

AIFUCTO WELCOMES DELAYED PAY PANEL

PRESS - RELEASE

DATED : 8 th SEPTEMBER

The 8-Member Secretariat of AIFUCTO, including President Prof. Thomas Joseph, General Secretary Dr. V. K. Tewari, Treasurer Dr. Nikhil Desai and 5 National Secretaries - Profs. V. P. Singh, Asok Barman, Sudhakar Mankar, A J Williams, Sadiqul Islam, has welcomed the declaration of the UGC Pay-Review Committee headed by Prof. G. K. Chadha, Member Economic Advisory Council of the Prime Minister. The panel has included three more members besides one representative each of MHRD and UGC.

While felicitating the MHRD and the UGC on the formation of the pay panel, Dr V. K. Tewari, General Secretary, AIFUCTO said that the teachers had to organize massive protest rallies on the Teachers' Day, 5 September, to demand the formation of the pay panel. The AIFUCTO also regretted that the concerned authorities had taken too long to form the panel though the apex body of teachers had demanded the formation of the panel on the formation of 6th Central Pay Commission on 5 October last year. The national apex body representing nearly 4.5 lac teachers would press for restoration of complete parity between the Central Services A category and the teachers as also uniform age of retirement as well as the attractive package to attract and retain talent in the teaching profession.

INTERIM RELIEF

The AIFUCTO demanded Interim Relief to the tune of 10% of basic pay. The Secretariat of AIFUCTO rued the

fact that the MHRD and the UGC had not conceded the demand of the apex body of teachers to include at least one representative on the pay panel. The AIFUCTO demanded a clarification from the MHRD and the UGC whether Prof. G. K. Chadha Committee would look into the pay revision and related service conditions of all the teachers in all the streams in universities and colleges imparting UG and PG and research education in the faculties like Engineering, Medicine, Laws, Sciences, Management and the allied, etc.

The AIFUCTO welcomed the proposal to include all the categories of academic staff in the pay review terms of reference and that hopefully would include Accompanists, Tabla Players, Coaches, Cartographers and others.

ILLITERACY

Dr. Tewari regretted that the Central and the State governments had failed to eradicate illiteracy in India despite 60 years of independence and that the governments were deceiving the people on the implementation of fundamental right to education, the Act of which was framed in 2002 but still not implemented.

On 8 September, the International literacy Day, the AIFUCTO demanded full implementation of fundamental right to quality education for all children through the common school system.

**Nagpur University Teachers' Association
MEETING NOTICE : 1**

Dated : 02.10.2007

From :

Prof. Dr. E. H. KATHALE

Secretary, NUTA, N-162, Reshim Bag, Nagpur-444 009

To,

All the members of the Nagpur University Teachers' Association

Dear members,

I have the honour to inform you that General Body meeting of the Nagpur University Teachers' Association will be held at 12.00 noon, on the Day and the Date mentioned below.

2. If you propose to move any resolution for the consideration of the General Body, you are requested to send such resolution to me, with a copy to Prof. B.T.Deshmukh, President NUTA, No. 3, Subodh Colony, Near, Vidarbha Mahavidyalaya, Amravati 444604 within a period of 10 days from the date of the posting of this Bulletin.

3. It will not be possible to include in the agenda, resolutions received after the due date. So please make it convenient to send such resolutions, if any, within the stipulated time. The place of the meeting will be intimated to you alongwith the agenda.

Thanking you.

Yours faithfully
Sd/- **Dr.E. H. Kathale**
Secretary, NUTA.

Time, Day and Date of the Meeting:**12.00 Noon on Sunday, the 2nd December, 2007**

ALL INDIA FEDERATION OF UNIVERSITY & COLLEGE TEACHERS' ORGANISATIONS

(Regd. under Act. XXI of 1860)

493, Urban Estate (Phase I), Jalandhar – 144022

Ph. : 0181-4610493,, 98154-89493(M) PH. 0181-2481493 : E-mail: tewari_vk@rediffmail.com,

MEMORANDUM

Dr. Manmohan Singh,
Hon'ble Prime Minister, New Delhi.

Sh. Arjun Singh,
Hon'ble Union Minister for MHRD, Shastri Bhawan, New Delhi.

Subject :- Memorandum on problems of Teachers in/and Higher Education.

Through : The Vice Chancellor,

Esteemed Sir,

Today, September 5, 2007 the Teachers working in Higher Educational Institutions throughout the country expressed strong resentment by observing Teachers Day as Demands Day and lodged their protest through cease work and public protest demonstrations on the University Campuses and submitted the Memorandum through Hon'ble Vice Chancellor for your kind consideration.

We, the Teachers voice strong concern at the absence of the required thrust for strengthening public-Funded Education System capable of removing total illiteracy, decreasing dropout rate, ensuring full retention of students at the primary and

**IN THE HIGH COURT OF JUDICATURE AT
BOMBAY CIVIL APPELLATE JURISDICTION
WRIT PETITION NO. 5338 OF 2007**

Dr. Ranjana Yamaji Abhang Petitioner

Versus

1. Maharashtra Education Society, Pune and 4 Ors....
Respondents

Mr. V.H.Kulkarni for the Petitioner., Mrs. Anjali Helekar for the respondents No. 1 and 2

Mr. V.A.Sonpal, AGP, for the respondents No. 5

Coram

S.B.Mhase & D.G.Karnik, JJ.

Dated : 26th July, 2007

P.C.

Heard.

2. In spite of time being granted on 23rd July, 2007, no affidavit in reply has been filed by the respondents. The petitioner is completing his 60 years of age on 31st July, 2007. The controversy is whether the age of retirement is 60 years or 62 years. The age of 62 years at the time of retirement has been provided by the University Grants Commission. As against that, the age of 60 years at the time of retirement has been provided by the Government of Maharashtra. That is how we find that there is a conflict in the Rules framed by the Central Body under the Central Act as against the Rules framed by the state Government.

3. Under the circumstances, if the petitioner is allowed to retire on completion of 60 years, he will be put to irreparable loss. In similar petitions, this court has granted Rule, but in those petitions, the petitioners have already retired. However, in the present petition, the petitioner has not retired and, therefore, we desire to protect the services of the petitioner.

4. **In the aforesaid circumstances, interim relief in terms of prayer clause (D) till the petitioner completes the age of 62 years. Prayer clause (D) reads thus :**

"(D) During the pendency of the petition, the Respondents be restrained from treating the petitioner as superannuated teacher after completion of 60 years of her age and further be pleased to direct the respondents that they shall permit uninterruptedly the petitioner to perform her duties and shall give her all consequential benefits as per U.G.C. Notification."

5. We make it clear that the state Government will release the salary of the petitioner for the said period i.e. till the petitioner attains the age of superannuation and /or till further orders of this court.

