



अखिल भारतीय राष्ट्रीय शैक्षिक महासंघ

Akhil Bhartiya Rashtriya Shaikshik Mahasangh

केन्द्रीय कार्यालय : शैक्षिक महासंघ सदन, 606/13, कृष्णा गली नं. 9, मौजपुर, दिल्ली-110053

दूरभाष : 011-22914799, 09868711893, 09414040403

E-mail : abrsmdelhi@gmail.com, abrsmdelhi@rediffmail.com, Website: www.abrsm.in

संरक्षक - प्रो. के. नरहरि (080) 23324503, 23325743, 09880595357

ABRSM

अध्यक्ष
डॉ. विमल प्रसाद अग्रवाल
(0141) 2785393, 09414023964

महामंत्री
प्रो. जगदीश प्रसाद सिंघल
(0141) 2503159, 09414068780

अति. महामंत्री
प्रो.के. बालकृष्ण भट्ट
(0824) 2476141, 09448503090

संगठन मंत्री
महेन्द्र कपूर
09868711893, 09414040403

सह संगठन मंत्री
ओमपाल सिंह
(0522) 2238794, 09415121329

उपाध्यक्ष

श्रीमती प्रियम्बदा सक्सैना (महाराष्ट्र)
09373302551

जगदीश सिंह चौहान (दिल्ली)
09312115139

डॉ. अशोक कुमार सिंह (झारखण्ड)
(0657) 2363028, 09431750251

डॉ. निर्मला यादव (उत्तरप्रदेश)
09412169506

सचिव

श्रीमती आर. सीतालक्ष्मी (कर्नाटक)
(080) 23466495, 09986832449

हिम्मत सिंह जैन (मध्यप्रदेश)
(07420) 255591, 09425973461

मोहन पुरोहित (राजस्थान)
09829234345

डॉ. प्रगनेश ाह (गुजरात)
09879567178

संयुक्त सचिव

डॉ. सुदेश र्मा (दिल्ली)
09911381781

श्रीमती सुधा मिश्रा (उत्तरप्रदेश)
09450488131

श्री पी. वेंकटराव (तेलंगाना)
09490149248

डॉ. मनोज सिन्हा (दिल्ली)
09868877699

कोषाध्यक्ष

बजरंग प्रसाद मज्जेजी (राजस्थान)
09460894708

आंतरिक अंकेक्षक

पवन मिश्रा (हिमाचल प्रदेश)
09817399333

उच्च शिक्षा संवर्ग प्रभारी

महेन्द्र कुमार (उत्तरप्रदेश)
09415201262

प्रकाशन प्रकोष्ठ प्रमुख

वि. णु प्रसाद चतुर्वेदी (राजस्थान)
09829113431

प्रशिक्षण प्रकोष्ठ प्रमुख

एच. नागभूषण राव (कर्नाटक)
(080) 23466495, 09482014280

मीडिया प्रकोष्ठ प्रमुख

विजय सिंह (मध्यप्रदेश)
09425179729

शैक्षिक प्रकोष्ठ प्रमुख

डॉ. रमेश चन्द्र सिन्हा (बिहार)
09334306254

आयाम प्रमुख

शिक्षक सम्मान

जय भगवान गोयल (दिल्ली)
09868900310

समर्थ भारत

किशन लाल नाकड़ा (मध्यप्रदेश)
09826187811

पत्रांक: HEW-05/ VikramSamvat 2073

दिनांक: November 11, 2016

Prof. V.S. Chauhan

Chairman,

VIIth Pay Review Committee&

Member, University Grants Commission

Bahadur Shah ZafarMarg,

New Delhi – 110 002

Subject: Submission by ABRSM (Higher Education Wing) to consider positively in the interest of the teaching fraternity and higher education system of the country as a whole for the 7th pay review committee.

Dear Sir,

Namaskar!!

The AkhilBhartiyaRashtriyaShaikshikMahasangh (ABRSM) Delhi is a federation of teachers associations/ organisation working country wide. The higher education wing of ABRSM is a prominent stake holder in the matters of university and college teachers having its nationwide presence in nearly 130 universities and 21 states of the India. ABRSM strives to strengthen the interaction between the teaching community and society. We work on the motto "RASHTRA KE HIT ME SHIKSHA, SHIKSHA KE HIT ME SHIKSHAK, SHIKSHAK KE HIT ME SAMAJ".

It is heartening to note that the University Grants Commission has constituted 7th Pay review committee for university and college teachers in your able leadership. We conducted an interactive meeting cum workshop on August 7, 2016 to deliberate on the issue related to pay package and service conditions of university and college teachers. Considering the views and issues presented by the delegates present from different states of the country, Akhil Bhartiya Rashtriya Shaikshik MahaSangh (ABRSM) submits with this letter the suggestions and demands to be considered positively and include in the seventh pay recommendations by the committee. Consideration of the suggestions made herewith this letter would definitely helpful in improving higher education system as a whole by improving the welfare of teachers working in this domain.

With best regards

Encl.: Demand Charter

Prof. Pragnesh Shah

Secretary, ABRSM

(Higher Education)9879567178



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Respected Sir,

Namaste!!

The AkhilBhartiyaRastriyaShaikshikMahasangh (ABRSM) is a teachers' federation with nationwide presence. A meeting of the Akhil Bhartiya Rashtriya Shaikshik Mahasangh (ABRSM) Higher Education Wing Executive Committee was held on 7th August 2016 in Delhi to discuss and deliberate on the recommendations of the organization to be submitted to 7th Pay review committee.

ABRSM has prepared a demand charter considering the points of concern and demanding immediate positive consideration, for the welfare of the teaching fraternity and improving the standard of higher education system by maintain and attracting smart skills and competent people in the higher education system. We submit following points for consideration of the committee.

