

AKRISHNA

Bulletin

5

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MONTHLY JOURNAL OF THE ALL-KERALA PRIVATE COLLEGE TEACHERS' ASSOCIATION

AKPCTA BULLETIN

(For private circulation only)

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കുറിപ്പുകൾ

വിദ്യാഭ്യാസരംഗം - അഴിമതിയുടെ കുത്തരങ്ങൾ.

ഔദ്യോഗികമായി മധ്യര പാത്രത്തിൽ

മദ്യം.....

ഇതെങ്ങിനെ വന്നുവന്നു? ആരും ചോദിച്ചു ചോദിച്ചു, കേരളത്തിലെ ഇന്നത്തെ വിദ്യാഭ്യാസ രംഗത്തെക്കുറിച്ചു കണ്ണുനീർ കണ്ണുനീർ. നിഷ്കാമമായ വിദ്യാഭ്യാസമൊരു ജീവിതവൃതമായാചരിക്കുന്ന "പുല്ലാമുഷിപ്പിന്റേ" പാഠപുസ്തകത്തിൽ രംഗംകൊള്ളുന്നവരാണ് നമ്മുടെ ഭരണകർമ്മക്കാർ. പക്ഷേ, കേരളത്തിലെ ഇന്നത്തെ നിലയെന്താണ്?

ഇവിടെ വിദ്യാഭ്യാസത്തിന്റെ കർമ്മകൃഷി എവിടെയും രേഖപ്പെടുത്തി സ്വകാര്യ ഏജൻസികളുടെ കൈകളിലൊതുങ്ങിയിരിക്കുന്നു. വിവിധ കൃഷിയ സങ്കരങ്ങൾ, നായരീയവ ജാതീയ സംഘടനകൾ, മുസ്ലീം സൊസൈറ്റി—ഇവയാണി ഏജൻസികൾ. നാടിന്റെ ഭാഗ്യവിപര്യയംകൊണ്ടുണ്ടായതെന്ന പറയട്ടെ, ഇരുപതാം നൂറ്റാണ്ടിന്റെ ഇടയ്ക്കു അവസാനഘട്ടത്തിൽപ്പോലും ഭരണകൂടത്തെത്തന്നെ ചൊൽപ്പടിയിൽ നിന്നൊന്നു രാഷ്ട്രീയ സ്വാഭാവികതയുടെ ഉടമകളായി ഇവർ നിലനില്ക്കുന്നു. വിദ്യാഭ്യാസത്തെ ഒരു കച്ചവടച്ചരക്കാക്കി അധഃപതിപ്പിച്ചിരിക്കുകയാണിവർ. പുരുഷംചില അപവാദങ്ങളാണവർ. പക്ഷേ അവ സാമാന്യനിയമങ്ങളെ ഗണിപ്പെടുത്തുകമാത്രമേ ചെയ്യുന്നുള്ളൂ. ഉന്നത വിദ്യാഭ്യാസരംഗത്തു് ഈ ഏജൻസികൾ ഇന്ന് ഭടിച്ചുമാണുമാരായി കഴിയുന്നു. അതുകൊണ്ടുവരെ—ഈ വ്യാഴവട്ടക്കാലംമുൻപുവരെ അഭ്യാസമയിദ്യാഭ്യാസ അധ്യാപകർ അടിമതപത്തിനും മുന്നണത്തിനും വിധേയരായിരുന്നു. അധ്യാപകർ

അ് അതൊരവിധ സേവനവ്യവസ്ഥകളാണവർ ആയിരുന്നില്ല. വിദ്യാഭ്യാസരംഗത്തുകേട്ടുടമ അസന്തുഷ്ടിക്ക് പാത്രമേകാൻ ഇടയായ അധ്യാപകർ—അവർ എത്രതന്നെ പ്രഗത്ഭരായിരുന്നിട്ടും പിരിച്ചുവിട്ടുപോയി. പ്രൊഫസർ മുണ്ടശ്ശേരിയപ്പോലും ഇതിനെ ചെറുത്തുനില്ക്കാനായില്ല. നിയമവും നിയമപാലകരും ഈ കർമ്മകർമ്മങ്ങൾ അടങ്ങിയിട്ടുണ്ടെന്നു പറയട്ടെ—നൂറുപക്ഷങ്ങളുടെ രാഷ്ട്രീയകാര്യത്തിന്റെ പേരിൽ. ഈ അനീതിക്കുമേൽക്കുറിച്ചുനോക്കി എ. കെ. പി. സി. റ്റി. എ. യുടെ കൊടികളിൽ സ്വകാര്യ കോളേജ് അധ്യാപകർ നടത്തിയ നിരന്തരമായ സമരങ്ങളുടെ ഫലമായാണ്, സേവനവ്യവസ്ഥകളിലും, വേതനത്തിലും ഉണ്ടായ പുരോഗതി. അധികൃതർ അധ്യാപകരുടെ തിരവേദനങ്ങളുടെഫലമായി അധ്യാപകർക്കുവേണ്ടിയുള്ള വ്യവസ്ഥകൾ ഉൾക്കൊള്ളിച്ചു സർവ്വകലാശാലാ നിയമങ്ങൾ നിർമ്മിച്ചു അവസരമുണ്ട്. അധ്യാപകരുടെ മാഗ്നാകാർട്ടാ എന്നു വസ്തിക്കുപ്പെട്ട അധ്യാപകർ 1969-ലെ കേരള സർവ്വകലാശാലാ നിയമത്തിലുണ്ടായിരുന്നു. പക്ഷേ കോടതി വിധിയും ആ നിയമം മരുന്നടിക്കുന്നതാക്കപ്പെട്ടു. 1969-ലെ നിയമം തൽകീഴിടുന്ന പരിഭവങ്ങൾ പൂർണ്ണമായും ഉൾക്കൊണ്ടിരുന്നില്ലെങ്കിലും പരിഭവമായ സേവനസ്ഥിരത ഉറപ്പുവരുത്തുവാൻ 1972-ലെ കേരള/കാലിക്കട്ട് സർവ്വകലാശാലാ നിയമങ്ങൾക്ക് കഴിഞ്ഞിട്ടുണ്ട്.

