student representation on the court. It also provides for board for student welfare and hostels management consisting of student representatives. The UP State Universities Act, 1972 has allowed students on the court.

Kerala and Calicut Universities Act, 1972 allows students on the senate as well as on the academic council. (Now they are represented in the Syndicate also Ed.) Bombay University and states like Bihar and Rajasthan are also thinking of allowing students on the court. The BHU is planning to allow students on the court as well as the formation of a student council. It has also decided to associate senior research scholars as observers in selection committees for temporary lectures. The Mysore State Universities Bill 1973 has provided for student representation on the court.

The university authorities should entertain no fears that if the students represented on the decision-making bodies will act irresponsibly or usher in a violent revolution. It would rather impart a sense of belonging and build in them a confidence in the administration. Unless we change the character of institutions of higher learning the campuses will not be quiet.



Relaxation and Relief

We give below two letters from the Government touching on some points which troubled our minds a lot. The clarifications and assurances therein must allay some of our fears and doubts.

Copy of letter No. 13971/Si/74/HEDN Higher Education (S) Department Trivandrum, 1-7-1974 from the Secretary to Government to the Director of Collegiate Education, Trivandrum.

Sir,

Sub:-Private colleges - arrear claims of Private Colleges staff pre-audit relaxation of - Regarding.

Ref:-Your letter No. E2-1934/72 dated 20-4-1974.

Referring to the letter cited, I am to inform you that Government agree to the proposal to disburse the arrears of salary in respect of the staff of Private Colleges till the end of December 1974 in relaxation of pre-audit provided the pre-audit referred to in the letter cited is not by the Accountant General.

As regards your request contained in para 2 of your letter cited, I am to inform you that Government agree that the salaries paid to the teachers appointed on or before 1-9-1972, whose appointments have not been specifically disapproved by the Universities, may be allowed in future.

As regards the last request, I am to inform you that the Universities are being addressed to complete the fixation of staff in private colleges as early as possible.

Sd/-

Deputy Secretary.

Relaxation and Relief

No. 21546/SI/74/H. Edn
Higher Education (S) Dept.,
Trivandrum, Dated: 31-7-74.

From

The Secretary to Government.

To

The Director of Collegiate Education,
Trivandrum.

Madam,

Sub.-Approval of promotions - Regarding.

Ref:-Your letter No. E1-29833/74 dated 11-7-74,

Bulletin

Referring to the letter cited I am to inform you that your presumption expressed in para 1 of your letter cited is confirmed. As such in the case of Junior lecturers transferred from one college to another college under the same management, their service in both the colleges can be counted for calculation of two years service for the purpose of promotion as Lecturer if there is no break or reappointment. The case of Sri. S. Jayakumaran Nair, Lecturer in Politics, M. G. College, Trivandrum may be disposed of accordingly.

Yours faithfully,
Sd/-
N. Ramakrishnan
Deputy Secretary
for Secretary to Government.

ചുവപ്പനാടയുടെ കുരുക്കുകൾ

ഗവണ്മെന്റിന്റെ കരങ്ങളിൽനിന്നും ഡയറക്ട്‌പേമെന്റ് പിടിച്ചുവാങ്ങിയ പ്രൈവറ്റ് കോളേജധ്യാപകസമുദായത്തിനും, ഇന്നും മാനേജ്മെന്റുകളുടെ 'പേരനന്നാക്കുന്നതിൽ ബലകുണരായിവർത്തിക്കുന്ന കോളീജിയറ്റ് വകുപ്പിലെയും, മാനേജ്മെന്റുകളെക്കൊണ്ട് കവിഞ്ഞ വൈരാഗ്യത്തോടെ അധ്യാപകരുടെ താല്പര്യങ്ങൾക്കെതിരായി കുത്തിത്തിരിപ്പുകൾ നടത്തുന്ന യൂണിവേഴ്സിറ്റിയിലെയും ഉദ്യോഗസ്ഥരേധാവികളുടെ ഇരുവശങ്ങളിൽനിന്നുള്ള ആക്രമണങ്ങളെയാണ് എതിരിടേണ്ടിവന്നിട്ടുള്ളത്. ഇതിനെപ്പറ്റി അസോസിയേഷന്റെ 1973-74 വർഷത്തെ റിപ്പോർട്ടിൽ ചേർത്തിട്ടുള്ള താഴെ ചേർക്കുന്ന നിരീക്ഷണം എല്ലാ അധ്യാപകരും എപ്പോഴും ഓർത്തിരിക്കേണ്ടതാണ്.

