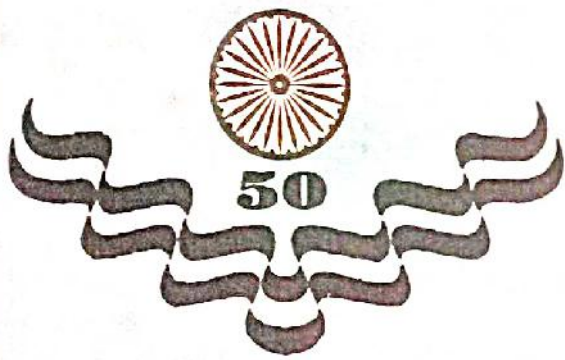


KERALA PRIVATE COLLEGE TEACHER



ALL KERALA PRIVATE COLLEGE TEACHERS' ASSOCIATION

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കണ്ണൂർ സർവകലാശാലാ ഭരണം കാര്യക്ഷമമാക്കുക. അധ്യാപകർ യൂണിവേഴ്സിറ്റി മാർച്ചും ധർണ്ണയും നടത്തി



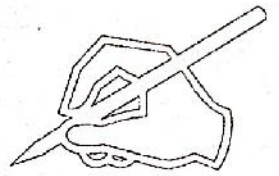
വിദ്യാഭ്യാസപരമായി പിന്നോക്കം നില്ക്കുന്ന വടക്കൻ കേരളത്തെ പുരോഗതിയിലേക്ക് നയിക്കാനുള്ള കണ്ണൂർ യൂണിവേഴ്സിറ്റിയെ പ്രവർത്തനരഹിതമാക്കി നിറുത്തുന്ന നടപടിയെ കണ്ണൂരിലെ സമരപാരമ്പര്യമുള്ള ബഹുജനങ്ങൾ കയ്യടക്കി നോക്കിനില്ക്കുകയല്ലെന്ന് എ.വി. ഗോവിന്ദൻ മാസ്റ്റർ എം.എൽ.എ. പ്രസ്താവിച്ചു. കണ്ണൂർ യൂണിവേഴ്സിറ്റി പ്രവർത്തനം കാര്യക്ഷമമാക്കുക, സ്റ്റാഫ് ഹോർട്ടിക്കുക, ഭരണസമിതികളും അക്കാദമിക് സമിതികളും രൂപീകരിക്കുക തുടങ്ങിയ മുദ്രാവാക്യങ്ങളുന്നയിച്ചുകൊണ്ട് എ.കെ.പി.സി.ടി.എ.എ.കെ.ജി.സി.റ്റി സംയുക്തമായി നടത്തിയ യൂണിവേഴ്സിറ്റി മാർച്ചും ധർണ്ണയും ഉദ്ഘാടനം ചെയ്യുകയാണ് സംസാരിക്കുകയായിരുന്നു, ഗോവിന്ദൻമാസ്റ്റർ.

ചുരുങ്ങിയ സമയം കൊണ്ടുണ്ടാക്കാവുന്ന സ്റ്റാഫ്, രണ്ടുവർഷമായിട്ടും പുറത്താക്കാൻ സർക്കാരിനു കഴിഞ്ഞിട്ടില്ല. കാലിക്കറ്റ് യൂണിവേഴ്സിറ്റിയിൽ ചെന്ന് സിലബസ്സിന്റെ ട്രൂ കോപ്പി സംഘടിപ്പിക്കേണ്ട ഗതികേടാണ് അധ്യാപകർക്ക്. തോന്നിയപോലെ നിയമനം നടത്തുകയും കോഴ്സ് നടത്തുകയും ചെയ്യുന്ന ഉദ്യോഗസ്ഥന്മാർക്ക് താക്കീതു കൂടിയാണ് ഈ സമരം. ഇടതുപക്ഷ ജനാധിപത്യമുന്നണി തൊഴിലാളികളുടെ സമരത്തിനായുള്ള പ്രസ്ഥാനം കൂടിയാണ്. സമരം പുറത്തുനിന്ന് അടിച്ചേല്പിക്കപ്പെട്ടതല്ലെന്നും സാമ്പത്തികാനുകൂല്യത്തിനു മാത്രമുള്ളതല്ലെന്നും തെളിയിക്കുന്ന ഒരു സമരമാണിത്. യൂണിവേഴ്സിറ്റിയെ യൂണിവേഴ്സിറ്റിയാക്കാൻ വേണ്ടിയുള്ള തികച്ചും അക്കാദമിക് കാര്യത്തിനായുള്ള സമരം മെമ്മോറാണ്ടം നല്കിയതുകൊണ്ടു മാത്രം നിർത്താതെ അധ്യാപകരും ബഹുജനങ്ങളും ചേർന്ന് ഉജ്വലമായ സമരം നടത്തേണ്ടതുണ്ട്, ഗോവിന്ദൻമാസ്റ്റർ പറഞ്ഞു.

എൻ.ജി.ഒ.യൂണിയൻ ഓഫീസ് പരിസരത്തു നിന്നുരംഭിച്ച മാർച്ച് ബസ്സാൻ്റ് വഴി യൂണിവേഴ്സിറ്റി കേന്ദ്രത്തിലെത്തി. 11 മണിക്ക് പുനരർപ്പണ പ്രതിബ്ധയിൽ പങ്കെടുത്തതിനുശേഷമാണ് ധർണ്ണ തുടങ്ങിയത്. എ.കെ.പി.സി.ടി.എ. ജില്ലാ സെക്രട്ടറി എ.പി. കുട്ടികൃഷ്ണൻ സാഗതമാംഗംസിച്ചു. ഉദ്ഘാടനത്തിനുശേഷം യൂണിവേഴ്സിറ്റി എംപ്ലോയീസ യൂണിയൻ സെക്രട്ടറി പി. ജയരാജൻ, എൻ.ജി.ഒ. യൂണിയൻ ജില്ലാ പ്രസിഡന്റ് എൻ. ദാമോദരൻ, കെ.എസ്.റ്റി.എ. ജില്ലാ പ്രസിഡന്റ് കെ.പി. ദാമോദരൻമാസ്റ്റർ, എൻ.എഫ്.പി.റ്റി.ഇ. നേതാവ് കാരായി ശ്രീധരൻ എന്നിവർ അഭിവാദ്യങ്ങളർപ്പിച്ചു. എ.കെ.പി.സി.ടി.എ നേതാക്കളായ എം. സലീം, വി. രാജഗോപാലൻ എന്നിവരും എ.കെ.ജി.സി.ടി. നേതാക്കളായ വി. രവീന്ദ്രൻ, കെ.വി. നാരായണൻ, ടി.വി. ബാലൻ എന്നിവരും സംസാരിച്ചു. എ.കെ.ജി.സി.റ്റി. ജില്ലാസെക്രട്ടറി ടി.എം. രവി നന്ദി പറഞ്ഞു. ധർണ്ണയ്ക്കും മാർച്ചിനും സംഘടനാനേതാക്കളായ സി. താരാനാഥൻ, ഇ. ദാമോദരൻ, പ്രഭാകരൻ പഴശ്ശേരി, എം.സി. ബാലറാം തുടങ്ങിയവർ നേതൃത്വം നല്കി.



എഡിറ്റോറിയൽ



പ്ലേസ്മെന്റും ഫിക്ഷനും നൽകണം

കാൽനൂറ്റാണ്ടിനുമുമ്പ് കേരളത്തിലെ സ്വകാര്യ കോളേജ് അധ്യാപകർക്ക് സർക്കാർ നേരിട്ടു ശമ്പളം നൽകിത്തുടങ്ങിയതു മുതൽ അധ്യാപകരുടെ യോഗ്യത, നിയമനം, പ്രമോഷൻ തുടങ്ങി സർവീസ് സംബന്ധമായ എല്ലാകാര്യങ്ങളും സർവകലാശാലാ നിയമങ്ങൾക്ക് അനുസരണമായാണ് നടക്കുന്നത്. നമ്മുടെ സംസ്ഥാനത്ത് 1990-ൽ യു.ജി.സി. ശമ്പളം പരിഷ്കരണം നടപ്പിലാക്കിയപ്പോഴും സർവകലാശാലാ നിയമങ്ങളിൽ യു.ജി.സി. നിർദ്ദേശമനുസരിച്ചുള്ള മാറ്റങ്ങൾ വരുത്തിയിരുന്നു. എന്നാൽ സർവകലാശാലാ ചട്ടങ്ങൾക്കു വിരുദ്ധമായി അധ്യാപകരുടെ പ്രമോഷൻ അംഗീകാരം നൽകാനും ശമ്പളം ഫിക്സ് ചെയ്യാനുമുള്ള അധികാരം സർക്കാരിനാൽ നോമിനേറ്റ് ചെയ്യപ്പെട്ട ഒരു സ്ക്രീനിംഗ് കമ്മിറ്റി കയ്യേറുകയായിരുന്നു. അധ്യാപകർക്ക് യു.ജി.സി. ശമ്പളത്തിന്റെ ആനുകൂല്യങ്ങൾ താമസംകൂടാതെ ലഭ്യമാക്കാനായി കോളേജ് വിദ്യാഭ്യാസ ഡയറക്ടറേറ്റിൽ യുജിസി സെൽ എന്ന പ്രത്യേകസെക്ഷനും രൂപീകരിച്ചു. പ്രസ്തുതസ്ക്രീനിംഗ് കമ്മിറ്റിയും സെല്ലും കോളേജാധ്യാപകർക്ക് എങ്ങനെ

യുജിസി ശമ്പളം നിഷേധിക്കാമെന്നും ഉടക്കുകൾ ഉണ്ടാക്കാമെന്നും ഗവേഷണം നടത്തുന്ന സ്ഥാപനങ്ങളായി അധഃപതിക്കുകയായിരുന്നു. എന്തായാലും കേരളഹൈക്കോടതി 1997 ആഗസ്റ്റ് 8-ന് പുറപ്പെടുവിച്ച O.P. No. 14636 of 1996ന്റെ വിധിയിൽ സർക്കാർ വക സ്ക്രീനിംഗ് കമ്മിറ്റി നിയമ വിരുദ്ധമാണെന്ന് ഉത്തരവായി. മാത്രമല്ല, സ്വകാര്യ കോളേജാധ്യാപകർക്ക് പ്ലേസ്മെന്റും ഫിക്ഷനും നൽകുന്നതിൽ ഉണ്ടായിരിക്കുന്ന കാലതാമസത്തിന് ഉത്തരവാദിസർക്കാരാണെന്ന് ചൂണ്ടിക്കാണിക്കുകയും ചെയ്തിരിക്കുന്നു.

കേരളത്തിലെ സർവകലാശാലകൾ നഷ്ടപ്പെട്ട അധികാരം വീണ്ടെടുക്കുന്ന കാര്യത്തിൽ അതീവ ജാഗ്രത പുലർത്തേണ്ടിയിരിക്കുന്നു. നിയമാനുസരണമുള്ള പ്രമോഷനുകൾക്കുള്ള അംഗീകാരവും പേഫിക്ഷനും സർവകലാശാലകളുടെ ഉത്തരവാദിത്തമാണെന്ന് ഞങ്ങൾ ഓർമ്മിപ്പിക്കുകയാണ്. സ്ക്രീനിംഗ് സംബന്ധിച്ച നിയമനിർമ്മാണവും അടിയന്തിരമായി നടത്തേണ്ടിയിരിക്കുന്നു. സ്ക്രീനിംഗ് വ്യവസ്ഥകൾ സ്റ്റാറ്റ്യൂട്ടിൽ ഉൾപ്പെടുത്തണമെന്ന് യൂണിവേഴ്സിറ്റി റഗുലേഷനിൽ വ്യവസ്ഥചെയ്തിട്ടുള്ള സ്ഥിതിക്ക് എത്രയും പെട്ടെന്ന് സ്ക്രീനിംഗ് കമ്മിറ്റി രൂപീകരിക്കേണ്ടതാണ്. ഇനിയും അതിന് അമാന്തം വരുത്തുന്നത് അക്ഷന്തവ്യമാണ്.

തങ്ങളുടേതല്ലാത്ത കാരണത്താൽ നാലുവർഷത്തോളമായി പ്രമോഷൻ ലഭിക്കാതിരിക്കുന്ന അധ്യാപകർ നിരവധിയാണ്. അവർക്കു സ്ക്രീനിംഗിൽ നിന്നും താല്ക്കാലിക ഇളവനുവദിച്ചു ഉടൻതന്നെ പ്രമോഷൻ നൽകണമെന്ന് ഞങ്ങൾ ആവശ്യപ്പെടുന്നു.



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THE TURNING POINT

Dr. N.V. Raveendran*

College Education in Kerala is at a turning point. After years of stagnation it is beginning to take its turn, for good or bad. The pressures on it are high: if left without careful attention, especially at a time when the general tendency is towards a willing submission to the 'new capitalism', the seats learning will fall into evil days. The A.K.P.C.T.A., therefore, has a tough task ahead. Let us try to place the task in proper perspective.

The Colonial Past

The higher education system of our land has its roots in the colonial past. The universities or Presidencies of India were established on the model of London University. The University of London wasn't like the Oxford or Cambridge. Those were conservative universities run by the Church to impart knowledge to the Aristocrats who didn't need to care about money or job. By and large London University was different, satisfying the thirst of the middle class who were responsible for the industrial revolution. At the time of the first Indian revolt against colonial rule we had three universities on the London Model. Then the aim of higher learning was to create

..... a class of persons, Indian in blood
and colour, but English in taste, in
opinions, in morals, and in intellect

(Macaulay)

The Indian universities did satisfactory work to achieve the imperialist goal and by the time of the first world war we had four universities - Bombay, Madras, Calcutta and Delhi.

The British, as a matter of fact, wanted the Indian higher education system create stereotypes. This was a time when the Europeans were attempting to rewrite their history: new ideas and inventions were changing Europe. The British taught us to forget that we could also invent and create. So, during the colonial rule we parted with the creative instinct and aped the west.

