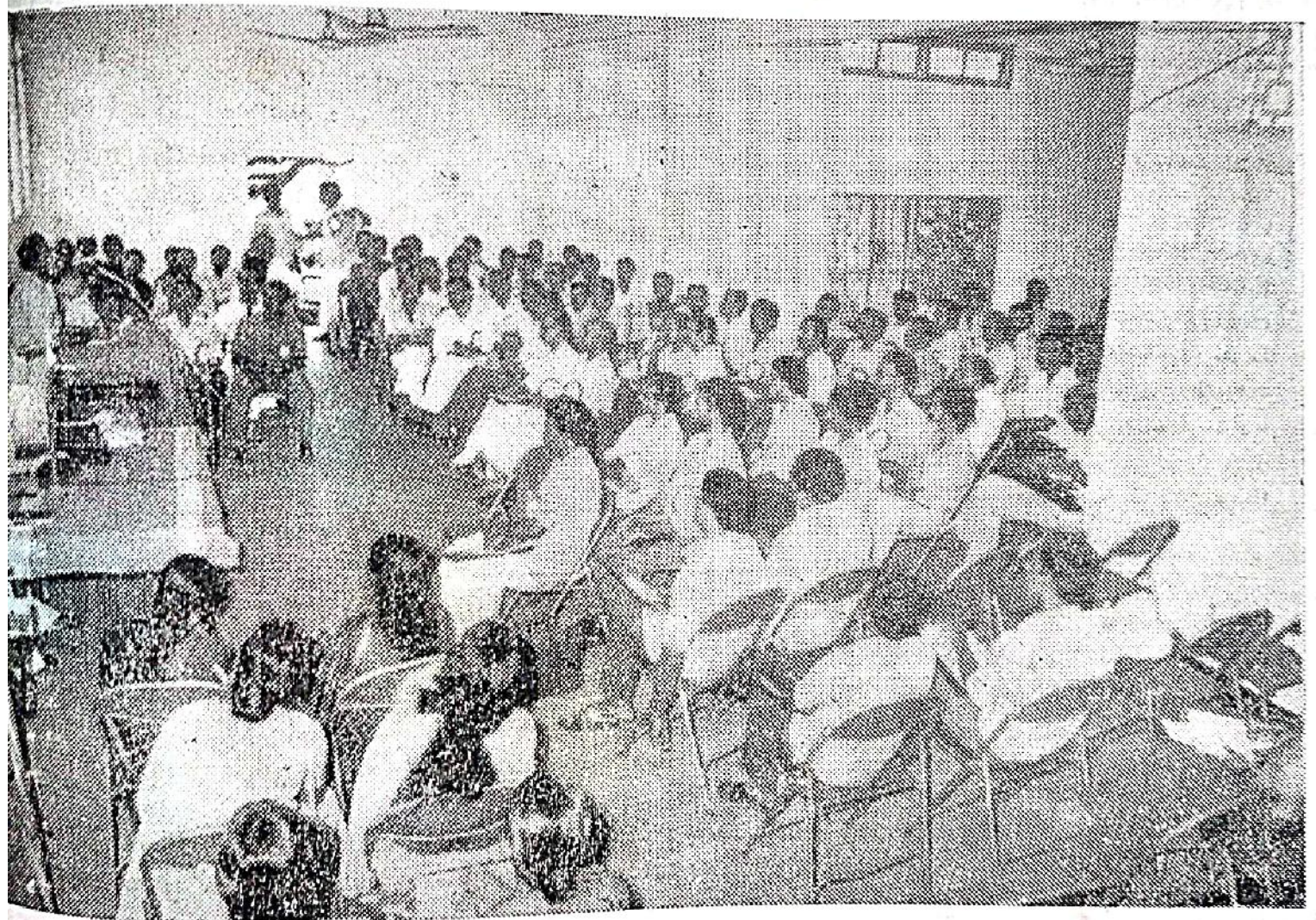


malayalam
kerala private college teacher



ആലുവയിൽ നടന്ന എ കെ പി സി ടി എ പ്രവർത്തക ക്യാമ്പ്

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ധനുവചുപുരം
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കോളേജിൽ നടക്കുന്ന
 പടങ്ങിൽ പ്രസിഡൻ്റ്,
 ജനറൽ സെക്രട്ടറി തുടങ്ങിയവർ
 പങ്കെടുക്കും.

ബ്രോഞ്ചുസെക്രട്ടറിമാർ ശ്രദ്ധ്യിക്കുക:

- യു. ജി. സി. സെല്ലു അംഗീകരിച്ചു കോളേജിലേക്ക് അയച്ചിട്ടുള്ള വർക്ക്ലോഡ് പരിശോധിച്ചു, തിരുത്തലുകളെങ്കിൽ സെല്ലിലേയ്ക്ക് എഴുതിക്കണം.
- സീനിയോറിറിലിസ്റ്റ് സെല്ലിലേയ്ക്ക് മാനേജുമെൻ്റ് അയച്ചുകൊടുത്തിട്ടുണ്ടോ എന്ന് പരിശോധിക്കണം.
- എ. കെ. പി. സി. ടി. എ. മെമ്പർഷിപ്പ് വർദ്ധിപ്പിക്കാൻ പ്രവർത്തനസമിതി തീരുമാനിച്ചിട്ടുണ്ട്. താങ്കളുടെ ബ്രോഞ്ചിൽ പുതിയ അംഗങ്ങളെ കണ്ടെത്തണം. തുക ട്രഷറർക്ക് വേഗം അയയ്ക്കുക.
- സംഘടനയ്ക്ക് സ്ഥിരമായ ഒരു ഓഫീസ് കെട്ടിടം ഉണ്ടാകുന്നു. താങ്കളുടെ ബ്രോഞ്ചിലെ കെട്ടിടഫണ്ടു പിരിവ് ഊർജ്ജിതപ്പെടുത്തുക. തുക D D യായി ജനറൽസെക്രട്ടറിക്ക് അയയ്ക്കണം.
- നമ്മുടെ ജേർണൽ 100 ലക്കം പൂർത്തിയാക്കുന്നു. 100-ാം ലക്കം സ്വപ്നപുലായി പ്രസിദ്ധീകരിക്കുകയാണ്. കഴിയുന്നത്ര പരസ്യങ്ങൾ ശേഖരിച്ചു അയയ്ക്കുക.

ജി. മാധവൻനായർ
 ജനറൽ സെക്രട്ടറി
 എ കെ പി സി ടി എ

മതസൗഹാർദ്ദത്തിന് മുന്നിട്ടിറങ്ങുക

അതിവ ഗുരുതരമായ അവസ്ഥയിലു
ടെയാണ് ഇന്ത്യ ഇന്ന് കടന്നുപോകുന്നത്. ജ
നങ്ങളിൽ മതപരമായ ചേരിതിരിവ് സൃഷ്ടി
ക്കാനുള്ള ശ്രമം കൊണ്ടുപിടിച്ചു നടക്കുകയാ
ണിപ്പോൾ. അസ്ഥലത്തിന്റേയും പള്ളിയുടെ
യും പേരുപറഞ്ഞ് മനുഷ്യനെ വേർതിരിച്ച്
തമ്മിൽ തല്ലിച്ചുകൊല്ലിക്കാൻ നടക്കുന്ന അതി
നീചമായ നീക്കത്തിനെതിരെ വിവേകമുള്ള ഏ
വരും ഒരുമിച്ചണിനിരക്കേണ്ട സന്ദർഭമാണിത്.

മതം മനുഷ്യന്റെ സ്വകാര്യപ്രശ്നമാണ്.
ഒരും രാഷ്ട്രീയവും കൂടി കൂട്ടിക്കലർത്തി
യാലുണ്ടാകുന്ന കൃഷ്ണങ്ങൾ ചിന്തിക്കാവതല്ല.
ബ്രിട്ടീഷുകാർ ഇന്ത്യയെ തകർക്കാൻ എടുത്തുപ
യോഗിച്ച ആയുധമാണ് മതം. അതിന്റെ ചേ
രിൽ ഈ നാട് വെട്ടിമുറിക്കപ്പെട്ടു. അന്നത്തെ
വിഭജനത്തിന്റെ നൊമ്പരം ഇപ്പോഴും പേരി നട
ക്കുന്നവരാണ് ഇന്ത്യാക്കാർ. മതേതരത്വം രാജ്യ
ത്ത് ശക്തി പ്രാപിക്കുമ്പോഴൊക്കെ മതപ്രശ്
നം കൂത്തിപ്പൊക്കി കൃഷ്ണങ്ങൾ സൃഷ്ടിക്കുന്ന
ശക്തികൾ രംഗത്തുവരാറുണ്ട്. ഇവർക്കെതി
രെ എല്ലാ വിഭാഗം ജനങ്ങളും ഒത്തൊരുമിക്കേണ്ട
തുണ്ട്.

മനുഷ്യരെന്നാണെന്നും ഈ നാട് എല്ലാവർ
ക്കും ഒരുപോലെ ജീവിക്കാൻ അവകാശപ്പെട്ടതാ
ണെന്നുമുള്ള ബോധം ജനങ്ങളിൽ ചുർത്തിയെടു
ക്കാൻ അദ്യാപകർ മുന്നിട്ടിറങ്ങണം. ജാതിരൂ
ടേയും മതത്തിന്റേയും പേരിൽ ജനങ്ങളെ വേർ
തിരിക്കുന്നത് പ്രാകൃതമായ ഏർപ്പാടാണെന്ന്
ബോധ്യപ്പെടുത്തണം. ഇതിനുവേണ്ടിയുള്ള
പ്രവർത്തനങ്ങളിൽ അദ്യാപകർ പ്രധാനപങ്കു
വഹിക്കണം. അദ്യാപകരും വിദ്യാർത്ഥി
കളും ഒത്തു ചേർന്ന് കോളേജുകളിൽ മതമൈ
ത്രിജാമകൾ സംഘടിപ്പിക്കണമെന്ന് എ. കെ.
പി.സി.ടി.എ. പ്രവർത്തക സമിതി നിർദ്ദേശ
ശിച്ചിട്ടുണ്ട്. എല്ലാ കോളേജുകളിലും
ഉടൻതന്നെ ഇത് നടപ്പിലാക്കുക. മതസൗഹാർദ്ദം
മുൻനിർത്തിയുള്ള സെമിനാറുകളും സിന്ധോ
സിയങ്ങളും സംഘടിപ്പിക്കുകയും വേണം.
മതവൈരം കൊണ്ടു മരിക്കേണ്ടവരല്ല മറിച്ച്
മതസൗഹാർദ്ദം കൊണ്ട് ഒന്നിക്കേണ്ടവരാണ്
മനുഷ്യർ എന്ന തത്വത്തിന്റെ പ്രചാരകരും
പ്രവർത്തകരുമാകാൻ എല്ലാ അദ്യാപകരോടും
എ.കെ.പി.സി.ടി.എ. അഭ്യർത്ഥിക്കുന്നു. ○

യു. ജി. സി. : വിദ്യാഭ്യാസ മന്ത്രിയുമായി ചർച്ച

യു. ജി. സി. ശമ്പളപരിഷ്കാരം നടപ്പാക്കുന്നതിലുള്ള കാലവിളംബം
ഒഴിവാക്കാൻ അടിയന്തിരനടപടികൾ സ്വീകരിച്ചിട്ടുണ്ടെന്ന് വിദ്യാഭ്യാസമന്ത്രി
ശ്രീ. ചന്ദ്രശേഖരൻ സംഘടനാപ്രതിനിധികളെ അറിയിച്ചു. എ. കെ.
പി. സി. ടി. എ. - എ. കെ. ജി. സി. ടി. പ്രതിനിധികളാണ് മന്ത്രി
യുമായി ചർച്ച നടത്തിയത്. 1-4-90 വരെ നിയമിക്കപ്പെട്ടിട്ടുള്ള അധ്യാ
പകർക്ക് യു. ജി. സി. ശമ്പളപരിഷ്കാരം ലഭ്യമാക്കുമെന്നും ഇത് സംബന്ധി
ച്ചുള്ള വിശദീകരണം ഉടൻതന്നെ ഉത്തരവായി ഇറക്കുമെന്നും മന്ത്രി പറഞ്ഞു.