Introduction

it is important to understand the present status of higher education in the country. This preamble deals with three basic aspects of institutions of higher learning which are summarized as follows:

A. State of Higher Education in India (Source: Rashtriya Uchcharat Siksha Abhiyan (RUSA) Document at www.mhrd.gov.in)

India achieved a Gross Enrolment Ratio of 18.8% in higher education by 2012 through expansion schemes under the XIth Five Year Plan (FYP). Recent higher education surveys have documented three aspects. One, quantitative expansion has not always led to quality enhancement. Two, employability of engineering graduates ranges between 20% and 40%, but that of arts and science graduates is only around 10%. Three, a survey revealed value degradation and decline in gratitude to teachers by 61%.

To address the mismatch between expansionvis-a-vis quality of employable, value-inculcated graduates and to bridge the quality gap, a multidimensional reforms package has been evolved by UGC in its XIIth FYP document.

As 94% of students' pool is through 33,023 colleges affiliated to 316 universities, which are seats of expansion, innovative reforms in colleges and in the

process of affiliation to universities have been formulated in XIIth FYP. These have been further necessitated by the compounded load of affiliated colleges. For instance, Osmania University has 901 affiliated colleges and Pune University 811. The system is, thus, stifling quality enhancement of state universities.

After assessment of the requirements for these reforms and the limitations of UGC, the government has evolved the Rashtriya Uchchatar Shiksha Abhiyan (RUSA), a centrally sponsored scheme for higher education, in a mission-mode to focus on state higher educational institutions. Besides this, certain other reforms have also been initiated. These include a proposal to limit the number of colleges to be affiliated to any university to 100; encourage large autonomous colleges to develop into universities; create college cluster universities by clustering a minimum of 50 colleges in a city or district; and allowing Central and state universities to have 5 - 10 constituent, autonomous colleges, to be mentored by the parent university as “model colleges”. These schemes are being funded with proportionate participations of state governments.

RUSA envisages elevating 45 out of the 441 autonomous colleges as unitary universities, establishing ‘model colleges’ in educationally backward districts and infrastructure strengthening of state colleges. A `25,000 crore package of quality rejuvenation schemes for state universities and colleges have been approved by which 316 universities and 13,024 government and aided colleges would receive performance-linked funding.

B. Creating Cadre based Indian Education Service & Export of Teachers & Education System

It is a fact that the New Education Policy 2016 report has suggested creation of a cadre based Indian Education Service on the lines of Indian Civil Services. If it is materialized, new teachers (Assistant Professors) shall be appointed for a transferable pan-Indian job pool. In such a scenario, it shall be important to suggest to the UGC what ABRSM thinks in this matter as this will be directly linked with the welfare of teachers. Our education system has its own unique characteristics which should not be lost in the midst of popular western culture. Therefore, it is our duty to propagate and popularize this system as a brand around the globe. Export of teachers – can serve as a favorable method in this regard and can serve dual purposes. First, through this way our system can be popularized as well as teachers can learn new techniques that can be applicable in our scenario and thus qualify for implementation. Second, the conditions of teachers will improve under such a system - their pay will increase along with their demand and this would provide an impetus for the youngsters to opt for this profession.

Therefore, the ABRSM is of the view that the cadre based Indian Education Service be divided into two primary sub-cadre – Resident Indian Teachers and Non-Resident Indian Teachers. Those who are only willing to be appointed in Indian universities and colleges will be appointed to the first cadre and those preferring to move out of India will be appointed to the second cadre. In any case, the option of this placement should lie with the new incumbent joining the profession.

C. Funding Higher Education in the Country

The ABRSM (Higher Education) is of the view that in the present era of restructuring and development economy with special skills and knowledge, the Government of India should increase financial assistance to the present programs and should promote new educational programs in grant-in-aid institutions / universities / colleges. This can only be done if the Government of India increases its share for funding education to the tune of 6% of the GDP in general and to the higher education in particular. Presently, in the era of global economy and world becoming small, interaction between teachers and researchers belonging to different countries has become easy and important. The Government of India needs to promote this culture where by the faculty are allowed to go to different countries to know the latest in their domain knowledge. This cannot be done without increasing financial share for the higher education. The allocation of funds to this sector must be decided by keeping in mind three basic parameters – Cost of living index or Inflation which is neutralized by the increase in Dearness Allowance by maintaining it at 2.25 by the 7th pay recommendation report for central government employees, the actual monetary enhancement in pay scales which is kept as 0.32 by the 7th pay recommendation report for central government employees, thereby making it at 2.57 and also augmenting it

with the increase in the Gross National Income of the country (Source: <http://indiabudget.nic.in/es2014-15/estat1.pdf>) between Financial year 2013-14 and 2014-15 which is kept as 0.6. This makes it $2.57 + 0.6 = 3.17$. Therefore, a multiplier of 3.17 should be used to work out the pay scales for university and college teachers by the 7th pay review committee notified by the UGC. In addition, the ABRSM holds the opinion that privatization of higher education and particularly the self financemode of education in autonomous colleges needs to be discouraged and limited. This is particularly due to the reason that these institutions are indulged in financial and administrative victimization of the teachers. The ABRSM intends to propose the following recommendations for the welfare of university and college teachers and to maintain appropriate academic standards of the institutions of higher learning. These recommendations are divided into two chapters – Chapter 1 deals with recommendations to be submitted to newly constituted 7th pay review committee, chapter 2 deals with anomalies – both financial and academic.