The Post Colonial Spectrum

A year after independence when Radhakrishnan Commission gave an Indian touch to our higher education, we had 20 universities. In the year that followed we began looking around the world for models to adopt. When Kothari Commission was set up in 1964 we had around 50 universities, still smelling imperialism. Kothari wanted to do away with the pre 1947 model: the main attempt was to diversify the system with the introduction of technological education. And now we have around 200 universities. With what effect? What is the role of higher education in a 'functional anarchy' like ours? we should plan the higher education in such a way that everybody receives its benefit and the nation receives its due share for development. Therefore each stage (Degree, P.G., beyond P.G) must have a definite function in the new frame work.

The liberal syndrome

Horrified by the great advances made by eastern countries like China and Japan the 'new capitalism' of the west is making desperate attempts to destabilize the east. We must realize the fact that they have succeeded in destabilizing the socialist countries of eastern Europe. The agents of new capitalism are vigorously active. They demand globalization and liberalization. And a few of the Asian countries including Indian have fallen prey to their attempts.

How will this affect our educational institutions?. Our education system, especially the higher education, is under threat. The 'new capitalists' say that we must make profit out of structural change in education. Our central funding agencies seem to echo this when they say that we must whole heartedly welcome self-financing institutions. They seem to prepare the educational institutions to run the system by 'extracting' money from the students. Secondary education in states like Kerala is already under the grip of these self financing institutions.

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In principle the State aims at the good of the people and the private owner at his own pleasures. Profit oriented programmes will take the educational system away from the desired goal of preparing young people to participate in nation building process. And if the funding agencies of our country take the initiative in privatising this sector they wouldn't be doing it for the good of the masses.

Courses have already been structured to help a smooth transfer to the private sector. It seems to happen thus: The funding agencies might extend financial assistance for a few years for a particular course. Then they might ask the institution to run the course on its own, taxing the students. Further, such courses are to be taught by part-time teachers who shall be paid on hourly basis. In this way ground for the pulling out of the Government from this sector is prepared. Thus higher education shall become, as in the good old days of dictatorship, a forbidden fruit for the working class. And, we who boast of lofty ideals will thus fall into the pit of irrecoverable ignominy. We must not let this happen.

The destabilizing virus and the antidote

The lethargy entering gradually into our veins through excessive exposure to the devices of mass culture has a stultifying effect on our systems of education. This, together with a multitude of other problems, destabilize our educational institutions. If the students grow irresponsible and irresponsive there should not be a dearth of positive measures to revitalize them. On the one hand those who man the educational institutions have to campaign against mass culture. On the other they have to create an awakening among the youngsters to use their vitality not in the creation of their own kind but in the making of things that are useful to them and the community. The educational institutions shall therefore promote not only pure learning but also professional training.

College education, at the undergraduate level, should help the student widen his world view. At the same time it should provide him with the knowledge to acquire skill in a trade. But things are still in the beginning stage. Changes have to be made in the curriculum to meet the expectations of the people of a region and the whole nation.

Material prosperity depends upon resources and resourceful persons. Trained persons is an additional requirement. Therefore colleges must have departments that trains young undergraduates in sophisticated technological subjects that help them find employment. This will also contain the low turn out of students in courses dealing with pure knowledge.

However technical education is not the sole end of a centre of learning. The college has to consider the all round development of the young student's personality and linguistic competence. Therefore the centres of learning shall also do their lot in making the students skilled persons with a human heart. The technology of the day lacks a 'human face'.

The exit of language

Educationalists of some sort have found that language is a barrier to the teaching of science and technology. "At the undergraduate level some twenty three teaching hours are 'wasted' on language. The students who have already been exposed to a multitude of linguistic situations need not have any further training in the use of language". This might be true in the case of the mother tongue. But this isn't true in the case of a foreign language like English. We need English, as we need the computer (space doesn't permit elaboration). A first year undergraduate student with a rural background is never exposed to communicative contexts in English which might help him in actual situations. Learning a foreign language is an intellectual task. So if the student needs advanced training in mathematics to become a good mathematician he may also require advanced training in linguistic interaction to become proficient in a language. A couple of weeks ago a Vice chancellor, whose mother tongue wasn't English, was heard confessing that he could write with ease only in English. This very person wanted a ban on English at the undergraduate level! Those who are opposed to the teaching of language and literature must bear in mind the fact that every affiliated college cannot be a centre of excellence producing scientists. Higher education at the undergraduate stage cannot do away with language. It is true that the existing syllabus and

class room situations are quite inadequate. A thorough restructuring of the curriculum is in vogue. But to become effective this needs an enlightened approach.

The profit seekers and idlers

Can we restructure the attitude of profit seekers and idlers among college teachers? Teaching in private colleges affiliated to some university became an attractive profession after the introduction of the U.G.C's pay scales. Apart from the salary a segment of teachers has income from tuition business. Another segment finds profit in actual trade outside profession. Yet another segment has a financially sound background. To this segment belong the idlers and gossipmongers. Needless to say teaching at college is not the concern of any one in this group. If this continues the enlightened public may demand the exit of the pedagogue and entrance of the computer. The imposition of the U.G.C's norms in the selection procedure has limited the intake of such people into the system. However the present situation offers only murky prospects for those who are marked excess under the impact of the 'de-link'. The de-link will push a number of qualified teachers into 'waiting list'. The profit seekers, by virtue of their seniority, shall remain safe.

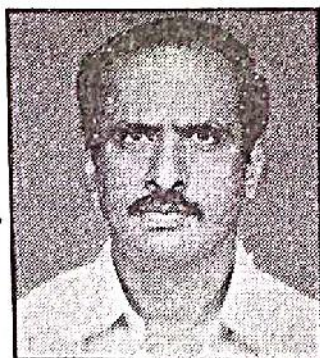
The De-link

The National Policy on Education (1986) envisions a bright future for higher education in India. It recommends 'Careerism' (a child of late capitalism) and to promote the careerists. The University Grants Commission postulates certain principles which the colleges and Universities must adhere to if they need aid. The delink of the Pre-degree might help the Government secure financial assistance from funding agencies like the Human resources department and U.G.C. After the delink the college education shall improve qualitatively by replacing pure knowledge with vocational training. We have already had a glance at the way they want things done.

Coming to the mundane aspects of the delink, we find the hatching of problems of which the public is not aware of. A good number of teachers (around 5000 according to estimates) shall find a vacuum occupying their job. People at the helm of affairs have more than often said that these surplus teachers shall not suffer destitutions. Deputation, orientation courses and more than everything else the magic number 2000-A.D, 2000-shall cure the malady once and for all. But there might still be teachers who remain surplus. And what if some honourable decree extends the retirement age to sixty? The weight, naturally, is on the A.K.P.C.T.A.

സുൽത്താൻബത്തേരി കോളേജിൽ എ കെ പി സി ടി എ യ്ക്ക് വൻ ഭൂരിപക്ഷം

സുൽത്താൻബത്തേരി സെന്റ് മേരീസ് കോളേജ് കൗൺസിലിലേക്കുള്ള വാഗിയേറിയ തിരഞ്ഞെടുപ്പിൽ എ കെ പി സി ടി എ സ്ഥാനാർത്ഥികളായ ശ്രീ ബാബുഫിലിപ്പോസ്, ശ്രീ. ഷാജൻമാത്യു എന്നിവർ വമ്പിച്ച ഭൂരിപക്ഷത്തിൽ വിജയിച്ചു.



പ്രൊഫ. കെ.ജി. നടരാജൻ പി.എസ്.സി. അംഗം

ചാത്തന്നൂർ എസ്.എൻ. കോളേജ് കോമേഴ്സ് വിഭാഗം അദ്ധ്യാപകനും എസ്.എൻ. കോളേജ് ടീച്ചേഴ്സ് കോ-ഓർഡിനേഷൻ കൗൺസിൽ സെക്രട്ടറിയുമായിരുന്ന പ്രൊഫ. കെ.ജി. നടരാജൻ കേരളാ പബ്ലിക് സർവീസ് കമ്മീഷൻ അംഗമായി നിയമിതനായി.

സംഘടനയുടെ സജീവ പ്രവർത്തകനായ പ്രൊഫ. നടരാജൻ എ കെ പി സി ടി എയുടെ അഭിനന്ദനങ്ങൾ.

INTERNET - THE INFORMATION SUPERHIGHWAY

Dr. P.S. Mohanakumar*

Advancement in the field of electronics has contributed much to the development of society. The role of computer in the era of information technology is so pertinent that it helps to save time and energy. Learning to use a computer or to develop computer capabilities is not a difficult task. For the use of Internet also one need not be a computer expert. One of the greatest inventions of the current century is Internet. It is an international system of computers that allow free flow of information from any part of the network to any other, provided the information is packaged according to certain conventions.

Computer networks are often classified by size, distance covered or structure viz.

1. Local area network (LAN). It normally do not exceed ten kilometers in size.
2. Metropolitan area network (MAN). It normally covers about 100 kilometers.
3. Wide Area Network (WAN). WANS interconnect LANS which may be at opposite sides of a country or located around the world.
4. Internet. It is a network of networks connecting many WANS and LANS.

Networking is the sharing of informations and services through computer. Computer networking provides the communication tools to allow computer to share informations and abilities. The Internet is a community of government agencies, educational institutions, and private organisations from different nations in the world who share transmission media and computer facilities.

Internet connects computers around the world using a standard set of procedures called TCP/IP. Where TCP stands for Transmission Control

Protocol and IP for Internet Protocol. These two protocols referred to together as TCP/IP. It is the largest network of millions of computers and the number of networks linked to the Internet is nearly 50,000 with a growth of 10 per cent per month, covering around 150 countries worldwide.

The history of the growth of Internet starts from the United States. In 1960 the United States witnessed a peculiar time with the arrival of nuclear missiles in Cuba, cold war with USSR, the beginning the Vietnam conflict and increased resistance from Third World Countries. To win the war and frame suitable defence strategies a technological edge over other countries was necessary. The US perceived of an idea to connect computer centres engaged in defence - related works and research. These networks had to be capable of withstanding any hostile attack of foreign countries including nuclear attack.

By 1970, the first packet - switched computer network in the US had been created. Later on, the following four university campus were connected through network by Advanced Research Project (ARP) of USA.

1. University of California at Los Angeles
2. University of California at Santa Barbara
3. Stanford University and
4. University of Utah in Salt Lake City.

This helped the researcher to get information and data at a much faster speed. This is the first start of the Internet. This design of network helped in the growth of networks throughout the world and the linking of many of these networks into one World-wide Internet.

The Internet is not owned by any one person or

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group. It is a co-operative venture and no one is in charge. It is a collection of independent, free-standing networks that have come to an agreement about how to talk to one another. Anybody who have a computer can connect his machine through satellite or through 'modem' into a telephone line. 'Modem' is a device which converts the digital output of a computer compatible to the machines at telephone exchange and vice-versa. Satellites are also used to transmit computer data just like it is used for transmitting telephone signals, video signals, meteorological signals, radio signals etc. For this purpose a parabolic dish antenna is used. A subscriber of internet has to pay a subscription fee. A subscriber can communicate with any other computer in the Internet. On the Internet, communication can be from person to person, from computer to computer or from person to computer. This helps to make available a variety of informations, Science, research, commercial, education, community, government etc. The subscribers of Internet includes, professors, researchers, business owners, scientists, lawyers, software developers etc. Any subscriber can transfer data, informations, news fix appointments, write letter etc. at an in-credible speed. Internet helps to move millions of bits of informations around the world every hour of every day. some of the important uses of Internet to researchers are the following.

1. Communication with researchers and educators in any part of the world to share data and vital informations.
2. Communicate and exchange for professional development, or to debate issues.
3. For public relation activities, contracts for research, or instructions.
4. Administrative communications
5. Transferring files.

Business people are using Internet for commercial purposes including marketing and sales. It will also help for effective advertising, and interaction between customer and business.

The messages (files or commands) are passed among computer networks on the Internet based on

some protocol called Internet Protocol (IP). Protocols are the rules required to help entities communicate or understand each other. It can be one rule or set of rules and standards that allow different devices to hold conversations. All computers on the Internet has an Internet address. The IP envelop contains the address to which the envelop is being sent and the address of the computer sending the message. TCP (Transmission Control Protocol) is used to handle large amount of data-large texts and data files. It divides large messages to multiple packets. Each packet is assembled into a TCP envelop, which in turn is assembled into an IP envelop. At the receiving end the TCP envelop are separated from the IP envelop and original data or information is reassembled. If any packet is found corrupted, the computer will be asked to issue a replacement for the corrupted or bad packet. Thus Internet connects computers around the world using a standard set of procedures called TCP/IP. The electronic traffic between different sites in the world included small text files sent between individual users- a transfer called electronic mail or E-mail.

E-mail

E-mail is a substitute to snail mail (i.e. postal service) and has become more popular and effective than fax, cell-phones and pagers. One of the most important advantage of internet is electronic mail (E-mail) access.

E-mail refers to the electronic transfer of message data between two or more networked computers. E-mail messages often include a variety of digital text, graphic, video and audio data. Message services that integrate E-mail and voice mail are also being developed. Voice mail is a service that answers telephone calls and records audio messages. Any computer network, or E-mail company that wants to can book into the Internet and allow E-mail to and from anyone else who is connected to the Internet directly or indirectly. Any quantum of data can be sent to any destination in the world having E-mail access. Today there are more sophisticated systems like the data encryption Software (DES) which is most popular and standard encryption algorithm in use. It ensures more authenticity, confidentiality and en-

sure integrity of the document.

Internet Addresses

Every computer on the Internet has a specific address called Internet Protocol (IP) address. The user name of the researcher using the computer on the Internet combined with the IP address make their full Internet address.

The IP address is made up of four part numbers. for eg. 182.101.351.15

suppose the computer user name of the researcher is 'Kumar' and combining both the E-mailing to this address will be

Kumar @ 182.101.351.15

The at @ symbol is used to separate the user name from the IP address. The IP address were decoded from left to right. The first three digits identify the largest divisions of the network. The next numbers signify smaller virtual locations, the final numbers represent the computer one uses to access the Internet. The decoding is similar to PINCODE postal address used in India.

Since most people have very difficulty in remembering numbers, the Internet also provides domain names. Domain named represents to IP address and are intended to be simpler to remember and understand. Then E-mail address will be as follows.