ഇതുവരെ 102 കോളേജുകളിലെ പോസ്റ്റ് ഐഡൻറിഫൈ
ഡ് ചെയ്തുകഴിഞ്ഞിട്ടുണ്ട്. 58 കോളേജുകളിലെ സ്കീമിൽ വരുന്ന അധ്യാ
പകരുടെ പേരുവിവരവും അറിയിച്ചുകഴിഞ്ഞു.

ആലുവാ ക്യാമ്പ് - ഒരവലോകനം

എൻ. ബഷീർ

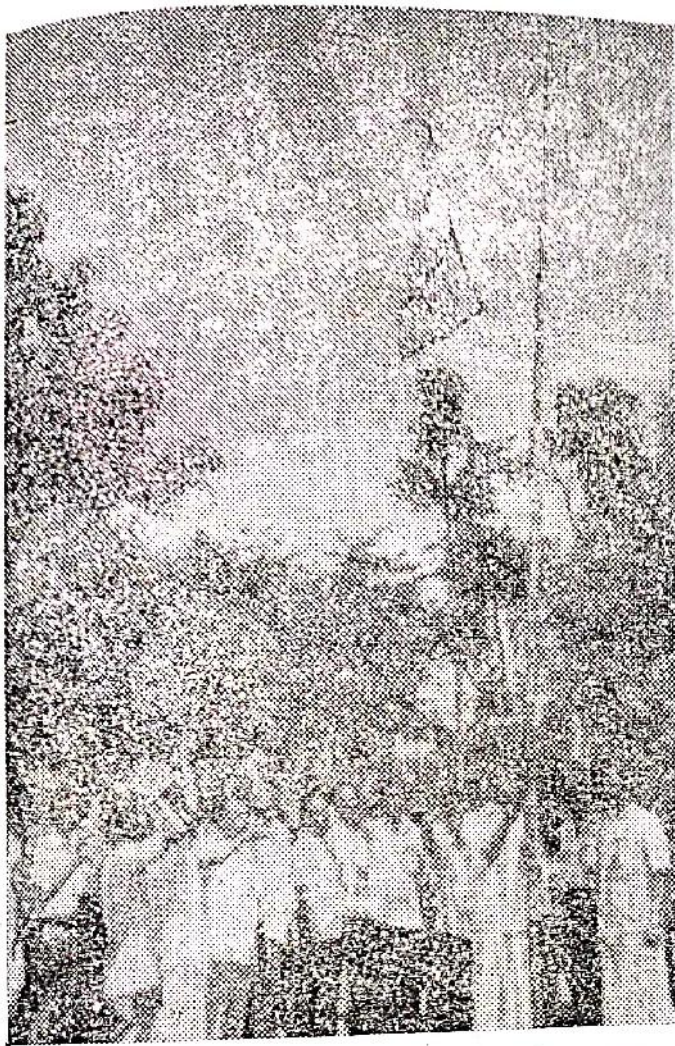


പ്രൊഫ. വി. നാരായണൻ കുട്ടി സംസാരിക്കുന്നു. പ്രൊഫ. ജി. മാധവൻനായർ, അഡ്വ. ആർ. രാഘവൻപിള്ള, പ്രൊഫ. ജോയി കുളവേലി എന്നിവരാണ് സമീപം.

ആലുവ ഫെലോഷിപ്പ് ഹൗസിൽ കെം ടോബർ 13, 14 തീയതികളിൽ നടന്ന എ കെ പി സി ടി എ പ്രവർത്തക ക്യാമ്പ് സംഘടനയുടെ വളർച്ചയും കരുത്തും വ്യക്തമാക്കുന്നതായിരുന്നു. ഇത്തവണ ക്യാമ്പിൽ വനിതകൾ സജീവമായി പങ്കെടുത്തു. സംഘടനാപ്രവർത്തനത്തിന്റെ മുൻനിരയിലേയ്ക്ക് കടന്നുവരുവാൻ അദ്യോഗികമാർ തയ്യാറായിരിക്കുന്നുവെന്ന് ഇത് വ്യക്തമാക്കി.

കെം ടോബർ 13 ന് രാവിലെ പ്രസിഡൻറ് പ്രൊഫ. വി നാരായണൻകുട്ടി പതാക ഉയർത്തിയതോടെയാണ് രണ്ടു ദിവസത്തെ പ്രവർത്തക ക്യാമ്പ് ആരംഭിച്ചത്. കേരളത്തിലെ വിവിധ കോളേജുകളിൽ നിന്നും എത്തിയ പ്രതിനിധികൾ പരിചയം പുതുക്കി, പുതിയ അംഗങ്ങളെ പരിചയപ്പെട്ടു. തുടർന്ന് രജിസ്ട്രേഷൻ നടപടികൾ പൂർത്തിയാക്കി. ക്യാമ്പിലെ ഒന്നാമത്തെ സെഷൻ തുടങ്ങുകയായി. സംഘടനാ പ്രസിഡൻറ് അദ്യക്ഷത വഹിച്ചു. ക്യാമ്പ് സംഘാടക കമ്മിറ്റിക്കുവേണ്ടി പ്രൊഫ. ജോയികുളവേലി പ്രതിനിധികളെ സ്വാഗതം ചെയ്തു. ക്യാമ്പു വിജയിപ്പിക്കുന്നതിനായി

നടത്തിയിട്ടുള്ള ഒരുക്കങ്ങളും അദ്ദേഹം വിശദീകരിച്ചു. അഡ്വ. ആർ. രാഘവൻപിള്ളയാണ് ഒന്നാമത്തെ ക്ലാസ് എടുത്തത്. "ട്രേഡ് യൂണിയൻ രംഗത്തെ പ്രശ്നങ്ങളും ചുമതലകളും" എന്നതായിരുന്നു വിഷയം. യാതൊരു ട്രേഡ് യൂണിയൻ അവകാശങ്ങളുമില്ലാതെ മാനേജരുടെ ദയാദാക്ഷിണ്യത്തെമാത്രം ആശ്രയിച്ചു ജീവിക്കുന്നതൊഴിലാളി ഒട്ടനവധി പോരാട്ടങ്ങൾക്കുശേഷമാണ് ന്യായമായ അവകാശങ്ങൾ നേടിയെടുത്തത്. 1920 ൽ മദ്രാസിലെ മിൽത്തൊഴിലാളികളെ സംഘടിപ്പിച്ചുവെന്ന കുറ്റത്തിന് ചക്കരചെട്ടിയാരെ കോടതി അമ്പതിനായിരം രൂപയാണ് ശിക്ഷിച്ചത്. ഇങ്ങിനെ എത്രയെത്ര കടമ്പകൾ കടന്നാണ് കൃഷ്ണനിയത്. 1922ൽ ഇന്ത്യൻ ട്രേഡ് യൂണിയൻ ആക്ട് ഉണ്ടായി. സംഘടിതശക്തി ഉണ്ടായതു കൊണ്ടുമാത്രം തൊഴിലാളിക്ക് എക്കാലവും ഒരുപോലെ ജീവിക്കാനാവില്ല. മാറിമാറിവരുന്ന സാഹചര്യങ്ങളും പ്രധാനമാണ്. മാവൂർ ഗോളിയർ റയോൺസിലെ പ്രശ്നം തന്നെ ഉദാഹരണമായെടുക്കാം. സാമാന്യം ഭേദപ്പെട്ട ജീവിതം നയിച്ചിരുന്ന അവിടുത്തെ തൊഴിലാളിക്ക് മാനേജ്മെന്റിന്റെ മനോഭാവം മാറിയപ്പോൾ



പ്രസിഡൻ്റ് പതാക ഉയർത്തുന്നു. വളരെയധികം പ്രയാസം അനുഭവിക്കേണ്ടിവന്നു. ഉണ്ടായിരുന്ന ജീവിതസൗകര്യങ്ങളെല്ലാം ഇല്ലാതായി. ഈ സ്ഥിതി എത്ര മേഖലയിലും വ്യാപിക്കുന്നു.

