

**Report of the UGC Committee to Review
the Pay Scales and Service Conditions of
University and College Teachers**

OCTOBER 2008



ज्ञान-विज्ञानं विमुक्तये

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(Professor Emeritus & Former Vice Chancellor, JNU)

सदस्य
प्रधानमंत्री की आर्थिक सलाहकार परिषद्
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October 02, 2008

Dear Professor Thorat,

I have great pleasure in submitting the Report of the Pay Review Committee (PRC) appointed by the University Grants Commission on September 6, 2007, vide its Office Notification No. F-3-9/2007(PS).

The PRC has tried its best to address the diverse issues set out in the terms of reference, through valuable information and advice gathered from all possible sources. We have had an intensive session of discussion with the senior and renowned academicians of India who have been a part of the higher education system, in varying capacities, for many decades, and could give valuable advice on what should be done to expand and improve the higher education sector. The PRC sought to know the ground realities in universities and colleges, in their own perception, and for that, we got insightful feedbacks through detailed questionnaires. The PRC also organized regional meetings, in as many as 12 cities, each city covering universities and colleges in the surrounding areas, in which all levels of faculty, college principals, librarians, DPEs, teachers' associations, local eminent educationists, and the Vice-Chancellors, expressed their respective viewpoints. The PRC also received a large number of memoranda and representations, through post, from all parts of India, reflecting various concerns and expectations. Finally, the PRC made full use of the 7 studies on higher education in India that the UGC had commissioned about a year back. Many useful insights came through such studies. In total terms, the PRC is completely satisfied with the range of people contacted, and the variety of information gathered, especially against the severe constraint of time.

A perusal of the report would immediately convince you that the PRC has been able to grapple well, and fairly comprehensively, with the problems currently affecting higher education in India, and accordingly, to put on the table the inescapable ways and means needed to attract young and talented men and women to teaching jobs as also to improve working and service conditions to retain them. The PRC is also convinced that formidable challenges lie ahead of India's higher education sector,

especially in the context of the world-wide phenomenon of globalization and privatization of education, on the one hand, and the fiercer competition that the Indian economy would have to contend with in future, on the other hand. India has no choice but to expand its higher education sector, in a big way, as also to effect substantial qualitative improvements, especially for teaching and research in some critical areas of science, engineering, and social sciences. All these on-going and anticipated trends suggest that the supply of teachers in higher education must increase sizably during the next 5-10 years, and for that, concrete innovative steps would have to be taken both at the entry and exit points.

The PRC makes recommendations that touch upon diverse aspects of working and service conditions of teachers and associated academic staff in universities and colleges. These are based on an objective assessment of the rather depressing situation in many universities and colleges, in many parts of India, more markedly in rural against urban areas and in state against central universities. Teachers must get a better deal than what has been passed on to them, in the past two decades or so. Again, while it is doubtful if pay packets and other perquisites available to the young and talented job seekers in the private corporate sector can be offered for educational jobs, yet, the state and the society must assure such brilliant young men and women that a teaching career would not be 'that bad after all'. The PRC makes recommendations precisely in that vein.

The PRC is of the considered opinion that the state and the society should accept its recommendations, without question or demur. For their effective implementation, we need a resolute will and an enlightened commitment, at each of the five levels connected with the higher education sector. First, the central government must live up to its promise of lending strength and dynamism to higher education sector. A commitment to bear the financial implications of our recommendations must come forth without riders or reservations. Second, the UGC has to set a determined follow-up agenda, most ostensibly to see that teachers must get what is due to them. In our view, the UGC has to become a self-appointed 'watchdog' for the teachers' interests and aspirations. Third, the state governments must respond equally warmly to our recommendations, not only by realizing the crucial significance of the quantity and quality of higher education for the future growth of their respective economies, but also the primacy that needs to be attached to the working and service conditions of their teachers. A commitment to implement the recommendations in toto is absolutely essential. Fourth, the university and college management/authorities too have a decisive role to play. There are many issues and problems for which the understanding, interpretation, decision, and discretion of the concerned institution matter. Open, transparent, appreciative and democratic functioning of these institutions is a valuable input in making a success of the recommended package.

Finally, teachers too have to give a better account of themselves. Teachers must get more and better, but they must also contribute more and better. They should volunteer themselves for regular assessment of their work and performance, and should always be open to new ideas, more exacting teaching and research methods and new demands of the changing times. The PRC hopes that they would not stay behind in giving their best in the class and the laboratory, to the institution and to the society at large.

With kind regards,

Yours sincerely,



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(G.K. Chadha)

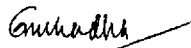
Chairman

Pay Review Committee

Prof. S.K. Thorat
Chairman
University Grants Commission
New Delhi

LETTER OF PRESENTATION

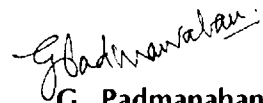
We have great pleasure in presenting the report of the UGC Committee on the Revision of Pay Scales and Service Conditions of teachers and other academic staff of Universities and Colleges.



G.K. Chadha
Chairman



Sudeep Banerjee
Member



G. Padmanaban
Member



B.S. Thapliyal
Member



Manimala Das
Member



R.K. Chauhan
Member Secretary

ACKNOWLEDGEMENTS

Members of the Pay Review Committee and its Chairman, Professor G.K. Chadha express their hearty thanks, first of all, to the Central Government, particularly the Hon'ble Union Minister for Human Resource Development, Shri Arjun Singh and the University Grants Commission, particularly its Chairman, Professor S.K.Thorat for reposing confidence in them and entrusting them with the significant task of not only recommending the revision of scales of pay and service conditions of university and college teachers in India but also providing them with an opportunity to review the entire gamut of higher education in India.

Next, the Committee would like to place on record its gratitude to those eminent educationists - senior citizens of high academic standing - and office bearers of the AIFUCTO and FEDCUTA who either suo motto or in response to an invitation spared their valuable time and interacted with the members of the Committee, making some very significant suggestions.

Professor G.K.Chadha, Chairman of the Committee held very fruitful discussions with Education Ministers of various states relating to various issues of higher education in their respective states in particular and the state of higher education in the country in general. The Committee thanks them for providing its Chairman with an opportunity to interact with them.

Shri R.P. Aggarwal, Secretary, Ministry of Human Resource Development, Dr. R.K. Chauhan, Secretary, University Grants Commission, who was also the Member-Secretary of the Committee need a special mention for their valuable contributions to the functioning of the Committee.

Vice Chancellors of twelve selected universities across the country (see Annexure I) responding to a request by the Committee, hosted a large number of Vice Chancellors, Professors, Readers, Lecturers, librarians, D.P.Es, Principals of colleges, Leaders of Teachers' Associations and Federations and officials from state education departments from their respective regions and provided the committee an opportunity to hold detailed discussions with them and received important inputs relating to the terms of reference of the Committee. The Committee expresses its heartfelt thanks to not only the host Vice Chancellors but to all those who participated in these meetings.

The Committee also received a large number of written representations and memoranda on diverse issues from a large number of stakeholders, including the All India Federation of University and College Teachers Organizations (AIFUCTO) and Federation of Central University Teachers Associations (FEDCUTA). The Committee thanks them too.

The Committee received significant support from Professor Harish Narang, Consultant to the Committee and other academics and officials, particularly Shri Murlidhar, Shri

Satyendra Singh, Professor Sudhansu Bhushan, Shri S. N. Sahi, Shri H.J. Lal, Shri Amit Singh, Ms. Bhoomika Mailang and expresses its thanks to them as well.

Finally, the Committee would like to thank officials at the University Grants Commission particularly, Dr. K.C. Pathak, Joint Secretary, PRC, Dr. Kanwal Singh, Shri Satya Pal Singh and the officials in the office of Professor G.K. Chadha, particularly his Private Secretary, Ms. Rajni Koranga for their invaluable logistic support without which the task of the Committee would have been much more difficult.

G. K. Chadha

2.10.08

(G. K. Chadha)

Chairman

Pay Review Committee

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CHAPTER - I

INTRODUCTION

These are challenging times for higher education in India. And the challenges are both national and global. The national challenges arise out of the need for making a success of the policy of social inclusion in the field of higher education—a policy that has been put into place recently. Since it has been, by now, well established that there is a direct relationship between education and development, pursuit of such a policy of social inclusion in the realm of higher education would in turn lead to the reduction of developmental inequities that are a part of the socio-economic reality of our society today. The challenges are global because in the contemporary world, not only are nations linked with one another in almost all walks of life—social, economic, political and cultural—but there is also a healthy competition among them for emerging as world leaders in terms of development. And here too, once again, the key lies in higher education, for it is in the domain of higher education that the production of knowledge takes place. And knowledge, we know, is empowerment.

This symbiotic relationship between higher education and development has always been recognized in India since the very ancient times. The establishment of a very sophisticated institution of learning—equivalent of a modern university – at Nalanda is only one example of many that testify to the recognition of this significance.

Modern University system in India is the legacy of the British rule in India. It was in the early nineteenth century that some of the first colleges—many of them for technical and medical education—were established to impart education on western lines. Soon the need was felt for coordinating their affairs under bigger administrative umbrellas—primarily for conducting admissions and examinations. Thus, the later half of nineteenth century saw the establishment of first universities—Mumbai, Madras and Calcutta—but these were primarily affiliating in character. It is only in the first quarter of twentieth century that universities with direct teaching and research responsibilities were established—Banaras and Patna were first among such universities.

Since the character of some of these universities had come about in an ad-hoc manner and on as-and-where needed basis without proper planning as to the quantum



and quality of need, the scene of higher education in independent India was quite chaotic.

The system was full of problems such as lack of finances, lack of good teachers, overcrowding in the colleges and poor academic standards. Several mal-practices plagued the infrastructure severely. The teachers were not paid adequately and at times universities did not have enough funds to keep the library facility and laboratories up-to-date. Low salaries and lack of future prospects led to the demoralization of teachers. These conditions created apathy towards the teaching profession.

The system of higher education, therefore, needed a harder look at it, particularly because it now needed to shed its colonial elitist character and be born again to fulfill the hunger and aspirations of ordinary Indians to be university and college educated. It was with this perspective in view that the Government of India appointed the Radhakrishnan Commission in 1948.

The Radhakrishnan Commission report took stock of the situation and recommended extensive reforms to resuscitate the ailing higher education system of the country. The biggest incentive for those who chose teaching as a career was the announcement of newer and better pay scales. Other facilities were also recommended in order to bring the profession at par with other professions. Merit was made the sole criteria for selection and promotion. Transfer from one grade to another was no longer automatic or on the basis of mere seniority of service. A teacher was entitled now to casual leave, leave without pay, leave on quarter and half pay and study leave. S/he was now required to devote her/himself to teaching for at the most 18 periods a week including tutorial classes. Apart from this, s/he was also supposed to dedicate time to research, counselling of the students and extra-curricular activities.

It was also acknowledged that India needed more colleges.

Another strongly recommended reform was the Refresher Course for the teachers of high school, intermediate and university level. Apart from this, every college in an affiliating university and every teaching university was required to deliberately fix a maximum limit to the number of students it admitted every year. This limit had to be in accordance with the size of the building, the number of teachers, the laboratory space, hostel accommodation, etc.



Since then a number of Commissions and Review Committees have had a periodic look at the scene of the higher education and keeping in view the changing needs, have suggested suitable strategies to meet the need of the hour.

The significance of higher education has been reiterated recently by the Indian Government through the declaration of higher education to be the primary focus of the XIth five year plan because of the urgent need to meet the challenges mentioned above. The sense of urgency is also apparent from the fact that the government has recently undertaken the task of establishing a college in every district, opening over a dozen federally funded universities and starting several Indian Institutes of Technology in the coming couple of years. During his address to the nation on the occasion of the Independence Day this August and so many more times since then during the last couple of months, the Prime Minister has underlined the significant role that higher education can and needs to play in our national economic development.

Since this economic development, accelerated by the expanding base of higher education would lead to the reduction of other kinds of disparities-social, regional, political-its contribution in stabilizing our society at this juncture of volatility cannot be underestimated which in turn would help the process of development further. In short, whether India is to emerge strong and cohesive out of its present socio-political churning or it is to emerge as a global power, expansion and consolidation of higher education seems to be the only panacea.

However, as is evident from the observations of the Radhakrishnan Commission-and all other Commissions since then-- teachers are considered to be the lynchpins of higher education and their scales of pay and service conditions are crucial to the success of the system.

In fact, if higher education is the key to our all round development, teachers seem to be not only its prime movers but also its catalysts. If the pyramidal edifice of higher education needs to be strengthened both at the base and at the top, that is, both in terms of quantity and quality-simultaneously-then the right solution lies in not only recognizing the pivotal role of the teaching community in this process but also in rewarding them with suitable incentives.

It is with these objectives in mind that the UGC vide its notification No. F.3-9/ 2007(PS,



dated September 06, 2007 appointed a Pay Review Committee (PRC) with the following composition :

1. Prof. G.K. Chadha Chairman
Member
Economic Advisory Council to the Prime Minister
Vigyan Bhawan Annexe
Maulana Azad Road
New Delhi - 110 001
2. Prof. G. Padmanaban Member
Former Director
Indian Institute of Science
Bangalore - 560 012
3. Shri Sudeep Banerjee Member
Chancellor
National University for Educational
Planning & Administration
17-B, Sri Aurobindo Marg
NCERT Campus
New Delhi - 110 016
- 4*. Prof. Atul Sharma Member
Former VC, Rajiv Gandhi University
Former Advisor, Finance Commission
52, Kala Vihar, Mayur Vihar Phase - I, Extn.,
New Delhi
5. Prof. Manimala Das Member
Principal
Bethune College
181, Bidhan Sarani
Kolkata - 700 006



- 6**. Shri S K Ray Member
Joint Secretary & Financial Adviser
Ministry of Human Resource Development
New Delhi
- 7***. Shri B.S. Thapliyal Member
Former Additional Controller General of Accounts
B-13, Sector 26
NOIDA - 201 301
- 8****. Dr. R K Chauhan Member
Secretary
University Grants Commission
Bahadur Shah Zafar Marg
New Delhi - 110 002

* was member upto 24-12-2007.

** was member upto 04-10-2007.

*** appointed in place of Shri S K Ray w.e.f. 05-10-2007.

**** Dr. T R Kem and Dr. Raju Sharma were Member Secretary of the Committee from 07.09.2007 to 30.11.2007 and 19.02.2008 to 07.04.2008 respectively. For the remaining period Dr. R K Chauhan continued as Member Secretary.

The Commission in consultation with the Ministry of Human Resource Development set out the following terms of reference for the Pay Review Committee :

- (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 restructure, 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.

Time Schedule and the Meetings of the Committee

The Committee was initially appointed for a term of one year, which was subsequently extended till 6th October, 2008.

The Committee held numerous meetings including meetings of the Sub-Committees and 12 regional meetings with the stakeholders. The details of these meetings are given at Annexure-I.

Procedure of Work

The Committee initially deliberated on the issues connected with the terms of reference, identification of relevant background material and the procedure to be adopted for its working.

The Committee decided upon the following course of action:-

- (a) Two questionnaires (Annexure-II and Annexure-III) were designed and sent to all the universities and colleges included under Sections 2f/12B of the UGC Act. Another questionnaire was designed and sent to distinguished academicians



eliciting their views on issues relating to the terms of reference of the Pay Review Committee (Annexure-IV).

- (b) The Pay Review Committee held discussions with the Vice Chancellors, representatives of the associations of Principals, university and college teachers, Librarians, Director of Physical Education, and Registrars. The Committee also interacted with concerned officials of the state governments. They also had the opportunity of interacting with the Chancellors of the state universities, Chief Ministers and Education Ministers of the respective states. The Committee obtained views on various relevant issues in these meetings. These included implementation of the decisions of the Government/UGC under the scheme of Revision of Pay Scales arising out of the recommendations of the fourth and fifth UGC Pay Review Committees. Further, matters relating to qualifications of teachers, procedure of selection, opportunities for career advancement, accountability, service conditions, pay structure, dearness allowance, housing and medical facilities, loan for house building and various types of leave, pension, gratuity, etc., were also discussed.
- (c) Many associations submitted written memoranda. More than 500 memoranda and representations were received during the course of its tenure.
- (d) Discussions were held with the office bearers of All India Federation of University and College Teachers' Organizations (AIFUCTO) and other teachers' organizations, group of Principals of colleges, group of teachers and eminent educationists of the country.

Based on information and data obtained from relevant sources and on the basis of wider consultation, the Committee has formulated its report. While doing so, recommendations of the Sixth Central Pay Commission with respect to relevant categories were kept in view.

The first task the Committee undertook was to lay down for itself a statement of vision—a kind of general blueprint-of higher education and also to take stock of the ground reality of universities and colleges today so as to be able to make recommendations about the scales of pay and service conditions of teachers in universities and colleges that would meet the aspirations of both teachers and the society at large.

The next chapter outlines the vision and the third one takes stock of the contemporary



realities of universities and colleges in India. Chapter-IV summarizes the suggestions and demands as voiced by the stakeholders themselves in their various interactions with members of the Committee.

In the fifth chapter are detailed out the recommendations of the Pay Review Committee about the Scales of pay, Service Conditions, Review and redressal of anomalies arising out of the implementation of the last Pay Review Committee and recommendations relating to Other Academic Staff taking due cognizance of numerous view points gathered by the PRC from various quarters. The last chapter sums up the recommendations in a capsule form.

CHAPTER - II

STRATEGIC VISION AND NEEDED POLICY INITIATIVES

Never before in the post-Independence development history of India, the crucial role of education in general, and higher education in particular, was so well recognized, and so widely accepted, by policy makers, public analysts and development administrators, as during the past decade or so. A near-consensus now operates that India has to take a quantum jump in the field of higher and technical education if it has indeed to emerge, and stay on, as a countable entity in the world social, political and economic circuits. The domestic compulsions for expanding and improving the higher education sector are no less formidable. Having learnt of its huge human capital deficits, with all their ramifications of inter-regional, rural-urban and male-female differentials, accumulated through the long-chain of lop-sided policy dispensations spread over the preceding four-five decades, the Indian society is now highly awakened to the limited play that primary or secondary education can lend to its populace in general, and economic functionaries in particular. The heightened emphasis on higher education is, therefore, both essential and timely.

The strategic vision envisages a mingle of quantitative expansion and qualitative improvement. Undoubtedly, among the developing economies, India's record of expansion of higher education, during the post-war decades, is a matter of pride for all of us. For example, at the time of independence, the number of universities was no more than 20, of colleges around 500, the number of university and college teachers was only 15000, and the total enrolment was less than 1.0 lakh. By the end of the Tenth Plan, the Indian higher education system had grown into one of the largest in the world with no fewer than 378 universities, 18064 colleges, a faculty strength of 4.92 lakh, and an estimated enrolment of as many as 140 lakh students (Govt. of India, 2008b: 21-22).

Despite the impressive expansion of the number of institutions, faculty and students, access to higher education, measured in terms of gross enrolment ratio (GER), could not go beyond 11.00 per cent, as late as 2004-05. India's ratio is very low compared with the world average of 23.2 per cent, 36.5 per cent for countries in transition, 54.6



per cent for the developed countries, and 22.0 per cent for Asian countries (*ibid*: 22). The disappointingly low average level of GER looks all the more depressing if we take cognizance of rural-urban, male-female, and social-group differentials, besides the inter-regional digital divides. For example, in 2004-05, the GER was a mere 6.70 in rural against 19.90 for urban India; it was 9.10 for females against 12.40 for males; it was only 6.57 for Scheduled Castes, 6.52 for Scheduled Tribes and 8.77 for Other Backward Classes, and so on (*ibid*: 22). The rural females are the most disadvantaged category. As regards inter-regional disparities, in 2002-03, Nagaland and Jammu-Kashmir languished at the tail-end with a GER of around 5.0, Tripura and Arunchal Pradesh with a GER of 6.0, and Bihar, Jharkhand, Madhya Pradesh, Chhattisgarh and Uttar Pradesh with a GER of 7.0-8.0 (Anandakrishnan, 2008:7).

It is indeed despairing to see that a preponderant majority of the **eligible** Indian youth (most markedly, those in age-group 18-23 years) do not go to a college or a university. Thanks to the demographic transition that India has witnessed in recent decades, India has the potential of a demographic dividend with about 70.0 per cent of its population being below the age of 35 years. But a mere counting of heads will not lend an effective, *de facto* demographic advantage unless the Indian youth gains, on a massive scale, access to higher, technical and professional education; in plain terms, it is not the numbers but the human-capital endowment of the youth that makes the core of demographic dividend in today's context of globalization, competition and free economic dispensations. It is, therefore, in tune with the requirements of the changing domestic and international economic scenarios that massive expansion and substantial improvement of higher and technical education form the strategic core of India's future development policy. Happily, by enhancing public spending, encouraging private initiatives, and initiating the long overdue major institutional and policy reforms, the Eleventh Plan is summarily a plan for higher education expansion. "Our long-term goal is to set India as a nation in which all those who aspire good quality higher education can access it, irrespective of their paying capacity" is what the Eleventh Plan promises (Govt. of India, 2008b:22).

India aims to increase the GER to 21.0 per cent by the end of the Twelfth Plan, with an interim target of 15.0 per cent by the end of the Eleventh Plan. To achieve this, the enrolments in universities and colleges need to be substantially raised, say, at an annual rate of 9.0 per cent to reach 21 million by 2011-12. This requires an additional enrolment of 8.7 lakh students in universities and 61.3 lakh in colleges. The envisaged



quantitative expansion in enrolment is proposed to be achieved through: expansion of existing institutions, both government and private; creation of new government funded universities and colleges; facilitating/removing barriers in creation of new universities and colleges; special programmes for targeted expansion of central universities; enhanced support to state universities and colleges, and so on (Govt. of India, 2008b: 26). In numerical terms, the Eleventh Plan sets a gigantic task for the nation, namely, to:

- (i) set up 30 new central universities, 16 in uncovered states and 14 world class universities;
- (ii) set up 8 new IITs, 20 NITs, 20 IIITs, 3 IISERs, 7 IIMs and 2 SPAs;
- (iii) create new state funded universities and colleges, notably 370 colleges in districts with less than average GER, so as to have at least one college in each district;
- (iv) capacity expansion in the existing institutions, both government and private (Bhushan, 2008: 28).

In terms of the Central Government's commitment on the funding side, the Eleventh Plan marks a decisive break from the past. For example, the central allocation for education marks a more than four-fold increase, from Rs. 62461 crores in the Tenth Plan to 274228 crores during the Eleventh Plan. As a percentage of total central plan allocation, education's share would increase from 7.68 per cent during the Tenth to 19.29 per cent during the Eleventh Plan. Such a quantum jump is not at all discernible for any other sector. Even the priority sector of rural development and panchayati raj, so inextricably linked with rural poverty alleviation and other Millennium Development Goals would witness a meek increase in its share of plan funds from 10.70 per cent to 13.39 per cent (Govt. of India, 2008a: 45).

In plain terms, India now seems to be pledging to itself a super-high priority for education expansion and improvement, possibly because this is the only way to convert the *de jure* demographic dividend into its *de facto* counterpart, and possibly because the relative neglect that education has suffered in recent years, most ostensibly in terms of priority visioning and resource allocation, needs to be rectified, without loss of time. It is plainly disturbing to see a decline of nearly 21.0 per cent in per student real (1993-94 prices) public expenditure, on higher and technical education, from Rs. 8961 in 1993-94 to Rs. 7117 in 2003-04 (UGC, 2008: 24). It let lose into the Indian society,



and economy, many disturbing trends which could not be overlooked from the point of view of India's own economic, social and political standing in the changing world order. It seems, the present team of policy makers have a clear vision of these human deficiencies and are aware of the future human capital needs of our economy. Accordingly, the heightened emphasis on education in general, and higher education in particular, during the Eleventh Plan, is, therefore, a laudable step to ensure India's noticeable presence in world's 'qualified' workforce, technological breakthroughs and productivity gains.

An essential off-shoot of the Eleventh Plan's heightened emphasis on higher education is that the number of colleges and universities would increase, besides expanding the intake capacity in the existing institutions. Responding to the changing needs of our growing economy, especially the education-intensive and globally-linked segments of the Indian labour market, many new and specialized institutions, as also a number of new courses and areas of studies, would have to be instituted. Linked with all these on-going and anticipated developments is the tremendous increase in the number of college and university-level teachers, and other associated personnel, that would be needed to support these initiatives. It is here that the Indian society faces a real dilemma. The dilemma needs to be unfolded a bit.

Ever since the Indian economy opened its door to the world outside, since the beginning of the 1990s, the weaknesses of the Indian educational system, on the one hand, and distorted reward pattern of the Indian labour market, on the other, started revealing themselves in a rather blatant manner. On a broad plain, the dichotomy in the Indian labour market became apparent, and got intensified as we moved deeper into the post-reform more-intensive market-led phase of our development history. A sizeable chunk of highly educated and professionally job-seekers, hailing very largely from the urban areas, started progressively becoming a part of the corporate sector, whether as recruits of the international labour market or the highly lucrative segment of the domestic market. It is this segment of the educated youth who was best qualified to man the faculty positions in universities and colleges, but, under the expanding influence of global market milieu, the jingle of the corporate sector was too enticing for those brilliant and qualified young men and women to think of making teaching as a career. The corporate sector could simply 'buy them' away, primarily because the monetary rewards, the service conditions, and the career prospects, offered by the higher education sector, most ostensibly by a number of states and institutions, looked 'too



meagre' or 'too unappealing'. Faculty shortages, in universities and colleges, became a routine. In some disciplines, qualified people are just not available because the alternatives in the corporate sector, or public sector administrative jobs, are too appealing to them, from the point of view of both short as well as long-run career prospects.

These developments worked as a two-edged weapon. The number of qualified persons opting for teaching jobs went on declining, on year to year basis, and the institutions had somehow to make do with the second-best persons, or second-best methods of organizing teaching and instructions (Overdorf, 2008: 48). According to a survey of the universities and colleges, conducted, during April-July 2008, by the Pay Review Committee itself, 44.63 per cent of the sanctioned positions of lecturers at the university-level, 41.0 per cent of those at the college-level, were found to be vacant (see Chapter 2 of this Report). The institution of part-time, ad hoc or contract teachers started proliferating and this added further to the damage. The quality of teaching undoubtedly suffered. Who is to blame for this on-going crushing faculty shortage can be a matter of public debate which has to wait for another occasion!

The Pay Review Committee is pretty sure that faculty shortage should not become the Achilles' Heel of the Indian educational system (hopefully, it has not already become so!). In our view, the situation can be improved, if not completely remedied in the short-run, by doing what we failed to do in the recent past. The most urgent pre-requisite is to restore the place that is due to education, and, perhaps more importantly, to show respect to those who are, or those who could be persuaded to become, the vanguard of the sector. Many initiatives, in varying form and content, need to be launched at many ends, to ensure that the vastly increased allocation of funds for the higher education sector, during the Eleventh Plan, serves its intended purpose. To put it most bluntly, more money for education would not make such a difference if the people who have to administer the educational plans and programmes are not the right choices, or they do not put their heart into the 'lofty national plans'.

First, intensive efforts need to be made to attract more and more of bright and qualified young men and women to college and university jobs. The entry point incentives must be substantially improved. Perhaps, it would be presumptuous to say that the pay packet for a prospective college or university lecture should be at par with that available to young business executives, yet, the minimum that the society should do is make them



feel assured that a career in teaching is 'not that bad' after all. Surely, it is in the interest of the economy, and the society, that the education sector is rid of the barrenness that it has got enmeshed into, in the recent past.

Second, improvement in service conditions must become immediately discernible to a new job entrant. Better working and living conditions, career advancement prospects, post-retirement view of life, etc., must become a hallmark of our faculty recruitment policy.

Third, for a number of reasons set out elsewhere in the report, the span of working career has to increase sizably. It reflects poorly on India's federal democratic polity that the age of retirement differs starkly among the states, among the type of institutions, and between the public and private institutions. Since the highly ambitious expansion plans would need many-fold expansion of faculty positions which the Indian educational system is not able to meet in the immediate future, we must retain 'mature teachers' who are close to the end of their working career just as fierce persuasions and 'more appealing' packages are to be offered to prospective teachers at the entry point.

Fourth, all concerned parties have to play their role in a self-persuasive and self-disciplining mode. The Central government must provide for more funds for education in general, and higher education in particular, which, it seems, is on the cards. The state governments must play their role most decisively and most comprehensively. A careful perusal of state finances projects a cheering view on the carrying capacity of the states for pay revision. It shows that the states are now in a much better position to carry out the pay revision than a decade ago, most ostensibly, because their finances are in a much better health and are in the upward phase of the cycle when generating additional revenues is much easier than when they are in a trough. Our plea is that there must be a corresponding realization on the part of states that, in this age and time, perhaps more so for the coming times, a lackadaisical approach to the development of higher education sector would keep them away from their dreams of growth acceleration, economic modernization, higher earnings and mitigation of inter-state disparities. Perhaps, the time has arrived for states to compete with one another for strengthening their higher education base and not miss the remarkable socio-economic opportunities that an expanding higher education sector, especially in qualitative terms, can bring forth to their populace. In our view, no state can afford to miss such opportunities, and inflict upon itself a backseat in digital accomplishments and



knowledge economy? The democratic compulsions would simply not permit it even to think so despairingly!

The institutions, whether a university or a college, have to play their cards equally well. The recruitment drive must proceed apace; the needed flexibilities for hunting more, and more qualified, hands must be exercised in the interest of the institution. Finally, the teacher must also play her/his role with full commitment, responsibility and transparency. If strong arguments are forthcoming to 'bestow' social respect and monetary incentives/rewards on teachers in a university or a college, equally convincing are the arguments for them to fulfill their social responsibility or vindicate the trust put on them. The teachers are also under obligation to deliver more, and better, firstly to justify what the PRC believes must go to them, in the form of better pay packages and other incentives, and secondly to take India's higher education to high standards.

So far, we have not touched upon the **qualitative aspects of higher education** in India, and how are the teachers in universities and colleges to improve the situation. This, indeed, opens the Pandora's box. And, without doubt, for a number of reasons, this is believed to be our Achilles' Heel. There are numerous ways to count the quality gaps at the university and college levels which we cannot do in this report. Nevertheless, some sketchy evidences are available to show that the house of higher education is not in good shape, at the moment. For example, in 2006, not more than 10.0 per cent of the colleges accredited by the NAAC were characterized as A-grade institutions; as many as 66.0 per cent of them were B-grade and no fewer than 24.0 per cent were C-grade colleges. Likewise, only 32.0 per cent of the accredited universities earned an A-grade, 52.0 per cent fell in B-grade category and 16.0 per cent were characterized as C-grade institutions (UGC, 2008: 8). Further, substantial gaps, notably in terms of the number of departments per university, number of faculty members with Ph.D., number of books in the library, proportion of the sanctioned faculty positions duly filled up, were discovered for universities. Similarly, at the college level, student:teacher ratio, total number of teachers per college, proportion of teachers without M.Phil/Ph.D., number of books per college, number of students per computer, etc., showed varying degree of quality gaps. Outdated courses, inadequacies of teaching and research facilities, most markedly the crumbling infrastructure, lack of interaction with industry and the 'outside society', absenteeism among teachers, obsolete teaching and examination methods, etc., are other operational infirmities. To cap all other lacunae comes the fly-by-night proliferation of colleges, and in some cases, universities as well.





The most festering outcome of all these weaknesses is that we are producing more and more of unemployable graduates. How seriously does it impair the supply side of the university or college faculty market needs hardly to be emphasized. Faculty shortage is what we have ourselves built into our educational policies and unappreciative educational system.

The Pay Review Committee feels that some hope deserves to be pinned on the existing lot of, as also the would-be, teachers to pull higher education out of the rut that is proverbially associated with the resource crunch, on the one hand, and the lackadaisical functioning of the system, on the other. Going by the on-going appreciative and enlightened approach of the top policy makers in India, ostensibly reflected by the steep hike in plan resources earmarked for education during the Eleventh Plan, we are tempted to believe that resource crunch should not be a serious problem. But then, more money does not necessarily mean more and better quality education. For improving the quality of our education, especially the college and university level education, many corrective measures have to be undertaken, again, at all levels, beginning with the central government at one extreme end, and individual teachers, at the other end.

Quality of teaching must improve. Quality of teaching is inextricably linked with the quality of teachers, which, in turn, depends on the physical, economic and social environment under which our teachers have to work. The PRC is well informed about infrastructural deficiencies, especially for the teaching of science courses, for a vast majority of our higher educational institutions, most notoriously the colleges located in the rural areas, and those being owned and managed by profit-led private institutions. The proliferation of shoddy fly-by-night colleges is a proverbial fetter on our educational map. Outdated courses and archaic teaching methods are still in vogue, in a large segment of higher educational institutions. The crushing faculty shortage, at least partially due to the questionable policy of keeping faculty positions unfilled, adds its own share to the quality of teaching.

There is pretty much to be done to improve the quality of research in universities and colleges, essentially because the quality of teaching is inextricably linked with the intensity and quality of research. The PRC is aware of the general state of neglect of research, particularly in colleges, more particularly in rural colleges, most ostensibly because of shortage of resources, research infrastructure, and most importantly, the shortage of faculty qualified to do and guide research, leaving aside the heavy workload



that many teachers in colleges (and universities) have to bear due to faculty shortage. Nonetheless, it needs also to be borne in mind that the potential research capabilities must be brought to the point of fruition by providing adequate support, incentives and recognition. The PRC ventures to give some suggestions in this regard.

The quality of teaching, and of teachers, depends on many other factors as well. Financial support and enabling rules to facilitate faculty participation in seminars, both national and international, and faculty exchange programmes, launching of joint academic endeavours, encouragement for course restructuring and improved teaching methods, creating inter-departmental or inter-discipline interactions, student-faculty exchanges and rapports, etc., are some of the steps that need to be fostered at the institutional level. Exposure of teachers to fresh literature, venturing into more and deeper research fields, new and more effective teaching methods, research guidance in a more interactive fashion, undertaking of research projects, writing of books and papers on topical issues, collaborating with fellow researchers in other institutions, etc. are the steps which can be thought of at the level of individual teacher-researchers.

One of the glaring weaknesses that came to our notice was the negligible incidence of teachers' mobility. Apart from numerous other advantages that accrue to teachers who move from, say, a college to a university, or, from a private un-aided college to a government college, or, from a state university to a central university, is that their teaching and research capabilities get more meaningfully utilized. But then, this is an area in which the initiative of the prospective transferee needs to be adequately buttressed by supportive institutional rules and procedure. At present, inter-institutional mobility, *albeit* on an extremely limited scale, is largely confined to young Lecturers, and to a lesser degree, Readers. Professors generally do not move out. This deadlock needs to be broken.

To conclude, higher education in India holds tremendous promise for the future growth of our society, democratic polity and economy, just as it poses formidable challenges to increase access of the populace to this crucial input of socio-economic development. In our federal democratic system, where higher education is on the concurrent list, both the centre and the state governments have their respective domain of responsibilities. At this crucial juncture of our socio-economic development, and the ever-increasing future demand of educated and qualified manpower, the state governments have a more binding role set for themselves. Time is certainly on their side if they take the stakes



seriously; education in general, and higher education in particular, deserve more of their commitment, attention, and resources. We believe, they have to care for their civil servants but our pleading is that they must care more for the producers of civil servants. Undoubtedly, the payoffs for investing more in teachers are much higher. We also plead with academic institutions, as much with colleges as with universities, that a more humane, insightful, appreciative and supportive working atmosphere should be developed, under open, transparent and democratic functioning environment. Everything does not necessarily come through government rules or official circulars. The vision and discretion of the institutional heads also matter, often substantially. Lastly, we plead with our college and university teachers that they must play their role in a way that brings them support and respect of the society. They need no more to operate in a one-sided fashion. Let them offer themselves to a healthy social scrutiny. Let them learn to question themselves, criticize themselves, and improve themselves. In the open society, and competitive global economy, that we have to live with in the future, performance of teachers would matter far more heavily than ever before. And, performance evaluation on a continuing basis should be happily accepted as a part of their work and work culture.

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STRATEGIC VISION AND NEEDED POLICY INITIATIVES

national policies on higher education. The awards relating to pay scales and various other benefits, recommended by the UGC Pay Review Committees, at an interval of every ten years, determines the benefits and incentives to the teachers working in the universities and colleges. Teachers, undoubtedly the most decisive fulcrum of the system, have been getting hikes in pay scales and other associated benefits, in varying form and content, although anomalies and lopsided implementation of the recommended packages have been a reality. At the same time, a voice has been expressed, from time to time, in various quarters including the reports of the Pay Review Committees, to enhance dedication of teachers to their profession and make them more responsive and accountable to the changing needs of the society.



of individual groups of teachers (e.g. Professors, Readers and Lecturers, etc.) through numerous regional consultations. The feedbacks from universities and colleges related to diverse aspects of their functioning, all of them need not be dwelt upon by the present report. Accordingly, the PRC picks up just a few issues that have a bearing on the working and service conditions of teachers and other associated functionaries in universities and colleges, and can throw hints about the improvements that need to be injected to improve faculty recruitment and retention. The major items that we concentrate on are: the vacant faculty positions, promotional avenues available to lecturers and readers, mobility of teachers, parity in pay scales, allowances and other facilities of the teachers, superannuation benefits, work load, capacity building and faculty improvement, and so on.