Recommendations submitted to committee to include as part of 7th Pay review committee recommendations ABRSM demands following points which emerged out of this deliberation and shall be included in the seventh pay recommendations by the committee as follows:

1. Anomalies of 6th Pay review committee recommendation be removed Before considering any pay package for university and college teachers, all anomalies which cropped up out of the 6th pay review committee recommendations implemented in 2010 by a gazette notification and its subsequent amendments carried out till July 2016, must be removed by the 7th pay review committee. This is very important due to the fact that in the presence of these anomalies, teachers will not get accurate fixation of their salary leading to huge financial loss for them. These anomalies must include all – financial anomalies and API-PBAS system related academic and administrative anomalies.
2. The issue of pay package / pay scales to be given to university and college teachers by the 7th pay review committee must be de-linked with the service conditions. These scales should be implemented on the same lines as those proposed by the 5th pay review committee.
3. The pay package should be such that it can attract and retain skilled talent in the teaching profession in general and higher education in particular. In view of this, higher salary at the entry point as compared to employees of equivalent central government services must be given to university and college teachers.
4. To ensure quality of teaching, research based intensive Faculty Development Programs (FDPs) or Quality Improvement Programs (QIPs) for the teachers must be developed and implemented at least at the beginning of the profession. The old scheme of orientation and refresher programs conducted by different universities has now lost its utility. This must be replaced by subject specific FDPs / QIPs. For this purpose, special cells should be created to initiate, develop and execute these programs of 4-8 week duration. It is also observed that Head of the institutions usually do not sanction leave to teachers to join these programs. Therefore, a rule must be enforced on the Head of the institutions to relieve teachers to undergo the programs.
5. Each College / University teacher should get at least four Assured Career Progressions (ACPs). The promotions should be at the level of Assistant Professor (Senior Scale Stage-I) to Assistant Professor (Senior Scale Stage-II) followed by Assistant Professor (Senior Scale Stage-III), Associate Professor and Professor both at the university and college level. The ABRSM (Higher Wing) demands a teacher training institute within the campus.

A teacher appointed as Assistant Professor in the university departments or the colleges should first be given an intensive teacher's training to enable them to take up the job more efficiently. The teachers completing their rigorous training program should be immediately given their first promotion as Assistant Professor (Senior Scale Stage-II) on joining of their duty like their counterparts in civil services and / or defense services. After completion of five years in senior scale i.e stage II, teacher shall be promoted to Stage-III and then to the level of Associate Professor and finally to the level of Professor (not more than total twelve years – 12 from entry level), both in the university departments and in the

colleges.

Among these teachers, those who qualify as outstanding and motivated teachers on the basis of an objective criterion can be promoted to the next higher scale / position within a less span of time or may be given extra increments. This is important to attract talent and to maintain quality in the higher education sector and at the same time giving recognition to a good teacher.

6. The qualifications and the nomenclature of the posts once decided by the pay review committee and implemented by the UGC must be enforced on all higher educational institutions without any exception throughout the country. It is observed that several institutions adopt these nomenclatures in different ways leading to multiplicity of names of the degrees with different requirement of qualifications. This is necessary to maintain uniformity in qualifications and degrees to maintain minimum standards in higher education.
7. Research has now become an integral requirement of the teaching profession. However, it is observed that adequate research facilities are not available to teachers of the state universities and colleges. In the higher education sector, University Innovation Clusters should be set up in all geographical locations within a specific area. A particular state university of the area may be assigned to act as a nodal center of such a cluster, with a view to building an innovation network along with the industry, other universities and Research and Development (R&D) laboratories operating in that area or in vicinity. This would ensure optimum use of human and infrastructural resources. An Innovation Incubator should be established to create the necessary linkages between the state university in question, relevant local / national industry, research labs / Institutions, civil society and the government. The funding for such initiatives on creating clusters and incubators may be realized through Public Private Partnership (PPP). For state universities / institutions located in remote / rural / less developed areas, special steps should be taken to develop their human resource and infrastructural capacities. These steps may include 'mentoring' by reputed National Institutions / Labs / Industry / Individuals etc. A concerted and collective effort may be made by the state universities and research institutions located in various geographical regions to access, coordinate and develop cross border resources and knowledge pools. Measures like incentive networking with the cross border academic and research institutions and exchange of scholars, professionals and experts could be undertaken in order to facilitate the same. To encourage university - industry partnership, adequate measures should be taken including the fiscal incentives.
8. To effectively manage the state higher education system, the states should be advised to set up State Higher Education Councils (SHECs). State Councils may be formed through an executive order, in the beginning, but within five years they must be converted into statutory bodies by Act of the State Legislature. These Councils will perform multiple roles such as strategy and planning, monitoring, evaluation, disbursement of funds, recruitments and service conditions of faculty and other staff of college / university etc. all issues related to management and administration of higher education.
9. The council shall also look after effective grievance redressal mechanisms for teaching and non-teaching staff working with the higher education institution. This will decrease the administrative load from the management and staff would have a fair chance to address its concerns in a more meaningful manner.

Scales, Allowances & Service Conditions

1. Scales of Pay:

To attract and maintain the best talent in the field of higher education, the scales of pay for the university and college teachers should be better than the scales of pay comparable category of the other employees of central government.

2. Annual Increment

The ABRSM demands annual increment as per Govt. of India norms.

3. Increment for higher qualifications:

Teacher who have acquired higher qualification M. Phil or Ph. D be given three and five additional increments respectively.

4. Housing Facilities

The ABRSM demands that House Rent Allowance (HRA) should be fixed at 30% of the proposed basic salary. In case teachers are subject to transferable job pool wherever the case may be, they be provided transit hostels for a definite time span. It should be an endeavor to provide housing facilities to all teachers. For this purpose, the 7th pay review committee should make fresh initiative to overcome the problem as this is particularly important for academic advancement. We, therefore propose sufficient funds are allocated to the universities and colleges for construction of houses. These funds must be only headed for the respective purpose without any overlapping allowed by the authorities. Liberal loans in the form of House Building Advance (HBA) at nominal interest rates (less than 6 %) are given to teachers so that they can construct or purchase houses for their family.

