

THE TWENTY SEVENTH YEAR OF JAWAHARLAL NEHRU COLLEGE

By Principal J. C. NATH

1991 will be remembered as a most disastrous year for our college. The institution built up bit by bit during the last twenty seven years was devastated and reduced to shambles in half an hour. A devastating cyclonic storm with heavy down-pour of rain hail-stone, unprecedented in living memory, lashed an area of about ten square kilometres of Boko in South Kamrup on the night of 3rd May at 7-30 P. M. The fury of the cyclonic storm lasted for just half an hour, turning the entire area into a sheet of ankle-deep hail-snow and knee-deep water, snapping electricity connections, levelling scores of dwelling houses and institutional buildings to the ground, and uprooting thousands of fruit and forest trees. Many people were rendered homeless and had to be removed to

nearby educational institutions and public buildings for safety and had to be provided with relief

The college became the worst victim of the cyclonic storm. Three of its buildings were completely destroyed and the other two were partially damaged. The entire Library building measuring 1176 sft and the major portion of the Administrative Building measuring 1200 sft were levelled to the ground. The roofs of the Science Building along with the ceilings were blown off. The new college building measuring 7448 sft and the newly constructed Girls' Hostel measuring 1632 sft were partially damaged. Library books, Office records, laboratory materials, scientific instruments, almirahs, furniture and equipments worth several lakh rupees were damaged. The impact of the cyclone

was so great that the roofs of the buildings were blown off to nearby paddy fields, villages and forests.

Hundreds of campus trees (including the sal trees grown in the 100 bighas of the spacious campus) and electric and telegraph posts were uprooted, blocking the N. H. No. 37 in front of the college and creating traffic jam for scores of loaded trucks carrying timber and coal from Meghalaya for several hours. Three of the 4th grade employees who were residing in the campus miraculously escaped death from a huge falling eucalyptus tree. The total loss of the college assessed by Govt. P. W. D. stood at Rs. 13,00,000/- (Rupees thirteen lakh) approximately.

The Principal was informed of the havoc half an hour after the storm. He along with two teachers of the college Sri S. Nath and M. Khan immediately rushed to the local Police station and contacted the O.C. and S. D. C. Sri A. K. Nath. All these Offices and the two teachers along with the principal proceeded to the college in a bus at 9.00 p. m.

and saw the heart-rending scene.

Nothing could be done in the pitch-dark and drizzling night. In the midst of the calamities, the principal's worry was the holding of next morning's on going T. D. C. part—I Examination of Guwahati University. He had to pass a sleepless night. Next day, early in the morning the teachers and other employees of the college who were available in station were informed of the calamity and requested to be present in the college at 7:00 A. M. Nature's fury and the havoc done dumb founded every body. But there was no time to stand and stare. The first task was to clear the debris from at least one hall, and arrange for holding the morning's examination without interruption. The teachers couldnot wait for others, they took sweeping brushes and whatever needed and within stipulated time the examination started.

The news of the damage to the buildings and properties of the college soon spread like wild fire and streams of people men-women

and children—from the neighbouring areas started pouring in and continued to come in large number for several days. On 5-5-91 the college Governing Body met in an emergency session and took stock of the unprecedented situation and decided to take up measures on a war footing. The teachers and other employees of the college rose like one man to meet the extraordinary situation. The first Dignitary to visit the college on 6th of May was the Vice-chancellor of Guwahati University, Dr. N. K. Choudhury. Immediately on receipt of the news from the principal, the hon'ble Vice Chancellor, along with Dr. B. C. Lahkar, Principal, Guwahati Commerce College and Member of the E. C. of G. U. rushed to the college. Dr. Choudhury expressed great satisfaction for holding the on going T. D. C. Examinations without disruption despite the calamity that over took the college and assured all help to tide over the difficulties faced by it. Guwahati Door Darshan, All India Radio, Guwahati and all the Major Dailies

of the State published from Guwahati gave wide coverage flashing the news of the cyclonic disaster that befell the college.

