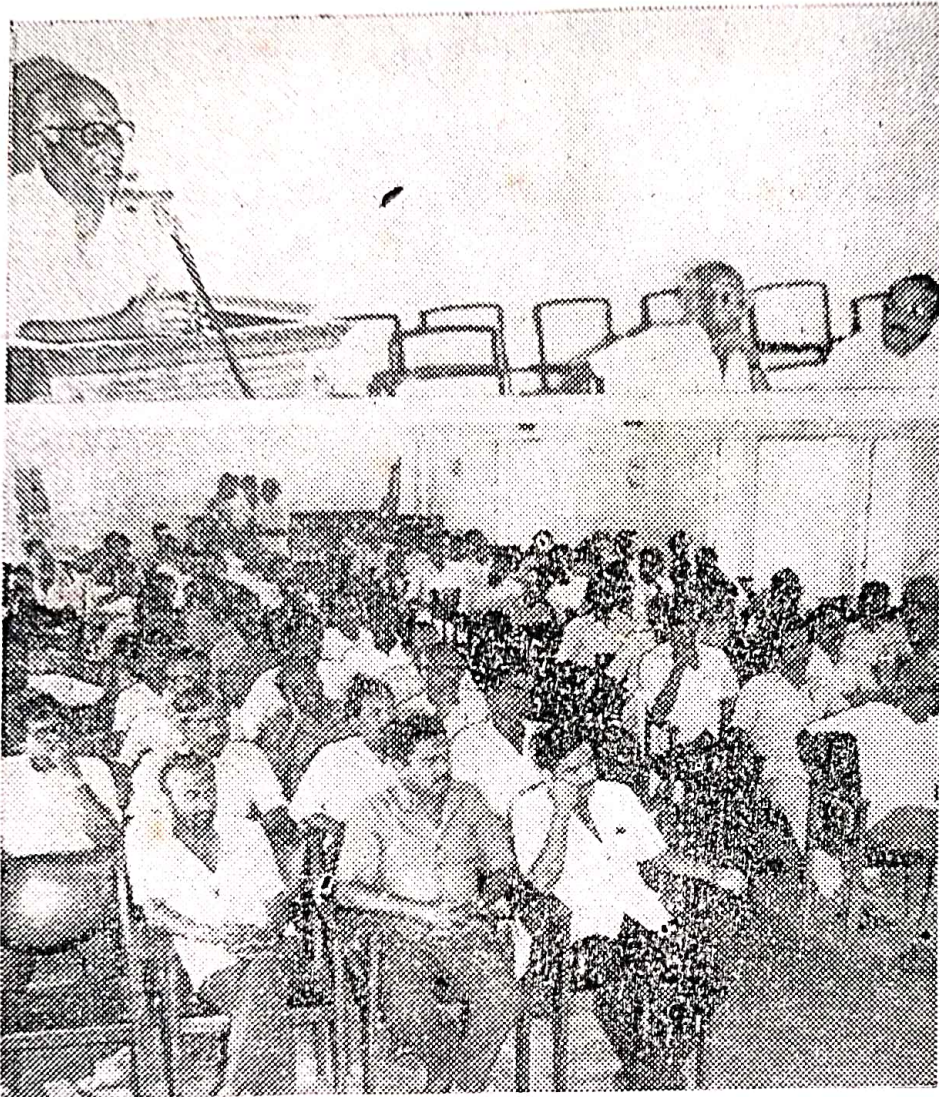


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എ.കെ.പി.സി.ടി.എ.
സംസ്ഥാന കൗൺസിൽ



സെപ്തംബർ 2ന് കൊല്ലത്തു കൂടിയ സംസ്ഥാന കൗൺസിൽ യോഗത്തിൽ പ്രസിഡൻ്റ് പ്രൊഫ. വി. നാരായണൻകുട്ടി സംസാരിക്കുന്നു. ഉന്നതസെക്രട്ടറി പ്രൊഫ. ജി. മാധവൻനായർ, ട്രഷറർ പ്രൊഫ. എസ്. വിശ്വനാഥൻ എന്നിവരും വേദിയിൽ.

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മാനേജ്മെന്റുകളെ നിലയ്ക്കു നിർത്തണം

കേരള പ്രൈവറ്റ് കോളേജ് മാനേജ്മെന്റ്സ് അസോസിയേഷൻ ഈയിടെ കോട്ടയത്തുകൂടി ഗവൺമെന്റിന്റെ മുന്നിൽ വെച്ചിരിക്കുന്ന ആവശ്യങ്ങൾ ഏറെ വിചിത്രങ്ങളാണ്. എക്കാലവും ചരിത്രഗതിയെ പിന്നോട്ടു തിരിച്ചു പിടിക്കാൻ ശ്രമിച്ചു പരാജയപ്പെട്ടിട്ടുള്ള ഈ മാനേജ്മെന്റ് സംഘം മറ്റൊരു വിമോചനസമരം സ്വപ്നംകണ്ട് മാളത്തിൽ നിന്നും ഇപ്പോൾ പുറത്തുവന്നിരിക്കുന്നു.

അവരുന്നയിച്ചിരിക്കുന്ന ഒരാവശ്യം അധ്യാപകരെ അന്തർസർവ്വകലാശാലാ സ്ഥലംമാറ്റം നടത്താനുള്ള അവകാശം പുനഃസ്ഥാപിച്ചു കിട്ടണം എന്നതാണ്. അതിനവർ പറയുന്ന കാരണമാണ് വിചിത്രം: ഗവൺമെന്റ് കോളേജധ്യാപകർക്കും സ്കൂളധ്യാപകർക്കും കിട്ടുന്ന ഈ 'ആനുകൂല്യം' പ്രൈവറ്റ് കോളേജധ്യാപകർക്ക് നിഷേധിക്കുന്നത് ശരിയല്ല! എങ്ങിനെയുണ്ട് നമ്മുടെ മാനേജ്മെന്റുകളുടെ അധ്യാപകർ പ്രഥമം! കേരളത്തിലെ മൂന്നു സർവ്വകലാശാലകളിലും മൂന്നു തരത്തിലുള്ള സേവനവ്യവസ്ഥകളാണ് നിലനില്ക്കുന്നതെന്ന് അറിയാത്തവരല്ല മാനേജ്മെന്റുകൾ. ഗവൺമെന്റ് കോളേജധ്യാപകർക്കു ബാധകമായിട്ടുള്ളത് കെ.എസ്.ആർ. ആണെന്നതും എല്ലാവർക്കും അറിയാം. അന്തർസർവ്വകലാശാലാ സ്ഥലംമാറ്റം നിലനില്ക്കുമ്പോൾ യൂണിവേഴ്സിറ്റികൾക്ക് അധ്യാപകരുടെമേൽ യാതൊരു നിയന്ത്രണവും ഇല്ലാത്ത അവസ്ഥയുമുണ്ട്. ഇതിനൊക്കെ ഉപരി എത്രയെത്ര അധ്യാപകരുടെ ജീവിതമാണ് സ്ഥലംമാറ്റങ്ങളിലൂടെ മാനേജ്മെന്റുകൾ തല്ലിയുടച്ചത്. കേരളത്തിന്റെ ഒറ്റപ്പെട്ടുനിന്നും മറ്റേ അറ്റത്തേക്ക് ആഴ്ചകൾതോറും അധ്യാപകരെ എടുത്തൊഴിഞ്ഞു രസിച്ച് വരായിരുന്ന ഇവർ. ഇതിനൊക്കെ അറുതിവരുത്താൻ എ കെ പി സി ടി എ യുടെ നേതൃത്വത്തിൽ അധ്യാപകരുടെ സംഘടിതശക്തി നടത്തിയ കരുത്തുറ്റ പോരാട്ടത്തിന്റെ ഫലമായിട്ടാണ് യൂണിവേഴ്സിറ്റി നിയമത്തിലെ 64, 68 വകുപ്പുകൾ നടപ്പിലാക്കിയത്. അഴിമതി കാട്ടാനുള്ള അധി

കാരത്തിന്റെ പരിധി ചുരുങ്ങിയതിൽ മാനേജ്മെന്റുകൾക്കുള്ള വിമ്മിട്ടം മനസിലാക്കാവുന്നതേയുള്ളൂ. ഇപ്പോൾ യൂണിവേഴ്സിറ്റികൾക്കുള്ളിലെ സ്ഥലംമാറ്റത്തിൽ തനി താനോന്നിത്തമാണ് ഇവർ നടത്തുന്നത്. സംഘടനാ പ്രവർത്തകരെ തെരഞ്ഞുപിടിച്ചു സ്ഥലംമാറ്റുകയാണ്. ഇക്കാര്യത്തിലും വ്യക്തമായ നിയമത്തിനുവേണ്ടിയുള്ള പോരാട്ടത്തിന്റെ പാതയിലാണ് എ കെ പി സി ടി എ.