Kumar @ eco. SSC. edu

The domain name indicates a computer in economics department (eco.) at Sree Sankara College, Kalady (SSC.) which is an educational (edu) institution. Domain names can have many parts, each separated by a period. These can be more rapidly remembered than the IP address they represent.

The growth of Internet started when the University of Wisconsin created a network for 100 researchers in 1977. Today Universities, colleges, business and organisation have computers with Internet access. It can be used by thousands of peoples. The number of people on the Internet are 45 million (subscribers) with full access of Internet tools and protocols and 65 million with E-mail access to the Internet.

One of the most popular public net work in India is Videsh Sanchar Nigam Limited (VSNL), a corporation under the department of Telecommunications. The subscription schemes offered by VSNL are shell account and TCP/IP. Shell account is mainly for using E-mail facility. At present shell account rate is Rs. 5000 and TCP/IP rate Rs. 15,000 for a time of span of 500 hours or 365 days whichever comes first. This help one to get into VSNL's Gateway Internet Service (GIS). VSNL opened a model Centre in Cochin and many institutions are linked to this information Super Highway. With the entry of VSNL, the E-mail address will be as follows. Take one example:

@ md2. Vsnl. net. in

Where md2. stands for Madras server2

Vsnl. for VSNL, net for network and in for India. As far as researchers are concerned one of the most prominent network is ernet (educational research network) used by most of the research institutions in India. Some of the domain names are the following.

- (i) @ uni. Ker. ernet. in (University of Kerala)
- (ii) @ isibang, ernet. in (ISI, Bangalore)

The researchers desirous of using various facilities in the internet can become a member of Internet club or E-mail club (on payment of a fee) which are becoming prominent in India.

Web Site

Web Site account is different from shell account or TCP/IP account. Shell account can be opened by a researcher or a student or any one who wants to collect technical information in text mode. TCP/IP account provides many more information other than text mode, including graphics, pictures etc. Web Site, a still higher form, provides all the above mentioned facilities plus floating one's an information for the use of others. For e.g. a company can provide on-line information about its products to any international customer. The information kept in these Web Sites are called **HOME PAGES**. any information (for example the text of a whole Ph.D. thesis, daily newspapers, text of any book kept in libraries etc.) can be kept in Home Pages. At the cost of a local call one can down load nearly 20 pages of information per minute.

The European Centre for Nuclear Research developed the world wide Web (WWW or W³) originally to promote sharing or research materials and collaboration between physics sites at many different locations. It helps to interlink related files. WWW is Internet's Hyper Text Markup Language (HTML) based information system. Software used for this purpose are called **BROWSERS**. A programme called **JAVA**, help to make Web Pages more interactive. It is a programme language specifically made for Internet by James Gosling. Time is not far off where even interviews are conducted through Internet since audio and video clippings can be received and sent. With the exception of E-mail, the WWW has become the most used interface for the Internet. Pictures and graphics are common with the WWW. The place for business to be on the internet now will be in future in the WWW.

Internet is the buzzword now in vogue and intranet servers are going to outweigh internet servers soon. Internet works on open TCP/IP networks and enables one to use the same types of servers and browsers used for the WWW. Intranet help to improve communication - viz (a) one to many communication, (b) Two-way interactive application

and (c) Many to many interaction - across the various departments of an organisation. It will help to save paper, printing cost, minimize telephone use, saving of time and ultimately to increase productivity.

Note

To own an Internet connection, a Personal Computer (PC), telephone and modem are needed. Opening an account with VSNL or getting access to any Internet services is the way to get connection to Internet. VSNL has its own lines to America, where it connects to the main Internet network. The important VSNL operating centers in India are New Delhi, Chennai, Bangalore, Hyderabad, Pune and Mumbai. The VSNL Internet Accounts are Shell Account, Transmission Control Protocol/Internet Protocol Account (TCP/IP Account) and web site. The Internet services in India are the following.

- a) VSNL - Videsh Sanchar Nigam Ltd.
- b) NICNET - National Informatic Centre Network
- c) ERNET - Education and Research Network
- d) RBINET - Reserve Bank of India network

Poem

DISGUISE

M.S. VASANTHAKUMAR

S.N. College, Kollam

Tranquillity is at the mercy
of disguise,
The polished visage of the
barbarian transition,
is nurtured by disguise,
The wild instincts have
retreated to the
turbulent cage of the mind.
Chosen translations
from there
Alight to score for 'culture'.

Once it comes as a smile,
Blossoming at the edge
of venomous depths,
Often as a compliment, strategic,
from the text of hatred,
Or as a pious blessing
from the prison of lust.....
Tranquillity is at the mercy
of disguise,
As mental emanations, genuine,
distracts the calm.

LOCAL LEVEL PLANNING IN KERALA

Dr. S. Mohanan*

The people's planning started by the Government of Kerala has contemplated a novel type of planning process, based on the principle of people's participation, for the formulation of the 9th five year plan of the state. Each panchayat having its plans which are consolidated into a state plan is the first ever attempt in the country in the line of preparing a five year plan. The procedures adopted for formulating the plan are really new and ensure wider participation of people.

The important objectives of such a plan can be summarised as follows;

- 1 35 to 40 per cent of the plan shall be decided in different phases by the local bodies, within the jurisdiction of their powers and functions. Then, the suggestions from the lower level will be considered for the various projects to be implemented by the different departments of Government. The suggestions for the same shall be the result of grass-root level discussions under the auspices of the panchayat, ensuring maximum participation of the people.
- 2 The pattern of formulation of plans also is important. It shall ensure the participation of people in all stages from the formulation of plan to its implementation. In this way a new development perspective can be created among the people which creates more optimism in the minds of people towards the different plans and programmes formulated.
- 3 Those factors which hinder the smooth functioning of the people's forums like 'Grama Sabha' shall be removed and the people shall be equipped and attuned to the decentralisation of power and participation in the planning process.
- 4 The plans and programmes shall not be confined to the limits set by the funds. Instead, the local bodies can secure the co-operation of people, the people's organisations and initiatives to produce more desirable results

with the available resources.

Formulation of the Plan

The grass root level exercise for the formulation of the plan starts with the 'Grama Sabha' (a people's forum in a particular ward of a panchayat). The main objective of this meeting is to ascertain the needs of the particular area and to suggest possible solutions. This task is accomplished by group discussions of the participants. This 'Grama Sabha' is different from the traditional, informal type. Based on the discussion of the participants regarding the problems of the panchayat, a report for the Panchayat is prepared. The information collected from various local institutions and the statistics available in the panchayat are also used for the preparation of this report. This report (*Vikasana Rekha*) is a master document containing information regarding the resource potential of the panchayat, its problems, and requirements.

The next stage is panchayat level development seminar. This is mainly concentrating on the discussions of the development report. The seminar also offers an opportunity to discuss in detail the developmental problems of the Panchayat and their probable solutions. It is attended by bureaucrats, panchayat committee members and representatives of different groups of 'Grama Sabha'. The participants of the seminar are usually divided into 12 groups for discussions. Each group decides the priorities of various issues discussed and these will be converted into projects by the 'Task Force' selected in the seminar. The task force consists of the Ward member, District level Resource Persons (DRPs) and experts in the respective areas.

The Task Force has to make a comprehensive analysis of the developmental activities now under progress and on this basis the developmental issues are scheduled and converted into projects. This is stage when each panchayat discusses its problems and studies its resource potentials which enable it to prepare its projects. The structure of the project is also uniform to ensure the consolidation to prepare the state plan. Every project should have

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eight parts, viz., the preface, objectives, pattern of selection of beneficiaries, technical appraisal of the activities, organisation (Implementation plan), financial analysis, merits and demerits, and measures for monitoring.

The next stage is the preparation of a plan document for the panchayat by scientifically co-ordinating the different projects devised by the Task Force. The panchayat development plan is prepared with a clear perception of the allocation to the panchayat from the 9th five year plan. Then, the projects of the panchayat plan can find place in the 9th plan of the state prepared by the state Planning Board, when the schemes are in conformity with the guidelines issued by the State Planning Board. The plan document contains the programmes to be taken-up for the next five years with their sources of resources. The plan document consists of eight chapters such as the Preface, Development strategy, resource mobilisation, Sectional plans, Integrated development programmes, Scheduled castes and Scheduled tribes development programmes, Women's development programmes and monitoring.

Voluntary Technical Corps

The projects prepared by the Task Force, relating to different development spheres may have certain demerits when viewed in technical and financial perspectives. The reason is that these are prepared by the ordinary people who have no technical expertise other than their sincerity and devotion to the work. In order to examine these projects and rectify their deficiencies in a time bound manner, the State Planning Board has formulated a programme for constituting a council of experts in the block level to be called as Voluntary Technical Corps (VTC). This corps consist of resource persons who have professional qualifications and experience in examining the projects. The members of VTC shall work solely on voluntary basis devoting at least one day of the week for examining the projects. The average membership in a VTC is 50 to 60. In this group 25 per cent are government servants. A small proportion of government servants in the VTC serve in it as a

part of their official duty while others are serving purely on a voluntary basis. The second group in VTC consists of non-government officials. They include bank officers, college teachers, chartered accountants, doctors, engineers and other professionals. The third group consists of retired government servants and other resource persons.

The VTC will have 3 round of activities for plan evaluation. The first round is to examine whether the plan documents are prepared according to the prescribed rules and criteria. In the second round they examine the weakness of the projects. It is attempted to rectify the deficiencies and prepare the projects according to the technical specifications. In the third round they give a final shape to the plan of panchayat. The sittings of VTC are usually centred in the block offices. The practical exercise of the VTC is conducted in terms of groups consisting of 3 or 4 persons according to the sector which the group deals with. The examination of the project by the members may be according to their convenience either in the office or in their home. Any dispute between the members relating to a project is referred to a higher group which works under the district planning committee, where the plan for the Panchayat is finalised.

Conclusion

The people's planning of Kerala is a bold step in the direction of decentralising the plan process, ensuring participation of the people, in conformity with the panchayatiraj system introduced in the country by the 73rd amendment of the constitution. The Sen committee appointed by the State Government to examine the powers which can be given to local bodies, has suggested lot of measures to strengthen this process which includes the granting of more powers to the 'Grama Sabha'. These recommendations are now under consideration. With the implementation of these, this process of decentralised planning will be strengthened and will open up a model for other states and even for the country as a whole.

പാലക്കാട് എൻജിനീയറിംഗ് കോളേജിൽ
എ കെ പി സി ടി എ യ്ക്കു ചരിത്ര വിജയം

പാലക്കാട് എൻ.എസ്.എസ് എൻജിനീയറിംഗ് കോളേജിലെ കൗൺസിൽ തെരഞ്ഞെടുപ്പിൽ കോളേജിന്റെ ചരിത്രത്തിലാദ്യമായി എ കെ പി സി ടി എ പ്രവർത്തകരായ ശ്രീനാഥൻ. എസ്, അനിൽകുമാർ വി. എന്നിവർ തെരഞ്ഞെടുക്കപ്പെട്ടു.



ശാസ്ത്രജ്ഞാലകം



ഡോ. എം.ആർ. സുദർശനകുമാർ, രസതന്ത്ര വിഭാഗം, എം.ജി. കോളേജ്, തിരുവനന്തപുരം.

ഇന്ത്യയിലെ ആരോഗ്യ ഗവേഷണം : തെറ്റായ മുൻഗണനകൾ¹

ഇന്ത്യ ഇന്ന് നേരിടുന്ന പ്രമുഖ ആരോഗ്യപ്രശ്നങ്ങളായി ബന്ധമില്ലാത്ത പല മേഖലകളിലുമാണ് ഇന്ത്യയിൽ ആരോഗ്യഗവേഷണം നടക്കുന്നതെന്ന് ചെന്നയിലെ എം. എസ്. സാമിനാഥൻ റിസേർച്ച് ഫൗണ്ടേഷനിലെ സുബ്ബയ്യ അരുണാചലം നടത്തിയ പഠനം ചൂണ്ടിക്കാട്ടുന്നു. ഡയറ്റിയ, ക്ഷയം, മലേറിയ മുതലായ രോഗങ്ങളാണ് ഇന്ത്യയിലേറ്റവും കൂടുതലായുള്ള ബാധിക്കുന്നത്. പക്ഷേ ആരോഗ്യരംഗത്തെ ഗവേഷണ പേപ്പറുകൾ കൂടുതലും പ്രസിദ്ധീകരിക്കപ്പെടുന്നത് മറ്റു മേഖലകളിലാണ്. 1987 മുതൽ 1994 വരെ പ്രസിദ്ധീകരിച്ചതും മെഡ്ലൈൻ ഡേറ്റാ ബേസിൽ ഉൾപ്പെടുത്തിയതുമായ ഗവേഷണപേപ്പറുകൾ വിശകലനം ചെയ്താണ് സുബ്ബയ്യ അരുണാചലം ഈ നിഗമനത്തിൽ എത്തിച്ചേർന്നത്. ലോകത്തിലേറ്റവും കൂടുതൽ അന്ധരുള്ളത് ഇന്ത്യയിലാണെങ്കിലും ഈ കാലയളവിൽ പ്രസിദ്ധീകരിച്ച 19,952 പേപ്പറുകളിൽ 362 എണ്ണം മാത്രമാണ് നേത്രസംബന്ധിയായിട്ടുള്ളത്. 'ഇന്ത്യൻ സമൂഹത്തിന്റെ ആവശ്യങ്ങളല്ല മറിച്ച് പാശ്ചാത്യർ വികസിപ്പിച്ചെടുത്ത ഗവേഷണോപാധികളും, മാർഗ്ഗങ്ങളുമാണ് ഇന്ത്യയിലെ ആരോഗ്യഗവേഷണ രംഗത്തെ പ്രവർത്തനത്തെ നിർണയിക്കുന്നത്' എന്ന എം.എസ്. വല്ലത്താന്റെ അഭിപ്രായം ഇവിടെ പ്രസക്തമാണ്.