On 9th May a deputation led by the Principal and consisting of Sri J. Sarma, Member, of the G. B. and Sri S. C. Talukdar, Sri M. C. Kakati, and Sri U. C. Kar—all teachers of the college, meet the Deputy Commissioner, Kamrup, Sri M. N. Baruah, Chief Secretary Sri H. N. Das, the D. P. I., Dr. R. C. Das and the Governor Sri Loknath Misra. The members of the deputation were overwhelmed when they were received with sympathy and kindness by His Excellency, the Governor of Assam, the Chief Secretary and the D. C. and assured all help that they could give to the college.

But the members of the Delegation were shocked at the unsympathetic attitude of the D. P. I., Dr. R. C. Das and his rude behaviour towards them. The hon'ble D. P. I. at first refused to meet the Deputationists saying he was not prepared to meet them without

previous appointment. When however he met them, he flatly told them that he did not have time to visit the college nor could he allow any officer under him to visit it and expressed inability to help the college in any way. His behaviour and bureaucratic attitude not only disgusted the Members of the Delegation but also added insult to injury. The whole thing was reported to the Governor at Raj Bhavan who was very unhappy and promised to pull up the D.P.I. for his unseemly behaviour.

The Revenue Commissioner Sri Gongopadhaya along with the A. D. C. Sri Kalita and other officers visited the college on 10th May for an on-the-spot-study of the situation. Other top Govt. and Non-Govt. officials who visited the college included Sri M. N. Baruah, D. C., Kamrup, Sri R. N. Baruah, Executive Engineer, Gauhati West Division and his staff, Dr. Arun Bhuyan, Inspector of colleges, Assam, the Statistical and Information Officer

of G. U. Sri Das, and the Deputy Treasurer. G. U. Sri B. Patowary. Other prominent persons who visited the college and gave consolation were Prof Ashraf Ali, Former D. P. I., Assam, Sri Nibarban Bora, veteran leader, Sri Hiranya Kumar Bhattacharyya, former I. P. S., Dr Pabitra Kumar Choudhuri, former member Assam Public Service Commission, Srimati Narbada Choudhuri, Ex-President of the G. B. of our college. Their visit to the college at the time of calamity was a source of solace to the authority, staff and students.

The hon'ble Governor of Assam, Sri Lok nath Misra sanctioned Rs—20,000/- from the Prime Minister's Relief Fund and exerted this good offices in convincing the Govt. of Assam for release of another Rs—1,00,000/- (Rupees one lakh) by the Education Department. The Deputy Commissioner, Kamrup sanctioned Rs—5000/ and the Director, I. T. D. P., Guwahati sanctioned Rs.—20,000/- to the college for taking up the repair work.

With the grants received from the sources indicated above, the college authorities took up the repair and reconstruction work of the building of the college. By November 1991, the reconstruction of the Administrative Building and the Science Building, and the repair of the New College Building and the Girls' Hostel were complete. In addition an Assam type building measuring 16' x 40' sft. meant for Boys' Common Room cum Union Office was constructed at a cost of Rs. 80,000/- approximately. The porch of the Science Building measuring 20' x 20' sft. was renovated and converted into Biology Laboratory. The Girls' Hostel has been temporarily used as the Library as the Library Building was completely damaged.

Meanwhile plans and estimates for a Library Building and extension of the new college building for class room accommodation have been drawn up and submitted to the U. G. C. for financial assistance during the Eighth Plan period. Until receipt of financial assistance from either the U. G. C. or the State Govt.

construction of these buildings cannot be taken up for lack of financial resources of the college.

Two more sad incidents cast a pall of gloom on the college community. On the morning of August 28, Sri Jagat Chandra Nath, a student of the 1st year H. S. Arts class, while coming to college by scooter was runover by a speeding bus just in front of the college gate and instantaneously killed. The students immediately reacted sharply and stopped all vehicular traffic for a couple of hours. The reckless driving and constant blowing of horns have been irritating the students for quite some time and they have been moving the concerned authorities to control speed of motor vehicles and prevent blowing of horns in the college area on the N. H. No. 37. After the tragic death of the unfortunate student, the P.W.D. authorities have however put up signpost in the area cautioning slow speed and prohibiting blowing of horns during college hours.