അധ്യാപക നിയമനത്തിന് നിശ്ചയിച്ചിരിക്കുന്ന മിനിമം യോഗ്യതയുള്ള ആരേയും നിയമിക്കാൻ അവകാശം ലഭിക്കണമെന്നതാണ് മാനേജ്മെന്റുകളുടെ മറ്റൊരാവശ്യം. ഡയറക്ടർ പേമെന്റ് വ്യവസ്ഥ ഒപ്പിടുന്ന സമയത്ത് വിദ്യാർത്ഥി പ്രവേശനത്തിലും അധ്യാപക നിയമനത്തിലും നാമമാത്രമായ ചില നിയന്ത്രണങ്ങൾക്ക് മാനേജ്മെന്റുകൾ വിധേയരായി. അങ്ങിനെയാണ് അധ്യാപക നിയമനത്തിനുള്ള സെലക്ഷൻ കമ്മിറ്റി ഉണ്ടായത്. ഇതിൽ മാനേജ്മെന്റ് പ്രതിനിധികൾക്കുതന്നെയാണ് മുൻതൂക്കം. സർവ്വകലാശാലയുടെയും സർക്കാരിന്റേയും ഓരോ പ്രതിനിധിയടങ്ങുന്ന ഒരഞ്ചംഗ കമ്മിറ്റിയാണ് ഇപ്പോഴുള്ളത്. ഈ കമ്മിറ്റി തയ്യാറാക്കുന്ന മെറിറ്റ് ലിസ്റ്റിൽ നിന്നും കമ്മ്യൂണിറ്റി ലിസ്റ്റിൽ നിന്നും ഒന്നിടവിട്ട് നിയമനം നടത്തണമെന്നായിരുന്നു ഡി. പി. എഗ്രിമെന്റ്. അതിൽ, പിന്നീട് വെള്ളം ചേർത്ത് ആകെ നിയമനത്തിന്റെ അമ്പതുശതമാനത്തിൽ കൂടുതൽ മെറിറ്റ് ലിസ്റ്റിൽ നിന്നാവാണ്ടെന്നു തീരുമാനിച്ചു. ഇന്നിപ്പോൾ പരിമിതമായ ഈ നിയന്ത്രണം പോലും ആവശ്യമില്ല എന്നതാണ്, മിനിമം യോഗ്യതയുള്ള ആരേയും നിയമിക്കണമെന്ന വാദത്തിന്റെ പിന്നിലെ ഗൂഢത്വം.

മാനേജ്മെന്റുകളുടെ മറ്റൊരാവശ്യം കൂട്ടികളുടെ അഡ്മിഷൻ ഫീസും കോഷൻ ഡിപ്പോസിറ്റും അവരുടെ നിയന്ത്രണത്തിൽ കിട്ടണമെന്നതാണ്. ഇപ്പോൾ പി.ഡി. അക്കൗണ്ടിലും ട്രഷറിയിലുമായി സൂക്ഷിക്കുന്ന ഏർപ്പാട്

ഡയറക്ട് പേരമന്റ വ്യവസ്ഥനോടൊപ്പം ഉണ്ടായതാണ്. അധ്യാപകർക്ക് ശമ്പളം കൊടുക്കാനുള്ള ഉത്തരവാദിത്വം സർക്കാർ ഏറ്റെടുത്തപ്പോൾ ഉണ്ടാക്കിയ ചെറിയ ചില ചിട്ടപ്പെടുത്തലുകൾ മാത്രമാണിത്. 1972-73 കാലത്തെ കോയമ്പ്ലിപ്പോസിറ്റി തുകകൾ പ്രിൻസിപ്പലന്മാരെ ഭീഷണിപ്പെടുത്തി മാനേജ്മെന്റുകൾ കൈക്കലാക്കിയ കഥ നമുക്കറിയാം. അതുകാരണം ഇന്നും പെൻഷൻ ലഭിക്കാതെ വലയുന്ന ചില പ്രിൻസിപ്പലന്മാരുണ്ട്. മാത്രമല്ല ഈ രംഗത്ത് മാനേജ്മെന്റുകൾ കാട്ടിയുടയ്ക്കുന്ന അഴിമതികൾക്കെതിരെ എത്രയത്ര വിദ്യാർത്ഥി സമരങ്ങൾതന്നെ ഉണ്ടായിട്ടുണ്ട്. ഇനിയും ആ അവസ്ഥയിലേക്കു മടങ്ങാനുള്ള അവകാശം വേണമെന്നാണ് അവരുടെ വാദം.

മെയിൻറനൻസ് ഗ്രാൻറ്, എസ്.സി/എസ്.ടി അഡ്മിഷൻ തുടങ്ങി നിരവധി പ്രശ്നങ്ങളിൽ അഴിമതി നടത്താനുള്ള അവകാശത്തിനുവേണ്ടിയുള്ള വാദമാണ് കോട്ടയം കൺവൻഷനിൽ മാനേജ്മെന്റുകൾ മുന്നോട്ടുവയ്ക്കുന്നത്. അവിടെ നടന്ന എല്ലാ പ്രസംഗങ്ങൾക്കും ഒരേ സ്വരമാണ്. മറ്റൊരു വിമോചന സമരത്തിന് ആളെ കൂട്ടണമെന്നതാണ്. വിദ്യാഭ്യാസരംഗത്തെ എല്ലാത്തരം അഴിമതികളെയും വെള്ളപ്പുഴിയെടുക്കാൻ ഇവർ പണ്ടുമുതലേ ഉപയോഗിക്കുന്നത് ജാതിയും മതവും ന്യൂനപക്ഷാവകാശവും ഒക്കെയാണ്. അതുപറഞ്ഞ് ആചന്ദ്രന്മാരും അഴിമതി തുടരാൻ ഇനിപ്പറയില്ല. 1957 അല്ല 1989.

അഴിമതിക്കാരായ മാനേജ്മെന്റുകളെ കർശനമായി നിയന്ത്രിക്കണമെന്നും നിലയ്ക്കുനിർത്തണമെന്നും എ കെ പി സി ടി എ സർക്കാരിനോടാവശ്യപ്പെടുന്നു. മാനേജ്മെന്റുകൾ നടത്തുന്ന വിദ്യാഭ്യാസക്കച്ചവടം കണ്ടുമടുത്തവരാണ് കേരളീയർ. അതുകൊണ്ടു മറ്റൊരു വിമോചന സമരത്തിന്റെ ഉമ്മാക്കി ഇനിയും വിലപ്പോവില്ല. സുപ്രീം കോടതി, ഫ്രാങ്കാൻണിക്കേസ്സിൽ ന്യൂനപക്ഷ മാനേജ്മെന്റുകളെക്കുറിച്ചു നടത്തിയിട്ടുള്ള പരാമർശം ഇവിടെ ഓർക്കാവുന്നതാണ്: "The right of administration does not confer on the managements the right of maladministration. Even in the case of manage-

ments belonging to the minority community which do not receive any aid or grant the state can regulate....."

National Educational Scene

The report of the Fifth All India Education Survey has just been published and it shows that there has been numerical increase in educational institutions at all levels. In 1986-87 there were 537000 (494000) primary schools, 137000 (119000) middle schools, 69000 (51000) secondary and higher secondary schools, 4151 (3421) colleges for general education of degree standard and above and 1280 (1156) colleges for professional education of degree and above level. The number given in the brackets indicate number of institutions functioning in 1980-81. Similarly enrolment of students also increased. In 1986-87 number of pupils in classes I to V stood at 9 crores (73800000), in classes VI to VIII stood at 28800000 (27000000) and in classes IX to XII at 17600000 (11900000) and in degree level and above courses at 340000 (300000). Figures in the brackets are for 1980-81

The survey also points out that 32000 habitations with population above 300 or more do not have any primary school and that 13.5% primary schools and 4% upper primary schools do not have any building whatsoever. There has not been any perceptible improvement in the rate of drop-out specially in the early years of schooling. Most of these drop-outs relapse into illiteracy.

(AIFUCTO Report '88-89)

എസ്. എൻ. ട്രസ്റ്റിനു മുമ്പിൽ അധ്യാപകസമരം.