ചുവപ്പനാട

"മാനേജ്മെന്റുകളുടെ ഭരണാധികാരത്തിനും, സംസ്ഥാനിക കാര്യങ്ങളിലെ അനുകൂലതയ്ക്കും എതിരായി നാം പോരാടി. ഡയറക്ട്‌പേമെന്റ് നാം ആവശ്യപ്പെട്ടത്, നമുക്ക് യഥാകാലം ശമ്പളം കിട്ടാനും മാനേജ്മെന്റിന്റെ മുഷ്കർമ്മം തെല്ലൊന്നും കുറയ്ക്കാനുമാണ്. എന്നാൽ മാനേജ്മെന്റിന്റെ കൊഴിഞ്ഞ കാളിപ്പല്ലുകൾ കോളീജിയറ്റ് വകുപ്പിലെയും യൂണിവേഴ്സിറ്റിയിലെയും ഉദ്യോഗസ്ഥന്മാരുടെ മോണകളിൽ മുളച്ചുവലോ? ഇത് ഇന്നും ഒരു യഥാർത്ഥപ്രശ്നമാണ്. ഗവണ്മെന്റ് പ്രൈവറ്റ് കോളേജ് അധ്യാപകർക്കു നൽകിയ ആനുകൂല്യങ്ങൾ സൂത്രത്തിൽ പോക്കർടിക്കാനാണ് യൂണിവേഴ്സിറ്റികൾക്കിടയിൽ. ദുർവ്യാഖ്യാനംകൊണ്ട് അധ്യാപകരുടെ ശമ്പളത്തിന്മേൽ ചുവപ്പനാടകെട്ടി അത് കഴിവാതെ തടഞ്ഞിടുക കോളീജിയറ്റ് വകുപ്പിലെ ചില ഉദ്യോഗസ്ഥന്മാർക്ക് പത്മ്യമായ വിനോദമാണ്.

1-9-72നും സർവ്വീസിലുള്ള മുഴുവൻ അധ്യാപകർക്കും സർവ്വീസ് സംരക്ഷണം ഗവണ്മെന്റ് നൽകിയതിനോട് ഒരു താഴ്ന്നിലും രാജിയോകാൻ തീർച്ചപ്പെടുത്തിയ നിലപാടാണ് യൂണിവേഴ്സിറ്റികളിലെ ചില ഉദ്യോഗസ്ഥന്മാർക്കെക്കെണ്ടിട്ടുള്ളത്. ജൂനിയർ ലക്ചറർമാരുടെ പ്രൊമോഷൻ സംബന്ധിച്ച ഗവണ്മെന്റ് കല്പനയിന്മേൽ യൂണിവേഴ്സിറ്റിയും കോളീജിയറ്റ് വകുപ്പും പ്രയോഗിച്ച സ്റ്റണ്ടുകൾ ഉള്ളതു.

പറഞ്ഞാൽ ഒരു പാട്ടുകാര്യങ്ങൾ മേല്പറഞ്ഞ രണ്ട് ഉപരി വീദ്യോദ്യോഗസ്ഥ ഭരണക്കമ്മിറ്റിയിൽ പറഞ്ഞുപോകും. അതിനു ഈ റിപ്പോർട്ടിൽ ഇടമില്ല. മാനേജ്മെന്റിന്റെ പൊരുത്ത് തോല്പിച്ച നാം അതിലും വലിയ ഉപദ്രവകാരികളോടാണ് ഇടപഴകേണ്ടിവന്നിരിക്കുന്നത്. നമ്മുടെ കാര്യങ്ങളെല്ലാം യൂണിവേഴ്സിറ്റിയാണ് നിശ്ചയിക്കുക. നമ്മുടെ ബില്ലുകൾ പാസ്സാക്കേണ്ടത് കോളീജിയറ്റ് വകുപ്പ്. നാം ചെങ്കുത്താനും കടലിൻമീടിയ്ക്കുന്നതാണ് അധ്യാപക സുഹൃത്തുക്കൾ ഓർത്തോളണമെന്നഭ്യർത്ഥന."