Sd/-

(D.G.Karnik, J.)

Sd/-

(S.B.Mhase, J.)

secondary levels, minimum 20% intake of youth in higher education and thus provide Quality Education for All young people.

The following problems are submitted for your attention and action thereof :

1) Constitute and declare UGC/AICTE pay Review Committee/s with proper Terms of Reference for Attraction and Retention of Talent, Uniform Pay-Scales and Service Conditions for the Teachers in all Streams, including the Uniform Age of Retirement at 65 for all Teachers including DPEs and Librarians, Accompanists, Tabla Players, Coaches, Demonstrators, Tutors & others declared as Teachers by University Calendars and Judgments of the State/Apex Courts. The 6th CPC was constituted on 5th October, 2006 and so the delay in our case is strongly resented.

2) Sanction interim Relief for all the Employees covered under CPC and UGC pay Scales.

3) Allocate 6% of GDP for Education from 2007-08 (Thus Accomplish Mandate of NPE-1968 to raise GDP Allocation to 6% by 1985-86, Reiteration in NPE-1986 (Revised 1992) and UPA's NCMP). Raise the allocation steadily to 10% of GDP.

4) Central Legislation to implement Fundamental Right to Education upto age of 14 through due Improvements in "Model Right to Education Bill 2006", through Common School System.

5) Constitute National Commission for Education (on the pattern of Dr. Kothari Commission), Evolve National Policy of Education, as it is long overdue. Review the functioning of National Knowledge Commission & preferably wind it up.

6) Strengthen public-Funded Education System from Primary to the University level.

7) Stop entry of Foreign Universities under GATS, stop Privatization and Commercialization of Education & Bring all Un-aided Institutions under Aid system and Government/UGC/AICTE Regulations.

8) Provide Quality Infrastructure, Teaching personnel & Education for All as well as Stop Downsizing and Fill All Vacancies of Staff in all Colleges & Universities.

9) Democratize Education Governance at College & University levels.

10) Promote Inclusive Education through more Socially Affirmative Actions.

11) Keep whole of Education Sector : Primary to University, within the reach of people.

12) Restore Existing pension Scheme and stop the pension Bill.

We request your honour to restore the faith of the people in the electoral verdict of which NCMP is the clear stamp. The policies which hit the AAM ADAMI make him/her to retaliate through the electoral verdict again. This democratic resilience may kindly be understood fully. So, our strong Protest for Restoration of people's issues to the Centre from the Margins.

The AIFUCTO has strong reservations on many recommendations made by the NKC and has accordingly drafted and published "AIFUCTO Policy on Higher Education" copies of which have been submitted to your honour but without any response. We call for democratic discussion on our Policy Profiles and so a meeting at the earliest.

We, Nagpur University Teacher's Association (NUTA) Maharashtra, the affiliate of AIFUCTO urge upon your honour and keenly look forward to follow-up action and due response to our appeal.

With regards and greetings,

Dated : 05.09.2007

Yours Sincerely,

President Secretary Joint Secretary
Nagpur University Teacher's Association (NUTA)
Maharashtra.

Note :- Memorandum at Amravati was submitted by President, Prof. B.T.Deshmukh and Joint Secretary Dr. P.B.Raghuwanshi and at Nagpur by Secretary, Dr. E.H.Kathale

UNIVERSITY GRANTS COMMISSION

BAHADUR SHAH ZAFAR MARG NEW DELHI – 110 002.

No. F. 3-9/2007 (PS)

September 6, 2007

OFFICE MEMORANDUM

The University Grants Commission hereby appoints a Committee to Review the Scales of Pay of the Teachers in the Universities and Colleges. The Commission in consultation with the Ministry of Human Resource Development has finalized the terms of reference of the Committee, which are as follows:

(a) **To review the implementation of the previous decision of the Government/UGC under the Scheme of Revision of Pay Scales** approved for University and College Teachers, Librarians, Physical Education Personnel and other academic staff in Universities and Colleges, and in the process, to evaluate the extent to which the earlier recommendations in relation to qualifications, service conditions and pay-scales etc. have been implemented.

(b) **To examine the present structure of emoluments and conditions of service of University and College Teachers, Librarians, Physical Education Personnel** and other academic staff in Universities and Colleges and to suggest revision in the structure, taking into account the minimum qualifications, career advancement opportunities, and total packet of benefits available to them (such as superannuation benefits, medical, housing facilities, etc.).

(c) **To make recommendations on the ways and means of attracting and retaining talented persons in the teaching profession**, as well as for the furtherance of research in the University System and also for their career advancement in teaching and equivalent positions in order to improve the quality of higher education.

(d) **To look into the cases of anomalies**, if any, in the matter of pay structure and/or career advancement opportunities for any categories of academic staff, consequent on revision of pay scales based on the recommendations of the preceding Pay Review Committee and to suggest remedial measures.

The pay structure and service conditions of the

non-academic staff who may be governed by the Central Pay Commission's recommendations, including those of the officers and staff working in the University Grants Commission shall be outside the purview of the Pay Review Committee.

The Committee may initiate necessary studies and analysis in regard to the terms of reference, keeping in mind the demands and requirements of university and higher education institutions.

The composition of the Pay Review Committee shall be as under:

(i) Prof. G.K. Chadha, Chairman Member, Economic Advisory Council to the Prime Minister, Vigyan Bhawan Annexe, Maulana Azad Road, New Delhi.

(ii) Prof. Atul Sharma, Member, (Former VC, Rajiv Gandhi University) (Former Advisor, Finance Commission) 52, Kala Vihar, Mayur Vihar Phase-I Extn., New Delhi.

(iii) Prof. G. Padmanaban, Member, Former Director, Indian Institute of Science, Bangalore.

(iv) Shri Sudeep Banerjee, Member, Chancellor, National University for Educational Planning & Administration, 17-B, Sri Aurobindo Marg, NCERT Campus, New Delhi – 110 016.

(v) Prof. Manimala Das, Member, Principal, Bathune College, 181, Bidhan Sarani, Kolkata.

(vi) Representative of Department of Higher Education, Member, Ministry of Human Resource Development, (not below the rank of Joint Secretary)

(vii) Secretary, Member Secretary, University Grants Commission, New Delhi - 110 002.

The Commission will make necessary payment towards TA/DA and other expenses to the Members.

The Committee should submit its report to the UGC within one year of its constitution.

(Pankaj Mittal)
Joint Secretary

LANDMARK JUDGEMENT HOLDING DEPARTMENTAL ENQUIRY CANNOT BE DISPENSED WITH

Constitution of India, Art. 311 (2) (b).- Dispensing with the enquiry being not reasonably practical: Held that there must be sufficient material on the basis of which a conclusion could be drawn that holding of departmental enquiry was not reasonably practical. Decision to dispense with the enquiry does not rest on the ipse dixit of the concerned authority.