ചുടാക്കുമ്പോൾ ചുരുങ്ങുന്ന പദാർത്ഥം²

ചുടാക്കുമ്പോൾ വികസിക്കുന്നതിനുപകരം ചുരുങ്ങുന്ന സ്വഭാവം സിർക്കോണിയം ടങ്സ്റ്റേറ്റ് (Zirconium tungstate) എന്ന പദാർത്ഥത്തിനുണ്ടെന്ന് ഒറിഗോൺ സ്റ്റേറ്റ് യൂണിവേഴ്സിറ്റി (Oregon state University)യിലെ ശാസ്ത്രജ്ഞർ കണ്ടെത്തി. ചുടാക്കുമ്പോൾ ഇതിലുള്ള ഓക്സിജൻ ആറ്റങ്ങൾ പ്രകമ്പനം കൊള്ളുന്നതുമൂലം സിർക്കോണിയത്തിന്റെയും, ടങ്സ്റ്റേറ്റിന്റെയും ആറ്റങ്ങൾ അടുത്ത് വരുന്നതാണ് ചുരുങ്ങുന്നതിന് കാരണമെന്ന് കരുതപ്പെടുന്നു. ഈ പദാർത്ഥം മറ്റുപദാർത്ഥങ്ങളുമായി കൂട്ടിച്ചേർത്തുണ്ടാക്കുന്ന സങ്കരപദാർത്ഥങ്ങൾ ചുടാക്കുമ്പോഴും തണുപ്പിക്കുമ്പോഴും വികസിക്കുകയോ ചുരുങ്ങുകയോ ചെയ്തില്ലെന്ന് ശാസ്ത്രജ്ഞർ കരുതുന്നു. ഇലക്ട്രോണിക്സിലും, ഒപ്റ്റിക്സിലും വളരെയേറെ ഉപയോഗം ഈ പദാർത്ഥത്തിനുണ്ടാകുമെന്നതിന് സംശയമില്ല.

ഇംഗ്ലണ്ടിലെ വിദ്യാഭ്യാസ രംഗത്തെ ഏറ്റവും വലിയ ഉടച്ചുവാർക്കൽ^{3,4,5}

ഇംഗ്ലണ്ടിലെ ഉന്നത വിദ്യാഭ്യാസത്തെ കുറിച്ചു പഠിക്കാൻ നിയോഗിക്കപ്പെട്ട റോൺഡിയറിംഗ് (Ron Dearing) സമർപ്പിച്ച റിപ്പോർട്ട് ഉന്നത വിദ്യാഭ്യാസരംഗത്ത് കാതലായ മാറ്റങ്ങൾ നിർദ്ദേശിച്ചിരിക്കുന്നു. അറുപതുകളിൽ അഞ്ചു ശതമാനം പേരാണ് ഇംഗ്ലണ്ടിൽ ഉന്നതവിദ്യാഭ്യാസം ചെയ്തിരുന്നത്. ഇന്നത് 33% ആയി ഉയർന്നിട്ടുണ്ട്. എങ്കിലും അമേരിക്കയിൽ 40% ഉം, കാനഡയിൽ 44% ഉം ഉന്നത വിദ്യാഭ്യാസം നേടാനെത്തുന്നുണ്ടെന്നത് കണക്കിലെടുക്കുമ്പോൾ ഇംഗ്ലണ്ടിലെ സ്ഥിതിമോശമാണെന്ന് റിപ്പോർട്ട് ചൂണ്ടിക്കാട്ടുന്നു. അതുകൊണ്ടുതന്നെ സമൂഹത്തിലെ താഴ്ന്ന ശ്രേണിയിലുള്ളവരെ കൂടുതൽ ഉൾപ്പെടുത്തി ഉന്നതവിദ്യാഭ്യാസത്തിന്റെ വൻതോതിലുള്ള വ്യാപനത്തിന് റിപ്പോർട്ട് ശുപാർശ ചെയ്യുന്നു. ഇന്നു രണ്ടു ചാലുകളായി നടത്തപ്പെടുന്ന അക്കാദമിക്, വൊക്കേഷണൽ കോഴ്സുകളുടെ ചരിത്രപരമായ അതിരുകൾ ഇല്ലാതാക്കണമെന്ന നിർദ്ദേശവുമുണ്ട്. ഏറ്റവും വിവാദമുണ്ടാക്കിയ നിർദ്ദേശം ഉന്നത വിദ്യാഭ്യാസത്തിന് ഫീസ് ചുമത്തണമെന്നതായിരുന്നു.

റൊണാൾഡ് റോസിന്റെ കണ്ടുപിടുത്തത്തിന്റെ നൂറാംവർഷം⁶

1897 ആഗസ്റ്റ് 20 നാണ് മലേറിയയ്ക്കു കാരണമായ പരാദത്തെ സെക്കന്തരബാദിൽ വെച്ച് റൊണാൾഡ് റോസ് (Ronald Ross) എന്ന ഇംഗ്ലീഷ് ശാസ്ത്രജ്ഞൻ കണ്ടെത്തിയത്. ഈ കണ്ടുപിടിത്തത്തിന് 1902-ലെ നോബൽ സമ്മാനവും അദ്ദേഹത്തിനു ലഭിക്കുകയുണ്ടായി. അമ്പതു വർഷങ്ങൾക്കുമുമ്പാരംഭിച്ച 'ദേശീയ മലേറിയ നിർമ്മാർജ്ജന പദ്ധതി' (National Malaria Eradication Programme) പ്രകാരം മലേറിയയെ തുടച്ചു നീക്കാനുള്ള ഇന്ത്യയുടെ ശ്രമം ആദ്യഘട്ടത്തിൽ വിജയിച്ചെങ്കിലും, ഇന്ന് ഇന്ത്യയിൽ മലേറിയ ശക്തമായി തിരിച്ചുവന്നുകൊണ്ടിരിക്കുകയാണ്. കിനിൻ കൂടുംബത്തിലെ ക്ലോറോകിൻ, മെക്ലോക്വിൻ തുടങ്ങിയ മരുന്നുകളാണ് മലേറിയ ചികിത്സയ്ക്ക് പ്രധാനമായും ഉപയോഗിക്കുന്നത്. മലേറിയയ്ക്ക് കാരണമായ ചിലതരം പരാദങ്ങൾ കിനിനെതിരെ നേടിയ പ്രതിരോധവും, കൊതുകുകളുടെ വർദ്ധനവും, കീടനാശിനികൾക്കെതിരെ അവ നേടിയ പ്രതിരോധവും നാം നേരിടുന്ന പുതിയ വെല്ലുവിളികളാണ്. വ്യത്തിയുള്ള ശ്രമങ്ങളും നഗരങ്ങളും പരിസരശുചിത്വവുമാണ് മലേറിയപോ

ലുള്ള രോഗങ്ങളെ കീഴ്പ്പെടുത്തുവാൻ അത്യാവശ്യമായിട്ടുള്ളത്. ഈ രോഗത്തെ മിക്കവാറും തുടച്ചുമാറ്റിയ മലേഷ്യ, സിങ്കപ്പൂർ തുടങ്ങിയ രാഷ്ട്രങ്ങൾ നൽകുന്ന പാഠവും മറ്റൊന്നല്ല.

കോസ്മിക് കിരണങ്ങൾക്കൊപ്പം പുതിയ കണികയും?

ശാസ്ത്രത്തിനിന്നും അജ്ഞാതമായ ഒരു കണിക കോസ്മിക് കിരണങ്ങൾക്കൊപ്പം ഭൂമിയിൽ പതിക്കുന്നുണ്ടോ? ഉണ്ടെന്നാണ് ന്യൂജേഴ്സിയിലെ റട്ഗേഴ്സ് യൂണിവേഴ്സിറ്റി (Rutgers University), യിലെ ഗ്ലേനിസ്ഫരാറിന്റെ (Glenys Farrar) അഭിപ്രായം. മൂന്നു ബില്ല്യൺ പ്രകാശവർഷമെങ്കിലും ദൂരത്തുള്ള ഗാലക്സിയിൽ നിന്നും പതിച്ച ഈ പുതിയ കണികകളെ ഈയിടെയാണ് തിരിച്ചറിഞ്ഞത്. ഗുരുത്വബലത്തെ മറ്റുബലങ്ങളുമായി സംയോജിപ്പിക്കാൻ ശ്രമിക്കുന്ന 'സൂപ്പർസിമട്രി' (Super symmetry) സിദ്ധാന്തങ്ങൾ പ്രവചിച്ച 'S⁰' കണികകളാണിതെന്ന് ഗ്ലേനിസ്ഫരാർ അഭിപ്രായപ്പെടുന്നു. ഈ 'S⁰' കണികകൾ വൈദ്യുതചാർജില്ലാത്തതും, പ്രോട്ടോണുകളേക്കാൾ ഭാരമേറിയതുമാണ്.

മൂലകങ്ങളുടെ പേരുകളിലെ വിവാദത്തിനുവിരാമം⁸

ആവർത്തനപട്ടികയിൽ ആറ്റോമിക സംഖ്യ 104 മുതൽ 109 വരെയുള്ള മൂലകങ്ങൾക്ക് നിലവിലുണ്ടായിരുന്ന താല്ക്കാലിക പേരുകൾക്കു പകരമായി International Union of Pure and Applied Chemistry (IUPAC) 1994-ൽ നിർദ്ദേശിച്ച പേരുകൾ വിവിധ രാഷ്ട്രങ്ങൾ തമ്മിൽ കടുത്ത വിയോജിപ്പിനിടയാക്കിയിരുന്നു. നീണ്ട ചർച്ചകൾക്കുശേഷം ഇക്കൊല്ലം ഫെബ്രുവരിയിൽ മൂലകങ്ങളെ പുനർനാമകരണം ചെയ്തു. മൂലകങ്ങളുടെ ഈ പുതിയ പേരുകൾ സാർവ്വത്രികമായി അംഗീകരിക്കപ്പെടുകയും IUPAC അതു സ്ഥിരീകരിക്കുകയും ചെയ്തു. ആറ്റോമിക സംഖ്യ 110-ഉം, 111-ഉം ഉള്ള മൂലകങ്ങൾ 1994 ലാണ് കണ്ടുപിടിച്ചത്. ആറ്റോമികസംഖ്യ 112 ഉള്ള മൂലകമാണ് 1996-ൽ അവസാനമായി കണ്ടുപിടിച്ച മൂലകം. ഈ മൂന്നു മൂലകങ്ങൾക്കും ഇതുവരെ പേരുകൾ നിശ്ചയിക്കപ്പെട്ടിട്ടില്ല. ആറ്റോമികസംഖ്യ 104 മുതൽ 109 വരെയുള്ള മൂലകങ്ങളുടെ വിശദവിവരങ്ങൾ പട്ടികയിൽ കൊടുത്തിട്ടുണ്ട്.

ഈമൂലകത്തിന്റെ ആറ്റോമിക സംഖ്യ	നിലവിലുണ്ടായിരുന്ന താല്ക്കാലിക പേര്	IUPAC 1994ൽ നിർദ്ദേശിച്ച പേര്	IUPAC ഈ വർഷം സ്ഥിരീകരിച്ച പേര്	നാമകരണത്തിന്റെ അടിസ്ഥാനം
104	Rutherfordium	Dubnium	Rutherfordium (Rf)	Ernest Rutherford) റഷ്യയിലെ 'Duna'യിലുള്ള ന്യൂക്ലിയർ ഗവേഷണ കേന്ദ്രം
105	or Kurchteviun Hahnium	Joliotium	Dubnium (Db)	
106	Seaborgium	Rutherfordium	Seaborgium (Sg)	Glenn T. seaborg
107	Neils Bohrium	Bohrium	Bohrium (Bh)	Neils Bohr
108	Hassium	Hahnium	Hassium (Hs)	109 മുതൽ 112 വരെയുള്ള മൂലകങ്ങളെ കണ്ടുപിടിച്ച ജർമ്മനിയിലെ 'Hesse' എന്ന സ്ഥലം
109	Meitnerium	Meitnerium	Meitnerium (Mt)	Lisa Meitner

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ABSTRACT OF Ph.D. THESIS

STUDIES ON LASER INDUCED PHOTOMISSION OPTOGALVANIC PHENOMENA AND NONLINEAR DYNAMICS IN DISCHARGE PLASMA

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The work to be presented in the thesis constitutes of two parts, (i) studies on Photoemission Optogalvanic (POG) Phenomena and (ii) Nonlinear Dynamics. The first part which contains five chapters is devoted to the presentation of POG studies and the second part in two chapters deals with the studies on nonlinear dynamics in discharge plasma. General conclusions derived from the present studies are given in the last chapter.

Interaction of light with matter is one of the major fields of studies which have considerable impact both on basic and applied sciences. The advent of lasers has added newer dimension to such studies. POG phenomena is a novel techniques to study light-matter interaction.

POG effect is the induction of change in discharge plasma impedance by the injection of electrons into it through photoelectric emission. Photoelectrons are generated by the irradiation of laser on one of the electrodes. POG phenomena is identified as an *in situ* technique for the surface characterization of target electrodes and for discharge plasma diagnostics. The author has carried out POG studies using both the fundamental and frequency doubled radiations from and Nd:YAG laser. Photoelectrons were generated from different metal target electrodes and the generated electrons were injected into nitrogen discharge in all the observations. For the present study an indigenous discharge cell has been fabricated.

The first chapter of the thesis is a general introduction to Photoemission Optogalvanic Phenomena with an overview of optogalvanic Phenomena with an overview of optogalvanic effect.

Chapter two gives the theory of POG phenom-

ena. Various techniques of electron emission from metal targets and multiphoton photoemission from metal induced by ultra short laser pulses is included in this chapter. The generalized Fowler-Dubridge theory is also given in this chapter.

In chapter three the details of the experimental technique used in the present POG study is accounted. Description of the fabricated discharge cell is also included. Details of the Nd: YAG laser used and those of other controlling, measuring and detecting instruments used for the present studies are also given in this chapter.

Chapter four contains studies of POG effect with copper as target electrode. Dependence of POG signal amplitude on laser intensity for both 1064 nm and 532 nm pulsed laser radiations is included. The two photon induced electron emission with 532 nm and thermally assisted two photon process with 1064 nm laser radiations is also described in this chapter. Studies were also carried out changing the polarity of the target electrode. Attempt is made to analyze the basic phenomena occurring in both cases. POG quantum efficiency is also evaluated in both cases. POG quantum efficiency is also evaluated in both cases and an empirical relationship is obtained.