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Hair-Splitting by the Privileged

Rais Ahmed

All the developing countries have come to realise that far-reaching changes have to be made in the educational system if it has to play a dynamic role in social and economic reconstruction. However, it is a matter of common experience that these changes are very difficult to implement, most of all because the privileged who have benefited from the old system are always there to do a lot of hair-splitting and to stall reforms.

The central point of the new educational system recommended by the Education Commission and accepted by Parliament in 1968 is to make education an instrument of social change, to promote equality of educational opportunity and hence social justice, and to contribute towards national development. The present debate, however, seems to be about relatively minor matters such as the structure of 10+2+3, or whether +2 should be in schools or colleges or about the 'heaviness' of the courses—perhaps all because instead of social change, status quo or even status quo ante is uppermost in our minds.

In the welter of renewed controversy recently created about "10+2+3" and rather unseemly haste to undo what the Education Commission had recommended and the Parliament accepted in 1968, the central point about the new educational system is almost completely lost. It is to make education an instrument of social change, to promote equality of educational opportunity and hence social justice, and to contribute towards national development. The present debate however, seems to be about relatively minor matters such as the structure of 10+2+3, or whether +2 should be in schools or colleges or about the "heaviness" of the courses—perhaps all because instead of social change, status quo or even status quo ante is uppermost in our minds.

For social change and social justice, the most important thrust should be in the sphere of primary education, because it is here that the content and the formalism of education scares away the children of the poor and the backward homes; and it is here that wrong ideas and attitudes towards national and social issues are inculcated. The curriculum is unconnected with the daily life and problems of the common people, the schools are unattractive, the teachers are handicapped in many ways, and yet we subject students to common tests and fail them in examinations as if they were being pronounced guilty of paying insufficient attention to studies, or being incapable of benefiting from education. The consciousness of caste and community, of regional, linguistic and cultural

chauvinism is created, and sharpened through every activity connected with the school and through the administration & control of primary education. Thus we have the result that a majority of our population is unable to benefit from education—the drop out problem—and, on the other hand, we have those who go through the school and imbibe every obscurantist, divisive and inflexible attitude that is, in the long run, harmful both to the individual and to the country.

In the recommendations of the Education Commission as accepted by Parliament it was proposed to attack this problem from several directions. Not only were primary schools to be opened within three kilometres of every child's residence but more teachers were to be provided in nearly two lakh primary schools where only one person teaches as many as five classes at once. It was decided that the curriculum should also be based on the real environment which children experience and in which they must participate. Besides implementing the three language formula, suitable components of science, social science, and mathematics, were included, whose contents would alter the thinking of the children so that they do not become simply more knowledgeable but understand life better. Opportunities of learning about the art and culture of the people were to be provided in the schools. More than all this, the schools had to provide 'work experience'—activities of making decorative or beautiful objects, of fabricating useful and saleable articles, and participating in community surveys

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and improvement of community life in respect to sanitation, clean drinking water, health, family life and responsible citizenship. This programme was to be a source of learning various subjects. For example, working in the fields with farmers would enrich children's knowledge of biology, rural economics and of social relationships in a manner which no textbook could provide. Working with other hands in co-operation with children of other castes and communities would be an excellent leveller for breaking prejudices and creating a sense of dignity in labour.

All this may seem like a tall order but if the problem is systematically tackled by the provision of suitable books, by retraining of teachers and administrators, by bringing about changes in the schools' relationship with the community and by co-operation between departments of education, agriculture, health and industries, etc, the objectives of fundamentally improving primary education and making it far more effective could be achieved. And it is precisely this for which all preparations had been made in the last few years. Education is famous for being a field of unending controversy. Everyone has a stake in it, everyone has an opinion, and yet no constructive and sustained action can take place while the controversy rages. Numerous discussions at institutional, state and national levels had for the time generated a consensus which was stated in a small document called "Framework of the Curriculum for the Ten-Year School", published by

NCERT. Corresponding syllabi had been drawn up and books prepared with the best of expertise available in the country so as to give a new content to the various subjects. A vast teacher-training programme based on correspondence and contact lessons had been started. Teacher training courses (B.Ed, etc) for the new educational system had been nearly finalised and administrators were also being reoriented. We were poised for a breakthrough, when the controversy was suddenly re-opened taking us back to square one in education; and there is no assurance yet that the main thrust in primary education will remain unchanged.

In the sphere of secondary education, the most important concern should be that educational choices themselves should not become the reason for unequal social benefits. If the schools in the rural areas where the majority of our population lives are far inferior, and if in addition, students of these schools are provided easy options then naturally even though they may do well at their studies, many avenues of future development will be closed to them. For example, if science is made optional on the basis that after a common course of primary education every citizen should be free to exercise his choice for any one of the competing streams, for high or low level courses in this or that subject, then more children in the cities and those belonging to the well-to-do classes will opt for science and consequently good science teaching will be provided in the schools in the cities. It has been the

experience of all the states where science has been the optional in the secondary schools that a much higher percentage of urban than rural schools have facilities for science. In these circumstances children from poorer families will either exercise a soft option without knowing its end result, or in fact the poverty-stricken schools will afford them no real choices. This will lead to a continuance of the present situation where children from rural areas will hardly have a chance to become engineers, scientists or doctors.