5. Medical Allowance

Teachers are facing problems of throat, lungs and other serious disease / illness due to pollution and dust in using teaching aids. It leads to continuous precautionary heavy expenses and heavy medication in case of getting affected by any such disease. Hence we demand to have special medical allowance for teachers at the rate 15 % of the basic salary.

6. Medical Group Insurance Scheme

The medical facilities available to the teachers are highly inadequate. ABRSM is of the view that new Life-Insurance and Medical Insurance schemes be created and developed by the MHRD in collaboration with Ministry of Health & Welfare and Ministry of Finance which are capable to cater basic life related and medical needs of the teachers. They should also be covered for their expenses in respect of their Homeopathic and Ayurvedic treatments which may or may not require hospitalization. Family of university and college teachers shall be covered for such medication under group medical and Life Insurance plane with coverage of Rs. 10,00,000/- for the family. This should be tax free facility for the teachers.

7. Life Insurance for the teachers:

We demand insurance life cover for teachers with the coverage of Life Insurance of Rs. 25,00,000/-. Teacher frequently face tense situation during admissions, examination or student dealing during the duty, which some time causes to pre matured death. This would help to avoid hardship of the family members after the accidental premature and early death of the teachers before retirement.

8. Provision of Subsidized Education Loans for the Wards of Teachers

Education in general and higher education in particular is becoming costly day by day. Teachers facing problems in heavy fees payment for their wards and it is quite difficult for him / her to ensure quality education for wards at a good quality school and higher / professional education which has now taken exponential growth both in terms of content and cost. In view of this, the provision of subsidized loans for wards education shall be made for the teachers.

9. Hill Area / Remote Locality Allowance:

Special allowance of 20 % of basic pay be given to the university or college teachers' serving in Hill area or Remote Location allowance per month.

10. Leave Travel Concession & Home Travel Concession

Teachers shall be entitled for the Leave Travel Concession (LTC) at the interval of every Two Years. LTC should be extended to SAARC countries visit or there should be a provision for travelling up to a limit in terms of distance as up to 5000 Kilometers one way.

11. Professional Development Allowance

University and College teachers shall be well aware about the latest developments as well as must take initiative for the new innovations, which requires continuous efforts. In this regards all teachers working with institution of Higher education shall be allowed a special tax free allowance for books, periodicals, journals, equipment, attending special training programs etc. at 10 % of the basic salary. This will motivate teachers to invest in the personal and professional development.

12. Income Tax Exemptions

The income tax rates, which salaried groups are subjected to, remain very high despite some marginal relaxations / exemptions / concessions doled out in the present budget. It is very surprising that income tax is levied even on Dearness Allowance, House Rent Allowance and few other allowances such as Children Education Allowance. The DA is intended to neutralize the effects of rising consumer price index. Teachers have to pay heavy amounts for house rent, children education fees, medical expenses etc. with the other expenses to maintain professional standards and remain well aware and maintain quality as well as standards with latest professional and educational developments. Hence we demand tax exemption for all such allowances with restoration of standard deduction.

13. Gratuity:

Looking to the present inflation and living cost and salary at the time of retirement of a teacher, to maintain the standard of living as well as meet the family and social obligations, amount of gratuity shall be increased to Rs. 25,00,000/-.

14. Qualification:

NET/SLET or Ph. D should be given equal weightage as minimum qualification for the appointment of Assistant professor at the university / College. For this purpose Ph. D degree awarded by recognized institution before regulation 2009 should be considered at par.

15. Leave to the teachers:

a. Casual Leave

Teachers should get Casual Leaves (CL) as per Government of India norms.

b. Earned Leave

Teachers should get Earned Leaves (EL) as per Government of India norms.

c. Special Leave for academic or/ and research:

Teacher who is not eligible for leave in any other rule and proceeds for research and / or academic purpose to increase or enhance skills and knowledge shall be permitted to avail special leave for academic or / and research for the duration of the research / academic project or program.

16. The age of superannuation:

The age of superannuation of university / college teacher across the country shall be 65 years for all the institute of higher learning.

17. Re- Employment of Teachers:

The university / college teacher be re-employed after super annulation on contractual basis till they attain the age of 70 years.

18. Payment of Arrears :

Payment of arrears due to late declaration of VII pay for university and college teachers shall be paid 100% within three months from the date of declaration of the pay package.

Chapter – 2: Anomalies of the 6th Pay Recommendations to be resolved on an urgent basis

Before considering any pay package for university and college teachers, all anomalies which emerged out due to inherent faults in the 6th pay review committee recommendations implemented in 2010 by a gazette notification and its subsequent amendments carried out till July 2016, must be removed by the 7th pay review committee. This is very important due to the fact that in the presence of these anomalies, teachers will not get

accurate fixation of their salary leading to huge financial loss for them. These anomalies must include all – financial anomalies and API-PBAS system related academic and administrative anomalies.