The other unfortunate incident relates to the army action called

'Operation Rhino' Sri Hemanta Kumar Rabha aged 22 Yrs, a student of the 1st year B. A. class of the college was picked up by the army from his home at Ambuk Majpara, 5 K. M. south of Dhupdhara at 7-30 P. M. on 8 Dec' 91 and was taken to the Army Camp at Rangjuli in the Goalpara District and was brutally tortured and killed. The dead body was handed over to the family on 10 Dec. at 1-30 P. M. The killing of this promising boy who was an artist made everybody sad. On 12 December, the Principal along with some teachers of the college and the General Secy. of the students union visited the house of Late-Hemanta Rabha and consoled his father Sri Kshirod Rabha, a Rtd. L. P. School teacher, his two sisters and his elder brother. There were bandhs and protest meetings throughout South Kamrup and South Goalpara condemning army atrocity and the brutal killing. We pray for the peace of the departed souls of Sri Jagat Chandra Nath and Sri Hemanta Rabha.

The Silver lining of the dark

days of 1991 was the second visit of Dr. N. K. Choudhury, Vice-Chancellor, Guwahati University to the college on the occasion of the Fresh Men's Social held on 8 October' 91.

Addressing the Staff, students and members of the public on the occasion Dr. Choudhury expressed his happiness at the reconstruction of college buildings damaged by the cyclonic storm on 3 May last and congratulated the college authorities for timely resuming the academic activities after the summer vacation. He referred to his first visit on 6-5-91 when he was horrified at the extent of damage done to the college by the cyclonic storm and was rather sorry to see that the institution built up during 27 years was destroyed overnight. He exhorted all those connected with the college not to lose heart but to rededicate to the building of it a new so that it can continue to serve the cause of higher education for the uplift of the tribal and backward people of the area. Dr. Choudhury told the audience that the affiliated colleges were parts and parcels of the

University and on their progress and development rested the good name of the University itself. While reminding the teachers of their duties and responsibilities Dr. Choudhury said that they were the torch bearers of society and they should keep themselves abreast with the expanding frontiers of knowledge in their respective fields so as to guide the students in their studies. The students were very much inspired when the hon'ble Vice-Chancellor said that students from rural areas were by no means inferior in natural intelligence and merit to their counterparts in urban areas and could show equally good results in examinations provided they were given the opportunities. He exhorted the students to read hard to cope with the growing knowledge and shun the Indian T. V. culture for their own good. Earlier on the day, the Principal of the college unfurled the college flag and inaugurated the Wall Magazine. Unfurling the college flag the Principal briefly recounted the history of the college and exhorted the students to imbibe the ideas and ideals

of national unity and integrity religious tolerance, democratic socialism and scientific outlook cherished by Pandit Jawaharlal Nehru after whom the college is named. While inaugurating the Wall Magazine he emphasized the need of developing the latent talents of the students along with receiving instruction in the prescribed courses of studies.

The get-together of the old and new students was held at 10 A.M. under a tastefully decorated pandal erected for the purpose. More than a thousand students joined the function where they exchanged their views freely and a large number of them sang and danced in an atmosphere of joy and merry-making. The occasion was enlivened by the enthusiastic participation of the Members of the Teaching Staff.

The college authorities proposed to Open Science Faculty in Degree Course from the 1991-92 academic session. Accordingly arrangements were made for appointment of necessary teachers in various Departments. But the proposal had to be shelved for want of adequate number of

applicants for admission to the First Year T. D. C. Class.