അധ്യാപകരുടെ അർഹതപ്പെട്ട അവധി അപേക്ഷകൾ തിരസ്കരിക്കുന്ന മാടമ്പി സ്വഭാവം എസ്. എൻ. ട്രസ്റ്റിന് സെക്രട്ടറി തുടരുകയാണെങ്കിൽ അതി ശക്തമായ സമരം എ. കെ. പി.സി.ടി. എ. ആരംഭിക്കും. സെപ്തംബർ 2-ാം തീയതി ട്രസ്റ്റിനെതിരെ നടന്ന ധർമ്മ ഇതിനൊരു മുന്നോടിയായിരുന്നു. എ. കെ. പി.സി.ടി. എ. സംസ്ഥാന കൗൺസിലിന്റെ നേതൃത്വത്തിൽ നടന്ന ധർമ്മ സി.പി. ഐ (എം) ജില്ലാ സെക്രട്ടറി ശ്രീ പി. കെ. ഗു

രുദാസൻ ഉദ്ഘാടനം ചെയ്തു. സംഘടനാ പ്രസിഡൻ്റ് പ്രൊഫ. വി. നാരായണൻകുട്ടി, ജനറൽ സെക്രട്ടറി പ്രൊഫ. ജി. മാധവൻനായർ, സിൻഡിക്കേറ്റം പ്രൊഫ. പി. നരേന്ദ്രൻ, എസ്. എൻ. കോ-ഓർഡിനേഷൻ സെക്രട്ടറി പ്രൊഫ. എസ്. സുധീഷ്, എസ്.എഫ്. ഐ. ജില്ലാ പ്രസിഡൻ്റ് ശ്രീ എബ്രഹാം എന്നിവർ സംസാരിച്ചു. ജില്ലാ സെക്രട്ടറി പ്രൊഫ. കെ.ഹരിദാസൻ സ്വാഗതം പറഞ്ഞു. വിവിധ സംഘടനകൾ ധർമ്മയ്ക്ക് അഭിവാദ്യമർപ്പിച്ചു.

കോളേജ് കൗൺസിൽ തെരഞ്ഞെടുപ്പ്

ചെമ്പഴന്തി

ചെമ്പഴന്തി ശ്രീനാരായണാകോളേജ് കൗൺസിലിലേയ്ക്കു നടന്ന വാഗിയേറിയ തെരഞ്ഞെടുപ്പിൽ എ കെ പി സി ടി എ സ്ഥാനാർത്ഥികൾ വിജയിച്ചു. ബ്രഹ്മണു പ്രസിഡൻ്റ് പ്രൊഫ. കെ. രവീന്ദ്രനും സെക്രട്ടറി പ്രൊഫ. സുരേഷ് ജ്ഞാനേശ്വരനും വിജയിച്ചവർ. കഴിഞ്ഞ വർഷത്തെ വിജയികളായിരുന്ന പി സി ടി എ (പ്രവിത്രൻ ഗ്രൂപ്പ്) സ്ഥാനാർത്ഥികൾക്ക് ഇക്കൂറി ദയനീയ പരാജയമാണുണ്ടായത്.

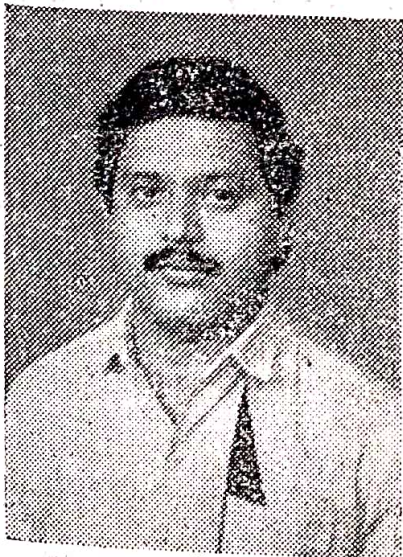
ചേർത്തല

ചേർത്തല എൻ. എസ്. എസ്. കോളേജിൽ മാനേജുമെൻ്റുശിക്ഷികളെ പരാജയപ്പെടുത്തി എ കെ പി സി ടി എ വമ്പിച്ച വിജയം നേടി. പ്രൊഫ. പി. എൻ. ഗംഗാധരൻ നായർ, ശ്രീ. ബി. ശ്രീകുമാർ, ശ്രീ. എസ്. വിജയകുമാർ എന്നിവരാണ് വിജയിച്ച സംഘടനാസ്ഥാനാർത്ഥികൾ.

പുനലൂർ

പുനലൂർ ശ്രീനാരായണാകോളേജിൽ എ കെ പി സി ടി എ സ്ഥാനാർത്ഥികൾ എതിരില്ലാതെ വിജയിച്ചു. പ്രൊഫ. ജെ-രവീന്ദ്രനാഥൻനായരും ശ്രീ ആർ. മോഹൻകുമാറുമാണ് വിജയികൾ.

ബിജി ജെയിംസിന് ഡോക്ടറേറ്റ്



തിരുവനന്തപുരം മാർഇവാനിയോസ് കോളേജ് കോമേഴ്സ് അധ്യാപകൻ ശ്രീ. ബിജി ജെയിംസിന് ആഗ്ര യൂണിവേഴ്സിറ്റിയിൽ നിന്നും ഡോക്ടറേറ്റ് ബിരുദം ലഭിച്ചു. എ കെ പി സി ടി എ അംഗമാണ് ശ്രീ. ബിജിജെയിംസ്

The Role and Functioning of Teachers' Organisations in Higher Education

By
PROF. R.M. SETHUNARAYANA,
Vice-Chancellor, Annamalai University, A Nagar*

It is now realised by all, that teachers' organisations have a vital role to play both in the formulation and implementation of educational policies in all countries. No longer is it considered that their job is only to strive for the betterment of the living conditions of teachers, increased emoluments and security of service. The Kothari Commission (1966), pointing out that "teachers' organisations, in all parts of the world, after starting as 'trade unions', designed to fight for material benefits have gradually become bodies concerned with many aspects of their members' lives", enumerates their functions as follows :

1. To *secure* for their members, individually and collectively, their *rightfull status*—social, economic and professional.
2. To *safeguard* their *professional interests* and to secure satisfactory conditions of work and service.
3. To *secure the professional growth of teachers* through refresher courses, seminars, publications, library service and research.
4. To work for the *improvement of education* in response to the challenges of the ever-changing social-economic situation.
5. To *improve the teaching of subjects*

through the establishment of subject-teacher's associations.

6. To *establish a professional code of conduct* for teachers and to ensure that it is followed by their members.

During the British Raj, before the introduction of partial self-government in the country in 1920, education was considered to be merely an appendage to administration, whose interest was to produce only that amount of manpower that was needed for carrying on its work. From 1920 onwards, the need for better education with a wider purpose came to be felt more keenly by the public and teachers' organisations began to serve as a vehicle of public opinion in this regard. They formulated the national goals for education and suggested improvements in educational programmes. It may be remembered that the All India Federation of Teachers' Organisations were founded in 1925 and it was a Professor from the South—Prof. Seshadri, who was the Professor of English at the Benares Hindu University then, was its first President and he was ably assisted by Shri D.P. Khattry and Dr. Amarnath Jha and these three are rightly known as the 'Tri-Murti.' of the Teachers' movement in India. The first All India convention of University and College tea-

*Presented at a seminar organised at Madurai on the occasion of XVth statutory conference.

Joint Action Council of

College Teachers

A NOTE TO
Dr. M.A. OMMEN COMMISSION

The College teachers of Kerala have been demanding the implementation of UGC Scheme in the State since 1974. Even though the government was good enough to accept in principle the implementation of UGC Scheme for college and university teachers in Kerala as a result of our direct action in 1981, the Scheme is yet to be implemented. Now that the pay scales of college and university teachers have been revised by the government of India on the recommendations of the UGC with effect from 1-1-1986, the Joint Action Council of A.K.P.C.T.A. and A.K.G.C.T reiterate the demand for the implementation of UGC Scheme in the state with effect from 1-1-1986.

In this context, we submit the following details for your consideration.

I. FINANCIAL COMMITMENT

- 1) The strength of the college teachers (both private and government) in Kerala in 1986 was a little above 13,000.

When the UGC pay scales are implemented the total additional expenditure to be incurred by the Government for the year 1986 would be roughly Rs. 12.41 crores. The increase in expenditure, owing to increment etc. on an average per year would be Rs. 1.5 crores. Thus

for the period from 1-1-86 to 31-3-1990, the total additional expenditure would be roughly Rs. 63 crores.

As per the relevant order, the Government of India has agreed to meet 80% of the additional expenditure incurred by the state Government on account of this revision for the period from 1-1-1986 to 31-3-1990. This will work out to Rs. 50.4 Crores. Thus the State Government has to meet an amount of Rs. 12.6 crores only for the above period. That means the Government of Kerala has to spend only around Rs. 3 crores per year for the implementation of the UGC scales in the state.

- 2) As per the Government of India order the Central assistance will only be upto 31-3-1990. But this being a centrally sponsored scheme on an All India basis, the State Government will continue to receive financial assistance from the Central Government in the light of the recommendations made by the 9th Finance Commission. The Finance Commission in its interim report has specifically stated that non-plan expenditure incurred by the State Government on account of the implementation of an All India pattern

would be an admissible item for Central assistance.

3) The State Government has to spend roughly Rs. 5 crores more on account of the State pay revision of College teachers. (The Government is spending roughly Rs.48 crores for College teachers per year at present. There would be on an average 10% increase in the expenditure as a result of the revision. That comes to about Rs. 5 crores). The Government will be relieved of this commitment when the UGC pay scales are implemented in the State. More over the State Government is committed to revising the pay scales of employees once in five years, Whereas UGC scales are revised only once in 10 years. Thus the State Government need not spend any amount for revision of pay scales of college teachers in 1988 and 1993 State pay revisions.