ക്ഷേമസാധനങ്ങൾ ഒരു ഭാഗത്ത് കെട്ടിക്കിടക്കുമ്പോൾ ജനങ്ങൾ പട്ടിണി അനുഭവിക്കുന്നതാണ് നമ്മുടെ രാജ്യത്തിൻ്റെ അവസ്ഥ. വാങ്ങിക്കഴിക്കാൻ വരുമാനമില്ലാത്തവരും തൊഴിലില്ലാത്തവരുമാണ് ഏറെപ്പേരും. ലാഭം, കൂടുതൽ ലാഭം എന്ന മുതലാളിത്ത നിയമമാണ് ഇന്ത്യയിൽ നിലനില്ക്കുന്നത്. കോടിക്കണക്കിനു തൊഴിലാളികൾ ജോലിയില്ലാതെ അലയുന്ന നമ്മുടെ നാട്ടിൽ കോടിക്കണക്കിനു കുട്ടികളെക്കൊണ്ട് പണിയെടുപ്പിക്കുന്നതിനെപ്പറ്റി ചിന്തിച്ചുനോക്കുക! നിയമങ്ങളില്ലാത്തതില്ല ഇത്. കൂടുതൽ ലാഭം കൊയ്യാൻ മാത്രം! ഏറ്റവും കൂടുതൽ തൊഴിൽ നിയമങ്ങൾ—146 എണ്ണം— ഉള്ളത് നമ്മുടെ നാട്ടിലാണ്. എന്നാൽ ഇവിടെ അന്നെയാണ്. തൊഴിൽ നിയമങ്ങൾ ഏറ്റവും ധികം ലംഘിക്കപ്പെടുന്നതും ഇതാണ് നമ്മുടെ

ആലോചിക്കുന്നില്ല. കൂട്ടികൾ പട്ടിണിക്കിടക്കുന്ന ഇന്ത്യയിൽത്തന്നെ ചുരുക്കം ചിലരുടെ സുഖദോഗതിനായി എത്രയധികം പണമാണ് ടി വസവും ചെലവാക്കിയിട്ടുള്ളത്! ഇത്തരം വൈകാരിക വിദ്യാഭ്യാസരംഗത്തും വ്യക്തമായി പറയാം. കള്ളുപണക്കാരും കോഴവാങ്ങുന്നവരുമാണ് വിദ്യാഭ്യാസരംഗം നിയന്ത്രിക്കുന്നതെന്നു തന്നെ. ഇന്ത്യൻ സമ്പദ് വ്യവസ്ഥയേയും സാമൂഹ്യജീവിതത്തേയും തകർക്കുന്ന മുതലാളിത്ത സാമ്പത്തിക ഘടനയെപ്പറ്റി നമ്മൾ കൂടുതൽ ബോധവാന്മാരാകണമെന്ന് അഡ്വ. രാഘവൻപിള്ള പറഞ്ഞു. നിരവധി ഉപാധങ്ങളെ ഉപയോഗിച്ച് യൂണിയൻ രംഗത്തെപ്പറ്റി ശ്രീ. രാഘവൻപിള്ള എടുത്ത ക്ലാസ്സ് ഏവർക്കും ചിന്തിക്കാനും പർച്ചമെയാനും വഴിയൊരുക്കുന്നതായിരുന്നു. അംഗങ്ങളുടെ ചോദ്യങ്ങൾക്ക് വ്യക്തമായ മറുപടിയും അദ്ദേഹം നല്കി. സ.ഘടനാപ്രഖ്യാപനം, പി. ജി ചന്ദ്രശേഖരൻ നായരുടെ നന്ദിപ്രകടനത്തോടെ ഒന്നാമത്തെ സെഷൻ അവസാനിച്ചു.

ജനറൽ സെക്രട്ടറി പ്രൊഫ. ജി. മാധവൻ നായരുടെ ക്ലാസ്സാണ് തുടർന്നു നടന്നത്. 'സംഘടന' എന്നതായിരുന്നു വിഷയം. കോളേജ് ജയാപക പ്രസ്ഥാനം ഇന്നു നേടിയ വളർച്ച, നിരവധി സമരരംഗങ്ങൾ, പ്രസ്ഥാനത്തിനുള്ള ഗുണപരമായ മാറ്റം—എല്ലാം ജനറൽ സെക്രട്ടറി വിശദീകരിച്ചു. മറ്റു ബഹുജന പ്രസ്ഥാനങ്ങളുമായി കൂടുതൽ യോജിച്ചു നിന്നുകൊണ്ടുള്ള മുന്നേറ്റമാണ് ഇന്ന് ആവശ്യമായിട്ടുള്ളതെന്നും അദ്ദേഹം പറഞ്ഞു. വൈസ് പ്രസിഡൻ്റ് പ്രൊഫ. എസ്. വിശ്വനാഥൻ അധ്യക്ഷത വഹിച്ചു.

‘ഉന്നതവിദ്യാഭ്യാസരംഗത്തെ പ്രശ്നങ്ങളും സമീപനവും, എന്നതായിരുന്നു ശ്രീ. സി. ജി. ശാന്തകുമാറിൻ്റെ ക്ലാസ്സിൻ്റെ വിഷയം. ഇന്നത്തെ സമൂഹത്തിനാവശ്യമായ വിദ്യാഭ്യാസമല്ല ഇന്നുള്ളത്. നമ്മുടെ വിദ്യാഭ്യാസത്തിന് അളവുപരമായ മാറ്റം ഉണ്ടെങ്കിലും ഗുണപരമായ മാറ്റം ഉണ്ടായിട്ടില്ല സംസ്ഥാനത്തിൻ്റെ വരുമാനത്തിൽ 40% വിദ്യാഭ്യാസത്തിനാണ് ചെലവഴിക്കുന്നത്. വികസനത്തിൻ്റെ മുന്നൂപാധിയായിരിക്കണം വിദ്യാഭ്യാസം. കേരളത്തിൽ അത് വികസനത്തെ പിന്മാറ്റം നയിക്കുന്ന കാഴ്ചയാണ് ഇന്നുള്ളത്. വിദ്യാഭ്യാസത്തിൻ്റെ ഉള്ള

കക്കം ആകെ മാറേണ്ടിയിരിക്കുന്നു. സമൂഹത്തിന്റെ ആവശ്യങ്ങളുമായി ഉള്ളടക്കത്തെ ബന്ധിപ്പിക്കണം. ഇന്നത്തെ പാഠപുസ്തകത്തിന് നാടുമായി യാതൊരു ബന്ധവുമില്ല. മധ്യവർഗ്ഗം ഗസംസ്കാരം നിലനിർത്തുന്നതിനുള്ള ഉള്ളടക്കമാണ് പുസ്തകങ്ങളിൽ കാണുന്നത്. പ്രൈമറിതലം മുതൽ സർവ്വകലാശാലകൾവരെ വിദ്യാഭ്യാസത്തിന്റെ ഘടനയിൽ മാറ്റം ഉണ്ടാകേണ്ടിയിരിക്കുന്നു. അക്കാദമിക് നിലവാരം ഉയർത്തുന്നതിനെപ്പറ്റി ആരും ചിന്തിക്കുന്നില്ല എന്ന വേദകരമായ അവസ്ഥയാണ് ഇന്നുള്ളത്. ഇന്നത്തെ വിദ്യാർത്ഥിരാഷ്ട്രീയത്തിനും ജീർണ്ണത ബാധിച്ചിരിക്കുന്നു. വിപ്ലവം വരുമെന്ന പ്രതീക്ഷയല്ലാതെ വിപ്ലവം വരുത്തുമെന്ന് ആരും പറയുന്നില്ല. സാമൂഹ്യവികസനത്തിനനുസൃതമായി വിദ്യാഭ്യാസത്തെ എങ്ങനെ മാറ്റിയെടുക്കാം എന്ന് നമ്മൾ ആലോചിക്കണം. നമ്മൾ ജീവിക്കണമോ വേണ്ടയോ എന്ന പ്രശ്നത്തെ മുൻനിർത്തി നാമെല്ലാം ചിന്തിക്കണമെന്ന് ശ്രീ ശാന്തകുമാർ പറഞ്ഞു. വിദ്യാഭ്യാസരംഗം ഇന്നു നേരിടുന്ന പ്രശ്നങ്ങളെ ഗൗരവപൂർവ്വം സമീപിക്കുകയായിരുന്നു ശ്രീ. ശാന്തകുമാർ. സിദ്ധാന്തങ്ങൾ ഉരുവിട്ടു പറയുന്നതിനെക്കാൾ പ്രവർത്തിയിലൂടെ മാറ്റം വരുത്തേണ്ടതിനെപ്പറ്റിയാണ് അദ്ദേഹം പറഞ്ഞത്. ചുട്ടുപിടിച്ച ചർച്ചയാണ് തുടർന്ന് ക്യാമ്പിൽ ഉണ്ടായത്. 'തലതിരിഞ്ഞ പിരമിഡ്' എന്നു വിശേഷിപ്പിക്കുന്ന നമ്മുടെ വിദ്യാഭ്യാസ വ്യവസ്ഥയെപ്പറ്റി ആഴത്തിലുള്ള പരിശോധനതന്നെ ചർച്ചയിലൂടെ ഉണ്ടായി.

ഒന്നാം ദിവസം രാത്രി മൂന്നു യൂണിവേഴ്സിറ്റിയിലേയ്ക്കും അധ്യാപകർ പ്രത്യേകം കൂടി ചർച്ചകൾ നടത്തി. സംഘടനാപ്രവർത്തനം ശക്തിപ്പെടുത്തുന്നതിനുള്ള നിരവധി നിർദ്ദേശങ്ങൾ ഉയർന്നുവന്നു. ഒപ്പം വിഷയങ്ങളെപ്പറ്റിയുള്ള വിമർശനങ്ങളും.

രണ്ടാംദിവസം യു. ജി. സി. ചർച്ചകളോടെയാണ് ആരംഭിച്ചത്. പ്രൊഫ. പി. നരേന്ദ്രൻ

യു. ജി. സി. സ്കീം നടപ്പിലാക്കുന്നതിനോടനുബന്ധിച്ചുള്ള നിയമഭേദഗതികളെക്കുറിച്ച് വിശദമായി പ്രതിപാദിച്ചു. കേരളത്തിലെ ഉന്നത വിദ്യാഭ്യാസരംഗത്ത് ഗുണപരമായ മേന്മ സൃഷ്ടിക്കുന്ന യു. ജി. സി. സ്കീം നടപ്പിലാക്കുമ്പോൾ അക്കാദമിക് രംഗത്തുണ്ടാകുന്ന മാറ്റങ്ങൾ ചർച്ചചെയ്തു. തുടർന്ന് യു. ജി. സി. ശമ്പളപരിഷ്കാരത്തിലെ ഓപ്ഷൻ, ഫിക്സേഷൻ തുടങ്ങിയവയെപ്പറ്റി പ്രൊഫ. പി. ഹരിദാസൻ ക്ലാസ്സെടുത്തു. പ്രതിനിധികളിൽനിന്നും ഉയർന്നുവന്ന എല്ലാ സംശയങ്ങളും പ്രൊഫ. ഹരിദാസൻ വ്യക്തമായ മറുപടി നൽകി.

ഗ്രൂപ്പുചർച്ചകളിൽ ഉയർന്നുവന്ന വിമർശനങ്ങളും നിർദ്ദേശങ്ങളും അതാത് ഗ്രൂപ്പുലീഡറന്മാർ അവതരിപ്പിച്ചു. കേരള യൂണിവേഴ്സിറ്റിയിൽനിന്നും എ. പ്രതാപചന്ദ്രൻനായരും, മഹാത്മാഗാന്ധി യൂണിവേഴ്സിറ്റിയിൽനിന്നും കെ. സദാശിവൻ നായരും കോഴിക്കോട് യൂണിവേഴ്സിറ്റിയിൽനിന്നും ബഹു ചന്ദ്രനും സംസാരിച്ചു. ക്യാമ്പംഗങ്ങളെപ്പറ്റിയുള്ള ക്രഡൻഷ്യൽറിപ്പോർട്ട് കൺവീനർ എ. പ്രതാപചന്ദ്രൻനായർ അവതരിപ്പിച്ചു.