Universities and Colleges

Questionnaires were sent to all universities and colleges governed under 2f and 12b of the UGC Act. A total of 47 universities (10 central universities, 29 state universities and 8 deemed universities), spread over 19 states, representing over 12.0 per cent of universities in the country, responded. In sample universities, filled-up posts of 8064 Professors, 2438 Readers and 4963 Lecturers, were reported. Likewise, a total of 1401 colleges (464 government colleges, 889 aided and 48



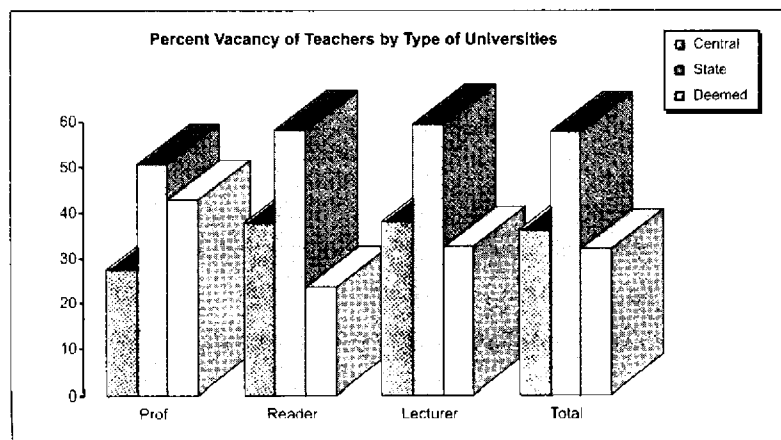
Table - 1
Vacant Positions of Professors, Readers and Lecturers
in Sample Universities (Academic Session 2007-08)

	Total Sanctioned	Total Filled	Total Vacant	% Vacancy	N = No. of sample university
Prof	2469	1367	1102	44.63	45
Reader	4506	2194	2312	51.31	46
Lecturer	9604	4503	5101	53.11	44
Total	16579	8064	8515	51.36	

The intensity of vacant positions varies markedly among the types of universities. The state universities show a very depressing scenario, for all positions; the overall level of vacant positions is 58 per cent, and it is much higher at the level of Lecturers and Readers.

Inasmuch as around 90% of students in university departments are enrolled in state universities, such a high incidence of vacant positions is sure to be making a damaging effect on the quantity as well as quality of teaching and research in universities in general, and state universities in particular. Somewhat surprisingly, even the central universities suffer from shortage of teachers. Overall, 36.0 per cent of faculty positions are lying vacant. Among the deemed universities, nearly one-third of vacancies are lying unfilled; the highest incidence of unfilled vacancies being in the case of Professors (See Chart 1).

Chart 1





4. Status of Vacancies in Colleges

The situation is equally, if not more, grim for colleges (Table 2). No fewer than 41.0 per cent of positions at the Lecturer level, and 18.0 per cent of those at the Reader level, are lying unfilled. The situation in non-aided colleges is far more distressing, in this regard. As many as 52.0 per cent of vacancies at the entry level and 42.0 per cent of those at the level of Readers are lying unfilled. Nearly 42.0 per cent of entry-level positions are vacant in government colleges against 40.0 per cent in government aided colleges, while, the corresponding figures for the Reader-level positions are 19.0 per cent and 16.0 per cent, respectively.

In overall terms, the situation is rather alarming. Teachers in the universities and colleges generate and disseminate knowledge through organic linkages with each other as also with the students through a facilitating physical and academic environment. If a particular university department or a college suffers from the shortage of teachers, the generation and dissemination of knowledge suffers and the quality of education is adversely affected. Benefits available to those in service, in the midst of the acute shortage of teachers, cannot compensate for the loss in the quality due to shortage of teachers. It is, therefore, essential that incentives given to a teacher should go hand in hand with the filling of vacancy of teachers in universities and colleges. There should be a tolerable zone of vacancies, preferably within 5 to 10 per cent of the sanctioned strength.

The ambitious plans of expanding the higher education sector during the Eleventh Plan would remain substantially unfulfilled if the supply of teachers does not match the expanding demand for them. The PRC firmly believes that all-out efforts to liquidate the existing stock of vacancies, through attractive pack packages and better working/service conditions, is the most essential first step. In particular, it is high time that many of the State governments which are reported to have been clamping embargo from time to time, under different pretexts, most noticeably the resource crunch, on filling up the sanctioned vacancies, need to review their 'close-fist' policy, in their own interest. Raising the age of superannuation, uniformly for all colleges and universities, in all regions, and in all types of institutions, is an equally inescapable policy step, to reduce the supply-demand gaps.



Table - 2
Vacant Positions of Readers and Lecturers in Sample
Colleges (Academic Session: 2007-08)

	Readers				Lecturers			
	Number of Sample Colleges	Sanctioned	Vacant	Percent	Number of Sample Colleges	Sanctioned	Vacant	Percent
Govt Aided	179	1779	333	19	340	6101	2571	42
Non-aided	171	2018	317	16	609	12346	4988	40
	9	150	42	28	36	814	423	52
Total	359	3947	692	18	985	19261	7982	41

5. Status of Vacancies of Librarians and DPEs

In universities, one half of the posts of Librarians and nearly 52.0 per cent of those of DPEs are lying vacant. The situation is a little less frightening in the case of Deputy and Assistant Librarians and Assistant Director of Physical Education (See Table 3). The situation at the college level is not as bad (Table 4).

Table - 3
Status of Staff in Library and Physical Education in Universities

	Sanctioned	Filled	Vacant	Vacant %
Librarian	38	19	19	50
Deputy Librarian	45	28	17	38
Assistant Librarian	187	130	57	30
Director of Physical Education	21	10	11	52
Deputy Director of Physical Education	11	10	1	9
Assistant Director of Physical Education	76	54	22	29



Table - 4
Vacancy Position of Librarians and DPE's in Colleges

	Librarians				DPE's			
	Number of Colleges	Sanctioned	Vacant	Percent Vacant	Number of Colleges	Sanctioned	Vacant	Percent Vacant
Govt	135	145	5	3	67	74	2	3
Aided	260	279	13	5	154	163	6	4
Non-aided	17	22	0	0	10	10	0	0
Total	412	446	18	4	231	247	8	3

6. Part Time/Contract Teachers

As noted above higher education system in India suffers from a serious shortage of teachers. Shortage of teachers has led to employment of part time or ad hoc teachers. Table 5 shows that the ratio of part time lecturers to regular lecturers is 0.24, for all types of universities put together, 0.32 for state, and 0.20 for deemed universities; the system of part-time or ad hoc employment of faculty is nearly completely absent in the case of central universities. In plain terms, in state universities, there is one part-time or *ad hoc* teacher for every three regular lecturers, and one such lecturer for every five regular lecturer in deemed universities. Likewise, Table-6 shows that, in colleges, out of 100 lecturers, there were 38 part-time contract lecturers. In the government-aided colleges, the incidence of contract lecturer was the highest.

The manner in which such part-time or *ad hoc* or contract teachers are employed (a *la* service break during vacation period for many appointees), the pittance that is handed over to them in the name of monthly salary (although, in most cases, selected through a properly constituted selection committee), and the long duration for which the Damocles sword hangs over head, made innumerable stories that the PRC picked up from the series of its regional consultations. Pay Review Committee views this as a matter of great concern and suggests state governments to fill up the vacant posts on a regular basis, both to improve the faculty strength in universities and colleges which, in turn, would make a decisive improvement on the quality of education.



7. Promotional Avenues in Universities

In the Fifth Pay Commission, the Career Advancement Scheme (CAS) was provided, both for Lecturers and Readers. Lecturers with Ph D could be promoted to Senior Lecturers after 4 years (5 years with M Phil and 6 years with post graduate qualification), Senior Lecturers to Reader after another 5 years with Ph D only and from Sr. Lecturer to Lecturer selection grade without Ph D after 5 years. Similarly, a Reader could be promoted as a Professor after 8 year of service, as a Reader. The CAS provided promotional avenue to every teacher who could show the merit in her/his academic career.

In state universities, at the level of Professor, the CAS seems to have conferred the highest of promotion benefits at the level of the Reader. For example, CAS-Professors were 2.5 times of the Professors appointed against the sanctioned or open competition posts (Table 5). However, the high ratio might also be the result of lesser number of filled up posts of Professor. However, the fact remains that promotional avenues provided the career advancement to the teacher 2.5 times the existing filled up posts of Professor. In the case of Deemed University the promotional benefit at the level of Professor was the lowest. At the Reader level, the promotional benefit in relation to the filled up post of Reader was highest (2.4 times) in the Deemed University but lowest among the state universities (0.8). There exists some anomaly in the case of state universities, namely higher level of career advancement at the level of Professor and lower promotional avenues at the Reader level. At the level of Lecturer we notice that in state universities, out of 100 lecturers, 25 lecturers are in senior lecturer grade and out of 100 lecturers in senior grade 68 lecturers are in selection grade. Thus, it may be observed that promotional benefits given in the 5th Pay Commission were helpful in career advancement of teachers. Perhaps, many of the teachers would have languished at lower posts if the CAS were not available. Nevertheless, the fact that the CAS was not uniformly implemented in all universities and colleges, or not equally rigorously implemented everywhere, cannot be denied either.



Table - 5
Ratios of CAS Promotees (Co-efficient of Promotion)
in Different Grades by Type of Universities

University Type	Prof. (CAS): Prof.	Reader CAS): Reader	Lec (Sl Gr): Lec (Sr. Gr.)	Lec (Sr. Gr.): Lecturer	Lecturer (PT/ AdH): Lecturer	Prof: Reader: Lecturer
Central	1.6	1.9	0.26	0.13	0.02	1 : 1.5 : 2.5
State	2.5	0.8	0.68	0.25	0.32	1 : 1.7 : 4.3
Deemed	0.9	2.4	0.36	0.31	0.20	1 : 2.2 : 4.7
Total	2.0	1.0	0.59	0.23	0.24	1 : 1.7 : 3.7

8. Promotional Avenues in Colleges

The avenues of promotion under the CAS can also be analysed at the level of colleges. It may be noted that the ratio of lecturer senior grade to lecturer at any point was 0.46 and the ratio of lecturers selection grade to lecturer senior grade was 1.71 (Table 6). In government colleges, the latter ratio was as high as 2.14 and in aided and non-aided colleges, it was 1.53 and 1.34, respectively. Thus, it may be seen that the CAS did provide avenues for promotion to the Lecturers upto the Reader scale. In the Fifth Pay Revision report, the avenue for promotion from Reader to Professor was not available for the colleges.

Table - 6
Ratios of CAS Promotees (Co-efficient of Promotion)
in Different Grades by Type of Colleges

College Type	Lect(Sel): Lect(Sr)	Lect(Sr): Lecturer	Lecturer: Reader	Lect(Contr): Lecturer
Govt.	2.14	0.47	1.88	0.32
Aided	1.53	0.47	3.16	0.41
Non-aided	1.34	0.56	2.97	0.29
Total	1.71	0.46	2.66	0.38



9. Mobility of Teachers

There is a general perception that outward mobility of teachers is taking place from the higher education system. According to one view, teachers do not get adequate remuneration and promotional benefits in universities and colleges in relation to what is available in the corporate world. Some public analysts believe that outward mobility of teachers is not desirable as it will adversely affect the sustainability of the educational system, especially at the college level. Yet another viewpoint argues that outward mobility of teachers is not harmful as long as higher education system attracts talents, and operates through in- as well out-flow channels. In this view, mobility is a healthy sign and mobility of teachers, especially from one university to another needs to be encouraged. Restricted mobility leads to inbreeding. More and more movement of teachers within the system needs to be encouraged. For example, teachers from B grade colleges may be encouraged to join the faculty of A grade colleges and vice versa. Special benefits may be given to teachers who are ready to serve in rural areas or in difficult terrains.

From our university-level sample data, it is absolutely clear that the outward mobility of teachers as a percentage of total teachers is nearly nil - 1.2% per annum. The severely restricted movement/mobility of teachers to any other university/college/educational institution is indeed a highly depressing feature of our educational system. The mobility to other destinations such as the corporate sector or non-educational government institutions was equally negligible.

Nevertheless, whatever the magnitude of mobility, the highest mobility was observed in the case of science teachers followed by teachers of engineering & technology institutions. Mobility among arts, commerce and management disciplines was also negligible.

The reason for the mobility of science and engineering disciplines may be due to their high demand in the education sector, corporate sector and in foreign universities. Feedback received also suggested that the highest outward mobility of teachers take place at the Lecturer level. At the Reader and Professors levels, outward mobility was not very high. It means that only at the earlier stages of their career, highly qualified and brilliant teachers find it beneficial to move out from one institution to another, and are in a better position to negotiate their outward movement. Once they settle down during the mid-career, they do not prefer to join any other institution. For the education sector, the warning is clear. Teaching profession must look to be attractive, at the entry



point, and for the first decade or so, the avenues of promotion should be faster than what they have been hithertofore.

Incidentally, the pattern of outward mobility at the university level finds its echo at the college level as well. The field information from colleges clearly show that in government, aided and non-aided colleges, the highest mobility of teachers takes place at the lecturer rather than the reader level. One interesting fact is that non-aided colleges show the highest level of mobility at the level of lecturer, most plainly, because such appointees are nearly constantly prowling for better pastures and more congenial work atmosphere.

10. Parity in Pay Scales, Allowances and Other Facilities

Normally after the announcement of the pay scales of the teachers by the central government, the basic pay is adopted by the state governments in implementing the pay scales. However, all other allowances admissible to teachers are paid, usually maintaining parity with state government employees. Sometimes, in payment of DA and additional DA, great delay occurs. From the university and college feedbacks received by the PRC, it came out that, at the university level, parity in various allowances is maintained in 60 per cent of cases, and in 80 per cent of cases at the college level, as per the UGC announcement. However, in payment of DA, additional DA, HRA, CCA, hill allowance and transport allowance, parity is maintained as per the state government rules. This leads to wide differences in the payment of various allowances to the teachers in the colleges.

Table - 7
Parity in Pay Scales and Allowances

(in %)

Parity Description	University		Govt. Colleges		Aided Colleges		Non-Aided Colleges	
	Central	State	Central/ UGC	State	Central/ UGC	State	Central/ UGC	State
Parity in Pay Scales			80	19	78	21	78	20
Parity in DA/Additional DA	38	62	16	84	17	83	21	79
Parity in HRA	36	63	14	86	13	87	17	83
Parity in CCA	34	65	15	85	17	83	28	72
Parity in Hill Allowance if applicable	40	60	20	80	18	82	18	82
Parity in Transport Allowance	48	51	25	75	20	80	44	56



All other facilities given to college teachers were also examined. 50 per cent of DA was merged with basic pay for 82 per cent of teachers from government and aided colleges, 72 per cent in the case of non-aided colleges (Table 8). Stagnation increment was given in 43 per cent colleges. LTC facilities are largely not available to college teachers. Only 25 per cent government colleges responded that the LTC facilities are available to the teachers. House building advance and conveyance advances are available to 35 per cent and 26 per cent of teachers in government colleges. Thus, in spite of recommendations of the previous pay commissions, the basic facilities given to various central government and state government employees are not available to the college teachers.

Table - 8
Affirmative Response for Various Facilities to College Teachers

(Per cent)

	Govt	Aided	Non-aided
Whether 50% DA merged with Basic pay?	82	82	72
Whether stagnation increment given?	43	43	38
Whether LTC facilities Available?	25	34	33
Whether HBA admissible?	35	30	32
Whether Conveyance Advance admissible?	26	21	7

With respect to medical benefits, 35 per cent of government colleges responded that there is no medical facility available to the teachers. Another 39 per cent of government colleges responded that medical facility is in terms of reimbursement (Table 9). Around 50 per cent of the aided and non-aided colleges responded that medical support only in the form of reimbursement of expenses is available to their teachers.



Table - 9
Medical Benefits to College Teachers (Per cent)

	Govt	Aided	Non-aided
Contributory	7	4	3
Non-Contributory	3	2	3
CGHS	1	1	3
Reimbursement	39	53	49
Any other	13	11	5
More than one benefit	3	1	
No facility Available	35	28	38

Another important facility is the residential accommodation to the teachers. 65 per cent of government colleges responded that the residential facility is available to less than 20 per cent of their teachers, 12 per cent colleges said so for accommodating 20-40% of their teachers. On the other hand, only in the case of 10 per cent of government colleges, residential accommodation was available to more than 80 per cent of their teachers. Thus, it may be noted that residential accommodation is largely not available to the teachers. In view of rising levels of house rent, including those in medium size cities, the teachers may find it difficult to rent in a 'decent' residence, consistent with their status, and in conformity with the requirements of their job, often necessitating reading, preparing notes, and working on computer at their residence. A case for higher house rent clearly emerges.

Table - 10
%age Distribution of Staff Provided with Residential Accommodation

Staff	Govt	Aided
0-20	65	61
20-40	12	26
40-60	10	7
60-80	2	1
80-100	10	4



20 days medical leave (with half pay) and a maternity leave of 135 days is being followed in a majority of universities. There is also a provision for leave encashment during service for 15 days in 55 per cent of universities. Most of the universities provide one-year study leave. Finally, provision of academic and deputation/duty leave for 30 days also exists for a majority of universities.

Table - 12
Different Types of Leave (in days) for Maximum Number of Universities

Leave Description	Teachers		Librarian & sports personnel	
	no. of days	% universities	no. of days	% universities
CL	12	49	12	61
EL	12	45	30	79
Half pay leave	24	80	17	85
Medical leave (full pay)	12	67	15	64
Medical leave (half pay)	20	71	20	45
Maternity leave	135	51	135	45
Detention leave	30	38	15	50
encashment leave during service (EL)	15	55	15	50
Study leave	365	90	365	100
Sabbatical leave	365	79	0	57
academic leave	30	60	0	83
duty/deputation leave	30	69	30	57

12. Retirement & Other Benefits in Colleges

Feedbacks were also received from colleges on superannuation and other benefits (Table 13). There is a provision for re-employment of faculty in 15 per cent of government colleges. Majority of colleges do not, however, provide re-employment



Our university-level sample data show that upto 40 per cent of teachers get accommodation in 70 per cent of universities at the level of Professor; 64 per cent of universities at the level of Reader; and 74 per cent of universities at the level of Lecturer (Table 11). More than 80 per cent of the teachers get accommodations in 22 per cent of universities at the level of Professors; 17 per cent of universities at the level of Reader; and 20 per cent of them at the level of Lecturer. It means that over 80 per cent of teachers do not get accommodation in 49 per cent universities at the level of Professor and Lecturers; and 55 per cent universities at the level of Reader. It was observed that the average waiting period for getting residential accommodation is 9 months in the case of a Professor, 22 months in the case of a Reader, and 10 months in the case of a Lecturer, a Librarian and a sports personnel. Thus, accommodation to the university teachers is a problem and they deserve to be provided with adequate compensation for the non-availability of official quarters.

Table - 11
% of Universities Providing Accommodation

% of teachers	Professor	Readers	Lecturer
0-20	51.35	44.45	51.40
20-40	18.90	19.45	22.80
40-60	5.40	13.90	5.75
60-80	2.70	5.55	0.0
80-100	21.60	16.65	20.00

11. Leave Facilities

There are diverse patterns and practices in the grant of different types of leave for teachers in the universities. In Table 12, the number of days for which leave is granted is presented where it is most prevalent. There are provisions for CL for 8 days, 10 days and 12 days in different universities. However, 12 days CL was observed in 49 per cent universities and 8 days CL is being practiced in 28 per cent of universities. There are practices for EL for 8 days as well as 12 days. However, 45 per cent of universities follow EL for 12 days. A norm of 24 days half pay leave, 12 days medical leave (with full pay),



facilities to the faculty after retirement from the service in aided as well as non aided colleges. The CPF is available in 44 per cent of government colleges. GPF is followed in a majority of colleges; 80% government colleges report this facility. Pension scheme is followed in 92 per cent of colleges, gratuity in 96 per cent of colleges, leave encashment in 74 per cent of them, group insurance in 85 per cent cases and services transferred for pension benefits in 90 per cent of government colleges. Aided and non aided colleges also follow the same pattern.

Table - 13
Affirmative Response for Retirement & Other Benefits

Benefit Description	Govt	Aided	Non-aided
% of Colleges having provision for Re-employment for Faculty	15	13	13
% of Colleges having provision for CPF for Faculty	44	43	43
% of Colleges having provision for GPF for Faculty	80	79	89
% of Colleges having provision for Pension Scheme for Faculty	92	93	94
% of Colleges having provision for Gratuity for Faculty	96	97	98
% of Colleges having provision for Leave Encashment at the time of Retirement for Faculty	74	77	77
% of Colleges having provision for Group Insurance for Faculty	85	88	89
% of Colleges having provision for transferring/ accepting services rendered elsewhere for Pension Benefits for Faculty	90	93	90

13. Work Load

The present status on the work load of Professors, Readers and Lecturers in the universities shows the highest work load for the teaching activities (Table 14). The most frequent work load for teaching activities undertaken by Professors and Readers was



10-15 hours per week frequent work load for teaching activities undertaken by Professors and Readers was 10-15 hours per week in 30 and 32 universities, respectively, whereas in the case of Lecturers, the work load for teaching was 15-20 hours per week in 24 universities, which is comparably quite high.

The work load for tutorial and practical activities undertaken by Professors, Readers and Lecturers was between 1-10 hours per week in 16, 13 and 13 universities respectively. It was also observed that Lecturers' participation in the research activities was least, compared to that of Professors and Readers in the universities. As Lecturer has a maximum of work load of 1-5 hours per week for research activities in 7 universities, whereas, it is 5-10 hours per week for Readers in 6 universities and for Professors in 8 universities.

It can, therefore, be concluded that Lecturer's participation in teaching activities is very high. But then, by the expected yardsticks, participation of Professors and Readers in research activities is rather low, most ostensibly because their maximum time is consumed in teaching, presumably because of the general all-round shortage of teachers. Around 65 per cent of universities are functioning 6 days a week and only 35 per cent of them follow 5-day working week.

It is quite interesting to note that around 180 to 200 days were actually utilized in a year by 78 per cent of universities for teaching and other activities. Quite a few universities were also operating for less than 180 days for teaching activities in a year.

Table - 14
Distribution of Work Load of Professors

(Hours per Week)

Work Load (in Hours per Week)	No. of Universities (f)			
	Teaching	Tutorial/Practical	Research	Other works
0	0	0	0	1
1-5	1	9	6	3
5-10	7	7	8	5
10-15	30	0	5	4
15-20	3	1	3	0
20-25	0	0	1	0
25-40	0	0	1	0



Table - 15
Distribution of Work Load of Readers

(Hours per Week)

Work Load (in Hours per Week)	No. of Universities (f)			
	Teaching	Tutorial/Practical	Research	Other works
0	0	0	0	2
1-5	0	5	5	2
5-10	3	8	6	3
10-15	32	3	5	4
15-20	5	1	4	0
20-25	1	0	0	0
25-40	0	0	1	0

Table - 16
Distribution of Work Load of Lecturers

(Hours per Week)

Work Load (in Hours per Week)	No. of Universities (f)			
	Teaching	Tutorial/Practical	Research	Other works
0	0	0	0	2
1-5	0	6	7	5
5-10	3	7	6	3
10-15	11	3	3	1
15-20	24	1	3	0
20-25	3	0	0	0
25-40	0	0	1	0



Table - 17

No. of Actual Teaching Days in a Year (2006-07)

No. of teaching days in a Year	No. of university
150	1
160	2
170	2
180	20
190	5
200	11
210	2
220	2

14. Capacity Building of Teachers

Capacity building of teachers is important for updating their skill and knowledge. The UGC has prescribed a mandatory provision of one refresher and one orientation course for every lecturer to become eligible for promotion as the senior grade Lecturer. Besides, the resources available in the college for participation in national and international seminar and conferences, also helps in the capacity building of teachers. For a particular year, say, 2006-07, 20 per cent of the lecturers had undergone refresher/orientation courses in roughly 80 per cent of universities. It shows that Academic Staff College has been actively organizing orientation courses for the Lecturers.

Table - 18

**Percentage of Lectures Undertaking
Orientation Course in 2006-07**

% Lecturers	No. of universities
0 - 10	18
10 - 20	10
20 - 30	1
30 - 40	1
40 & above	6



It may be pointed out that average expenditure per teacher on seminar in India and abroad is abysmally low. Rs. 598 and Rs. 829 is the average expenditure per teacher for participation in seminar in India and abroad, respectively. No fewer than 70 per cent of the universities spent less than Rs. 1000 per teacher on seminar in India and 55 per cent of them spent less than Rs. 1000 per teacher on seminar abroad. Feedback received by the PRC from the universities also shows that not more than one-fifth of teachers participated in seminars in India or abroad, in the last three years.

The PRC was informed that a university in India, on an average, organizes 24 seminars in a year - 17 from the funds made available from within the university and 7 through support from outside agencies.

Capacity building of teachers needs to be emphasized further and average per teacher expenditure for participation in the seminar needs to be increased. Universities should also make an effort to mobilize resources, both from within and outside.

15. General Views/Opinions

The PRC elicited general views/opinions from universities/colleges on various other aspects such as the principle of pay fixation, promotion, attracting talents at initial level of recruitment/service, parity of the scale of Professors and the institutional autonomy of the university, and so on. Perhaps, a brief sketch of such views is in order, before we conclude.

On the issue of the prevailing hierarchical structure, an overwhelming view was that the present 3-tier hierarchy - Professors, Readers and Lecturers - should continue and pay differences be related to different levels of hierarchy, giving full play to merit, performance and achievements. Around 75 per cent of the responses favoured the continuance of the present system of CAS, but with more transparent, rigorous and merit-based implementation.

After graduation/post graduation, students tend to look for jobs in private sector at attractive remuneration. Attracting talents to the education sector at the initial level of recruitment is a major challenge. An overwhelming proportion of respondents suggested that attractive scholarship during PhD for talented students should be provided and later higher basic or starting salary should be offered for attracting the talents. To prevent the flight of human resource to the corporate sector, the competitive salary as well as



housing and other facilities such as a cohesive and interactive campus life, schooling facility for children and autonomy to work were also suggested.

On the criteria of pay fixation, the majority opinion was in favour of pay parity with the corresponding administrative cadres, if not with the corporate sector. Further, over 90 per cent of the responses agreed that the criteria for incentivising a teacher should be based on research articles in international/national referred journal, book published by teacher, patent awarded to a teacher, national and international recognition earned and academic awards received.

A majority of the responses also wanted that the benefit of annual increment should accrue automatically to the teacher. Nevertheless, there should be a process of annual review of teachers' work and performance, preferably around the time that the case of granting the benefit of annual increment comes up for consideration.

There was a pointed question towards the two pay scales for Professors. Over 75 per cent of teachers from both colleges and university agreed in favour of two pay scales for Professors. There was also a wide agreement that there should be institutional autonomy to universities to pay, to a select few Professors, a salary higher than the one admissible under the usual UGC norms.

It was also widely agreed that the universities should follow the UGC norms for consultancy services rendered by faculty members.

Opinions were forthcoming on the contentious issue of differentiating university faculty from college faculty. The differentiating elements could be norms for recruitment, pay scales, allowances, perks, monetary incentives and infrastructural support for doing research, criteria for performances evaluation, incentives for improving educational accomplishment, and prospects/opportunities available to the college faculty to move to universities, and so on. While the university responses favoured most of the above criteria, the colleges opposed it.

CHAPTER - IV

STAKEHOLDERS' VIEWS AND PERCEPTIONS

4.1 Introduction

Members of the Pay Review Committee, as a part of their efforts to identify the core issues relating to the terms of reference of the Committee identified twelve different centres for holding personal interaction with various stakeholders in higher education. A complete list of the various centres together with the dates of the meetings where such interactions were held is given at Appendix I. Besides, exclusive meetings were also held by the PRC members with a select number of Eminent Educationists drawn from all over India and the All India Federation of University and College Teachers Organization (AIFUCTO) and Federation of Central University Teachers Associations (FEDCUTA).

4.2 The Stakeholders

Those who were invited to these meetings at various university centres in different parts of the country included State Secretaries of Education, Directors of Public Instruction, Vice Chancellors, Eminent Educationists, Public Persons, Professors, Readers, Lecturers-both from universities and colleges, particularly those appointed recently - Principals of colleges, Librarians, Directors of Physical Education, Office Bearers of Teachers' Associations and Teachers' Federations as well as Retired Teachers Associations.

These invitees, representing nearly the entire community involved in university and college education across the country, made oral and written representations before the committee, highlighting particularly those issues that, according to them, were of absolute crucial significance for the development of higher education in the country at this crucial juncture as also attracting talented persons to the field of higher education teaching and retaining them in the face of stiff competition that is emerging from not only the corporate sector but also from private universities and colleges both of which are offering much better pay packages to lure them away.



4.3 Core Areas of Concern

The following core areas emerged as the focal points of attention during the detailed discussions and after a close scrutiny of the written representations:

- (i) New scales of pay and allowances for various categories of teachers.
- (ii) Implementation of the new scales of pay and allowances.
- (iii) Pension, provident fund, gratuity and other issues of social security.
- (iv) Financial support to states from the Central Government for implementation of the recommendations in universities and colleges across the country.
- (v) Uniform nomenclatures for various categories of teaching positions.
- (vi) Recruitment of teachers to various positions, particularly the recruitment at the entry level of Lecturer/Assistant Professor.
- (vii) Promotion and career advancement of Teachers (CAS) at various levels.
- (viii) Updating of teachers' professional skills and participating in Refresher Courses, Orientation Programmes etc.
- (ix) Various kinds of Leave, admissible to teachers.
- (x) Teaching workload and Research facilities.
- (xi) Evaluation of teachers' Work and their academic accountability.
- (xii) Service conditions of Librarians and Directors of Physical Education.
- (xiii) Appointment and scales of pay of Principals of colleges.
- (xiv) Appointment, scales of pay and tenure of Vice Chancellors.
- (xv) Anomalies and non-implemented part of the recommendations of the last Pay Review Committee in 1998.
- (xvi) Inclusion of other academic staff under the purview of the Pay Review Committee.

4.4 Suggestions in Detail

Under each of these broad categories, various suggestions were made, a consensus gist of which is produced below:



4.4.1 New scales of pay

It was suggested by nearly all sections of the consulted community that the new scales of pay should ideally be better than the scales of pay of comparable category of civil servants in the government of India since teachers had much higher qualifications at the point of entry to the profession. Also, because they entered the profession at a later stage in their lives and hence their career span was much shorter than that of civil servants.

Most participants resented the fact that the scales of pay of teachers in the IITs and IIMs were higher than those of teachers in universities and colleges recognised by the U.G.C., despite the fact that basic knowledge generation took place in the universities and colleges and the IITs and IIMs focussed primarily on applicational aspects of the same.

However, it was also suggested that if for some reasons it was not possible to place teachers in higher scales of pay than the civil servants in government of India, their parity with them as it existed during the 1986 scales of pay be restored. It was observed by them that while accepting the recommendations of the last Pay Review Committee in 1998, the central government had lowered the scales of pay from what had been recommended.

A minority view expressed by some-only some-participants was that the scales instead of being fixed could be flexible, particularly because finding and retaining adequate number of teachers in some subjects was becoming more difficult since qualified persons in these subjects were being lured to the corporate sector with much higher pay packages.

4.4.2 Annual Increment

A fairly large number of participants were of the view that the annual increment instead of being quantified in terms of a fixed amount of money, should be a certain percentage of the basic salary. It was suggested that the annual increment should be between 4 and 5 percent of the basic salary. However, almost all participants were against performance-based flexible amount/rate of increment as has been suggested by the Sixth Central Pay Commission for Central Government Employees. While they welcomed the recommendation of the VI Central Pay Commission about the annual increments being granted on compounding basis, they were opposed to the idea of performance based flexible rates of increments.



4.4.3 Pay Fixation Formula

As for the fixation formula, it was pointed out, almost universally, by all sections of the academic community that at the time of all past pay revisions, pay fixation formula of bunching had put senior teachers in each category at a serious disadvantage. They suggested that the recommendations of the Pay Revision Committee in this respect should be such that senior teachers do not suffer from such disadvantages once again. It was pointed out that such financial disadvantages had long-term adverse impact on their retirement benefits. It was, therefore, suggested that there should be point-to-point fixation of the salary of individual teachers in the proposed scales of pay.

4.4.4 Allowances

4.4.4.1 Professional Allowance

A demand for some kind of a professional allowance was made by most participants on the lines of non-practising allowance being paid at present to other professionals like doctors or reportedly being proposed to be paid to members of the armed and police forces.

4.4.4.2 Special Allowance for Hill/Border/Tribal/North East Areas

Demand for a special allowance for those teachers who work in colleges and universities in disturbed areas, remote and border areas or in tribal and rural areas has also been voiced by a large section of the teaching community. It was argued that because the working conditions in such places were much more difficult than in metropolitan centres, very few teachers were willing to work in such institutions and as a result higher education in such places suffered thereby putting the population in a great disadvantage.

This demand was raised specifically by teachers working in the North Eastern States of the Country since, they said, the conditions in which they worked were also quite dangerous for their physical well-being. A large number of posts, they argued, were lying vacant because teachers from other parts of the country were not willing to go and serve in the North Eastern Region.

4.4.4.3 Allowance for Purchase of Books, Journals, etc.

Participants in most meetings also demanded a monthly allowance for purchase of books and journals, internet rental facilities and computer peripherals, etc.



4.4.4.4 Children's Education Allowance

Demands were made for substantially higher allowances to be paid to teachers for education of their children and also the restriction on such allowance for two children only to be removed.

4.4.4.5 Transport Allowance

Since costs of petrol and diesel had gone up manifold due to periodic raise in their prices, teachers demanded substantially higher transport allowance. Teachers also demanded the restriction of not paying this allowance to teachers residing on campus should also be removed since teachers had often to travel to libraries, premises of seminars and conferences beyond the premises of the institutions.

4.4.4.6 House Rent Allowance

While most teachers demanded that the minimum rate of house rent allowance to be paid to teachers should be 20% of the basic salary, a section demanded that 30% of the basic pay should be paid as house rent allowance irrespective of the classification of the city since rentals were soaring high even in smaller places.

4.4.4.7

The participants also wanted that the city compensatory allowance should be continued to be paid to all teachers.

4.4.4.8 Medical Allowance

Most teachers wanted a monthly medical allowance to be paid to them to meet the day-to-day medical needs for selves and their families. In addition, they wanted a scheme for reimbursement of medical expenses-CGHS or any other - or medical insurance that will take care of their medical expenses since medical care has become so expensive that it is beyond the means of teachers to take care of their health needs.

4.4.4.9 Leave Travel Concession

Participants wanted the LTC to be given to every teacher every two years and Home Travel Concession every year.



4.5 Implementation of the new scales of pay

4.5.1 Implementation in toto as a package

Almost all participants wanted the new recommended scales of pay to be implemented in toto, as a package and uniformly, without any changes, throughout the country. They repeatedly emphasized this point because, they said, the scales of pay recommended by the last Pay Review Committee were not implemented in toto and fully in most states.

4.5.2 A single date of implementation

The participants wanted the recommended scales to be implemented with effect from a single date that is 1.1.2006. In a number of cases, they observed, implementation of the scales recommended by the last Pay Review Committee had been shifted to a later date thereby causing them substantial financial loss.

4.5.3 Payment of Arrears

Once again, last time, the arrears were either not paid at all or paid partially. As for the allowances, most states did not pay the allowances as per the recommendations.

A number of participants made the suggestion that the implementation of the revised scales of pay be not left to either the states or the universities and it should be undertaken by the U.G.C. itself. Alternatively, a monitoring committee be appointed to oversee the process of implementation within a specific timeframe, ensuring that full arrears were paid to individual teachers throughout the country. Another suggestion was that the Vice Chancellors should be made accountable for fully implementing the revised scales of pay and service conditions.

Suggestions were also made that all arrears should be paid in cash only and at one go.

4.6 Policy relating to pension, etc.

All participants felt that one of the effective means of attracting talent to teaching and also retaining it would be to provide social security in the form of pension and related benefits. Participants therefore wanted the triple benefits of pension, provident fund and gratuity to be provided for every teacher-whether in a university or in a college.

4.6.1 Pension-cum-General Provident Fund

Participants wanted that those teachers who were covered under the contributory



provident fund shall be given another chance to opt for general provident fund scheme. They also wanted that the new pension scheme should be scrapped wherein the employee himself or herself contributes to the provident fund and the employer contributes only nominally every month.

4.6.2 Eligibility for Full Pension

Participants wanted that the eligibility for full pension should be after 20 years of service and not after 33 years, as is the case at present. Again, teachers wanted that those who possess Ph.D. degrees should be given benefit of five years in the calculation of eligibility service for full pension.

Most participants wanted the full pension benefits to be raised from present 50%. Some wanted pension to begin with 75% and to go up gradually at the age of 70, 75, and 80 years to reach 90% of the last pay.

4.6.3 Gratuity

Teachers also wanted that the present upper limit of gratuity to be paid to a teacher upon superannuation to be raised from Rs.3.5 lakhs to Rs. 10 or even Rs. 15 lakhs.

Participants wanted that a teacher should become eligible for gratuity after five years of service.

4.7 Leave Encashment

It was suggested that the facilities for Leave Encashment should also be available during the service and not necessarily at the end of service.

Also, the number of days for which leave could be accumulated and encashed should be increased to 400 days from the present 300 days.