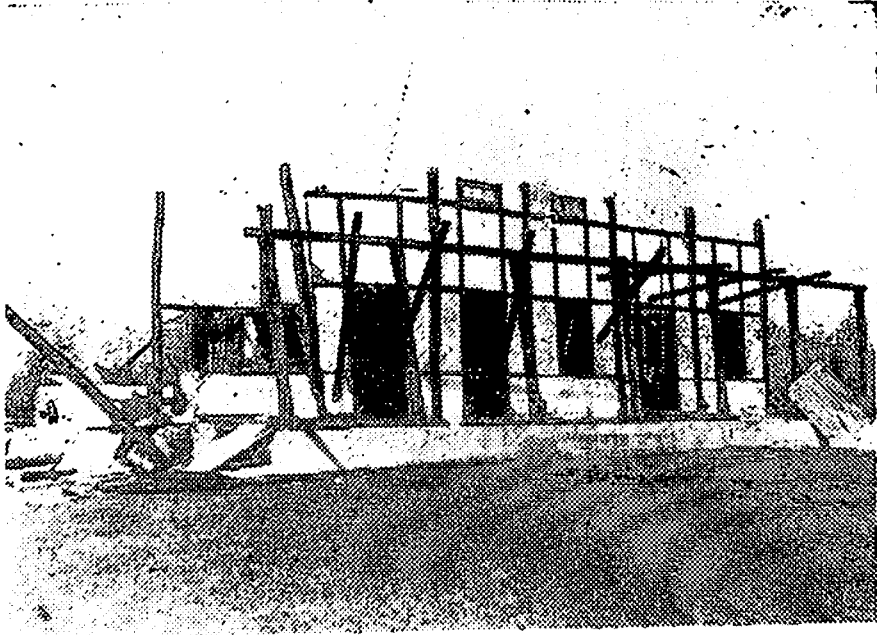
Guwahati University accorded permission to open Major Course in Political Science and Education from 1990-91. Sri Praneswar Nath and Miss Kshiroda Mali joined the college in March 1991 as Lecturers in Political Science and Education respectively. The other new Members who joined the college during 1991-92 as teachers are Sri Pranab Sarma, Department of Physics, Sri Dhiraj Das, Department of Mathematics and Srimati Purabi Rabha, Department of Botany. We extend our hearty welcome to them.

It has been our consistent endeavour to achieve academic excellence through hard work, devotion to duty, discipline and adherence to principles. With that end in view, the guidelines received from the U. G. C., the University and the State Government from time to time have been faithfully enforced. Teachers have been instructed to conduct themselves in accordance with the ideals of the profession. For instance, to ensure regular attendance and punctuality, they have been instructed to

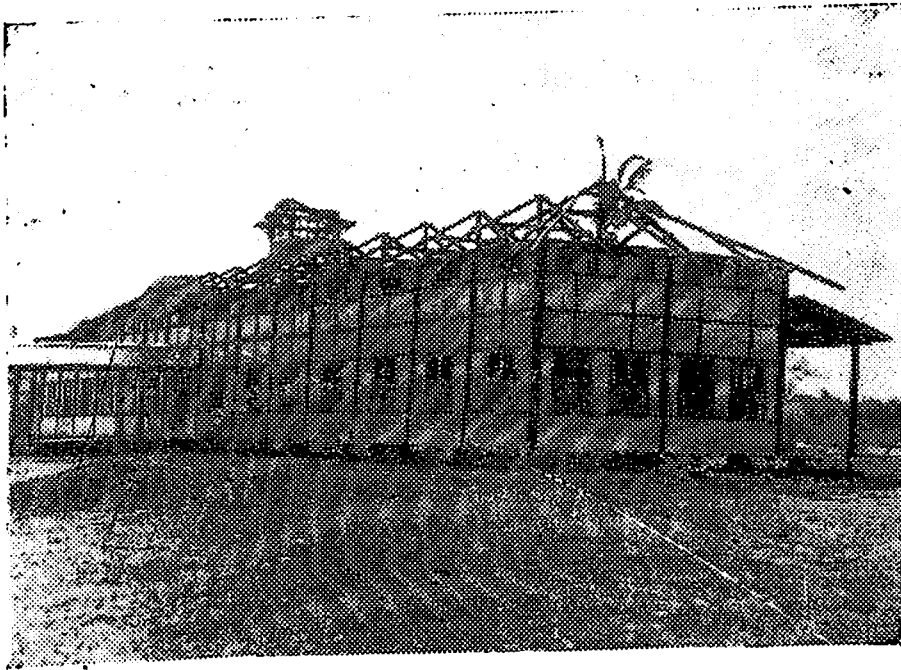
record their arrival and departure in the teachers' attendance register. They are also instructed to follow the latest U. G. C. guidelines regarding work-load and professional ethics. Vigilance is maintained regarding teaching and attendance in Library for study and research purposes. Regarding maintenance of discipline among students, ragging has been completely prohibited, attendance in lectures have been made compulsory, and rules regarding award of scholarships, stipends and other financial benefits have been strictly followed. At the same time, the authorities have also left no stone unturned to provide the basic minimum facilities to the teachers, employees and students of the college with the limited resources at their disposal. As a result, a harmonious relationship has developed between the authorities and the staff and students which has helped the continued peace and progress in the institution. It is fervently hoped that this atmosphere of harmony, peace and understanding among all connected with the institution will prevail uninterruptedly for its all-round development. ▲