സംഘടനാപ്രവർത്തകർക്ക് കൂടുതൽ ആവേശം പകരുന്നതായിരുന്നു ആലുവാക്യാമ്പ്. ആശയപരമായ വ്യക്തതയും പ്രവർത്തനങ്ങൾക്കുള്ള മാർഗ്ഗരേഖയും ക്യാമ്പിൽനിന്നും വേണ്ടുവോളം ലഭിക്കുകയുണ്ടായി. സേവന-വേതന പ്രശ്നങ്ങളോടൊപ്പം നമ്മൾ ജീവിക്കുന്ന സമൂഹത്തിന്റെ പ്രശ്നങ്ങളും ഏറ്റെടുക്കാനും പരിഹാരം കണ്ടെത്താനും അധ്യാപകർ പരിശ്രമിക്കേണ്ടതാണെന്ന ബോധം ക്യാമ്പ് സൃഷ്ടിച്ചു. സെക്രട്ടറി പ്രൊഫ. സി. ജെ. ശിവശങ്കരൻ പ്രതിനിധികൾക്ക് നന്ദിപറഞ്ഞു.

ക്യാമ്പ് വിജയകരമായി സംഘടിപ്പിച്ച സംഘാടക കമ്മിറ്റിയെ പ്രതിനിധികൾ പ്രത്യേകം അഭിനന്ദിച്ചു. □

1986-ൽ ആവിഷ്കരിച്ച ദേശീയ വിദ്യാഭ്യാസ നയം പുനരവലോകനം ചെയ്യാൻ കേന്ദ്രസർക്കാർ കഴിഞ്ഞ മെയ് 7ന് നിയമിച്ച ആചാര്യ രാമമൂർത്തി ചെയർമാനായുള്ള സമിതിയുടെ റിപ്പോർട്ടാണ് താഴെ കൊടുക്കുന്നത്. ഇതേപ്പറ്റി ഒരു ചർച്ച ജേർണലിന്റെ തുടർന്നുള്ള ലക്കങ്ങളിൽ സംഘടിപ്പിക്കുന്നുണ്ട്. അഭിപ്രായങ്ങൾ ചുരുക്കി എഴുതി അയച്ചു തരാൻ എല്ലാ അധ്യാപകരോടും അഭ്യർത്ഥിക്കുന്നു. കോളേജുകളിൽ ഈ റിപ്പോർട്ട് ചർച്ച ചെയ്യണം.

-എഡിറ്റർ

Towards an Enlightened and Humane Society

A PERSPECTIVE PAPER ON EDUCATION

I

PROLOGUE

At the time of the announcement about a new education policy and the issue of a public document called Challenge of Education in 1985, much public expectation was raised. In a democratic society, the practice of imparting education and the policies informing it, must have the support of the people. Such support can be ensured only if our people see education as bringing benefit to them in appreciably concrete ways. It is in order to examine the National Policy on Education (NPE) 1986 and its implementations in terms of concrete benefits to the people that Government of India have constituted a Review Committee. The following extract of the Resolution constituting the Committee spells out the specific concerns of the Government:

“Despite efforts at social and economic development since attainment of Independence, a majority of our people continue to remain deprived of education which is one of the basic needs for human development. It is also a matter of grave concern that our people comprise 50 per cent of the world’s illiterate, and large sections of children have to go without acceptable level of primary education. Government accords the highest priority to education—both as a human right and as the means for bringing about a transformation towards a more humane and enlightened society. There is need to make education an effective instrument for securing a status of equality for women, and persons belonging to the backward classes and minorities. Moreover, it is essential to give a work and employment orientation to education and to exclude from it the elitist aberrations which have become the glaring characteristic of the educa-

tional scene. Educational institutions are increasingly being influenced by casteism, communalism and obscurantism and it is necessary to lay special emphasis on struggle against this phenomenon and to move towards a genuinely egalitarian and secular social order. The National Policy on Education, 1986 (NPE), needs to be reviewed to evolve a framework which would enable the country to move towards this perspective of education."

2. The struggle for survival is more urgent for many people of India than educational needs. Therefore, education and its planning must be organically linked with the larger socio-cultural, economic and political context. Specifically it must be linked with live issues of development. Then it will be possible for education to play a catalytic and interventionist role. Only then.

3. Almost half of the children in the age group of 6 to 14 either do not enter the school at all or drop out at an early stage. Of these, according to a recent National Sample Survey, about one-third to one-half find school either boring, irrelevant or threatening (i.e. failure in examinations). Almost another 40 to 45% of them have to stay away from school due to strong economic compulsions and the demands of home and family life. Only about 5% of the children manage to reach the higher secondary stage and a smaller percentage go on to higher education. A negligible number from the disadvantaged sections are able to get admission to the excellent professional institutions, due to poor quality school education apart from their socio-economic backgrounds. The calibre of those making it to excellent

institutions might have perhaps been better had they been drawn from a larger social base of children. Efforts to link education with life have not met with any appreciable degree of success and our goal of attracting all children to the schools and increasing their retention has remained largely unfulfilled.

4 The school curricula have tended to be rigid and stagnant, lacking in responses to new methods and innovations in educational practice. There is also all-round concern regarding the load of the school bag.

5 It isn't as though we haven't had innovations and initiatives in the field of education. Today we talk of the need for a more accommodating and shortened school day for the working children and we have had the 'pahar pathshala' experiment in Rajasthan in the sixties. Our teacher-training courses do not seem to draw upon our own experiments in education for the purpose of enriching the theories of teaching and learning. The educational experiment of Tagore's Sri Niketan, relating education with rural development and of Gijubhai Badheka in Gujarat about teacher education, are two cases in point.

6 In our system of education we are, by and large, ignoring the rich treasure of traditional knowledge and wisdom derived often empirically over several hundreds of year or longer. Such traditional knowledge and wisdom are, available in diverse areas like agriculture, land management, watershed planning, forestry, ecological balance, housing, medicine, cottage industries etc. These need to be integrated with the content and process of education.

7 In the case of adults, inability to read and write has not necessarily meant lack of education. The illiterate may have numeracy skills needed for life situations and sensitivity and capability of a high order to cope with very difficult conditions. They are also in possession of a whole range of vocational skills needed at home and in the area of work, quite a detailed knowledge of the local natural resources and environment and an understanding of the social structure and of the historical and cultural traditions. Hence attempts at emphasizing adult literacy as such, as constituting education would be misplaced, the clear perception being that an illiterate adult is not necessarily an uneducated person. The intention is not to romanticise illiteracy but rather to underscore the need to redesign adult education programme meaningfully. What is of far greater importance however, is to ensure that all children receive school education in this decade so that they do not grow to become illiterate adults in the next century.

8 While we have many achievements to recount at the higher levels of learning the constitutional mandate of providing elementary education to all till the age of 14 has remained a teasing illusion. And this, in spite of such huge quantitative expansion of primary schools, so as to make available a primary school within one kilometre from the residence for every child. The educational pyramid has no solid and strong base to stand on even today, not to speak of the poor quality of education itself. In fact, the pyramid is precariously balanced upside down. The decreasing proportion of allocations to elementary education over the last seven

Plans has aggravated this structural imbalance. (The share of plan and Non-Plan allocations for Elementary Education in the States/UTs has remained stagnant in recent years. As a percentage of GNP, share of this sector of education has come down since 1985-86) Nor have the attempts to provide a complementary structure, through non-formal education and adult literacy helped in the rectification of this imbalance, though these programmes do involve substantial financial outlays.

9. The real challenge is to provide and ensure that an education of comparable quality is made available to all through the evolution of a Common School System. The challenge is also one of identification and removal of elitist aberrations that have crept into the educational system over the years: and of remedying the erosion of community involvement in making the educational system work. Are we committed to stop "tinkering with the existing situation, and moving forward with faltering steps and lack of faith" and to act on the conviction that "Indian education needs a drastic reconstruction almost a revolution"? (quotes from Dr. D. S. Kothari's Foreword to the Education Commission Report, 1964-66).

10. Despite many policy statements relating to improvement of higher and technical education, the majority of institutions at this level have not fulfilled their expectations. There has also been a mushroom growth of substandard colleges which are of little academic or socio-economic value.

11. The rural areas in general, and the tribal areas in particular, have suffered in terms of resources, personnel and inf-

rastructural facilities. This phenomenon of regional disparities in education and development has acquired a major political dimension on the Indian scene. It is reflected in the regional movements. (Incidentally, it is noteworthy that one of the stated objectives of bringing Education under the Concurrent List of the Constitution was minimisation of educational disparities).

12 There is a growing concern about the increasing tendency to centralise and bureaucratised initiatives decision-making and planning in all sectors including education, both at the level of the Central and State/UT Governments. This has resulted in steady erosion of the role of the teacher and the community in educational planning and development. While it is accepted that, in the context of education being in the Concurrent List of the Constitution, the Centre's role has assumed special significance, it is also widely felt that time has come to judiciously limit and redefine this role.

13. Education is stated to be an investment for the present and the future, in NPE. But this in no way is reflected in plan allocations. In fact, education gets relegated to the back-stage as a 'social service' item and does not seem to be perceived as a significant instrument to bring about national development. The inability of the Government to provide an increased percentage in the educational budget of the 7th Plan and the promise of reaching at least 6% of GNP in the 8th Plan is a case in point. India ranks 115th amongst the countries of the world in terms of investment in education as percentage of GNP. For a people that set such store by knowledge as a

means of liberation (sa vidya ya vimuktaye), this is indeed a strange paradox.

II

POINTS OF DEPARTURE : FOCUSSING ON ISSUES

The Review Committee has reached a broad consensus regarding the manner in which NPE, 1986 needs to be modified and the issues on which focus should be directed, These include :

i) An integrated and holistic view of education should be taken avoiding the dichotomies such as formal and non-formal, academic and vocational, technical and non-technical education which inhibit attempts at radically over-hauling the system.

ii) In the scheme of educational development, the human being is not to be treated as a mere 'asset' or 'national resource' because such an approach is utilitarian. The human being is to be developed into much more than a mere asset by bringing into play the humanistic, liberal, social, cultural and spiritual functions of education.

iii) School—the base of the educational pyramid—is to be the main instrument for moving towards the goal of universalisation. All essential resources, both financial and intellectual, should be made available to the school to enable it to REACH OUT TO the children outside the school, at least two thirds of whom are girls. The school should OPEN-UP AND NON-FORMALISE in creative ways. This would be preferable to building up an exclusive parallel system of non-formal education for the poor and working children.