A constable of B.S.F. remained absent unauthorisedly from 1.1.98 to 1.8.98 despite various reminders sent at his residence. The B.S.F. authorities terminated his services w.e.f. 1.8.1998 after a show cause notice about his absence was issued to him. The petitioner did not reply to the show cause notice. The letter of termination read as under:

“You have been absent without leave from 1.1.98. After considering the reports relating to your absence. I am satisfied that your trial by a security force is inexpedient / impracticable but I am of the opinion that your further retention in service is undersirable. I, therefore, tentatively proposed to dismiss you from the service...”

The petitioner challenged the termination-on the ground that the employer has not made out a case on as to why holding of enquiry was not practical or expedient. There was no material to substantiate the conclusion that the enquiry was not reasonably practical.

The B.S.F. authorities had nothing much to defend. They relied upon Rule 22 (1) (b) of the B.S.F. Rules which is pari materia with Article 311 (2) (b). which read that the competent authority may dispense with the inquiry if there were reasons to be recorded in writing as to why it was inexpedient or reasonably impractical to hold an enquiry and

give the person concerned opportunity to show cause.

The High Court did not approve the action of the B.S.F. and order reinstatement of the petitioner by observing:

“*In Jaswant Singh v. State of Punjab. AIR 1991 SC 385, (1991 Lab IC 258) the Supreme Court observed that there should be sufficient material in existence before power is invoked under Article 311 (2) that it is not practicable to hold a departmental enquiry. The decision to dispense with an enquiry is not to be rested solely on the ipse dixit of the concerned authority. This decision and several other decisions were taken note of by a Division Bench of this Court in the case of State of J&K v. Kehar Singh, 2000 Kash LJ 311. It was observed that the material on the basis of this conclusion is to be arrived that has to be independent of the charges. The question of practicability would depend upon the existence of fact situation and surrounding circumstances. There must exist a situation which reveals holding of enquiry not reasonably practicable.*”

The High Court further held that in the present case. it was not revealed as to how holding of the departmental enquiry was not practicable and how it was not expedient or reasonably practicable to afford the petitioner an opportunity to show cause. The High Court also held that the petitioner would be entitled to salary from the date he reports for duty. Liberty was also given to the authorities to pass fresh order in accordance with the law.

J&K High Court; Sunil Kumar Singh v. Union of India, 2002 Lab IC 1957.

विश्वविद्यालय अनुदान आयोग
UNIVERSITY GRANTS COMMISSION
बहादुरशाह जफर मार्ग, नई दिल्ली-२ Bahadurshah Zafar Marg, New Delhi-2
Dated August, 24, 1994 Office Memorandum D.O.No. F.3-1/94(p.s)

The University Grants Commission hereby appoint a committee to review the scales of pay of the teachers in the Universities and Colleges. The Commission, in consultation, with the Ministry of Human Resource Development, has finalised the terms of reference of the Committee, which are as follows :-

(i) To review the **implementation of the previous decisions** of the Government/UGC under the scheme of Revision of pay scales approved for university and College Teachers, Librarians Director of Physical Education and Registrars of Universities and in the process, to evaluate the extent to which the earlier recommendations in relation to qualifications, service conditions, pay scales etc. have been implemented.

(ii) To **examine the present structure** of emoluments and conditions of service of university and College Teachers, Librarians, Directors of Physical Education and Registrars of Universities taking into account the total packet of benefits available to them (such as superannuation benefits, medical, housing facilities etc.)

(iii) To **make recommendations** on the above having regard to the need for improving the quality of education the necessity of attracting and retaining talented persons in the teaching profession and advancement opportunities to the above categories of persons.

The Committee may initiate necessary studies and analysis in regard to the terms of reference but should make its **final recommendations in the light of 5th Pay Commission recommendation** and its advice should be harmoniously constructed in relation to the recommendation of the Pay Commission.

The Committee would consist of the following members : **1.** Prof. R.P.Rastogi, Former Vice-Chancellor, Banaras Hindu University, Varanasi. **Chairman 2.** Prof. V.C.Kulandaiswamy Former Vice-Chancellor, IGNOU, **Member 3.** Prof. D.P.Barooah Former Vice-Chancellor, Guwhati University. **Member 4.** Prof. (Mrs.) Kanta Ahuja, Vice-Chancellor, Ajmer University. **Member 5.** Representative of Deptt. of Education, Ministry of Human Resource Development, New Delhi (Not Below the Rank of Joint Secretary) **Member 6.** Representative of Ministry of Finance, New Delhi. (not below the rank of Joint Secretary) **Member 7.** Sh. Inderjit Khanna, Secretary UGC, **Member Secretary.**

The Commission will make necessary payment towards TA/DA and all other expenses. The terms of the Committee will be for one year w.e.f. 1st September, 1994 and which may be extended with the approval of the Commission.

(A.K.Dogra)
Deputy Secretary

CONTEMPT PETITION NO. 1548/2005
IN THE HIGH COURT OF JUDICATURE AT JABALPUR (M.P.)

PETITIONERS : The Madhya Pradesh Collegiate Physical Education Teachers Association. through its President Shri Bulbir Singh Kushwaha. (Regd. No. 3782), E-109/9, Shivaji Nagar, Bhopal (M.P.) and others.

Versus

RESPONDENTS : (1) Smt. Mala Shiravastava, Principal Secretary, Higher Education Department. Govt. of Madhya Pradesh, Vallabh Bhawan, Bhopal, M.P., (2) Shri S.D. Agarwal, Director / Commissioner, Higher Education, Govt. of Madhya Pradesh, Satpuda Bhawan, Bhopal, M.P., (3) Shri Ved Prakash, Secretary, The University Grant Commission, Bahadur Shah Zafar Marg, New Delhi - 110002.4) Shri B.S. Baswan, Secretary, Ministry of Human Resource Development (Deptt. of Education), New Shahshtri Bhawan, New Delhi.

This is the second contempt petition filed by the petitioners. In the first contempt petition forming the subject-matter of Contempt Petition No. 910/2004 this Court had passed the following order:

“Thus Court on 20-2-2004 in W.P. No. 25588/2003 and other connected matters passed the following order. :-

The solitary grievance of the petitioners is that they are Sports Officers and hence they are to be equated with teachers. Mr. Praveen Dubey, learned counsel for the petitioners has referred me Shirvastava vs. State of M.P. in O.A. No. 233/2000 wherein it has been held that the Sports Officers are to be equated with teachers. Similar view has been taken in W.P.No. 1041/ 2003.

In view of the aforesaid. I am inclined to direct that the petitioners shall be equated to that of the teachers and be extended the benefits payable to the teachers.”