In chapter five POG studies with gold and platinum as target electrodes is given. Dependence of POG signal strength on laser intensity using both 1064 nm and 532 nm pulsed radiations is reported. The multiphoton process occurring at higher laser intensity is accounted. Observations were repeated by changing the polarity of the target electrode. POG signal dependence on applied voltage across the cell is also included in this chapter.

Chapters six and seven account the nonlinear

ചോദ്യോത്തരങ്ങൾ

സി.വി. ചന്ദ്രൻ, പാലക്കാട്

ചോദ്യം

ഞാൻ 1982 ജനുവരി 28-ാം തീയതി കോളേജിൽ ലക്ചറർ ആയിട്ട് ചേർന്നു. ഞങ്ങളുടെ ഡിപ്പാർട്ടുമെന്റിൽ എല്ലാവരും യു.ജി.സി. സ്കീമിൽപ്പെടുന്നവരാണ്. എനിക്ക് 1990 ജനുവരിയിൽ സീനിയർ സ്കെയിൽ കിട്ടി. 1998 ജനുവരിയിൽ സെലക്ഷൻ ഗ്രേഡിന് അർഹനാകും. എന്റെ സീനിയർ ആയ ആൾ 1982 ജനുവരി 14-ന് ആണ് join ചെയ്തത് (ഞങ്ങൾ രണ്ടുപേരും ഒരേ റാങ്ക്ലിസ്റ്റിൽ ഉള്ളവരാണ്.) അയാൾ 1987 ആഗസ്റ്റിൽ 10 വർഷത്തെ L.L.P യിൽ വിദേശത്ത് ജോലിക്കുപോയി. ലീവ് കഴിഞ്ഞ് അയാൾ 1997 ആഗസ്റ്റിൽ ജോലിയിൽതിരികെ പ്രവേശിച്ചു. അയാളുടെ ശമ്പളം യുജിസി സ്കീമിൽ ഇതുവരെ fix ചെയ്തിട്ടില്ല. എനിക്ക് അയാളുടെ മേൽ സീനിയോറിറ്റി കിട്ടുമോ? കിട്ടുമെങ്കിൽ അതിനുള്ള ഗവണ്മെന്റ് ഓർഡർ ഏതാണ്?

സാബുജോൺ, റാന്നി

ചോദ്യം

ഞാൻ 1981-ൽ Permanent Postൽ നിയമനം ലഭിച്ച അദ്ധ്യാപകനാണ്. എന്നാൽ എനിക്ക് മുൻപേ (1980) ജോലിയിൽ പ്രവേശിച്ച അദ്ധ്യാപിക 1982 മുതൽ അവധിയിൽ വിദേശത്താണ്. 1996-ൽ ഈ അദ്ധ്യാപിക തിരികെ ജോലിയിൽ പ്രവേശിച്ചു. അവർ എന്റെ ജൂനിയർ ആകുമോ? ഇതു സംബന്ധിച്ച സർക്കാർ ഉത്തരവ് ഏതാണ്?

ഉത്തരം

ശൂന്യവേതന അവധിയും സീനിയോറിറ്റിയും

ഇതരജോലികൾക്കായി എടുക്കുന്ന ശൂന്യവേതന അവധിക്കാലം സർവ്വീസിലെ ഇൻക്രിമെന്റ് അവധി, ഹയർഗ്രേഡ്, പെൻഷൻ ആനുകൂല്യങ്ങൾ മുതലായവയ്ക്കൊന്നും യോഗ്യകാലമല്ല.

ജീവനക്കാരൻ 1983 December 15 ന് ശേഷമാണ് അവധിയിൽപ്രവേശിക്കുകയോ അവധി നീട്ടുകയോ ചെയ്തിട്ടുള്ളതെങ്കിൽ അയാൾ ഈ അവധിയിലായിരുന്ന കാലത്ത് അയാളുടെ അഭാവത്തിൽ ജൂനിയറിനെ ഉയർന്ന കേഡർ തസ്തികയിലേക്കു ഉദ്യോഗക്കയറ്റം നൽകി നിയമിച്ചിട്ടുണ്ടെങ്കിൽ അയാൾക്കു (ജൂനിയറിന്) ആസ്ഥാനം ആവധിയിൽ പോയിരുന്ന ആൾ തിരിച്ചുവന്നാലും തുടരാം. ആ നിലയ്ക്ക് കേഡർ സീനിയോറിറ്റി പരിഗണിക്കുമ്പോൾ നേരത്തേ ജൂനിയർ ആയിരുന്ന ആൾ, അവധികഴിഞ്ഞുവന്ന ജീവനക്കാരനെക്കാൾ സീനിയറാകും. (ഈ കാലയളവിൽ മേല്പറഞ്ഞ പ്രകാരം ഒരു ഉദ്യോഗക്കയറ്റം ഉണ്ടാവുന്നെങ്കിൽ മാത്രമേ സീനിയോറിറ്റിക്കു വ്യത്യാസം വരുന്നുള്ളൂ.)

മറിച്ചു അധിയിൽ പ്രവേശിക്കുന്നതും അവധിനീട്ടുന്നതും എല്ലാം 1983 December 16 ന് മുമ്പാണെങ്കിൽ ഇപ്രകാരം ഒരു ഉദ്യോഗക്കയറ്റം വന്നാൽ പോലും സീനിയോറിറ്റിയെ അതു ബാധിക്കില്ല. കോളേജ് സർവ്വീസിൽ 1990 March 13ന് ശേഷം Prof. Gr.I (Cadre), Prof. Gr. II (Cadre) എന്നിവ ഇല്ലാതായിരിക്കുകയാണല്ലോ. Principal post മാത്രമാണ് അവശേഷിക്കുന്ന ഏക കേഡർതസ്തിക. അതുകൊണ്ട് 1990 ന് ശേഷം കോളേജുകളിൽ ഈ സീനിയോറിറ്റി വ്യത്യാസം ഉണ്ടാവുന്നില്ല (പ്രിൻസിപ്പലായി പ്രമോട്ടു ചെയ്യപ്പെടുമ്പോഴല്ലാതെ.)

കൂടുതൽ വിവരങ്ങൾക്കു G.O. (P) 780/83/Fin. dated 16-12-1983— കേരളാ പ്രൈവറ്റ് കോളേജ് ടീച്ചർ (53) Jan. 1985- Page 19. നോക്കുക.

ഫാമിലി ബനിഫിറ്റ് സ്കീം തുക മുൻ മാസത്തിനകം നൽകാൻ വിധി

കോട്ടയം ഗവ. കോളേജിൽ അറ്റൻ്റർ ആയിരുന്ന പി.എൻ. കൃഷ്ണൻ 31-3-95ന് പെൻഷനായി. തന്റെ എഫ്.ബി.എസ് തുക ലഭിക്കാൻ കാത്തിരുന്ന് മടുത്ത കൃഷ്ണൻ കോട്ടയം ജില്ലാ ഉപഭോക്തൃ തർക്കപരിഹാരകോടതിയെ സമീപിച്ചു. 13-6-97ന് കോടതി ഉത്തരവുണ്ടായി. ഉത്തരവ് തീയതിമുതൽ 3 മാസത്തിനകം തുക നൽകാനും നിശ്ചിത തീയതിക്കകം തുക നൽകിയില്ലെങ്കിൽ പെൻഷൻ തീയതിമുതൽ തുക നൽകുന്നതുവരെയുള്ള കാലത്തേക്ക് 18% പലിശ നൽകാനും ഒ.പി. 85/97-ാം നമ്പർകേസിൽ കോടതി വിധിച്ചു. ട്രഷറി ഓഫീസർ കണക്കുകൾ പരിശോധിച്ച് സർട്ടിഫിക്കറ്റ് രേഖപ്പെടുത്താത്തതും ജീവനക്കാരുടെ അപര്യാപ്തതയാണ് കാലതാമസത്തിനുള്ള കാരണമെന്ന വാദം കോടതി അംഗീകരിച്ചില്ല. 1-12-77 മുതൽ 31-1-95 വരെ പ്രതിമാസം 10 രൂപ ക്രമത്തിൽ അടച്ച 2060 രൂപയും അതിന് സർക്കാർ വിഹിതമായ 1296 രൂപയും ഉൾപ്പെടെ 3356 രൂപ 31-6-97ൽ കൃഷ്ണന് കിട്ടിക്കഴിഞ്ഞു.

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Letter from AIFUCTO to UGC

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Date 18-8-97

Dr. (Miss) Armeity Desai
Chairperson, UGC

Sub: Critique of the Report of the U.G.C. Committee on pay-revision of college and university teachers.

Madam,

We are thankful for the fruitful meeting between the secretariat of AIFUCTO and the Univ. Grants Commission held at UGC building New Delhi on 14-8-97. Following is the note which contains all the points presented by us in the meeting:-

Our estimation of the report is mixed in nature. It has a number of positive and welcome features for which the committee deserves thanks from all of us. It has also a number of short comings-some omissions and also some harmful recommendations which need be immediately corrected. Let us begin with its positive features.

1. a. In our first memorandum presented to the Pay Review Committee we emphasized the need to observe the basic principle of parity- i. between college and university teachers and Class-I officers of the central government, (ii) among colleges irrespective of their management, status and levels of imparting instructions (iii) between colleges and universities and (iv) between uni. system on the one hand and the IIT-IIM-IIS on the other.

The report on the whole has maintained this principle of parity. However there is a prospective danger on point 1-a-iv given above. In view of the existing disparity between IIM-IIT-IIS and university system and setting up of a separate Pay Revision Committee by the AICTE, the prospect of continuance of disparity. is real. AIFUCTO makes it clear that this is totally unacceptable to us. We expect the

UGC to take necessary steps to preempt such a possibility.

1. b. We have noted with satisfaction that the committee has recommended a career advancement scheme for the existing Readers thus breaking the stalemate created in our universities following abrogation of the MPS and PPS in 1987. However, we have important suggestions for modification of this scheme so that the targeted teachers can reliably get benefit of the system.
1. c. We are happy to note that the report has covered the DPES and librarians along with other teachers together in the same report unlike on the last occasion. However there are some shortcomings on this point as well and we are going to suggest some modifications.
1. d. This is the first ever UGC Pay Review report which has recognised the problems faced by the Part-time teachers.
1. e. The report has rightly expressed concern about problems connected with accountability of both teachers and educational institutions and made some positive recommendations for its improvement.

We shall now deal with matters which have been left out and those which are not acceptable to us.

2. The report is silent on the crucial issue of the share of the central government in the cost of implementation of the revised scales of pay and other recommendations involving additional expenditure.

AIFUCTO is of firm opinion that it is the responsibility of the Central Govt. to ensure that the revised scales of pay are introduced uniformly all over the country. For that purpose, adequate financial support must be extended to the state governments to persuade the state government to accept and implement the revised scales.

3. The report is silent about the payscales for Demonstrators/Tutors and Instructors. Although appointment to this cadre has stopped long since, obviously it is absolutely necessary that appropriate scales of pay should be recommended for them.
4. The NET/SLET examination as system of recruitment for teachers in higher education has completely failed. AIFUCTO has many times pointed out that 55 p.c. at the masters level, as the cut off marks irrespective of subjects and universities are discriminatory and unjust for students of arts and humanities and those coming from universities which are rather conservative in awarding marks. Consequently there are already hundreds of Part-time and ad-hoc teachers already in service who are debarred from sitting in the NET/SLET.

Besides the percentage of success of candidates in NET/SLET in many subjects is unusually low. As a result, thousands of full-time teachers in states like Maharashtra and A.P. have been receiving only initial of the scale (as in Maharashtra) or have been put in state scales of pay (as in A.P). In W. Bengal there are more than 5000 part-time teachers.

We therefore demand total overhaul of the system of recruitment and special relaxation for teachers who are already in service including part-timers plus two teachers and ad-hoc teachers. In the section related to relaxation of 55 p.c. the word "categories" may be added.

5. The composition of selection committee suggested in the Reported Annexure XI for private colleges shows undue and unwanted preference for the management. The university should be free to nominate experts on the selection committee without any leverage

shown to the private management in this respect.

6. The recommendation regarding period of probation is totally unacceptable to us. Any increase in the period of probation can only strengthen the hands of employers and put teachers at their mercy. Moreover with enhanced qualifications and stream-lined process of recruitment, we should expect only the highly qualified and motivated candidates to find appointment.

We therefore demand that probation period should not be more than one year and in case of any extension of this probation period in colleges the university authorities must be informed.

We further demand that adequate statutory provisions should be made to prevent victimisation of teachers even during probation periods.

7. It is found that often after appointment young teachers are not allowed by managements to join Orientation courses Yet after some time they are penalized for non-attendance in these courses.

We therefore demand that it should be incumbent on the part of the management to send young teachers for Orientation course immediately after appointment.

8. In the section on scales of pay and career advancement scheme the D.P.E.s and Librarians have not been offered the grade of Reader/Selection Grade Lecturer. Besides the D.P.E.s/Librarians are required to wait one more year i.e., 8 years as compared to other teachers to get their promotion.

We demand that complete parity should be maintained in terms of facilities for CAS including enabling period of experience. Full benefit like adequate earned leave and other facilities due to non-vocational staff should be extended to Librarians and D.P.E.s.

9. While thanking the Committee for extending CAS from Readers to Professor Grade, we feel that similar scope should be available to Selection-Grade Lecturers. We demand that all

phenomena observed in discharge plasma. The phenomena of order and chaos occurring in nonlinear dissipative systems have been the subject of intense research in recent years. But, only a few studies were carried out experimentally in this area. Plasma is a typical nonlinear dynamical system with a large number of degrees of freedom and it is an interesting medium to test the universal characteristics of chaos.

Chapter six contains an account of chaotic behaviour of gaseous discharge and theory of nonlinear dynamics. Concepts of time series analysis and characterization of chaos is included. Rel-

evance and evaluation techniques of Fast Fourier Transform (FFT), generalized dimension D_2 , Kolmogorov entropy K_2 and Lyapunov exponents are also included in this chapter.