4) At present a large section of college teachers are eligible for the State Government bonus. When the UGC scales are implemented the College teachers of the State will be above the bonus limit and thus the Government can save roughly an amount of Rs. 75 lakhs.

II As per the Government of India order all Teachers in Colleges affiliated to the Universities in the state are eligible for revised pay scales. Since there is no separate plus two system in Kerala, as in some other states, all College Teachers in Kerala, including those

working in Juuioir Colleges are eligible for the UGC pay scales and as such the State Government is sure to get 80% Central Financial assistance on this score. The relevant Gujarat Government order (approved by the Government of India) implementing UGC scales in the State, is a clear instance in this regard.

III RECRUITMENT:

We welcome the conditions for the selection and appointment of Teachers as per the UGC scheme.

However we may point out that the conditions for promotion of Lecturers to Senior Grade and selection Grade, as stipulated in the Government of India order may not be insisted upon until adequate facilities, refresher courses etc. are made available.

As you are aware, the Central assistance for the implementation of the UGC Scheme will be available only if the scheme is implemented in the state before 31st March 1990. We earnestly request you to submit the report to the Government at the earliest.

Conveners,

G. MADHAVAN NAIR,
General Secretary,
A. K. P. C. T. A.

S. SOMAN,
General Secretary,
A. K. G. C. T.

**MINUTES OF MEETING HELD AT 2.30 P.M. ON 9-8-'89 IN THE CHAMBER
OF COMMISSIONER & SECRETARY (H. EDN) TO DISCUSS THE DEMANDS OF
PRIVATE COLLEGE TEACHERS**

Present

- Shri. Thomas C. George,
Director of Collegiate Education.
- Shri. K. N. Venugopalan,
Addl. Director of Collegiate
Education.
- Shri. K. Sukumaran, Finance Officer,
Directorate of Collegiate
Education.
- Shri. T. K. Alex, Joint Secretary,
Higher Education Department.
- Smt. K.F. Thresiamma, Under Secretary
Higher Education Department.
- Smt. P. B. Omanakutty Amma,
Section Officer, Higher Education
- Smt. M. S. Leela Devi,
Accounts Officer, Directorate of
Collegiate Education.
- Shri. C. M. Bhaskaran Nambiar,
Accounts Officer, Deputy D.C.E's
Office, Calicut.
- Shri. R. Velayudhan Nair, Senior
Superintendent, Directorate of
Collegiate Education.
- Shri. C. J. Isaac, Accounts Officer,
Deputy D.C.E's Office,
Tripunithura.
- Shri. M. Abdul Rasheed, Deputy
Director, South Zone, Quilon.
- Shri. V. P. Ravindran,
Deputy Director, Trichur.
- Smt. Cecily Zacharias,
Deputy Director, Kottayam.
- Shri. Narendran, All Kerala Private
College Teachers Association.
- Shri. G. Madhavan Nair,
General Secretary, A K P C T A.

Shri. T. N. Raman Pillai,
Secretary, A K P C T A.

Shri. S. Viswanathan,
Vice President, A K P C T A.

Shri. T. N. Jayachandran, Commi-
ssioner & Secretary (H. Edn.) presided
over the meeting which commenced at
2.30 P.M. After welcoming the parti-
cipants, the Commissioner & Secretary
(H. Edn.) explained the context in which
the meeting was convened. The AKPCTA
had voiced certain demands of Private
College Teachers which were subjected
to a discussion in the meeting.

I. Loans from P. F. Accounts

A. Temporary Loans: The request is that
necessary steps may be taken to ensure
favourable disposal of applications of
Private College Teachers for loan from
their P. F. accounts, within one week
from the date of receipt of application.

The Deputy D.C. Es are empowered
to sanction advances upto Rs. 5,000/-.
Most of the Deputy D. C. Es stated
that in most of the cases, the appli-
cations are sanctioned within a period
ranging from 10 to 20 days, if they are
free from defects. It was also pointed
out that, quite often, applications are
received about 10 or 15 days after the
dates of the forwarding letter from
the Principals. It was further pointed
out that only 2 clerks are at present
available to attend to P.F. loan appli-
cations and that too not exclusively
for the purpose.

After discussions, it was decided that:

(a) Defective applications should be returned, pointing out all the defects, in one lot, and avoid pointing out defects one by one, so as to reduce the delay experienced in the processing of applications.

(b) The Deputy D.C.Es might be authorised to dispose of applications for loans upto a limit of Rs. 10,000/-.

(c) The applications for loans upto Rs. 10,000/- also should be disposed of, within 15 days of their receipt by the Deputy D.C. Es.

B. Non-Refundable Advance

The D. C. E. stated that N. R. As are sanctioned by the Directorate of Collegiate Education, with some delay owing to the large number of defects and the dearth of adequate staff in the clerical cadre. Commissioner and Secretary (H. Edn.) enquired of the possibility of redeployment of Clerical Staff numbering 196, with a view to sorting out the problems. The D. C. E. ruled out the possibility of redeployment in the context of the increasing workload in all the Sections. The representatives of A K P C T A wanted that at least the defective applications should be returned at the first processing level, i.e. at the Regional Offices, without implicitly forwarding them to the Head Quarters Office, only to be returned from there, for rectifying the defects. It was disclosed that a good number of applications are returned by the Head of the Department for rectifying defects. After discussions; the D.C.E. agreed to dispose of Non-Refundable Advance applications within 3 weeks as the backlog in the processing of appli-

cations is also to be taken care of. The Deputy D.C.Es agreed to forward Non-Refundable Advance applications to the Directorate, positively within 10 days from the date of their receipt.

Issue of Credit Cards:

It was stated that credit cards of Teachers of Private Colleges were issued only upto '78-'79. It was further disclosed that Ledger posting of remittances are not being done for want of sufficient Clerical Staff and also because of the urgency in the disposal of closure applications. Representatives of AKPCTA complained that Teachers are not in a position to ascertain the amounts at their credit in their P.F. accounts and also that there is no record to show the up-to-date credit. The D. C. E. stated that there is a lot of missing credits in most of the accounts and that introduction of the Pass Book system as obtaining in the case of Central Govt. Employees might help in ascertaining the amounts at the credit of members of the P. F. Scheme. The representative of AKPCTA differed on the Pass Book system, saying that there is no provision in the pass Book for recording the interest on the amounts at credit. The Commissioner & Secretary (H. Edn.) stressed the need for improving on the existing system and also opined that, at present, the only possibility is to make the accounts up-to-date. There upon, the D. C. E. reiterated his earlier proposal to sanction additional staff for a period of 6 months to make accounts up-to-date. It was suggested by the representatives of AKPCTA, that special staff from Accountant General's Office might be deputed for making the accounts up-to-date and to issue credit cards. It was

decided to examine the proposal sent by the D. C. E.

Pension applications

The representatives of AKPCTA complained of delay in processing pension applications of Teachers of Corporate Management, for reasons of insistence on verification of Attendance Register, Acquittance Roll etc., and that as Service Registers etc. are subjected to frequent audit, the Service Books may be relied on for verification of pension applications. The D. C.E. stated that audit covers only random verification and therefore this cannot be adduced as a reason to skip the full verification formalities. It was decided that the D.C.E. should send separate proposals to sort out the problem of delay in processing pension cases.

Passing of Salary Bills

Representatives of AKPCTA complained of delay of about 2 to 3 months being experienced in the passing of Supplementary bills. They wanted the supplementary bills also to be processed along with main bills. The Deputy D.C. Es explained the difficulty in the processing of supplementary bills simultaneously with the salary bills. They also stated that main bills received at least by the 20th of every month are passed for payment before the 28th of the respective month.

After discussions, it was decided that:-

- (a) The D.C.E. may issue a circular to all Principals to send main bills before the 20th of every month;
- (b) Supplementary bills should be disposed of, within 5 days of their dates of receipt;

- (c) The Deputy D.C.Es would send periodical returns showing defaults in the timely submission of bills by Principals; and;
- (d) Arrear bills should be disposed of within 2 months.

Duty Leave

The representatives of AKPCTA pointed out the fact that grant of duty leave is being delayed, if not denied in spite of clear enabling provisions available in the respective statutes. The Commissioner & Secretary (H.Edn.) directed the D.C.Es to sort out cases under the statutory provisions. It was also stated that the proposal stated to have been sent to Government will be looked into.

Denial of Salary:

Representatives of AKPCTA pointed out that salary is being denied to Teachers for reasons of ineligibility for the additional posts occupied by the respective Teachers, in spite of the absence of statutory provisions to hold back salary especially when the University has approved the appointment. The Deputy D.C.Es explained the circumstances which warranted such a measure of restraint. It was however decided that salary to Teachers should be admitted and the Deputy DCE may report erratic fixation of workload if any by the College authorities to the DCE.

Salary Statements

AKPCTA wanted to dispense with the requirement of countersigned salary statements of Teachers transferred from one place to another. It was decided to do away with the procedure of Countersignature of salary statements by Deputy D.C.Es.