It is in view of practical problems of this nature that the Education Commission had recommended and the Parliament accepted that there should be an undifferentiated curriculum for the 10-year school. Streamlining, or providing alternatives of any kind like social science vs science, or mathematics vs arithmetic, or science vs home science, etc, will lead to increasing the handicap of the weaker sections of the population — be they rural or tribal people or scheduled castes or girls.

It is precisely this aspect of education, which is being attacked at present on various grounds. The "10+2+3" pattern might remain because the Education Ministers have insisted that they be allowed to follow their own course in spite of what the Prime Minister and the Minister for Education had to say, but one fears that the very feature which contributes to social justice may be soft-pedalled or quietly dropped to convert the new system back into the traditional with privileges safe-guarded all round.

A concomitant of the far-reaching changes in intent, substance and methodology of education was a change in our approach to examinations. They are, at present, a privilege-filter separating, at every stage, those who come from superior or income groups and have therefore had better teachers and schooling, from those who had far inferior opportunities into categories of 'fail' and 'pass'. Besides, only book learning may, with some reservations, be measured by written examinations. Building of character, healthy social attitudes, personal qualities of either teamwork or creativity, what to say of skills and social interactions involved in work-experience can hardly be assessed by such examinations. In the reopened debate nothing is being said about this and may be the enlightened view generated earlier stands, may be it is also replaced by the traditional trust in the 'objectivity' of examinations thereby negating any hope regarding a new educational outlook.

In recent times the concept of work experience has also been attacked, of all people, by a few Gandhian educationists. Their plea is that there is not enough of it in the school programme; instead of something like 25 per cent of the school time they would like either all or at least half the school time to be devoted to work experience. This would amount to the ideal being the enemy of the good. The concept of work experience has been popularised during the last few years and it seems to have made a genuine impact throughout the country. Children of lower classes work with their

hands with suitable materials and using scrap to make useful and decorative articles. Somewhat older children make sticks to furniture and from shoe polish to cardigans. In some places they have also started undertaking social placement of older children in factories or other work-places for their summer or winter vacations. In a few states the Government is helping the schools to identify the articles to be manufactured and it is also helping in the sale of what the schools produce. Financial benefits have started accruing to both the schools and the children. But the teachers have yet to master how these activities can be turned into the learning of health science, or agriculture or sociology or mathematics, etc. An entirely new approach to implementing the syllabus is involved and teachers have just begun to learn this. To say at this stage that unless much more time is made available Gandhiji's concept of basic education will not be fulfilled is to ask for the impossible, and it is therefore to discourage even the small change which is being brought about. Incidentally, the Gandhian institutions themselves, in all the decades that have gone by, have not produced any concrete literature by which the teachers upto the secondary level may be guided in implementing a programme of activities which is designed for learning various subjects. It is therefore feared that in the general denunciation and vague talk about possible deficiencies of the new educational

The Joint Action Council of University and College Teachers' Organisations

COPY OF THE MEMORANDUM SUBMITTED
TO THE HONOURABLE CHIEF MINISTER, KERALA.

Sub: Request for Implementation of U. G. C. Scale of pay.

- Ref: i) Our representation dated 27—5—1977.
ii) Mass Memorandum signed by more than five thousand College and University Teachers of Kerala submitted to you by us on 5—9—1977.

We again approach you with our long standing demand that the U. G. C. Scales of pay for College and University Teachers, proposed by the University Grants Commission and accepted by the Central Government and all State Governments except the Government of Kerala, be implemented in our State with retrospective effect.

Though the arguments in favour of our request have been repeated often enough in our representations and memoranda to the Government, it would not be out of place to restate them in this memorandum, which is being presented in the context of Mass Demonstration and Dharna here in Trivandrum under the auspices of the Joint Council by Teachers drawn from all Sectors of higher education in Kerala.

- 1) The U. G. C. Scales of pay were due for implementation from 1—1—'73. In as much as their implementation has been delayed, the teachers of Kerala have been kept off the national main stream.
- 2) The scales proposed are only a logical extension of the overall educational policy of the Government which aims at drawing the best talents into the field of higher education.
- 3) In the context of the aforementioned rationale of the scales, it is not surprising that the scales proposed do not appear to be in consonance with the pay structure in any one State.
- 4) That the States which implemented these scales did not find this basic feature of the scales an impediment to their implementation, shows that in our State also these scales can be introduced without difficulty.
- 5) All that the Government may have to do is to delink the pay scales of the College and University Teachers from the State pay-structure as has been done in the case of Government Departments turned into Corporations and Boards.

- 6) The offer of the Central Government to meet eighty percent of the additional financial commitment for the fifth plan period with prospects of continuance of such aid during the sixth plan period presents a ready source of income for the State Government.

As a major part of the additional expenditure incurred by the State Government on the pay revision of College and University Teachers as part of the revision of the State pay scales can be recouped by introducing U.G.C. Scales with retrospective effect, financially this would be advantageous to the State.

- 7) It is very unfair that teachers have to struggle hard for scales of pay which they are told, should be rightfully theirs.
- 8) The Central Government has made it clear that the conditions attached to the scales which are at variance with the State's overall policy and established practices in the State are negotiable.

It may be recalled that our struggle for the implementation of these scales reached a stage in 1975, when we were on the verge of boycott of University Examinations. It was on the understanding that there would be a de novo examination of the issue in all its aspects that we called off the contemplated action. But to our dismay no positive steps were forthcoming from the Government side on the matter.

Since then the teachers' organisations jointly and severally resorted to various steps such as one day token strike, dharna before the Secretariat, observance of a Demands Day and presentation of Mass Memoranda.

The Joint Action Council formed in May '77 by several Teachers' Organisations for Co-ordinated action in the matter, today represents all teachers' organisations in the field.