আলোক চিত্ৰত :

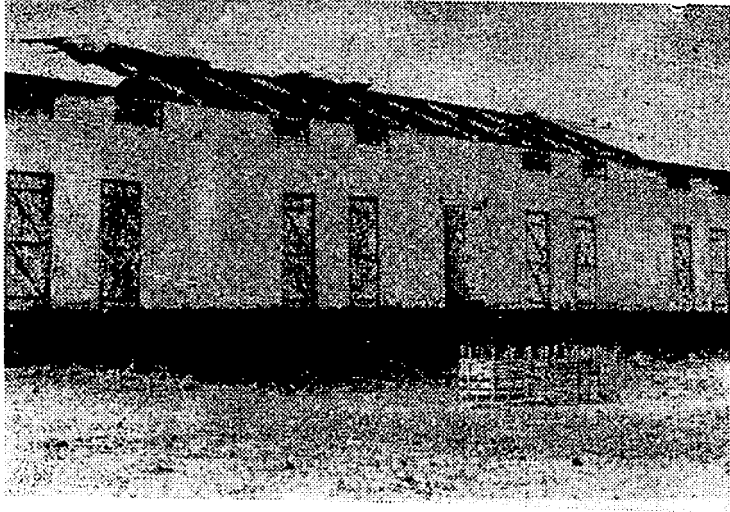
৩ মে (১৯৯১)ৰ দিনা প্ৰলয়ংকৰা ঘূৰ্ণাবতাহত বিধ্বস্ত হোৱা মহাবিদ্যালয়
ভৱনৰ অংশ বিশেষ—



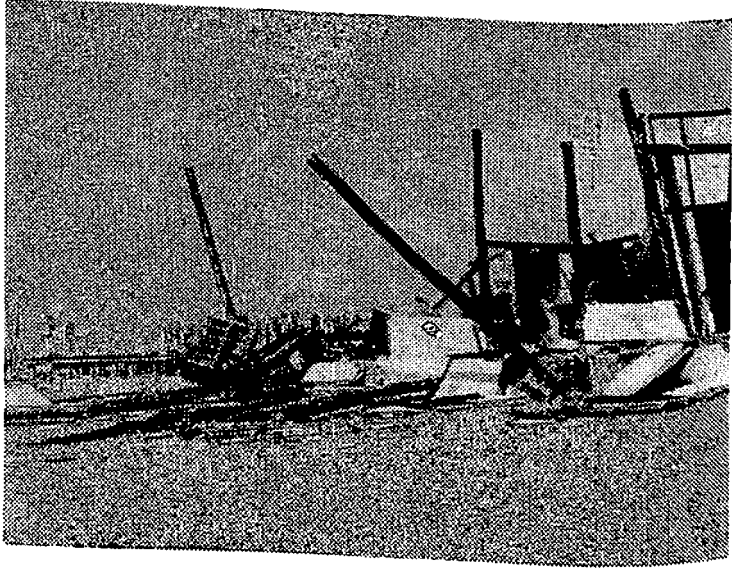
ধ্বংসস্থ পৰিষ্কাৰিত হোৱা মহাবিদ্যালয়ৰ গ্ৰন্থালয় ভৱন।



বা-মাৰলীয়ে উকুৱাই নিয়াৰ পিচত মহাবিদ্যালয়ৰ বিজ্ঞান ভৱনৰ দৃশ্য।



বেয়াকৈ ক্ষতিগ্রস্ত হোৱা
ছাত্ৰী-নিবাস ভৱন।



কংসস্তুপত মহাবিদ্যালয়ৰ
প্ৰশসনীয় ভৱন।



ক্ষতিগ্রস্ত হোৱা মহাবিদ্যালয়ৰ
মুখ্য ভৱনৰ একাংশ।

DEVALUATION - ITS IMPACT ON ECONOMY

S. C. Talukdar,
Head of the Department
of Economics

Devaluation of Indian currency in the month of July, 1991 invoked countrywide repercussion resulting in sensitive debate in different lobbies, both political and non-political. Earlier in the year 1966, Indian currency was devalued for the first time during the regime of the Congress Govt. headed by late Indira Gandhi at the background of the two successive droughts. The explosive growth of population reached such a dimension that the increased rate of growth of production during the plan periods could not support the ever-increasing population. The natural calamities like flood and droughts which were rather a recurring feature added fuel to the ever-increasing economic crisis. Taking together all these problems, India had no option other than to import the