4.8 Age of Superannuation

One of the most vociferous demands from the teachers in all interaction meetings was for a uniform age of superannuation for all teachers since at present it varied from 55 years in some colleges and universities to 65 in some others. In between, there were also teachers in institutions who superannuate at 58, 60 or 62. It was demanded that the superannuation age of all teachers in colleges and universities throughout the country should be 65 years.



An individual teacher should, however, retire from service at the end of the academic year so as not to disrupt the ongoing teaching schedule for the year.

4.9 Ex-gratia Payment for Death on Duty

Since occasionally teachers were coming under attack for doing duties in examinations, conducting elections etc., ex-gratia payment should be made in case of death of a teacher while on duty.

4.10 Financial support

It was observed, almost without any exception, by all participants that since the U.G.C. extended financial support to the extent of only 80% of the additional expenses due to the revised scales of pay and that too for only 5 years, most states either refused to contribute their 20% share or expressed their inability to do so, citing financial crunch as a reason. As a result, in the case of the last several Pay Review Committee recommendations, either the new scales of pay were modified or implemented from a later date or the arrears were withheld. This has created highly anomalous and discriminatory situations in different states where teachers have been deprived of the benefits of revised scales of pay in various ways for very long periods of time.

4.10.1 Cent Percent Financial Support

Almost every participant, therefore, made a strong plea that the U.G.C. assistance should be 100% of the additional financial burden.

4.10.2 Financial Assistance for 10 Years

Such assistance should be made available for 10 years instead of the present five so that the teachers are not deprived of either the new scales of pay or the related benefits including arrears once again.

They also observed that this led to all kinds of situations of agitation wherein teachers were forced to either go on strike or resort to legal litigation. Additionally, this had worked as a definite disincentive for those who might have liked to join teaching profession but were put off with the prospects of not getting even the U.G.C. recommended scales of pay and allowances, let alone higher ones. All of this can be avoided at least for the future if, as suggested by them, the financial liabilities can be borne by the Central government fully and for at least ten years.



4.11 Uniform Nomenclature for various teaching positions

Teachers pointed out that the nomenclatures of various teaching positions in the country were not uniform. In some institutions, Lecturers were designated as Assistant Professors and Readers as Associate Professors. Many of them pointed out the nomenclature 'Reader' was vague and not understood by society at large. It was suggested that All Lecturers be redesignated as Assistant Professors, Senior Lecturers as Senior Assistant Professors, Lecturers (Selection Grade) as Assistant Professors (Selection Grade) and Readers as Associate Professors. Professors would, however continue to be designated as Professors.

4.12 Policy relating to recruitment

4.12.1 Posts lying Vacant

Members of the Pay Review Committee were told in almost all the meetings that a very large number of regularly sanctioned posts had been lying unfilled for long periods of time. This was equally true of both colleges and universities. In many places the state education departments had put a ban on recruitments-either informally or through formal office orders. In some states, there had been practically no recruitment in colleges for almost twenty years. As a result, not only students' learning in these institutions but higher education as a whole in the state suffered heavily thereby creating a negative impact on its development. This had also led to the dichotomy of a situation of unemployment in the sector of higher education despite both posts and competent candidates being available.

4.12.2 Contract Teachers

A more negative fallout of this policy of banning recruitment has been the proliferation of the phenomenon of contract teachers. In many institutions-both universities and colleges-there were departments where the number of contract teachers was more than regular teachers. One can only imagine the quality as well as the level of teaching in the absence of regular teaching staff. These contract teachers or guest faculty were appointed on a fixed amount of salary instead of a regular scale of pay. The Committee members were shocked to know that there were teachers with Ph.d. and NET qualifications who had been appointed against regularly sanctioned posts lying vacant and through a regularly constituted selection committee but were being paid only a fixed amount of a few thousand rupees as salary. In some cases, the salary was as low



as Rs. 3000/- per month. And some of these teachers had been working in these contract appointments for six or more years without the benefit of an annual hike of even a hundred rupees. Their take-home salary was less than even that of the class IV employee working in the same institution.

4.12.3 Guest/Part Time Faculty

Related to contract appointments is also another similar phenomenon that has been put in place and that too has spread very widely. Many such regular posts lying vacant are being filled with what has come to be known as 'guest lecturers' or Part Time teachers who are engaged on per hour teaching basis and are paid Rs.250 per hour - something that the committee members were told, had been fixed by the U.G.C.- with another proviso that the monthly payment against such work of guest/part time lecturer could not exceed Ra.six thousand or so. Once again, many of the teachers employed as guest/part time lecturers were persons with fairly high academic qualifications and profiles.

The appointment of teachers on contract basis and as guest/part time lecturers against regularly sanctioned posts lying vacant had, according to most participants, reached menacing proportions in some places and needed to be stopped altogether. They demanded that teaching should not be introduced in any new discipline without recruiting regular faculty beforehand.

4.12.4 Age relaxation for SC/ST and Women Candidates

It was demanded that candidates belonging to SC/ST and OBC categories as well as women candidates be given age relaxation wherever such restrictions existed in eligibility criteria for recruitment. Also, there should be reservation for SC/ST teachers for recruitment to the posts of Readers and Professors as well.

4.12.5 NET/SET as Eligibility for Recruitment

Most participants in almost all centres told the members of the Pay Review Committee that they wanted NET/SET to continue as the eligibility criterion for recruitment to the post of lecturer. A large number of them, however, did not want candidates with Ph.D or M.Phil qualifications to be given relaxation from the eligibility criterion of NET/SET for the reason that there was no standardization in the quality of research in a large number of institutions whereas NET/SET did provide some kind of an all India benchmark.



4.12.6 All India Panel of Subject Experts for Selection Committees

A number of suggestions were also made to make the selection of teachers more transparent and free from bias. One of these was that the U.G.C. should prepare national panels of experts for various subject and institutions should be asked to choose members of the selection committee from such UGC panels.

4.12.7 All India Education Service

Another suggestion was that there should be an All India Examination for recruitment of teachers or an All India University Service on the lines of All India Civil Services and successful candidates get posted to individual institutions.

4.12.8 Adjunct and Concurrent Professor

It was suggested that new cadres like Adjunct Professor and Concurrent Professor be created to provide opportunities for interface between industry and academia and also for greater mobility of teachers between one academic institution and another.

4.13 Policy relating to promotions

The policy of promotions being pursued in most colleges and universities, known as Career Advancement Scheme or CAS as it is popularly called, came in for a lot of criticism from almost all sections of teachers in various interactions. Its effectiveness in promoting merit was also questioned by Eminent Educationists in their interaction with members of the Pay Review Committee.

4.13.1 Delay in Holding Selection Committees under CAS

The basic point made by the participating teachers was that CAS as a promotion policy was not clearly defined and there were a number of clauses in-built into the scheme of promotion for different categories that provided the authorities all kinds of excuses to either reject the candidates' claims on grounds of ineligibility or not hold the interviews for long periods of time under one pretext or another. Some of these anomalies had also come in because of various modifications or clarifications that the U.G.C. had issued from time to time, complicating the matters of CAS implementation further.



4.13.2 Ineligibility on Flimsy Grounds

In some institutions candidates with requisite number of years' of service were not considered eligible because either the candidate had served for a short while as contract teacher or had been given a scale of pay lower than the U.G.C. recommended scale, even after possessing requisite qualifications and after having been appointed through a proper selection process.

4.13.3 Ineligibility Due to Break in Service

Similarly, even if there was a day's break of service, the candidate was declared and denied the opportunity of appearing before a selection committee. It was suggested that break in service for some minimal period be allowed for considering the eligibility of teachers for promotion. Women teachers should be allowed a break of service upto one year since they have to raise families while in employment.

4.13.4 Ineligibility due to non-participation in Refresher Courses and Orientation Programmes

In some cases, the candidates were not considered eligible because they had not participated in requisite number of Refresher Courses and Orientation Programmes, although they produced the evidence that either there were no Refresher Courses available in their specific subjects or their principals or heads of institutions had not relieved them from their teaching duties to participate in such courses.

4.13.5 CAS or Direct Recruitment

Then there were some cases brought to the notice of the members of the committee wherein some teachers were not allowed to even apply for promotion because they had also applied for an open position in the same department that had been advertised. The institution's stand was that having applied for an openly advertised position, they had become ineligible for being considered under CAS since teachers could choose either of these routes for upward movement.

4.13.6 No Second Promotion under CAS

Cases were also reported to the members of the committee where teachers having been promoted under CAS at one level were considered ineligible for promotion under CAS at the next level on the grounds that they could get the benefit of CAS promotion only



once in their careers. Bizarre as these may sound, these were all supported by data or by citing details of individual cases in the form of written representations submitted to the committee.

4.13.7 Promotion from a Date Later Than Eligibility

Even where the teachers were considered for promotion and were indeed promoted, they were given promotion, in a large number of cases, not from the date of their having become eligible but from the date their interviews were held. In some cases, it was even later-from the date their promotion recommendations were accepted by the Executive Councils or the Senates or Syndicates. In all such cases, teachers suffered a double loss not only of arrears but also seniority. The latter also led to their eligibility for the next level of promotion having become longer, thereby compounding their disadvantage.

Participants observed that all this had led to problems on such a large scale that thousands of cases were pending before different courts of law in different parts of the country for legal adjudication. This, they said, also worked to the advantage of the authorities, since pending the judgement by the courts, not only litigants but at times many more teachers in the eligible categories were denied promotion opportunities due to stay granted on holding the selection committees.

4.13.8 CAS and UGC Nominee

Then there were those categories of promotions wherein a representative of the U.G.C. was an integral part of the selection committee and the U.G.C. did not nominate anyone for months or even years together. As a result, once again, no selection committees could meet. Of course, there was the universal allegation that the authorities took very long time in processing the cases and holding the selection committees even when there were no problems with the eligibility of the candidates and they had applied well on time.

4.13.9 Selection Procedure For Promotion as Professor under CAS

In the case of promotion from the position of Reader to Professor in universities, it was repeatedly emphasized by a large number of teachers and also Vice Chancellors that the eligibility under CAS was far more strict than for appointment to the post of Professor under direct recruitment. This, they said, was discriminatory and must be done away with in the name of natural justice.



The participants suggested that first, there should be clear, transparent and uniform criteria for eligibility of teachers for promotion and there should be no scope for interpretation by the authorities on this score. Second, the authorities should process these cases without any delays and the whole process should be monitored by the U.G.C. and authorities and institutions should be penalized for denying promotions to teachers on flimsy grounds since promotion was a right and not a privilege.

4.13.10 Third Promotion in Colleges

There was a universal demand for a third promotion avenue for teachers in colleges because after having been promoted as Lecturers in Selection Grade or as Readers, a very large number of them reached a stagnation point quite early in their remaining careers and there were no opportunities for upward movement for them.

4.13.11 Position of Professor in Colleges

Also, teachers demanded that the position of Professor should be created and sanctioned for colleges, at least in those disciplines where there was post graduate teaching so that the students could get the benefit of senior level academic intervention. The participants pointed out that the last Pay Review Committee had given the post of Professor to colleges as well but the UGC had withdrawn the scheme. This, they demanded, should be restored.

4.13.12 Post of Senior Professor in Universities

Participants also demanded the creation of the post of Senior Professor in universities in order to overcome the problem of stagnation of Professors which was quite rampant. They also wanted a position of Professor of Eminence to be created in universities to recognize those with outstanding merit and contribution to knowledge generation.

4.13.13 Weightage to Teaching in Selection Process

As for the selection process itself, it was pleaded strongly by a large number of teachers, particularly from colleges that the policy of laying undue emphasis on research for purposes of promotion under CAS was wrong and actual class room teaching needed to be given more weightage. To expect, they said, college teachers to show research results with heavy teaching workload and practically no research infrastructure and support services available in colleges was unfair. Let alone adequate library or laboratory



resources or support facilities like computers, there were not even adequate chairs and tables for teachers to sit and work.

4.13.14 Seed Money for Research Projects

A universal demand was made for paying every teacher—whether in a university or college—some seed money on one time basis, for initiating him/her into research projects. Demands varied from 4 lakhs to 8 lakhs.

A number of other suggestions were made to remedy the situation of chaos in the field of promotion of teachers. It was suggested that CAS should be scrapped and teachers should be given time bound promotions as was being done in the case of civil services. Also, it was suggested that there could be an all India database of experts in various subjects and selection committees could draw experts from these. Also, there should be complete parity between CAS promoted and directly recruited teachers in all respects—scales of pay, allowances, service conditions and even teaching workload.

4.14 Issues relating to updating Teachers Capabilities

4.14.1 Duration of Refresher Courses

Commenting on the Refresher Courses and Orientation Programmes devised by the U.G.C. for periodic updating of college and university teachers' academic competence, most participants observed that the duration of 21 days for a Refresher Course was an impractical proposition, since most heads of departments or institutions were reluctant or unable to relieve teachers for such upgradation programmes for full three weeks. It was therefore suggested that the duration of such programmes should be reduced to, say, a week or ten days and make them more focussed. Most teachers wanted such programmes then to be made available to teachers throughout their careers. And they should not be tied to eligibility for promotion only.

4.14.2 Non-availability of Refresher Courses in some Subjects

There were also subjects where such Refresher Courses were simply not available and therefore some other means needed to be devised for upgradation of the knowledge base of such teachers.

4.14.3 Options in lieu of Refresher Courses

Teachers also wanted to be given the option of training with industry in lieu of Refresher



Courses, particularly in subjects where there were practical implications for their theoretical knowledge base.

Again, teachers in science subjects, particularly those teaching in colleges, wanted to be given opportunities to work in either National Laboratories or laboratories of central universities etc., to update their knowledge and wanted that this should be considered in lieu of their Refresher Course obligations for promotion purposes.

4.14.4 Orientation Programmes

As for Orientation programmes, most teachers felt that these served very little purpose and wanted that such programmes be converted into subject-specific training programmes to be administered to teachers at the time of their induction into teaching jobs.

4.14.5 Infrastructure support for upgradation of skills and knowledge

Teachers also felt that providing them with computers, giving free internet facilities and reimbursing their subscription to online academic journals would go a long way in helping them update their knowledge and increasing their academic competence.

Similarly, encouraging the teachers to participate in national and international seminars, conferences and workshops by either making individual annual allocation of funds for the purpose or reimbursing the same on actual participation basis would also help them update their knowledge base.

4.15 Policy relating to various kinds of leave

Participants were also unhappy with different kinds of policies and practices in respect of various kinds of leaves admissible to them. Their observations related to the following aspects of the problem.

4.15.1 Leave under Faculty Improvement Programme (FIP)

While the teachers wanted the leave admissible to them under the Faculty Improvement Programme for pursuing Ph.D. to continue, they wanted the duration of such leave to be extended to four years instead of the present three. Also, they wanted that the upper age limit of 45 years as eligibility for such leave to be removed and wanted teachers at any age during their careers to be allowed to pursue research degree programmes of study. They also pointed out that quite often the heads of institutions were reluctant



to grant them leave despite their having secured admission in these programmes of study. Also, since a number of universities had unified M.Phil/Ph.D programmes of study, leave facilities were denied to them on the flimsy ground that the programme they were admitted to was not for Ph.D. but M.Phil degree. All this led to frustration on the part of teachers who were keen on pursuing their studies for higher degrees.

4.15.2 Study Leave

Study leave was another area of admissible leave to teachers that came in for criticism. Such leave, teachers said, was not available to college teachers and this was discriminatory. It appeared that the U.G.C. and other institutional authorities had taken for granted that college teachers were not capable of pursuing sustained research except the one that led to the award of a formal degree. More importantly, the U.G.C. had through a notification some years ago, regulated that a teacher who had availed himself of leave under the F.I.P. scheme for completing his/her Ph.D. was not eligible for getting study leave. This, the teachers found to be irrational since research did not end with the successful completion of a degree, especially when they had long spells of academic careers left after completing those degrees. The participants in most meetings wanted both kinds of leave-leave under the F.I.P. and Study Leave-to be available to teachers both in colleges and universities.

4.15.3 Sabbatical Leave

Participants also observed that sabbatical leave was also another kind of leave that was made available only to university teachers and college teachers were deprived of its benefits. They wanted its facility to be extended to college teachers as well. Also, it was suggested that sabbatical leave be made available to teachers after every five years and the upper limit of it being available only twice in one's whole career be also removed. The teachers also wanted that there should be no 'either or' choice between Sabbatical Leave and Study Leave and a teacher should be able to avail himself of both.

4.15.4 Duty Leave

Teachers also wanted the number of duty leave days permissible to them during an academic year to be increased in order to encourage teachers to participate in academic activities like seminars, workshops, conferences, giving special lectures, participating in selection committees and teaching in Refresher Courses, etc.



4.15.5 Compensatory Leave

Compensatory leave admissible for performing various administrative duties was also not available to college teachers in a number of universities and institutions and it was suggested that a uniform, rational policy in this regard also needed to be put in place to avoid arbitrariness and discrimination. Also, the present practice of awarding only one day's compensatory leave for every three days' work' was grossly inadequate and it was suggested that it should be at least one leave for every two days' work if not on one-to-one basis.

4.15.6 Casual Leave, Earned Leave and Medical Leave

Similarly, participants wanted an upward revision of number of days of casual leave, earned leave and medical leave days per academic session.

4.15.7 Half Pay Leave and Leave Not Due

A demand has been raised by a number of participants about half pay leave and leave not due to be made available to teachers in colleges and universities throughout the country on uniform basis.

4.15.8 Maternity Leave and Paternity Leave

Maternity leave for women should be for at least 8 months. There should also be a provision for paternity leave.

4.16 Policy relating to teaching workload

4.16.1 Teaching workload in Colleges

Most participants observed that the present class room teaching workload of teachers, particularly in colleges was fairly high and needed to be reduced. This was particularly true of the workload of lecturers who were also expected to devote time to research and earn higher research degrees in order to be eligible for promotions. Also, most participants felt that they were also being involved more and more into day-to-day administrative and co-curricular activities of the departments and institutions and all this left them with still less time for even library work class room material preparation let alone research work.



4.16.2 Workload of CAS Promoted Teachers

A number of participants wanted the artificial distinction of differentiated class room workload among various categories of teachers like Senior lecturers, Selection Grade lecturers, Readers and Professors to go and everyone to share the same workload. This differentiated workload had also become more discriminatory even within the same category since teachers after promotion to the next higher category, say from lecturer to Reader or Selection Grade Lecturer were forced to carry out the same workload as in the previous category before promotion.

Teachers wanted a well defined and uniform policy of reduced teaching workload if a teacher was looking after the duties of the head/chairperson of the department, performing other administrative duties for the institution or engaged in research projects or registered for a Ph.D. or M.Phil programme of study.

4.16.3 Teacher-Student Ratio

Participants wanted the student-teacher ratio to be reduced since larger number of students per class meant more time for checking home work scripts, internal assessment evaluation and even calculating the attendance record of every student since in most institutions, these counted towards the final result grade of individual students. Also, over packed classes had a negative impact on the overall learning by students.

It was also observed in this context that the present policy of not filling existing vacancies of teaching positions also put additional teaching burden on teachers in a department since the course obligations had to be met fully and teachers were forced to accept higher teaching workloads than they could possibly handle meaningfully.

4.16.4 Research Facilities in Colleges

As for research facilities, teachers in most colleges-also in a number of universities in states-complained that there were practically no research facilities available in institutions. Nor were infrastructure and support services like library resources, hardware like computers and printers, internet and Wi-Fi facilities, overhead and LCD projectors and even individual cubicles and furniture made available to teachers. Financial support for carrying out research was simply not available to most teachers.

Participants therefore made a strong plea for large scale inputs in infrastructure and library resource facilities in most institutions in order to create a research work culture



and an environment in which teachers could be motivated towards individual and group research, in the absence of which the goals of higher education namely generation of knowledge and its successful dissemination were being impacted negatively.

4.17 Issues relating to Teachers' evaluation

The question of evaluating teachers' work and assessing their academic performance periodically came up for discussion in most places. The following observations were made in most places.

4.17.1 Modes of Evaluation

As for the modes of evaluation, nearly all types of participants wanted transparent concrete, precise and uniform parameters to be evolved for such evaluation and assessment and wanted them to be applied across the board to all categories of teachers-lecturers, Readers and Professors.

4.17.2 Assessment by Students

Contrary to popular perception, a very large number of participants did not have any objection to the students being involved in teachers' evaluation although some teachers did observe that this would politicise the teaching-learning atmosphere and have a negative impact on overall academic environment in an institution.

4.17.3 Other Modes of Evaluation

As for other modes of evaluation, it was suggested that assessment by the peer group in the department, head/chairperson of the department, the dean and even the head of the institution should form a part of such evaluation. However, once again, the emphasis was on evolving objective criteria for evaluation so as to eliminate individual prejudices in such assessment.

4.18 Policy regards Librarians and D.P.E.s

Most representatives of Librarians and D.P.E.s expressed satisfaction over the fact that parity had been maintained between their scales of pay and those of teachers at various levels and urged the present Pay Review Committee to continue to maintain this. However, they made the following observations about their service and working conditions and wanted the Committee to make suitable recommendations in this regard:



4.18.1 Promotion under CAS for Deputy Librarians/Deputy D.P.Es

While any number of Readers or Associate Professors could become Professors through the process of promotion under CAS, similar privileges were not available to Deputy Librarians or Deputy D.P.Es in universities since there is only one Librarian/D.P.E in the university. Therefore, some promotion facilities to Deputy Librarians and Deputy D.P.Es should be made available.

4.18.2 Research Projects, Sabbatical/Study Leave and Vacation facilities Librarians/ D.P.E.s

While the Librarians/D.P.Es have been recognized as teachers, many privileges like eligibility for applying for major and minor research projects, various kinds of leaves like the study and sabbatical leave, end of the session vacations were not available to them. These should be extended to them as well.

4.18.3 Upgradation of skill Librarians/D.P.E.s

The situation of libraries and sports facilities, according to most library/sports staff representatives present in various meetings, was very pathetic since in most places the positions of librarians/D.P.Es were lying vacant and there was hardly any professional staff to manage them. There were also no opportunities for them to improve their professional skills through Refresher Courses or Orientation Programmes although the management of libraries as well as sports had become quite challenging thanks to the introduction of computers, and many other technical inputs.

4.18.4 Other professional staff of libraries and sports as academic staff

It was also brought to the notice of the Committee that other professional staff like Professional Assistants, Cataloguers in libraries and Coaches etc., had been kept out of the purview of the Pay Review Committee since they had not been recognized as academic staff. The participants wanted them to be also recognized as academic staff and given appropriate scales of pay and other privileges.

4.18.5 Sports Officers and Physical Instructors

At some places D.P.Es were designated as Sports Officers or Physical Instructors and this has also created problems of discrimination. Since the U.G.C. recognized only the designation of D.P.E., in many universities and colleges Sports Officers/Physical



Instructors possessing the same qualifications and having been appointed through similar procedures were denied the U.G.C. scales of pay.

4.19 Policy regarding Principals of colleges

Principals, while participating in various meetings, told the members of the Pay Review Committee that there was no regular scale of pay for principals of colleges. The principals were placed either in the scale of pay of Readers or of Professors and given a certain starting salary. The following demands were made on their behalf:

4.19.1 Regular, single scale of pay for all principals of colleges

There should be a single scale of pay for all college principals and this should preferably be higher than that of a professor since college principals performed duties that were far more difficult and challenging than those of a professor. Also because, in addition to their administrative duties as the head of an institution, they also participated in actual class room teaching. There should be no distinction made in their scales of pay on the basis of the college having only undergraduate teaching programmes or post graduate teaching programmes.

In fact, in one of the meetings a principal demanded that the scale of a principal of a college should be the same as that of a vice chancellor of a university since the strength of many colleges was far higher than that of some universities.

4.19.2 Problem of stagnation of Principals

Since the career span of principals was also fairly long, it was suggested that there should be a super time scale of principal in order to overcome the problem of stagnation faced by the principals.

4.19.3 Special allowance for Principals

It was also demanded that in addition to a separate scale of pay, principals should be paid a special allowance, particularly those who are working in rural or tribal areas or areas that are either disturbed in terms of law and order or are close to the national borders.

4.19.4 Rent free accommodation and Car for Principals

Principals should also get an official vehicle and a rent-free accommodation. They should be given compensatory leave in lieu of the work done during the vacations.



4.19.5 Post of Vice Principal in Colleges

All colleges should have a position of vice principal to assist the principal.

4.19.6 Recruitment policy and eligibility conditions for the post of Principals

Some participants suggested that the post of a principal should not be filled through open advertisement but only from among the senior staff of the college. It was also suggested that the condition of Ph.D as the essential qualification for the post of principal should be done away with.

4.19.7 More autonomy for Principals

Most colleges needed significant upgradation in terms of infrastructure and also faculty as well as administrative staff recruitment and it was suggested that the principals be given more autonomy-financial as well as administrative-to carry out these tasks.

4.19.8 Pre-induction training for Principals

There was also a suggestion that there should be compulsory pre-induction training for principals since management, particularly finance-management had become quite a professional challenge and since most of them were drawn from the teaching profession they had very little experience in these matters.

4.19.9 Filling of vacant posts of Principals

Since the positions of principals in a very large number of colleges in various states were lying unfilled and in most places only 'incharge-principals' were running colleges, it was urged that the Pay Review Committee recommend the immediate filling of all posts of principals that are lying vacant.

4.20 Policy regarding the Vice Chancellors

A large number of participants including Vice Chancellors themselves made the following observations regarding the position of the Vice Chancellor.

4.20.1 Qualifications and appointment of Vice-Chancellor

A vice chancellor should be an academic and the present practice of appointing vice chancellors from among bureaucrats, police officers and even army officers should be stopped immediately. Second, there should be transparent, uniform and academic



criteria for appointment of vice chancellors and the practice of political patronage should also be discontinued.

4.20.2 Regular scale of pay and term of office of Vice Chancellor

Vice chancellor should have a regular scale of pay and a uniform term of office throughout the country. The present practice of varied terms of 3 or 5 years should be done away with.

4.20.3 Pension benefits for Vice Chancellor

A vice chancellor should receive pension after his/her retirement and some administrative assistance. The U.G.C. or state education departments should associate them with education related work after their retirement.

4.20.4 Code of Conduct for Vice Chancellor

It was also suggested that there should be a code of conduct or assessment of a vice chancellor's work. Only then would the evaluation or assessment of a teacher appear to be fair and meaningful.

4.21 Policy regarding the anomalies

At every meeting, attention of the members of the Pay Review Committee was drawn to either the anomalies arising out of the previous Pay Review Committee recommendations or the non-implemented part of the recommendations. In either case, this led to a situation where a sizeable section of the teaching community in universities and colleges, particularly in state-supported universities, were put to disadvantage-either financial or in terms of promotion and other allied benefits. The following anomalies were brought to the notice of the committee repeatedly in various meetings:

4.21.1 Modified scales of pay and changed date of implementation

The U.G.C. notification for the last pay revision had given the states an option to modify the scales of pay as well as the date of implementing them. As a result, in many states the scales were modified and also implemented from a later date thereby creating an anomalous situation wherein teachers in some states had the benefit of revised scales of pay implemented from an earlier date-1.1.1996-whereas in universities and colleges in many other states the scales were both lowered down and implemented from a later date, thereby depriving them of the full benefits of arrears as well.



4.21.2 Partial or non-payment of arrears

In many states even the truncated arrears after modifications in scales of pay as well as the date of implementation were not paid fully thereby leading to a double deprivation.

4.21.3 Non-granting of allowances

Not only scales of pay, even various allowances recommended by the Pay Review Committee were not granted to teachers in many states as a result of which the current pay packages of many college and university teachers across the country were far less than those of teachers employed in central universities. In many cases, the periodic dearness allowance enhancement benefits were also not passed on to teachers.

4.21.4 Promotions under CAS from a later date

Perhaps an equally anomalous situation obtained in the field of service conditions as well, particularly in respect of CAS. Again, recommendations under the CAS too were implemented from a later date and in some cases individuals were given the benefits not from the date of eligibility for promotion but from the date the selections were approved which was contrary to the recommendations. This led to a manifold loss of money in terms of arrears and also seniority and eligibility for subsequent promotions.

4.21.5 Denial of CAS promotions to MPS Promotees

Teachers who had been promoted under an earlier scheme called Merit Promotion Scheme(MPS) were denied the benefit of CAS although there was no such bar on their being considered for promotion under CAS.

4.21.6 Denial of Placement at Rs. 14940 in the Scale of Pay of Reader/Lecturer(Selection Grade)

Those teachers who were in scale of Lecturer(Selection Grade)/Reader on 1.1.96 and had completed five years of service were placed at the basic salary of Rs.14940.

However, those who were in the scale of pay of Lecturer (Selection Grade)/Reader but who had completed their 5 years' tenure between 1.1.1996 and 27.7.1998 (that is the date of the notification of recommendations), were not placed at the basic pay of Rs. 14940/-.



Most representatives of teachers wanted these anomalies to be resolved by the Pay Review Committee and also observed that the new recommendations must be precise, uniform and should be implemented in toto without any choice to states and authorities to make any changes. They also urged that all recommendations must be implemented from the same date that is 1.1.2006.

4.22 Policy regarding Other Academic Staff

In a large number of meetings participants raised the question of inclusion of certain categories of staff under the nomenclature of 'other academic staff' thereby bringing them under the consideration of the present Pay Review Committee. Most forceful pleas were made on behalf of Registrars, Deputy and Assistant Registrars. Pleas were also made for including various Categories of computer services support staff like Senior System Analysts, System Analysts, Programmers, Data Entry Makers, Webmasters etc under the category of academic staff. Similarly, it was suggested that Professional and Semi-Professional Assistants in libraries, Sports Officers and Coaches, Demonstrators and Tutors, Tabla masters and other accompanists in Music Faculties should also be brought under the category of other academic staff and be considered for revision of scales of pay and service conditions by the present Pay Review Committee.

While most of these issues were raised in meetings that the Member of the Pay Review Committee had with various stakeholders, most of these points were reiterated in the written representations received by the Committee as well.

CHAPTER - V

RECOMMENDATIONS OF THE SIXTH PAY REVIEW COMMITTEE

5.1 Introduction

The Pay Review Committee considered a whole gamut of issues relating to teaching in universities and colleges. As stated in the previous chapter, these issues were considered on the basis of the terms of reference of the Committee, after holding wide ranging consultations with various stakeholders in 12 carefully chosen locations in different regions of the country, written representations received from individuals, institutions, associations and federations of teachers, Librarians, D.P.Es and other academic staff. The Committee makes the following recommendations pertaining to all relevant issues such as pay and allowances, promotions avenues, leave and retirement benefits on one hand and improvement in quality research and teaching, as also academic accountability of teachers on the other. Pay scales, promotional avenues and other related issues pertaining to Librarians, DPEs and other academic staff were also considered.

A major question that the Pay Review committee had to contend with was the nomenclature of various categories of teaching positions. At present there are varied practices, namely, Lecturer, Reader and Professor in some institutions and Assistant Professor, Associate Professor and Professor are used in others. Moreover, the nomenclature 'Reader' was not so easily comprehended by a large section of the society.

The Committee therefore recommends that the new nomenclatures for various teaching positions in universities and colleges should be as under:

Assistant Professor, Assistant Professor (Senior Scale), Assistant Professor (Selection Grade), Associate Professor, Senior Associate Professor, Professor, Senior Professor and Professor of Eminence.

Accordingly, the new nomenclatures figure in the revised pay structure as well as in the remaining sections of this report at relevant places.



This report has been structured in the following four sections:

- I. Structure of Pay and Allowances
- II. Service and Working Conditions
- III. Anomalies and Non-implemented Recommendations of the Last Pay Review Committee
- IV. Other Academic Categories

I. STRUCTURE OF PAY AND ALLOWANCES

5.2.1 The PRC was fully cognizant of the need for pay revisions not only because of inflation but because the scales of pay of teachers needed to be looked afresh in the context of salary structures of other sections of the society-corporate sector, private educational institutions and civil service etc. The scales of pay and allowances of central government employees that have been revised recently, provided the point of reference for many a discussion and recommendations of the PRC in this regard.

5.2.2 Pay Bands and Grade Pay

The PRC had to contend with two points of view. One view was that since the existing scales of pay of the teacher were not fully compatible with any of the existing scales of central government employees, and also since the scales of pay of teachers were not as much varied in number as those of central government employees, there was no necessity of adopting the policy of pay bands and grade pay and it would be better to continue with the existing policy.

The other point of view was that it would be both preferable and convenient to adopt the concept of pay bands and grade pay as has been done by Central Government. The Committee chose to adopt the later viewpoint.

Based on this, the scales of pay of various categories of teachers in universities and colleges are given below in the table 5.1.



Table - 5.1
Existing and Proposed Scales of Pay for
University and College Teachers and Other Academics

A. POSTS SPECIFIC TO UNIVERSITIES				
	Category	Existing Pay Scale	New Pay Band	Grade Pay
1	Assistant Professor	8000-275-13500	15600-39100	6600
2	Assistant Professor (Senior Scale)	10000-325-15200	15600-39100	7200
3	Assistant Professor (Selection Grade)/ Associate Professor	12000-420-18300	15600-39100	8000
4	Professor	16400-450-20900- 500-22400	37400-67000	11000
5	Senior Professor	New Post Proposed	37400-67000	12000
6	Pro-VC	18400-500-22400	37400-67000 Plus 4 Adv increments	12000
7	Professor of Eminence	New Post Proposed	80000 (fixed)	Nil
8	Vice-Chancellor	25000 (Fixed)	80000 (Fixed)	Nil
9	Librarian/Director of PE	16400-450-20900- 500-22400	37400-67000	11000
10	Deputy Librarian/ Deputy Director of PE	12000-420-18300	15600-39100	8000
11	Asstt Librarian (Sr. Scale)/Asstt Director of PE (Sr. Scale)	10000-15200	15600-39100	7200
12	Asstt Librarian/ Asstt Director PE/ Sports Officer/ Physical Instructor	8000-275-13500	15600-39100	6600



B. POSTS SPECIFIC TO COLLEGES				
1	Assistant Professor	8000-275-13500	15600-39100	6600
2	Assistant Professor (Senior Scale)	10000-325-15200	15600-39100	7200
3	Assistant Professor (Selection Grade)/ Associate Professor	12000-420-18300	15600-39100	8000
4	Senior Associate Professor	New Post Proposed	37400-67000	8700
5	Professor in PG Colleges	New Post Proposed	37400-67000	11000
6	a. Principal of UG College	12000-18300	37400-67000 Plus 2 Adv increments	8700
	b. Principal of PG College	16400-450-20900- 500-22400	37400-67000 Plus 2 Adv increments	11000
7	College Librarian/ Director of PE/ Sports Officer/ PI	8000-13500	15600-39100	6600
8	College Librarian/ Director PE (Senior Scale)	10000-15200	15600-39100	7200
9	College Librarian (S.G)/Director of Physical Education (SG)	12000-18300	15600-39100	8000
10	*Senior College Librarian (Selection Grade) Senior College DPE (Selection Grade)	New Post Proposed	37400-67000	8700

* The eligibility condition for promotion for this position may better be decided by the UGC in consultation with the special committees headed by a Senior Professor of Library Science / Senior Professor of Physical Education.



5.2.3 Higher Pay at Entry Level

The second major question that the committee considered in respect of scales of pay was that since the minimum qualifications laid down for teachers at the point of entry to the profession i.e. consistently good academic record, at least a very good Master's degree (with 55% and above marks in the subject concerned plus NET/SET examination) were considerably higher than those prescribed for entering the civil services, they should be given due incentives. The Committee also had to take into consideration the fact that acquiring higher qualifications also meant that the teachers would enter the profession at an age older than of those entering the civil services.

The committee therefore recommends that as a matter of principle, teachers in various categories should be given incentives by way of advance increments and higher grade pay to compensate them for higher qualifications at the entry point. Also, it would be a significant incentive for more meritorious scholars to join the teaching profession, particularly at this juncture when both the corporate sector and foreign educational institutions are luring the young talented persons away with higher salaries and better pay packages. The quantum of advance increments for various qualifications are given in a separate section elsewhere in the report.

5.2.4 Annual Increment

Most teachers had demanded an annual increment of 3 to 5 percent of the basic pay. After due deliberations, the Committee recommends that the annual rate of increment should be 3% of the basic salary of a teacher with compounding effect.

However, taking a cue from the VI Central Pay Commission, the committee suggests that a higher rate of increment of 4 percent may be offered to a maximum of twenty five percent of those in the pay band 15600-39100 based on better performance. The higher increment would be available to an incumbent for a period of two years after which fresh recommendations would be made. The outgoing incumbent may be recommended again depending on her/his academic performance.

The recommendation for higher rate of increment would begin with the faculty/department and would be considered at various higher levels before the decision is taken at the level of the institution.

Taking note of a common complaint by teachers that the annual increment of a large



number of teachers was not released on time, the **Committee recommends that annual increments may be allowed to the teachers in the similar way as applicable to the central government employees.**

5.2.5 Pay Fixation Formula

The Pay Review Committee recommends that the pay fixation formula evolved by the VI Central Pay Commission may be adopted without any change.

5.2.6 Removal of Stagnation

A large number of teachers, particularly Readers and Professors had complained that the spread of their present scales was such that the top of the scale was reached quite early and that they stagnated at the same salary for years together in the absence of any more annual increments.