It is submitted by Mr. Hitendra Singh, learned counsel for the petitioners that the order of this Court has not yet been complied with.

In view of the aforesaid I am inclined to extend the time till end of November, 2004 for compliance of the order.

Accordingly the proceeding for contempt stands dropped.

It is submitted by Mr. Praveen Dubey, learned counsel for the petitioners that despite the aforesaid, order nothing has happened.

Mr. Ashok Agrawal, learned Govt. Advocate for the State submitted that he will see to it that the order passed by this Court is properly complied with.

In view of the aforesaid submission, I am inclined to extend the time till end of August, 2005. Let a free copy of this order be handed over by the Registry of this Court to Mr. Ashok Agrawal, learned Govt. Advocate for the State.

With the aforesaid directions proceeding for contempt stands dropped.

DIPAK MISRA
Judge

INCLUSIVENESS IN HIGHER EDUCATION

Prof. Sukhdeo Thorat, *Chairman, University Grants Commission*

In the current approach to planning, “inclusive economic growth” is intended to, occupy centre-stage, with “inclusive” education as its major component. **Inclusiveness in higher education would mean, above all, increased access to education for groups that currently have only limited access.** The identification of such groups with their specific constraints is critical for developing a policy of inclusive education. In the present context, exclusion from access to higher education occurs in multiple ways and is reflected in the disparities observed not only between the poor and the non-poor, but also across social groups classified according to caste, religion, ethnicity and gender.

The National Sample Survey data for 2000 provide useful information on these multiple disparities. The overall gross enrolment ratio in higher education is about 10 per cent. However, it is 6 to 7 per cent for Scheduled Tribes, Scheduled Castes, and other Back-ward Classes compared with 17 per cent for the others. Enrolment is low for Muslims (5.23 percent), compared with Hindus (10.44 percent), Sikhs (11.2 percent), and Christian and other religious groups (18.56 per-cent). It is also low for girls (8 percent) compared with boys (12 percent).

Among economic groups, enrolment is low for wage labour households and also for landless and marginal-landowning households. Enrolment for rural and urban wage labour households is at an abysmal level, varying between 1.41 and 3.3 percent. Enrolment is 2.4 percent for the poor compared with 13 percent for the non-poor; it gets reduced to a mere 1.3 for the rural poor. **As for the other economic groups, enrolment is negligible for poor landless and marginal farmers.**

Thus the SCs, STs, OBCs, Women and Muslims among the social groups, and wage labourers, landless and marginal farmers among the economic groups, suffer from lack of access to higher education. The poor from all these groups suffer the most. While this story refers to particular categories, there is also a significant interface between these categories. The SCs/STs/OBCs from all religious backgrounds, namely Hindu, Muslim, Christian and Sikh, suffered more from low access to higher education than their higher caste counterparts. For instance, the enrolment of Hindu SCs is 5 percent compared with 20 percent for the rest of the Hindus. Likewise the enrolment of SC Sikhs is 2.33 percent compared with 15 percent for non- SC Sikhs; and of SC Christians 7.37 percent compared with 27.52 percent for the rest of the Christians. Enrolment is also lower for both Hindu and Christian STs than for the rest of each community. Similarly, the enrolment with 20 per cent for non-SC/ ST Hindus; and that of OBC Muslims is 3.86 percent compared with 6 percent for other Muslims.

Again, while girls in general have lower enrolment, among them the lower caste and tribal girls have even lower enrolment than upper caste girls, within each religious group. The enrolment for SC, OBC and ST girls among Hindus is 3.93 percent, 4.70 percent and 5.57 percent respectively compared with percent for higher caste girls. Similarly, the enrolment of SC and ST Christian girls is 9.57 percent and 7.37 percent respectively compared with 27.52 percent for higher caste

Christian girls. In the same way, the enrolment of SC sikh girls is only 2.53 percent compared with 16.52 percent for higher caste Sikh girls.

The enrolment of Muslim girls is lower than for girls belonging to other religions; it is only 3.74 per-cent, compared with 8 percent for Hindu girls, 11.46 percent for Sikh girls, and 20 percent for Christian girls. Among the Muslim girls too, the enrolment of OBCs is the lowest, a mere 2.84 percent.

Enrolment is generally low for wage labour but it is particularly low in the case of rural wage labour belonging to SCs and STs. Against an enrolment of 3 percent for rural non-farm labour and 3.26 percent for urban wage labour, we have a figure of 1.52 percent for the same groups from the Scheduled Castes. In the case of poor households too, the enrolment is less for poor belonging to SC, ST and OBC categories. Among the poor SCs/STs, it declines further to just 1 percent for the rural poor, **and is almost negligible for poor rural wage labour households.**

It is apparent that the access of higher education is low for SCs, STs and OBCs from all religions. Muslims, girls, wage labour and landless, and marginal farm households are among the most deprived, **with the poor within all these categories suffering the most.** The lower access of certain social groups within particular categories to higher education compared with other groups belonging to the same broad categories suggest that there are group specific constraints related to the caste, ethnic, gender and religious back-ground of social groups.

An inclusive education policy, to be relevant, would require a focus on these specific constraints faced by certain groups, both social and economic. An inclusive education policy accordingly needs to have a two-fold character. It must consist of compensatory measures for particular social groups, and also for the poor. A compensatory policy would require measures that would compensate particular social groups like the SCs, the STs, the OBCs, women, and muslims for the denial of equal education rights in the past, the consequences of which are being carried forward in the present. On the other hand, the education policy needs to be propoor as well, that is, it needs schemes to reduce the constraints imposed by poverty in the economic sense on accessing higher education.

An inclusive propoor policy in the sense will involve measures for all poor irrespective of caste, ethnicity, religion or gender, with priority for wage labour, landless, and marginal farmer households. In short, a genuine inclusive policy will require a judicious combination of a compensatory affirmative action policy and a pro-poor policy. The compensatory policy is necessary for giving a fair share in educational institutions public as well as private - for particular social groups, with supplementary measures of economic assistance for the poor within each of these social groups. The propoor policy, on the other hand, must cover *all* the poor irrespective of caste, religious; and gender back-ground. **The introduction of both these sets of policy, which is necessary for inclusiveness in higher education, would demand a comprehensive change in the orientation of the present policy.**

EDUCATION IN THE INDIAN CONSTITUTION

The Directive Principle contained in Article 45 of the Constitution enjoins that “the State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory Education for all children until they complete the age of fourteen years.” The expression “the State” which occurs in this Article is defined in Article 12 to include the Government and Parliament of India, the government and the legislature of each of the states and all local or other authorities within the territory of India or under the control of the Government of India.