Creative non-formal education, responding to the need-patterns of dropouts or left outs such as the working child, girls who cannot attend schools and children in unserved habitations or social situations can continue to play a supportive and, more importantly, a challenging role in society during the transitional phase so that there is a continuous pressure on the school to OPEN-UP AND NON-FORMALISE itself.

iv) Early Childhood Care and Education (ECCE) is to be made an integral part of planning for primary education.

v) The content and process of adult education, as distinct from adult literacy, is to be reorganised. The question of survival, development and justice are to be interwoven into the content, pedagogy and learning situation of the adult, letting literacy come in organically in the process when, and if, it becomes the felt need of the adult learners. This understanding would help in avoiding the disproportionate emphasis on literacy campaigns. A major objective of these campaigns should be to enthuse the adult illiterates to send their children for school education. Other objectives may include education for democracy and Panchayati Raj and for eschewing violence, casteism, communalism, gender bias and all other forms of discrimination.

vi) The principle of equitable opportunity for all as a path of educational development in the Indian context is to be preferred to segregated nurturing of talent amongst a few in separate schools. This will ensure an egalitarian social order as well as scope for achieving the nation's full potential for

'excellence' by broadening the social and ethnic base of education. Indeed in the ordinary course, the teacher does identify and respond to talented children. Therefore, the appropriate course would be to specially train the teachers to enable talented children to learn at a faster pace without segregating them from other children and involve them in group or peer learning processes that encourage non-competitive environment. In this view, in any case, further encouragement of Navodaya Vidyalayas may not be justified.

vii) In order to promote 'social cohesion and national integration' a Common School System is to be built up over a ten-year time-frame, both through persuasion and essential legislation. As a first step, the quality of government local body and aided schools is to be improved, so as to transform them into genuine 'Neighbourhood Schools'. The question whether and how the Common School System should gradually reach out to include private schools as well should be examined.

Viii) Education for women's equality is to be redesigned with a view to :

a) create essential conditions for all girls to successfully participate in school education and reduce drop-out rate amongst them by linking an effective programme of Early Childhood Care and Education with every primary school of India, at the same time providing in the community a complex of support services for making available drinking water, fuel, fodder and health care ; and

b) remove gender bias and eliminate sex-stereotyping from the structure.

content and process of education by taking into account the broader social framework which has so far denied empowerment of women.

ix) The phenomenon of regional disparities is to be tackled with a view to allocating additional intellectual and financial resources to educationally and socially backward areas to compensate for the past deprivations of the people, mostly belonging to scheduled castes and tribes, other backward communities and minorities, (particularly women amongst them) living in these areas and to decentralise planning and implementation through area-specific and disaggregated perceptions of what and how it needs to be done.

x) Use of mother-tongue as a means of facilitating learning, self-expression and promotion of social identity of the child at least in the initial stages is to be ensured, and if the mother-tongue is different from the State regional language, then provision for switching over to the latter at an appropriate stage of elementary education is to be made too. The medium of instruction at the tertiary level is to be such that it does not act as a deterrent against teachers and students joining higher educational institutions from all over the country.

xi) Dynamic interaction amongst the regional languages of India is to be facilitated with a view to promoting horizontal mobility and interaction amongst people and not just among those few who have access to English, thereby strengthening the process of social cohesion and national integration.

xii) Socially Useful Productive Work (SUPW) is to be made an effective

medium of learning, sensitisation and of developing problem-solving skills and creativity for all students at all stages of education with a view to EMPOWER PEOPLE FOR WORK. The objective is to ensure that SUPW does not remain a ritual as has often been the case. In order to achieve this and an all-round improvement of quality of education at secondary and tertiary levels, we need a further direction of focus on the following:

a) Integration of the 'hand', 'head' and 'heart' to ensure an education that would not alienate the students from the family, community and life.

b) Vocationalisation of secondary education (classes IX to XII) for all with a vocational component built in to the curriculum as an integral part, and with provision of additional vocational components for those who opt for job placements or self-employment.

c) Operational linkages between the 'world of school' and the 'world of work' by institutionalising the concept of 'work benches' and 'practice schools' for vocationalisation.

d) Opening up the system through provision for multiple entry and exit points for those who wish to join the 'world of work' and return later for further education or upgradation of skills.

e) Introduction of modular courses and credit accumulation with a view to allowing maximum flexibility to the students to select a combination of courses according to their orientation and needs.

f) Building up a system of comprehensive and continuous internal assessment for promoting learning and midcourse correction, with a commitment to replace the annual public examinations at all stages of education from primary to tertiary in a given time-frame, admissions to higher stages of education being based on separate entrance examinations

g) De-linking degrees from jobs through the instrumentality or letting user agencies build up their own testing mechanisms and modifying the recruitment policy of the government and the public sector accordingly.

xiii) The quality of higher and technical education is to be improved in real terms not only to make them relevant to our society as it is, and as it is envisaged, but also to cater to the needs of competitive industry, indigenisation of technology and advanced science and technology including Research and Development therein and their application.

xiv) In the colleges and universities, the curriculum and educational process are to be dynamically and integrally linked to issues of regional development and improvement of school education. The objective is to strive for balance between the regional expectations from these publicly financed institutions and their global objectives in education and research. This exercise is to be distinguished from the extension function of the universities. This would require a complete reorganisation of academic life in colleges and university campuses with a fresh direction to the faculty and the students. In the long run, this involvement in development would endow

the colleges and universities with capability to guide planning and assist people's initiatives, thereby infusing life in the campuses with a sense of societal relevance.

xv) The emphasis on social science research in the higher education sector has often been halting and hesitant, with inadequate financial support, though there are many higher education research institutions in the country, not to speak of research being undertaken in the various universities. Alongside the importance assigned for modernisation of science & technology institutions and education, there is need for promoting orderly growth of higher education research in social sciences too. The area of social sciences needs to be developed as it generates new thought processes and creative thinking. It also facilitates insights into the nature and direction of development which are vital for evolving new frameworks for fresh policy thrusts. There is also need for study of, and research on, our classics not merely for their literary eminence but also for the dissemination of their underlying values and traditions.

xvi) Full scope is to be provided for diversity in content, and pedagogy according to the socio-cultural milieu of the school, college or University, while giving due regard to national core curriculum as well as to the objective of liberation from parochialism, self-centredness, obscurantism and social fragmentation and elimination of casteism and communalism from national life.

xvii) In recent times there has been perceptible universal decline of basic moral values. This phenomenon acquires

a special poignancy for us in India, considering our great civilization and heritage. Our education institutions which have not escaped the impact of this pervasive value decline, have a special responsibility to respond to the situation with great concern and subtlety, playing a vital role in value education. This cannot be just in terms of special classes or lectures in morality or in terms of mechanical, text-book-based learning methods. It should become an integral part of the entire educational process and school climate. Values such as democracy, secularism, socialism, scientific temper, equality of sexes, honesty, integrity, courage and justice (fairness), respect for all life forms, different cultures and languages, etc, constitute the mosaic of values which is vital to the unity and integrity of the country. If the process of education is not informed by these basic values it loses its intrinsic merit altogether. All curricular and extra-curricular activities in schools and colleges should convey this message with clarity and resolution. Not to be lost sight of, is the need to remind ourselves that Right to Work is the correlate of duty to work.

xviii) School education, having to cater to the millions of children virtually at their door-steps, and in diverse sociocultural conditions, has to be freed from the stranglehold of 'higher levels' of planning and management. 'Local area planning' as envisaged in the Eighth Five Year Plan Approach Document approved by the National Development Council is indispensable, the teacher and the local community being given the centre stage. The Head of the institution has to have meaningfully delegated authority. The Schools should have autonomy and be

liberated from the line hierarchy and the policing by the inspectorate system. Internal democracy in each institution is to be ensured. A cluster of educational institutions at different levels, primary to tertiary, should come together to form Educational Complexes. They should mutually interact, pooling material and intellectual resources together. They should internally deal with all educational activities (formal, non-formal, adult education etc.) in their varied dimensions like planning, implementation, monitoring, research and innovation, and teacher training. The grassroot level official development agencies should undertake school-centred activities in co-ordination with Educational Complexes, benefiting mutually in the process.

xix) Educational management within the Government is to be viewed afresh in the new decentralised perspective proposed above. All major resource institutions and standard setting agencies at the Central, State or District level may redefine their respective roles so as to strengthen institutional capabilities at the local levels all along the line, rather than building themselves up into remote control agencies. This would call for significant self-restraint on the part of these higher level agencies. Academics are to be involved intimately with educational administration at all levels. Flexible systems are to be evolved for ensuring that the administration has the sensitivity to continuously respond to the initiatives, demands and innovations by the decentralised structures and processes.

xx) The major innovative measures proposed for nonformalising formal education, empowering people for work,

equalising educational opportunities, for women's education' modularisation and semesterisation of courses, replacement of the public examination systems by continuous comprehensive internal evaluation, decentralised management of education and linking university courses with development' call for the teacher being placed centrestage. In this context the entire question of the status of teachers, their recruitment service conditions and training would have to be examined afresh.

xxi) Ever increasing tension amongst the teacher and student communities is symptomatic perhaps of lack of an adequate grievance redressal machinery. This should be viewed in the context of diversification of educational disciplines, overall expansion of higher education and consequent increase in person power, disputes concerning admissions, malpractices in examinations etc. Certain Court rulings have also resulted in a situation of lack of clarity about the status and rights of the teachers in particular. The Law Commission has gone into the campus situation in the context of decentralisation of administration of justice and given certain recommendations regarding 'tribunalisation of justice' in the higher education sector, including provision of participative mechanisms. It would be appropriate to go in to the adequacy and feasibility of implementing these recommendations.

xxii) Substantially larger allocations for education in the Central as well as State budgets are to be secured. It also needs to be ensured that the resources are earmarked for reducing social and regional disparities and for widening educational opportunities. By implica-

tion the intra-sectoral distribution of the allocations should, apart from being rational also be consistent with considerations of equity and social justice which are sought to be secured through the revision of Education Policy. New modalities of raising resources are to be explored. This should include the various developmental departments of Central and State Governments coming together, aggregating their educational components and offering additional resources to support school education through the Educational Complexes. In this way, school education would come to be a multi-sectoral responsibility.

xxiii) The avowed objectives of bringing Education into the Concurrent List of the Constitution have included universalisation of elementary education, removal of educational disparities etc. While, Centrally Sponsored Schemes for achieving these objectives may or may not be justifiable, the Eighth Five Year Plan Approach Document approved by the National Development Council emphasises local area planning. Therefore the on-going Centrally Sponsored Schemes would also need to be transferred to the States. However, sudden disruption of the initiatives already taken in critical areas should be avoided. As a rule of practice, Centrally Sponsored Schemes run for a full five-year Plan period. The on-going Centrally Sponsored Schemes started in pursuance of NPE 1986 have been effectively under implementation only for two years. They may continue till the end of 1992-93. The status of implementation of these schemes may also be reviewed well before the end of that year. In any case, no new Centrally Sponsored Schemes may be initiated

unless they be for the purpose of securing decentralisation of educational management at the grass-root level.

xxiv) Voluntary organisations and activist groups are to be viewed as expressions of people's own initiatives and of will to bring about social change, rather than as mere implementing agencies of Government for undertaking officially sponsored individual schemes and programmes. It should be ensured that a liberal flow of funds from Government does not dilute the voluntary spirit of these institutions or distract them from their self-chartered courses of action. The preferred path could be for the Government to respond to the initiatives of voluntary organisations with reference to their own programmes, rather than voluntary agencies being mobilised to respond to patternised Government programmes. At the same time, it is equally important that voluntary groups realise the adverse impact that receiving large scale funds from Government and foreign sources is likely to have on their own voluntary character. Transparency in the working of voluntary agencies is to be ensured in order to make them accountable to the community. Decentralised mechanisms for monitoring the work of voluntary agencies at the local level will have to be evolved too.

xxv) Education is to be built up as a people's movement wherein the Government, Centre and State, may play a supportive and facilitative role. People, through local bodies and voluntary agencies, may assume increasingly larger share of responsibility for creative, innovative and participative management of all educational needs of the area.

xxvi) 'Universal Declaration of Human Rights' declares that all individuals, irrespective of sex, caste, creed and economic status, have the Right to Education'. India rightly, has subscribed to this declaration. The proposed 'Right to Work' may not be capable of being secured in practical terms if 'Right to Education' were not assured as a fundamental right so as to enable people to have minimum levels of learning and competencies. Therefore, the feasibility of a Constitutional amendment to make 'Right to Education' a fundamental right may be examined.