It is in this context that, on a call from the Council, about five thousand College and University Teachers have staged a demonstration and a Dharna before the Secretariat to impress upon the Government, the imperative need for the implementation of these scales.

We request that the Government may be pleased to accept U. G. C. Scales and implement them

- 1) without denying the benefits to any teacher in service.
- 2) with retrospective effect and
- 3) with the existing rates of D. A.

We further request that before passing final orders on the matter, the Government consult Teachers' Organisations on the details of implementation.

Yours faithfully,

Chairman
Conveners

THE ALL KERALA PRIVATE COLLEGE TEACHERS' ASSOCIATION

Receipts and Payments Accounts of the 9th State Convention of the
A.K.P.C.T.A. Held in Trichur on 5th & 6th February 1977.

Receipts.

Advance from working committee	500	00
Delegate fee from units	7,930	00
Rent recovered from individuals	32	00
Total	Rs. 8,462	00

Payments.

Posters, banners, flags etc.	1,633	58
Photo	378	00
Gate decorations etc.	350	89
Food, Coffee, Refreshment etc.	968	60
Accommodation	679	85
Press conference	122	55
Postage & telephone calls	329	25
Printing & typing	415	68
Travelling allowance	871	25
Stationery	202	06
Miscellaneous expenses	390	35
Advance repaid	500	00
Balance in hand	1,619	94
Total	Rs. 8,462	00

COMMITTEEWISE STATEMENT OF EXPENDITURE

Publicity	...	Rs. 2,330	37
Food & Accommodation	...	1,533	90
Programme	...	1,875	54
Finance	...	602	25
Total expenditure	...	6,342	06
Add: Advance repaid	...	500	00
		6,892	06
Total Receipts	Rs. 8,462	00	
Less Total payments	Rs. 6,842	06	
Balance in hand	Rs. 1,619	94	

[Contd. Page 8]

system, its main contribution to the development of work experience may also be lost.

All the developing countries have come to realise that far-reaching changes have to be made in the educational system if it has to play a dynamic role in social and economic reconstruction. However, it is a matter of common experience that these changes are very difficult to implement, most of all because the privileged who have benefited from the

old system are always there to do a lot of hair-splitting and stall reforms. They can indeed ask with impunity: "what was wrong with the (old) educational system" which has produced such great men in the past! Ironically, the privileged, in power, are expected to make the decisions to nullify the privileges. Will they, or can they, do it? Only the pressure of an awakened popular opinion can extort the concession of implementing real educational reform.

A NOTE ON THE PENSION, PROVIDENT FUND, GRATUITY, INSURANCE
AND AGE OF RETIREMENT OF THE TEACHERS OF PRIVATE COLLEGES

(IV)

Prof: T. GOPALAKRISHNAN,
General Secretary, AKPCTA.

CHAPTER IV
CONTRIBUTORY PROVIDENT FUND FOR THE TEACHERS WHO HAVE OPTED
FOR THE PROVISIONS OF CHAPTER III
(Continued)

Control of the Fund:-

The Fund in a Zone is controlled by the Zonal Deputy Director of Collegiate Education of the Zone.

It is very important that if the teachers' Monthly Subscription to the Fund is not deposited in the Savings Bank Account within seven days of the date on which the salary of the teachers is disbursed or if the verified treasury list is not forwarded by the concerned Principal to the concerned Zonal Dy. D. C. E., the pay bill of the Principal for the ensuing month will not be passed for payment by the Zonal Dy. D. C. E. without the prior sanction of the D.C.E. who is the person to take the necessary steps in the matter.

There can be no withdrawal from the Fund without the sanction of the Dy. Director of Collegiate Education concerned. Withdrawal will be sanctioned for satisfactory reasons such as:

- 1) to defray the expenses in connection with the illness of a subscriber or a member of his family;
- 2) to meet the expenses in connection with the marriages, funerals or

ceremonies which it is incumbent upon the subscriber to perform, etc. Advances further, will be sanctioned only when the deposit to the credit of the subscriber exceeds six month's pay of the subscriber. Also, the amount of advance sanctioned at any time shall not exceed three month's pay of the subscriber. Advances sanctioned will have to be repaid in not more than 24 equal monthly instalments. But there shall be no recovery from a subscriber when he is on leave of any kind.

In special cases, advances may be sanctioned in relaxation of the conditions above.

No fresh advance from the Fund will be sanctioned if there is any balance still to be repaid out of any advance already drawn or if 12 months have not elapsed since the repayment of the previous advance.

Withdrawal of any advance sanctioned is made on an application signed by a subscriber and countersigned by the Principal and endorsed in favour of a person and proposed by the Dy. D. C. E. concerned with the sanction in original.

The Principal, after receiving the money, disburses it to the Subscriber concerned on acquittance rolls.

Withdrawals from the Fund are permissible also for making payments of premia for Life Insurance Policies, subject to certain conditions.

Withdrawals of Deposits:-
Withdrawals of deposits will be permitted on the death or retirement of the subscriber or for any other special reasons accepted by the Director of Collegiate Education as satisfactory.

A subscriber who resigns his post before the end of the 10th year from the date of admission to the Fund and applies for closure of his account will be entitled only to the subscriptions made by him with interest thereon, but in exceptional cases with the sanction of Government, he may also be paid the Government contribution.

If a subscriber is disabled or becomes invalid otherwise than by his own fault, he will receive all the deposits to his credit at what ever stage of service he is disabled or becomes invalid. He may also receive the Government contribution, with the sanction of the concerned Zonal Dy. Director of Collegiate Education. But when a subscriber is incapacitated because of his own fault, he will receive only his own subscription with interest thereon.