most items of consumption resultantly in the increasing demand for foreign exchange. This naturally led to the foreign exchange crisis.

But the background of the current devaluation was different from that of the earlier devaluation. Economists attributed the current devaluation to the mismanagement of fiscal policy, over-consumption and corruption in the Central and State enterprises. According to Dr. R. N. Malhotra, Governor of RBI, the country had been living beyond its means and devaluation is the price it has to pay for low productivity and high inflation. With the assumption of powers, the Finance Minister of India Dr. Manmohan Singh, an eminent economist, having found no alternative to revive the ailing economy, adhered to a drastic measure

like devaluation of Indian currency for the second time in the month of July, 1991.

Devaluation, simply, means slashing down the exchange rate of a currency in terms of other currencies. In other words, the exchange

value of a currency is brought down in terms of other country's currency.

The newly established exchange-rate of Indian currency after devaluation in terms of four hard currencies is as follows.

Foreign currency	Indian currency prior devaluation	Indian currency after devaluation
Pound (England)	Rs. 34.36	Rs. 41.59
Dollar (USA)	Rs. 21.09	Rs. 25.95
Deutsche Mark (German)	Rs. 11.72	Rs. 14.15
Yen (Japan)	Rs 15.22	Rs. 18.62

This shows that the external value of rupee has been brought down by an average of 18%.

In order to understand the cause and effect of current devaluation, one must appreciate the dynamism of International trade. A country acquires foreign currencies through export of goods and buys the other items of goods from foreign countries. In a system, where exchange rates are free to fluctuate, the rate of exchange largely depends on the

supply of a currency in relation to the demand for it in the foreign exchange market. The demand for a country's currency depends on the volume of exports and the supply of its currency depends on the volume of imports. When the supply of the country's currency exceeds its demand, the currency will get devalued

Now, the question arises—is devaluation at all necessary to overcome the present crisis of economy? It

is at this juncture, different circles advanced their arguments for and against the devaluation. This naturally leads to the wide-range debate in general and more particularly in the political circle. It, therefore, needs careful analysis of the current state of economy. During the last decades, India's export performance was on the decline owing to the inflation and resultant increase in the cost of production. The political instability causing frequent overthrow of the democratically established Govt. in the recent past is also to a great extent responsible for galloping inflation in the country. Secondly, the rupee had already been over-valued in the foreign exchange market and the monetary authority found it difficult to maintain the external value of the rupee. Thirdly, an over-valued rupee resulted in a flight of capital from the country in the recent past. The investors apprehending erosion of their investments, moved out their investments to foreign countries. Fourthly, there was drainage of foreign exchange reserves of the country and it had

become increasingly impossible on the part of the RBI to maintain the external value of the rupee. Before devaluation, people preferred to buy foreign exchange from the RBI but they delayed to remit it and instead tempted to sell it in the illegal foreign exchange market. Fifthly, non-resident Indians and exporters delayed transfer of their funds. This malpractices prevailed prior devaluation. These are the immediate responsible factors which hastened the Govt. to devalue rupee. Political circle however hinted that the rupee devaluation was done under the duress from abroad and specially from the IMF. Since 1986, the Govt. resorted to overspending resultant to overwhelming budget deficit during the seventh plan period which stood at Rs. 35,700 crores against the original estimate of Rs. 1400 crores. No doubt, this was detrimental to the economic growth. Apart from this, the annual plan for 1990-91 has ended up with a budget deficit, of Rs. 13,500 crores. Under the circumstances of recurring budget deficit, the Govt. had no option but

to borrow from financial institutions like the World Bank and IMF. The Organisation of Economic Co-operation and Development in its recent study has revealed that India's aggregate external debts have reached a high magnitude of Rs. 1,25,000 crores in January 1990. Under such situation, the only way is to obtain fresh loan to repay the old debts.