In chapter seven experimental details of the nonlinear dynamic study and the extraction of time series is given. Evaluation of FFT, D_2 , K_2 and Lyapunov exponents from the time series is also reported in this chapter.

Chapter eight is a general summary of the main features of the work. □

തലയോലപ്പറമ്പ് കോളേജിൽ എല്ലാ സീറ്റിലും എ കെ പി സി ടി എ വിജയിച്ചു

തലയോലപ്പറമ്പ് ദേവസ്വം ബോർഡ് കോളേജ് കൗൺസിലിലേക്ക് നടന്ന വാശിയേറിയ തിരഞ്ഞെടുപ്പിൽ എ കെ പി സി ടി എയുടെ മുഴുവൻ സ്ഥാനാർത്ഥികളും വൻഭൂരിപക്ഷത്തോടെ തിരഞ്ഞെടുക്കപ്പെട്ടു. പ്രൊഫ. ബി. പത്മനാഭപിള്ള, പ്രൊഫ. ആർ. രാജേന്ദ്രപ്രസാദ്, പ്രൊഫ. ആർ.പി. രമണൻ എന്നിവരാണ് വിജയിച്ചത്.

നാട്ടിക കോളേജിൽ എ കെ പി സി ടി എ യ്ക്ക് വമ്പിച്ച വിജയം

നാട്ടിക ശ്രീനാരായണകോളേജ് കൗൺസിലിലേയ്ക്കു നടന്ന വാശിയേറിയ തിരഞ്ഞെടുപ്പിൽ എ കെ പി സി ടി എ സ്ഥാനാർത്ഥികളായി മത്സരിച്ച ശ്രീമതി കെ. സരോജിനി, ശ്രീ. പി.എസ്. ഫിറോസ് എന്നിവർ വമ്പിച്ച ഭൂരിപക്ഷത്തോടെ തിരഞ്ഞെടുക്കപ്പെട്ടു.

ഡോ. ബി. ജയചന്ദ്രൻ ഹംഗറിയിൽ സിമ്പോസിയത്തിൽ പങ്കെടുത്തു



കൊല്ലം ശ്രീനാരായണകോളേജിലെ ഫിസിക്സ് ഗവേഷണവിഭാഗം പ്രൊഫസറും എ കെ പി സി ടി എയുടെ സജീവ പ്രവർത്തകനുമായ ഡോ. ബി. ജയചന്ദ്രൻ 1997 ജൂലൈ മാസത്തിൽ ഹംഗറിയിൽവെച്ച് നടന്ന (Hungarian Academy of Sciences) 'ഇന്റർനാഷണൽ ബിംഗൺ സാറ്റലൈറ്റ് സിമ്പോസിയത്തിൽ മൂന്ന് ഗവേഷണ പ്രബന്ധങ്ങൾ അവതരിപ്പിച്ചു.

ഡോ. ജയചന്ദ്രൻ എ കെ പി സി ടി എ യുടെ അനുഭവദാനങ്ങൾ.

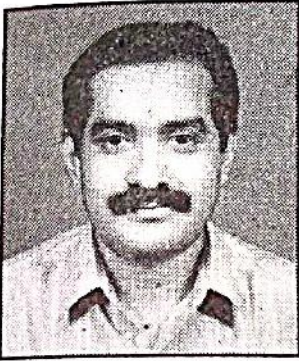
എസ്.എൻ. കോളേജ് ടീച്ചേഴ്സ് കോ-ഓർഡിനേഷൻ കൗൺസിൽ

24-8-1997-ൽ എറണാകുളത്ത് ചേർന്ന കോ-ഓർഡിനേഷൻ കൗൺസിൽ താഴെ പറയുന്ന ഭാരവാഹികളെ തിരഞ്ഞെടുത്തു.

- പ്രസിഡന്റ് : ടി. ഹരിദാസൻ, എസ്.എൻ. കോളേജ്, നാട്ടിക.
- സെക്രട്ടറി : ഡോ. ജി. രവീന്ദ്രൻ, എസ്.എൻ. കോളേജ്, കൊല്ലം.
- ട്രഷറർ : പി.എസ്. ഫിറോസ്, എസ്.എൻ. കോളേജ്, നാട്ടിക
- മേഖല സെക്രട്ടറിമാർ : ജെ. രാജു, എസ്.എൻ. കോളേജ്, ചെമ്പഴന്തി.
കെ. സിദ്ധാർത്ഥൻ, എസ്.എൻ. കോളേജ് ആലത്തൂർ.



ഡോക്ടറേറ്റ് ലഭിച്ചു



ശ്രീ. ജി. സദാനന്ദൻ

തൃശ്ശൂർ ശ്രീ കേരളവർമ്മ കോളേജിലെ പൊളിറ്റിക്കൽ സയൻസ് വിഭാഗം അധ്യാപകനും എ കെ പി സി ടി എ യുടെ സജീവപ്രവർത്തകനുമായ ശ്രീ. ജി. സദാനന്ദൻ കേരളസർവ്വകലാശാലയിൽ നിന്നും പി.എച്ച്.ഡി. ബിരുദം നേടി. "രാഷ്ട്രീയ ആധുനികവൽക്കരണം നാടാർ സമുദായത്തിൽ കേരളവും തമിഴ്നാടും ഒരു താരതമ്യ പഠനം" എന്ന ഗവേഷണപ്രബന്ധം തയ്യാറാക്കി സമർപ്പിച്ചത് കേരള യൂണിവേഴ്സിറ്റി പൊളിറ്റിക്കൽ സയൻസ് വിഭാഗം പ്രൊഫസർ ഡോ. ജി. ഗോപകുമാറിന്റെ മേൽനോട്ടത്തിലായിരുന്നു.

ശ്രീമതി. കെ. രാധാകുമാരി

ധനുവച്ചപുരം വി.ടി.എം.എൻ.എസ്.എസ് കോളേജിലെ ഇംഗ്ലീഷ് വിഭാഗം അധ്യാപിക ശ്രീമതി. കെ. രാധാകുമാരിക്ക് കേരളസർവ്വകലാശാലയിൽ നിന്നും ഇംഗ്ലീഷ് സാഹിത്യത്തിൽ പി.എച്ച്.ഡി. ബിരുദം ലഭിച്ചു. പ്രശസ്ത ഇംഗ്ലീഷ് നോവലിസ്റ്റായ അയറിസ് മർഡക്കിന്റെ കൃതികളെ ആസ്പദമാക്കിയുള്ള പഠനത്തിനാണ് ഡോക്ടറേറ്റ്. കേരള സർവ്വകലാശാലയുടെ ഇൻസ്റ്റിറ്റ്യൂട്ട് ഓഫ് ഇംഗ്ലീഷിൽ നിന്ന് റീഡറായി റിട്ടയർചെയ്ത ഡോ. എസ്. വെങ്കിടാചലം അയ്യരുടെ മേൽനോട്ടത്തിലാണ് ഗവേഷണ പ്രബന്ധം തയ്യാറാക്കിയത്.



എ കെ പി സി ടി എ യുടെ സജീവപ്രവർത്തകയാണ് ഡോ. രാധ.

ഡോ. ജി. സദാനന്ദനും ഡോ. കെ. രാധാകുമാരിക്കും എ കെ പി സി ടി എ യുടെ അഭിനന്ദനങ്ങൾ



ഡോ. കെ. സുമിത്രയ്ക്ക് ജർമ്മൻഫെല്ലോഷിപ്പ്

പുനലൂർ എസ്.എൻ. കോളേജിൽ രസതന്ത്രവിഭാഗം അധ്യാപികയായ ഡോ. കെ. സുമിത്ര ജർമ്മനിയിൽ Julichലെ Forum Modellierung Nuclear Physics Research Centreൽ Post Doctoral Research Fellow and Guest Scientist ആയി തെരഞ്ഞെടുക്കപ്പെട്ടു. ഒരു വർഷത്തേക്കാണ് ഫെല്ലോഷിപ്പ്.

എ കെ പി സി ടി എ യുടെ സജീവ പ്രവർത്തകയായ ഡോ. കെ. സുമിത്രയ്ക്ക് സംഘടനയുടെ ആശംസകൾ.

AIFUCTO CONFERENCE

The XIX Statutory Conference of AIFUCTO is scheduled to be held at Barauni, Bihar from 26 to 28th Oct. 1997.

teachers get their promotions in their career on the basis of normal satisfactory service. Under the proposed scheme of CAS a Lecturer without M Phil/Ph.D. joining the profession at the age of 25 years will become Selection Grade Lecturer at the age of 38 years. Under the present dispensation he/she would be in the same grade for the next 22 years. This is obviously unjust.

We therefore demand that there must be scope for a third promotion to Super-Selection grade for all such teachers who render 8 years satisfactory service as Selection grade Lecturers. This grade should have same scales of pay as offered to the professors.

We feel that three period of experience for a Reader to become Professor by the CAS should be reduced from 10 years to 8 years.

We also feel that the scheme to send all proposals from universities to panel of referees prepared by the UGC is unworkable. It will not only seriously impinge on the autonomy of universities but in view of large number of candidates eligible for CAS this system would be unworkable. We therefore suggest instead that two nominees of UGC, may sit on the Selection Committee. This can ensure that norms for promotion to Professorship are strictly followed. At the same time this will present procrastination.

We are also of the opinion that too much insistence on Research qualifications has cheapened research and has devalued good teaching. We suggest that the CAS to Professorship should not be restricted to Readers and should be available to Selection grade Lecturers-naturally those among them who have shown remarkable excellence in teaching.

10. It is found that under the present schemes of CAS at times there is no corresponding stage in the promoted grade. The promoted teacher is placed in the next stage with differences being treated as personal pay which is eroded after a year. This creates often problems in seniority. (At times juniors in service may be placed at higher stage.)

We therefore demand that at least one increment

should be given to the promoted teacher as a matter of rule.

11. Some state governments like Punjab, Haryana, Assam, Gujrat etc. have not introduced Readership in colleges in spite of reminders by the UGC. Consequently as per the existing report teachers of such states will suffer discrimination.

We request the UGC to prevail on these state governments to implement this provision of the last Pay Revision scheme.

12. The classification of colleges on the basis of which different scales of pay have been suggested for Principals is unsatisfactory. For example a P.G. College may not have adequate size of enrollment to entitle its Principal to get Professor's grade. However, the heads of the P.G. department may be enjoying Professor's grade. Moreover, there are many states where all the Principals are already enjoying Professor's grade. If they are now offered replacement scales of Readers obviously this may lead to complications including litigation.
13. AIFUCTO favours observance of annual self-appraisal by teachers. We feel that this may help in identification of good teachers as also few among us who are shirkers. However the pro-forma for this purpose may be modified to suit the type of institutions.

While admitting that ideally only students can judge a teacher's performance, we are of the opinion that the present socio-political environment in our institutions is not conducive to this process. We therefore suggest that this may be made of optional for teachers. It should be enjoined on the management to provide facilities for self-appraisal of a teacher by students when a teacher voluntarily opts for it.

We have a similar opinion towards appraisal by peers.

14. AIFUCTO is also in favour of the code of Professional Ethics. However, we do not want it to be, as it is, incorporated into Service Conduct Rules since the purpose of its

preparation was altogether different. The code needs to be studied in depth and updated.

15. While AIFUCTO is all in favour of our teachers attending Refresher Courses, we are opposed to make attendance of such courses conditions for CAS. As a result of (i) inadequate provision in some disciplines (ii) difficulties faced by women teachers to go to far off places to attend them and (iii) refusal by the management to allow teachers to join them hundreds of teachers are facing stoppage of increment for their non-attendance. We feel highly aggrieved at the refusal of the UGC to waive this requirement for CAS beyond 31-12-95. We demand that this requirement be removed until the aforementioned problems are resolved.

We suggest that meanwhile instead of stopping increment for those who fail to attend, additional increments may be paid to those who do attend.

16. We are totally opposed to increase in workload of teachers. There is no justification for increasing teaching hours from the present. This may only provide handle to authorities to reduce number of teaching posts.
17. On the issue of Part-time teachers, we demand that the UGC in view of the report of the committee should recommend scales of pay commensurate with their service. They should also be entitled to other service benefits as are being offered to them by the government of Maharashtra.
18. We appreciate that in the report recommendation has been made for adding 5 years to the qualifying period of service for retirement benefits. However, there is no justification for restricting it only to Ph.D. degree holders. In view of late entry into teaching profession, many teachers joining our profession from other vocations and in general increased interprofessional mobility, this benefit should be available to all teachers irrespective of their research qualifications.
19. We are of the opinion that the existing system

CAS has worked quite well with screening committees scrutinising documents submitted by the teacher substantiating his/her satisfactory service of the required length for promotion to Sr. Lectureship and Selection-grade Lectureship. We, therefore, do not agree with the recommendation in the report for setting up Selection committees with compulsory provision for personal appearance of candidates for CAS to these grades. However if the teacher concerned volunteers to be present or in case the screening committee wants personal presence of a particular teacher for specific reasons, the teacher concerned may present himself/herself before the committee.

For CAS to Readership and Professorship we agree with the suggested procedure and composition of the Selection Committees.

20. While we agree with the code of Professional ethics, we do not want it to be part of Service conduct Rules. The code was prepared by AIFUCTO to be adhered to voluntarily by teachers. AIFUCTO will have to study it afresh if there is any proposal for it being made legally enforceable.
21. We have noted that the govt. of India while accepting 1-1-96 as the date of introduction of the revised scales of pay for the central govt. Employees as per the recommendations of the Fifth Central Pay Commission declared that all additional/increased allowances would be payable since August 97. We however insist, along with the J.C.M. of central Govt. employees, that all allowances also should be payable from 1-1-96.
22. The recommendation for introduction of attendance register for teachers and its submission to the institutional head is totally unacceptable to us. This may seriously impinge on the academic freedom of teachers and may adversely affect the academic atmosphere.
23. The suggested changes in the leave rules to curtail study leave and sabbatical leave also in our opinion may have adverse effect on the pursuit of creative academic initiatives of

teachers. Hence these recommendations need be reviewed by the UGC.