III

SOME MODALITIES

1. Opening up and non-formalising the School System

The school should be taken as the principal vehicle for achieving universalisation. It should perform not merely for those children who attend but also for those who remain out. Provision of financial resources to the school should be significantly enlarged. Some of the features of a flexible school system could be the following:

- Shifting of the school timings to early morning hours, afternoons or late evenings, as per the convenience of majority of children and in consultation with the community.
- Adjusting school calendar to agricultural activity, local cultural involvements and weekly markets with a view to maximising school attendance.

- Reduction of school hours and increasing learning hours.
- Holding of classes twice in the day where needed-morning for written tradition and evenings for oral tradition and cultural action.
- Special attention to improved methods of learning languages.
- Ungraded class rooms : children at different levels, setting their ownpace; provision for supplementary remedial instructions.
- Freedom for first generation learners and working children (particularly girls) to drop in the school at any time they want.
- Exploring, inquiring, questioning and enjoying
- Group learning.
- Peer teaching.
- Relating content and process with environment and community life.
- Continouons built-in evaluation as an integral part of teaching activity : evaluation being as disaggregated as feasible.
- Community participation in the learning process by inviting people for folk tales, music, puppetry, her- bal medicine etc.
- Teachers to be trained on the job according to the internship model.

Introduction of the above features (and more to be conceived) in different com-

binations in the school opens it up and non-formalises it, so to say. In essence, the school reaches out into the commu- nity.

The rigidities of the formal school system can be removed only over a peri- od of time. Even when the quality of education in the school has thus impro- ved, segments of child population may still remain outside the school system on account of economic compul- sions or their special social situations. To cater to their requirements, Work/ Awareness-oriented models of non-for- mal education will have to be in opera- tion during the transitional phase. Such models will have their own definitions of minimum levels of learning.

2. Common School System

The Common School system was recommended by the Kothari Commi- ssion. It was accepted in the National Policies of 1968 and 1986. The Policy of 1968 states:

To promote social cohesion and national integration the Common School System as recommended by the Education Commission should be adopted. Efforts should be made to improve the standard of education in general schools. All special schools like Public Schools should be required to admit students on the basis of merit and also to provide prescribed propor- tion of free studentships to prevent segregation of social classes. This will not, however, affect the rights of minorities under Article 30 of the Constitution.

The concept has not however, been translated in to action so far. This is one

of the reasons for development of exclusiveness in the school system, in the sense that provision of education of a comparable quality to the poorer sections has not been feasible and the affluent sections have had access to education in expensive privately managed institutions. In order to bring the Common School System in to practice, the following actions would be required:

- Provision of significantly outlay for increased elementary (particularly primary) education. This would help in the building up of the required levels of infrastructure and quality of education, thereby transforming Government, local-body and aided schools into genuine Neighbourhood Schools.
- Provision of special allocations for improvement of school system in backward areas, urban slums, tribal areas, hilly tracts, desert and marshy areas, drought and flood-prone zones, coastal belts and islands.
- Ensuring instruction for all in the medium of mother tongue at the primary level, particularly for linguistic minorities; active encouragement of teaching in the regional language at the secondary level; and discontinuance of State aid to the schools imparting education otherwise than in the medium of mother tongue/regional language.
- Phased and time bound implementation of the Common School System within a ten year time frame; and essential minimum legislation, particularly to dispense with early selection process, tuition fee, capitation fee etc.

- Exploring ways of including the expensive private schools in to the Common School System through a combination of incentives, disincentives and legislation.

Empowering people for work

The design of Vocational Education in the school system has not succeeded in attracting students to the vocational stream. The aim of transforming education to empower people for work is not to be construed as merely one of creating marketable skills. In the entire process of education, a culture of respect for socially useful work and productive labour is to be developed. This, in turn, will facilitate the development of not merely a more relevant knowledge base but also creative intelligence on which one can keep building throughout life. It is only this way that people could be empowered for work. The crucial role of education has to be to equip the students with capability for creative work. The process of developmental planning will have to generate opportunities for work.

The basic aim is to establish effective linkages between the 'world of school' and 'world of work.'

Vocationalisation of education, in the above context, may be redesigned with the following features:

- Work Experience/Socially Useful Productive Work (WE/SUPW) should be introduced in the school curriculum at the elementary level as an integral part. WE/SUPW should be linked with various subjects both at the level of content and pedagogy, as distinct from the present practice of

ritualistic allotment of a few periods for WE/SUPW.

- Secondary education should not be fragmented into academic and vocational streams. All students may follow a core curriculum which would include an important vocational component.
- Secondary education may not be compartmentalised into lower and higher stages.
- Substantive structural changes may be introduced in secondary education—allowing modular courses, semester system and credit accumulation with flexibility for multiple exit and entry points for the students. (This principle may be extended to tertiary levels as well).

Schools are to offer vocational courses in varying combinations with academic subjects such as languages, mathematics, sciences and social studies (academic content is not to be reduced in the process of introduction of integrated courses).

For students taking up vocational courses at the secondary stage leading to direct job placements or self-employment, provisions may be made for further education in their vocational subjects or in other fields, if necessary, by bridge courses.

Vocational courses may be re-organised so as to make them relevant to a number of vocations in both the organised and unorganised sectors particularly the rural sector including the official developmental and social welfare agencies.

The design of vocational courses should be such as to promote transferable skills in order to optimise vertical and horizontal mobility and to cope with the demands of rapidly changing technologies.

Course development and training in skills may be matched with the requirements of user institutions/agencies. The personnel of these user agencies may be involved in designing courses, teaching and training. These user institutions/agencies may be utilised for setting up 'practice schools' and educationally supportive 'work benches' (Work benches' and 'practice schools' refer to work situations selected for the purpose of giving vocational training and direct experience to students within production units or developmental activities of the official agencies. This arrangement offers to students a more effective educational strategy for vocational experience than what can be arranged within the four walls of the 'class room'. Here the training would revolve around real problem-solving and on-the-job development of skills. Whereas 'practice school' is a more institutionalised arrangement with larger units in the organised sector 'work benches' can be carved out of smaller units from the unorganised sector as well within the neighbourhood of the school. In both cases, the school would not be required to make any investment on skilled personnel or equipment the latter being contributed by the 'world of work' with or without a mutually worked out fee.)

- Accreditation of production units and developmental agencies may be undertaken in both the organized and unorganized sectors with the

purpose of decentralising the function of certification of students. A system of monitoring the maintenance of standards in the accredited units would have to be evolved.

- Concurrent changes may be made in the recruitment policy of the Government and the public sector to give recognition for the vocational courses.

- Amendments to the Apprenticeship Act may be made to make provision for Apprenticeship of students receiving vocational education at the secondary and tertiary levels.

- User agencies may follow their own testing mechanisms so that degrees would be duly delinked from jobs.

4. Examination Reform

The imposition of a centralised Public Examination at the end of various stages of education, primary to tertiary stage, tends to be discriminatory in effect. Examinations have failed to evaluate the students or the system. Instead they have tended to corrode the educational system by distorting the very purpose of education. Examinations are also far too many in number and highly expensive. The Universities are also overburdened with the conduct of examinations throughout the year. What is needed as a matter of immediate attention is a process of modularisation and semesterisation and entrustment of the function of evaluation to the teachers. Students are to have the freedom of choice of modules rather than whole course packages. Provisions are to be made for credit accumulation and facilities for transfer of credit from one institution to another.

A system of comprehensive and continuous internal assessment, both oral and written, is to be introduced. The prescription of text-books should be replaced by lists of readings. The objective of the system is to promote learning and facilitate mid-course corrections. The effort should be on a committed basis, to replace the annual public examinations at all stages in a time-bound manner. The principle is that 'he or she who teaches' shall lay down the syllabus and also evaluate. Students shall move from one stage of education to another by appearing in entrance tests. While NPE, 1986 has spoken of examination reform of the above nature, the reform has not been implemented. Examination Reform should be construed as a package of all the above mentioned features and may be tried out on pilot basis to begin with. A fragmented and half-hearted approach would be misplaced and counter-productive.

5. Languages

The policy regarding languages to be used in imparting education, over the years, has been primarily one of laying emphasis on adoption of the mother tongue and regional language. Article 350-A also specially mandates the State and local authorities should provide adequate facilities for instruction in the mother tongue at the primary stage to children belonging to linguistic minority groups. NPE 1986 commended the implementation of 1968 Policy in regard to languages 'energetically' and 'purposefully'.

In spite of sound policy prescriptions, in practical terms, switch-over to the mother tongue/regional languages has been rather uneven in the country. In hi-

gher education particularly adoption of regional languages as media of instruction has been very sluggish. Large masses of children, particularly, in the rural areas, remain denied of entry into higher education, not being in a position to succeed in compulsory public examinations in English language at school stage. This contributes to a certain degree of discrimination in education, and a consequent dual system of education, one for the affluent and the other for the underprivileged.

A phased strategy is required for giving the mother tongue/regional language their pre-dominant/due position in all stages of education. This calls for examination of a number of problems at what stages learning of different languages should commence, the manner of evaluating language competencies, how the learning of classical and foreign languages should be designed and fitted into the curricula, with new modalities need to be adopted for training of the language teacher, and how to define the role of educational technology in language teaching/learning.