Article 29 (1) of the Constitution provides that “any section of the citizens, residing in the territory of India or any part thereof having a distinct language, Script or culture of its own shall have the right to conserve the same.” Article 29 (2) lays down that “no citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion race, caste, language or any of them.”

Article 30 (1) enjoins that “all minorities, whether based on religion or language shall have the right to establish and administer educational institutions of their choice, “while Article 30 (2) lays down that “the State shall not in granting aid to educational institutions discriminate against any educational institutions on the ground that it is under the management of a minority, whether based on religion or language.” Article 350-A lays down that “it shall be the endeavour of every state and every local authority within the state to provide adequate facilities for instruction in the mother - tongue at the primary stage of education to children belonging to linguistic minority groups.”

Special care of the economic and educational interests of the under privileged sections of the population is laid down as an obligation for the State under Article 46. As per this Article “the State shall promote with special care the educational and economic interests of the weaker sections of the people, and in particular, of the Scheduled Castes and the Scheduled Tribes and shall protect them from social injustice and all forms of exploitation.”

LANDMARK JUDGEMENT

PUNISHMENT OF DISMISSAL OF TEACHER FOR ASSAULTING THE PRINCIPAL

Industrial Disputes Act, 1947- Section 11 A-Karnataka Private Educational Institutions (Discipline and Control) Act, 1975 - Sections 8 and 10-Punishment of dismissal of a teacher for assaulting the principal with chappal was held not disproportionate to the gravity of the misconduct.

Facts of the case: A school teacher was dismissed from service for assaulting his principal with 'chappal'. The Educational Appellate Tribunal, taking a lenient view, reduced the punishment to stoppage of three increments only. The management of the school challenged the award of the Tribunal. The Karnataka High Court, while restoring the order of the Tribunal, limited the back wages to 60% only. The management approached the Supreme Court.

Held : The Supreme Court quashed and set aside the award of the Tribunal and the judgement of the High Court and upheld the punishment of dismissal, for the following reasons:

a. The Educational Appellate Tribunal's jurisdiction is akin to one under Section 11-A of the Industrial Disputes Act. While exercising such discretionary jurisdiction, no doubt it is open to the Tribunal to substitute one punishment by another; but it is also trite that the Tribunal exercises a limited jurisdiction in this behalf. The jurisdiction to interfere with the quantum of punishment could be exercised only when, inter alia, it is found to be grossly disproportionate.

b. Assaulting a superior at workplace amounts to an act of gross indiscipline. Even under grave provocation a teacher is not expected to abuse the head of the institution in a filthy language and assault him with a chappal. Punishment of dismissal from service, therefore, cannot be said to be wholly disproportionate so as to shock one's conscience.

c. A person, when dismissed from services, is put to great hardship but that would not mean that a grave misconduct should go unpunished. Although the doctrine

of proportionality may be applicable in such matters, but a punishment of dismissal from service for such misconduct cannot be said to be unheard of. Maintenance of discipline of an institution is equally important.

d. Indiscipline in an educational institution should not be tolerated. Only because the Principal of the Institution had not been proceeded against, the same by itself cannot be a ground for not exercising the discretionary jurisdiction by us. It may or may not be that the management was selectively vindictive but no management can ignore a serious lapse on the part of a teacher whose conduct should be an example to the pupils.

e. This Court has come a long way from its earlier viewpoints. The recent trend in the decisions of this Court seek to strike a balance between the earlier approach of the industrial relation wherein only the interest of the workmen was sought to be protected with the avowed object of fast industrial growth of the country. In several decisions of this Court it has been noticed that how discipline at the workplaces/industrial undertaking received a set back. In view of the change in economic policy of the country, it may now not be proper to allow the employees to break the discipline with impunity. Our country is governed by rule of law. All actions, therefore, must be taken in accordance with law. Law declared by this Court in terms of Article 141 of the Constitution of India, as noticed in the decisions noticed supra, categorically demonstrates that the Tribunal would not normally interfere with the quantum of punishment imposed by the employers unless as appropriate case is made out therefor. The Tribunal being inferior, this Court was bound to follow the decisions of this Court, which are applicable to the facts of the case in question. The Tribunal can neither ignore the ratio laid down by this Court nor refuse to follow the same.

(SC : *Hombe Gowda Education Trust and Another Vs. State of Karnataka and Others* 2006 1 LLJ 1004)

"Teachers' Movement" as an official mouth-piece of AIFUCTO, as per the decision of the executive committee of AIFUCTO in its meeting held in Delhi in April, 1980, was first published in 1980. Following is the Letter from the Editor published in the first issue of the "Teachers' Movement"

First issue of the "Teachers' Movement"

LETTER FROM THE EDITOR

Dear Readers,

The first issue of the Teachers' Movement is now in your hand. As you may be knowing it comes out as the official mouth-piece of AIFUCTO as per the decision of the executive committee of AIFUCTO in its meeting held in Delhi in April, 1980. At the same time it is being published not only for the members of AIFUCTO but also for militants of teachers' movement in other sectors. Friends from various parts of India who are engaged in activities of teachers' organisations at various levels i.e., primary, secondary and college and university, as also the non teaching educational workers have felt keenly the absence of a journal from which they can glean authentic news about movement which are being conducted by fraternal organizations in various parts of the country as also at the national level or about the changes in educational policy and planning by the powers that be. Naturally they also want to know about the major events in this field in other countries of the world. Our newspapers controlled as they are by the monopoly houses do not care to give such news. How many people know outside the state of Tamilnadu that the lady teachers of S.I.E.T. College, Tamilnadu had to conduct a determined movement including squatting and strike supported by the Association of University Teachers of Tamilnadu and other Fraternal organisations demanding the most elementary democratic rights. How many of us in India could know that in the month of December 1979 the teachers of France organised a historic strike all over the country demanding job security and restoration of cut in outlay on education and this movement culminated in a mass demonstration of fifty thousand teachers in Paris. We should keep in mind that population of France is about 55 million.

Through the 'Teachers' Movement' which to start with comes out as a quarterly (and with generous patronage from readership) whose periodicity we hope to shorten in future, we propose to fill up this gap. Besides we propose to publish articles by eminent educationists on important educational problems and documents on important academic significance.