The Committee observes that in view of the adoption of the concept of pay bands for salary scales of various categories of teachers, the problem of stagnation was not likely to occur since an incumbent after reaching the top of the scale in a particular pay band would move into the next pay band while continuing to draw the same grade pay.

5.2.7 Increment for Higher Qualification

At present those who are recruited as Lecturers with Ph. D and M. Phil degrees are given four and two advance increments respectively. These are granted as compensation to those who instead of entering the profession immediately after their Master's degree and clearing the NET/SET examination spend additional time working for their respective research degrees.

Teachers have been demanding three and five advance increments for those possessing M. Phil and Ph. D degrees respectively at the time of recruitment as Lecturer since, they argue, the efforts and time spent in acquiring these degrees were more than could be compensated by two and four advance increments respectively.

The Committee, after due deliberations, recommends that the number of advance increments granted to Ph.D. holders at the time of recruitment as Assistant Professor should be increased to five while those with M.Phil. degrees should get three advance increments instead of present two. The increase has been recommended in order to make entry into the teaching profession more attractive.



The Committee also recommends that those teachers who join as Assistant Professors with M.Tech, LLM, MD and MS degrees should also be given three advance increments as is the case with those who join with M. Phil degrees. This is being recommended taking into consideration the nature and level of these degrees and also the additional time spent in acquiring them.

Those incumbents who enter as Assistant Professors with a MA/MSc/M.Com and NET/SET qualifications shall be given two advance increments at the time of appointment.

Two advance increments should be awarded to those who are directly appointed / promoted as associate professor, notwithstanding another provision being recommended in this report that an appointee with outstanding merit may be granted upto seven advance increments.

The Committee, however, does not find merit in another demand made by a number of teachers and teachers' organizations that the benefits of advance increments be given to teachers at every stage of promotion. This, the Committee feels, would tantamount to giving them a repeated benefits for the same qualifications.

Teachers who complete their Ph. D degree while in service would get three advance increments instead of the present two. This is being recommended to encourage more and more college teachers to undertake doctoral research and upgrade their qualifications and professional competence.

Those teachers who acquire M.Phil./M.Tech/M.S./M.D/L.L.M. degrees while in service should now get the benefit of two advance increment instead of one at present.

As for those teachers who enter the profession as Associate Professors and Professors with higher merit, better publications and experience at the level, the Committee recommends that the selection committee at its discretion may award such an appointee up to seven advance increments instead of the present provision of five.

All advance increments wherever allowed, either earlier or now, may be given on non-compounding basis.

5.3 Allowances

Besides the scales of pay, the Pay Review Committee also recommends the revision of various existing allowances admissible to teachers. Some new allowances have also



been recommended to be granted to the teachers, once again, to make the pay and allowances more attractive for both bringing fresh talent into the profession and also for retaining those who are already in the University and College structure.

5.3.1 House Rent Allowance

The Pay Review Committee recommends that teachers working in different parts of the country shall be entitled to House Rent Allowance according to the following three categories of cities:

Category X with population of 50 lakhs and above

(A-1 cities earlier) = 30% of (Basic Pay + Grade Pay)

Category Y with having population of between 5 lakhs and 50 lakhs

(A, B-1 and B-2 cities earlier) = 20% of (Basic Pay + Grade Pay)

Category Z with population below 5 lakhs

(C and unclassified cities) = 10% of (Basic Pay + Grade Pay)

5.3.2 Dearness Allowance and City Compensatory Allowance

Dearness Allowance may be allowed to the teaching faculty as admissible to the central government employees from time to time.

The VI Central Pay Commission has abolished City Compensatory Allowance and the Pay Review Committee agrees with that recommendation in respect of teachers also.

5.3.3 Transport Allowance

The VI Central Pay Commission has raised the Transport Allowance from Rs. 800 upto Rs. 3200. The Pay Review Committee recommends that teachers should be paid the allowance in the following graded manner, according to the size of the cities wherein the institutions are located:

A-1/ A Class cities (13 notified cities¹) Rs. 3200 + DA thereon

Other Cities Rs. 1600 + DA thereon

¹ Notified 13 Cities: Hyderabad (UA), Delhi (UA), Bangalore (UA), Greater Mumbai (UA), Chennai (UA), Kolkata (UA), Ahmedabad (UA), Surat (UA), Nagpur (UA), Pune (UA), Jaipur (UA), Lucknow (UA), Kanpur (UA)



This allowance shall be admissible to all college and university teachers, irrespective of the distance between the place of residence and the place of work, whether or not they are residing in an accommodation provided by the employer on the premises of the institution.

5.3.4 Children's Education Allowance (CEA)

The Pay Review Committee recommends that a teacher shall be entitled CEA for the school going children up to Class XII at the following rates per month on reimbursement basis in line with the provision for central government employees.

Up to Rs. 1000/- per month, per child up to a maximum of two children

Up to Rs. 3000/- per month, per child who is residing in a school hostel, up to a maximum of two children.

However, both hostel subsidy and child education allowance cannot be availed of concurrently.

The above limits would be automatically raised by 25% every time the dearness allowance on the revised pay structure goes up by 50%.

5.3.5 Academic Allowance

There has been a persistent demand from all sections of the teaching community for some regular, monthly academic allowance to meet the expenses for internet rentals, computer peripherals and for buying books and journals all of which have become very expensive. Finding the demand justified, the Committee recommends that an academic allowance of Rs.1500 Per month should be paid to an Assistant Professor, Assistant Professor (Senior Scale) and Assistant Professor (Selection Grade) and Rs. 1200 per month to Associate Professor, Senior Associate Professor, Professor and Senior Professor towards meeting the expenses. It will also make the pay packages more attractive for the new entrants since teachers in Assistant Professor category will get more academic allowance in comparison with Associate Professor, Senior Associate Professor, Professor and Senior Professor.

The Committee has consciously made the recommendation of paying higher Academic Allowance to teachers in various categories of Assistant Professor since in its view their needs at the initial stages of their academic career are more than those of senior teachers in the categories of Associate Professors and Professors.



5.3.6 Research Promotion Grant (RPG)

Apart from several representations received by the PRC, several teachers' have voiced the demand for seed money to encourage research work in universities and colleges. The Committee is aware of the fact that potential researchers need to be encouraged to match the global competition. It is of the opinion that research works should be treated as national investment and that substantial measures should be taken in this regard.

The PRC recommends that new entrants to the profession should be given one time start up seed money of Rs. 2.00 lakhs and Rs. 5.00 lakhs for humanities/social sciences and sciences respectively as financial support for carrying out research against duly approved projects.

The process for granting approval to such projects should be developed by colleges in consultation with departments/discipline in the university and in the university through faculty committee of advanced study of research and board of study.

5.3.6 Special Compensatory (Hill Area) Allowance

The Committee has taken note of the problems in filling the posts in the hill districts and therefore recommends that a Special Compensatory (Hill Area) Allowance of Rs.600 per month may be allowed to teachers posted in these areas as notified by the Central/ State Governments.

5.3.7 Special Compensatory (Remote Locality) Allowance

The Committee has taken note of the large number of vacancies of teachers in the remote areas and feels some special compensation is called for to attract teachers to work in the remote areas. The Committee therefore **recommends Special Compensatory (Remote Locality) Allowance to the teachers as admissible to the Central Government employees on the terms and conditions governing the grant of Special Compensatory (Remote Locality) Allowance.**

Provided that in places where more than one Special Compensatory Allowance is admissible, the teachers in such stations will have the option to choose between the allowances (mentioned at 5.3.6 and 5.3.7 above) whichever benefits them the most.



5.3.8 Special (Duty) Allowance for Teachers Serving in North Eastern Region including Sikkim and Ladakh

The Committee recommends a Special (Duty) Allowance at the rate of 12.5% on pay plus grade pay to teachers serving in these areas as applicable to Central Government employees.

5.3.9 Deputation Allowance

Deputation duty allowance for local or outstation postings may be allowed at the rate of 5% and 10% respectively on pay plus grade pay subject to a maximum of Rs. 2000 and Rs.4000 respectively.

5.3.10 Leave Travel Concessions

The Teachers' Associations have suggested the following pattern of LTC.

A Block of 2 years should be followed in place of 4 years

Home Travel: Every Year

Entitlement: By Air from the beginning of the service

To begin with the Asian countries should be included in the scheme of LTC

In case of non-availing of LTC it should be en-cashable.

The Sixth CPC has made certain changes in the travel entitlement and definition of family. The Committee endorses these modifications and recommends the same may be applied to the teaching faculty also as and when notified by the Government of India.

Recommended Pattern of LTC: As regards the pattern of LTC, the PRC feels every teacher must get a break at least once in a year. It therefore **recommends the following pattern of LTC for teaching faculty.**

LTC for travel to Home Town may be allowed on any three occasions not exceeding one in a year in a block of 4 years.

For any one year of the block of four years, LTC may be allowed for any place in India. It would thus mean total of 4 LTC in a block of 4 years but not exceeding one in any one year. The PRC however does not recommend encashing of LTC if not availed during a block year.



The LTC for family members may be allowed to be combined with seminars/workshops and other academic assignments being attended by the teacher.

5.3.11 Traveling Allowances

Traveling Allowances on tour or transfer has been revised by the Government of India for the Central Government employees. Air Travel has been allowed to incumbents of posts with grade pay of Rs. 5400 and above. **The Committee recommends that teaching faculty may also be allowed TA/DA as admissible to Central/State Government employees, as the case may be, from time to time.**

5.3.12 Medical Allowance / Medical Insurance

Teachers from various parts of the country had also demanded that they be paid some monthly allowance to meet their day to day medical expenses, since medical facilities and medicines had become very expensive.

The Committee, however, was not in favour of recommending a fixed monthly medical allowance. Instead, the **Committee recommends that a better purpose towards this end would be served by recommending a medical insurance for all teachers wherein a teacher would pay 30% of the premium and the rest would be contributed by the University/College.**

The Pay Review Committee further **recommends that the University Grants Commission negotiate with leading medical insurance companies to get the teachers across the country the best possible deal.**

5.3.13 Group Insurance

The VI Central Pay Commission has recommended that the subscription of Group A officers for group insurance scheme should be raised to Rs. 720 per month from the present Rs.120 per month.

The Committee recommends that a similar group insurance scheme should be made applicable to all university and college teachers throughout the country to ensure adequate social security for them. The University Grants Commission may also negotiate with various group insurance agencies to get the best possible deal for teachers.



5.3.14 Consultancy Assignments

The Pay Review committee is of the considered opinion that teachers both in universities and colleges should be encouraged to accept consultancies, direct projects, register patents, R&D Products and technology transfers as a part of their academic duties. This would help the society at large to benefit from the professional inputs by the academic community and contribute directly to societal development. Besides it would help the individual teacher to augment his/her personal and institution resources. The Committee therefore recommends that the resources earned by a teacher through consultancy should be divided between the teacher and the institution in the manner give below. The University Grants Commission should also lay down detailed guidelines for carrying out consultancy work since this would help transparency and uniformity in such work.

- (i) **Amount received up to 30% of the gross salary (basic salary+ grade pay+ DA+ Academic Allowance) - No sharing, entire amount to go the teacher concerned.**
- (ii) **Amount received beyond 30% and up to the gross Salary - Sharing of the money beyond 30% in the ratio of 70:30 between the teacher and the institution respectively.**
- (iii) **Amount received beyond the gross salary - To be shared in the ratio of 50:50 of the amount of the money received beyond the gross salary between the teacher and institution.**

The Committee recommends that the proposed arrangement should work for five years where after the scheme should be reviewed in view of future developments.

5.4 Superannuation, Re-employment, Pension, Provident Fund and Gratuity

5.4.1 Existing Scenario

Once a teacher, always a teacher is a very popular saying. However, issues relating to the age of superannuation of teachers, post-retirement benefit of Pension and terminal benefits like Provident Fund and Gratuity have always been matters of concern for them since these relate to social security available to them once they have finished their teaching careers.

The Pay Review Committee during its interaction with teachers and also after scrutinizing the data made available to it through responses to its questionnaires and



also through the written representations made to it noted with grave concern that there was no uniformity in the availability of such benefits to university and college teachers across the country. Even with respect to a significant issue like the age of superannuation, the span is from fifty five to sixty five with fifty eight, sixty, sixty two as terminal stages in between. Similarly, there are teachers who enjoy the benefits of post-retirement pension while others have no such support. In some institutions the provision of general provident fund is available for a section of in-service teachers while others even in the same institution are governed by the Contributory Provident Fund Scheme.

Keeping all this in mind and being aware of the fact that issues of social security will go a long way in attracting fresh talent to teaching in colleges and universities, the **Pay Review Committee makes the following recommendations.**

5.4.2 The age of Superannuation

Keeping in mind the fact that the field of higher education is currently facing an acute shortage of teachers at all levels and also being aware of the decision of the central government to expand the base of college and university education significantly throughout the country during the XI Five Year Plan which has been declared as the Plan for Education, **The Pay Review Committee recommends that the age of superannuation of teachers should be 65 years throughout the country whether working in a State or Central University as also whether in a college or in a university.**

The Pay Review Committee also believes that the fears expressed by certain quarters that raising the age of superannuation to sixty five years would have an adverse impact on the recruitment of young teachers at the entry level is both misconstrued and misplaced. According to the understanding of the Pay Review Committee, the demand and supply situation of teachers for higher education is such that even after this provision of sixty five years as the age of superannuation of teachers is put in place, there would still be a significant shortfall in the availability of qualified teachers. Moreover, the academic institutions will continue to derive the benefits of availability of senior academics both in teaching and research. This would indeed be a big factor towards the improvement in quality of teaching and research.

The Pay Review Committee is of the considered opinion that while allowing the institutions to continue to derive the benefits of participation by senior academics in both teaching and research; it will also attract talented young academics to the profession.



The Committee also recommends that to safeguard the interests of the students, a superannuating teacher should however be engaged on contract basis on terms as discussed elsewhere in this report for a period up to the completion of the academic session.

5.4.3 Reemployment of Teachers

As stated above, the shortage of teachers is likely to continue even after the age of superannuation is raised to 65 years and mass drives of recruitment are undertaken.

The Pay Review Committee, therefore, recommends that teachers may be reemployed selectively after superannuation on contract basis, up to the age of 70, in two slots of 3 years in the first instance and then further for 2 years on the basis of their merit, experience, area of specialization and peer group review.

5.4.4 Pension

Pension too has become a major issue among university and college teachers, particularly since 2004 when the government decided to introduce the Contributory Pension Scheme in place of the earlier under which pension was the responsibility of the state.

In-service teachers who are still governed by the old pension scheme, raised the question of revising the length of service one needs to put in for becoming eligible for full pension.

The forceful plea made by teachers both in their oral and written representations while discussing the question of pension underlines the gravity of the issue.

The PRC recommends that the VI Central Pay Commission recommendations in respect of pension may be adopted in toto for teachers that includes eligibility for full pension (50% of average pay or last pay drawn whichever is higher) after 20 years of qualifying service.

As regards New Pension Scheme effective from 1.1.2004, the Committee shares the concern of the teachers and suggests that the UGC may take up the matter with Government of India to restore the old triple benefit scheme (GPF, Pension and Gratuity).

5.4.5 Family Pension

The Government of India has revised the rate of Family Pension admissible to the family of the deceased government employees with a minimum of Rs.3500 per month and



a maximum of 30% of the highest pay in the Government of India. **The Committee recommends that same benefits may be extended to the families of the deceased member of the teaching faculty.**

5.4.6 Additional Quantum of Pension to Senior Pensioners Including Family Pensioners

As a special consideration towards senior pensioners, the Government of India has approved additional pension in a graded manner to the pensioners/family pensioners who have completed 80 years' age. **The PRC endorses this recommendation, in that similar benefit including dearness relief as admissible from time to time may also be allowed to retired teachers and family pensioners.**

Table - 5.2

Additional Quantum of Pension to Senior Pensioners and Family Pensioners

Sr. No.	Age of Pensioners	Additional Quantum of Pension Admissible
1	From 80 years to less than 85 years	20% of Basic Pension
2	From 85years to less than 90 years	30% of Basic Pension
3	From 90 years to less than 95 years	40% of Basic Pension
4	From 95 years to less than 100 years	50% of Basic Pension
5	From 100 years and more	100% of Basic Pension

5.4.7 Encashment of Leave

No change has been recommended by the Sixth CPC in the maximum number of days the EL can be accumulated or en-cashed at the time of retirement. However, the Sixth CPC has recommended that EL en-cashed during LTC (up to a maximum of 60) while in service will not be adjusted from 300 days of accumulated EL, which can be en-cashed at the time of retirement. **The PRC recommends that same provisions may be allowed to the teaching faculty also.**

5.4.8 Gratuity

The Pay Review Committee recommends that the upper limit of gratuity to be paid



to teachers should be revised to Rs. Ten Lakhs from the present 3.5 lakhs as has already been notified by the Government of India.

5.4.9 Ex-Gratia Lump Sum Compensation

The Committee has taken note of the professional hazards faced by teachers while on duty. The frequency of violence against teachers is on the increase. The Government of India have approved ex gratia lump sum compensation to the families of the employees who die in performance of their bonafide official duties under various circumstances as given in the table below. **The Committee recommends that similar compensation may be allowed to teachers' families also.**

Table - 5.3
Ex Gratia Lump Sum Compensation

Sr. No.	Circumstances Justifying Compensation	Amount of Compensation
1	Death occurring due to accidents in the course of performance of duties.	Rs. 10 Lakhs
2	Death occurring due to accidents in the course of performance of duties attributable to acts of violence by terrorists/anti social elements etc.	Rs. 10 Lakhs

5.4.10 Provident Fund

At present there are two practices in respect of the Provident Fund facilities for teachers. Some are covered by the General Provident Fund Scheme while others are covered under the Contributory Provident Fund scheme. Since the option for General Provident Fund gives the incumbent the benefits of pension also, more and more teachers have been asking for another option to be given to shift from the Contributory Provident Fund scheme to the General Provident Fund Scheme. The last time such an option was made available to teachers, many could not avail themselves of the opportunity because of various reasons. The teachers have therefore been demanding that they may be given another chance to opt for the General Provident Fund Scheme.

Since the demand is legitimate, the **Pay Review Committee recommends that teachers**



covered by the Contributory Provident Fund Scheme should be given another chance to switch from the Contributory Provident Fund Scheme to the General Provident Fund Scheme from a future date.

5.5 Financial Support for the Implementation of the Pay Review Committee Recommendations

5.5.1 Existing Practice

The central government has been supporting the implementation of the recommendations of the Pay Review Committees in the past by providing them with assistance to the extent of eighty percent of the additional expenditure involved in the implementation for a period of five years.

However, it was brought to the notice of the Pay Review Committee that the recommendations of not only the last Pay Review Committee but also of the earlier ones were not implemented fully and uniformly throughout the country because a number of states expressed their inability to contribute their share of remaining twenty percent of the additional financial burden, citing serious resource crunch as the reason. As a result, a large number of teachers in universities and colleges across the country were deprived of the benefits of the complete package of recommendations made by the Pay Review Committees. Teachers in many states are still awaiting the payment of arrears due to them as per the recommendations of the previous Pay Review Committee even after ten years. This has led to large scale frustration and even anger among the teaching community, impacting negatively their academic performance.

The Pay Review Committee notes with satisfaction that there is a sea change in the financial situation of the states in 2008 from what it was in 1998 when the scales of pay of teachers in universities and colleges were last revised. This fact has been brought to the notice of the State Education Ministers by the Chairman of the Pay Review Committee in an exclusive meeting with them.

However, keeping in mind the importance of uniform implementation of its recommendations and the past experience about such recommendations, The Pay Review Committee recommends the following:

5.5.2 Full Funding for Five Years

The Pay Review Committee Recommends that the central government provide hundred



per cent assistance to the state governments towards the additional expenditure involved in implementing the recommendations of the Pay Review Committee in toto as a package uniformly throughout the country. Such assistance should be made available to states for a period of five years.

5.5.3 Additional Assistance on Successful Implementation of the Recommendations Package

The Pay Review Committee recommends further that those states that implement its recommendations fully as a package in toto within a reasonable time frame, may be given additional assistance to the extent of fifty percent of the additional expenditure for a further period of five years. For this, the Pay Review Committee recommends that the University Grants Commission monitor and review the progress of implementation in the fifth year and make a recommendation in this regard to the central government.

5.5.4 Implementation from a Single Date

The Pay Review Committee reiterates that its recommendation be implemented by all universities and colleges in all states fully as a package and not partially. Further, these recommendations should be implemented with effect from a single date, namely, 1.1.2006 and not from any date later than this. However, various allowances except Dearness Allowance shall be admissible with effect from 1.9.2008.

II. SERVICE AND WORKING CONDITIONS

5.7 Existing Scenario

One of the important terms of reference of the present Pay Review Committee is, among others, to revisit the service and working condition of teachers both in universities and colleges with a view to suggesting changes for providing better recruitment and career advancement opportunities to teachers, improved facilities for upgradation of their teaching and research skills, providing a better academic environment for teaching and research in colleges and universities and suggesting transparent, uniform and more effective modes of evaluating teachers academic accountability.

Towards this end, the Committee makes specific recommendations about the following issues:



5.7.1 Recruitment of Teachers

A large number of issues relating to recruitment of teachers, eligibility conditions for recruitment, selection procedures and even compositions of selection committees came up for discussion time and again during the interaction of teachers with the members of the Pay Review Committee. **The Pay Review Committee has made recommendations about some of these which are given below:**

5.7.2 Affirmative action for Teachers from Socially Challenged Sections

The Pay Review Committee urges the University Grants Commission to take affirmative action and make special efforts for attracting to the profession candidates from socially challenged sections of the society, namely, SC/ST, Minorities, Physically Challenged persons, de-notified and semi-nomadic tribes as well as women.

5.7.3 Posts lying Vacant

The attention of the Pay Review Committee was drawn, both through university / college responses (refer Chapter-III and IV) to the fact that a large number of posts in universities and colleges throughout the country had been lying vacant for long periods of time and this was impacting the teaching/learning process negatively. Members of the Pay Review Committee were told that a number of states had put a ban either formally or informally on recruitment and there are states where no appointments had been made in the pay scales as recommended by the UGC for the last fifteen or even twenty years.

Taking a very serious note of this fact, the Pay Review Committee recommends that all institutions fill the vacant positions on an urgent basis. The Committee urges the University Grants Commission to monitor the situation.

5.7.4 Contract Teachers

One of negative fall outs of the non-filling of regularly sanctioned posts has been the appointment of a large number of teachers on contract basis for long periods of time (refer Chapter-III). These teachers are appointed on a fixed amount of emoluments that are at times abysmally low although they were carrying the full teaching load of a regular teacher.

The Pay Review Committee recommends that teachers should be appointed on contract basis only when absolutely necessary and when the student teacher ratio goes



far above the laid down norms. However, the qualifications and selection procedure for appointing them should be the same as for a regularly appointed teacher. The fixed emoluments paid to such contract teachers should not be less than the monthly gross salary of a regularly appointed Assistant Professor. Such appointments should, however, not be made for more than a year and the performance of the teacher should be reviewed before reappointing her/him on contract.

Those contract teachers who get selected against regular posts in continuation of their assignment before selection, their vacation break should be condoned and they should get the benefit of their past service without arrears.

The Committee recommends further that retired teachers may also be considered for appointment on contract basis.

5.7.5 Guest Teachers and Part Time Teachers

Another wide spread practice relating to recruitment of teachers has been to appoint teachers as Guest/ Part Time teachers and pay them a fixed amount on the basis of per lecture (refer Chapter-IV). The University Grants Commission has laid down the payment to such teachers as Rs. 250/- per lecture with a limit of five thousand per month. The Pay Review Committee found both the payment per lecture and the monthly limit to extremely low especially when most of the teachers had minimum qualifications required for the position of an Assistant Professor and they had also qualified the NET/ SET examination.

The Committee recommends that Guest or Part Time Teachers who possess the minimum qualifications for the post of a Assistant Professor should be paid Rs. 1000/- per lecture to a maximum of Rs. 25000/- per month.

The Committee recommends that retired teachers could also be involved in teaching as Guest Teachers.

5.7.6 Deviations from Recommended Scales of Pay

It has been brought to the notice of the Pay Review Committee that some states are appointing teachers in colleges and universities on scales of pay that are lower than those recommended by the University Grants Commission.

Taking a very serious note of this practice wherever being followed, the Committee



recommends that no teachers be appointed in colleges and universities who do not possess the minimum qualifications laid down by the University Grants Commission and that all of them should be paid the same scales of pay as have been recommended by the University Grants Commission. This fact should be taken into account while monitoring the performance of Institutions in implementing the PRC recommendations in the fifth year as mentioned elsewhere in the report.

5.7.7 Eligibility Conditions for Appointment

The PRC reviewed the existing practice of granting exemption from NET/SET examination to M. Phil / Ph. D degree holders on the basis of wider consultation.

The PRC is of the considered view that the M.Phil degree holders cannot be recommended for exemption from NET/SET examination. The Ph.D. degree holder may however, be recommended for exemption but for that, the Ph.D. research programmes need to be considerably strengthened at universities/colleges/other research institutes along the lines set out in the communication sent already by the Chairman, PRC to the UGC (refer Annexure-IX).

All other essential qualification as laid down by the University Grants Commission for various positions shall remain the same.

5.7.8 Selection Process / Selection Committee

Although, detailed guidelines have been laid down by the University Grants Commission in respect of selection processes and compositions of selection committees the Pay Review Committee was urged to review these.

A suggestion was made that the University Grants Commission should draw up a fairly exhaustive list of experts in each subject and colleges and universities should be asked to appoint experts on selection committees from this list. It was argued that this would lead to some kind of uniformity in the competence of selected candidates across institutions.

The Pay Review Committee finding much merit in the above suggestion, makes the following recommendation in this respect:

The University Grants Commission should draw up, in consultation with renowned academicians/subject experts, exhaustive lists of experts in each subject and put them



up on its website. It should be incumbent on institutions to include at least one of the subject experts on the selection committee from this list. The University Grants Commission should monitor this for compliance.

As for the selection process itself, the Pay Review Committee believes that it should be made more transparent and strict in order to ensure that the very best are selected. The selection process needs to move beyond the routinised question-answer pattern.

The Committee recommends that all university selections to various teaching posts should be made in two stages. At the first stage an interview should be held to shortlist candidates-4 to 5 against each post. These shortlisted candidates could then be asked to give a seminar or a demonstration lecture on a given subject before the selection committee and a few other senior members of the faculty. The final selection should be based on the demonstration lecturer or seminar.

5.8 New Positions

There have been demands for creation of new positions both in universities and colleges to meet with the requirements of greater mobility between academic institutions and industry/corporate world on one hand and between one academic institution and another on the other. This would also enrich the academic environment in universities and colleges.

The Pay Review Committee recommends that the following positions be created:

5.8.1 Position of Professor in Colleges

All colleges with post graduate teaching should be sanctioned posts of Professor for those disciplines in which there is post graduate teaching. There should be at least one post of Professor in each of these disciplines.

These posts shall be filled through direct recruitment, the basic qualifications and selection procedure as well the composition of the selection committee shall be the same as for a post in the university department, chaired by the VC or his nominee.

5.8.2 Mobility of Senior Teachers - Positions of Adjunct Professor and Concurrent Professor in Universities

The data provided by the universities and colleges in response to the questionnaire sent



by the Committee reveals that the mobility of teachers between institutions within the state and across the states is disturbingly low. The primary reason appears to be disparity between gross salaries drawn by teachers in different institutions due to non-granting of certain allowances, disallowance of transfer to benefits like pension, provident fund and gratuity, refusal to protect the last pay drawn, absence of support facilities like housing, medical facilities and absence of infrastructure like good libraries and laboratories.

The Committee Recommends that universities should be encouraged to create positions of Adjunct Professor and Concurrent Professor in order to facilitate greater mobility between industry/corporate sector and academic institutions on one hand and universities and National Research Institutions on the other, such as the Institute of Economic Growth, National Institute of Public Finance and Policy, Indian Institute of Science.

Hiring in exceptional cases can take place even if a vacancy were not to exit in a given department through the operation of Floating Positions that can constitute 15% of the total strength of the teaching faculty in a university.

The Committee recommends further that university should amend their rules to accommodate the transfer of benefits of teachers who move from one institution to another and also protect their salaries.

In order to encourage senior faculty to move from Institution of national mainstream to State institutions for enriching their academics profile, the PRC recommends that those teachers who move after earning pension benefits elsewhere, their pension amount should not be deducted from their pay in the new post.

The PRC recommends that the University Grants Commission should also create the position of National Professor in different disciplines.

The University Grants Commission should also lay down detailed guidelines and procedures for appointments to these positions.

5.9 Career Advancement Scheme (CAS)

The question of promotional avenues for teachers under Career Advancements Scheme (CAS) elicited animated responses from teachers as well as Eminent Educationists. The teachers observed that many of the rules of CAS were vague and needed to be defined



more precisely. They also complained that there was generally inordinate delay in holding selection committees under CAS and many institutions refused to give them the benefit of promotion not from the date of eligibility but from the date their promotions were approved by the authorities.

This had led to not only financial loss to affected teachers but had unjustly delayed their eligibility for next promotion. While college teachers observed that there was no third avenue of promotion for them after the position of Lecturer (Selection Grade)/Reader, university teachers felt that the selection process for promotion to the post of Professor under CAS was far more strict than the one for direct recruitment.

Interaction with Eminent Educationists brought out their perception of the Career Advancement Scheme. Most of them observed that CAS had led to undeserved promotions without a serious evaluation of an incumbent's merit.

For a long time, college teachers have been demanding a third promotional avenue to overcome the problem of stagnation after reaching the position of Lecturer (Selection Grade)/Reader. Similarly, university teachers too have been demanding the creation of a position of Senior Professor in order to overcome the problem of stagnation faced by Professors.

The Pay Review Committee was, therefore, obliged to review various aspects of the CAS ranging from delays in holding of selection committees to providing additional avenues for promotion.

The Pay Review Committee makes the following recommendations in respect of CAS.

5.9.1 Senior Associate Professor in Colleges

The position of Senior Associate Professor may be made available to teachers in colleges under CAS. Associate Professors / Assistant Professors (SG) who possess Ph.D. degrees and who have completed six years in the grade may apply for promotion as Senior Associate Professors. The selection process for the post of Senior Associate Professors is given below and the scale of pay has been given in Table 5.1.

5.9.2 Senior Professor in Universities

The position of Senior Professor may be made available to teachers in universities under CAS. Professors who have completed 10 years of service may become eligible for promotion as senior professor. The selection criteria are as follows:



An applicant, after becoming professor should have (1) at least five publications in reputed / refereed national/international journals to be evaluated by a peer group constituted by the Vice-Chancellor (2) successfully supervised at least two Ph. D dissertations. The scale of pay of senior professor has been given in Table 5.1.

5.9.3 Position of Professor of Eminence

The title of Professor of Eminence may be conferred on not more than 10% of the existing strength of Professors /Senior Professor in a university. Only a Professor with at least twelve years' experience who has acquired national/international stature on the basis of her/his academic contribution to the philosophy of the subject shall be appointed to the position after a recommendation by a panel of Professors specially appointed to review her/his work and life time achievements.

5.9.4 Starting the Process of Promotion under CAS

In order to avoid delay in promotion to various positions under CAS, it is recommended that the institution should start the process at least three months before a teacher becomes eligible for promotion.

5.9.5 Selection Process

Since opportunities for research work in most colleges are practically non-existent and teachers have heavy classroom teaching workload, it is recommended that for college teachers, greater emphasis may be laid on actual class room teaching, holding tutorials, conducting examinations and evaluating answer scripts and lesser emphasis on research work while considering them for promotion under CAS.

5.9.6 Selection Committee under CAS

In order to make selection under CAS to be more uniform, the University Grants Commission should draw up an exhaustive list of experts in various subjects and put them on its website. While holding selections under CAS, institutions must include at least one subject expert from the list of experts made available by the University Grants Commission on its website.

5.9.7 For the Post of Professor in a University

For promotion to the post of Professor in universities, it was brought to the notice of



the Pay Review Committee that since two separate groups of three Professors were required for the selection process—one group for evaluating the published work of the candidate and a different one for holding the interview – it became extremely difficult at times to find six Professors for completing the process of selection.

The Committee, therefore, recommends that while an expert who has evaluated the published work of the candidate may be included in the selection committee, the number of such experts on the selection committee shall not be more than one. Also, at least one of the experts on the selection committee shall be from the University Grants Commission list of subject experts put up on its website.

The other conditions of selection procedure remain the same. However, the present practice of sending the UGC Observer for promotion to the post of professor under CAS may continue with the modification that the Observer may submit his report to the Vice-Chancellor on the day of the interview itself for placing it before the EC/Board of Management.

5.9.8 For the Post of Senior Associate Professor in College

The selection procedure for the newly created post of Senior Reader in colleges shall be as under:

Two Professors to be nominated by the concerned VC shall evaluate the published work—at least three publications, one of which may be a book-submitted by a candidate. On the receipt of their unanimous recommendation, a candidate may be called for an interview. One of the experts who has evaluated the published work of the candidate may be included in the selection committee. Also, one of the three subject experts should be from among the University Grants Commission approved list of subject experts put on its website.

The process of selection and eligibility for Senior Associate Professor shall be handled by the college concerned.

5.10 Promotion as Senior Associate Professor

5.10.1 Eligibility Conditions

- (1) At least six years as Associate Professor



- (2) At least five publications during the teaching tenure as Associate Professor in refereed Journals/ Books recognised by the University.
- (3) The equivalence of single authored books to research papers to be decided by the University.

Other desirable criteria to be considered by the Selection Committee

- (1) Research work, in the form of projects undertaken, research reports and independent research.
- (2) Contribution to teaching including updating of curriculum and other innovations, authorship of standard text books.
- (3) Participation in other academic activities including conferences, workshops, lectures.
- (4) Membership of Committees, Advisory Committees, Editorial Committees and others.

Those Assistant Professors (SG) who do not possess a Ph. D /or are not eligible for promotion as Senior Associate Professor shall move into the Pay Band of the Senior Reader after reaching the top of their Pay Band, carrying their own grade pay.

5.10.2 Disciplines where no Refresher Course are Conducted

Relaxation from the condition of participation in Refresher Courses shall be to given to candidates in such disciplines and they may be considered eligible for promotion after they have fulfilled all other requirements. However, they shall have to produce evidence before the selection Committee of having upgraded their skills and knowledge through other means such as participation in Seminars, Conferences and Workshops and review of latest literature in the concerned subject.

5.11 Up-gradation of Teachers' Skills and Participation in Refresher Courses and Orientation Programmes

A number of suggestions were received from teachers and other stakeholders in respect of upgradation of teachers' skills and knowledge of the subject. These ranged from reducing the duration of Refresher Courses to considering training with National Research Institutions, Central University Laboratories and even Industry to be considered



in lieu of participation in Refresher Courses. Suggestions were also made that participation in Refresher Courses should be delinked from eligibility for promotion and should be made a career-long activity.

The Pay Review Committee after considering all the suggestions made in this regard, recommends that the matter may be referred to the University Grants Commission Standing Committee on Academic Staff Colleges for a review.

5.12 Various Kinds of Leave Admissible to Teachers

The attention of the Pay Review Committee was drawn to differentiation in various kinds of leave like Study Leave, Sabbatical Leave admissible to university and college teachers. Teachers also wanted the leave admissible under the University Grants Commission sponsored *Faculty Improvement Programme* to be reviewed and made more liberal in order to encourage research, particularly among college lecturers. Similarly, teachers wanted other kinds of leave like duty leave, compensatory leave, medical leave, half pay leave and maternity leave to reviewed for making them more teacher-friendly.

After a thorough review, the Pay Review Committee makes the following recommendations in respect of various kinds of leave admissible to teachers:

5.12.1 Leave under Faculty Improvement Programme

The duration of leave under Faculty Improvement Programme for pursuing Ph.D. programme of study should be increased from three to four years-three years extendable by one year-instead of the present three years-two years extendable by one year.

Also, the eligibility restriction of leave under this programme to be available to teachers up to the age of 45 years may be removed and a teacher may be able to avail herself/himself of this facility any time in the career till five years before superannuation.

5.12.2 Study Leave

This kind of leave which at present is available only to teachers in universities should also be made available to teachers in colleges. A teacher may be able to avail herself/himself of this leave only once for a total span of 2 years.

The Committee recommends that the present restriction of a teacher being eligible for either Study Leave or Sabbatical Leave should be scrapped.



5.12.3 Sabbatical Leave

This leave which at present is available to only university teachers should also be made available to college teachers.

A teacher after completing six years of service may be able to get a years' sabbatical leave to pursue a specific project approved in advance by the institution. Alternatively, a teacher after teaching three years may get sabbatical leave for one semester.

Sabbatical leave shall be available to a teacher only twice in her/his career for a total period of two years or four semesters.

5.12.4 Maternity / Paternity Leave

Maternity leave may now be granted to a female teacher for 180 days instead of present 135 days and only twice in one's career. Likewise a paternity leave of 15 days may be granted to a teacher father.

It has also been suggested that women teachers having minor children may be allowed leave up to two years for taking care of their children. In yet another suggestion, the women teachers have demanded leave for 2 to 3 years for bringing up children or joining their husbands.

The Committee recommends that child care leave for a maximum period of 2 years (730 days) may be allowed to the women teachers during entire service period in line with central government women employees.