ശമ്പളക്കമ്മീഷനും യു. ജി. സി. ശമ്പളപരിഷ്കാരവും

അഞ്ചാം ശമ്പളക്കമ്മീഷൻ റിപ്പോർട്ടിൻമേൽ കേരളസർക്കാരുമായി സെപ്തംബർ 28-ാം തീയതി നടന്ന ചർച്ചയിൽ അധ്യാപക സർവ്വീസ് സംഘടനാ ഐക്യസമരസമിതിയുടെ ഭാഗമെന്ന നിലയിൽ കോളേജധ്യാപക സംഘടനകളെ പ്രതിനിധീകരിച്ച് എ. കെ. പി. സി. ടി. എ. ജന. സെക്രട്ടറി പങ്കെടുക്കുകയുണ്ടായി. സംസ്ഥാന ജീവനക്കാരുടെ ശമ്പള പരിഷ്കാരം സംബന്ധിച്ച കമ്മീഷന്റെ ശുപാർശ പരിഗണിക്കുമ്പോൾ കോളേജധ്യാപകരുടെ ശമ്പളക്കാര്യവും പരിഗണിക്കേണ്ടതാണല്ലോ.

നമ്മുടെ സംഘടന ശമ്പളക്കമ്മീഷൻ മുമ്പാകെ നിവേദനം കൊടുത്തപ്പോൾ യു.ജി.സി. ശമ്പളപരിഷ്കാരം കേരളത്തിൽ നടപ്പാക്കണമെന്ന ആവശ്യമാണ് ആദ്യമായി ഉന്നയിച്ചിരുന്നത്. ശമ്പളക്കമ്മീഷൻ ഇക്കാര്യം പരിഗണിക്കുകയും, കോളേജധ്യാപകർക്ക് യു.ജി.സി. പരിഷ്കാരം നടപ്പാക്കുന്നത് സംബന്ധിച്ച് സർക്കാർ തത്പരതയിൽ തീരുമാനിച്ചിട്ടുണ്ടെങ്കിലും അതു നടപ്പാക്കുമ്പോഴുണ്ടാകാവുന്ന പ്രശ്നങ്ങളെപ്പറ്റി പഠിക്കാൻ ഒരു ഉന്നതതല കമ്മീഷനെ നിയമിക്കണമെന്ന് ശുപാർശ ചെയ്യുകയുമുണ്ടായി. ഡോ. എം. എ. ഉമ്മനെ ഏകാംഗകമ്മീഷനായി നിയമിച്ചത് ഈ പശ്ചാത്തലത്തിലാണ്. യു.ജി.സി. ശമ്പള പരിഷ്കാരം കേരളത്തിൽ നടപ്പാക്കുമ്പോഴുണ്ടാകുന്ന അധിക ചെലവും മറ്റു പ്രശ്നങ്ങളും പഠിച്ച് റിപ്പോർട്ട് ചെയ്യാൻ നിർദ്ദേശിച്ചു കമ്മീഷൻ കെ.ടോബർ ആദ്യവാരം റിപ്പോർട്ട് സമർപ്പിക്കുമെന്നാണറിയുന്നത്. യു.ജി.സി. ശമ്പളപരിഷ്കാരം ഇവിടെ നടപ്പാക്കാൻ സഹായകമായ വിവരങ്ങൾ ശേഖരിച്ച് കമ്മീഷന് നൽകുകയുണ്ടായി.

ഉമ്മൻ കമ്മീഷനുമായി സഹകരിക്കുന്നതിനു പകരം കമ്മീഷന്റെ നിയമനത്തെയെന്ന ചോദ്യം ചെയ്യുകയും തള്ളിപ്പറയുകയുമാണ് അധ്യാപക താൽപര്യസംരക്ഷകരെന്നവകാശപ്പെടുന്ന കടലാസ് സംഘടനകൾ ചെയ്തത്. കാര്യങ്ങൾ അനുകൂലമായി നീങ്ങുന്നുവെന്നറിഞ്ഞുകൊണ്ടുവന്നു തങ്ങൾക്കുകൂടി പങ്കുണ്ട് എന്ന് വരുത്തിത്തീർക്കാൻ നിവേദനങ്ങളുമായി അവർ കമ്മീഷനെ സമീപിച്ചത്.

ഉമ്മൻ കമ്മീഷന്റെ റിപ്പോർട്ട് ലഭിച്ച ശേഷമേ സർക്കാരിന് ഇക്കാര്യത്തിൽ തീരുമാനമെടുക്കാനാവൂ. അതുകൊണ്ട് ഉമ്മൻ കമ്മീഷൻ റിപ്പോർട്ടു ലഭിച്ചതിനുശേഷം അധ്യാപക സംഘടനകളുമായി ആലോചിച്ചു ഇക്കാര്യത്തിൽ അന്തിമ തീരുമാനമെടുക്കാവൂവെന്നാണ് നമ്മുടെ പ്രതിനിധികൾ ശമ്പളക്കമ്മീഷനുമായി നടന്ന ചർച്ചയിൽ ആവശ്യപ്പെട്ടത്.

എ. കെ. പി. സി. ടി. എ. യും എ. കെ. ജി. സി. ടി. യും ഒഴികെ കോളേജധ്യാപകരെ പ്രതിനിധീകരിച്ച് മറ്റാരും ഇന്നലത്തെ ചർച്ചയിൽ പങ്കെടുത്തിരുന്നില്ല.

യു. ജി. സി. കൂടുതൽ മുറവിളികൂട്ടുന്ന അധ്യാപക സംഘടനകളും അവർക്കായി കൂടുതൽ നടത്തുന്ന മറ്റു ശക്തികളും കോളേജധ്യാപകർക്ക് യു. ജി. സി. ശമ്പള പരിഷ്കാരം നടപ്പാക്കണമെന്ന് ചർച്ചയിൽ ആവശ്യപ്പെട്ടില്ലെന്നത് ശ്രദ്ധേയമായി.

കേരളത്തിലെ സംസ്ഥാന ജീവനക്കാർക്ക് ശമ്പള പരിഷ്കാരം നടപ്പാക്കുന്നതോടൊപ്പം കോളേജധ്യാപകർക്ക് യു. ജി. സി. ശമ്പള പരിഷ്കാരം നടപ്പിലാക്കിക്കൊണ്ടുള്ള കൽപന പുറപ്പെടുവിക്കണമെന്നാണ് നാം സർക്കാരിനോട് ആവശ്യപ്പെട്ടിട്ടുള്ളത്.

ജനറൽ സെക്രട്ടറി, എ. കെ. പി. സി. ടി. എ.

Medical Reimbursement

AKPCTA wanted medical reimbursement to be made a reality in respect of Private College Teachers. The Deputy D.C.Es stated that payment of medical reimbursement claims are gene-

rally made under the rules. It was stated by the Chair that the proposal for delegation of powers in this behalf would be considered expeditiously. The meeting came to a close by 4 P.M.

എം. ജി. യൂണിവേഴ്സിറ്റി
വൈസു ചാൻസലർക്ക് നിവേദനം

Sub: Formulation of an ordinance relating to the workload and pattern of teaching staff in Arts & Science College - reg.

sequently retrenchment of the teachers.

Sir,

I may suggest the following solutions to be made applicable in situations where the existing staff strength is adversely affected due to the periodic variations in the student strength.

I would like to bring to your kind attention the grave situation faced by the teachers of the Second Languages and Science departments of various colleges under the University.

- a) For all degree departments workload may be calculated on the basis of sanctioned strength.
- b) In the case of language departments like Malayalam and Hindi, the solution to the problem is to calculate the staff position on the basis of the average of staff strength in each department during the three immediately preceding years.

1. Recently many teachers of Malayalam in various colleges are under the threat of retrenchment. This is due to the periodical variation in the choice of second language by the students. At present the number of students choosing Hindi is more than those choosing Malayalam. Consequently there occurs decline in the workload for Malayalam and even senior teachers are retrenched due to reduction in the number of posts for the subject.

The above measures will not cause any additional financial commitment to the Government.

2. In the case of science subjects, where practicals are involved, the drop out of students during the second and third year of degree course affects the staff strength. When workload is calculated on the basis of actual strength of students every year, there occurs decline in the workload and con-

I therefore request you to formulate an ordinance incorporating necessary clauses to safeguard the existing staff strength in various colleges under the University.

Yours faithfully,
Sd/-

(T. GEORGE SEBASTIAN)
Secretary, AKPCTA.

Athirampuzha,
7/8/1989.

Smallest School in Italy

The Smallest Italian School is on the island of Stromboli and has two nine year old Pupils. Lessons got underway after the School had been allocated a teacher.

FISE (World Federation of Teachers' Unions)

DOCUMENT OF THE WORLD CONFERENCE

Preface

Even if the different currents and directions within today's teachers' trade union movement agree in their assessment of the situation of the education system and of teachers, there are still differences in their approaches or even divergences in regard to the causes of the facts noticed.

FISE also analysed today's world at its Statutory Conference which forms the basis for its orientation and activities.