Yours Sincerely
MRINMOY BHATTACHARYA
General Secretary

वरिष्ठ व निवडश्रेणीसाठी विना अनुदानित शाळातील सेवाकाळ ग्राह्य धरण्याबाबत

शिक्षक प्रतिनिधी (वि.प.स.) व शिक्षक महामंडळाचे प्रतिनिधी सोबत बैठकीचे आयोजन करणे

महाराष्ट्र विधानपरिषद :

: पहिले अधिवेशन २००७

शुक्रवार, दिनांक २३ मार्च, २००७

(१) * २४४४८ श्री. वसंतराव खोटे, श्री. व्ही. यू. डायगव्हाणे, प्रा. बी. टी. देशमुख, श्री. जी. एल. अनापूरे : सन्माननीय शालेय शिक्षण, क्रिडा व युवक कल्याण मंत्री पुढील गोष्टींचा खुलासा करतील काय :-

(१) शालेय शिक्षण मंत्र्यांनी महाराष्ट्र राज्य माध्यमिक शिक्षक महामंडळाचे प्रतिनिधी व विधान परिषद सदस्य (शिक्षक आमदार) यांचे सोबत बैठकीचे आयोजन करून राज्याचे शिक्षण क्षेत्रात निर्माण झालेला असंतोष, शिक्षक-विद्यार्थ्यांच्या मागण्याबाबत विचार विनिमय करावा असे एक निवेदन मा. मुख्यमंत्री यांना सरकार्यावाह विदर्भ माध्यमिक शिक्षक संघ यांनी दिनांक ४ नोव्हेंबर, २००६ व ६ जानेवारी, २००६ रोजी किंवा त्या दरम्यान पाठविले आहे, हे खरे आहे काय,

(२) असल्यास, याबाबत शासनाने काय कारवाई केलेली आहे,

(३) नसल्यास, होणाऱ्या विलंबाची कारणे काय आहेत ?

श्री.हसन मुश्रीफ, प्रा. वसंत पुरके यांच्याकरिता : (१) दिनांक ४ नोव्हेंबर, २००६ व ६ जानेवारी, २००७ ची निवेदने प्राप्त झाली आहेत.

(२) व (३) मा. मंत्री, शालेय शिक्षण, क्रिडा व युवक कल्याण यांच्याकडे सन्माननीय शिक्षक आमदार तसेच विदर्भ माध्यमिक शिक्षक संघटनांचे पदाधिकाऱ्यांसमवेत दिनांक २३ डिसेंबर, २००६ रोजी बैठक घेण्यात आली होती. निवेदनातील मागण्यांवर नियमानुसार कार्यवाही करण्यात येत आहे.

(२२)

वरिष्ठ व निवडश्रेणीसाठी विना अनुदानित शाळातील सेवाकाळ ग्राह्य धरण्याबाबत

महाराष्ट्र विधानपरिषद :

: पहिले अधिवेशन २००७

शुक्रवार, दिनांक १६ मार्च, २००७

(६३) * २५१९५ श्री. वसंतराव खोटे, श्री. व्ही. यू. डायगव्हाणे, प्रा. बी. टी. देशमुख, श्री. जी. एल. अनापूरे तारांकित प्रश्न क्रमांक २०३१७ ला दिनांक ७ डिसेंबर, २००६ रोजी दिलेल्या उत्तराच्या संदर्भात : सन्माननीय शालेय शिक्षण, क्रिडा व युवक कल्याण मंत्री पुढील गोष्टींचा खुलासा करतील काय :-

(१) विना अनुदानित शाळेत केलेली सेवा वरिष्ठ व निवडश्रेणीसाठी ग्राह्य धरण्याबाबतचा शासन निर्णय निर्गमित करून निर्णयाच्या अनुषंगाने आवश्यक ती आर्थिक तरतूद उपलब्ध करण्यात आली आहे काय,

(२) असल्यास, उक्त निर्णयप्रमाणे किती शिक्षकांना लाभ मिळाला आहे,

(३) नसल्यास, याबाबत होणाऱ्या विलंबाची कारणे काय आहेत ?

प्रा. वसंत पुरके : (१), (२) व (३) विना अनुदानित शाळेत केलेली सेवा वरिष्ठ व निवडश्रेणीसाठी ग्राह्य धरण्याबाबतच्या शासन निर्णयाच्या अनुषंगाने वरिष्ठ श्रेणीसाठी अंदाजे ९३७० शिक्षक व निवडश्रेणीसाठी सुमारे ११६० शिक्षकांना लाभ मिळणार आहे. या शिक्षकांना अदा करावयाच्या फरकाच्या रकमेची शिक्षकनिहाय प्रत्यक्ष गणना करून तद्नंतरच आर्थिक लाभ देण्यात येणार आहे. त्यादृष्टीने तपासणी करण्याचे काम पूर्ण होऊन शिक्षक प्रत्यक्षात लाभार्थी ठरतील तसतसे आर्थिक लाभ देण्यात येतील.

सदरचा लाभ सन २००६-२००७ या आर्थिक वर्षातील मंजूर तरतूदीमधून करण्यात येणार असून आवश्यकता भासल्यास अकरामाही अंदाजामधून आवश्यक ती तरतूद उपलब्ध करून देण्याचा प्रयत्न करण्यात येईल.

श्री.वसंतराव खोटे : सभापती महोदय, शिक्षण खात्याच्या अधिकाऱ्यांचे कौतुक करावेसे वाटते. याठिकाणी उत्तरामध्ये म्हटले आहे की, पदाधिकाऱ्यांसमवेत दिनांक २३ डिसेंबर, २००६ रोजी बैठक झाली. परंतु ही बैठक दिनांक २३ डिसेंबर, २००६ रोजी झालेली नसून २३ नोव्हेंबर, २००६ रोजी झाली होती. त्यामुळे मंत्रीमहोदयांनी आवश्यक ती दुरुस्ती करावी. सभापती महोदय, ही बैठक शिक्षणमंत्री म्हणून प्रा.वसंत पुरके यांनी कार्यभार स्वीकारल्यानंतर पहिल्यांदाच झाली. यापूर्वी अशी बैठक कधीच झाली नाही. तत्कालीन शिक्षणमंत्री श्री.सुधीर जोशी, कै.रामकृष्ण मोरे यांच्या कार्यकाळात पदाधिकाऱ्यांसमवेत वर्षातून किमान दोन बैठका झाल्या होत्या. शिक्षक महामंडळाच्या प्रतिनिधींचे प्रश्न सोडविले गेले त्याबद्दल कौतुक वाटते. परंतु मागील अडीच वर्षात ही एकच बैठक झाली. या बैठकीचे आम्हाला लेखी पत्र पाठविले नव्हते. शिक्षणाधिकाऱ्यांनी फोन करून आम्हाला बैठकीची माहिती दिली. कदाचित पत्र मागाहून पाठविण्यात आले असावे. ही बैठक २३ नोव्हेंबर, २००६ रोजी झाली, परंतु त्या बैठकीचे इतिवृत्त आम्हाला अद्याप मिळालेले नाही. अधिकारी या प्रश्नाकडे जाणीवपूर्वक दुर्लक्ष करतात हे मी आपल्या निदर्शनास आणू इच्छितो. जी बैठक झाली ती अल्पवेळात पार पडली. त्यामुळे अधिवेशन संपण्यापूर्वी पुन्हा शिक्षक प्रतिनिधी व शिक्षक महामंडळाचे प्रतिनिधी यांच्यासमवेत बैठक घेऊन आमच्या प्रलंबित प्रश्नांसंबंधी चर्चा करण्यात येईल का?