But there are conditionality clauses of IMF to obtain fresh loan. The number one being the devaluation of rupee, the other is liberal trade policy. Whether devaluation is good or bad, the need to devalue rupee under the aforesaid circumstances, is beyond dispute.

The immediate effect of devaluation is that it makes exports cheaper and imports costlier. The export items of Indian goods abroad becomes cheaper in terms of foreign currencies. This will lead to increased demand for Indian goods resultant to export promotion which by its turn acquire foreign exchange. On the other hand, imported goods will be dearer in India for the purchasing power of rupee will go down in terms of foreign currency. This

will check the supply of rupee in relation to demand for it. Another important point to be reckoned is that devaluation will restore confidence on non-resident Indians who were planning to virtually withdraw all their foreign currency deposits estimated at over 20,000 crores.

Devaluation is not enough to compete in the global market. It serves the limited purpose of ascertaining the effect of devaluation on imports. The response of exports to devaluation depends on the purchasing power of rupee against the currencies of its-competing exporters. The Govt. will have to bring about the structural reforms so as to enable devaluation to serve the purpose for which it was done with. In the mean time, the Govt. has announced major reforms in foreign trade. The reforms seek to suspend cash compensatory support scheme for all imports with effect from July, 1991 and thereby to discourage non-essential imports. According to the new policy, all supplementary licences shall stand abolished except in case of small scale sector and for producers of life-saving drugs. ▲

Sociology and its Importnace in Modern Times

Sri Praneswar Nath

Lecturer in Political Science

Sociology is the youngest of the social sciences. The word 'sociology' is derived from the Latin word 'societus' meaning 'society' and the Greek word 'Logos' meaning 'study of science'. The etymological meaning of 'Sociology' is thus the 'Science of Society'. Prof Ginsberg accordingly defines it as "the study of society that is, of the web or tissue of human inter-actions and inter-relations." In other words, sociology is the study of man's behaviour in groups or of the interaction among human beings and also of social relationships and the processes by which human group-activity takes place.

Sociology as science and particularly as a separate field of study is of recent origin. To be more exact, it was in 1839 that Auguste Comte, the French philosopher and

sociologist had coined the term 'Sociology' and defined the scope of this social science and methods which it should employ. Auguste Comte is for this reason, traditionally considered, to be the 'father of sociology'. The teaching of sociology as a separate discipline started in 1876 in the United States, in 1889 in France, in 1907 in Great Britain, after the World War 1 in Poland and India, in 1925 in Egypt and Maxico, and in 1947 in Sweden.

It is quite natural to ask about the value of sociology, the purpose that it serves and the gain that is derived by studying it. There are some critics like Pareto, who assert that sociology is hardly of any value because it does not deal with realities of life and it is concerned only with the ideas which, devoid of

scientific discoveries, are of very little importance in social life. But it is not a correct view about the value of sociology. The study of the important concepts of sociology will convince us that this science is of immense value.

Sociology makes a scientific study of society. Prior to the emergence of sociology, the study of society was carried on in an unscientific manner and society had never been the central concern of any science. It is through the study of sociology that the truly scientific study of society has been possible. The scientific knowledge about society is pre-requisite to any marked improvement in the state of human affairs.

Sociology studies the role of the institutions in the development of the individual. The home and family, the school- and education, the church and religion, the state and government, industry and work, the community and association—these are the great institutions through which society functions.

The study of sociology is indispensable for understanding and pla-

ning of society. Society is a complex phenomenon with a multitude of intricacies. It is rightly said that we can not understand and mend society without any knowledge of its mechanism and construction just as no man, in his senses, would dream of trying to mend a motor car without knowing anything about its machinery and the way the different parts fit in with one another.

The present world is suffering from many problems which can be solved only through the scientific study of society. It is the task of sociology to study the social problems through the methods of the scientific research and also find out the solution for them.

Sociology has drawn our attention to the intrinsic worth and dignity of man. The racial or social differences which once separated man from man are now, with the study of sociology, losing their significance and we are gradually moving to the ideal of common brotherhood of man. Again it is through the study of sociology that our whole outlook on various aspects of crime has changed.