This preparatory document to the World Conference in Prague shall in no way urge the participating organisations to agree with this analysis of FISE. The main thing will rather be to jointly try to define the great challenges the different states and peoples are faced with at the threshold of the 21st century in meeting these challenges, particularly in the field of education and teachers' organisations. It should also find out how the trade union organisations can meet challenges in their daily work.

Introduction

Man has the fundamental right to education, it has to be granted to every child irrespective of his or her cast, colour, creed, sex and irrespective of national or social origins or economic conditions.

Schools must prepare the people for a life in society which, on its part,

must guarantee the developing economic social and cultural needs of the population. Today's pupils will be tomorrow's citizens. Education is an essential factor of economic, social and cultural development. The role resulting from that for the school is thus at least a considerable, if not even a decisive one for the future of society and the world.

Schools must be steadily improved. They must have a clear idea about society's development and anticipate it in its action. Today, the school is changing. This problem is being felt everywhere.

I. The great challenges to humanity at the threshold of the 21st century

I.1. The safeguarding of world peace and friendship among peoples

Our planet Earth is unique. Today's weapons of mass destruction could turn it into a dead planet within seconds irrespective of the inhabitants' cultural, ethnic, political, ideological or religious differences. All forms of life would be exterminated. The safeguarding of peace, the struggle for world peace and complete disarmament on our planet are the most important tasks of humanity at the threshold of the 21st century. The struggle for peace and disarmament is more than ever the defence of man's first and foremost right, the right to life.

There are conflict situations in many regions which could aggravate and expand at any time. They cause the death and mutilation of peoples and bleed white the economics of the regions concerned. Struggling for peace, at the same time, means struggling for the peaceful settlement of conflicts which could possibly emerge between states, and defending and expanding peaceful coexistence.

Today there are still peoples who are deprived of their freedom, their political economic and social independence. To support them also means struggle for peace.

The struggle for peace has always been a major goal of the progressive forces the world over. Education for peace was recognised in a UNESCO Recommendation in 1974 as a vital need. Today, at the threshold of the 21st century, consequences of the arms race and of scientific and technical progress require the questions of peace, education for peace, disarmament and peaceful coexistence to be in the first place of man's concerns and actions for the survival of mankind.

1.2. Social progress for all

Millions of children die every year as a result of undernourishment. (According to official statistics over 15 million per year between birth and the age of five.)

Millions of Millions of people are living below the poverty line. (They are said to be more than 500 million.)

Many millions of working people are unemployed, without a job, and im-

poverished. The majority of them being young people and women.

Millions of children are deprived of the fundamental right to education and training. Many of them are forced to work at a very low age for economic reasons.

Many children, women and men don't know any social assistance in such important fields as disease, motherhood or pension.

In the world of today, scientific and technical progress offers enormous prospects for the development of mankind, for social progress and the protection of the environment.

Despite these possibilities the situation of the working people is worsening in many countries, and yet there are possibilities to change these situations, to free certain countries from underdevelopment, to change politics leading to these human and political catastrophes, which are in no way, inevitable.

Social progress for all is an indispensable factor for man's development and well-being. We find today that in a great many countries the application of scientific and technical progress does not automatically lead to social progress, sometimes even the contrary is the case. Such a situation must be condemned. Politics hampering, stopping or even turning back social progress like the policy of the accelerated arms race, austerity and violations of liberties must be combatted in the interest of mankind.

Striving for a new international economic order, against the waste of means,

against the debt of the developing countries, against the plundering of resources by the transnational corporations, for the establishment of a balance in economic relations among states in the interest of justice, means to participate in the struggle to ensure the social progress necessary for humanity.

1.3. The expansion of freedom and democracy

There are people suffering under apartheid, Zionism, racism racial discrimination and fascism.

There are people who are deprived of their individual and collective freedoms of the legitimate right to the constitution of their own state like the Palestinian people.

There are men and women who are deprived of their freedom and persecuted for their political, ideological, religious or trade union views.

There is still sexism, which can even lead to women's lives being menaced.

There are men and women who know a formal freedom but who cannot enjoy it because their living conditions do not permit them so.

Man's fundamental rights like the right to work, the right to education and training, to health, the right to develop national cultures are not respected in the case of hundreds of millions of men, women and children.

The peoples' striving for the ideals proclaimed in the Declaration of Human Rights is big and legitimate. To implement them is part and parcel of the peoples' well-being and prosperity, their social and economic progress, cultural development and the strengthening of friendship among nations.

To support the legitimate demands of the peoples, the struggle against all attacks on freedoms, irrespective of their kind and where they happen, the struggle against apartheid, racism and any form of discrimination, for the application of the 1974 UNESCO Recommendation on education for human rights, peace and international understanding are more than a necessity, they are an obligation.

Beside these important challenges, which aren't new but still topical, others become more relevant and grow from relatively second-class problems into issues of utmost importance.

1.4. Mastering the Scientific-technological advance

The scientific-technological advance has gained enormous momentum for several years. The rate and diversity of discoveries have strongly grown. The time between discovery and application is becoming shorter and shorter.

It is one of the most fundamental transformations in the history of mankind since its beginnings. It is a real revolution which does not only change the process of production but besides leads to a deep change in man's work, an increasing approach and interaction between research work, production and training, to the lowering of the gap between physical and mental work and consequently, the far-reaching transformation of the role and place of education systems in tomorrow's society.

Within the scientific and technical revolution man is and will remain the main productive force of society. He invents new means of labour with the

help of which he raises considerably the degree of efficiency of his work. He masters science and technology better and better what inevitably calls for his mastering social relations, too.

It can be stated, now more than ever, that man can direct certain discoveries against the human race itself, especially against his fundamental rights. Therefore, a certain ethic is necessary, based upon the permanent care for granting social justice, democracy and better life for all people.

The great question we are confronted with today is not the fear of scientific-technological achievements as such, but of their mastering in the interests of all people and the conditions of their application for the benefit of humanity in a bid to meet their real needs.

In this respect, the question of the gap between the developed and the developing countries must be raised in view of the enormous means spent for research and, above all, its direction imposed by the transnationals in the framework of their policy of economic domination in their own interest.

1.5. Protection of natural resources and environment

The natural resources, be they for energy or other kinds, have been massively exploited since the emergence of developed industrialised countries. Everyone can notice that these resources which, in no way inexhaustible, are not always handled with the necessary discipline. Sometimes there is a considerable wastage of resources.

The transnational corporations really rob the developing countries of their natural resources.

Certain resources which could be used as substitutes, are not tapped because of relatively high costs and too narrow an idea of profitability.

In the long run, such an attitude could be a threat to the very existence of world economy.

The present forms of industrialisation, the pollution of the atmosphere with industrial waste, the storage of toxic waste, the pollution of sea and the air, the continuous nuclear testing, the generation and storage of toxic gas or the insufficient security of some nuclear power stations functioning on the basis of uranium are a heavy burden on the environment and could be a serious threat to people's health or even lives.

The existence and storage of means of mass destruction are a permanent threat to environment as well.

Man is responsible for the rational exploitation of nature and the prevention of ecological catastrophes from the environment.

Man is responsible for his environment, which should not be destroyed but mastered by him thanks to scientific and technical progress.

1.6. The struggle against disease, for the protection of health

Despite the successes in medicine, surgery and pharmacy, new diseases occur which can hardly be treated even to day, but which could be partly prevented. Not all these diseases are caused by microbes.

Others, long-existing diseases can not be overcome or treated properly. Some of them could be treated if research would be pushed ahead by all necessary means.

These diseases are mainly found among nations who, even at the threshold of the 21st century, are still suffering from malnutrition or are living under intolerable hygienic conditions.

-240 million men, women and children are affected with malaria and two to four million among them die of it annually.

— In 1987, the WHO counted 10.6 million lepers in the world, 64 per cent of them in Asia, 34 per cent in Africa.

— Over 10 million men, women and children are affected and positive AIDS-virus bearers, hundreds of thousands die every year from AIDS which progresses with a lightning pace in the world

Drugs, alcohol and nicotine addictions still claim millions of lives in the world every year.

The struggle against diseases, worldwide resolute actions for the protection of health and, at the same time fight against the objective causes of these diseases (underdevelopment, misery, poverty), the struggle against those dealing with drugs, alcohol or tobacco is a topical requirement which will become even more important as soon as the scientific conditions exist for preventing the death of millions of people.

1.7. The demand for the development and dialogue of cultures

Colonialism subjugated or even destroyed certain cultures.

The internationalisation of economy and the world-wide communication

aim at the superiority of certain cultures

Through economic power, certain nations force the world to live and think their way. National cultures are threatened. The rule of the Trans-nationals wherever it is practised, transforms culture into a commodity and aims to impose, upon the peoples, uniform and impoverished products and models and a foreign culture which glorifies money, individualism and violence.

But nevertheless, every culture within the international community has developed and enriched itself through the other cultures as well. This applies to all levels, nationally, regionally, internationally.