श्री.हसन मुश्रीफ : सभापती महोदय, ही बैठक शिक्षक महामंडळाच्या प्रतिनिधींच्या गैरसोयीमुळे तर कधी शासनाच्या गैरसोयीमुळे विलंबाने घेण्यात आली हे खरे आहे. माध्यमिक शिक्षक संघटनांचे महामंडळ करावे आणि दर सहा महिन्यांनी बैठक घेऊन त्यांचे प्रलंबित प्रश्न जे आहेत, बहुतांशी आर्थिक प्रश्न आहेत, त्याबाबत विचार करण्यासाठी हे अधिवेशन संपण्यापूर्वी बैठक घेण्याची सन्माननीय सदस्यांनी मागणी केली असली तरी अधिवेशन संपल्यानंतर लगेच पहिल्या आठवड्यात बैठक घेऊन ज्या मागण्या आहेत त्यांचा विचार करण्यात येईल.

प्रा. बी.टी.देशमुख : माननीय सभापती महोदय, या प्रश्नाच्या संदर्भात माननीय मंत्रीमहोदयांनी निर्णय करण्यात येईल असे सांगितलेले आहे. परंतु या संदर्भात शासनाने दिनांक २८.११.२००० रोजी आदेश निर्गमित केलेले आहे. त्या प्रश्नाच्या संदर्भात एकूण २२ वेळा या सभागृहात प्रश्न उपस्थित करण्यात आलेले आहे. या प्रश्नाच्या संदर्भात माननीय सभापती महोदयांच्या दालनात एक बैठकही झाली होती. त्यावेळेस सांगण्यात आले होते की, या प्रश्नाच्या संदर्भात हायकोर्टाने निर्णय दिलेला आहे. यासंदर्भात शासनाने जो शासन निर्णय काढलेला आहे तो माझ्या हातात आहे. आपले अधिकारी शाळा मॅनेजमेंटवर निरनिराळ्या माध्यमातून दबाव आणून लाभ उचलण्याचा प्रयत्न करीत असतात. या जी.आर. च्या परिच्छेद ११ मध्ये अशा एका तरतूदीचा समावेश करण्यात आलेला आहे की, "शाळा किंवा व्यवस्थापकाची काही त्रुटी असल्यास आणि अधिकाऱ्यांनी इन्स्पेक्शन केले व त्यावेळी ही

परिच्छेद ११

नोट :- २८ नोव्हेंबर २००६ चा शासन निर्णय, २००७ च्या नुटामुलेटीनच्या पृष्ठ ४० वर प्रसृत केलेला आहे.

त्यातील परिच्छेद ११ पुढील प्रमाणे :-

"११) आर्थिक तरतूद खेरीज करून अन्य कारणास्तव की ज्यास संबंधित माध्यमिक शाळा किंवा व्यवस्थापन जबाबदार आहे, अशा त्रुटी सक्षम प्राधिकाऱ्याने त्या शाळेच्या निरीक्षणाचेवेळी संबंधितांच्या निदर्शनास आणून दिल्यास आणि त्यामुळे त्यास अनुदानास अपात्र ठरविल्यास अशा संस्थेतील या शाळेतील शिक्षकांच्या अर्हताकारी सेवेच्या कालावधीची गणना करतांना, अशा त्रुटी दर्शविल्याच्या वा कळविल्याच्या दिनांकापासून ते अशा त्रुटी प्रत्यक्षात दूर केल्याच्या दिनांकापर्यंतचा कालावधी विचारात घेऊ नये. त्रुटी दूर करण्यात आल्याची सक्षम प्राधिकाऱ्याकडून खातरजमा करून तसे प्रमाणपत्र घेणे आवश्यक आहे."

बाव अधिका-यांनी लक्षात आणून दिल्यास शाळा आणि व्यवस्थापनाने दुरुस्ती करावयाची. ज्यास संबंधित माध्यमिक शाळा किंवा व्यवस्थापन जबाबदार आहे, अशा त्रुटी सक्षम प्राधिका-याने शाळेच्या निरीक्षणाच्या वेळी संबंधितांच्या निदर्शनास आणून दिल्यास, अशा त्रुटी दर्शविल्याच्या वा कळविल्याच्या दिनांकापासून ते अशा त्रुटी प्रत्यक्षात दूर केल्याचा दिनांकाचा कालावधी विचारात घेऊ नये. त्रुटी दूर करणा-या सक्षम अधिका-याकडून खातरजमा करून त्याचे प्रमाणपत्र घेणे आवश्यक आहे." अशा अर्थाची एक विक्षिप्त तरतूद या जी.आर. मध्ये करण्यात आलेली आहे. त्यामुळे ही विक्षिप्त तरतूद काढून टाकण्यात येईल काय?

श्री. हसन मुश्रीफ : सभापती महोदय, ही बाव तपासून घेतली जाईल.

प्रा. बी.टी.देशमुख : सभापती महोदय, या विषयाच्या संदर्भातील शासन निर्णय माझ्या जवळ आहे. या प्रश्नाच्या संदर्भात एकूण २२ वेळा या सभागृहात चर्चा झाल्यानंतर हा थोडासा उजेड पडलेला आहे. सभागृहात प्रश्न विचारावयाचा असेल तर सन्माननीय सदस्यांना एक महिन्याच्या अगोदर प्रश्न द्यावा लागतो आणि या ठिकाणी प्रश्न लागल्यानंतर मंत्रीमहोदय म्हणतात की, तपासणीचे काम सुरु करतो हा जो काही प्रकार चालू आहे तो बरोबर नाही.. या जी.आर.मधील अकराव्या परिच्छेदात असे म्हटले आहे की, "संबंधित माध्यमिक शाळा किंवा व्यवस्थापन यांच्या निदर्शनास सक्षम अधिका-यांनी त्रुटी लक्षात आणून दिल्यास किंवा अशा त्रुटी दर्शविल्याच्या किंवा कळविल्याच्या दिनांकापासून अशा त्रुटी दूर केल्याच्या दिनांकापर्यंतचा कालावधी विचारात घेऊ नये. सक्षम अधिका-याने खातरजमा करून प्रमाणपत्र आणल्यानंतर ते करावे." सभापती महोदय, या जी.आर.च्या माध्यमातून अधिकारी व्यवस्थापनावर दबाव आणण्याचे काम करित आहेत. ते आपण दुरुस्त कराल काय?