5.12.5 Other Kinds of Leave

Existing rules in respect of all other types of leave may continue to operate without any change.

5.13 Teaching Workload

The Pay Review Committee recommends that the present norms of workload for various categories of teachers may continue with the following two provisions:

5.13.1 Minimum Working Hours Everyday

A teacher must spend at least 5 hours in the institution for at least five days a week



for conducting classes, holding tutorials, guiding research or carrying out any other academic and co-curricular activities assigned to her/him by the institution. The institution should devise means to formalize this and the University Grants Commission should monitor this in order to satisfy the society at large that teachers in institutions were available to students for a minimum period of time every working day of the week.

5.13.2 Same Workload for all Teachers in a Category

It has been brought to the notice of the Pay Review committee that teachers promoted under CAS have to carry the teaching workload of their previous category while their counterparts who have been appointed through open completion carry the workload prescribed for their current category.

The Pay Review Committee, finding this discriminatory and unjustified, recommends that all teachers in a particular category, irrespective of being promoted or appointed directly, should carry the same teaching workload prescribed for their category.

The Pay Review Committee makes a general recommendation that the University Grants Commission should make large scale inputs towards improving the infrastructure like class rooms with LCD projection facilities, libraries with adequate internet facilities, laboratory with better equipment facilities and campuses with Wi-Fi facilities to make the general atmosphere in institutions, particularly in post graduate colleges, more teaching/learning friendly and conducive for carrying out research activities.

5.14 Academic Accountability

The question of evaluating teachers' work and their academic accountability came up for discussion during almost all interactions between the Pay Review Committee and various stakeholders. Teachers observed that only a small percent of black sheep among them were getting them an adverse image in the eyes of the society at large about their academic accountability. They observed further that they had no objection to their performance being evaluated publicly including by students but they wanted the modes of evaluation and accountability to be transparent, unbiased, uniform and to be applied across the board to all categories of teachers- Assistant Professors, Associate Professors, Senior Associate Professors and Professors-and even Vice Chancellors.

After deliberating over the issue at length, the Pay Review Committee recommends that the evaluation of a teacher's work should have inputs from multiple sources-self



assessment, assessment by students who have been taught a course/s by the teacher and assessment by the academic head/s and should be based on multiple parameters like class room teaching, holding of tutorials, availability to students, participating in faculty meetings, guiding and carrying out research and participation in other academic and co-curricular activities of the department. The needed formal structure, based upon parameters relevant to universities and colleges respectively may be defined by the University Grants Commission for carrying out such evaluation uniformly throughout the country.

Such evaluation should be made once a year and it should be communicated to the teacher concerned. It should also be made available to the selection committee at the time of promotion of the teacher.

5.15 Librarians and Directors of Physical Education

5.15.1 Existing Conditions

In their interaction with members of the Pay Review Committee Librarians and Directors of Physical Education as well as representatives of their Associations expressed satisfaction over the fact that their cadres had been recognized equivalent to those of teachers. However, they raised certain points regarding lack of promotion opportunities under CAS for Deputy Librarians and Deputy Directors of Physical Education and also lack of opportunities for upgradation of their skills and knowledge as were available to teachers. They also wanted certain leave facilities like Study Leave, Sabbatical and Vacations to be extended to them as well. Directors of Physical Education raised question of Sports Officers and Physical Instructors not being given the scales of Pay recommended for Lecturers while Librarians wanted these scales to be extended to Professional Assistants and Semi Professional Assistants.

The Pay Review Committee discussed some of these questions in details and have made the following recommendations:

5.15.2 Promotion under CAS for Deputy Librarians and Deputy Directors Physical Education

Deputy Librarians and Deputy Directors of Physical Education may be considered for promotion to Librarian and Director of Physical Education respectively under CAS on



lines similar to and under conditions of eligibility similar to those of Associate Professors seeking promotion to the post of Professor.

Senior most Librarian and senior most Director of Physical Education may be redesignated as Chief Librarian and Chief Director of Physical Education respectively.

5.16 Promotion of College Librarian (Selection Grade)/College DPE to Senior College Librarian (SG)/Senior College DPE (SG)

5.16.1 College Librarian (Selection Grade) with six years' experience should be eligible for promotion to the post of Senior College Librarian(Selection Grade) under CAS on the same lines as Associate Professors/Assistant Professors (Selection Grade) are proposed to be considered for promotion to the post of Senior Reader.

The Committee recommends that the UGC may frame appropriate eligibility conditions including minimal qualification and selection procedure for the promotion for college librarian (selection grade)/college DPE (selection Grade) to senior college librarian (selection grade)/senior college DPE (selection grade) in consultation with senior professor (S) in library science and physical education.

5.16.2 Up-gradation of skills and knowledge of Librarians and Directors of Physical Education in Colleges

Considering the significance and role of new technologies in management of libraries and sports facilities and the challenges posed to library and sports staff by new expectations in these disciplines, the Pay Review Committee recommends that the University Grants Commission in consultation with senior professor(s) in library science and physical education devise programmes for the upgradation of skills of Librarians and Directors of Physical Education, particularly in colleges.

5.16.3 Study Leave, Sabbatical Leave and Vacations for Librarians and Directors of Physical Education

After due deliberations, the Pay Review Committee observes that while Librarians and Directors of Physical Education may be recognized equivalent to teachers for matters of pay and allowances and for purposes of promotion, the nature of work of the two is quite dissimilar from that of the teaching faculty. The Committee therefore cannot recommend that Librarians and Directors of Physical Education should be eligible to



get Study Leave, Sabbatical Leave or Vacations like the teaching staff in a university or a college.

The Committee, however, recommends that Librarians and Directors of Physical Education should be eligible for getting minor and major research projects from the University Grants Commission or other organizations.

5.16.4 Professional Assistants, Semi Professional Assistants, Cataloguers, etc.

The Pay Review Committee is of the considered opinion that both the qualifications required for and the nature of work being done by these category of staff are very different from those required for the position of teachers in universities and colleges. The Committee cannot, therefore, recommend that these category of staff be treated equal to that of teachers.

5.16.5 Sports Officers/Physical Instructors and Coaches

It has been brought to the notice of the Pay Review Committee that in many universities and colleges Directors of Physical Education have been designated either as Sports Officers or Physical Instructors although they possess the same qualifications as Directors of Physical Education and have been selected by the same selection process as has been laid down for Directors of Physical Education.

The Committee, therefore, recommends that those Sports Officers and Physical Instructors who possess the same qualifications as have been laid down by the University Grants Commission for the post of College Director of Physical Education and have been selected according to the procedure laid down by the University Grants Commission should be recognized at par with Assistant Professors.

Since the minimum qualifications required for the position of Coach is different from that of Director of Physical Education and also because the procedure for their selection is different from the one required for the post of Director of Physical Education, the Committee cannot recommend that Coaches be treated at par with teachers.

5.17 Principals of Colleges

While participating in interaction with members of the Pay Review Committee, most Principals observed that there was no regular scale of pay for Principals- either of an



Undergraduate college or of a Postgraduate college. At present Principals of postgraduate colleges were placed in the scale of a Professor while that of an undergraduate college was placed in the scale of an Associate Professor.

It was therefore demanded on their behalf that there should be a single scale of pay for all Principals of colleges- whether undergraduate or postgraduate. And it should preferably be higher than that of a Professor since the job of a Principal of a college was much more challenging than that of a Professor.

After due deliberations the Pay Review Committee does not find itself in agreement with the demand that there should be only one scale of pay for all college Principals.

5.17.1 Scales of Pay of College Principals

The Committee therefore recommends that the scale of pay of a Principal of an undergraduate college should be equivalent to that of the scale of pay of an Associate Professor. However, her/his initial salary should be fixed after granting him two advance increments.

The scale of pay of a Principal in a postgraduate college should be equivalent to that of a Professor and her/his salary should also be fixed after granting him two advance increments.

5.17.2 Eligibility Qualifications for the Post of a Principal

The Committee recommends that Ph. D should be an essential qualification for the post of a Principal. The other essential qualifications should be 10 years' and 15 years' teaching or research experience for the post of a Principal in an undergraduate and Postgraduate college respectively.

5.18 Appointment and Scale of Pay of Vice Chancellor

During the various meetings between stakeholders and members of the Pay Review Committee, teachers as well as Vice Chancellors including some former Vice Chancellors made significant observations about the qualifications, procedure of appointment and the scale of pay of Vice Chancellor. A couple of them also made written representations to the Committee.



Deliberating over these, the Committee makes the following recommendations:

5.18.1 Qualifications of Vice Chancellor

A vice Chancellor should preferably be from the field of academics and should have the standing of a leading academic.

5.18.2 Procedure for Appointment of Vice Chancellor

Appointment of a Vice Chancellor should be made through a search-cum-selection committee nominated specifically for making the recommendation.

The Committee should, among others, consult with senior faculty of the university concerned.

5.18.3 Tenure of Vice Chancellor

The Committee noted that at present Vice Chancellors are appointed for a term of either three or five years and there are no uniform restrictions on the number of times one can hold the office either in the same university or across universities.

The Committee recommends that the term of appointment of a Vice-Chancellor should uniformly be for five years and no person should hold the office of Vice Chancellor for more than two terms altogether, subject to the maximum age of 70 years.

5.18.4 Scale of Pay of Vice Chancellor

On the basis of a cross section of views gathered by the PRC, and based on its assessment, it is clear that the universities in India will have to carry out challenging educational improvement programmes, specially in the context of increasing globalization of education.

The Committee, therefore, feels that a token appreciation and recognition may be built into the pay of the Vice-Chancellor. Accordingly, the Committee recommends that the Scale of pay of Vice Chancellor should be Rs. 80000/-.

The Committee also recommends that Vice-Chancellors may be allowed lump-sum terminal benefit on pro-rata basis of Rs. one lakh for every completed year of service as VC.



III. ANOMALIES AND UN-IMPLEMENTED RECOMMENDATIONS OF THE LAST PAY REVIEW COMMITTEE

One of the important terms of reference of the present Pay Review Committee is to address the anomalies arising out of the implementation as well as the non-implemented parts of the previous Pay Review Committee and suggest redressals, if any.

The attention of the Committee was drawn to a large number of anomalies as well as the non-implemented recommendations of the previous Pay Review Committee. Written memoranda were also submitted in this regard. The anomalies and non-implemented recommendations range from, for example, non-payment of arrears to non-implementation of scales of pay.

The Committee examined closely the submissions made in this regard, either orally or in writing, and makes the following recommendations in respect of the most glaring ones:

5.19 Scales of Pay w.e.f from 1.1.1996

That all regularly appointed teachers in universities and colleges who were selected as per the University Grants Commission guidelines and were in service on 1.1.1996 should be given the scales of pay and allowances as well as other benefits recommended by the last Pay Review Committee.

5.20 Arrears w.e.f from 1.1.1996

Arrears of salary in respect of the recommendations of the last Pay Review Committee not paid as yet or not fully paid, should be paid to all those teachers who have not received the same as yet.

5.21 Lower Scales of Pay for Readers promoted under Merit Promotion Scheme

Those teachers who had opted for an earlier promotion scheme called Merit Promotion Scheme had been given lower scales of Pay for the post of Professor and Reader. The last Pay Review Committee had abolished the dual scales of pay in respect of Professor but had not done so in the case of Readers. This is clearly anomalous.



The Pay Review Committee, therefore, recommends that dual scales of pay in respect of the position of Reader should be abolished and all those who are Readers-whether promoted under MPS or CAS-should be given the same revised scales of pay recommended by this Committee.

5.21.1 Granting of two Advance Increments at the time of Promotion as Reader/ Associate Professor

The last Pay Review Committee had recommended that all those who are promoted to the post of Reader would be granted two advance increments at the time of fixing their salaries in the new post. However, a large number of teachers from across the country have represented that they have been denied this benefit on various grounds including that they had already received the benefit earlier on completion of the Ph.D. degree.

Since the last Pay Review committee had placed no restrictions of any kind on granting of these advance increments, the Committee recommends that all those teachers who have been denied the benefit of these two increments should be given the same.

5.21.2 Promotions under Career Advancement Scheme

The last Pay Review Committee had recommended that all those teachers who are promoted under CAS should be given the scales of pay and arrears of the new post with effect from the date of their eligibility and not from any later date. However, a large no of teachers promoted to various posts under CAS have been denied this.

The Committee, therefore, recommends that all those who have been promoted to various positions after the implementation of the last Pay Review Committee recommendations, should be given the benefits of promotion, including arrears with effect from the date of their eligibility for promotion.

5.21.3 Eligibility of Promotees under MPS for Promotion under Career Advancement Scheme

A number of teachers who had been promoted under the earlier scheme of Merit Promotion Scheme have been denied a second promotion under Career Advancement Scheme although there is no such restriction as per the recommendations of the last Pay Review Committee recommendations.



The Committee recommends that all those who had been promoted previously under the Merit Promotion Scheme should be considered eligible for a second promotion under CAS.

It has been brought to the notice of the Committee that some institutions are denying promotion opportunities to teachers under CAS because they are also applicants for positions advertised for direct recruitment. No such restrictions were put in place in this regard by the last Pay Review Committee.

The Pay Review Committee recommends that all those teachers who have applied for direct recruitment against openly advertised positions should not be debarred from being considered for promotion under the Career Advancement Scheme.

IV. OTHER ACADEMIC CATEGORIES

The Pay Review Committee has received numerous representations from various categories of staff working in universities and colleges for inclusion in its purview and to be considered at par with teachers at various levels. Some of these categories of staff are those that were under the purview of earlier Pay Review Committees. These include Registrars, Deputy Registrars, Assistant Registrars, Finance officers, Deputy Finance Officers, Assistant Finance Officers, etc. Some other categories of staff are who have been demanding parity with the teaching staff and whose cases were not recommended by the previous Pay Review Committees. These include Accompanyists in Music Faculties, Coaches in Sports Departments, Professional Assistants in Libraries, etc. A third category of Staff that has made representation to the Committee for inclusion under its purview is the Category of Tutors and Demonstrators working in various colleges and universities. Finally, a fourth category of those who have sought parity with lecturers is that of Computer professionals like Senior System Analysts, System Analysts who have been inducted in college and university service in large numbers since the last Pay Review Committee.

The Pay Review Committee has considered representations from all these various categories and makes the following recommendations/observations.

5.22 Registrars and Finance Officers, etc.

As for the Category of Registrars, Finance Officers, etc., the Committee has sought and



has been given clarifications that their cases do not fall under its purview and therefore the present PRC is not in a position to make any recommendation in respect of these functionaries.

5.23 Accompanists, Coaches, etc.

As for the categories like Accompanists, Coaches, etc., who have been seeking parity with teachers and hence the inclusion under the purview of various Pay Review Committees, the Committee cannot find enough justification for granting them parity with lecturers since the minimum qualifications required for these posts are far lower than those required for the post of a teacher in a university or college.

5.24 Tutors and Demonstrators

The Committee cannot recommend parity for Tutors and Demonstrators with Assistant Professors since recruitment to these two categories was abolished by the University Grants Commission a long time ago in 1974 and those possessing equivalent qualifications were recommended to be absorbed into the cadre of Assistant Professors through the regular process of selection.

However, the Committee recommends that if there are still Tutors and Demonstrators working in universities and colleges, they may be governed by the old policy enunciated for them.

5.25 System Analysts and Senior Analysts

The Committee notes that this is a relatively new category of professional staff who have been recruited to universities and colleges for providing significant support to research and teaching activities, as also for conducting teaching and training programmes.

The Committee recommends that those System Analysts who possess qualifications equivalent to those required for the post of Assistant Professors or MCA/M.Tech(Computer Science) or Information Technology) should be considered only for the grades of Assistant Professor and be considered for promotion under CAS as has been recommended by the PRC in respect of Librarians and DPEs.



5.26 Anomalies Settlement and Monitoring Committee

The Pay review committee recommends that the UGC should set up a standing committee for resolving all issues relating to the implementation of its recommendations and monitoring the performances of the State Governments in this regard.

5.27 And Finally:

The Pay Review Committee believes that the anticipated supply gaps would be bridged to a considerable extent if the recommendations made in this report, specially relating to attractive pay packages at the entry point, providing better service and working conditions, faster promotional avenues, providing augmented welfare measures, ensuring post retirement social security and suggested new initiatives and provisions to promote research on a wide scale, etc. are implemented both in letter and spirit.

CHAPTER - VI

SUMMING UP

The Pay Review Committee after detailed deliberations has made the following recommendations about various aspects of revision of pay and allowances, service and working conditions of teachers, Librarians, Directors of Physical Education and other Academic Staff in colleges and universities recognized by the University Grants Commission.

I New Nomenclature for various teaching posts

Assistant Professor for Lecturer

Assistant Professor (Senior Scale) for Lecturer (Senior Scale)

Assistant Professor (Selection Grade) for Lecturer (Selection Grade)

Associate Professor for Associate Professor

Senior Associate Professor New Position

Professor for Professor

Senior Professor New Position

Professor of Eminence New Position

II New Scales of Pay and Allowances

Table - 5.1
Existing and Proposed Scales of Pay for
University and College Teachers

A. POSTS SPECIFIC TO UNIVERSITIES				
	Category	Existing Pay Scale	New Pay Band	Grade Pay
1	Assistant Professor	8000-275-13500	15600-39100	6600
2	Assistant Professor (Senior Scale)	10000-325-15200	15600-39100	7200



	Category	Existing Pay Scale	New Pay Band	Grade Pay
3	Assistant Professor (Selection Grade)/ Associate Professor	12000-420-18300	15600-39100	8000
4	Professor	16400-450-20900- 500-22400	37400-67000	11000
5	Senior Professor	New Post Proposed	37400-67000	12000
6	Pro-VC	18400-500-22400	37400-67000 Plus 4 Adv increments	12000
7	Professor of Eminence	New Post Proposed	80000 (fixed)	Nil
8	Vice-Chancellor	25000 (Fixed)	80000 (Fixed)	Nil
9	Librarian/Director of PE	16400-450-20900- 500-22400	37400-67000	11000
10	Deputy Librarian/ Deputy Director of PE	12000-420-18300	15600-39100	8000
11	Asstt Librarian (Sr. Scale)/Asstt Director of PE (Sr. Scale)	10000-15200	15600-39100	7200
12	Asstt Librarian/ Asstt Director PE/ Sports Officer/ Physical Instructor	8000-275-13500	15600-39100	6600



B. POSTS SPECIFIC TO COLLEGES				
1	Assistant Professor	8000-275-13500	15600-39100	6600
2	Assistant Professor (Senior Scale)	10000-325-15200	15600-39100	7200
3	Assistant Professor (Selection Grade)/ Associate Professor	12000-420-18300	15600-39100	8000
4	Senior Associate Professor	New Post Proposed	37400-67000	8700
5	Professor in PG Colleges	New Post Proposed	37400-67000	11000
6	a. Principal of UG College	12000-18300	37400-67000 Plus 2 Adv increments	8700
	b. Principal of PG College	16400-450-20900- 500-22400	37400-67000 Plus 2 Adv increments	11000
7	College Librarian/ Director of PE/ Sports Officer/PI	8000-13500	15600-39100	6600
8	College Librarian/ Director PE (Senior Scale)	10000-15200	15600-39100	7200
9	College Librarian (S.G)/Director of Physical Education (SG)	12000-18300	15600-39100	8000
10	*Senior College Librarian (Selection Grade) Senior College DPE (Selection Grade)	New Post Proposed	37400-67000	8700

** The eligibility condition for promotion for this position may better be decided by the UGC in consultation with the special committee heading by a Senior Professor of Library / senior professor of Physical education*



Annual Increment

3% of the Basic Salary (Basic Pay + Grade Pay) with compounding effect

4% of the Basic Salary (Basic Pay + Grade Pay) with compounding effect for 2 years for a select few 25% in the Pay Band Rs. 15600-39100 on the basis of better teaching and research performance. Fresh appraisals to be made after two years.

The Committee recommends that annual increments may be allowed to the teachers in the similar way as applicable to Central Government employees.

Pay Fixation Formula

The Pay Fixation formula evolved by the VI Central Pay Commission should be adopted without any change.

Stagnation Removal

An incumbent after reaching the top of the scale in the pay band shall move to the next pay band without any change in the grade pay.

Increments for Higher Qualifications/on Promotion

Five advance increments instead of present four to a Ph.D degree holder at the time of recruitment as Assistant Professor.

Three advance increments instead of present two to an M.Phil degree holder at the time of recruitment as Assistant Professor.

Three advance increments to an incumbent holding M.Tech, M.D., M.S. L.L.M. degree at the time of recruitment as Assistant Professor.

Two advance increments to an incumbent who joins as Assistant Professor with basic M.A./MSc./M.Com etc. with NET/SET examination qualifications.

Two advance increments to an incumbent who joins as / Associate Professor in open selection.

Two advance increments to an incumbent on being promoted as / Associate Professor under CAS.



Three advance increments instead of present two to an in-service teacher on completing Ph.D. degree.

Two advance increments instead of present one to an in-service teacher on completing M.Phil degree.

A selection committee may recommend upto seven instead of present five advance increments to an incumbent with higher merit, better publications and more experience etc.

All advance increments to be given on non-compounding basis

Allowances

House Rent Allowance

30% of basic salary for Category X cities (A-1 earlier) population 50 lakhs and above)

20% of basic salary for Category Y cities (A, B-1, B-2 earlier) population between 5 and 50 lakhs)

10% of basic salary for Category Z cities (C and unclassified earlier) (population below 5 lakhs)

City Compensatory Allowance Abolished

Transport Allowance

Rs. 3200/- plus DA thereon per month for A-1/A Class cities (13 notified cities)

Rs. 1600/- plus DA thereon per month for other Cities

Children's Education Allowance (CEA)

Rs. 1000/- per child per month for upto a maximum of two children

Rs. 3000/- per child per month for those residing in hostel, for upto two children.

However, both hostel subsidy and children education allowance cannot be availed of concurrently.

Academic Allowance

Rs. 1500/- per month for Assistant Professor, Assistant Professor (Senior Scale), Assistant Professor (Selection Grade)



Rs. 1200/- per month for Associate Professor, Senior Associate Professor, Professor and Professor.

Research Promotion Grant (RPG)

The PRC recommends that new entrants to the profession should be given one time start up seed money of Rs. 2.00 lakhs and Rs. 5.00 lakhs for humanities/social sciences and sciences respectively as financial support for carrying out research against duly approved projects.

Special Compensatory (Hill Area) Allowance

The Committee has taken note of the problems in filling the posts in the hill districts and therefore recommends that a Special Compensatory (Hill Area) Allowance of Rs.600 per month may be allowed to teachers posted in these areas as notified by the Central/ State Governments.

Special Compensatory (Remote Locality) Allowance

The Committee has taken note of the large number of vacancies of teachers in the remote areas and feels some special compensation is called for to attract teachers to work in the remote areas. The Committee therefore recommends Special Compensatory (Remote Locality) Allowance to the teachers as admissible to the Central Government employees on the terms and conditions governing the grant of Special Compensatory (Remote Locality) Allowance.

Provided that in places where more than one Special Compensatory Allowance is admissible, the teachers in such stations will have the option to choose between the allowances (mentioned at 5.3.6 and 5.3.7 above) whichever benefits them the most.

Special (Duty) Allowance for Teachers Serving in North Eastern Region including Sikkim and Ladakh

The Committee recommends a Special (Duty) Allowance at the rate of 12.5% on pay plus grade pay to teachers serving in these areas as applicable to Central Government employees.

Deputation Allowance

5% for local deputation subject to a maximum of Rs. 2000.

10% for outstation deputation subject to a maximum of Rs. 4000.



Leave Travel concession

LTC travel to Home Town three times in a four year block, not exceeding once in a year.

LTC may be allowed for any place in India once in a block of four years. Thus four LTC in a block of 4 years but not exceeding one in any one year.

No encashing of LTC if not availed of during a block year.

LTC for family members may be allowed to be combined with seminars/workshops and other academic assignments being attended.

Modifications made by the VI Central Pay Commission as notified by the Government may be adopted for teachers as well.

Traveling Allowance

TA rules admissible to central Government employees wherein all those with grade pay of Rs. 5400 and above have been allowed air travel may also be extended to teachers as well. Teachers may also be allowed TA/DA as admissible from time to time to Central/ State Government employees, as the case may be.

Medical Insurance

Medical Insurance for all teachers with a teacher contributing 30% of the premium and the rest to be contributed by the employer. UGC to negotiate with leading medical insurance companies to get a better all India deal.

Group Insurance

The VI Central Pay Commission recommendations of raising an employee's contribution from Rs. 120/- to Rs. 720/- for a group insurance may be adopted for all university and college teachers throughout the country. UGC should once again negotiate with leading insurance companies to get a better deal for all institutions.

Consultancy

Teachers in universities and colleges should be encouraged to accept Consultancy, Directing Projects, registering patents, R&D products and technology transfers. Resources earned to be shared in the following manner:



Money received upto 30% of the gross salary (basic salary + grade pay + academic allowance)	No sharing
Money received beyond 30% and upto the gross salary	sharing of money beyond 30% in the ratio 70% and 30% between the teacher and the Institution
Money receive beyond the gross salary	50-50 of the money received beyond the gross salary between the teacher and the institution

This arrangement should work for five years thereafter it should be reviewed in view of future developments.

Superannuation, Reemployment, Pension, Provident Fund and Gratuity

The age of superannuation of all college and university teachers throughout India to be 65 years.

Individual teachers should retire from service at the end of the academic year irrespective of the date of superannuation. For the period between superannuation and the end of the academic year they should be employed on contract basis.

Reemployment of Teachers

Teachers may be reemployed selectively after superannuation on contract basis upto the age of 70 years.

3 years in the first instance and further for 2 years on the basis of merit, experience and area of specialization and Peer Group Review.

Pension

The Sixth Central Pay Commission recommendations in respect of pension as notified by the Government of India may be adopted in toto, including the eligibility of full pension after 20 years of qualifying years. UGC should take up the matter of restoring triple benefit scheme for teachers employed after 2004 with the Central Government.



The revised rates of family pension to the family of the deceased employee- minimum of Rs. 3500/- per month and a maximum of 30% of the highest pay in the Government of India should be extended to teachers as well.

Additional quantum of pension to senior pensioners and family pensioners as per the chart given below:

Sr. No.	Age of Pensioners	Additional Quantum of Pension Admissible
1	From 80 years to less than 85 years	20% of Basic Pension
2	From 85years to less than 90 years	30% of Basic Pension
3	From 90 years to less than 95 years	40% of Basic Pension
4	From 95 years to less than 100 years	50% of Basic Pension
5	From 100 years and more	100% of Basic Pension

Provident Fund

Teachers governed by Contributory Provident Fund should be given another chance to opt for General Provident Fund.

Gratuity

The upper limit of gratuity to be paid to teachers should be revised to Rs. Ten lakhs from present three and half lakhs as has been done for central Government employees by the government of India.

Ex-Gratia Lump sum compensation in case of Death On Duty

Sr. No.	Circumstances Justifying Compensation	Amount of Compensation
1	Death occurring due to accidents in the course of performance of duties.	Rs. 10 Lakhs
2	Death occurring due to accidents in the course of performance of duties attributable to acts of violence by terrorists/anti social elements etc.	Rs. 10 Lakhs



Financial Support for implementation of the Pay Review Committee recommendations

Central government to provide 100% assistance for additional expenditure for five years for implementing the recommendations of the Pay Review Committee.

Addition assistance to the extent of 50% for next five years for only those states that implement the recommendations successfully in toto. UGC to review the implementation in the fifth year for the additional assistance.

Implementation from a single date

All recommendations to be implemented in toto as a package with effect from 1.1.2006.

However, various allowances except DA to be admissible with effect from 1.9.2008.

Service and Working Conditions of Teachers

All institutions should fill vacant positions on urgent basis.

All bans on recruitment of teachers imposed by states should be lifted immediately and UGC should monitor this situation.

UGC to make special efforts from attracting persons from socially challenged sections to teaching.

Contract Teachers

Teachers should be appointed on contract only if absolutely necessary and their qualifications and procedure of selection should be the same as for a regularly appointed teachers.

The fixed emoluments to be paid per month to a teacher on contract should not be less than the monthly gross salary of a regularly appointed teacher.

Teachers should not be appointed on contract basis for more than one year at a time and their performance should be reviewed before renewing their contract.

Guest Teachers / Part Time Teachers

If there is a need for appointing a teacher as a guest teachers/part time teachers, he should be paid @ Rs. 1000/- per lecture and the total payment during a month should not exceed Rs. 25000.



Retired teachers could also be involved in teaching as guest teachers.

Deviations from recommended Scales of Pay

No teachers should be appointed in universities and colleges who do not possess minimum qualifications laid down by the UGC.

No teacher should be appointed in a scale evolved by the state and which is lower than that recommended by the UGC.

Eligibility Conditions for appointment in universities and colleges

Besides the other qualifications laid down by the UGC for the post of Assistant Professor, qualifying in the NET/SET examination shall be essential for being eligible to apply for the post of Assistant Professor.

However, those who possess a Ph.D. degree in the subject shall be exempted from the NET/SET qualifications, provided the Universities, however, carry out reforms to raise the standard of Ph.D. degrees.

Those possessing M.Phil degrees shall be no more exempt from qualifying the NET/SET examination.

Selection Process/Selection Committees

The UGC should draw up exhaustive lists of experts in each subject and put them up on their website. It should be incumbent on institutions holding selections to include at least one of the subject experts on the selection committee from this list.

The UGC should monitor this for compliance.

New Positions

Positions of Professor should be sanctioned for direct recruitment in colleges for disciplines which have post graduate teaching.

There should be at least one post of Professor in each of these disciplines where there is post graduate teaching.

The basic qualifications and the procedure for selection of Post of Professor in colleges shall be the same as for the post of Professor in a university department, chaired by the Vice-Chancellor or his nominee.



Position of Adjunct Professor and Concurrent Professor should be created in universities in order to encourage mobility between institutions and industry/corporate world and also between one institution and another.

Upto 15% of the total strength of the teaching faculty in a university may be Floating Positions for making appointments in a department where no vacancy exists.

UGC should lay down detailed guidelines for appointment as Adjunct Professor and Concurrent Professor, including rules for transfer of various benefits when a teacher moves from one institution to another.

Promotion of Teachers through Career Advancement Scheme (CAS)

A new position of Associate Professor should be created as a third avenue for promotion for college teachers under CAS.

An Associate Professor or an Assistant Professor (Selection Grade) who possesses a Ph.D. degree and who has completed six years in the grade of Associate Professor or Assistant Professor (Selection Grade) may apply for promotion as Senior Associate Professor.

A New position of Senior Professor should be created in the universities for promotion of Professors. A Professor with 10 years experience as Professor would become eligible for the position of Senior Professor.

The title of Professor of Eminence may be conferred on not more than 10% of the total strength of professors in a university.

Only a Professor of twelve years' standing with national/international stature acquired on the basis of her/his contribution to the philosophy of the subject shall be appointed Professor of Eminence.

The appointment should be made on the recommendation of a panel of Professors appointed specifically for the purpose of reviewing the contribution of the candidate.

Process of Promotion of teachers under CAS

The process of promotion of a teacher under CAS should be started at least three months before s/he becomes eligible for promotion.

For College teachers, greater emphasis should be laid on class room teaching, holding



tutorials, conducting examinations and evaluating answer scripts and less on research work while considering their cases for promotion under CAS.

Composition of Selection Committee under CAS

Institutions should include one of the experts on the selection committee from the list of experts drawn up by the UGC and put on its website.

Promotion to the position of Professor under CAS

For the post of Professor in a university under CAS, not more than one Professor who has evaluated the published work of a candidate may be included in the selection committee constituted for her/his promotion.

Eligibility

- (1) At least six years as Associate Professor
- (2) At least five Publications during the teaching tenure as Associate Professor in referred Journals/Books recognised by the University.
- (3) The equivalence of single authored books to research papers to be decided by the University.

Other desirable criteria to be considered by the Selection Committee

- (1) Research work, in the form of projects undertaken, research reports and independent research.
- (2) Contribution to teaching including updating of curriculum and other innovations authorship of standard text books.
- (3) Participation in other academic activities including conferences, workshops, lectures.
- (4) Membership of Committees, Advisory Committees, Editorial Committees and others.

Promotion to the post of Senior Associate Professor in College under CAS

As for the selection of Associate Professor in colleges under CAS, a set of two Professors shall evaluate the published work atleast three publications, one of which may be a



book of a candidate and on the receipt of their unanimous recommendations a candidate may be called for an interview.

One of the experts on the committee may be the one who has evaluated the candidate's published work.

One of the experts should be from the UGC list of experts in the subject put up on its website.

The selection process of Associate Professor shall be handled by the department concerned.

Eligibility for candidates in disciplines where no Refresher Courses are conducted

Condition of Refresher Course participation may be relaxed in the case of candidates in whose disciplines no Refresher Courses are conducted.

However, a candidate will have to produce evidence before the selection committee of his having upgraded his skills and knowledge through other means such as participation in conferences, workshops and review of the latest literature in the concerned subject.

Those who are not eligible for promotion as Senior Associate Professor

Those who are not eligible for promotion as Senior Associate Professor and/or are not found suitable for promotion shall move into the pay band of Senior Associate Professor after reaching the top of the pay band of Associate Professor carrying their earlier grade pay.

Upgradation of Teachers' skills and knowledge

UGC may asking its Standing Committee on Academic Staff Colleges to review various aspects relating to Refresher Courses, Orientation Courses and other methods of upgrading the skills and knowledge of teachers in universities and colleges.

Various Kinds of Leave admissible to teachers

The duration of leave admissible to teachers under FIP for pursuing a Ph.D programme may be increased from present three years(two +one) to four years (three +one)

Also restricting such leave up to the age of 45 years should be removed. A teacher may be able to get this leave any time in her/his career till five years before the superannuation.



A teacher in a university or a college should be entitled to study leave for a span of two years to pursue an approved research project.

A teacher would be entitled to study leave only once in her/his career.

Both university and college teachers should be entitled to Sabbatical leave which should be available to any teacher for a year after six years of teaching or for a semester after three years of teaching.

A teacher should be entitled for sabbatical for only two years or four semesters during her/his entire career.

There should be no bar on a teacher getting both sabbatical and study leave against approved research projects.

Maternity leave may be granted to a female teacher for 180 days and twice in one's career.

Paternity leave of 15 days may be granted to teacher father.

Child care leave for 2 years (730 days) may be granted to a female teacher.

Admissibility of other kinds of leave remains unchanged.

Teaching Workload

A teacher must spend five hours everyday for five days in a week in the institution for teaching, holding tutorials, guiding research or carrying out co-curricular activities.

Formal mechanisms must be developed by institutions for recording this presence.

The practice of dual workload-one for directly appointed teachers and another for promoted teachers-in a particular category is abolished. All teachers in a category should carry out the same workload prescribed for their category.

UGC must make large scale inputs to improve the infrastructure and support services for teaching and research in institutions, particularly in post graduate colleges.

Evaluation of Teachers' performance and academic accountability

Multi-source evaluation-self assessment, assessment by students who have been taught a course by the teacher and assessment by the academic head/s.



Multiple parameters like regularity in class room teaching, holding tutorials, availability to students for consultation, participating in faculty meetings, guiding and carrying out research, and participating in other academic activities like seminars, etc should be taken into consideration while assessing a teacher's academic accountability.

The assessment should be made once a year and should be made available to the teacher concerned.

The assessment should be placed before the selection committee at the time of the teacher's promotion.

UGC should evolve parameters relevant to universities and colleges respectively for carrying out such evaluations uniformly throughout the country.

Librarians and Directors of Physical Education

Deputy Librarians and Deputy Directors of Physical Education should be considered for promotion to Librarian and Director of Physical Education respectively under CAS.

The eligibility conditions should be similar to those for promotion to the post of Professor under CAS.

The senior most Librarian and Senior most Director of Physical Education should be redesignated as Chief Librarian and Chief Director of Physical Education respectively.

In colleges, College Librarian (Selection Grade) and College Director of Physical Education (Selection Grade) should be eligible for promotion to Senior College Librarian (Selection Grade) / Senior College DPE (Selection Grade) six years' service in the grade.

The eligibility conditions should be similar to those of Associate Professor and the procedure of selection should also be similar.

Upgradation of skills and knowledge of Librarians and Directors of Physical Education

UGC should devise programmes for upgrading the skills and knowledge of Librarians and Directors of Physical Education.

Those Sports Officers and Physical Instructors who possess qualifications equivalent to Directors of Physical Education and who have been selected against regular posts according to the procedure laid down by the UGC should be given the UGC scales and should also be redesignated as College Director of Physical Education.



Principals of Colleges

The scale of pay of a Principal of an undergraduate college should be equivalent to that of a Associate Professor. His basic pay should be fixed after granting her/him two advance increments.

The scale of pay of a Principal of a postgraduate college should be equivalent to that of a Professor and the basic pay should be fixed after two advance increments.

The essential qualifications for the post of a principal for an undergraduate college should be Ph.D. plus ten years' teaching /research experience.

The essential qualifications for the post of a principal for a postgraduate college should be Ph.D plus fifteen years' teaching/research experience.

Appointment and Scale of Pay of Vice Chancellor

Appointment of a Vice Chancellor should be made through a search-cum selection committee.

The Committee should, among others, hold consultations with the senior faculty of the institution.