The Government contribution will be withheld in case a subscriber is dismissed or removed from service, or tenders his resignation to avoid dismissal or removal or quits his employment after having been convicted of an offence involving

moral turpitude, and such a subscriber will receive only his own contribution with interest thereon. But in exceptional cases, with the sanction of the Government, he may be paid the Government contribution also.

If the services of a subscriber are dispensed with for no fault of his own, he is entitled to receive all the subscriptions to his credit as also, with the sanction of the Dy. D. C. E. concerned, the Government Contribution. If he seeks re-employment, he may continue to participate in the scheme with out subscription until the date of re-employment.

If a subscriber takes up employment in a Government College, at what ever stage of his service, his account shall be closed and he shall be given all subscriptions to his credit together with the Government contribution provided there is no reasonable chance of his reverting to any Private College.

Payment of Government Contribution:-

The claim to the Government Contribution is to be preferred to the Accountant General by the concerned Dy. D. C. E. Necessary application for the payment of the Government Contribution will have to be submitted by the Principal of the College from which the subscriber quitted the Fund, to the Dy. D. C. E. together with a bill in Form II for the amount due, drawn up and signed by the Principal, the subscribers' Pass Book and certain certificates. The bill drawn by the Principal will, after scrutiny, be countersigned by the Dy. D. C. E. The Accountant General will pass one half of the total at

Government Orders, University Decisions and Communications.

Copy of G. O. MS. No. 160/77/H. Edn dt. 5-10-1977 — Higher Education (D)
Department — Government of Kerala.

Private Colleges — Surrender of Earned Leave — Extension of the benefit to the teaching and other vacation staff and application of G. O. (P) 567/75 fin. dated 20-12-1975 to the Private College Staff — orders issued.

- Read: 1. G. O. MS. No. 22/74 H. Edn. dt. 8—2—1974.
2. G. O. (P) 567/75 H. Edn. dt. 20—12—1975.
3. Govt. letter No. 11224/D1/75/H. Edn. dt. 16—6—1976.

ORDER.

In the G. O. 1st cited Government have, inter alia, ordered that the benefit of surrender of earned leave shall be extended to the staff of Private Arts, Science and Training Colleges with effect from the date of that order (8—2—74) under the same terms and conditions under which this benefit is available to the staff of Government Colleges. In the Government letter 3rd cited it was further ordered that there is no objection in allowing the benefit of earned leave provided under the G. O. 1st cited, to the Principals of Private colleges for the earned leave at their credit as on 8—2—1974. In the G. O. 5th cited Government have further ordered that the non-teaching staff as defined in K. S. R. would be eligible to surrender earned leave at their credit as on 8—2—1977.

2. It has been represented to Government that the benefit of surrender of earned leave may be extended to the teaching and other vacation staff of Private Colleges who have earned leave by virtue of being prevented from availing themselves of vacation. Complaint has also been received that the benefit contemplated in the G. O. 2nd cited is denied to the Private College staff who are eligible to surrender earned leave. As the benefit of surrender of earned leave is allowed to Private College staff on the same terms and conditions under which it is available to the staff of Government Colleges, all concessions in regard to surrender of earned leave allowed to the Government college staff should naturally apply to the Private college staff as well.

3. In the circumstances stated above Government are pleased to issue the following orders:—

GOVERNMENT OF KERALA

MISA—GOVERNMENT SERVANTS DETAINED UNDER MISA—TREATMENT
OF PERIOD OF DETENTION ON THEIR RE-INSTATEMENT—ORDER ISSUED

Home (SA) Department:
G.O. Rt. 2470/77/Home

Trivandrum,
dated 29—11—1977.

Read OM. 34013/4(S)/77 Esst (B) dated 5—10—1977 from the Ministry of Home
Affairs, Government of India.

ORDER

In the office Memorandum read as first paper above, the Government of India have decided that full pay and allowances may be paid to the Central Government employees who were detained under MISA in respect of the period of suspension. This concession will not however be given to those employees, who during the emergency, had been released from detention on submitting an apology.

The State Government after careful consideration of the matter are pleased to order that the above procedure will be followed in respect of State Government employees, teachers of Private School and colleges who were under detention under MISA during emergency and who were re-instated subsequently. The concerned authorities will examine the cases pertaining to their department in the light of the above orders and will issue orders separately.

By Order of the Governor,

G. Bhaskaran Nair,
Chief Secretary.

(1) The benefit of surrender of earned leave will be extended to the teaching and other vacation staff who have/had earned leave to their credit by virtue of being prevented from availing themselves of vacation, with effect from 8—2—1974, the date of the G. O. first cited.

(2) The benefit contemplated in the G. O. 2nd cited will be given to the Private College staff with effect from the date of that G. O. viz. 20—12—1975.

(3) The pending cases will be disposed of in the light of the above orders.

(By order of the Governor)

M. K. BHASKARAN,
Joint Secretary to Government.

UNIVERSITY OF KERALA

1. Appointment of invigilators:

Teachers of Colleges appointed as examiners for centralised valuation will not be available for invigilation work at examination Centres. Hence, to provide sufficient invigilators, teachers of schools if necessary should also be appointed as invigilators.

2. Number of papers to be allotted per day for Centralised valuation.

The no. of papers to be valued per day should be related to the duration of the question paper concerned and answer books may be allotted for valuation on the following principle.

<u>Duration of the question paper</u>	<u>No. of answer book to be valued per day</u>
Two hours	30
Three ,,	20

3. Grant of earned leave for the period of duty for Centralised Valuation:

Examination duty for centralised valuation deprives teachers of their vacation for the period concerned. Hence, it is only fair that, the teachers taking up centralised valuation work should be compensated by giving them credit of earned leave for the period of centralised valuation. This applies to duty for attending University Practical examination work and also for invigilation work at Examination Centres. But, for the time being, compensatory earned leave should at least be given for Central valuation duty so as to act as an incentive to teachers to take up the work. The University should take up the matter immediately with the Government. If this is not done, most of the teachers may decline examinership for centralised valuation and this will tell upon the successful implementation of centralised valuation. The representatives of Teacher's Organization insisted that a Conference of representatives of teachers of Colleges, University and Government should also be convened before the introduction of centralised valuation to discuss the issue.