24. Certain recommendations e.g. (a) book/journal grant of Rs 500/- p.a. with teachers spending the same amount (b) computer advance to the tune of Rs 1 lakh (c) creation of a three-tier Central Educational Tribunal as recommended by the Law Commission (d) housing for teachers with the UGC bearing the interest cost only in collaboration with some central organisation providing housing finance (e) medical insur-

ance of teachers through the G.I.C. with the UGC playing the role mediator-were mentioned by the chairperson of the UGC.

While generally welcoming these recommendations, AIFUCTO representatives wanted further time to examine them in detail.

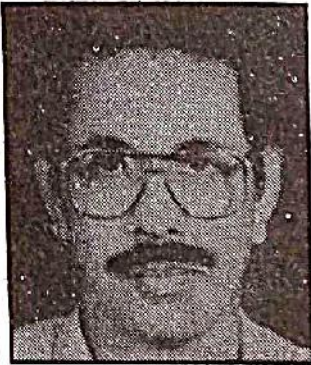
With kind regards,

Yours sincerely,
(Mrinmoy Bhattacharyya)
General Secretary

അന്തരിച്ചു

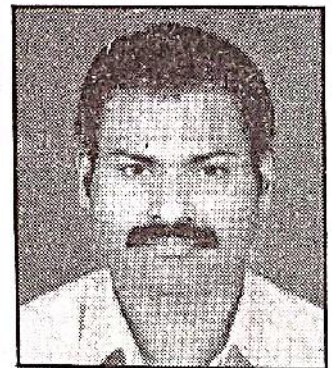
പ്രൊഫ. സേവ്യർ ടി. ജോൺ

കാഞ്ഞിരപ്പള്ളി സെന്റ് ഡൊമിനിക്കു കോളേജിലെ ഇംഗ്ലീഷ് വിഭാഗം അധ്യാപകനും എ കെ പി സി ടി എയുടെ സജീവപ്രവർത്തകനുമായ പ്രൊഫ. സേവ്യർ ടി. ജോൺ നിര്യാതനായി. പ്രൊഫ. സേവ്യർ ടി ജോണിന്റെ വേർപാടിൽ ബ്രാഞ്ച് അനുശോചനം രേഖപ്പെടുത്തി.



പ്രൊഫ. വി.കെ ജോൺ

ചെങ്ങന്നൂർ ശ്രീനാരായണ കോളേജിലെ Physical Education വിഭാഗത്തിലെ പ്രൊഫ. വി.കെ. ജോൺ അന്തരിച്ചു. പുനലൂർ എസ്.എൻ, ചെങ്ങന്നൂർ എസ്.എൻ. എന്നീ കോളേജുകളിൽ സേവനം അനുഷ്ഠിച്ചിട്ടുള്ള അദ്ദേഹം സർവീസിൽ പ്രവേശിച്ചനാൾ മുതൽ എ കെ പി സി ടി എ യുടെ സജീവപ്രവർത്തകനായിരുന്നു. ജോൺസാറിന്റെ നിര്യാതത്തിൽ ചെങ്ങന്നൂർ എസ്.എൻ. കോളേജ് ബ്രാഞ്ച് അനുശോചനം രേഖപ്പെടുത്തി.



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നിവേദനങ്ങൾ

To

The Minister for Education,
Government of Kerala,

Sir,

Ref:- Order No : 11899/B1/97/HEd, Dt. 03.07.'97

Sub:- Clarification of item no. 2 of the order referred above regarding appointments of Guest Lecturers in Private Colleges.

This is to bring to your notice the lack of clarity with regard to the item No: 2 of the order referred above. We are sorry to point out that the lack of clarity has become a regular feature of G.Os in recent times. Through the order cited, lifts the ban on the restriction on appointments in Colleges, the Order is silent on the modalities of appointments of Guest Lecturers, such as the agency for appointment, the salary and the service condition of the Guest Lecturers. Without these details, appointment of such Lecturers in Private Colleges in the state will not be possible. Now with the commencement of the Ist Pre-Degree classes, the Colleges have started functioning in full swing. So the vacant posts are to be filled up immediately in order to avoid lifting off classes.

We therefore, request to issue orders giving clear details relating to appointments of Guest Lecturers at the earliest.

Thanking You,

Yours faithfully,

K.P.DIVAKARANNAIR,
General Secretary.

Trivandrum
01.08.1997

To

The Director of Collegiate Education, Trivandrum.

6-8-1997

Sir,

We would like to submit the following for your urgent consideration and favourable orders.

The salary claims of a number of teachers of SES College, Sreekandapuram N.S.S. College, Manjeri, MES College, Ponnani are disallowed by the Dy, DCE, Kozhikodu on the ground that there is ban on the appointment as per the G.O. 11899/B1/97/H.Edn. dated 24-4-1997. But the appointments of these teachers were during December 1996 and their appointments are duly approved by the concerned Universities. So the action of the Dy. DCE is against the rules and regulation. In this connection I would like to point out that the ban on appointment in private colleges could be implemented only with effect from 3-6-1996 which is the date of promulgation of the University Act Amendment Ordinance of 1977.

It has been the usual practice of the Dy. DCEs to disallow the salary of private college teachers on flimsy ground and without prior notice.

So I request you to give necessary direction to the Dy. DCEs to admit the salary claim of the teachers whose appointments are duly approved by the University.

Thanking you,

Yours faithfully,
K.P.DIVAKARANNAIR
General Secretary.

October 1997

To

The Principal Secretary,
Department of Higher Education
Government of Kerala

Sir,

Sub: Denial of salary - request immediate release - regarding A large number of private college teachers have been denied their salary by the various Deputy Directors of Collegiate Education for reasons stated below.

1. Government order issued on 24-4-97 puts a ban on appointments in Private Colleges. But the Deputy DCEs' office Kozhikode deny salary to those appointed prior to the said G.O.
2. Some Dy. DCEs still insist on the submission of the undertaking to the effect that they would work in the pre.Degree level.
3. Some teachers were denied their salary on the pretext that they did not possess B.Ed. degree.

In this connection it may be noted that the requirements like the undertaking and 'B.Ed. degree' do not form part of the University laws which govern the appointment and approval of private college teachers. Qualified teachers who are approved by the concerned Universities are not to be denied their salaries.

It may also be noted that there have been several court orders against the denial of salary to teachers duly approved by the Universities.

So we request you to give directions to all the Dy. DCEs not to disallow the salary of any approved teacher on the grounds mentioned above.

Yours faithfully,

K.P.DIVAKARAN NAIR
General Secretary

Trivandrum
9-9-1997

To

The Minister for Education,
Government of Kerala.

Sir,

Sub:- Exemption from screening process request regarding.

Now that the High Court verdict (vide OP No.14636 of 1996) has come quashing the screening committee as constituted by the Government of Kerala. A very large number of eligible teachers who have been eagerly looking forward to their placement and fixation are terribly disappointed as the screening committee has not been functioning for the last 4 years. Something has to be done urgently to put an end to this sorrowful state of affairs. As a positive measure aimed at bringing some relief to these teachers, it is suggested that all those teachers who are eligible for fixation and placement may be exempted from the screening process and provisionally promoted.

In the meanwhile, the Government may request the Universities to constitute screening committees in conformity with the laws of the Universities.

Yours faithfully,

K.P.DIVAKARAN NAIR
General Secretary

Trivandrum,
9-9-1997.

To

The Minister for Education, Govt of Kerala

Sir,

Sub:- Private Colleges - Rejection of increments, leave facilities probation etc. to Lecturers on leave vacancies - reconsideration of Government request - regarding.

Ref:- 1. Our representation to Government dt. 14-8-1996.

2. Petition dt. 18-6-'96 submitted to Minister by Shri.Ninan Sajith Philip & Others, St. Thomas College, Kozhencherry,

3. Your Reply to them (ref. item No.2) No. 1766/D1/96/H.Edn, dt. 15-7-1997.

This is once again to draw your attention to case of those private college teachers, working in leave vacancies. Many of these teachers have been in continuous service for more than 10 Years and were getting pay scales, allowances increments, leave facilities and all other benefits enjoyed by the permanent private college teachers. They were enjoying these benefits as per the University rules which govern the service conditions of private college teachers. Clause 25 of Chapter 45 of the Mahatma Gandhi University Statutes 1990 and Clause 24 of chapter 2 of the Kerala and Calicut University statutes 1974, clearly state that "a teacher appointed on probation or for temporary service shall be eligible for such scales of pay and increments as are admissible to permanent teachers". This being the fact the Government's rejection of the lawful claims of these teachers is not in conformity with the existing rules which govern the service conditions of private college teachers.

We, therefore, request you to reconsider the position now taken on the matter and issue necessary orders allowing the legitimate claims such as salary, increments, declaration of probation, etc of those private college teachers.

Thanking you,

Yours faithfully,
K.P.DIVAKARAN NAIR
General Secretary

22-9-1997.

NO. GS- 104/97.

04-10-1997

From

The General Secretary

To

The Minister for Education, Govt. of Kerala

Sir,

Sub:- Department of Higher Education - Private Colleges under the Direct payment scheme illegal denial of salary to teachers whose appointments have been approved by the Universities - remedial measures - sought for

Ref:- 1. Judgment of the Division Bench of the High Court of Kerala in O.P. No. 5261/93 on 25-03-96.

2. Judgment dated 15-01-1997 of the Hon. High Court of Kerala in OP No. 17708 etc of 1996 reported, in 1997 (1) KLT 417/Part 12 dated 10-03-1997.

As you know, the direct payment of salary system for Private colleges of the state was introduced quarter of a Century back. Though more than 25 years elapsed, even now the salary of private college Teachers is not disbursed in time. Those responsible to sanction the claim try their best to find out some sort of unnecessary objection against the claim.

If this is the case of almost all the teachers of the private Colleges in the state, the drawal of salary of newly appointed teachers as per rules in force, has become a nightmare. Payment of salary to them is delayed for years. Aggrieved by the unwarranted objection of the officers concerned they are constrained to resort to legal steps. On introducing the UGC scheme, the position has become more precarious. The total number of writ petitions filed in the Hon. High Court of Kerala praying for disbursement of salary of the College Teachers whose appointments have been approved by the University is an eloquent testimony for the negative attitude of the concerned officers of the Collegiate Education Department.

Disposing nearly 40 writ petitions of this kind, the Division Bench of the Hon. High Court of Kerala declared the guidelines for the disbursement of salary of the private College teachers whose appointments have been approved by the concerned University. The Division Bench declared that the University approves the appointment of private college Teachers as per the provisions contained in the ordinance/statue./Act; and if the appointment is approved by the University, the appointment has to be honoured by the Director of Collegiate Education and salary disbursed. In such a situation, the Director of Collegiate Education will have no other course than to disburse the salary of the teacher vide judgment under reference (1) supra.

It is unfortunate to see that the principles contained in the guideline declared by the Division Bench in its decision 25-3-96 are not made applicable in similar cases, may be on the ground that the approved teachers had not approached the Court of Law. It may be noted that the Hon. Supreme Court of India and the Hon. High Court of Kerala have declared without even a trace of doubt that "the attitude and view that the law laid down by the High Court or Supreme Court can be applied only to those who approached the court is wrong. The Supreme Court as well as the Kerala High Court have deplored the unsustainable stand of the Govt. that the law declared by the courts can be applied only to those who approached these courts. The action of the authorities will lead to proliferation of litigation before courts and also will drive all the officers to courts for redressal of their grievances. The above untenable attitude will lead to dissatisfaction dissention and desparation among the officers. Ultimately, this will have an adverse impact on the morale of the service leading to lack of enthusiasm to work. Thus, public policy and public interest demand that the authorities should apply the law uniformly. The points of declaration of law on a point should not be denied to a section of the officers on the ground that they did not approach the court for redressal of their grievances". vide judgment quoted under reference (2) Any how it is not a happy state of affair to approach a court of law frequently for getting the monthly salary of Private College Teachers appointed as per rules.

Under the circumstances, we invite the kind attention of the authorities to the two judgments quoted under reference and request that urgent action may kindly be taken to disburse the salary of all private college teachers whose appointments have been approved by the Universities concerned, without any further delay, and the officers concerned may be directed to follow the principles and guideline pronounced in these judgments to sanction and disburse the salary of all the newly appointed private college Teachers as soon as their appointments are approved by the Universities concerned.

We regret to mention that if the authorities concerned viz. Government, Higher Education Department, the Director of Collegiate Education, or the Dy. Directors of Collegiate Education are reluctant to conceive the spirit principle and guidelines in the decisions of the courts of law and to remove the difficulties in disbursing the salary of newly appointed private college Teachers whose appointments have been approved by the Universities concerned, we will be constrained to respond against it very strongly by agitations including direct action, by filing suit against contempt of court and the like for which the authorities alone will be held responsible for all the consequences including loss or damage.