The term of appointment of a Vice-Chancellor should uniformly be for five years and no person should hold the term of Vice Chancellor for more than twice altogether-whether in the same institution or elsewhere.

The scale of pay of Vice Chancellor should be Rs. 80000/-

A Vice-Chancellor may be allowed lump sum terminal benefit on prorata basis of Rs. 1.00 lakh for every completed year of service as Vice-Chancellor.

Anomalies and Non-Implemented Parts of the last PRC

All teachers should be given the benefits of the last pay revision w.e.f. 1.1.1996.

Teachers should be paid arrears of salary w.e.f. 1.1.1996.

Dual emoluments of Associate Professors under CAS and MPS should be abolished and all teachers should be placed in the same scale of pay of Associate Professor.



All teachers who are promoted as Associate Professor under CAS should be given two advance increments at the time of promotion.

Teachers promoted under CAS should be given the news scales of pay with effect from the date of their eligibility and not from a later date.

All those teachers who were promoted earlier under MPS should be considered eligible for a subsequent promotion under CAS.

A teacher who has applied for an open position should not be debarred from applying for a position under CAS.

Other Academic Categories

System Analysts who possess qualifications equivalent to that of a Assistant Professor or MCA/M.Tech.(Computer Science or Information Tech.) should be placed in the scale of pay of Assistant Professor and be considered for promotion under CAS as has been recommended by the Committee for Librarians and DPEs.

Senior System Analysts may be placed in appropriate scale of pay-Assistant Professor(Senior Scale)/Assistant Professor(Selection Grade) / Associate Professor if they possess equivalent qualifications and experience.

Anomalies Settlement and Monitoring Committee

The Pay review committee recommends that the UGC should set up a standing committee for resolving all issues relating to the implementation of its recommendations and monitoring the performances of the State Governments in this regard.

ANNEXURES

Annexure No.	Description
ANNEXURE - I	The Schedule of the Meetings of the Pay Review Committee
ANNEXURE - II	Pay Review Committee - Questionnaire for Universities
ANNEXURE - III	Pay Review Committee - Questionnaire for Colleges
ANNEXURE - IV	Illustrative list of Eminent Educationists met by the Pay Review Committee-Issues and Comments from Eminent Educationists
ANNEXURE - V	List of Secretaries to the Govt. of India and other related Institutions met by the Pay Review Committee
ANNEXURE-VI	State Finances and Fiscal Space for Pay Revision : by Prof. G.K.Chadha
ANNEXURE-VII	Science Education in India : by Prof. G. Padmanaban
ANNEXURE-VIII	College Education in India : by Prof. Manimala Das
ANNEXURE-IX	PRC Recommendations on NET Examination



ANNEXURE-I

THE SCHEDULE OF THE MEETINGS OF THE PAY REVIEW COMMITTEE

S.No	Place of Meetings	States Covered	Date
1.	Chandigarh	Panjab, Haryana, H P & J & K	20th to 21st May,2008
2	Lucknow	UP, Uttarakhand	2nd to 3rd June,2008
3	Pune	Maharashtra, Goa	5th to 6th June,2008
4	Jadavpur	West Bengal, Orissa, Sikkim	9th to 10th June,2008
5	Guwahati	All North Eastern States, i.e., Tripura, Nagaland, Meghalaya, Assam, Manipur, Mizoram and Arunachal Pradesh	11th to 12th June,2008
6	Bhopal	MP, Chattisgarh	16th to 17th June,2008
7	Ahmedabad	Gujarat, Rajasthan	29th to 30th June,2008
8	Hyderabad	Andhra Pradesh	19th to 20th June,2008
9	Patna	Bihar, Jharkhand	23rd to 24th June,2008
10	Bangalore	Karnataka	25th to 26th June,2008
11	Thiruvananthapuram	Kerala, Tamil Nadu and Pondicherry	27th to 28th June,2008
12	Delhi	Delhi	2nd to 3rd July,2008



ANNEXURE-II

UNIVERSITY GRANTS COMMISSION PAY REVIEW COMMITTEE, 2007

(QUESTIONNAIRE FOR UNIVERSITIES)

Basic information as on 31.03.2008 regarding scales of pay, allowances and other related conditions of service of teachers of the Universities for the use of Pay Review Committee constituted to review the scales of pay and services conditions of teachers in Universities and Colleges.

I. Name of the University _____.

a. No. of Colleges _____ Affiliated UG
_____ PG
_____ Constituent UG
_____ PG

b. Type of University (Pl. tick the appropriate box)

Central State Deemed

c. Source of funding

Govt. funded Self Financing

d. No. of MOUs signed with various countries/foreign universities for running collaborative programmes.

Countries
Universities

(Pl. give details on a separate sheet as per the following format)

S.No.	Name, address and website of the foreign University/Institute	Activities outlines in the MOU and areas of collaboration	Period of MOU	Source of Funding for activities
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II. Details of staff working in University Departments including constituent colleges and Institutes of Correspondence Courses wherever they exist.

a. University staff details

Designation	Number of		Pay Scale	Effective Date of implementation of the scale
	Sanctioned post	Posts filled up		
Professor				
Professor (CAS)*				
Reader				
Reader (CAS)				
Lecturer (Sel. Grade)				
Lecturer (Sr. Grade)				
Lecturer				
Lecturer (Part Time/Adhoc)				
Lecturer (Contractual Appointment)				
Demonstrator/Tutor				
Librarian				
Deputy Librarian				
Assistant Librarian				
Director of Physical Education				
Deputy Director of Physical Education				
Assistant Director of Physical Education				
Other Academic Staff (pl. Specify)				

* Career Advancement Scheme (CAS)



b. Is there a policy of the university to give any break in service during vacation period for Part Time/Adhoc Contractual Appointment? (Pl. tick the appropriate box).

Yes

No

c. Ratio of

Professor : Reader : Lecturer

d. Method of Executive appointments and pay scales:

	Appointment Procedure (Tick the appropriate option)	Pay Scale	Other benefits (Use tick Mark)
Vice-Chancellor	1. On the recommendation of search committee. a. Yes b. No 2. Whether UGC nominee member of search is a committee. a. Yes b. No 3. Who is the appointing authority. a. Central/State Govt. b. Governor/Visitor c. President of the Society d. Any other(pl. mention)		1. Free furnished Accommodation 2. Vehicle 3. Telephone 4. Entertainment allowance 5. Personal Staff 6. Any other facilities (Pl. mention)
Pro-Vice-Chancellor	1. On the recommendation of search committee. a. Yes b. No 2. By the Vice-Chancellor 3. By the Chancellor 4. Any other (Pl. mention)		1. Free furnished Accommodation 2. Vehicle 3. Telephone 4. Entertainment Allowance 5. Personal Staff 6. Any other facilities (Pl. mention)



III. Faculty Recruitment

- a. Please state whether minimum qualifications for various teaching posts as notified by the UGC from time to time have been adhered to.

Yes No

If yes, since when ?

If the answer is no, to any of the above please state variations and reasons thereof.

Designation	Yes/No	Remarks (variations and reasons)	Date
Lecturer/Reader/Professor			
Librarian/Dy. Librarian/Asstt.			
Librarian/DPE/Dy.DPE/Asstt.DPE			
Demonstrator/Tutor			

- b. Procedure for appointment being followed (Please tick mark wherever applicable).

Category	As per the provisions laid down by UGC	Any other #
Professor		
Professor (CAS)		
Reader		
Reader (CAS)		
Lecturer (Sel. Grade)		
Lecturer (Sr. Grade)		
Lecturer		
Librarian		
Deputy Librarian		
Assistant Librarian		
Director of Physical Education		
Dy. Director of Physical Education		
Assistant Director of Physical Education		

- # If the answer is "Any Other" to any of the above question in that case please state variations and reasons. Wherever there is a departure from the procedure laid down by the UGC. Please indicate the authority which approved such departure from the procedure laid down by the UGC.



- c. How does the University appoint contractual/part-time teachers ?
- (i) Duly constituted a selection committee
 - (ii) Directly by the Vice-Chancellor
 - (iii) Any other (Pl. mention)
- d. Whether performance appraisal of teachers as prescribed by the UGC is maintained and reviewed ?
- Yes No
- e. Whether merit promotion scheme is still prevalent?
- Yes No
- f. Whether any equivalent examination to NET duly accredited by the UGC has been adopted?
- Yes No
- g. Whether recruitment of Lecturers is done in accordance with NET or the duly accredited examination ?
- Yes No

IV. Outwards mobility of Teachers:

1. In your University how many teachers (fully paid by Government) have left in the past five years to join different jobs ?

Destination	Number	%to total teachers	Reasons for leaving
Any other university/college/education institutions			
Public sector other than education			
Private Sector			
Others			
Total			

- Code for Reasons : i) Promotion (Code 1)
ii) Better/Higher starting salary (Code 2)
iii) Better Career/ Promotion Prospects (Code 3)
iv) More Attractive Perks (Code 4)
v) Others (Specify) (Code 5)



2. From amongst the following disciplines which discipline experiences the highest exodus of teachers from your university? Give your ranking for the highest 1 and down the line 2,3,4,

Faculty	Ranking
Arts	
Science	
Commerce/Management	
Education	
Engineering/Technology	
Medicine	
Agriculture	
Veterinary Science	
Law	
Others	

3. Which level experiences the highest outward mobility of teachers from your University?

Professor	<input type="text"/>
Reader	<input type="text"/>
Lecturer	<input type="text"/>

4. Has your university taken measures to retain the talent?

Yes	<input type="text"/>
No	<input type="text"/>

5. If so, what, in your opinion, measures do you suggest for retaining the faculty?

- A.
- B.
- C.
- D.



V. Allowances and Benefits (Indicate whether at par with Central Government Rules or State Government Rules or neither of the two)

a. **Allowances:** (Pl. tick the appropriate option)

Allowances	Central	State	Time Lag (in years)
DA/Additional DA			
House Rent Allowance			
City Compensatory Allowance			
Hill Allowance (if applicable)			
Transport Allowance			
Other Allowances, if any (Please specify). i) ii) iii)			

b. **Benefits:**

1. Medical Facilities (Please tick mark against category available).

- | | |
|--------------------------------------|--------------------------|
| (i) Contributory or Non-Contributory | <input type="checkbox"/> |
| (ii) CGHS | <input type="checkbox"/> |
| (iii) Reimbursement | <input type="checkbox"/> |
| (iv) Any other | <input type="checkbox"/> |
| (v) available | <input type="checkbox"/> |

2. Leave Travel Concession: whether available?

Yes No

3. Residential Accommodation

Yes No



4. Percentage of staff provided with residential accommodation.

Staff	Percentage of staff provided with residential accommodation	Average waiting period (in months)
Professor		
Readers		
Lecturer		
Librarian and		
Sports personnel		

5. Leave:

Type of Leave	Admissible No. of Days Per Annum/Academic Year	
	Teachers	Librarians and sports personnel
Casual Leave (CL)		
Earned Leave (EL)		
Extra Ordinary Leave (EOL)		
Half Pay Leave		
Medical Leave (Full Pay)		
Medical Leave (Half Pay)		
Maternity leave		
Detention Leave (Leave in lieu of vacation)		
Encashment Leave during service (Earned Leave)		
Encashment Leave during service (Detention Leave)		
Study Leave		
Sabbatical Leave		
Academic Leave		
Duty/Deputation Leave		
Any other (Please specify).		



6. Other benefits (Advances & Loans).

Whether following advances/loans are admissible. (Pl. tick)

	Yes	No
i. House Building advance	<input type="checkbox"/>	<input type="checkbox"/>
ii. Conveyance Advance	<input type="checkbox"/>	<input type="checkbox"/>
iii. Computer Advance	<input type="checkbox"/>	<input type="checkbox"/>
iv. Any other advance (Pl. specify)	<input type="checkbox"/>	<input type="checkbox"/>

7. Provision for attending Conferences in India & Abroad.

i. Total expenditure incurred on attending conferences by teachers in 2006-07.

a. In India. Rs.

b. In Abroad Rs.

ii. Number of teachers who attended Conferences in 2006-07.

a. In India

b. In Abroad

(Please attach norms on the subject).

iii. Number of Conferences/Seminars/Workshops organized by the University during 2006-07.

	Out of University Fund	Other Sources (Pl. Specify)
International		
National		
State		
Total		



8. Superannuation Benefits:

a. Age of Superannuation.

b. Is there a provision for re-employment?

Yes

No

If yes, then

i. Annual average percentage of superannuating teachers getting reemployment in the last 5 years.

ii. Professors Readers Lecturers Others (Pl. Specify)

iii. Average duration of re-employment (in years).

c. Provision for Voluntary Retirement.

Yes

No

d. Contributory Provident Fund

Yes

No

e. General Provident Fund

Yes

No

If no, Year of phasing out.

f. Pension Scheme/Family Pension Scheme.

Yes

No

g. Gratuity

Yes

No

h. Encashment of Leave on Retirement.

Yes

No

i. Group Insurance Scheme.

Yes

No

j. Whether provision exists for transferring services/accepting services rendered elsewhere for pensionary benefits?

i. Within the State

Yes

No

ii. Outside the State

Yes

No



9. Provision for professional paid consultancy/expert assignments.

Yes No

(If yes, please indicate the maximum number of days the University allows consultancy and the principle of sharing honorarium with the University).

No. of Days/Year/Semester % share given to University

VI. (i) Actual Workload in hours/week for different categories of teachers.

Category	Hours per week			
	Teaching	Tutorial/Practical	Research	Others
Professor				
Reader				
Lecturer				

The number of days, the University is working per week

(ii) Number of actual teaching days (excluding examination and preparation days) in last three years.

Year	No. of Days
2004-05	
2005-06	
2006-07	

VII. Academic Standards

1. Orientation/Refresher Courses

a. Whether UGC norms for attendance of Orientation/Refresher Courses for Career Advancement have been incorporated in the University Rules?

Yes No

b. Number of Lecturers who have gone through the Orientation Courses.

Year	No.
2004-05	
2005-06	
2006-07	



c. Number of Lecturers who have gone through Refresher Courses.

Category	Number of Refresher Courses Attended			
	0	1	2	2+
Lecturers				
Lecturers (Sr. Scale)				
Lecturers (Sel. Grade)				

2. Curriculum Development

i. Whether the UGC CDC Reports were taken into account while framing the curricula?

Yes No

If yes, then percentage and number of subjects in which syllabi has been revised so far during the last 3 years.

No. of Subjects Percentage of Subjects

ii. Percentage and No. of subjects in which the syllabi was revised in the last 3 years as per Curriculum Development Committee recommendations.

No. of Subjects Percentage of Subjects

iii. Interval at which revision of curriculum and syllabi is taken up.

No. of Departments	Years			
	0-3	3-5	5-10	Above 10

3. Distinction/Awards

i. Special Assistance and other Programmes ---- (CAS, DSA, DRS, COSIST etc.) identified by the UGC in the University during the last 5 years.

	No. of Departments	% of Departments
SAP(CAS, DSA,DRS)		
COSIST		

ii. Distinction/Awards (national/international)/Fellowship of National Academics earned by the teachers during the last five years.

	No. of teachers
International	
National	
State	



4. Research Activities/output

1. No. of Teachers who possess

M.Phil degree	
Ph.D.degree	

2. No. of teachers who have obtained M.Phil/Ph.D. degree during last five years.

M.Phil degree	
Ph.D.degree	

3. No. of M.Phil/Ph.Ds enrolled and produced in last 5 years.

	Enrolled	Produced
M.Phil		
Ph.D.		

4. No. of publications produced by the Teachers during last five years:

a. Text Books (other than course books)	
b. Anthologies & edited works	
c. Monographs	

d. Whether University publishes any journal

Yes		No	
-----	--	----	--

If yes, give details.

e. Research Papers.

i. In national Journals	
ii. In International Journals	

f. Number of Minor/Major Projects

--

5. Financial Statement

Financial assistance received from various agencies by way of grants, donations, student fees, consultancy services and research projects and the expenditure incurred during the last five years. (please specify details).



(i) Grants Received

Source		Year				
		2002-03	2003-04	2004-05	2005-06	2006-07
Grants received	UGC					
	State Govt.					
	Others					
Student Fee						
Donation						
Research						
Projects						
Consultancy						
Other Sources (including fees/charges from affiliated colleges)						

(ii) Total Expenditure incurred

	Year				
	2002-03	2003-04	2004-05	2005-06	2006-07
Total Expenditure incurred					
Teaching					
Research					
Administrative					
Others					



6. Examinations

i. Has the Semester System been introduced?

Yes

No

If yes, please indicate date of introduction?

Level	Yes/No	Date
UG Level		
PG Level		
Both (UG and PG)		
None		

ii. Has Internal/Continuous Assessment been introduced?

Level	Yes/No	Date
UG Level		
PG Level		
Both (UG and PG)		
None		

iii. Has the grading system been adopted?

Yes

No

iv. Has the University adopted Credit System?

Yes

No

If yes, whether credit transfer allowed?

Yes

No



7. Enrolment

Total enrolment in University in the last five years.

Category	Year				
	2002-03	2003-04	2004-05	2005-06	2006-07
UG Level					
PG Level					
Regular					
External/ Non-Collegiate/ Private					
Distance Education					
Drop out Rate at UG Level #					
Drop out Rate at PG Level #					

Drop out rate would be the difference between enrolment in first year and appearance in exam in the final year.

i. Whether the University Act has provision to grant autonomy to

a. Colleges?

Yes

No

b. University Departments

Yes

No

If yes, the number of Colleges/Departments granted autonomy.

Colleges	University Departments
----------	------------------------

VIII. Distance Education Courses

i. Whether University offers courses through distance education?

Yes

No

ii. Are the courses approved by DEC?

Yes

No

Kindly furnish other relevant details which has not been incorporated in the questionnaire but are of significance and as such reflect on the merit of the University.



General Questions:

I. Levels of hierarchy and promotions:

Labour market differentiation in the present phase of development is very high. The teachers are considered as an organic intellectual of society in spite of individual differences. This calls for less hierarchy and differentiation among teachers. Given the present trend of differentiation in the labour market, how should the future academics be shaped?

Q.1 Presently, there is a three-tier system in academic profession - Lecturer, Reader and Professor. Should the three tier hierarchical system be continued ?

Yes

No

Q.2. If no, should there be less than three tier hierarchy or more than three tier hierarchy?

Less

More

Give your views with justification.

Q.3. Should there be a greater differentiation at each of the following levels in terms of academic qualifications, experience, etc. as well as towards pay package?

Academic Qualifications

Experience

Pay Package

Yes No

Yes No

Yes No

Lecturer

Yes

No

Reader

Yes

No

Professor

Yes

No

Q.4. Should the pay packages at all three level of academic position be linked with in merit, performance and achievements of teachers?

If yes, give the details with justification.



- Q5. Do you favour a single running scale for all College and University teachers?
If yes, what mechanism needs to be evolved and adopted to recognize and reward teachers with extra merit?

II. Career Advancement Scheme (CAS) :

- Q6. Presently, there is a system of Career Advancement Scheme (CAS) for promotion to the post of Reader or to that of Professor. Has the scheme, in your views, functioned satisfactorily?

Yes No

If no, what are your views and suggestions to improve the position of promotion under this scheme?

- Q.7 In case you think CAS has lost its appeal/relevance in the contemporary context, what, in your view, is the alternative to the CAS? Give a detailed suggestion in as much as objective terms as possible.

III. Attracting Talent at Initial Level of Recruitment:

After having obtained a Graduate / Post Graduate degree, students are generally getting attracted and are looking out for jobs in the private sector owing to the availability of attractive pay packages. Thus, over the years, our ability to attract/retain meritorious and talented people to the education sector has been dwindling and this poses the most formidable challenge to higher education in India. If the present trends continue, the shortage of meritorious and brilliant young scholars in higher education would get magnified with consequences that would be frightening and counter-productive for the future growth of the Indian polity and society.



Q.8. There are various problems relating to the flight of brilliant young graduates into non-education sector, mostly in private sector. What are the ways of attracting and retaining them in the education sector?

- (i) By offering attractive scholarship during Ph.D. for selected talents
- (ii) By offering higher basic as starting salary.
- (iii) By offering higher perks and facilities.

Tick mark any one alternative suggestion:

(i) only (i) and (ii) only (i) and (ii) only

(i) and (iii) only (ii) only (iii) only

(i), (ii) and (iii) None of the above

Q.9. What are your specific suggestions to attract talent at the initial level of recruitment?

A.

B.

C.

D.

Q.10 Generally, education is not to be taken as an activity of profit. How should the flight of human resources from education to a profitable private sector be checked which may have much higher capacity/readiness to pay? Tick any one of the following:

(i) By offering competitive salary only

(ii) By offering not so high salary but better housing and other facilities such as campus life, schooling facilities for children etc. and also compensating with high prestige, rewards, autonomy to work, providing grants for attending workshops/seminars.

(iii) By a combination of (i) or (ii)



IV. Principle of Pay Fixation:

Q.11. In the past, there was an attempt to fix pay of teachers by maintaining some parity with government officers. Now, under globalization, the trend is changing and talents of the university sector join the corporate sector in a big way. Within the university system around the globe, an attempt is made to link the salary with the performance and academic reforms. In the light of above, what should be the principle of pay fixation? (Please tick mark any one).

Pay linked to maintain parity with the corporate sector

Pay linked to maintain parity with central government officer

Pay linked to performance

Pay linked to academic reforms

Any other criterion on (pl. spell out)

Q.12. Which among the following academic performance of teachers be considered as criteria for incentivising a teacher in terms of increment benefits? (Tick mark one or more than one)

i. Research article in international/national referred journal

ii. Book published by teacher

iii. Patent award to a teacher

iv. Titles/award/membership of reputed national/international body

v. Any other (mention)

vi. None

Q.13. Should increment accrue automatically every year?

Yes

No

Q.14. Should increment benefit be reviewed at a regular interval? (say at interval of 3/5 years)

Yes

No



V. Parity of the scale of pay of Professors:

Q.15. The basic salary of Professor at entry level is Rs 16,400/- while that of Joint Secretary, Government of India is Rs.18,400/- and that of Additional Secretary, Govt. of India is Rs.22,000/-.

(i) Should the parity of Professor's scale be maintained with the pay scale of Joint Secretary?

Yes

No

(ii) Should parity be maintained with the Additional Secretary, Government of India pay scale?

Yes

No

(iii) Should the scale of pay of Professor be determined independent of the above two scales?

Yes

No

Q.16. Should there be two pay scales for Professor? Allowing for a superior pay scale equivalent to the Secretary to Government of India for select few (upto a maximum of 10% of total professors). They may be designated as National Professors whose selection procedures may be determined by the UGC.

Two pay scales for Professor

Yes No

VI. Institutional Autonomy of the Universities:

Q.17. Should there be institutional autonomy to government or aided universities to pay select Professors salary higher than the one offered by UGC scheme upto a maximum specified limit? (Say, in case of attracting foreign scholars or Indian scholars working abroad).

Yes

No

Q.18. Should every University follow the norm for Consultancy assignment of teachers as prescribed by UGC?

Yes

No



Q.19. If no, should University have autonomy to frame the norm for consultancy assignment of teachers according to the requirements of incentives as well as the academic capacity of teachers?

Yes

No

VII. University Vs College

Q.20. Anticipating the more daunting challenges of teaching and research in higher education, especially in the context of globalization of higher education, is there a case for differentiating university faculty from college faculty, in terms of the following:

a) Norms for recruitment Yes No

b) Pay Scale+ allowances +perks Yes No

c) Strong incentives for doing research Yes No

d) Criteria to evaluate performances Yes No

e) Incentives for improving educational accomplishment Yes No

f) Prospects/Channels available to College faculty to move to universities Yes No

g) Others (pl. specify) Yes No

If you agree with differentiation for some of the above parameters, please give your reasons for the same:

a) _____

b) _____

c) _____



- d) _____

- e) _____

- f) _____

- g) _____

Q.21. Which among the following should be the academic reform conditions for pay revision? (Tick mark one or more than one)?

- i. Credit system
- ii. Semester system
- iii. Continuous evaluation
- iv. Curriculum revision
- v. None of the above



ANNEXURE-III

**UNIVERSITY GRANTS COMMISSION
PAY REVIEW COMMITTEE, 2007**

(QUESTIONNAIRE FOR COLLEGES)

Basic information as on 31.03.2008 regarding scales of pay, allowances and other related conditions of service of teachers of the Colleges for the use of Pay Review Committee constituted to review the scales of pay and services conditions of teachers in Universities and Colleges.

- I. i. Name of the College _____
- ii. Whether Govt. funded or Self-financing?
Govt. Funded Self-Financing
- iii. Date of Establishment
- iv. Name of the University to which affiliated _____
and the date of affiliation. _____
- v. Status of the College: (Please tick mark)
- | | | | |
|-------|--------------------------|-----------|--------------------------|
| Govt. | <input type="checkbox"/> | Non-Govt. | <input type="checkbox"/> |
| Aided | <input type="checkbox"/> | Non-Aided | <input type="checkbox"/> |
| UG | <input type="checkbox"/> | PG | <input type="checkbox"/> |
- vi. Whether College is running Self-Financing Courses? If yes, the number of such courses, at -
UG level PG level
- vii. Whether College is autonomous or not ? Yes No
- vii. If yes, whether constituent or affiliated
Constituent Affiliated
- viii. Faculties existing. (Please tick mark).
- | | | | |
|-----------------|--------------------------|-------------|--------------------------|
| Humanities | <input type="checkbox"/> | Management | <input type="checkbox"/> |
| Social Sciences | <input type="checkbox"/> | Engineering | <input type="checkbox"/> |
| Commerce | <input type="checkbox"/> | Education | <input type="checkbox"/> |
| Science | <input type="checkbox"/> | Any other | <input type="checkbox"/> |



II. Details of staff

a. University staff details

Designation	Number of		Pay Scale	Effective Date of implementation of the scale	No. of Contractual Staff/Full time/Part-Time
	Sanctioned post	Posts filled up			
Principal*					
Reader					
Lecturer					
Lecturer (Sr. Scale)					
Lecturer (Sel. Grade)					
Demonstrator/ Tutor (Wherever the post continues to exist)					
College Librarian (Sel. Grade)					
College Librarian (Sr. grade)					
College Librarian					
College Director of Physical Education (Sel. Grade)					



Designation	Number of		Pay Scale	Effective Date of implementation of the scale	No. of Contractual Staff/Full time/Part-Time
	Sanctioned post	Posts filled up			
College Director of Physical Education (Sr. Scale)					
College Director of Physical Education					
Other Academic Staff (Pl. specify)					

* If additional allowances/facilities are given please specify. In terms of residential telephone, internet, transport, subscription of journals, newspapers etc.

Yes

No

If yes, give detail.

Whether residential accommodation provided ?

If yes,

Rent free

with rent

III. Recruitment

i. Please state whether qualifications for various teaching posts as notified by the UGC from time to time have been adhered to?

Yes

No

If yes, since when ?

If the answer is no, to any of the above please state variations and reasons.



Designation	Yes/No	Remarks (variations and reasons)	Date
Principal			
Lecturer/Reader/Professor			
College Librarian			
College Director of Physical Education			

ii. Whether two outside experts are included in the Selection Committee for the appointment of Lecturers?

Yes No

iii. Whether advance increments are allowed to candidates holding M.Phil/Ph.d. degree at the time of recruitment?

Yes No

iv. Whether benefit in counting qualifying service allowed on acquiring higher qualifications viz; M.Phil/Ph.D. at the time of grant of senior scale/selection grade?

Yes No

v. Whether Clauses 7.8 and 8.0 of UGC notification, 1998, implemented?

Yes No

(If the answer is no to any of the above, please state variations and reasons.)

vi. Procedure for Appointment being followed (Please tick mark wherever applicable).

Category	As laid down by UGC	Any Other #
Principal		
Reader		
Lecturer		
Lecturer (Sr. Scale)		
Lecturer (Sel. Grade)		
College Librarian (Sel. Grade)		



Category	As laid down by UGC	Any Other #
College Librarian (Sr. Grade)		
College Librarian		
College Director of Physical Education (Sel. Grade)		
College Director of Physical Education (Sr. Grade)		
College Director of Physical Education		
Other Academic Staff		

If the answer is "Any Other" to any of the above questions please state variations and reasons. Wherever there is a departure from the procedure laid down by the UGC. Please indicate the authority which approved it.

vii. Whether performance appraisal as prescribed by the UGC is maintained and reviewed?

Yes

No

viii. Probation/Confirmation.

a. No. of years of probation prescribed for Lecturers.

b. Whether Lecturers are confirmed after they have attended one Orientation course, as laid down by UGC?

Yes

No

c. Whether performance appraisal is taken into account for confirmation?

Yes

No

ix. Whether recruitment of Lecturers is done in accordance with NET or the duly accredited examination?

Yes

No



IV. Outwards mobility of Teachers:

1. In your college how many teachers (fully paid by Government) have left in the past five years to join different jobs?

Destination	Number	%to total teachers	Reasons for leaving
Any other university/ college/education institutions.			
Public sector other than education			
Private Sector			
Others			
Total			

- Code for Reasons : i) Promotion (Code 1)
 vi) Better/Higher starting salary (Code 2)
 vii) Better Career/ Promotion Prospects (Code 3)
 viii) More Attractive Perks (Code 4)
 ix) Others (Specify) (Code 5)

2. From amongst the following disciplines which discipline experiences the highest exodus of teachers from your college? Give your ranking for the highest 1 and down the line 2,3,4,

Faculty	Ranking
Arts	
Science	
Commerce/Management	
Education	
Engineering/Technology	
Medicine	
Agriculture	
Veterinary Science	
Law	
Others	



3. Which level experiences the highest outward mobility of teachers from your College?

Reader Lecturer

4. Has your university taken measures to retain the talent?

Yes No

5. If so, what, in your opinion, measures do you suggest for retaining the faculty?

- A.
- B.
- C.
- D.

V. PAY, ALLOWANCES AND BENEFITS (indicate whether at par with Central Government Rules or State Government Rules)

(A). Pay & Allowances:

Pay	UGC	State Govt.	College	Any other
Pay Scales				
Allowances	Central		State	
DA/Addl.DA				
House Rent Allowance				
City Compensatory Allowance				
Hill Allowance (if applicable)				
Transport Allowance				

Whether 50% of DA is merged with Basic Pay?

Yes No

Whether stagnation increment given?

Yes No

Mode of payment of salary

Direct payment by Govt.

Payment by Institution from Grant-in-Aid



(B). Benefits:

1. Medical Facilities (Please tick mark against category available).

- | | |
|--------------------------------------|--------------------------|
| (i) Contributory or Non-Contributory | <input type="checkbox"/> |
| (ii) CGHS | <input type="checkbox"/> |
| (iii) Reimbursement | <input type="checkbox"/> |
| (iv) Any other | <input type="checkbox"/> |
| (v) Not available | <input type="checkbox"/> |

2. Leave Travel Concession: whether available?

Yes No

If yes, after how many years admissible and in a block of how many years?

3. Residential Accommodation

Percentage of staff (taken together for the categories of the staff specified at Item (II) of this questionnaire) provided with residential accommodation.

4. Leave:

Type of Leave	Admissible No. of Days Per Annum/Academic Year	
	Teachers	Librarians and sports personnel
Casual Leave (CL)		
Earned Leave (EL)		
Extra Ordinary Leave (EOL)		
Half Pay Leave		
Medical Leave (Full Pay)		
Medical Leave (Half Pay)		
Maternity leave		
Detention Leave (Leave in lieu of vacation)		
Encashment Leave during service (Earned Leave)		



Type of Leave	Admissible No. of Days Per Annum/Academic Year	
	Teachers	Librarians and sports personnel
Encashment Leave during service (Detention Leave)		
Study Leave		
Sabbatical Leave		
Academic Leave		
Duty/Deputation Leave		
Any other (Please specify).		

No. of teachers provided with Teacher Fellowship for M.Phil/Ph.D. under FIP Scheme of UGC.

5. Other benefits (Advances & Loans).

Whether following advances/loans are admissible?

	Yes	No
i. House Building advance	<input type="checkbox"/>	<input type="checkbox"/>
ii. Conveyance Advance	<input type="checkbox"/>	<input type="checkbox"/>
iii. Any other advance (Pl. specify)	<input type="checkbox"/>	<input type="checkbox"/>

6. Provision for attending Conferences in India & Abroad.

i. Expenditure incurred on attending conferences by teachers in last three years.

	2006-2007	2005-06	2004-05
a. In India.			
b. In Abroad			

ii. Whether College has any provision for attending conferences in India or Abroad?

a. In India.	<input type="checkbox"/>
b. In Abroad	<input type="checkbox"/>

(Please attach norms on the subject).



iii. Whether College has any provision for attending conferences in India or Abroad?

Yes

No

iv. Number of teachers who attended/presented papers in Conferences in last three years in reverse chronological order.

	Attended Conference		Presented Paper	
	In India	In Abroad	In India	In Abroad
2006-07				
2005-06				
2004-05				

7. Superannuation Benefits:

a. Age of Superannuation.

b. Is there a provision for re-employment?

Yes

No

If yes

i. Norms for re-employment

ii. Percentage of superannuating teachers getting re-employment

iii. Average/ Duration of re-employment

c. Provision for Voluntary Retirement if any, give details.

d. Whether provision exists for transferring services/accepting services rendered elsewhere for pensionary benefits?

i. Within the State

ii. Outside the State

e. Retirement Benefits

i. Contributory Provident Fund & rate of Employer/s Contribution.

Yes

No

ii. General Provident Fund.

Yes

No



iii. Pension Scheme/Family Pension Scheme

Yes

No

iv. Gratuity

Yes

No

v. Encashment of Leave on Retirement

Yes

No

vi. Group Insurance Scheme.

Yes

No

VI. (i) Actual Workload in hours/week for different categories of teachers.

Category	Hours per week			
	Teaching	Tutorial/Practical	Research	Others
Principal				
Reader#				
Lecturer (Sel. Grade)				
Lecturer (Sr. Scale)				
Lecturer				

wherever the post has been sanctioned

(ii) Number of actual teaching days (excluding examination and preparation days) in last three years.

Year	No. of Days
2004-05	
2005-06	
2006-07	

Number of working days per week -

5

6



VII. ACADEMIC STANDARDS

1. Orientation/Refresher Courses

a. Whether UGC Guidelines for teaching hours implemented?

Yes No

b. Does the State/University College have a policy for sending teachers for Orientation/Refresher Courses?

Yes No

c. Whether UGC norms for attendance of Orientation/Refresher Courses for Career Advancement are being followed?

Yes No

d. Number of Lecturers:

i. who were required to attend the Orientation/Refresher Programme.

ii. who have gone through the Orientation/Refresher Course, so far.

e. Number of Lecturers who have gone through the Refresher Courses.

Number of Refresher Courses Attended

Category	Number of Refresher Courses Attended			
	0	1	2	2+
Lecturers				
Lecturers (Sr. Scale)				

2. Distinction/Awards.

Number of Distinction/Awards earned by the faculty.

3. Enrolment

Total enrolment in College in last five years.

Category	Year				
	2002-03	2003-04	2004-05	2005-06	2006-07
UG Level					
PG Level					
Regular					





e. Research papers.

i. In National Journals

ii. In International Journals

f. Number of Minor/Major Projects

5. Examinations (for autonomous colleges only)

Has the Minimum Examination Reform Programme of the UGC has adopted by the College?

Yes

No

i. Has the Semester System been introduced?

Yes

No

If yes, please indicate the date of introduction.

	Level	Yes/No	Date
UG Level			
PG Level			
Both (UG and PG)			
None			

ii. Has Internal/Continuous Assessment/Annual Evaluation been introduced?

	Level	Yes/No
UG Level		
PG Level		
Both (UG and PG)		
None		

iii. Has the grading system been adopted?

Yes

No

(If the answer to any of the above is no, the reasons may please be indicated).



6. Curriculum Development (for autonomous Colleges only)

- i. Whether the College has adopted the recommendations of the Curriculum Development Council (CDC)?

Yes No

If yes, the number of subjects in which syllabi has been revised so far.

- ii. No. of subjects in which the syllabi was revised in the last 3 years as per Curriculum Development Centre recommendations.

- iii. Interval at which revision of curriculum and syllabi is taken up.

- iv. Innovative teaching methods used by the College

- v. Extension activities

NCC

NSS

Social Service Activities

(Details to be submitted).

VIII. Grants Received

Source		Year				
		2002-03	2003-04	2004-05	2005-06	2006-07
Grants received	UGC					
	State Govt.					
	Others					

	2002-03	2003-04	2004-05	2005-06	2006-07
Total Expenditure Incurred					

Any additional relevant information not covered in this questionnaire (please state).



General Questions:

I. Levels of hierarchy and promotions:

Labour market differentiation in the present phase of development is very high. The teachers are considered as an organic intellectual of society in spite of individual differences. This calls for less hierarchy and differentiation among teachers. Given the present trend of differentiation in the labour market, how should the future academics be shaped?

Q.1 Presently, there is a three-tier system in academic profession - Lecturer, Reader and Professor. Should the three tier hierarchical system be continued?

Yes No

Q.2. If no, should there be less than three tier hierarchy or more than three tier hierarchy?

Less More

Give your views with justification.

Q.3. Should there be a greater differentiation at each of the following levels in terms of academic qualifications, experience, etc. as well as towards pay package?