4. Payment of T. A. & D. A.

The present rates are not at all adequate. D. A. should at least be raised from Rs. 14 to Rs. 20 and T. A. should be at par with the rates prevalent at the Calicut University. It was also suggested that vacation addresses of Teachers should be recognised for payment of T. A.

5. Appointment of Teachers of Calicut University:

If sufficient no. of Teachers from the Colleges under this University are

not available, teachers from the Calicut University who are willing to accept the work may also be appointed.

6. Retiring rooms should be provided at the Centres for centralised valuation for the benefit of the teachers,

7. The entire scheme of Centralised valuation should be subjected to review by a Committee of representatives of Teachers and University after centralised valuation of 1978 Examination is over.

The representatives of Teachers stated that they are fully aware of their involvement in the matter and also assured their Co-operation in making the scheme a success, since this will be conducive to make the system of valuation more credible and reliable. It was however, pointed out by them that what they have stated are only their personal opinions as they have not been able to discuss the matter with the members of their associations before attending the meeting. They have to convince the members of their associations and for this the University should adopt a favourable attitude to the suggestions and demands made at the meeting.

(Contd. Page 13)

the credit in the Savings Bank (excluding interest credited) plus any balance of advance plus amounts withdrawn for the payment of insurance premia as the Government Contribution. The pass order is given on the bill itself. The amount will, thereafter, be drawn by the Principal and disbursed to the Subscriber.

(For details See Statute 4, Chapter IV)

In the event of the death of the

subscriber while his Fund account is open, the total amount standing to his credit in the Fund as well as the Government contribution due to him will be drawn by the Principal and will be payable by him as provided for in the relevant Statute.

The Principal of the college will have to maintain certain Registers, specified in statute 41.

13-ാം വേണ്ടിയിൽ നിന്നും തുടർച്ചയ്ക്ക്
51, എ. അതിന്റെ പ്രത്യേകതയോടുകൂടി ചർച്ച
കാലത്ത് തന്നെ കോളേജിലേക്ക് തിരിച്ചടയ്ക്കുന്ന
പ്രതിബന്ധി തിരിച്ചടയ്ക്കുന്നതും അങ്ങനെ മുന്നറിയി

പ്പുനൽകുന്നു. പ്രത്യേകമായ വിദ്യാർത്ഥികൾ അടയ്ക്ക
പകരം തിരിച്ചടയ്ക്കുന്നതും ഉണ്ടാകാതെ തിരിച്ചടയ്ക്കുന്ന
പ്പുനൽകുന്നു.

(4-ാം പേജിൽ നിന്നും തുടർച്ച)

വിദ്യാർത്ഥികളുടെ അഭിരുചിയിൽ
ഒരു തരം അംഗീകരിക്കപ്പെട്ടിട്ടുണ്ട്. 50 ശത
മാനം പൊതു യോഗ്യതയുടെ അടിസ്ഥാനത്തിലും,
10 ശതമാനം സ്വന്ത സമുദായത്തിൽപ്പെട്ട വി
ദ്യാർത്ഥികൾക്കും 20 ശതമാനം പട്ടികജാതി പട്ടിക
വർഗ്ഗക്കാർക്കും, ബാക്കി 20 ശതമാനം മാനേജ്മെ
ന്റ വിഹിതവും—ഇങ്ങനെ. (എല്ലാ വിഭാഗവും
പൊതുവിൽ മെരിറ്റാടിസ്ഥാനത്തിലായിരിക്കണ
മെന്നാണ് ശാഠ്യം). പക്ഷേ ഭൂരിപക്ഷം കോള
ജികളിലും യോഗ്യതയുടെ അടിസ്ഥാനത്തിൽ നട
ത്തേണ്ടതായ അഡ്മിഷൻപോലും വില്ലപ്പെടുക
യാണ്. ഒരു പ്രീ-ഡിഗ്രി സീററിന് വില 200
രൂപ 2000 ക. വരെ. ഡിഗ്രി അഡ്മിഷൻ
500 രൂപ 5000 ക. വരെ. ബിരുദാനന്തര
കോഴ്സുകൾക്ക് 10000 ക. വരെ. എഞ്ചിനീയ
റിംഗിന് 15000 ക. വരെ. ഇതെല്ലാം
പരസ്യമായിരുന്നെ നടത്തുന്ന എന്നുള്ളതാണ് എ
ററവും വേദനാജനകമായിരിക്കുന്നതും. അഡ്മി
ഷൻ കാര്യത്തിലുണ്ടാകുന്ന പരാതി ശ്രദ്ധിക്കപ്പെ
ടുന്നില്ല. നിയന്ത്രിക്കാൻ ശ്രമിച്ച സർക്കാരിനും സർവ്വ
കലാശാലകളും മാനേജ്മെന്റിന്റെ നിയന്ത്രണ
ത്തിൽ ആയിരിക്കണം.