The sciences of criminology, social work and social therapy render commendable service in understanding social situations and solving individual problems.

Sociology has made great contribution to the field of enrichment of human culture. It has removed so many cobwebs from our minds, and social phenomenon is now understood in the light of scientific knowledge and enquiry. According to Lowie, "most of us harbour the comfortable delusion that our way of doing things is the only sensible, if not the only possible one."

In view of its importance sociology is becoming popular as a teaching subject also. It is being accorded an important place in the curricula of Colleges and Universities. By diffusing knowledge about society socialised thinking will emerge, socialised behavior will develop, social planning will be furthered and a new social order will be evolved.

The importance of sociology is further proved by the fact that the subject of sociology is also included in the subjects to be offered by

candidates competing for the higher examinations such as I. A. S., I. F. S. examinations and the like. It is rightly felt that without the study of sociology the training and knowledge of a candidate aspiring to hold a high post in the administrative set-up of his country will be incomplete and imperfect. Prof. Giddings says that just as 'Economics tells us how to get things we want to have, sociology tells us how to become what we want to be.' Clearly sociology has both social and individual advantages. The question of the importance of sociology is today not a question of whether or not we should have it but a question of how the knowledge acquired by it can be used.

In India, the importance of the study of sociology is still greater. The Indian society is undergoing a rapid transformation under the impact of the west. The movies have vastly affected the mode of thinking and living. Besides, linguism, regionalism and casteism are raising their ugly heads. Increasing urbanisation has brought in its wake the

problems such as homicide, epidemics, crime, juvenile delinquency, group conflicts ect. The people are adopting more and more agitational methods. There are a major confusion in the system of education and also a crisis of character everywhere.

The first step towards a solution of the various problems besetting the Indian society is to understand the social background of these problems. Sociology will assist in understanding this background. ▲

Reference:— Introduction to General Sociology by B. B. Shasadeva.

UNIVERSITY GRANTS COMMISSION

NEW DELHI

REPORT OF THE TASK FORCE ON CODE OF PROFESSIONAL ETHICS FOR UNIVERSITY & COLLEGE TEACHERS

PREAMBLE

I. GOAL OF HIGHER EDUCATION IN OUR COUNTRY :

The basic purpose of education is to create skill and knowledge and awareness of our glorious national heritage and the achievements of human civilisation, possessing a basic scientific outlook and commitment to the ideals of patriotism, democracy, secularism, socialism and peace, and the principles enunciated in the Preamble to our constitution.

Higher education has to produce leaders of society and economy in all areas of manifold activities with a commitment to the aforesaid ideals. Higher education should strive for academic excellence, and progress of arts and science. Education, research and extension should be conducted in conformity with our national needs and priorities and ensure that our best talents make befitting contributions to international endeavour on societal needs.

II. TEACHERS AND THEIR RIGHTS :

Teachers should enjoy full civic and political rights of our democratic country. Teachers have a right to adequate emoluments, social position, just conditions of service, professional independence and adequate social insurance.

THE CODE OF PROFESSIONAL ETHICS

I. TEACHERS AND THEIR RESPONSIBILITIES :

Whoever adopts teaching as a profession assumes the obligation to conduct himself in accordance with the ideals of the profession. A teacher is constantly under the scrutiny of his students and the society at large. Therefore, every teacher should see that there is no incompatibility between his precepts and practice. The national ideals of education which have already been set forth and which he/she should seek to inculcate among students must be his/her own ideals. The profession further requires that the teachers should be calm, patient and communicative by temperament and amiable in disposition.

TEACHERS SHOULD :

- (i) adhere to a responsible pattern of conduct and demeanour expected of them by the community :
- (ii) manage their private affairs in a manner consistent with the dignity of the profession :
- (iii) seek to make professional growth continuous through study and research :
- (iv) express free and frank opinion by participation at professional meetings, seminars, conferences etc. towards the contribution of knowledge :
- (v) maintain active membership of professional organisations and strive to improve education and profession through them
- (vi) perform their duties in the form of teaching, tutorial, practical and seminar work conscientiously and with dedication :
- (vii) co-operate and assist in carrying out functions relating to the educational responsibilities of the college and the university such