A people's culture cannot be measured against its economic state of development or its scientific-technological knowledge alone. No culture is superior to another, neither by essence nor vocation.

The world needs for its balance the upholding and harmonious development of all cultures, needs contact and exchange among them. Homogenisation or standardisation of thinking is no factor of progress, on the contrary. Diversity and the complex character of today's world need a definite mentality and way of thinking for their correct and global understanding.

To promote the development of cultures also means to struggle against racism in all its forms; to accept, understand and teach the culture of the others, to promote their abilities for expression, to establish contacts and organise trips for citizens, to resist economic domination etc.

(Teachers of the world)

(To be concluded)

(.....entd from page 5)

chers was however, held much later at Indore in 1964. These two central bodies along with their constituent teachers' organisation have all along been mainly pre-occupied with fighting for better conditions of service and salary scales. But, with the recent revision of pay scales for University and College teachers as well as school teachers all over the country, the time has now come for these professional organisations to pay greater attention to the other important roles they have to play in our national life.

In this context I would like to stress upon the functions and characteristics of a good teacher. Good teachers do not just happen. They are the product of the highest personal motivation, encouraged and helped in their work by adequate salaries and the respect, support and good-will of the society. It should not be forgotten that it is one of the noblest professions. Therefore, those who are in charge of teaching must be prepared for some sacrifice. A spirit of devotion is required of all the teachers. Task of the teachers is somewhat difficult and it is a painful, continual process and difficult work to be done by kindness and firmness, by watching and warning, by precept and by praise; but above all by example. To teach is to transform by informing, to develop a zest for life long learning, to help pupils to become students-mature, independent learners, architects of an exciting and challenging future. Teaching at its best is a kind of communication, a meeting and merging of ideas. If the object of teaching is to enable a student to get along with his teacher, he must know the feelings of the students, their be-

liefs, understandings, aspirations and values. As Horace Mann said :

"The teacher who is attempting to teach without inspiring the pupil with a desire to learn hammering on cold iron."

In the words of Dr. Radhakrishnan :

"A good teacher must know how to arouse the interest of the pupil in the field of study for which he is responsible, he must himself be a master in the field and be in touch with the latest developments in his subject, he must himself be a fellow traveller in the exciting pursuit of knowledge".

A teacher is a farmer with the seedling: he is the forge and the anvil and the hammer that temper and sensitise the mental faculties; he is a friend philosopher, guide who wins the students' affection, faith and trust and helps him to mould his character and shape his career in consonance with his aptitudes and aspirations. He should find a way to release the flood of energy in the youngmen for the onerous task of construction and creation. Unless one undertakes teaching in a spirit of dedication, unless one feels personally and deeply involved in the purposes and processes of the education of youth, the whole aim of the educational endeavour is unlikely ever to be accomplished. In the theatre of the phenomenal world, in the pursuit of one or other academic discipline, aspiration must look up and Grace respond. A student must look up trustfully and the teachers talk on a level with him inspiring trust and hope, and so on to the next step and the further step and all the other upward steps. In the words of Justice

Mohan, "Education involves the dynamic and discipline of a good lawyer. All life is a struggle and a journey and academic life is a constant friendly wrestle between student and teacher and both together with the subject and even as one struggle ends in victory, the journey takes the participants to another stage and the struggle has to be renewed and won; renewed again as still another and the highest even. A teacher is the master who has to communicate his knowledge, his vision, his enthusiasm, the ardour of his purpose, the animation of his remembered past victory, to the aspiring pupil, re-enacting the struggle and the journey and the victory once again. The role of a teacher partakes of various hues like a Rain-bow: a savant, fellow-student, adventure, guide, admonisher, consoler, comrade, friend and all at once".

As to the Art of Teaching, Gilbert Highet says :

"One of the chief aids of learning is the sense of purpose. One of its chief rewards is the sense of achievement. One of its chief aims is to develop the structural faculty".

A teacher should develop a passion for his job, and dedicate himself wholly to the profession, without himself engaging in unacademic pursuits, if he is to earn a name and a fame and command the respect and reverence of his pupil and the society. How many of us do really fulfil these requirements?

It is true that the efficiency of the teaching profession and its contribution to national development in general and educational improvement in particular are to some extent related to its social status, which is in turn dependent not only on the economic status and civic rights of teachers but also—in

fact, to a greater extent—on their privilege professional competence, character and sense of dedication. Their economic status is now vastly improved. Now that their civic rights and privileges are also assured, there is no reason why they should not at least now begin to realize their duties and responsibilities to the students and the society too, to a greater extent. Unless we have dedicated teachers, there is not going to be any improvement in the present standard of education in our country. Teachers' Organisations should help to inculcate among teachers a sense of commitment to the profession, devotion to duty and a selfless service. Let them not forget that our country has produced great teachers all through the ages and they have all been known for their great wisdom as well as simple living and high thinking. In the past, people were drawn to the teaching profession not because it was more paying but they loved teaching and the teachers were held in high esteem by the society. Our ancient literature equated teachers to God.

Only teachers could help us to produce "leaders of society and economy in all areas of manifold activities with a commitment to the ideals of patriotism, democracy, secularism and peace and the principles enunciated in our constitution. To quote Dr. S. Radhakrishnan, the greatest of teachers, "Education should give us not only elements of general knowledge or technical skills, but also impart to us that bent of mind, that attitude of reason that spirit of democracy which will make us responsible citizens of our country". Society will respect only teachers of their kind and no amount of increase in emoluments alone would enhance their social status. (Teachers' Movement)

(to be concluded)

12-7-'89: Skilled Assistants for Practical Examinations

No. Estt D1-24598/89/Coll.Edn. Directorate of Collegiate Edn. Trivandrum, dtd, 12-7-1989.

CIRCULAR

Sub:- Collegiate Education Dept - Private Colleges-Appointment of skilled Assistants for the conduct of the University Practical Examinations-granting of Earned Leave-Reg.

- Ref:-* 1) G O (MS) No.76/81/H.Edn. dt 14-5-81
2) G O. (MS) No. 130/83/H.Edn dt. 5-7-83

As per the G.O. read as 1st and 2nd papers above, Earned Leave has been made admissible to the Teaching Staff of the Govt. and Private Colleges for attending to the duties in connection with the University examinations during vacation.

In order to conduct the Practical Examinations arranged by the University during summer holidays, teachers of the concerned subjects are appointed by the principals of colleges to work as skilled assistants. It has been brought to the notice of the undersigned that in some colleges, two teachers are appointed, one for the F. N. session and the another for the A.N. session. Hence both teachers get the benefit of Earned Leave for that one day each and it has involved a huge financial commitment on the part of Government.

In the above circumstances the Principals of all Private colleges who were under the "D.P. Scheme" are requested to appoint one teacher only as skilled Assistants for the whole day in connection with the Uty. Practical examinations during vacation and the practice for appointing two teachers for the F.N and the A N. section separately will be discontinued forthwith.

Sd/-
Deputy Director,
For Director of Collegiate Edn.

13-7-'89: Leave and Non-Cadre Promotion

Abstract

Collegiate Education Department - Establishment - Leave without Allowance availed by College Teachers-Reckoning for non-cadre promotion-clarification issued.

Higher Education (F) Department
G.O. Rt.No. 1275/89/H.Edn. dated, Trivandrum, 13-7-89

- Read:-* 1 G.O (Ms) 47/86/H Edn. dated 20-2-1986
2 Letter No. Acad /BII-5/500/87 dated 24-11-1986 from the Registrar, Mahatma Gandhi University, Kottayam.
3 Letter No Estt.DI-0804/89/Coll. Edn. dated 23-2-1989 of the Director of Collegiate Education, Trivandrum.

ORDER

As per Government order first read above, Government have ordered that

the period of Leave without Allowances availed by the College teachers for advanced studies before the introduction of F.I.P. (ie. where the leave for the purpose commenced before 1-4-1975) will be reckoned as service qualifying for non cadre promotion. The Registrar, Mahatma Gandhi University, Kottayam has requested Government to clarify the maximum period leave without allowances taken for higher studies before the introduction of F.I.P., that can be considered for calculating the qualifying service for non-cadre promotion.

Government are pleased to clarify that a maximum period of 4 (four) years leave without allowance availed by college teachers (private and Government) for the purpose of advanced studies prior to the introduction of F.I.P. (ie. leave for the purpose commences prior to 1-4-1975) will be reckoned as service qualifying for non-cadre promotions.

(By Order of the Governor)
O. Mohammed Meeran,
Joint Secretary.

**GOVERNMENT OF KERALA
ABSTRACT**

Private College Staff - Leave Without Allowances for taking up employment abroad or within the country - Maximum period raised - Orders Issued:-

HIGHER EDUCATION (D) DEPARTMENT

G.O. (MS) 178/89/H.Edn. Dated, Trivandrum, 7-9-89.

- Read:- (1) G.O. (MS) 137/85/H.Edn. dated 14-6-85
(2) G.O. (P) No. 579/87/Fis. dated 1-7-87.