സ്വകാര്യ കോളേജുകളുടെ വികസനത്തിനാ
യി വർദ്ധിച്ചുവരുന്ന കോടിക്കണക്കിന് ഉറപ്പിക
യണിവേഴ്സിറ്റി ഗ്രാന്റ്സ് കമ്മീഷൻ അനുവ
ദിക്കുന്നുണ്ട്. ഈ തുകകൾ മുഴുവനും ഉദ്ദേശിക്ക

സ്വകാര്യ കോളേജുകളുടെ അടിമടി
വസാനിപ്പിക്കാൻ ശക്തമായ നടപടികൾ സ്വീ
കരിക്കണമെന്ന് കേന്ദ്ര കേരള സർക്കാരുകൾ
സർവ്വകലാശാലകളോടും ഞങ്ങളും അഭ്യർത്ഥിക്കുന്നു—
ആവശ്യപ്പെടുന്നു. ഇതിലേക്കുവേണ്ട ഓർഡിനാൻസ്
നൽകാൻ എ. കെ. പി. സി. റി. എ. മന്ദലം
ന്റ ആവർത്തിച്ചു വ്യക്തമാക്കിയിട്ടുണ്ട്. കേ
രളം ഒരു നിലപാട് സ്വീകരിക്കാൻ കേന്ദ്ര കേര
സർക്കാരുകൾ തയ്യാറാകുന്നില്ലെങ്കിൽ, എ. കെ. പി.
(ശേഷം 17-ാം പേജിൽ)

സ്വകാര്യ മാനേജ്മെന്റുകളുടെ അടിമടി
വസാനിപ്പിക്കാൻ ശക്തമായ നടപടികൾ സ്വീ
കരിക്കണമെന്ന് കേന്ദ്ര കേരള സർക്കാരുകൾ
സർവ്വകലാശാലകളോടും ഞങ്ങളും അഭ്യർത്ഥിക്കുന്നു—
ആവശ്യപ്പെടുന്നു. ഇതിലേക്കുവേണ്ട ഓർഡിനാൻസ്
നൽകാൻ എ. കെ. പി. സി. റി. എ. മന്ദലം
ന്റ ആവർത്തിച്ചു വ്യക്തമാക്കിയിട്ടുണ്ട്. കേ
രളം ഒരു നിലപാട് സ്വീകരിക്കാൻ കേന്ദ്ര കേര
സർക്കാരുകൾ തയ്യാറാകുന്നില്ലെങ്കിൽ, എ. കെ. പി.
(ശേഷം 17-ാം പേജിൽ)

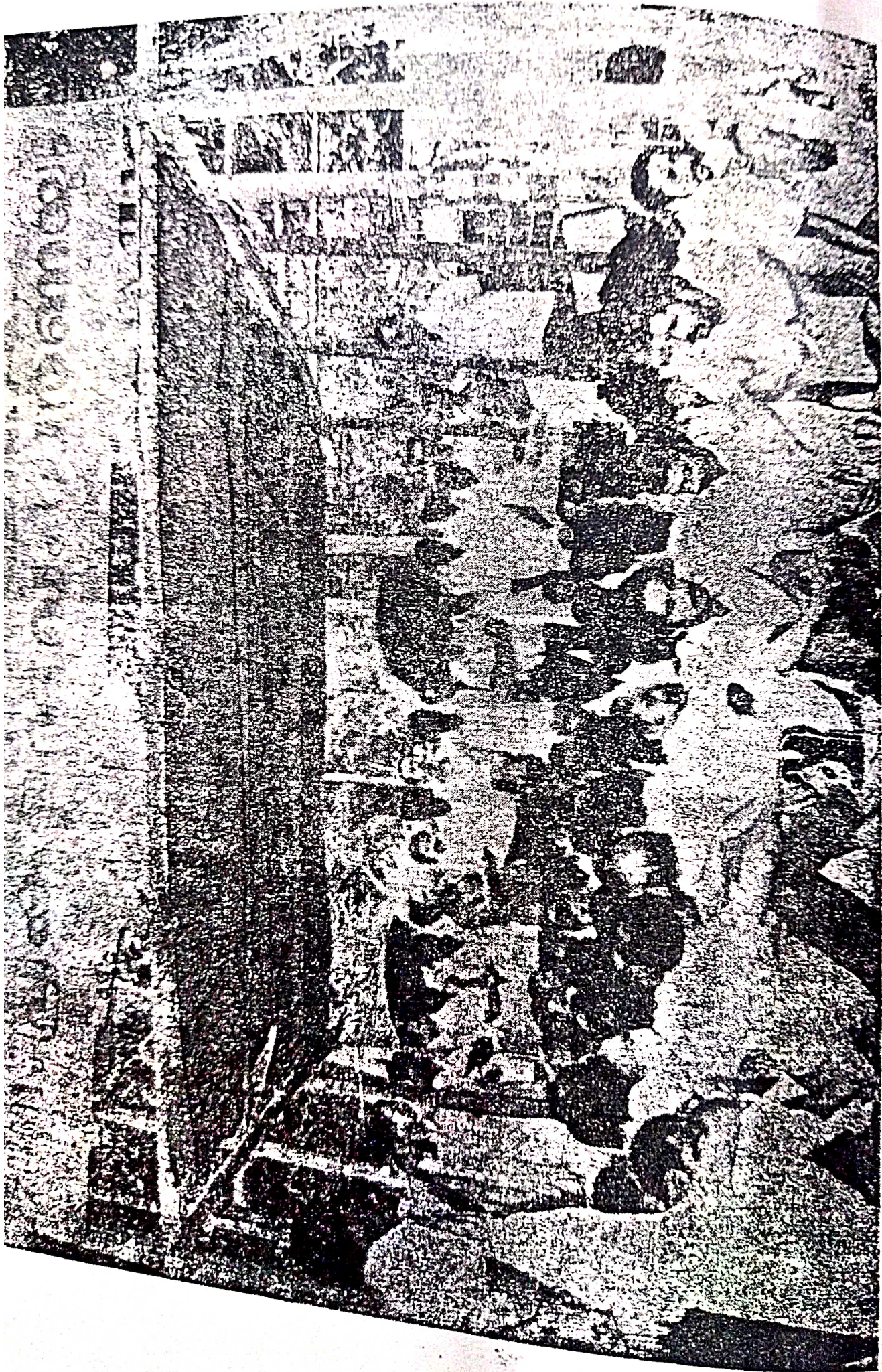
എ. കെ. പി. സി. ടി. എ. പ്രവർത്തകർക്കായി ഫെബ്രുവരി 18 മുതൽ
20 വരെ തീയതികളിൽ ചരൽക്കുന്നിൽ വെച്ച് നടത്തുവാൻ തീരുമാനിച്ചി
രുന്ന ക്യാമ്പ് മാറിവെച്ചിരിക്കുന്നതായി ക്യാമ്പ് കമ്മിറ്റി കൺവീൻർ ശ്രീ
സി. കെ. വർഗീസ് അറിയിച്ചിരിക്കുന്നു. പ്രസ്തുത ക്യാമ്പ് മെയ് മാസ
ത്തിൽ നടക്കുന്നതാണെന്ന് അറിയിച്ചിട്ട് തുടർന്നു പ്രസ്തുതവിട്ടിരിക്കുന്നു.