A. Financial Anomalies

1. It was proposed in the 6th Pay Recommendation gazette notification that the teachers completing their stipulated term of service with or without holding Ph. D as essential qualifications can be promoted as Associate Professor on or after 01.01.2006. Those teachers not having Ph. D qualifications and having obtained this degree after becoming Associate Professor are also entitled for three advance increments as incentives after completion of their Ph d program. Due to this reason, a serious anomaly has emerged out. There are several cases in universities and colleges where in the senior teachers are getting significantly less salary than their junior counterparts which is contrary to the Principle of Natural Justice as laid down by Hon'ble Supreme Court of India. This issue has been settled in the favor of teachers by the Mumbai High Court's Aurangabad Bench in 2013. The Government of Maharashtra then appealed in Supreme Court of India which has pronounced its order in December 2015. The Supreme Court of India has upheld the judgment passed by Mumbai High Court and has not admitted the appeal of the Government of Maharashtra against this judgment. Recently, several teachers of different colleges of University of Delhi have also filed Civil Writ petition in Delhi High Court on the same issue. This case is under scrutiny on the basis of violation of Principle of Natural Justice. Thus, there is an urgent need to rectify this serious anomaly by stepping up the pay of the senior teachers as compared to their junior counterparts as this is harassing several thousands of teachers across central and state universities.
2. Teachers of central and state level institutions tend to seek their professional career advancement. For this purpose, they join new positions created at an institution other than their parent institution. In this manner, good quality teachers impart their treasure to students of different sections of the society. This process is a continuous upward movement and must be viewed in the same spirit by the government and the pay review committee. It has been observed that the upwardly mobile teachers are always at financial loss due to not getting pension benefits after implementation of New Pension Scheme (NPS) from 2004. This acts as a dampener and discouragement to the good teachers who want to do good work both in the area of teaching and research. Their service must be counted in continuation in the same manner a central government servant gets a transfer / deputation within or out of the cadre without any break. The pension and retirement benefits of these teachers must be protected. This is very important in view of maintaining the quality of education especially in remote areas.
3. A close scrutiny of the pay matrix for civilian employees (Annexure – I) in the gazette notification of 7th Pay Recommendations yields that there is no column for Grade Pay of Rs. 9000/-. Further, it is observed that an employee having obtained 11 increments in PB-4 with a basic salary of Rs. 62,020/- (Rs. 53320 + 8700/-) and having undergone a multiplier of 2.57 is fixed at Rs. 1,59,392 which is mapped to Rs. 1,64,100/- as the next higher entry in column 13 of the pay matrix. On the other hand, another employee, having obtained 11 increments in PB-4 with a basic salary of Rs. 62,280/- (Rs. 53,380 + 8900/-) and having undergone a multiplier of 2.57 is fixed at Rs. 1,60,060/- shall be mapped to Rs. 1,61,300/- only as the next higher entry in the column 13A. This is despite having obtained a higher basic salary in the previous pay package due to having obtained a Grade Pay of Rs. 8900/-. This is a serious anomaly in the 7th Pay calculator itself which if not corrected shall transgress to teachers as well. We therefore demand that a new column pertaining to salary of Associate Professor with a Grade Pay of Rs. 9000/- be created which should free of this defect / anomaly.
4. The Office memorandum no. 21(2)/2008-E-II(B) issued by the Ministry of Finance, Department of Expenditure dated 29th August, 2008 states at point no. 3 as under:

“Officers drawing grade pay of Rs. 10,000 & Rs. 12,000 and those in HAG + scale, who are entitled to the use of the official car in terms of O.M. No. 20(5)-E-II(A)/93 dated 28.1.94 shall be given an option to avail themselves of the existing facility or to draw the Transport Allowance at the rate of Rs. 7,000/- p.m. plus dearness allowance thereon. “

It is clear that for central government employees covered under this category are entitled to the Transport Allowance as stated in this circular. In case of faculty working in the higher education institutions, another circular No. F. 23-2/2009.TS.II dated 9th March 2010 and addressed to various Directors of National Institute of Technologies, it was mentioned in clause IX at page 3 that

“In respect of faculty, Academic Grade Pay has been fixed slightly higher than the Grade Pay approved by the Central Government. However, the various entitlements like TA/DA etc are required to be regulated as per the Grade Pay indicated in the CCS(RP) Rules 2008 for corresponding categories of Central Government employees.”

It is therefore clear that faculty of centrally funded institutions are also entitled for the same TA/DA benefits as their central government counterparts. This is unfortunately not implemented by the government and the faculty keep on getting TA @ Rs. 3200/- + DA thereon. This is leading to significant financial loss to teachers at senior level. This anomaly must be corrected in the course of 7th pay recommendations. The ABRSM demands that teachers belonging to the category of Grade Pay of Rs. 10,000/- and Rs. 12,000/- should also be given equivalent Transport Allowance according to the provision stipulated in the aforementioned circular.

B. Academic Anomalies

1. Anomalies arising out of faulty API-PBAS System

The main policy of recruitment and career advancement of university and college teachers (API-PBAS) was implemented as part of 6th pay review committee in June 2010 as per the Gazette notification. This policy has till now been subject to 2nd, 3rd and 4th amendments of the UGC respectively in June 2013, May 2016 and latest in July 2016. The Nigvekar Committee was constituted to look into three main aspects of recruitment and promotion scheme as implemented after 6th pay review committee recommendations for university and college teachers in 2010 and particularly to resolve complexities arising out of 2nd amendment. These are as under:

1. Evaluation of the Academic Performance Indicators (API) Scheme as regards the entry point and career advancement of teachers by taking into account its criticism and suggest suitable improvements / alternatives
2. Evaluation of Ph d / NET qualifications for entry of teachers and to accordingly suggest a policy for selections
3. Consideration of the problems and issues related to Ad-hoc and contractual appointments in Central Universities and recommendations to resolve them

The Nigvekar Committee deliberated for a considerable amount of time and submitted its report to the UGC. The UGC placed this report in its 514th meeting held on 12th April 2016 as item no. 2.04 and approved it. This was notified as 3rd amendment of the UGC in the Gazette. This report has in fact created many hurdles rather than solving them. This committee also touched upon several issues and recommended new policies (for ex., those related to increased direct teaching hours of university and college teachers) to be implemented which are beyond its Terms of Reference (TOR). The ABRSM (Higher Education) had submitted a list of issues to be resolved in the interest of these teachers to the earlier Minister of HRD on 6th June, 2016. The Ministry of HRD was kind enough to resolve four

main issues of immediate consideration and necessary directions were given to UGC in this regard. Besides this, two more major issues – a) removal of capping which was implemented by means of 2nd amendment of UGC in June 2013 to compute total points of any teacher for recruitment / promotion and (b) the extension of the 5 year tenure of the principals of the colleges have also been resolved. These resolutions were then adopted by the UGC in its latest meeting held in June 2016 and is now notified as 4th amendment of UGC in the Gazette in July 2016. However, there are few additional issues related to the recruitment policy and career advancement of teachers as suggested by the Nigvekar Committee which are still pending to be resolved. An understanding was developed between MHRD and ABRSM (Higher Education) to constitute a committee either by UGC or by MHRD to look into these important issues. This is particularly important in view of the fact that due to API-PBAS scheme, thousands of teachers in various universities and colleges across India are unable to get promotion and the recruitment at substantive posts has nearly become impossible. The shortage of faculty in the higher education sector is a critical problem and further accumulation of complexities is definitely unwarranted. The major hurdles / academic anomalies are listed below:

Category I: Teaching, Learning and Evaluation Related Activities

1. As per fourth amendment of the UGC after re-instating the workload, the Assistant Professor with 16 hours / week direct teaching workload can earn a maximum of 480 hours (= 16 hours/week x 30 teaching weeks in an academic year) or 64 points (= 480/7.5) against a maximum allocation of 70 points. Similarly, an Associate Professor/Professor with 14 hours/week direct teaching workload can earn a maximum of 420 hours (= 14 hours/week x 30 teaching weeks in an academic year) or 54. 2 points (= 420/7.75) against a maximum allocation of 60 points. This is nearly impossible given the total number of hours per week for a teacher as part of the direct teaching workload. This is not possible even without taking any kind of leave in the entire academic session. It is clear that this needs correction and rationalization.
2. In the Choice Based Credit System (CBCS) scheme, the final theory exam is of 3 hour duration and the end semester practical exam is of 3 hour duration. Further, each faculty member has to check a minimum of 25 copies in a day i.e in nearly 8-9 hours. This means, every faculty member has to perform nearly 180 hours / year of invigilation duties in all, taking theory and practical exam duties together (i.e. 30 invigilation duties each in theory and practical exam in a year), apart from evaluating minimum of 25 copies in each semester. 30 invigilation duties each in theory and practical exam in an academic year for EACH faculty member is practically impossible as the number of duties to be performed are far less depending on the given batch size and course wise sanctioned strength. Moreover, accumulating a maximum of 200 points is therefore impossible for any teacher. Thus, this criterion must be rationalized.
3. Updating subject contents and courses doesn't take place every year and each faculty member is NOT involved in this process. More so, under CBCS scheme the syllabus is designed and developed centrally at UGC level. Thus, it is very difficult to accumulate API scores under this category. Defining innovating teaching methodology is very subjective in nature. Calculation of API scores on this basis shall depend on the consent of authority which may also refuse genuinely accumulated points.

Category II: Professional Development, Co-curricular and Extension Activities

It is overlapping in nature. Moreover, as not all teachers have a knack of co-curricular activities, it is a fact that these professional committees only involve a handful of teachers who can really contribute to these. Therefore, giving points on the basis of these activities to the teachers must be supplemented with other activities usually conducted in the institution which are of more generic nature for ex., exclusive training programs for students of academic value, faculty improvement programs, university / college – industry interaction activities and programs designed by the faculty for out of classroom teaching / education beyond the direct teaching workload etc to name a few. It is also important to realize that as per the proposed model, the

points to be earned under this category are more under the control of authorities than the teachers. This should not have been the case. The faculty must be given some autonomy to execute the chosen programs as per their own wisdom. In this category, only public / popular lectures / talks / seminars are included. Yet, in the entire document, there is no reference of any API score to be calculated in respect of organizing good international and national conferences as Conference Chair / Co-Chair which support good international indices. This must be included as this is one of the major activity teachers are indulged in besides presenting contributory research papers and / or invited talks.

Category III: Research and Academic contributions

As per third amendment of the UGC (page 39) and also the fourth amendment (page 26) –

“... Wherever relevant to any specific discipline, the API score for paper in refereed journal would be augmented as follows: (i) paper with impact factor less than 1 - by 5 points; (ii) papers with impact factor between 1 and 2 by 10 points; (iii) papers with impact factor between 2 and 5 by 15 points; (iv) papers with impact factor between 5 and 10 by 20 points; (v) papers with impact factor above 10 by 25 points. The API score for joint publications shall be calculated in the following manner: Of the total score for the relevant category of publication by the concerned teacher, the First and Principal / corresponding author / supervisor / mentor would share equally 70% of the total points and the remaining 30% would be shared equally by all other authors...”

The constitution of standing committee to notify Refereed Journals and Other Reputed Journals for publication of research papers and articles by the UGC is a welcome step. Yet, it is observed that the proposed formula to calculate the API score for published research papers and articles is very complex. The institutions will need to appoint staff which shall be proficient in this calculation. Due to these reasons, there is confusion about calculation of points for Table III under API rules and it is floating around that API has been made so stringent that it is almost impossible to get career advancement. This is also due to the fact that API scores for contributory research papers in international and national conferences are done away with both in the 3rd and the 4th amendment of the UGC Regulations. It is a fact that papers presented in several reputed international conference proceedings (ACM, Springer & IEEE indexed with Scopus) have a far greater academic value than several international journals and these at present does not yield any point!!! Please note that various funding agencies such as UGC, DST, DBT, ICSSR, ICHR, CSIR, INSA and DRDO and several other organizations of Govt. of India have been very supportive in encouraging academic deliberations, discussion and exchange of ideas by financially supporting faculty members in organizing seminars/ conferences/ workshops etc involving paper presentation by researchers as well as faculty members from India and abroad. These agencies also provide travel support to researchers and faculty members to attend seminars/conferences/workshops etc in India and abroad. The papers presented in these may not always fall in the category of “Invited Lecture / Talk” and are often termed as Contributory papers. Therefore, contributory research papers presented in seminars / conferences / workshops etc financially supported by UGC / DST / DBT / ICSSR / CSIR / DRDO or any other organization of Govt. of India along with those which follow good international collaborations and also follow good national and international indices and other well established and old international conferences of repute must also be considered for promotion of teachers.