For purposes of development, all Indian languages should be construed as equal. Jawaharlal Nehru's assurance on the language issue is to be borne in mind too.

A fresh linguistic survey of India is needed to take stock of the latest situation, considerable changes having occurred since the earlier survey undertaken decades back.

In order to facilitate interaction between the regional languages of the country, existing teacher education facilities and language resource institutions should be used to full capacity. Special ince-

natives may be provided to the teachers who wish to learn modern Indian languages other than their own. Findings of modern researches in language pedagogy should be brought under application

In higher education, provisions could be made for the teaching of Indian Literature in the regional languages, with a view to promoting national integration.

6. Education for Women's Equality

Enhancing participation of girls and women in education calls for a modality or tackling women's issues universally outside the precincts of the schools as well. These issues concern all those factors which tend to prevent them from their access to educational institutions. Some of the important steps, apart from those mentioned elsewhere, required for tackling all the issues comprehensively are :

- School being made the nodal point for delivery of essential services by the various grass-root level government agencies delivering services concerning nutrition, health, child-care etc.
- Increasing availability of schools, especially middle schools, near homes.
- Providing hostel facilities, where needed.
- Proportion of women teachers to be raised significantly.
- Incentives in terms of scholarships, free supply of text-books, uniforms etc.
- Establishment of Women's Polytechnics not so far implemented, despite

stipulation in the Programme of Action (POA) formulated in pursuance of NPE, 1986]

- Development of Women's Studies Research Centres in the Universities, again explicit in the POA but implemented only in a scattered manner.
- Earmarked funding for women's education.
- Earmarking for women 50% of resources provided for primary education.
- Earmarking for SC/ST women 50% of the resources provided for the educational development of these communities.
- Media programmes (particular of Doordarshan) are to be freed from tendencies conducive to gender bias, sex stereotyping and sex violence.

Unless this is done, inculcation of the appropriate values in the school system regarding gender equality will not be feasible.

7. Removal of Regional Disparities

The country being very large, marked by striking diversities in terms of language, culture and resource endowments,

blanket policy options, strategies, investment patterns and targets do not help in tackling the problem of regional and sub-regional disparities. No doubt, efforts have been made in the past to deal with the problem of inter-state disparities by special planning and allocation of funds for educationally backward States/UTs. This, however, is not adequate. There are, indeed, backward areas within States that could be construed as educationally not backward in terms of certain parameters. 'Approach to the Eighth Five Year Plan' lays much store by decentralisation in planning. Therefore, there is need for identification of backward areas at the district and sub-district levels. District, block and village level profiles have to be prepared in meaningful planning for educational development.

It follows that target setting for educational development also has to be disaggregated and area specific (even gender specific), whether it be for Universal Elementary Education, Adult Education or Vocational Education. Full scope would have to be given for diversified content planning, plural learning strategies and variable ways of non-formalising the school, according to the socio-cultural milieu of different regions. Special efforts are needed to develop learning resources in regional languages

ചെങ്ങന്നൂർ ക്രിസ്ത്യൻ കോളേജിൽ സംഘടനയ്ക്കു ജയം

ചെങ്ങന്നൂർ ക്രിസ്ത്യൻ കോളേജ് ഗവേണിംഗ് കൗൺസിലിലേയ്ക്കു നടന്ന തെരഞ്ഞെടുപ്പിൽ അധ്യാപക പ്രതിധിയിയായി എ. കെ. പി. സി. ടി. എ. യുടെ സജീവ പ്രവർത്തനമായ പ്രവാഹം. കെ. എ. കുര്യാച്ചൻ വമ്പിച്ച ഭൂരിപക്ഷത്തിൽ വിജയിച്ചു. സംഘടനയുടെ സംസ്ഥാന കൗൺസിൽ അംഗമാണ് പ്രവാഹം. കുര്യാച്ചൻ.

to reduce inequities. It is only in this way that backward classes could be provided education of comparable standards without which reservations for job opportunities cannot be meaningfully availed of by them.

8. Decentralised School Management

Consistent with 'local area planning' mentioned elsewhere, the management of the school system should be decentralised. The entire school system should be managed by the Community and be accountable to it. The management model may be that of local college, a high school or a group of high schools and the associated middle and primary schools coming together in a cluster. The Complex may work in co-ordination with Panchayati Raj institutions as well as local development and social welfare agencies, voluntary or Government. The university serving the region may affiliate itself with this Complex. The university may help in the development of the Complex through its faculty, students and technical resources. There could be a memorandum of understanding between the Complex and the university on the one hand and the Complex and the local body on the other. The Complex will follow its own self-monitoring system. Parallel systems of monitoring through the uni-

versity, District Board of Education, local body, resource agencies (SCERT/SIE/DIET) etc. could coexist. The Complex should be provided with adequate intellectual resources as well.

The long-term objective is that these Educational Complexes will come under the umbrella of Panchayati Raj institution/local bodies. The details of devolutions of responsibilities at different tiers of education will no doubt depend upon the legal framework that may be designed by the States for the purpose.

The basic idea is that management of education in the Complexes should be the job of professionals, i. e. the teaching community. Various aspects like curriculum, syllabi, content and process, evaluation, monitoring, teacher training and modes of delivery of education to different segments of the society will be the responsibility of the teaching community itself.

In discharging this responsibility teachers will closely interact with community they are serving. In this arrangement, the quality of education will not be determined by a body of inspectors or functionaries external to the educational system. Consequently, education being directly in the hands of those for whom

ചേർത്തല എസ്. എൻ. കോളേജിൽ സംഘടനയ്ക്ക് ജയം

ചേർത്തല ശ്രീനാരായണ കോളേജ് കൗൺസിലിലേയ്ക്കുള്ള വാശിയേറിയ തെരഞ്ഞെടുപ്പിൽ എ. കെ. പി. സി. ടി. എ. സ്ഥാനാർത്ഥികളായ പ്രൊഫ. എസ്. ശിവൻ, പ്രൊഫ. ബി. വേണുഗോപാൽ എന്നിവർ വിജയിച്ചു. സംഘടിതശക്തിയെ തകർക്കാൻ ശ്രമിക്കുന്ന സ്വാർത്ഥ മോഹികൾക്ക് കനത്ത തിരിച്ചടി നൽകിക്കൊണ്ടാണ് ഏ. കെ. പി. സി. ടി. എ. സ്ഥാനാർത്ഥികളെ ശ്രദ്ധാപകർ വിജയിപ്പിച്ചത്.

it is a matter of day-to-day concern, its quality should significantly improve.

While the running of the Educational Complexes will be the joint concern of the community and the teachers who are internal to the system, their funding will necessarily come from the State Government and other local bodies that may have jurisdiction. For the purpose of ensuring that the financial resources deployed by them really result in efficient delivery of education, the State Governments and the local bodies may interact with the Educational Complexes through District Boards of Education and Block-level and Village-level Education Committees. These bodies will consist of educationists, teachers, social workers, representatives of voluntary organisations, trade unions and official development agencies as well as representatives of disadvantaged sections such as scheduled castes and tribes, other backward classes, women etc.

As already brought out elsewhere, in the whole arrangement, the Head of the educational institution, the Headmaster/Headmistress/Principal shall have meaningfully delegated authority with the teachers being centre-stage.

The community also will need to be made aware of simple parameters with

reference to which they can make their own assessment of the learning outcome from the schools, in both the cognitive and the affective domain.

9. Resources

Considering the Constitutional directives the need for State intervention in education for reasons of equity and social justice, and the gigantic magnitude of the clientele to be provided education, public expenditure, indeed, has to be very significant. Over the years, no doubt, the percentage of GNP spent on education has been increasing. In 1950-51, it was 1.2%. In 1986-87, it was 3.9%. But the actual requirements are far in excess of the present level of expenditure. It is also much below the level of 6% of the GNP envisaged in NPE, 1986. As stated elsewhere, India ranks 115th in the world in terms of investment in education as a percentage of GNP. Amongst countries with a population of 10 crores and above, India is at the very bottom barring Bangladesh. Share of educational plan expenditure came down to 3.55% in the Seventh Plan from 7.86% in the First plan.

Within Education, intra-sectorally, there have been serious distortions in outlays. The share of Elementary Education decreased to 29% in the Seventh Plan, from

രാധാകൃഷ്ണപിള്ളയ്ക്ക് ഡോക്ടറേറ്റ്

'കേരളത്തിലെ ചെറുകിട വ്യവസായിക മേഖലയും ധനസഹായ സമിതികളും' എന്ന വിഷയത്തിൽ ഗവേഷണം നടത്തിയ പ്രൊഫ. കെ. ആർ. രാധാകൃഷ്ണപിള്ളയ്ക്ക് കേരള സർവ്വകലാശാലയിൽ നിന്നും ഡോക്ടറേറ്റ് ലഭിച്ചു. ശാസ്ത്രംകോട്ട ദേവസ്വംബോർഡു കോളേജിലെ സാമ്പത്തിക ശാസ്ത്ര വിഭാഗം അദ്ധ്യപകനാണ് രാധാകൃഷ്ണപിള്ള.

56% in the First Plan. Over the same period, share of University and general education increased from 18% to 44%. These retrogressions are serious, considering that the rate of return on elementary education, is considerably higher than in tertiary education. This could be perceived as much more glaring, viewed from the angle that certain University Scholarships, reportedly, have been higher than the fees charged. The tertiary level student fees, not having meaningfully increased over the years, there is a strong case for their upward revision (The student fees also are far lesser than per student cost).

Government share in the overall expenditure on education increased from 57.1% in 1950-51 to 77.9% in 1979-80. The share of local bodies and internal resource generation and of private agencies has significantly come down. (Data for

years later than 1979-80 are not available).

Strategies for augmenting resources for education and distribution of the same would need to be a significant increase in public expenditure- at least 6% of the GNP; substantially larger allocations in the Central as well as State budgets; mobilisation of resources from the community and through local bodies; increased ratio of allocation for Elementary Education; non-divertible allocation within Elementary Education for special sections such as women, SC/ST/OBC communities etc.; equitable formula for enhancing the fee structure for higher education, simultaneously with offer of scholarships for the weaker sections and student loan facilities; and alternative measures like graduate taxes on the users of the services of graduates. □

Office of the Director of
Collegiate Education,
Thiruvananthapuram,

C I R C U L A R

Sub :- Collegiate Education Department - Private Colleges - implementation of UGC Scheme- of pay - Fixation of Staff strength- identification -of posts and placement of teachers in the appropriate scales- communicated-

Ref :- 1-G.O. (P) 79/90/H Edn. dated: 27 3 1990.
2. G.O. (MS) 128/90/H.Edn. dated: 29.5.90.

.....