Yours faithfully,
K.P.DIVAKARAN NAIR, General Secretary

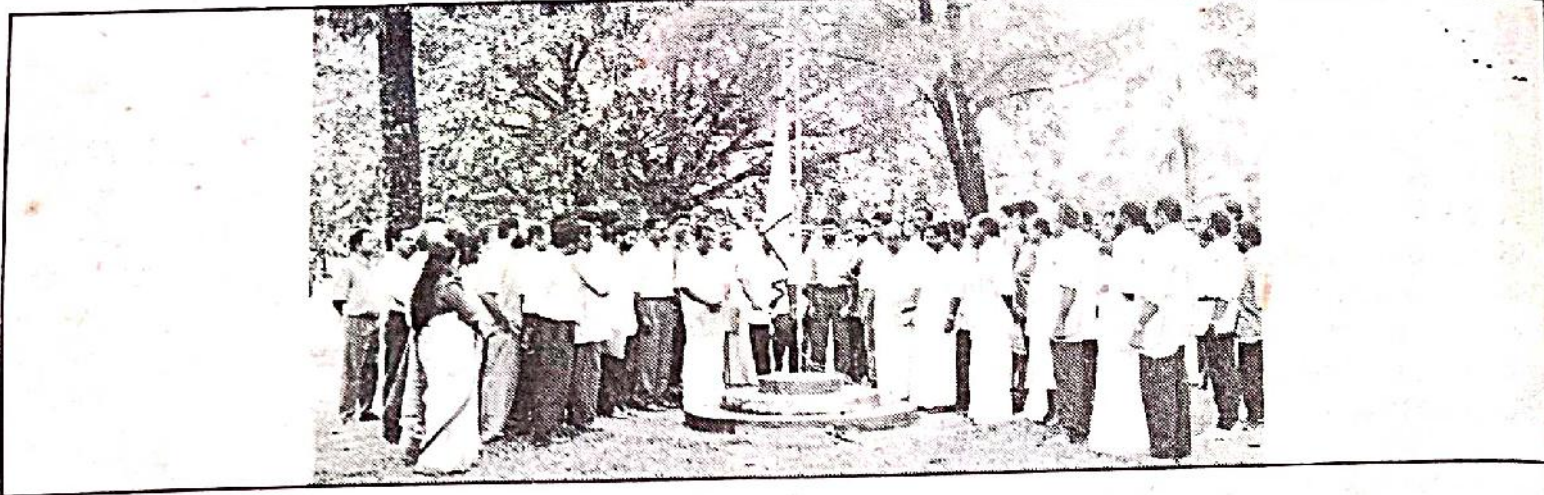
AKPCTA Building Fund

(Statement as on 28.8.97)

No.	College	Membership	Due	Credit	Balance
Thiruvananthapuram Dist.					
1	VTMNSS College, Dhanuvachapuram	51	25,500	26,700	—
2	Iqbal College, Peringamala	24	12,000	3,600	8,400
3	NSS College for Women, Karamana	20	10,000	14,401	—
4	MG College, Thiruvananthapuram	35	17,500	14,000	3,500
5	Mar Ivanios College, Thiruvananthapuram	12	6,000	5,000	1,000
6	SN College, Chempazhanthi	64	32,000	24,850	3,250
7	Christian College, Kattakada	10	5,000	2,600	2,400
8	St. Xaviers College, Thumba	8	4,000	1,500	2,500
9	All Saints, Thiruvananthapuram	9	4,500	4,050	450
10	SN College, Varkala	69	34,500	33,500	1,000
11	SN Training College, Nedunganda	1	500		
Kollam Dist.					
12	DB College, Sasthamcotta	72	36,000	15,450	20,550
13	FMN College, Kollam	61	30,500	5,000	24,500
14	NSS College, Nilamel	52	26,000	25,220	780
15	SN College, Punalur	50	25,000	28,300	—
16	St. John's College, Anchal	14	7,000	4,400	2,600
17	SN College, Kollam	121	60,500	32,100	28,400
18	SN College for Women, Kollam	56	28,000	—	28,000
19	TKM Arts & Science College, Kollam	56	28,000	22,500	5,500
20	SG College, Kottarakkara	36	18,000	13,400	4,600
21	St. Stephen's, Pathanapuram	30	15,000	9,200	5,800
22	SN College, Chathannoor	16	8,000	—	8,000
23	NSS College, Kottiyam	11	5,500	4,900	600
24	TKMC for Engineering, Kollam	84	42,000	12,200	30,000
Pathanamthitta Dist.					
25	St. Cyrils College, Adoor	9	4,500	2,375	2,125
26	St. Thomas College, Ranni	21	10,500	3,400	7,100
27	St. Thomas College, Kazhencherry	55	27,500	14,200	13,300
28	Catholicate College, Pathanamthitta	12	6,000	3,000	3,000
29	BAM College, Thuruthicad	25	12,500	10,000	2,500
30	DB College, Parumala	39	19,500	10,500	9,000
31	Mar Thoma College, Thiruvalla	23	11,500	3,500	8,000
32	NSS College, Panthalam	56	28,000	25,300	2,700
33	NSS Training College, Panthalam		—	—	—
Alappuzha Dist					
34	MSM College, Kayamkulam	72	36,000	48,900	—
35	NSS College, Cherthala	40	20,000	21,000	—
36	SN College, Cherthala	58	29,000	10,500	18,500
37	St. Michels College, Cherthala	37	18,500	3,000	15,500
38	SD College, Alapuzha	67	33,500	35,000	—
39	TKM College, Nangikulangara	45	22,500	13,500	9,000
40	SN College, Ala. Cheng.	12	6,000	2,500	3,500

41	Christian College, Chengannoor	40	20,000	18,500	1,500
42	Bishop Moore College, Mavelikkara	36	18,000	16,000	2,000
43	St. Alosius College, Edathua	10	5,000	—	—
44	Peet. Memorial Training, Mavelikkara	5	2,500	—	—
Kottayam & Idukki Dist					
45	St. Thomas College, Pala	29	14,500	1,700	12,800
46	St. Stephen's College, Uzhavoor	34	17,000	10,001	6,999
47	SVR NSS, Vazhoor	48	24,000	24,000	—
48	St. Xaviers College, Kothavara	6	3,000	875	2,125
49	Devimatha College, Kuruvilangadu	33	16,500	10,000	6,500
50	St. Mary's, College, Manarcadu	17	8,500	4,000	4,500
51	St. Dominic College, Kanjirappally	20	10,000	11,350	—
52	KE College, Mannanam	43	21,500	17,500	4,500
53	SB College, Changanassery	30	15,000	5,000	10,000
54	Besalios College, Kottayam	34	17,000	12,000	5,000
55	DB College, Thalayolaparamp	52	26,000	8,450	17,550
56	CMS College, Kottayam	31	15,500	12,000	3,500
57	NSS College, Changanassery	48	24,000	21,325	2,675
58	BK College, Amalagiri	2	1,000	—	—
59	Henry Baker C. Melucavu	17	8,500	—	—
60	MES College, Nedumkandam	23	11,500	1,000	10,500
61	Newman College, Thodupuzha	25	12,500	2,700	9,800
62	KG College, Pampadi	10	5,000	2,000	3,000
63	St. George College, Aruvithura	14	7,000	—	—
64	Pvanatma College, Murikkassery				
65	Alphonsa College, Pala	2	1,000	—	—
66	BCM College, Kottayam	5	2,500	—	—
67	St. Joseph's College, Moolamattam	7	3,500	3,500	—
Ernakulam Dist.					
68	Sree Sankara College, Kalady	52	26,000	14,350	11,650
69	UC College, Aluva	40	20,000	15,500	4,500
70	SSV College, Perumbavoor	29	24,500	8,450	16,050
71	SNM College, Maliankara	31	15,500	14,000	1,500
72	Bharatha Matha College, Trikkakara	21	10,500	2,000	8,500
73	MA College, Kothamangalam	5	2,500	1,500	1,000
74	St. Paul's College, Kalamassery	30	15,000	6,900	8,100
75	Nirmala College, Moovattupuzha	27	13,500	7,500	6,000
76	Al-Ameen College, Edathala	10	5,000	2,150	2,850
77	St. Alberts College, Ernakulam	39	19,500	9,700	9,800
78	SH College, Thevara	29	14,500	5,000	9,500
79	St. Peters College, Kolencherry	19	9,500	6,700	2,800
80	St. Xavier's College, Aluva	31	15,500	4,000	11,500
81	Cochin College, Kochi	37	18,500	9,500	9,000
82	Aquinas College, Edacochi	11	5,500	—	—
83	MA College of Eng. Kothamangalam				
84	Mar Thoma College, Perumbavoor	10	5,000	2,000	3,000
Thrissur Dist.					
85	NSS Vyasa College, Vadakkancherry	15	7,500	8,00	6,700

86	Mes. Asmabee College, Vemballoor	9	4,500	1,000	3,500
87	SV College, Kunnankulam	6	3,000	—	
88	MD College, Pazhanji	13	6,500	3,000	3,500
89	SN College, Nattika	61	30,500	10,400	20,100
90	St. Thomas College, Thrissur	29	14,500	2,650	11,850
91	St. Allosious College, Elthuruthu	22	11,000	2,400	8,600
92	SKV College, Thrissur	59	29,500	20,000	9,500
93	Christ College, Irinjalakuda	26	13,000	6,000	7,000
94	Sreekrishna College, Guruvayoor	19	9,500	3,000	6,500
95	Ayurveda College, Ollur	10	5,000	—	
96	Vimala College, Thrissur	10	5,000	—	
Palakkad Dist.					
97	NSS College of Engg. Palakkad	20	10,000	8,500	1,500
98	SN College, Alathoor	20	10,000	3,500	6,500
99	NSS College, Ottappalam	30	15,000	9,500	5,500
100	NSS College, Nenmara	28	14,000	13,000	1,000
101	MES College, Mannarkad	33	16,500	5,900	10,600
102	Mercy College, Palakkad	15	7,500	1,000	6,500
103	SN College, Shornur	9	4,500	2,450	2,050
104	VTB College, Sreekrishnapuram	8	4,000	3,700	3,000
Malappuram Dist.					
105	MES College, Mampad	34	17,000	6,900	10,100
106	PSMO College, Thirurangadi	33	16,500	11,000	5,500
107	MES College, Ponnani	30	15,000	6,000	9,000
108	Mar Thoma College, Chungathara	8	4,000	—	
109	MES College, Valancherry	15	7,500	—	
110	NSS College, Manjeri	36	18,000	14,500	3,500
111	Ayurveda College, Kottakkal	19	9,500		
Kozhikode & Wynad Dist.					
112	Malabar Christian, Kozhikode	50	25,000	16,500	8,500
113	Feroke College, Feroke	45	22,500	14,600	7,900
114	St. Joseph's College, Devagiri	35	17,500	4,000	13,500
115	St. Mary's College, Sulthan Bethery	55	27,500	14,500	13,000
116	Providence College, Kozhikode	13	6,500	—	
117	SNG College, Chelannur	21	10,500	5,100	5,400
118	Guruvayoorappan C, Kozhikkode	41	20,500	11,900	8,600
119	Pazhassiraja College, Pulpally	10	5,000	—	
120	MAMO College, Mukkam	10	5,000	—	
Kannur & Kazarkode Dist.					
121	Nehru Arts & Science, Kanhangad	29	14,500	14,000	500
122	Sir Syed College, Thaliparamb	41	20,500	19,000	1,500
123	SN College, Kannur	44	22,000	28,000	—
124	Payyannur College, Payyannur	23	11,500	7,450	4,050
125	Nirmalagiri College, Koothuparamba	19	9,500	4,900	4,600
126	PR NSS College, Mattannur	16	8,000	1,700	6,300
127	SES College, Sreekantapuram	13	6,500	4,050	2,450



സംസ്ഥാന പ്രസിഡന്റ് പ്രൊഫ. എസ്. വിശ്വനാഥൻ പതാക ഉയർത്തുന്നു

എ.കെ.പി.സി.ടി.എ. പ്രവർത്തകക്യാമ്പ്

ചരൽകുന്ന്, 1997 ആഗസ്റ്റ് 30,31



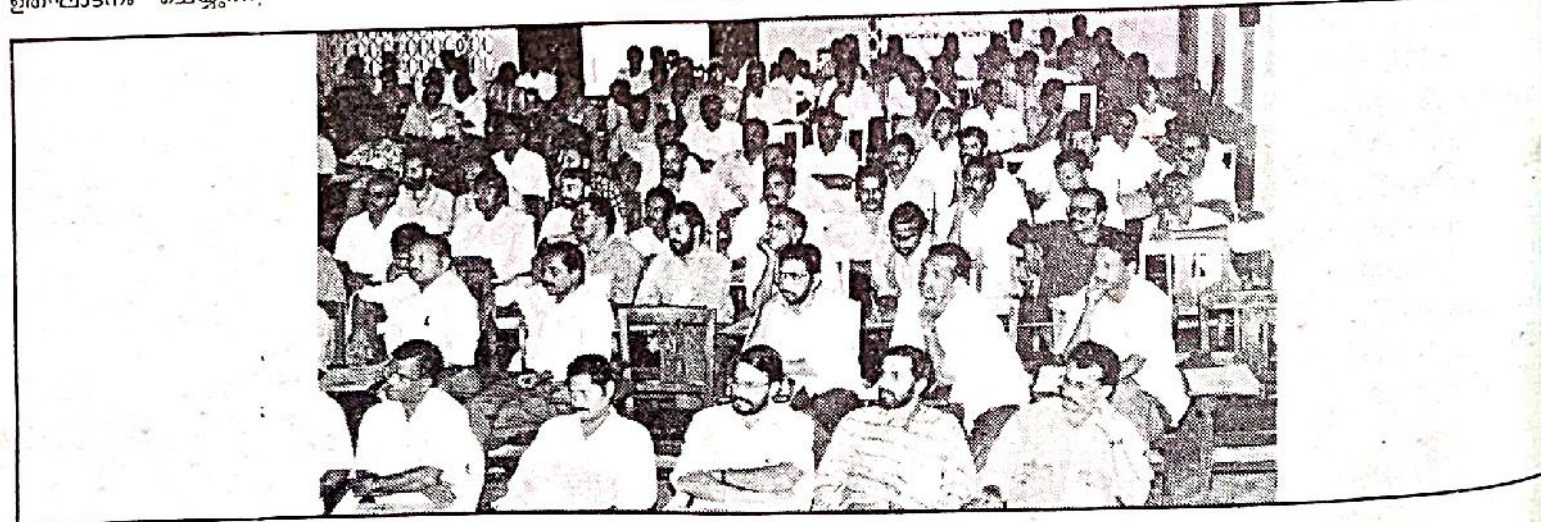
കൊച്ചി സർവകലാശാലാ വൈസ് ചാൻസിലർ ഡോ: ബാബുജോസഫ് ക്യാമ്പ് ഉദ്ഘാടനം ചെയ്യുന്നു.



സി.എ.ടി.യു. സംസ്ഥാന വൈകാരിക സ: എൻ. പത്മലോചനൻ ക്രേഡ് യൂണി യൻ ക്യാമ്പ് എടുക്കുന്നു.



സ.സി.പി. നാരായണൻ വിദ്യാഭ്യാസ സമ്മേളനത്തിൽ സംസാരിക്കുന്നു



പ്രതിനിധികൾ