SABOTAGING DIRECT PAYMENT

From
M. R. Chandrasekharan,
General Secretary

To
The Secretary to Government (Higher Education), Govt. of Kerala.

Sir,
Sub:—Delay in payment of salaries in Private Colleges.

Ref:—My letter to the Secretary, to Government on 12-3-74 submitting the resolutions passed by the Annual Meeting of the A. K. P. C. T. A. held at Ernakulam on 10-3-1974.

First of all let me draw your attention to one of the resolutions cited above which deals with the problem of the delay in payment of salaries to the teachers in private colleges. I may quote the same in full.

“This annual meeting of the State Council of the A. K. P. C. T. A. views with anguish the fact that some of the Managements and Principals are resorting to reprehensible machinations which would vitiate the system of Direct Payment of salaries. We note that they deliberately delay the submission of monthly bills to the Zonal Deputy Directors and are callously indifferent about getting them prepared properly and passed in time.

“It is also noted that a bill which has crossed all these hurdles gets stuck in the Treasury causing further delay.

“Therefore this meeting resolves to request the Government and the Universities to fix the 15th of every month for the submission of bills and stipulate that any failure on the part of the principals to submit bills on or immediately after that date will be deemed as dereliction of duty. We also request the Government to issue necessary instructions to the Treasuries in this regard.”

The resolution speaks for itself. The preponement of the date for preferring salary bills is absolutely necessary since the Government have issued orders preponing the date of the actual payment of salaries to the various categories of employees who are being paid by the Government, by 3 days. According to the present arrangement the teachers of the private colleges are also eligible to receive their monthly salary on one of the last three working days of the month for which the salary is being claimed. But the experience of the private college teachers is that they are being forced to wait for days and weeks after the normal day of payment before they actually receive their salary.

One aspect of the system of Direct Payment which invariably hinders the timely submission of salary bills for the countersignature of the Deputy Director is the provision in the G. O. which makes compulsory the production of a Treasury Certificate

regarding remittance made at the treasury by the Principal. The Treasuries are not at all very prompt in the matter of issuing such certificates. This difficulty may be overcome by modifying the said provision and directing the Principals to produce Treasury certificates for remittance made at the Treasury upto the 10th of the month for which salary is being claimed, along with the salary bill.

I may also draw your attention to the various claims for arrears of salaries pending with the Deputy Directors of Collegiate Education. The commity of private college teachers really clamoured for Direct Payment to free themseunes from the anarchy of irregular and delayed payments which was the general rule with the private college managements. Now more than two years have passed since the introduction of the system of Direct Payment and it is a pity that I have to state that the system not improved. I request you to take such immediate and concrete steps has are necessary to give a new life to the Department of Collegiate Education and make the system of Direct Payment smooth-working.

Also, I take this opportunity to remind you of an offer made by you that a conference of all interested parties will be convened by the Director of Collegiate Education to discuss, the various problems arising out of the introduction of the system of Direct Payment and suggest practical improvements in the working of the system. May I hope that the said conference will be held without further delay?

Thanking you,

Yours faithfully,
(M. R. CHANDRASEKARAN)

The education "explosion"

India's student population exceeds the total population of any country in the world barring five three in Asia, the U. S. and the U. S. S. R.

Recently, addressing a meeting at the College of Vocational Studies here, the Union Minister of State for Planning, Mr. Mohan Dharia, said Indian education today revealed an "explosion of numbers". From 20 million in 1950-51 when India initiated the process of planning, he said, the total number of students in India had risen to nearly 100 million at present.

Mr. Dharia said it was proposed to introduce compulsory national service at the under-graduate stage so that the students' services could be utilised for economic and social development programmes. He said the compulsory national service would be an integral part of the university curriculum.

It was proposed to have a package programme including vocationalisation of higher secondary education enabling large numbers of students to take up jobs at the end of the secondary stage and limiting admissions to higher courses on the basis of merit.