A case study related to subject areas of humanities and commerce / management in particular becomes very important. As the research articles / papers are to be evaluated and augmented on the basis of impact factor under the API-PBAS scheme, keeping in mind that there is rarely any good journal and international / national conference proceedings in these subject areas which is issued global impact factors and international indices, the teachers shall never be in a position to get promotion based on these parameters. Thus, it is an attempt to neutralize career advancement to teachers at university and college level. Similarly, API scores for book writing have also been reduced drastically.

The 7th pay review committee MUST take note of the fact that the present API-PBAS scheme is a point based scheme which implements quantified score for every activity. It is well established that a teacher-

researcher who has to his / her credit only few research papers published in Class A reputed international journals and conferences indexed with good reputed international indices and cited profusely is far better than a teacher-researcher who has a long list of research papers indexed poorly and cited only rarely. The present API-PBAS scheme does not differentiate between these two categories of teacher-researchers. Thus, it is a faulty scheme which only emphasizes upon quantity and not quality. The ABRSM is of the point of view that quantity and quality cannot go hand in hand and are mutually exclusive. Therefore, any attempt to examine the quality of teaching and research on the basis of quantified parameters will only give rise to academic corruption. It demands that the 7th pay review committee must propose a SIMPLE AND OBJECTIVE ASSESSMENT SCHEME to examine the issue of quality of teaching and research which is NOT based on quantified parameters. It is also important to note that as the Standing Committee shall be constituted by the UGC to monitor the publication of research papers in well qualified journals, accepting a minimum number of research papers in this category of journals should be accepted for promotion of teachers.

Category III (C) Research Projects – In major research projects of interdisciplinary / applied nature, faculty members from diverse research backgrounds / expertise / subjects / institutions are involved and therefore same points should be awarded to each Principal / Joint / Co-Project Investigators.

Moreover, for teachers teaching in courses such as Fine Arts, Performing Arts and other allied / professional subjects involving more of the laboratory work, the promotion criterion must be based more on the workload given for practical component

2. Anomaly arising out of pre-dated implementation of API-PBAS Scheme

The present API-PBAS scheme for recruitment and career advancement is undergoing various amendments. However, the UGC chose to implement this policy since 31st December 2008. The teachers who could not get their promotion during January 2009 - June 2013 (2nd amendment) and later between June 2013 – May 2016 (3rd amendment) due to multiple modifications in the recruitment and promotion policy during last six years are now stuck up without getting even a single career advancement in their life time. This is particularly due to the reason that all these changes have been enforced from a retrospective date, i.e., 31.12.2008. There is an urgent need to look into this anomaly given the fact that this is affecting thousands of teachers in different universities and colleges across India. It is pertinent to note the fact that the gazette notification issued in respect of AICTE Regulations for teachers of professional institutions, in the Table (D) entitled “ISSUES RELATED TO CAREER ADVANCEMENT SCHEME (CAS)” at entry no. 38 it is clarified that Relaxation in the API score is applicable till the cut-off date 07.11.2015 from the date of issue of AICTE Regulations 2012 in the Official gazette. A similar formula of giving relaxation to university and college teachers MUST be worked out for UGC Regulated institutions of higher learning.

3. Anomaly due to 3rd and 4th amendments of the UGC Regulations implemented after 01.01.2016

The Nigvekar Committee had submitted its recommendations to the UGC after 01.01.2016. These recommendations have been implemented as 3rd amendment. Later, the workload issues and few corrective decisions were also taken and this was implemented from July 2016 as a gazette notification. In view of the fact that the notified 7th Pay review committee has also started functioning w.e.f 09.06.2016 and its recommendations shall be implemented w.e.f. 01.01.2016, there shall be definite clash of service conditions in general and the promotion policies to be proposed by the 7th pay review committee in particular with the provisions notified under 3rd and the 4th amendments respectively. It is not clear that whether the promotion scheme pronounced by 3rd and the 4th amendment of the UGC Regulations or the one going to be recommended by the 7th Pay Review Committee and later approved by UGC shall be applicable w.e.f. 01.01.2016. This is a serious anomaly, which we think must be resolved in the interest of the teachers.

4. Anomaly arising out of relaxation given to Ph d holders prior to UGC Regulation 2009 for Ph d program

Although, the Nigvekar committee had suggested one time relaxation from the NET exam to the Ph d holders who had completed their Ph d degree prior to 2009, yet there are many universities in the country which have implemented the Ph d ordinance in their respective institutions at a later date. Due to this reason, there are many teachers who had completed their Ph d degrees before enforcement of this ordinance in their respective universities but on a date later than 2009 will remain out of this relaxation. A sympathetic consideration must be given to these teachers as well. An objective assessment of this 2009 Ph d scheme is also important.

As, this is a regulation enforced as Gazette notification of the UGC, it is applicable to all institutions involved in higher education – both public funded and private. It is well known that majority of the private universities do not follow the UGC Regulations 2009 for executing Ph. d programs in their respective campuses. It starts from violation of these guidelines for course work (which is never conducted for a mandatory period of six month intensive classroom teaching / interaction followed by examination / evaluation due to non availability of competent faculty and other related infrastructure) and go up to not providing appropriate faculty as “Internal Supervisor”. Most of these universities are running these programs only by taking services of “External Supervisors” working for financial remuneration. These universities themselves charge hefty amounts as fee from candidates for enrolment in the Ph d degree. In addition to this, the mandatory criterion of maintaining minimum standards by publishing the research papers and articles in reputed international journals and conferences is rarely fulfilled. Thus, this is clearly proving to be a source of academic corruption. In view of this, the ABRSM is of the view that UGC Regulations 2009 for PhD program must be reviewed on an urgent basis and a full proof mechanism both for public funded and private universities / institutions must be implemented.