ORDER

As per the G.O. read as 1st paper above the private College Staff were permitted to avail of Leave Without Allowances for taking up employment abroad or within the country for a maximum period of 10 years. Government have since raised the maximum period of Leave Without Allowances granted to Government employees for the above purpose to 15 years, as per the G.O. read as second paper above. Representations have been received from the Private College employees requesting to extend this benefit to the private college staff also.

2. Government have examined the matter in detail and are pleased to raise the maximum period of leave without allowances that may be sanctioned to the private college staff for the purpose of employment abroad or within the country during his entire service, to 15 years, subject to the conditions stipulated in the G.Os 1st and 2nd read above.

(BY ORDER OF THE GOVERNOR)

T. K. ALEX
JOINT SECRETARY TO GOVT.

അറിയിപ്പുകൾ

ജേർണലിലേയ്ക്കുള്ള വാർത്തകൾ, ലേഖനങ്ങൾ തുടങ്ങിയവ എഡിറ്ററുടെ പേർക്കയക്കുക. വരിസംഖ്യ മാനേജിംഗ് എഡിറ്റർക്കാണ് അയയ്ക്കേണ്ടത്.

ആൾസെയിൻറംസും കോളേജ് രജതജുബിലി

നഗരത്തിന്റെ തിരക്കിൽ നിന്നും ഒഴിഞ്ഞു മാറി സ്ഥിതിചെയ്യുന്ന തിരുവനന്തപുരം ആൾസെയിൻറംസും കോളേജിന്റെ രജതജുബിലി ആഘോഷം സെപ്തംബർ 28-ന് സമാപിച്ചു. കേന്ദ്രമന്ത്രി ശ്രീ. എം.എം. ജേക്കബ്ബാണ് സമാപനസമ്മേളനം ഉദ്ഘാടനം ചെയ്തത്. പ്രൊഫെസ്സർ ചാൻസലർ ഡോ. എ. സുകുമാരൻ നായർ അധ്യക്ഷത വഹിച്ചു. സിററിമേയർ ശ്രീ. പി. മാക്സ്വെൽ, ശ്രീ. എ. ചാൾസ്, എം.പി., സിൻഡിക്കേറ്റംഗം ശ്രീ. ജി. സുധാകരൻ എന്നിവർ ആശംസകൾ നേർന്നു.

നമ്മുടെ സർവകലാശാലകളിൽ തുടക്കത്തിലുള്ള ഫാക്കൽറ്റികൾ മാത്രമേ ഇപ്പോഴുമുള്ളൂവെന്നും, കാലോചിതമായ മാറ്റങ്ങൾക്ക് അനുസൃതമായി പുതിയ ഫാക്കൽറ്റികൾ ഉണ്ടാകണമെന്നും ശ്രീ.എം.എം. ജേക്കബ്ബ് പറഞ്ഞു. മാതൃഭാഷയോടൊപ്പം തന്നെ ഇംഗ്ലീഷും ഹിന്ദിയും ശ്രദ്ധയോടെ നമ്മുടെ വിദ്യാർത്ഥികൾ പഠിക്കണമെന്നും എങ്കിൽ മാത്രമേ ശാസ്ത്ര

സാങ്കേതിക രംഗങ്ങളിൽ ആരോളും മുന്നിൽ നമുക്കെത്താനാവുകയുള്ളൂ എന്നും ശ്രീ.ജേക്കബ്ബ് പറഞ്ഞു. സാമൂഹ്യ രാഷ്ട്രീയ മേഖലകളിലും ഉൾക്കാഴ്ചയോടെ പ്രവർത്തിക്കാൻ അദ്ദേഹം വിദ്യാർത്ഥികളോടഭ്യർത്ഥിച്ചു. ഉന്നത വിദ്യാഭ്യാസത്തിന്റെ വളർച്ചയ്ക്കും വികാസത്തിനും സ്വകാര്യ മാനേജ്മെന്റുകൾ പ്രത്യേകിച്ചു ക്രിസ്ത്യൻ മിഷനറിമാർ വഹിച്ച ശ്രദ്ധനീയമായ പങ്കിനെ പ്രൊഫെസ്സർ ചാൻസലർ പ്രകീർത്തിച്ചു. പഠനകലാസാംസ്കാരിക രംഗങ്ങളിൽ ആൾസെയിൻറംസും കോളേജ് ഇനിയും മുന്നോട്ടെയെന്നും സിൻഡിക്കേറ്റംഗം ശ്രീ. ജി. സുധാകരൻ ആശംസിച്ചു. മുൻപ്രിൻസിപ്പൽ സിസ്റ്റർ മേരി ആലീസ് സ്വാഗതവും പ്രിൻസിപ്പൽ സിസ്റ്റർ മേരിഫ്രാൻസിസ് കൃതജ്ഞതയും പറഞ്ഞു.

വിദ്യാർത്ഥിനികളുടെ കലാപരിപാടികളോടെ ജുബിലി ആഘോഷങ്ങൾ സമാപിച്ചു.

—പ്രൊഫ. ആർ. രവീന്ദ്രൻ നായർ.

NATIONAL SCENE

In spite of a good monsoon and good performance of the industrial sector the rate of inflation remained at a high level and the government of India continued its dependence on deficit financing. Unemployment remains at an alarmingly high level and several sectors of the economy particularly power, transport and communication pose great danger.

At the political level the most serious problem has been that of communalism. Communal forces and several communal organisations are creating a situation threatening integrity of the country. Babri Masjid, Ram' Janmabhumi controversy has throughout remained at a flash point. Apart from U.P., several parts of the country witnessed sporadic

communal flare up.

It is the duty of all university and college teachers to make their students and the society at large aware of the forces behind communal and secessionist forces.

Punjab situation even after several years continues to be grim and the terrorist and secessionist forces seem to be capable of striking anywhere in and outside Punjab in spite of scores of their leaders having been liquidated by the police forces.

Simultaneously the state terrorism let loose on the common people of Punjab has further aggravated the already complicated problem.

(AIFUCTO Report '88-'89)

**എ.കെ.പി.സി.ടി.എ. പ്രവർത്തകകളായും -
കേരളൻഷ്യൽ റിപ്പോർട്ട് തുടർച്ച:**

Total Registration:	— 114
No. of participants who filled in credential forms	— 104
Designation :- Lecturers — 46, Professors Gr II — 23, Professors Gr I — 32 Tutor 1	
Addl. qualification: M.Phil — 8, PhD. — 3, Other qualifications — 11	
Age group :-	Years
20 — 25 — 1, 25 — 35 — 31, 35 — 50 — 65, 50 — 55 — 4, above 55 — 1	
	Age not mentioned — 1
Mairtal status Married — 92 Single — 11 Not mentioned — 1	
Details of wives' employment :-	
Employed	— 65
Unemployed	— 31
Not mentioned	— 8
Wives's connections with organisations:-	
NGOU — 1, KGTA — 3, KPTU — 4, AKPCTA — 10, BEFI — 1, AIBEA — 2, PSTA — 1	
Yeas of Service:-	
2 to 10 yrs	— 49
11 to 20 yrs	— 26
21 to 25 yrs	— 22
More than 25 yrs	— 7
Less than 2 yrs	— 3
In AKPCTA:-	
2 to 10 yrs	— 48
11 to 20 yrs	— 27
21 to 25 yrs	— 18
More than 25 yrs	— 5
Unievrsity bodies:-	
Senate 16, Syndicate 5, (Present 3, past 2)	
Academic Council	— 10
Local bodies:-	
2 in panchayats,	
Voluntary organisations:-	
Sasthra sahithya parishad	— 27
പുരോഗമന കലാസാഹിത്യ സംഘം	7
ഫിലിം സൊസൈറ്റി	— 1
World wild life fund	— 1
Papers etc published:- 16	
Positions held in Association:-	
Branch Secretary	— 47
Councillors	— 13
Dt. Presidents	— 9
Working Committee	— 18
Anti pre-Degree Board strike	15
Direct payment	— 14
UGC strike	— 33
Courted arrests:-	
TVM — 4, Quilon-6, Kottayam/Idukki 11	
Participants District wise	
Pathanamthitta 6, Alleppey 13; Ernakulam 13, Trichur 12, Palghat 9,	
Malappuram 4, Calicut 5, Cannanore/Kasargode 8, Working Committee 23,	
Total 144, Organising Committee 30	
Youngest delegate in the camp	
Vipin Chandran 25 yrs	
Mar Ivanios College, Trivandrum.	

എസ്.എൻ. ട്രസ്റ്റിംഗ് പബ്ലിഷർ സമരം

പി.കെ.ഗുരദാസൻ, പി. നാരായണൻ കുട്ടി, ജി. താമരൻ നായർ, പി. നരേന്ദ്രൻ എന്നിവർ സംസാരിക്കുന്നു.



ധർമ്മയിൽ പങ്കെടുത്ത ആധ്യാപകർ: സുധീഷ് സംസാരിക്കുന്നു.