യു. ജി. സി. ബ്ലോക്കിൽ ജനവദിക്കുക. '77 നവംബർ 26-ന് തിരുവനന്തപുരത്ത് നടന്ന സംയുക്ത പ്രകടനത്തിൽ AKPCTA പ്രവർത്തകർ.



നവംബർ 26-ന്റെ പ്രകടനത്തിന് നേതൃത്വം നൽകിയ സംയുക്ത സമാജികാക്കൾ



77 ഓക്ടോബർ 1.-നു് തൃപ്പൂണിത്തുറ സൈദ്ധ്യപുഴി ഡയറക്ടററാമിസിനു് ഏവരകെ നടത്തലാൽ നടപ്പാക്കിയ പ്രോഗ്രാം: കെ. സി. ചാമരം, ഓം ഉൾപ്പെടെയും ചേർന്നു.

സാഹിത്യ സമിതി മാസിക

P. O. പയ്യന്നൂർ. 670307

വാർഷിക വരിസംഖ്യ: 12 ക.

സാഹിത്യ നിരൂപണത്തിന് മാത്രമായുള്ള ഒരു പ്രസിദ്ധീകരണമാണ് സാഹിത്യ സമിതി മാസിക.

കോളജുകളിൽ ഭാഷയും സാഹിത്യവും പഠിപ്പിക്കുന്ന വകുപ്പുകളിൽ സാഹിത്യസമിതി മാസിക ഏറെ പ്രയോജനപ്പെടും.

നാളത്തെ സാഹിത്യത്തിന്റെ നടുനായകന്മാരാവാൻ പോകുന്നവരോട് സല്ലപിക്കുന്ന ഒരു പ്രസിദ്ധീകരണം സാഹിത്യ സമിതി മാസിക.

ചന്ദ്രാധിപതി: എം. ആർ. ചന്ദ്രശേഖരൻ

ബുധൻനായർ / ഉണ്ണികൃഷ്ണൻ നായർ ഫണ്ട്.

ചങ്ങനാശേരി എൻ. എസ്. എസ്. ഹിന്ദു കോളജിൽ അദ്ധ്യാപകരായിരിക്കെ അകാലചരമമടഞ്ഞ ബുധൻ നായർ / ഉണ്ണികൃഷ്ണൻ നായർ എന്നവരുടെ പേരിൽ ഒരു ഫണ്ട് രൂപീകരിക്കാൻ, ഹിന്ദു കോളജ് ബ്രാഞ്ചിന്റേയും, എൻ. എസ്. എസ്. കോളജ് ടീച്ചേഴ്സ് കോ-ഓർഡിനേഷൻ കൗൺസിലിന്റേയും നിർദ്ദേശം എ. കെ. പി. സി. റി. എ. പ്രവർത്തകന്മാരുമായി അന്വേഷിച്ചു ശ്രീ പി. രവിന്ദ്രനാഥ് കൺവീനറായി ഒരു കമ്മിറ്റിയെ നിയമിക്കുകയും ചെയ്തു. കമ്മിറ്റി വിവിധ എൻ. എസ്. എസ്. കോളജുകളിൽനിന്നുമായി ഇരുപത്തി രണ്ടായിരത്തോളം രൂപ സംഭാവനയായി പിരിച്ചെടുത്തത് രണ്ടു കൂട്ടംബന്ധങ്ങൾക്കുമാറി നൽകുകയുണ്ടായി.

		Rs.	Ps.
എൻ. എസ്. എസ്. കോളജ്, ചങ്ങനാശേരി	—	1250	00
::	മട്ടന്നൂർ	—	605 00
::	നെമ്മാറ	—	900 00
::	നിലമേൽ	—	1110 00
::	റെറപ്പാലം	—	1080 00
::	ചന്ദ്രമംഗലം	—	1250 00
::	ചേർത്തല	—	1322 00
എം. ജി. കോളജ്, തിരുവനന്തപുരം	—	500	00
എൻ. എസ്. എസ്. കോളജ്, വാഴൂർ	—	600	00
എൻ. എസ്. എസ്. ഹിന്ദു കോളജ്, ചങ്ങനാശേരി	—	7000	00
സി. ടി. എം. എൻ. എസ്. എസ്. കോളജ്, ധനുവച്ചുപുരം	—	6001	00
ഒത്തുക	—	21,678	00

കുറിപ്പ്— ചില സാങ്കേതിക കാരണങ്ങളാൽ ഡിസംബർ, ജനുവരി ലക്കങ്ങൾ ഇറക്കാൻ കഴിയാതെവന്നതിൽ ഞങ്ങൾ അത്യധികം ഖേദിക്കുന്നു.