Academic Qualifications		Experience		Pay Package	
Yes	No	Yes	No	Yes	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lecturer		Yes <input type="checkbox"/>		No <input type="checkbox"/>	
Reader		Yes <input type="checkbox"/>		No <input type="checkbox"/>	
Professor		Yes <input type="checkbox"/>		No <input type="checkbox"/>	

Q.4. Should the pay packages at all three levels of academic position be linked with in terms of merit, performance and achievements of teachers?

If yes, give the details with justification.



- Q5. Do you favour a single running scale for all College and University teachers?
If yes, what mechanism needs to be adopted to recognize and reward teachers with extra merit?

II. Career Advancement Scheme (CAS) :

- Q6. Presently, there is a system of Career Advancement Scheme (CAS) for promotion to the post of Reader or to that of Professor. Has the scheme, in your views, functioned satisfactorily?

Yes No

If no, what are your views and suggestions to improve the position of promotion under this scheme.

- Q.7 In case you think CAS has lost its appeal/relevance in the contemporary context, what, in your view, is the alternative to the CAS? Give a detailed suggestion in as much as objective terms as possible.

III. Attracting Talent at Initial Level of Recruitment:

After having obtained a Graduate / Post Graduate degree, students are generally getting attracted and are looking out for jobs in the private sector owing to the availability of attractive pay packages. Thus, over the years, our ability to attract/retain meritorious and talented people to the education sector has been dwindling and this poses the most formidable challenge to higher education in India. If the present trends continue, the shortage of meritorious and brilliant young scholars in higher education would get magnified with consequences that would be frightening and counter-productive for the future growth of the Indian polity and society.



Q.8. There are various problems relating to the flight of brilliant young graduates into non-education sector, mostly in private sector. What are the ways of attracting and retaining them in the education sector?

- (i) By offering attractive scholarship during Ph.D. for selected talents
- (ii) By offering higher basic as starting salary.
- (iii) By offering higher perks and facilities.

Tick mark any one alternative suggestion:

(i) only (i) and (ii) only (i) and (ii) only

(i) and (iii) only (ii) only (iii) only

(i), (ii) and (iii) None of the above

Q.9. What are your specific suggestions to attract talent at the initial level of recruitment?

A.

B.

C.

D.

Q.10 Generally, education is not to be taken as an activity of profit. How should the flight of human resources from education to a profitable private sector be checked which may have much higher capacity/readiness to pay? Tick any one of the following:

(i) By offering competitive salary only

(ii) By offering not so high salary but better housing and other facilities such as campus life, schooling facilities for children etc. and also compensating with high prestige, rewards, autonomy to work, providing grants for attending workshops/seminars.

(iii) By a combination of (i) or (ii)



IV. Principle of Pay Fixation:

Q.11. In the past, there was an attempt to fix pay of teachers by maintaining some parity with government officers. Now, under globalization, the trend is changing and talents of the university sector join the corporate sector in a big way. Within the university system around the globe, an attempt is made to link the salary with the performance and academic reforms. In the light of above, what should be the principle of pay fixation? (Please tick mark any one).

Pay linked to maintain parity with the corporate sector

Pay linked to maintain parity with central government officer

Pay linked to performance

Pay linked to academic reforms

Any other criterion on (pl. spell out)

Q.12. Which among the following academic performance of teachers be considered as criteria for incentivising a teacher in terms of increment benefits? (Tick mark one or more than one)

i. Research article in international/national referred journal

ii. Book published by teacher

iii. Patent award to a teacher

iv. Titles/award/membership of reputed national/international body

v. Any other (mention)

vi. None

Q.13. Should increment accrue automatically every year?

Yes

No

Q.14. Should increment benefit be reviewed at a regular interval? (say at interval of 3/5 years)

Yes

No



V. Parity of the scale of pay of Professors:

Q.15. The basic salary of Professor at entry level is Rs 16,400/- while that of Joint Secretary, Government of India is Rs.18,400/- and that of Additional Secretary, Govt. of India is Rs.22,000/-.

(i) Should the parity of Professor's scale be maintained with the pay scale of Joint Secretary?

Yes

No

(ii) Should parity be maintained with the Additional Secretary, Government of India pay scale?

Yes

No

(iii) Should the scale of pay of Professor be determined independent of the above two scales?

Yes

No

Q.16. Should there be two pay scales for Professor? Allowing for a superior pay scale equivalent to the Secretary to Government of India for select few (upto a maximum of 10% of total professors). They may be designated as National Professors whose selection procedures may be determined by the UGC.

Two pay scales for Professor

Yes No

VI. Institutional Autonomy of the Universities:

Q.17. Should there be institutional autonomy to government or aided universities to pay select Professors salary higher than the one offered by UGC scheme upto a maximum specified limit? (Say, in case of attracting foreign scholars or Indian scholars working abroad).

Yes

No

Q.18. Should every University follow the norm for Consultancy assignment of teachers as prescribed by UGC?

Yes

No



Q.19. If no, should University have autonomy to frame the norm for consultancy assignment of teachers according to the requirements of incentives as well as the academic capacity of teachers?

Yes

No

VII. University Vs College

Q.20. Anticipating the more daunting challenges of teaching and research in higher education, especially in the context of globalization of higher education, is there a case for differentiating **university faculty from college faculty**, in terms of the following:

- | | | |
|--|------------------------------|-----------------------------|
| a) Norms for recruitment | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| b) Pay Scale+ allowances +perks | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| c) Strong incentives for doing research | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| d) Criteria to evaluate performances | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| e) Incentives for improving educational accomplishment | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| f) Prospects/Channels available to College faculty to move to universities | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| g) Others (pl. specify) | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

If you agree with differentiation for some of the above parameters, please give your reasons for the same:

a) _____

b) _____

c) _____



- d) _____

- e) _____

- f) _____

- g) _____

Q.21. Which among the following should be the academic reform conditions for pay revision? (Tick mark one or more than one)?

- i. Credit system
- ii. Semester system
- iii. Continuous evaluation
- iv. Curriculum revision
- v. None of the above



Annexure-IV

Various issues identified on which comments were elicited from eminent educationists

1. In what manner pay scales and Career Advancement in universities and colleges be made comparable with All India services/private sector in order to attract and retain the academic personnel in the teaching profession, in the changed scenario?
2. Given the differences in job requirements and responsibilities, and the fact that universities may not be able to match the compensation levels in the other sectors, what other incentives and perquisites can be considered in order to attract and retain right type of talent in the teaching profession and motives them to give their best?
3. There is a feeling that accountability as it obtains now is a weak link in the academic chain. Ensuring an effective system of accountability requires a well defined objective criteria. What are your suggestions to achieve this objective?
4. How should a pay scale be structured? What should be the ratio between minimum and maximum of a scale?
5. What should be the ratio between the minimum of a Lecturer's grade to the maximum of a Professor's grade?
6. Should stagnation be countered by having long integrated pay scales or through grant of stagnation increments? If by any other method, please give your suggestions.
7. It has been suggested that the emoluments of university teachers and pensioners, or at least those elements thereof which are compensatory in nature like DA, CCA, HRA, etc. should be exempted from income tax. What are your suggestions?
8. What should be the reasonable percentage satisfaction in provision of institutional residential accommodation?
9. Should housing be made available by (i) capital outlay on Institutional housing,



- (ii) hiring of privately owned flats or (iii) reimbursement of market rents actually paid. Subject to a ceiling?
10. What special facilities like flexible time-schedules, provision for age relaxation, childcare services, early retirement plans, re-entry etc. are necessary to improve the opportunities for employment for women?
 11. Do you think the concept of contractual appointment, part-time work, flexible job description, flexi time etc. need to be introduced in the university system to change the environment provide more jobs and impart flexibility to the working conditions of employees?
 12. Should there be lateral movement from, university to non-university jobs and vice-versa? If so, in which spheres and what measures you suggest in order to facilitate this.
 13. Do you consider the present performance appraisal system adequate? If not, what changes would you suggest to improve the system? How far do you think the student-assessment would help in the process of appraisal?
 14. How should recruitment/promotion policies be modified to ensure that seniority, merit and professional qualification get due weightage? Should promotions be time-bound and delinked from availability of posts?
 15. Kindly suggest any conditions of service that should be introduced, modified or removed to improve the morale and efficiency of service.



Illustrative List of Eminent Educationists met by the Pay Review Committee

1. Dr. Krishna Kumar
Director
National Council of Educational Research
& Training (NCERT), New Delhi-110016.
Tel No. 26519154, 26964712

Represented by
Prof. D.K. Vaid
Prof. and Head
Dept. of Edu. in
Survey & Data
Processing, NCERT,
New Delhi
2. Prof. (Dr.) Jandhyala B.G. Tilak
Senior Fellow and Head Educational Finance Unit
NIEPA, 17-B, Sri Aurbindo Marg
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2. Prof. M. Ananda Krishnan
Chairman
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Tel No. 24411574, 24412589
3. Prof. Mariamma Verghese
Sr. Educational Consultant
National Assessment & Accreditation Council
P.B. No.1075, Rajaji Nagar, Bangalore-560010.
Tel No. 080-23637368, 23210281 (O)
Mob: 09341800152
4. Prof. P.N. Srivastava
Former, Vice-Chancellor, JNU
House No.163, National Media Centre,
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e-mail : pns07@yahoo.com



5. Prof. Amrik Singh
2/26, Sarvapriya Vihar
New Delhi-110016.
Tel No. 26510738
6. Prof. R.P. Bambah
Former VC, Panjab University
Flat No. 1275, Sector-19
Chandigarh-160019.
Tel No. 2774863
7. Prof. Ashok Ranjan Thakur
Vice-Chancellor
West Bengal University of Technology
BF-142, Sector-1, Salt Lake, Kolkata-700064.
Tel No. 033-23217578 (R) 23341909
8. Prof. Romilla Thapar
Former Professor of History
House No. 23-B, Maharani Bagh
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9. Prof. H.P. Dikshit
Former VC, IGNOU
Director-General
School of Good Governance, Policy & Analysis
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59, Arera Hills, Bhopal-4620101.
M-0942580000002, 0755-2570216, 2570217, 2570218
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10. Prof. Ghanshyam Shah
Former Professor of Social Science
Jawaharlal Nehru University
C/o Miss Neha Shah
804, Rair Apartments
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11. Prof. Deepak Nayyar
Former VC, Delhi Univ.
5-B, Friends Colony (West)
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M-9810018588, (R) 26312297

12. Shri M.K. Kaw
Former Secretary M/HRD
D31, Pomposh Complex
Greater Kailash-I
New Delhi-110048
M-9810832041
(R) 26229711



Annexure-V

List of Secretaries to the Govt. of India and other related Institutions met by the Pay Review Committee

1. Dr. Mangala Rai
Secretary
DARE
and Director General
Indian Council of Agricultural Research
Krishi Bhavan,
New Delhi - 110 001
2. Shri R.P. Agrawal
Secretary (S&HE)
Ministry of Human Resource Development
Dept. of Secondary and Higher Education
Shastri Bhawan
New Delhi-110 001
4. Dr. G. Madhavan Nair
Secretary
Ministry of Science and Technology
Dept. of Space
3rd Floor, Lok Nayak Bhawan
New Delhi
Represented by
Dr. Radhika Ramachandran
OSD
Dept. of Space
3rd Floor, Lok Nayak Bhawan
New Delhi
5. Dr. R.A.Yadav
Vice-Chairman
(Acting Chairman)
All India Council for Technical Education
7th Floor, Chanderlok Building, Janpeth,
New Delhi - 110 001.



6. Major General Dr. P.N. Awasthi
Secretary
Dental Council of India
Aiwan-e-Ghalib Marg
New Delhi - 110 002

Represented by
Dr. Mahesh Verma
Director Principal
Maulana Azad Institute of
Dental Sciences
Govt. of Delhi
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Bahadur Shah Zafar Marg
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STATE FINANCES AND FISCAL SPACE FOR PAY REVISION

Note Circulated during the Conference of the State Ministers of Higher and Technical Education, during July 23-24, 2008, on behalf of the UGC-appointed Pay Revision Committee for university and college teachers. The Pay Review Committee is deeply obliged to Professor Govinda M. Rao, Director, National Institute of Public Finance and Policy, New Delhi, who spared his valuable time in preparing this note, and discussing the broad trends and issues in state finances with Professor G.K. Chadha, Chairman, Pay Revision Committee.

The Pay Review Committee hopes this brief note convinces States to think more positively, in their own interest, for sparing adequate resources for higher education. Pay revision is but an inescapable, and most crucial, step towards attracting, and retaining, the talented people to the teaching profession. None of the states can afford to lag behind, any more.

Introduction

The Union government is likely to implement the Sixth Pay Commission's recommendation within the next few months. A number of State governments are also likely to implement the pay scales of their employees in line with the Central government. Similarly the University Grants Commission has also appointed its own **Pay Review Committee for university and college teachers**. The critical question that confronts the policy makers is, what would be the consequences of the pay revision? In the case of the States, in particular, the apprehension is, in the prevailing situation, is there sufficient fiscal space for the States to implement the pay revision of the employees and teachers. In other words, what is the carrying capacity of the states for pay revision and to what extent they can bear the additional burden of pay revision without having to compress their developmental outlay and increase in deficits?

The issue is of immense significance, for, it is widely believed that the sharp deterioration in State finances in 1997-98 onwards was mainly due to pay revision. It may be recalled



that fiscal deficit in the States relative to GDP increased from 2.7 per cent in 1996-97 to 4.7 per cent in 1999-2000 and revenue deficits increased from 0.85 percent to 2.4 percent during the period. Thus, during the period, not only the volume of fiscal deficit increased sharply but the quality of deficits deteriorated as well; for example, the ratio of revenue deficits which was 26 per cent increased to 59 percent. The States' indebtedness relative to GDP increased from 21 percent in 1995-96 to 30 percent in 2001-02. The expenditures on social and economic services as a ratio of GDP remained constant around 9.5 percent. However, following the pay revision, the unit cost of providing these services witnessed a sharp increase, and accordingly, the allocation to these sectors, in real terms, actually declined.

This note, based on state budget and finance papers, presents recent trends in state finances and projects a cheering view on the carrying capacity of the states for pay revision. It shows that the states are now in a much better position to carry out the pay revision than a decade ago, most ostensibly, because their finances are in a much better health and are in the upward phase of the cycle when generating additional revenues is much easier than when they are in a trough. Our plea is that there must be a corresponding realization on the part of states that, in this age and time, perhaps more so for the coming times, a lackadaisical approach to the development of higher education sector would keep them away from their dreams of growth acceleration, economic modernization, higher earnings and mitigation of inter-state disparities. Perhaps, the time has arrived for states to compete with one another for strengthening their higher education sectors and not miss the remarkable socio-economic opportunities that an expanding higher education sector, especially in qualitative terms, can bring forth to their populace. The contemporary experiences in many developing economies duly confirm that investing more, and qualitatively better, resources in the higher education sector is tantamount to assuring a better living to future generations. Can any of the Indian states afford to miss such opportunities, and inflict upon itself a backseat in digital accomplishments and knowledge economy? The democratic compulsions would simply not permit it even to think so despairingly!

Recent Trend in State Finances

Recent trends show significant improvements in State finances. For example, between 2001-02 and 2008-09, revenue deficit relative to GDP showed an improvement of over three percentage points, declining from 2.7 percent to a marginal surplus of 0.5 percent.



The improvement resulted in reducing the fiscal deficit relative to GDP from 4.2 percent to 2.1 percent during the same period which meant that capital expenditures increased by about one percentage point. The Twelfth Finance Commission's fiscal restructuring plan set the target that by 2008-09, the States taken together should phase out their revenue deficits and should strive to bring their fiscal deficit to 3 percent of GDP. As seen from above, the States have succeeded not only in reaching the targets but in exceeding them.

The analysis of various sources of improvements summarised in Table 1 shows interesting features. During the period from 2001-02 to 2008-09, the revenue deficit relative to GDP was reduced by 3.2 percentage points. Of this, 2.6 percentage points were due to increase in revenues and 0.7 point was from expenditure compression. Within revenues, almost 1.6 percentage points were due to increase in transfers equally distributed between tax devolution and grants. Much of this increase is attributable to the high buoyancy of Central direct taxes.

Own tax revenues of the State governments increased by about one percentage point during the period and a close examination shows that much of the increase is attributable to the reform of the sales tax system - of replacing the cascading type sales tax with the value added tax (VAT) in April 2005. Of course, rationalisation of stamp duties and boom in the real estate market also had its contribution in terms of significant increase in stamp duties as well.

On the expenditure side, the adjustment was only 0.7 percentage point and this is almost entirely attributable to reduction in interest payments mainly due to lower interest rates on states' borrowings. Besides lowering of interest rates due to the debt swap scheme adopted in 2004-05, lower volume of borrowings from the National Small Savings Fund and to some extent, write-off of debt repayment as per the recommendation of the Twelfth Finance Commission have contributed to the improvement.

Thus, much of the improvement in State finances has come about due to the higher transfers from the Central government and introduction of the VAT in the states. It is also important to note that the improvement is likely to sustain in the medium term as revenue from Central direct taxes are likely to show high buoyancy with progressive strengthening of the information system and reforms to introduce the Goods and Services Tax (GST).



Table 1
Improvement in State Finances Since 2001-02

	Fiscal Trends (Percent of GDP)		Improvement in 2008-09 Over 2001-02 (Percentage Points)
	2001-02	2008-09 (BE)	
Fiscal deficit	4.2	2.1	2.1
Revenue Deficit	2.7	-0.5	3.2
Revenue Receipts	10.9	13.5	2.6
Own tax Revenue	5.4	6.3	0.9
Tax Devolution	2.4	3.2	0.8
Grants	1.8	2.6	0.8
Revenue Expenditure of which:	13.6	12.9	0.7
Interest Payment	2.7	2.0	0.7

Note: BE - Budget Estimates.

Interestingly, analysis of individual states too points clearly towards sharp improvement in the fiscal health of the States (Table 2). The revenue deficit of every state has shown a significant improvement and most of the States in 2008-09 are expected to have revenue surpluses. Among the non-special category States, the only states with revenue deficits in 2008-09 are Kerala, Punjab and West Bengal. In the aggregate, improvement in revenue deficit relative to GSDP was over four percentage points. Similarly, most of States have/are close to achieving the fiscal deficit reduction as recommended by the 12th Finance Commission in its Fiscal Restructuring Plan (3 percent of GSDP).

Again, in most of the individual states, the improvement is substantially due to increase in central transfers though, higher revenues from sales tax (value added tax), state excise duties and stamps and registration have also made noticeable contributions. Furthermore, in most of the states, the non-interest expenditure did not show a decline and thus, much of the adjustment was due to increase in revenue or lower interest



payment. Orissa is the only exception where a significant compression of expenditures is also discernible.

A reasonably healthy state of finances makes the implementation of pay revision much less painful this time as compared to a decade ago. The last pay revision entailed an additional expenditure of about 1.5 percent of GDP at the State level. As at present the states have a revenue surplus of about 0.5 percent, revising the pay by a similar magnitude, even in a static, and most guarded, situation will create a revenue deficit of just about one percent of GDP in the aggregate.

But, the situation is neither static nor is needed to be over-guarded. In all fairness, the objective conditions now are very different from the late 1990s. The deterioration in the fiscal health in the late 1990s was not just a pay commission phenomenon, though that was the most important. There were three other important reasons for the declining fiscal health of the States in the late 1990s. The first was the declining central transfers following the decline in Central tax revenues. The gross central tax revenues relative to GDP declined from 10.2 percent in 1991-92 to 8.2 percent in 2001-02 and the share of the states declined by one percentage point. Secondly, increasing government deficits and

Table 2
Fiscal Consolidation Since 2001-02
(Percent of GSDP)

State	Fiscal deficit			Revenue Deficit		
	2001-02	2008-09 (BE)	Improve- ment	2001-02	2008-09 (BE)	Improve- ment
Andhra Pradesh	4.28	6.56	-2.28	1.83	-0.21	2.04
Bihar	4.47	3	1.47	2.28	-4.16	6.44
Chhatisgarh	3.6	2.6	1	1.88	-2.42	4.3
Goa	5.82	4.55	1.27	3.22	-1.27	4.49
Gujarat	5.27	2.5	2.77	5.45	-0.02	5.47
Jharkhand	3.89	2.63	1.26	0.87	-2.53	3.4
Haryana	4.32	1.24	3.08	1.66	-0.87	2.53



Karnataka	5.39	3.15	2.24	3.01	-1.31	4.32
Kerala	4.22	3.49	0.73	3.37	2.09	1.28
M.P	4.2	3.21	0.99	3.64	-1.92	5.56
Maharashtra	4.02	2.27	1.75	3.02	-0.17	3.19
Orissa	8.45	2.21	6.24	6.04	-0.49	6.53
Punjab	6.22	3.92	2.3	4.74	1.38	3.36
Rajasthan	5.21	3.06	2.15	3.25	-0.71	3.96
Tamil Nadu	3.18	3.34	-0.16	1.84	-0.03	1.87
Uttar Pradesh	6.28	3.16	3.12	4.14	-2.96	7.1
West Bengal	7.51	3.63	3.88	5.64	2.36	3.28
II. Special Category States						
Arunachal Pradesh	11.7	15.5	-3.8	-2.62	-23.23	20.61
Assam	3.79	2.15	1.64	2.3	-2.76	5.06
Himachal Pradesh	8.81	5.63	3.18	5.02	-0.2	5.22
Jammu & Kashmir	8.17	6.69	1.48	1.85	-9.27	11.12
Manipur	10.22	1.72	8.5	4.84	-14.3	19.14
Meghalaya	4.79	1.47	3.32	0.73	-6.14	6.87
Mizoram	21.7	3.61	18.09	13.38	-5.2	18.58
Nagaland	8.09	2.68	5.41	2.46	-6.77	9.23
Sikkim	5.88	14.56	-8.68	-12.58	-17.56	4.98
Tripura	8.45	6.54	1.91	-0.86	-6.35	5.49
Uttarakhand	3.83	3.05	0.78	2.06	-4.74	6.8
Average-All States	5.06	2.77	2.29	3.32	-1.1	4.42

Note: (-) indicates surplus.



steady accumulation of debt have had adverse impact on the interest rates which caused significant increases in their borrowing costs. Many states tried to manage the hardening fiscal situation arising from higher wage costs by taking resort to more expensive small saving loans. Thus, both the volume of debt relative to GSDP and effective interest rates were much higher in the 1990s. Finally, the states' economies were relatively less buoyant and the revenue productivity of the tax system was low. The states' tax revenue as a ratio of GSDP was stagnant.

In contrast, the recent trends have shown sharp increase in Central transfers, a major contributor to that being tax devolution. Thanks to the high buoyancy of income taxes - both corporate and personal, the revenues have shown a 30 per cent increase on average during the last 5 years; the buoyancy of Central transfers is likely to continue in the medium term. Much of the increase has been due to tax administration reform - of instituting the Tax Information Network and therefore, it is not cyclical. Steady increase in transfers will help the pay revision implementation much smoother.

Interestingly, states' own revenues too are likely to increase steadily due to the recent introduction of VAT. Given the buoyancy in the economy and more particularly the property markets, high buoyancy in the revenue from stamps, excise duties on alcoholic products and VAT will continue. Above all, the buoyancy in the economy presents the opportune time for implementing the pay revision.

Third, all the States are enjoying the lower debt burden as well as lower interest rates. The incentive scheme introduced by the 12th Finance Commission, of rescheduling the debt based on the passing of Fiscal responsibility Legislations and writing off the repayments of Central loans based on deficit reduction has significantly reduced their outstanding liabilities. The swapping of lower interest rate debt for high cost debt has reduced the effective rate of interest. The states no longer have to amass large volumes of small savings which are costly. Thus, better fiscal management has helped them to compress interest payments as well.

Indeed, the occasion presents opportunities to re-examine the employment in different departments to minimise over-employment in the government. However, even without that, the implementation of pay revision now will not create serious problems to the



states in managing their finances, unlike in the late 1990s. In other words, the states have adequate fiscal space to undertake pay revisions and it is highly advisable, as well as expected, to do so when the economy is in the peak of a cycle rather than when the economy is sliding. Perhaps, sparing more resources for the higher education sector may help them thwart the slide, at least the intensity of the slide.



Annexure-VII

SCIENCE EDUCATION IN INDIA

India has been able to break the shackles of the image of an impoverished society, thanks to the evolution of knowledge-based information and communication technologies as well as successes in defense and satellite technologies. This has created the image of a potential knowledge society for India in the world community and there is indeed a new interest in India as an investment and outsourcing destination. Striking advances in medicine at the high end have led to India being a destination for affordable, sophisticated medical treatment. India is also recognized as an emerging important player in Biotechnology. At the same time, India occupies a low ranking in Human Development Index and faces challenges to make it an inclusive society. It is obvious that Science & Technology has played an important role in India's transformation and will be a key component in bridging the two Indias, one representing a knowledge society and another, a society ridden with poverty and deprivation.

Is India Slipping Down in Science?

With this background, there is a concern that India is slipping down in science education and research. Since the total population is over a billion, India is still able to harvest a segment of intellectuals that can hold forte, despite concerns of falling standards of science education and research. That is how India is able to boast of individuals who can create the hot mail or Pentium Process. Across the seas, it can claim that a significant proportion of scientists and engineers in Microsoft or NASA or the Silicon Valley and those engaged in medical profession are of Indian origin. But, this statistics is not enough to take India to its ultimate goal of an inclusive knowledge society.

Enrollment and Completion Data

A look at the actual numbers would help to understand the situation. There are two caveats to using the statistics available to draw conclusions. 1. The numbers given are not sacrosanct, since they vary to some extent depending on the source. However, they do indicate the trend. 2. Detailed analysis of data are available only upto 2003-2004 and in some cases 2000-2001. More recently, there are indications that some



changes have started happening for the better, but detailed authenticated data are not available.

As per data available (1), as of 2003-2004, India had 39.2 mn graduates (22.3% in science stream), 9.3 mn post-graduates (19.4% in science stream), and 0.3mn doctorates (33% in science stream). The number of graduates as per 1991 sensus report was 20.5 mn. The gross enrollment in science (graduate +) during 2003-2004 was 3.29 mn, representing 34.6% of total enrollment. The growth rates were : graduate, 21% (1995-96) to 33.1% (2003-2004); post-graduate, 36.5% (1995-96) to 41.4% (2003-2004). The annual growth rate between 1995-96 and 2003-2004 was from 6.5% to 7.9%. Engineering education showed the highest growth rate, from 8.2% per annum during 1995-2000 to 21.9% during 2000-2004. Post-graduates increased from 0.7mn in 1995 to 1.7mn in 2004. The numbers enrolled in science increased by 2.7 times, while those in engineering increased by more than 10 times. Enrollment for graduates increased by 1.3% from 2000-2001 to 2003-2004.

This gross picture would sound encouraging but just 1% of total graduates/post-graduates ultimately enrolled for Ph.D in 2000-2001 (1). There were only 1,00,000 Ph.D holders in the country in 1999 and the yearly addition was around 10,000 to 11,000. Of these, Ph.Ds awarded in the Sciences including agriculture and veterinary sciences were around 5000 in 1998-99. The poor entry into higher degrees in the sciences is well reflected by the recent data provided by the UGC.

Table 1
Enrollment and Completion Statistics in the Science Degrees (2007- 2008)

	Enrollment		Completed	
	Total (mn)	Science (mn)	Total (mn)	Science (mn)
Graduates	9.80	1.96	2.05	0.33
Post-graduates	1.03	0.25	0.54	0.075
Ph.Ds	0.07	0.023	0.018	0.0059

Although, there is a phase difference of a few years between the 'enrollment' and 'completed' figures for a given year, the trend is pretty much clear. Considering the



figures in the Sciences, although the number of graduates enrolled is 19.6 lakhs, the completed figure is 3.3 lakhs. For the post-graduates, the enrollment figures is 2.5 lakhs and that for completed is 75000. For the Ph.Ds, the enrollment figure is 23000 and that for completed is around 6000. Assuming that there is no drastic change in enrollment in a span of 3 to 5 years, it is very clear that only a small percentage of graduates opt for post-graduation and even less ultimately opt for Ph.D. This is also because the number completing is only 15-25% of the number enrolled at every level. This is not only true in Sciences, but is also a general picture with all subjects included. Thus, the total number of Ph.Ds has only increased from ~ 5000 in 1998-99 to around ~ 6000 in 2007-2008.

Performance Indicators - A Comparative Study with China

Ph.Ds in Science and Engineering

The data given in Table 2 (computed from Ref 2) would indicate that in 2003-2004, the number of Ph.Ds in Sciences were about the same between India and China (5539 Vs 5665). But the number of Ph.Ds in engineering was strikingly different (779 Vs 6573). The rate of growth in China between 1995-2005 was significantly higher than India, since China started from a lower base line in science in 1995. Especially, China's growth in producing Ph.Ds in engineering was phenomenally high, justifying its effort to become the Manufacturing Capital of the world. It also appears that more recently, while the Science & Engineering Ph.Ds from India is hovering around ~ 6000, China is surging to 40,000 (3).

Table 2
Number of Ph.Ds in Science & Engineering

Area	India		China	
	1995-1996	2003-2004	1995	2004
Science	3665	5539	1758	5665
Engineering	335	779	1659	6573
All Subjects	9070	13733	4364	18806



Papers Published and Patents Filed (4,5,6)

The data presented in Table 3 would indicate that while China is surging ahead to account for 6-7% of the total scientific publications of the world (7, 8), India would account for less than 2%. The number of scientific papers from India included in Science Citation Index (SCI) fell from 14, 987 to 12,227 between 1980-2000, where as China's grew from 924 to 22, 061 (9).

Table 3
Papers Published and Patents Filed

Period	India	China	USA
1995-2006	2,11,063	4,22,993	29,07,592
2007-2008	~ 20,000	~ 80,000	~ 2,50,000
Percent of country's papers among top1% cited	0.33	0.52	1.87
Rank	13	10	1
Patents Filed (2007-2008)	35,000	24516-00	~ 500,000

The picture may be changing for the better in India as seen by the steepness of the rise in the curve indicating the number of research papers in SCI after 2003-2004 (10). In addition, the analysis by the National Institute of Science & Technology (NISTADS) gives a more encouraging picture to the general tenor of a fall in scientific publications (11). The data cover a period of six years viz, 1985-1986, 1993-1994 and 2001-2002. Based on the analysis of the data from Web of Science (Thomson -ISI, USA), which covers 5700 journals unlike the SCI which covers only 3700 journals, it is concluded that India posted an average growth rate of 4.3% in its S & T publications between 1993-2003, contrary to the general impression of a stagnation. The impact factor per paper has increased from 0.748 in 1985-86 to 0.806 in 1994-95 and to 1.229 in 2001-2002. But, the fact remains that 70% of the papers are published in low impact or no impact journals. The performance of S & T institutions continues to rise, whereas the university sector has shown a decline. It needs to be pointed out that the absolute numbers vary depending on the data bases used Viz. SCI, SCIE and SCOPUS.



India and China face an anomalous situation in terms of publications. Areas such as agriculture, veterinary science and medical practice generate papers of local interest and a substantial number is published in national journals. This is indeed of national relevance. But, the quality of papers published are uneven, since many local journals do not have a proper peer-review system. There is a move to include national journals and those published in different languages in SCI. Since, English is the preferred language for science communication. Journals published in other languages are at a disadvantage in citation index calculations. However, India which uses English as the predominant medium for science communication is behind, despite the language advantage. There is also a concern that scientists clamoring to publish in international journals of repute in modern areas of science hurt the local journals in traditional areas of science in terms of standing and credibility. There is also a concern that obsession to modern science at the expense of traditional areas of importance can hurt the society as is evident from the statement 'they can send a satellite to mars, but not solve most basic problems that threaten million of lives in the developing world' (12).

Strength of HRST and FETRS

The total HRST (Human Resource in Science in Technology) was estimated at 40.2mn that was 11% of the total work force of the country (1). Among this only 1/3 (14.2 mn) was found to be in core HRST occupation and the rest 2/3 not utilized in the sector. The FETRS (Full Time Equivalent Researchers) data indicate that China has 7-8 times more R & D personnel. The GERD (gross Expenditure on R & D) per mn, for China was 12 times more than for India. China's total investment in R & D was 12-13 times more that of India (3). The data are tabulated in Table 4.

Table 4
Research workers/Scientists and Investments (1,3,13,14)

	India	China	USA
FETRS/mn	~ 130	~ 850	~ 4400
FETRS (Total)	1,15,000	8,50,000	11,50,000
GERD/mn	20	240	1006
Expenditure/yr (Rs. In crores)	~ 20,000	2,66,000	-
% GDP	~ 0.8	1.23	~ 3.0



Possible Reasons for Inadequate Number of S & T Personnel

Attitude to Science at the Tertiary level

First of all, the India Science Report (1) states that at class 6-8, 30% of the students wanted to become teachers that declined to 23% in class 11-12. Popularity of Science subjects had taken a dip in the 1990s and early 2000, as can be seen from case studies with the Central Board Secondary Examination (CBSE) and Indian School Certificate Examination (ICSE) students (15). Based on the number of students who appeared in 10+2 examinations, a Priority Index was worked based on several enrollment parameters. Essentially, while this showed an increasing trend for Accounts and Economics, the combined trend for Physics, Chemistry and Biology showed a decreasing trend between 1992-2002. Similarly, a case study with Delhi University, where the colleges are better endowed and equipped than those in other states, the drift rate from B.Sc and B.Sc (Hon) in pure sciences to professional courses such as engineering and medicine was around 50%. This explains, why the number of students getting into and completing higher degrees in Science is poor, despite an increase in the total number of graduates (Table 1). In the last few years, science courses at the graduate level are attracting a greater enrollment, but the intention is to get into the IT sector rather than venture into higher education in Science. With a phenomenal increase in engineering colleges in the states, even candidates with a low ranking in entrance examinations are able to get admission into some engineering college or the other. It is essentially the left over candidates who get into post-graduate education in science. With the imposition of a ban on the recruitment of regular faculty in colleges and universities in many states till recently, such post-graduates get into positions of ad hoc/guest faculty for a paltry sum.

Science Education in Colleges

It is again an egg or chicken story. The quality of faculty, especially in colleges has suffered in view of a ban on recruitment of regular faculty till recently. Poorly paid adhoc faculty with PG qualification teaching post graduate courses is not a formula to ensure quality education. Even private institutions with imposing civil structures do not have well qualified faculty, with few exceptions. There is very little research environment in post - graduate colleges with the result that teaching fails to keep pace with the progress in global science. There is an artificial separation of research in science and



teaching, which prevents automatic contemporisation of syllabuses. As per data available on college resources (16), the annual budget even for well known colleges is low, although the tuition fee has remained frozen. The sciences are practical intensive subjects and practicals suffer due to lack of funds to purchase modern equipment, hire skilled technicians for maintenance, purchase chemicals, purchase books/journals for the library or to provide for online subscription, and vagaries of power supply in the absence of generators. Even the small percentage genuinely interested in Science gets disillusioned and drifts into professional courses with the result that students have very little exposure to experimental science. Undergraduate colleges lack funds to organize modern laboratory exercises, again with few exceptions. Rural colleges suffer more in this context than urban colleges.

A Positive Example

In this scenario of falling standards in overall science education and research, a limited success story is seen in the area of Life Sciences. This is because of the dedicated role of the Department of Biotechnology, Government of India to bolster this area in the country through improving research in the area of Life Sciences. The Department created several new institutions all over the country for research, created infrastructure in terms of providing modern equipment, organized advanced training programmes within the country and abroad for budding researchers and also facilitated industry - academia interaction. More importantly, in collaboration with UGC it started M.Sc. (Biotech) programmes in six universities in the 1980s, providing admission through All India entrance examination. This Masters programme has been multiplied over the years in different areas such as Agriculture, Medicine and Technology. The net result of all this effort to provide the supply line is a significant enhancement in the quality of research in biology as evidenced by the number of publications in medium to high impact international journals (11). The Biotech industry is also fast picking up. The flip side is the hype in the projection of prospects for Biotechnology as next only to the IT sector. There has been a surge among graduates and PG students to opt for subjects such as Biotechnology, Microbiology, Biochemistry etc. in the last 5-6 years. This has led to all state and private universities starting Bachelors, Masters and B.Tech programmes in Biotechnology and self-financing courses without any regulatory mechanism. More often the poorly trained students are being left without jobs or future prospects. This can seriously affect the morale of students and their parents who have paid heavily to



earn the degrees in Biotechnology. It is high time that UGC and DBT join hands to introduce norms for setting the quality through some accreditation mechanism. DBT has plans to identify and support 'Star Colleges' to ensure quality education in Life Sciences. However the basic positive initiative of DBT to improve quality of research and teaching in Life sciences has paid dividends, although to a limited extent.