In the G.Os cited, Government have issued orders implementing the University Grants Commission Scheme including revision of scales of pay to teachers in affiliated colleges offering Degree and Post Graduate Courses with effect from

1.1.1986. Government have also laid down the rules for the implementation of the Scheme.

2. The work load pertaining to the various Departments in your college has been assessed and the number of eligible posts for inclusion under the University Grants Commission Scheme according to the norms of work load existed as on 1.1.86, has been provisionally identified. This is given in Appendix I, attached herewith.

3. Based on the seniority list published by the Management and taking in to consideration the length of service of the teachers, they are provisionally identified against the posts and placed in the appropriate scales of pay. Their names are given in Appendix II attached herewith.

4. The teachers coming under the scheme with effect from 1.1.1986 or thereafter can exercise their option to the new scale of pay from any date beneficial to them. The option may be exercised on or before 30.11.1990. The option once exercised will be final. Those who do not exercise option within the time limit prescribed, will be deemed to have come over to the new scale with effect from 1.1.1986 or on the date on which they have been brought to the scheme, whichever is later.

5. The Principals are requested to circulate this among the teachers of the respective Departments. Persons, who are included in the scheme, including those on long leave or deputation may also be informed by the Principal to enable them to exercise option within the time limit. The Principals are also requested to obtain the option, fixation statements and self appraisal reports, service Books etc. as required in this office Circular No. UGC Special Cell-1/32674/90 dated: 28.6.90 duly filled up by the teachers concerned, and forwarded them to this office through the Deputy Director of Collegiate Education before the date prescribed.

The Principal will verify the accuracy of the entries with reference to the relevant records, available with them before the documents are countersigned and forwarded to this office.

6. The number of posts identified and assigned are on the basis of work load as on 1.1.1986.

The Principals are requested to take necessary steps for the speedy implementation of the Scheme.

Sd/-

Additional Director Of Collegiate Education.

To

The Principal,
Copy to the Deputy Director of Collegiate Education

ഗവ: ഓർഡർ

കേരള സർക്കാർ

സംഗ്രഹം

പൊതുരേണം—1989 ആഗസ്റ്റ് മാസം 30-ാം തീയതിയിലെ ബന്ദിനോടനുബന്ധിച്ച് സർക്കാർ ജീവനക്കാരുടെ പണിമുടക്ക്—സമര കാലയളവ് അർഹമായ അവധിയിൽ തട്ടിക്കഴിക്കൽ—ഉത്തരവ് പുറപ്പെടുവിച്ചു

പൊതുരേണ (എസ്. എസ്.) വകുപ്പ്

ജി. ഒ. (എ. എസ്.) 20/90/ജി. എ. ഡി.

തിരുവനന്തപുരം, 1990 ജനുവരി 18.

പരാമർശം : 11-3-1988-ലെ സർക്കാർ ഉത്തരവ് - (എ. എസ്.) 103/88/
ജി. എ. ഡി.

ഉത്തരവ്

1989 ആഗസ്റ്റ് മാസം 30-ാം തീയതി കേന്ദ്രപ്രതിപക്ഷപാർട്ടികളുടെ ആഹ്വാനപ്രകാരം അഖിലേന്ത്യാടിസ്ഥാനത്തിൽ നടത്തിയ ഭാരതബന്ധി കേരളത്തിലെ ഒരു വിഭാഗം സർക്കാർ ജീവനക്കാരും അദ്യുപകരും പങ്കെടുക്കുകയുണ്ടായി.

കേരള സർവീസ് ചട്ടങ്ങളിലെ റൂൾ 14 എ (ഡയസ്നോൺ ബാധകമാക്കുന്ന നിയമം) റദ്ദ് ചെയ്യുകയും ഭാവിയിൽ പണിമുടക്കിൽ പങ്കെടുക്കുന്ന ജീവനക്കാരെ സംബന്ധിച്ച് പ്രസ്തുത കാലയളവ് എങ്ങനെ കൈകാര്യം ചെയ്യണമെന്നത് ഭാരത കേന്ദ്രത്തിന്റെയും ദുര്യോഗ്യതാനുസരണം പരിഗണിക്കുന്നതാണെന്നും മേൽ സൂചിപ്പിച്ച പരാമർശത്തിൽ ഉത്തരവായി.

ബന്ദിവിവരം പണിമുടക്കിൽ പങ്കെടുത്ത ജീവനക്കാരെയും അദ്യുപകരെയും സംബന്ധിച്ച് ആ കാലയളവ് എങ്ങനെ കണക്കാക്കണമെന്നതിനെ സംബന്ധിച്ച് സർക്കാർ വിശദമായി പരിശോധിക്കുകയും പ്രസ്തുത ദിവസത്തെ (30.8.1989) പണിമുടക്കു കാലയളവ് "ക്രാഷ് ലീവ്" ഉൾപ്പെടെയുള്ള ഏതുതരം അവധിയിലും തട്ടിക്കഴിച്ച് ക്രമീകരിക്കാവുന്നതാണെന്ന് ഉത്തരവാകുകയും ചെയ്യുന്നു.

ഗവർണ്ണറുടെ ഉത്തരവിൻപ്രകാരം,
പി. ഷൺമുഖസുന്ദരം,
ഗവൺമെന്റ് സെക്രട്ടറി.

How to Compute your Taxable Income

[Financial year 1990—91
[Assessment year 1991—92]

Computing your Income from salary.

Salary income includes pay, wages, D. A, city compensatory allowance, HRA and all other allowances, gratuity, pension, leave salary encashment etc.

Exemptions

1 The exemption from tax with regard to HRA is restricted to the least of the following sums.

i) The actual amount of HRA
ii) The amount by which the actual rent paid by the employee exceeds $\frac{1}{10}$ th of his salary, and

iii) 50% of salary if the rented accommodation is situated at Bombay, Delhi or Madras, 40% of salary in other cases.

The entire amount of H R A received by an employee residing in his own house or in a house for which no rent is paid by him is taxable.

2 If the payment relates to encashment of earned leave by a government employee at the time of retirement from service on Superannuation or otherwise, it is fully exempt from tax.

Deduction

1 standard Deduction

From the aggregate amount of salary a deduction may be claimed of $33\frac{1}{3}$ % of the salary or Rs 12,000, whichever is less,

2 Profession or employment Tax.

Another change made for assessment year 1990-91 and su-

sequent years relates to deduction for profession or employment tax levied by state governments. The amount paid as such can now be deducted from taxable salary.

3. 80 C C A

The whole of the deposits made in the following schemes may be claimed as a deduction from the gross total income.

1) Deposit made in National savings scheme Account, Jeevan Dhara and Jeevan Akshay policies of the L I C, subject to a ceiling of Rs 40,000/-

ii) Deposit made in the Equity linked saving scheme administered by the mutual funds of public sector banks and public financial institutions or by Unit Trust of India. The ceiling of this deposit is Rs.10,000/-

Rebate of Income Tax. (80 C)

For and from assessment year 1991—92 the system of deduction, in computing the taxable income, in respect of the whole or part of deposits or investments in life insurance policies, provident funds, superannuation funds etc will be replaced by a new scheme of granting rebate from tax. Under the new scheme deduction of 20% of the amount invested or deposited in the qualifying savings will be allowed from the income tax before increasing it by surcharge. There is a limit of Rs 10,000/- on the maximum amount of tax rebate. In the case of authors, playwrights, artists, musicians, actors and sportsmen an extended limit of Rs 14,00/- will apply.

The qualifying savings (80 C) are:

- i) insurance policies on the life of the tax payer, his/her spouse or child or members of the Hindu undivided family or association of persons/body of individuals
- ii) deferred annuity policies on the life of the tax payer, his/her spouse or child or member of association of persons/body of individuals.
- iii) contribution to statutory provident funds like the general provident fund, contribution to the Employees' Provident Fund etc.
- iv) contribution to public provident Fund Account.
- v) Deposit made under a 10-year or 15 year CTD
- vi) Subscription to the national savings certificates VI and VII Issues.
- vii) Contribution under the Unit-linked

Insurance plan of the Unit Trust of India.

- viii) Contribution to unit-linked insurance plan of LIC Mutual Fund, as may be notified
- ix) Subscription to House Loan Account scheme of the National Housing Bank
- x) Payment made towards the cost of a residential house by way of any instalment or part payment to housing board, Co-operative society etc
- xi) repayment of any house building loan taken from the central Government or any state Government, any bank including a Co-operative bank, the Life Insurance Corporation, etc. The payments at (x) and (xi) will qualify for deduction only if these relate to a new residential house constructed after 31.3.'87.

RATES OF INCOME TAX

Income Slab	Rate
i) Where the total Income does not exceed Rs 22000/-	Nil
ii) Where the total Income exceeds Rs 22000/- but does not exceed Rs 30000/-	20% of the amount by which the total income exceeds Rs 22000/-
iii) Where the total income exceeds Rs 30,000/- but does not exceed Rs 50000/-	Rs 1600+30% of the amount by which the total income exceeds Rs 30000/-
iv) Where the total income exceeds Rs 50,000/- but does not exceed Rs 1,00,000/-	Rs 7600+40% of the amount by which the total income exceeds Rs 50000/-
v) Where the total Income exceeds Rs 1,00,000/-	Rs 27,600+50% of the excess over Rs 1 lakh

Typical Example (assessment year 1991-92)

Facts.

	Rs
i) Salary including all allowances	57,600-00
ii) Professional Tax	400-00
iii) Deposit in N. S. S.	8000-00
iv) Contribution to PF	7200-00
v) Payment towards LIC	1000-00
vi) Deposit in 10 yr CTD	500-00
vii) Refund of House building loan	10000-00
viii) Subscription to National savings certificate VI issue	1000-00

Computation of Total Income

i) Total Salary Income	57600-00
Deduct standard deduction (12000)+professional tax (Rs 400)	45200-00
ii) Gross Total Income	8000-00
iii) Deduct claim under 80 CCA (NSS)	37200-00
iv) Total Income	3760-00
v) Tax Payable (1600+30% of 7200)	3940.00
vi) Less: Rebate of 20% of items (iv) to (viii) [80 C]	Nil
Tax payable	

kerala private college teacher

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college teachers' association
Registered No KLTV (N) 35

എ കെ പി സി ടി എ ജേർണൽ
കേരള പ്രൈവറ്റ് കോളേജ് ടീച്ചർ

100-ാം ലക്കം

വിശേഷാൽ പതിപ്പ്

1991 മാർച്ചിൽ പ്രസിദ്ധീകരിക്കുന്നു.

ഈടൂററ

— ലേഖനങ്ങൾ

— കഥകൾ

— കവിതകൾ

പരസ്യങ്ങൾക്ക് ഏതാനും പേജുകൾ

എഴുതുക;

മാനേജിംഗ് എഡിറ്റർ

അശ്വതി

എൽ. ഐ. സി. ലെയിൻ

പട്ടം, കേശവദാസപുരം.

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