श्री. हसन मुश्रीफ : सभापती महोदय, खरे म्हणजे शासन निर्णयामध्ये काही त्रुटी असतील तर त्या दूर केल्या जातील. अधिकारी आणि संचालक यांच्यामध्ये काही अडचणी असतील तर त्या दूर केल्या जातील. यासंदर्भात निर्णय घेण्यात आलेला आहे. खरे म्हणजे बारीक बारीक टेक्नीकल अडचणी असतील तर त्याची या सभागृहात चर्चा होणे उपयोगाचे नाही असे मला वाटते.

सभापती : या प्रश्नाच्या संदर्भात जी.आर. काढण्यात आलेला आहे. यासंदर्भात जो आदेश काढलेला आहे तो क्लिष्ट आहे, असे सन्माननीय बी.टी.साहेबांना म्हणावयाचे आहे. शिक्षकांना न्याय मिळण्याच्या दृष्टीने आदेश सुटसुटीत असावा असे सन्माननीय सदस्यांचे म्हणणे आहे.

प्रा. बी.टी.देशमुख : सभापती महोदय, इन्स्पेक्शन अधिका-यांनी करावयाचे, दोष व्यवस्थापनाचे आणि त्रुटी दूर केल्याचे प्रमाणपत्र शिक्षकांनी आणावयाचे हा कोणता न्याय आहे?

श्री. हसन मुश्रीफ : सभापती महोदय, अॅथोरीटी संस्था आहे. ...

प्रा. बी.टी.देशमुख : सभापती महोदय, हे बरोबर नाही.

(थोड्या इतर बाबीवरील चर्चेनंतर)

प्रा.बी.टी.देशमुख : सभापती महोदय, माझा पॉइन्ट व नैसर्गिक न्यायाचा प्रश्न आहे. फार मोठा बुचकळ्यात टाकणारा माझा प्रश्न नाही. आपण या जी.आर. च्या माध्यमातून शिक्षकांना दोषी धरू नये. यामध्ये व्यवस्थापनाच्या काही त्रुटी आहेत. अधिका-याने इन्स्पेक्शन घेतले व त्यामध्ये त्याची सोय किंवा टॅक्सीचे विल वगैरे दिले नसल्यामुळे त्या अधिका-याने त्रुटी काढलेली आहे. ती त्रुटी दूर केल्यानंतर व तसे सर्टीफिकेट

आणले तरच सेवा ग्राह्य धरली जाईल, अशी यामध्ये तरतूद आहे. या जी.आर. मध्ये काय आहे, हेही आपल्याला माहीत नव्हते, ते मी आपल्याला सांगितले. मग, आपण आणखी काय तपासून पाहणार आहात ? ही कॉमनसेन्सची गोष्ट आहे. माझा पॉइन्ट प्रश्न आहे. ही व्यवस्थापनाची त्रुटी आहे. त्याबाबतीत शासन म्हणून आपण आपली न्यायाने व कायद्याने ताकद लावा. शिक्षकांचा गळा कशाला धरता? या जी.आर.मध्ये जी चुकीची तरतूद आहे, ती चूक आपण दुरुस्त कराल काय?

प्रा.वसंत पुरके : सभापती महोदय, यासंबंधी ज्या कोणत्या अधिका-याने बदमाशपणा केला असेल त्याला कोणीही सोडणार नाही. तसेच, या जी.आर.मध्ये सुस्पष्टता आणली जाईल.

प्रा.बी.टी.देशमुख : सभापती महोदय, या जी.आर.मध्ये कोणती तरतूद आहे, हेही माहीत नसेल तर या गोष्टीचा निषेध करून आम्ही सभात्याग केलेला बरा. ही अतिशय लाजिरवाणी गोष्ट आहे.

प्रा.वसंत पुरके : सभापती महोदय, आपण जेव्हा एखादा जी.आर. काढतो, तेव्हा तो अतिशय काळजीपूर्वक काढणे आवश्यक असते. परंतु याठिकाणी सन्माननीय सदस्यांनी बारीक सारीक गोष्टींचा किस काढणे योग्य नाही, असे मला वाटते.

सभापती : माननीय मंत्रीमहोदयांना मी निदेश देतो की, याठिकाणी सन्माननीय सदस्यांनी ज्या पध्दतीचे प्रश्न उपस्थित केले, ते तपासून घ्यावेत व त्यामध्ये काही उणिवा व चुका राहिल्या असतील तर त्याही भरून काढाव्यात.

प्रा.वसंत पुरके : सभापती महोदय, याठिकाणी आम्ही अतिशय जबाबदारीने काम करित असतो. याबाबतीतील बैठक झाल्यानंतर आम्ही वेतनेतर अनुदानही मंजूर केलेले आहे. याठिकाणी आम्ही सन्माननीय सदस्यांचा एक ज्येष्ठ सदस्य म्हणून आदर करतो. परंतु त्यांनी अशाप्रकारे आक्रमक होऊन बोलणे योग्य नाही, असे मला वाटते. कुठल्याही शिक्षक आमदारांवर अन्याय होणार नाही, याची आम्ही सतत काळजी घेतो.

प्रा.बी.टी.देशमुख : सभापती महोदय, त्यांनी किस हा शब्द वाईट अर्थाने वापरला. चांगल्या अर्थाने किस पाडण्याचीच ही जागा आहे हे त्यांना ठाउक नाही. इतक्याउपर माननीय मंत्रीमहोदय जर आपलाही अपमान करणार असतील तर....

सभापती : मी माननीय मंत्रीमहोदयांना निदेश दिले आहेत की, शासन निर्णयामध्ये काही उणिवा असतील तर त्या भरून काढाव्यात व ज्या चुका असतील त्याही दुरुस्त कराव्यात, अशा प्रकारची ऑर्डर मी त्यांना दिलेली आहे. मी त्यांना पॉइन्ट आऊट केले आहे.

प्रा.वसंत पुरके : सभापती महोदय, होय. जी.आर.मध्ये सुस्पष्टता आणली जाईल. परंतु सन्माननीय सदस्य म्हणतील त्याप्रमाणे सरसकट जी.आर. काढला जाणार नाही. जी.आर. कोणावरही अन्याय करणारा असणार नाही, हे मी याठिकाणी मुद्दाम सांगू इच्छितो.

(दोन्ही बाजूचे सन्माननीय शिक्षक आमदार जागेवर उभे राहून एकदम बोलण्याचा प्रयत्न करतात.)

सभापती : आता आपण पुढील प्रश्न चर्चेसाठी घेऊ.

प्रा.बी.टी.देशमुख : आम्ही यांचा निषेध करून सभात्याग करतो.

(दोन्ही बाजूचे सन्माननीय शिक्षक आमदार निषेध करून सभात्याग करतात.)

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