Difference Between Central and State Universities and National Institutes

Central universities under the UGC are better funded than state universities. The former also receive substantially higher research grants through sponsored projects from various R & D agencies such as DST, DBT, CSIR, DAE, DRDO etc. The quality of faculty teaching and exposure to laboratory courses and projects are of a higher order in central universities than state universities. Many state universities do not follow the UGC norms in terms of scale of pay, career path for faculty or infrastructure requirements and, therefore, the students suffer. To an extent Delhi University Colleges and those associated with a few other non-unitary central universities have a higher standard of teaching in science than colleges associated with state universities. Autonomous colleges tend to do better in science education. Self financing colleges and courses have introduced a distortion in science education. Similarly, private universities resort to advertisement blitz and there has not been a systematic evaluation of the performance of science teaching in these environments to pass judgement. The biggest concern at present is the quality of graduate and post-graduate science education in state universities and associated colleges due to lack of adequate funds, lack of good faculty and political interference. National Institutes in general are better funded and have a better infrastructure for research than the university sector, and, therefore, tend to attract better quality scientists at the expense of university requirements. In terms of R & D, these institutes do compete in global science, but have fallen short; with some exceptions, as the statistics given earlier would indicate. Many of these institutes have a Ph.D programme recognized by specific universities. These Ph.Ds are in general are of a higher caliber than the ones generated in Universities. The participation of these national institutes in terms of teaching post-graduate courses in nearby colleges/ universities in general is poor. It also needs to be recognized that Ph.Ds generated by the national institutes or even central universities tend to seek greener pastures abroad on a permanent basis (although reversal of this trend might have started), leaving Ph.Ds



generated by state universities to form the bulk of the pool available for research and teaching in the country. Therefore, improvement in the standard of science teaching and quality of research in state universities and their constituent colleges is a priority.

What is in place and what is on the anvil?

As already stated, the clear signs of slowing down of Indian Science have led to several actions being taken by various funding agencies during the 10th plan and trends of reversal are already seen. However, data from authenticated studies on the recent picture are not available. It is, however, clear that India has a lot of catching up to do to reach its goal of a knowledge power. Therefore, a quantum increase in funding to education as such and several measures to tone up basic research and teaching in science as well as to attract and retain talent have been taken in the 11th plan.

To review the strategies in place, a long-term measure taken by the University Grants Commission has helped to sustain research and teaching over the years in identified universities. This is through the sanction of assistance at three different levels. Special Assistance Programme, (SAP) Department of Special Assistance (DSA) and Centre for Advanced Studies (CAS). So far, UGC has granted 397 SAP/DSA/CAS programmes to universities. A second very successful initiative of the UGC in place has been the creation of inter university facilities at three different centres: IUCAA at Pune : IUAC at Delhi and UGC-DAE consortium for scientific research at Indore. The DBT - UGC programme on the initiation of M.Sc Biotech courses has already been mentioned. A major initiative is the conduct of NET examination in the country to establish a minimum standard to enter the lecturer profession and is now widely accepted as a bench mark.

The expansion planned is both horizontal and vertical. UGC (17) has plans for 30 universities with world class standards and infrastructure in the 11th plan. Plans are afoot to set up 370 colleges in backward districts. There would be 16 new Central Universities in addition to the 20 already in place and 14 world class universities. The aim is to increase the gross enrollment ratio (GER) with percentage of youth in the age group 18-23 in higher education going up from the current 10% to 15% by 2012. This still falls short of the projection of knowledge commission that India should have 1500 Universities to make it a knowledge society. A UGC committee has recommended 735 universities by 2012 to increase enrollment into higher education from 10% to 15%. An empowered committee of the UGC for Basic Scientific Research in Indian Universities has made specific recommendations to upgrade science education and



research. Some of these are: 1. 1800 JRFs to be granted to each science department under DRS/CAS/DSA/University Centres for Potential Excellence. 2. Fill in 1000 Faculty positions through global advertisement 3. UGC networking Summer/Winter School Centres 4. Support to non-SAP departments 5. University - CSIR linkage 6. M.Sc. programmes with research component 7. Infrastructure strengthening grants to 700 science departments of 97 colleges with Potential for Excellence.

The Report of the Steering Committee on Science and Technology for Eleventh Five Year Plan (2007-2012) Government of India (10) has detailed out the ongoing programmes and the plans for massive improvement in higher education and research in the Science. (10). These details are given below.

DST has taken important initiatives to support R & D in universities and national laboratories. For example, 35% and 6% of the projects sanctioned by SERC in 2005-2006 were in universities and colleges, respectively. This support has helped to improve the quality of research publication as demonstrated by the Impact Factor above 2.2 in papers published under this scheme of support. A major initiative of DST to improve R & D infrastructure is through the FIST (Fund for improvement of S & T in Higher Educational Institutions) and SAIF (Sophisticated Analytical Instrument Facilities). Nearly 240 Universities were able to get support for upgradation of equipment, library and other facilities during 2000-2007.

In terms of human resource development, sponsored project and Fellowship support provided by the various agencies such as DST, DBT, ICMR, CSIR, UGC and DAE, have encouraged candidates to take up Ph.D programmes. Similarly, provision of RAs by CSIR & DST and post-doctoral fellowships by DBT have encouraged training of fresh Ph.Ds to undertake research projects on their own. These agencies also have fast-track mechanisms to sanction first time projects by young faculty. A particularly interesting initiative taken by the DST is the KVPY (Kishore Vigyanik Prothshahan Yojana) programme where talented students interested in Science are identified after 10+2 and 150 fellowships have so far been awarded to take them through a career for Science. Similarly, the Olympiads conducted by the Homi Bhabha Science Centre have inculcated interests among school and college students in Physics and Mathematics.

While these initiatives in the new millennium have started bearing fruit (yet to be quantified), it is recognized that India has still a long way to go to be in league with the developed world or China. Therefore, a quantum leap has become necessary in



the 11th plan in terms of investments, augmentation of activities already listed and initiation of new strategies to attract and retain talent. The objectives are "Massive revitalization of the university system, expanding post-graduate and Ph.D programmes in select institutions and bringing these upto global standards, assured careers to talented young students who opt to remain in science, collaborative projects between colleges/ universities and proximate national laboratories for sharing of infrastructure and also faculty support, primarily to develop highest quality human resource and simultaneously improve the standard of the institutions"(10).

DST and other S & T agencies in addition to supporting basic research and other innovative projects of different kinds have strategies spelt out for up gradation of research standards as well as nurturing, attracting and retaining scientific talent. First of all, there would be augmentation of the existing programmes. For example, KVPY Fellowships would be expanded from 150 to 450. One innovative programme referred to as INSPIRE (Innovation for Science Pursuit for Inspired Research) is poised for implementation to nurture and retain talent. This has three components. It is planned to give Rs.5000 fellowship to 1 mn young learners between 10-17 years of age in the next 5 years. The top 1% of the performers would be exposed to mentorship by global icons including 60-70 Nobel Laureates and 150-200 Indian leaders. There will be assured career opportunity to a 1000 performers upto 5 years after Ph.D. National Talent scholarships will be given to 10,000 students/year. Ten Universities will be selected for S & T up gradation with an investment of Rs.200 Crores. Twenty Universities will receive Rs.75 crores for augmenting new integrated M.Sc programmes. Four hundred science and engineering colleges will receive Rs.1 crore each for up gradation to provide for research by colleges teachers. There will be provision for B. Tech (eng) holders to move into science and vice versa. There is a proposal to have a National Professorship scheme. Provision for sabbatical and international travel for teachers to attend conferences and support scheme for having retired teachers at colleges have been made Table 5 lists many of the initiatives planned under the purview of the Department of Science & Technology (DST).

Table 5 : Initiatives Planned in the 11th plan

Topic / Programme

A. Massive Revitalization of University Sector

1. Select 10 premier universities in the country for major support to bring them on par with global standards.



2. Select about 20 universities other than those in item (1) above.
3. Special grants to IITs and leading PG universities (total about 20) for starting quality undergraduate courses in sciences.
4. Expanding PG and Ph.D level programmes in IITs and NITs to bring R & D strength to global standards.
5. Each State to eventually have at least one centrally funded university. 10 state Universities to become centrally funded.
6. Initiate post B.Sc - 2 year. B.Tech programmes (followed by M.Tech degree courses) in 20 universities.
7. Additional one-time grant to the three Inter-University Centres (IUCAA, IUAC, UGC, DAE Consortium).
8. Infrastructure support to about 400 colleges, identified for their potential for excellence.
9. Strengthen INFONET in the university system massively.
10. Involve major scientific institutions/universities in a big way for Satellite/EDUSAT based higher education programmes for large scale use.

B. Support to Science Academies

11. Strengthening the initiatives of Academies and rewarding excellence
 - i) **Educational programmes**
(summer programmes/refresher courses etc.)
 - ii) **National Professorships (100)**
(compensation at the level of INSA professorship)
research grant may also be awarded.
 - iii) **National Post-doctoral Fellowships (500)**
(This includes 100 fellowships for outstanding young researchers)

C. Individual Scheme for Teachers and Students

12. Promoting research and mobility among teachers and students.
 - i) Support to individual college teachers for research
 - ii) Support for Visiting Teacherships
 - iii) Support for retired scientists teaching at colleges/universities
 - iv) Permit direct admission of B.Tech degree holders to Ph.D in Science.



13. Scholarships for students

- i) NTSS
Total number of scholarships after Class VIII to be raised to 10,000 (from the current 1000) for the whole country.
- ii) KVPY
Number of Fellowships to be tripled. Nurture camps to be essential part of the programme at present
- iii) National Scholarships (For 1500 UG & 1000 PG students)
- iv) Olympiads (6 subjects)

14. 15 Years Assured Career Support Programme

Phase I, II and III each for 5 years periods

1. **National Science and Engineering Research Foundation (NSERF)**
2. **Initiative for Recruitment of New Faculty/Postdoctoral Fellows**
 - a) New Faculty (1000 positions over 5 years)
 - b) Start-up grants for new faculty (-20 lakhs per faculty)
 - c) New Postdoctoral Programs (500 Research Associates/PDF per year)
3. **Special Scheme to upgrade Select University Departments**
(25 Universities at 40 crores per university)
4. **Inter-Institutional Linkages to promote National Institution/University Collaborative Programs.**

The MHRD has plans to start new IITs, IIITs and IIIMs. To emulate the 100 years old Indian Institute of Science (IISc), three IISERs (Indian Institute of Science for Education and Research) have already been started at Pune, Kolkata and Mohali emphasizing the importance of both education (5 year M.Sc integrated programmes) and research. Two more are planned. The DAE has started a similar institution called NISER (National Institute for Science Education and Research) at Bhubaneswar. The concept of university and proximal national institute interaction and mentoring is emphasized in all these initiatives. As already mentioned DAE has teamed up with UGC to establish the Consortium for Scientific Research at Indore.

Women in Science education and Research

It is well known that very few women are into active research and education for a variety



of sociological reasons, although the enrolment of girls in higher education is increasing. The initiative of UGC to have separate scientist positions (A, B & C) for women in universities to provide flexibility could not work for a variety of reasons. In the 11th plan, steps have been taken to facilitate study and practice of science through special purpose courses exclusively for women with scholarship have been planned. The initiatives planned are listed in Table 6.

Table 6 : Steps to Reduce the Stress on Women Scientists and Students and Facilitate Study and Practice of Science by Women

Sl. No.	Issue	Implementing Agency
1.	Flexible working hours and part time jobs	UGC Institutions
2.	Facilities like well-run crèche, day-care centre for the Elderly, campus housing, transport, proper toilets, ladies rooms, etc.	As above
3.	Age relaxation in recruitment and 2 mid career breaks	As above
4.	Freedom for husband and wife to work in the same institution	As above
5.	Transfer to enable the wife and husband to work in the same City	As above
6.	'Grievance cell' for gender-related and sexual offences at the level of the Institutions as well as at a higher level	UGC, Science agencies
7.	Inclusion of women in selection and other policy making committees	As above
8.	Transparency in the process of selection. Reasons for rejection should be included. Performance assessment for a woman should be done on the basis of years spent in professional life, rather than biological age	As above
9.	More rigorous efforts to identify meritorious women and objectivity in selection for fellowships and awards as well as invitations to speak in conference	Academies, awarding agencies



Concluding Remarks

It is now clearly recognized that it is S & T in a conducive, appropriate social environment and with robust implementation strategies, that can keep India to be abreast of the changing contours of modern S & T, at the same time bridging the gap between the two India's, one representing a knowledge society and another a society ridden with poverty and deprivation. In this context, perhaps, lack of priority attention to higher education for a period, has shown a decreasing trend in several parameters governing quality education and scientific research during the 1990s and early 2000s. This has come as a glaring comparison with China, that has made large strides to become a world leader. This has now been recognized and during the 10th plan some initiatives were taken to correct the situation. Eleventh plan holds promise for a quantum jump in investments and strategies to catch up and put India in a trajectory of logarithmic growth in science education and research. The biggest challenge of all will be to build adequate human resource to successfully implement all the strategies. It is difficult to hazard a guess, but the requirement of teachers and scientists would run into several thousands, if the ongoing and projected activities are to run optimally. The PRC has a unique opportunity to address the concerns of the academic community and the lack of interest among the educated to get into the profession of a teacher, who as a mentor can change the society for the better in all aspects.

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Annexure-VIII

COLLEGE EDUCATION IN INDIA

"Education is the manifestation of perfection already in man. Therefore, the only duty of the teacher is to remove all obstructions from the way."

- Swami Vivekananda

Introduction

India has one of the largest systems of higher education in the world. The base of this system is the teaching being carried out in different Colleges, which involves both undergraduate and postgraduate programmes. The colleges are mostly affiliated to different universities; some are constituent colleges and some may also be autonomous. These are the institutions which have the task of handling the young, wide-eyed 18 year olds, fresh from the restricted life of schools, who may be encountering the world on their own for the first time. They are at the most impressionable age, when they not only receive the first real exposure to the subjects of their choice but also learn their way around the world. Teacher is naturally the most crucial component in college education.

To quote our Prime Minister Dr. Manmohan Singh, "we still have a long way to go to meet the challenges thrown by the developed western world." An improvement of availability and quality of higher education, particularly in colleges is the need of the hour.

Role of Colleges

Under our present system, undergraduate education involves three years of fulltime study of three subjects of choice, with or without honours or major in one of them, along with one year of study of two languages and environmental science. The syllabi followed in affiliated and constituent colleges at the undergraduate level are as prescribed by the University, which also arranges for examination of students and publication of results. In the first two stages i.e. in formulation of syllabus and conduction of examination there is significant participation of college teachers as members of Boards of Studies in different subjects and as Paper setters and examiners. As institutions, colleges are still basically places of imparting instruction within a fixed academic frame.



Autonomous Colleges however, have the freedom to decide their own syllabus in their own Board of Studies, with some amount of supervision by the university nominees. They also have their independent examination system.

Thus we may say that in the area of undergraduate education, it is the affiliating university which retains the overall control, and hence remains largely responsible for the standard. The quality of instruction in undergraduate colleges depends on the academic quality and sincerity of their faculty, discipline and infrastructure available.

In the case of the colleges which have been permitted by the affiliating university to conduct semi-autonomous postgraduate courses, the Board of Studies has statutory Vice Chancellor's nominees. Here the Colleges have a reasonable scope of innovation and variation in the syllabus as well as in the method of assessment. It is expected that only a College with a high standard of faculty, academic discipline and infrastructure would be granted affiliation for postgraduate studies.

We will not be over emphasizing the fact, if we say once again, that by any way we look at it, universities are the main authority for maintaining standard of college education. They have the authority to grant or withdraw affiliation to colleges for undergraduate and postgraduate courses after due consideration of their conduct.

Statistics

Colleges

As on 31st March 2006, there were 18,064 colleges in our country, of which only 6109 colleges are recognized under Section 2(i) of the UGC Act. Out of 6109, only 5525 colleges are eligible to receive grants from the UGC under Section 12(B) of the UGC Act. To quote further from the annual report of the University Grants Commission for the year 2005-2006, tenth plan grants (2002-2007) amounting to Rs. 471.81 crores have been allocated for the development of 5068 colleges under the College Development Scheme being implemented by the different Regional Offices of UGC.

To follow a scheme of academic autonomy, as on 31st March 2006, there were 217 Autonomous Colleges spread over 47 universities of twelve states. In the year 2005-2006 alone, Rs. 7.07 crores has been released as grant to these autonomous colleges.



During the first four years of the tenth plan period, 1858 new colleges have been established, an increase of 11.5%, with the state of Karnataka accounting for the largest number of new colleges. As many as 439 new colleges were established in 2005-2006 itself to take the total number at the end of the year to 18064, a 2.5% increase in one year.

Type of Universities / University Level Institutions as on 31.03.2006

Sl. No.	Type of Institutions	Number of Institutions under Section 2(f) or Section 3	Number of Institutions not eligible for Central assistance under Section 12(B) of the UGC Act
1.	Central Universities	20	-
2.	State Universities	216	60
3.	Institutions established through State Legislation	5	2
4.	Institutions Deemed to be Universities	101	-
5.	Institutes of National Importance	13	-
	Total	355	62
6.	Colleges	18064	

Students

From the annual report of UGC for the year 2005-2006 we find that, out of a total of 110.28 lakh (provisional) students enrolled for various courses in different institutions of higher education, 88.91% were enrolled at the undergraduate level with colleges and universities put together, whereas 9.42% were enrolled for Master's level courses. About 90.3% of all undergraduate students and 66.58% of all postgraduate students were in the affiliated colleges considering the total enrolment at the UG and



PG levels in the country. Thus most of the students in the higher education system in India are enrolled in affiliated colleges. No one should object, if we say that the foundation of higher education in India is being laid in affiliated colleges. Interestingly, the stage wise distribution of students has remained virtually unchanged during the last one decade.

Out of the total enrollment of 110.28 lakhs of students, 45.13% were in the faculty of Arts, 20.45% in the faculty of Science and 18% in the faculty of Commerce or Management. Thus, 83.59% of total enrolment was in the three faculties of Arts, Science and Commerce/Management, while the remaining 16.41% were in the professional courses with the highest percentage in Engineering/Technology followed by Medical courses (Annual Report of UGC for 2005-2006).

**Stage-wise Enrolment* of Students:
University Teaching Departments/University Colleges &
Affiliated Colleges: 2005-2006**

Sl. No.	Stage	University Deptts./ University Colleges	Affiliated Colleges	Total (% to Grand Total)	Percentage in Affiliated Colleges
1.	Graduate	950892	8854085	9804977 (88.91)	90.30
2.	Post Graduate	347096	691714	1038810 (9.42)	66.58
3.	Research	64161	6555	70716 (0.64)	9.27
4.	Diploma / Certificate	64644	48873	113517 (1.03)	43.05
	Grand Total	1426793	9601227	11028020 (100.00)	87.06

*Estimated



Students Enrolment: Faculty-wise*: 2005-2006

Sl.No.	Faculty	Total Enrolment	Percentage to Total
1.	Arts	4976946	45.13
2.	Science	2255230	20.45
3.	Commerce/Management	1986146	18.01
4.	Education	161009	1.46
5.	Engineering/Technology	795120	7.21
6.	Medicine	348485	3.16
7.	Agriculture	63962	0.58
8.	Veterinary Science	16542	0.15
9.	Law	336356	3.05
10.	Others	88224	0.80
	Total	11028020	100.00

*Estimated

We would like to mention here the progress made in enrolment of women, which has risen from 10% of the total enrolment on the eve of independence to 40.5% in 2005-2006. A total of 44.66 lakhs of women enrolled in higher education in 2005-2006 in the entire country indicates that 68 women were enrolled for every 100 men. Of these women, 51.01% were in the faculty of Arts, 20.18% in the Faculty of Science and 16.46% in the Faculty of Commerce, constituting a total of 87.65% in other than professional faculties. This has remained unchanged in the last one year.

The number of women's colleges has increased from 1146 to 1902 during the period of ten years from 1995-1996 to 2005-2006. It has made an important contribution towards increase in enrolment of female students.

Faculty Strength

In the academic year 2005-2006, the total number of teachers in universities and colleges was 4.88 lakhs as compared to 4.72 lakhs in the previous year. Out of 4.88



lakhs teachers, 83.85% were in colleges and the remaining 16.15% in University Department/University Colleges. We can have an overview from the following table:

S.No.	Category	Out of Total Number of Teacher			
		AC	UTD/UC	AC & UTD/UC	Percentage to Total Number
1	Lecturers	210202	23260	233462	47.84
2	Senior Lecturers	61232	12059	73291	15.02
3	Readers & their equivalent	100520	24986	125506	25.72
4	Professors & their equivalent	23951	16591	40542	8.31
5	Others (T/D/TA etc.)	13279	1923	15202	3.11
	Total	409184 (83.85%)	78819 (16.15)	488003	100.00

Target

One of the key objectives of the 10th plan was to improve the GER (Gross Enrolment Ratio) from 6% at the start of the 10th plan to 10% by 2006-2007, which required the enrolment in universities/colleges to increase from 75 lakhs in 2002 to 125 lakhs in 2007 (Planning Commission, 2005). However, the SES (Sample Education Survey) data of the Government of India indicate that the enrolment in universities/colleges was 88 lakhs in 2001-2002, which yields a GER of 7.6%. Further, the enrolment in universities / colleges has increased to 116 lakhs with a GER of 8.8% in 2006-2007. Thus increase in GER is 1.2% and not 4% as intended for the 10th plan (Duraismy, 2007).

The concern for inclusive growth and removal of all kinds of disparities in access to higher education requires us to take a look at the projected enrolment during the eleventh plan period. We would use two tables here (Duraismy, 2007), one related to Projected Population aged 18-23 years and their share in the total population between 2001 and 2012 and the other related to Projected Enrolment and GER for Higher Education by Educational level and Type from 2006-2007 to 2011-2012.



**Projected Population Aged 18-23 and their Share in the
Total Population, 2001-2012**

Year	Total Population (in thousands)	Population 18-23 years (in thousands)			% of population 18-23 years to total population
		Total	Male	Female	
2001	1,028,610	113,328	59,232	54,098	11.0
2002	1,044,807	116,457	61,042	55,414	11.1
2003	1,061,259	119,673	62,908	56,762	11.3
2004	1,077,970	122,977	64,831	58,143	11.4
2005	1,094,944	126,373	66,813	59,557	11.5
2006	1,112,186	129,862	68,855	61,006	11.7
2007	1,127,805	132,622	70,203	62,417	11.8
2008	1,143,644	135,440	71,577	63,861	11.8
2009	1,159,704	138,318	72,979	65,338	11.9
2010	1,175,991	141,257	74,407	66,849	12.0
2011	1,192,506	144,259	75,864	68,395	12.1
2012	1,207,419	144,287	75,698	68,588	12.0

Note: Population aged 18-23 is computed using Sprague Multipliers.

Source: Computed using the Population Projections for India and States 2001-2026, Report of the Technical Group on Population Projections Constituted by the National Commission on Population, May 2006, Office of the Registrar General & Census Commissioner, India.



Projected Enrolment and GER for Higher Education by Educational Level and Type, 2006/07-2011/12

(in thousands)

Year	General Education			Professional		All	GER(%) (Degree)	Vocational	Total	GER(%) Degree+ Diploma)
	UG	PG	Doct orate	Eng.& Tech	Medicine					
2000-01	7245	647	45	418	148	8626	7.6	987	9613	8.5
2001-02	7139	689	53	526	148	8821	7.6	1105	9926	8.5
2002-03	7633	709	57	709	208	9517	7.9	1200	10717	8.9
2003-04	8026	807	66	773	223	10009	8.1	1191	11200	9.1
2004-05	8506	834	64	934	231	10523	8.3	1206	11729	9.3
2005-06	8969	868	65	1069	240	11053	8.5	1221	12274	9.5
2006-07	9425	906	67	1220	251	11592	8.8	1266	12858	9.7
11th Plan										
2007-08	9877	947	69	1388	263	12133	9.0	1292	13425	9.9
2008-09	10327	988	72	1575	275	12676	9.2	1320	13996	10.1
2009-10	10775	1031	74	1781	287	13220	9.4	1349	14569	10.3
2010-11	11223	1073	76	2009	300	13765	9.5	1379	15144	10.5
2011-12	11671	1116	78	2259	313	14309	9.9	1410	15719	10.9

Note: Enrolment up to 2003/4 are actual values and from 2004/5 to 2011/12 are predicted based on the time series regression model. GER is computed using the population aged 18-23 reported in table 17.



Expansion of College Education (Privatization of Higher Education)

Colleges recognized under Section 2(f) and 12(B) of the UGC Act are eligible to receive development grant from UGC. There are only 5525 such colleges out of a total of 18064 colleges as on 31st March 2006. It is obvious that the majority of colleges does not receive grants from the UGC and are private, unaided institutions. In the last two decades a large number of such educational institutions have come into existence, mainly at the undergraduate level. They started with professional courses but now have gradually entered science, commerce and management fields, as well. In addition, various self financing courses have been started in government and aided colleges. With the projected increase in enrolment private institutions are more likely to increase in number and may outstrip the public system of education in near future (Anandakrishnan 2008). With our experience of self financing colleges in the last decade, we have to ensure quality of higher education, its affordability for prospective students, fair and equitable access for weaker and disadvantaged sections of the society.

Higher Education Institutions and Enrolment (by Type of Management)

Type (by Management/ Funding)		Universities		Colleges		Higher Education Institutions		Enrolment (in thousand)	
		2000- 2001	2005- 2006	2000- 2001	2005- 2006	2000- 2001	2005- 2006	2000- 2001	2005- 2006
Public	Government	245	268	4097	4225	4342	4493	3443	3752
	Private Aided	#	10	5507	5750	5507	5760	3134	3510
Private	Private Un-aided	21	70	3202	7650	3223	7720	1822	3219
Total		266	348	12806	17625	13072	17973	8399	10481

Source: University Grants Commission (India) (Ref. Pawan)

A sustainable knowledge society able to face the challenge posed by the developed world can only be fostered, if it is inclusive and generation, transmission and diffusion of knowledge is pervasive across all sections of the society irrespective of race, religion, caste, creed and income status. In the absence of these objectives, the knowledge and



skills will be confined to the privileged few, leading to further disparities in national development efforts (Anandakrishnan 2008).

"It is true that enhancing social access to higher education is still important in the country. But the major challenge before the Indian higher education system is to bring equity in quality of education across the length and breadth of the country. This is more close to the hearts of students in rural, semi urban and urban areas, because they also wish to participate in the new economic revolution. Several social, economic and political reasons seem to act as constraints to access and equity in higher education in India. Poverty causes a high dropout rates even at primary, middle and secondary school levels. Lower status of women, lack of easy access, lack of implementation of existing programmes, inadequate utilization of resources, absence of political will and inadequacies in coordinated action across all equity fronts within institutions seem to be the other reason. Financial constraints also often form a significant factor in advancing inequity." - UGC

In permitting the growth of self-financing institutions, the criteria were not defined in a manner to encourage the emergence of high quality institutions with reasonable control over their management practices. Some of them reached a level of acceptable quality by individual initiatives not necessarily by national policy design. The commercialization of education became rampant with the collection of capitation fees as a regular practice. Attempts to curb them through legislations have proved to be ineffective in the court of law. Starting of new technical institutions has assumed undesirable political and commercial dimensions.

These institutions function essentially under the conventional curricular structure though many new disciplines have been introduced in response to the emerging demands. For academic purposes these were affiliated to various general universities or to the specially constituted Technological Universities in some states. However, there was no transparency in the financial dealings of these institutions. Some of them have invested liberally in infrastructures and academic facilities, though shortage of qualified teachers is always a problem.

At the same time, the institutions started earlier by state governments languished for want of adequate funds for development of facilities or filling of vacancies of the teaching staff. Hence the quality of government institutions deteriorated rapidly in spite of the overwhelming preference of the students for government institutions partly for their



affordability and mainly for their historical reputation. The initiation of the accreditation system by NAAC and AICTE has helped to introduce quality dimensions to many of the institutions on public as well as private sectors.

Another serious shortcoming of both private and governmental institutions is the inadequate number of teaching staff. The excuse for this situation is the non-availability of teachers with the prescribed qualifications. The statutory agencies that approved the expansion of these institutions should have exercised due caution in the rate of expansion and taken adequate measures to develop a reliable system for supply of qualified teachers in adequate numbers. Instead, it has become a convenient rationale for employing temporary, under-qualified and underpaid staff by several managements. This is a major issue agitating the minds of students and the temporary faculty in a large number of private institutions, particularly technical institutions. The issue of science education in India is dealt with separately in this report.

Since private colleges will remain an essential component of expansion of college education, it is all the more necessary that some guidelines may be formulated for starting a private institution. Also monitoring mechanism must be put into place by the government as well as by the affiliating university to oversee the conduct of courses by the private institution. Transparency in financial dealings is a necessary condition for good academic institutions.

Maintenance of Academic Standard: Quality of College Education

Up gradation of Faculty

The system of Academic Staff Colleges, which conduct the Orientation and Refresher Courses mandatory for teachers to attend periodically, has been started from 1986-1987. As on 31st March 2006, a total of 52 such ASC's exist. The Orientation programmes of 4 weeks duration are designed to inculcate self reliance in young lecturers through awareness of social, intellectual and moral environment. This course should ideally be attended by a newly recruited teacher before he or she joins the profession. However, frequently it is found that a couple of years of teaching have been completed before a new teacher is accommodated in an Orientation Course. Thus it loses some of its relevance and efficacy. Refresher Courses of 3 weeks duration are meant to provide opportunity for serving teachers to exchange notes with their peers and to receive exposure on the advanced topics of the subject concerned from renowned researchers



and senior teachers. Sufficient numbers of such courses in different subjects are not regularly arranged. Thus teachers of a particular subject may have to wait for some time before being accommodated in a Refresher course. The courses are organized usually when classes are in full swing. With only limited number of teachers being available in any given department of a college, it is the students who suffer when teachers are released to attend these courses. It would be convenient for all concerned if the organizers take the academic calendar into consideration while planning the Refresher courses.

College teachers, in particular those of postgraduate courses, need to continue research activities in their chosen subjects. They need infrastructural facilities in the College as well as a reduced teaching load to pursue research programme. In the interest of students the teachers have to remain in touch with the advance developments in the subject. UGC and other agencies fund minor and major research projects but the teachers need active and continuous support from the College authorities.

Nature of courses conducted in colleges

The largest number of undergraduate students is enrolled in traditional B.A., B.Sc. and B.Com. courses in colleges, at the end of which they may not find any employment. This uncertainty makes the ordinary students restless and frequently they lose motivation. Such persons would not make good students especially for postgraduate courses.

The need of the hour is to segregate the total youth population available at the end of 10+2 examination into groups destined for different future activities depending on their abilities and inclination. The largest group will of course pursue non-academic professions at various levels in different spheres. If vocational courses offering opportunities for reasonable means of livelihood are available to the youth, they will enrol in these courses, particularly those who need to earn early. The most important fact about any course is whether it is meaningful. Today's young people, men and women, are keen to make a living and they are prepared to work hard towards it. We need to guide them towards a clear, positive goal making sure that they may work with their self respect intact.

The more meritorious students will go for postgraduate education to be followed up by careers in various administrative and other jobs. Only the students with an academic bent of mind and right ability would continue with advanced studies, after which they should be able to join respectable positions at different levels of the academia.



Needless to say, the undergraduate and postgraduate courses, vocational and otherwise, would have to be designed in close coordination with the societal situation, including employment opportunities. This does not preclude pursuance of basic sciences or gathering of knowledge for its own sake.

What is being suggested here is that the expectation and quality of students is an important factor for a successful programme of higher education. College education being the first step in the process needs to be reorganized drastically to suit the need of our populous and diverse society.

Infrastructure

One of the difficulties faced by the colleges is their inadequate infrastructure for conducting undergraduate and postgraduate courses. Even classrooms large enough to accommodate all students of a class, not to speak of laboratories and libraries, are not always available in affiliated colleges. Many a time, enrolment far exceeds the student strength permitted by the university. This certainly gives rise to truancy amongst students. The Colleges frequently do not have the atmosphere required of an academic institution. With student strength exceeding even 5000, how can they maintain the closeness and congeniality expected of a college by a fresh student of 18 years? Thus the chance to integrate the students into a collegial life, which will have a positive influence on their academic life and character, is lost. No wonder, that the colleges have become degree churning mills without imparting a real education to the students. How can we expect to produce responsible citizens for the country out of this system?

The pressure of increasing number of entrants for higher education and shortage of funds for adequate infrastructure are compelling the system to cut costs and thereby lower the standards. The raging indiscipline in colleges is largely caused by the dissatisfaction of the students with the existing system. Naturally, rich people who can afford it frequently send their children abroad for college education. It needs to be mentioned here that most of the budget for higher education goes towards paying salaries of the faculty and not towards building adequate infrastructure.

Vision

To keep our tryst with destiny, to take our rightful place in the world, we need to think big in line with the developed nations and set a high standard for our higher education,



of which college education is the first step. Plans for education can not be made in isolation from other societal needs. Education is needed to set our underprivileged masses free, free to pursue their livelihood respectably, with a clear idea of their rights and responsibilities. Education should offer our bright youngsters exposure to the wide world of knowledge and technology, so that they may achieve their potential and do the country proud.

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Annexure-IX

Dr. M V Krishnaswamy,
Joint Secretary,
University Grant Commission (NET),
New Delhi.

July 7, 2008

Dear Dr. Krishnaswamy,

Please refer to your letter No. F.5-1/1996 (NET) dated 29 June 2008, seeking the views of the Pay Review Committee (PRC) on exemption or otherwise from National Eligibility Test (NET) for M.Phil/Ph.D degree holders, following the recommendations of the Mungekar Committee, the summary of discussions held by the UGC with the Empowered Committee on Basic Scientific Research, and the comments of the NET Bureau.

The PRC, in its meeting held on July 3, 2008 at 9.00 a.m. and attended by Prof. G.K.Chadha, Dr. Manimala Das, Mr. B.S. Thapliyal and Dr. R.K. Chauhan, looked through all the three sets of recommendations/views, and discussed the matter in great detail. As a matter of fact, the issue came up earlier also during some of the meetings that the PRC has been conducting at various regional centres, during May 20 - July 3, 2008.

Guided by the reports/evidence made available and the impressions that it had gathered during some of its regional meetings, the PRC finds adequate justification to endorse the proposal for granting exemption from the NET to Ph.D. degree holders, and not to M.Phil degree holders, provided the programme of Ph.D. studies is adequately strengthened by universities and other Ph.D. awarding institutions, to ensure a high quality of research output. In this connection, the PRC ventures to suggest a set of guidelines for Ph.D. studies (enclosed herewith) which may be discussed, and if need be suitably modified, in the next meeting of the UGC and made uniformly applicable to all universities and other degree awarding institutions from a well thought-out and pre-notified date in the near future.

With best wishes

Yours Sincerely

(G. K. Chadha)
Chairman,
UGC Pay Review Committee

Encl: Proposed Guidelines for Ph.D. Programme



GUIDELINES FOR Ph.D. PROGRAM

RECOMMENDATION OF THE PAY REVIEW COMMITTEE

UNIVERSITY GRANT COMMISSION

Institutions Eligible for Conducting Ph.D. Programme

All Universities and Colleges/Institutions of national importance, except an Open University and a Distance Education Mode in any University.

Eligibility Criteria for Ph.D. Supervisor

1. Institutions should lay down the criteria for the faculty to be a Ph.D. supervisor.
2. Institutions should lay down and decide, on annual basis, a predetermined and manageable number of doctoral students depending on the number of the available eligible faculty supervisors. A supervisor should not have, at any given point of time, more than six Ph.D. scholars, including both part and full time scholars.
3. Institutions should widely advertise the number of available seats for Ph.D. studies and conduct admission on regular basis.

Procedure for Admission

1. Institutions should admit doctoral students only through Entrance Test conducted at the level of individual institutions. The Test should examine research aptitude, grasp of the subject, intellectual ability and general knowledge of the prospective admittees. It should be followed by an interview to be organized by the School/ Department/Institution/University. Only the predetermined number of students may be admitted to Ph.D. program.
2. The concerned institution will decide whether to have a direct Ph.D. program and/ or M.Phil/Ph.D. programme.

Allocation of Supervisor

The allocation of the supervisor for a selected student will be decided by the Department in a formal manner depending on the number of students per faculty member, the available specializations among the faculty supervisors, and the chosen topic of research by the student. In no case, the allotment/allocation of supervisor should be left to the individual student or teacher.



Course Work

On being admitted, each Ph.D. student will be required by the Institution/ University to undertake course work for one or two semesters. The course work should be treated as pre-Ph.D. preparation and must include a course on research methodology, on completion of which students will be required to appear, and qualify, in an examination. The individual Institution/ University will decide the minimum qualifying requirement for allowing a student to proceed further for writing the dissertation.

Evaluation and Assessment Methods

1. On satisfactory completion of course work, Ph.D. students will undertake research work and produce a draft monograph in reasonable time.
2. Before submitting the draft monograph, the student will make a pre- Ph.D. presentation in the Department, open to all faculty members and research students, for getting feedback and comments, which will be suitably incorporated into the draft monograph, under the advice of the supervisor.
3. Research monograph produced by the Ph.D. students in the Institution/Department and submitted to the University will be evaluated by three experts/specialists, out of which at least one will be from the UGC's "Panel of Subject Experts" to be made available, and periodically updated, to each institution at the beginning of each academic year.
4. On receipt of satisfactory evaluation reports, Ph.D. students will undergo a viva voce examination which will also be open to all faculty members of the Department.

Depository with UGC

1. Following the successful completion of the evaluation process and announcement of the award of Ph.D., the University will submit a soft copy of the Ph.D. thesis to the UGC for hosting the same in INFLIBNET, accessible to all Institutions/ Universities for the purpose of checking piracy and plagiarism.
2. The degree awarding Institution/University will issue a certificate incorporating the afore-mentioned conditionality to the (non-NET) awardees who will, in turn, enclose a copy of the same along with other testimonials while applying for a lecturer's position in a University or College.