5. Anomaly arising due to ad-hoc appointments

At most all universities, faculties are hired on ad-hoc basis in one or other designation and service conditions. And after implementation of semester system, choice based credit system and introduction of new academic programs with the socio economic development, workload at almost all the departments has increased tremendously and sanctioned establishment positions are less than the required number of positions. This leads to ad-hoc appointments. For such ad-hoc appointments, we demand

- a. Salary at par with the salary of Assistant professor with all allowances.
- b. All such positions be designated with Temporary Assistant Professor. All other designation nomenclatures be abolished immediately
- c. The teachers kept on teaching in the ad-hoc capacity for a very long interval of time due to inherent instability and uncertainty of the workload. There are many teachers who have taught for more than 12-15 years in continuation in the ad-hoc capacity in different colleges. The Nigvekar Committee has also deliberated on this issue of ad-hoc and contractual appointments and has suggested the following in its report on page 48:

“The committee has opined that the appointments in the central institutions should only be on regular basis except in cases of exigencies. In case of exigencies, such appointments should be made only for a maximum of two semesters and the candidates shall be selected as per the procedure laid down for regular appointments. The Committee reiterates that the contractual appointments should not exceed beyond 10% of the total sanctioned strength of the university in each category.”

In view of the above, if the length of the service of a teacher which is spent in the ad-hoc capacity is not counted after having been appointed as permanent teacher, it shall be a big set back to the person who has devoted a long span of his / her lifetime to the teaching profession. Problem also arises due to fictitious service break during vacation and non-payment of graded salary.

The ABRSM demand is to count length of service spent as ad-hoc / contractual teacher be counted

while considering the teacher for eligibility of promotion. An advisory to this effect by the MHRD must also be sent to all state universities as well so that this policy can be implemented across all Indian universities.

6. Anomaly in the nomenclature for Librarians, Director of Physical Education and other category of employees working in the universities

There is a constant confusion in the nomenclature and nature of service for certain category of teachers – Librarians and Director of Physical Education (DPEs). Similar anomaly is present in case of certain other employees for research institutes / laboratories operating in university campuses – System Analysts, Research Scientists, Senior and Junior Programmers. In case of all central government services, for all such posts, these are treated at par with their officer counterparts with same financial and retirement benefits. In case of universities, they are treated as a separate entity which is not appropriate. Thus, salary structures, promotional and retirement benefits for all such employees – Research Officers, Directors, Dy. Directors, Assistant Directors, Librarians, Dy. Librarians, Assistant Librarians, Director of Physical Education, Research Scientists, System Analysts, Senior and Junior Programmers should be same as that of teachers.

7. Industry Experience:

In applied subjects taught in colleges and universities like Electronics, Computer Science, Applied Psychology, even in the subjects of Commerce and Management etc. the industry experience adds value to the quality of teaching - learning process. Therefore industry experience should also qualify and counted to determine minimum eligibility for appointment and promotions. Non consideration of industry experience, would keep practical experience and knowledge away from the academia which will be a loss to the academic world, it would be a set back to the academic system.

8. Appointment of Principals

The college principals at present are appointed for a fixed tenure of 5 years which is further extendable to 5 more years after a successful peer review based appraisal. The ABRSM is of the view that the Principals should be appointed for a minimum period of ten years with an extension of five years on the basis of peer review by an independent committee or agency.

9. Restoration of old Pension scheme for all teachers:

The new pension scheme has been imposed on those teachers who are appointed after 1st Jan 2004. This scheme is a denial of the assured retirement benefits which discourages the teachers for onward mobility to other prestigious institutes. ABRSM reiterates its demand for the restoration of old pension scheme for the teachers and scrapping of New Pension scheme of 2004.

10. The University Grants Commission must ensure that all recommendations of the 7th pay review committee for university and college teachers must be implemented uniformly by all states of Union of India. Provision of special grants to state higher education boards under direct scrutiny of UGC may be implemented as it is observed that state government ministries do not enforce policies recommended and approved by the UGC across universities and colleges. Due to this, teachers teaching in state universities and its colleges suffer financial loss. This step is particularly important as UGC maintains the minimum standard and quality of the profession in the entire country.

11. The faculty forms the backbone of any educational institution. State Universities in most cases suffer from acute faculty shortages, both in terms of poor student-faculty ratios as well as a large proportion of faculty positions (out of those sanctioned) remaining vacant. In most cases, the lack of financial resources restricts the states from appointing faculty. Long bureaucratic processes for appointing

faculty as well as ban on faculty recruitment in some states further exacerbate this problem. However, for any significant changes in quality, in some cases even for the routine functioning of institutions, it is necessary to appoint full time faculty in adequate numbers. Hence, the central government and states must ensure that the faculty positions are filled in a phase-wise manner. If any state has imposed a ban on regular recruitment of faculty, the state must ensure lifting of all bans on recruitment, and requisite proof must be produced. States must also present a coherent action plan to fill up all the vacant positions in a time bound manner.

This should also take into account the ideal student faculty ratio and the states must be aware of this requirement. If any University has more than 10% of the sanctioned faculty positions remaining vacant by the end of first year of UGC monitoring, such university may lose the entitlement for any further grants. The appointments made as well as the faculty already appointed must be remunerated according to UGC regulations and the latest pay scales as prescribed. It is further suggested that the procedural bottlenecks in the recruitment processes must also be actively eliminated. This approach should be promoted in the long run and appointments on contract basis should come to an immediate halt to arrest further degradation of school and higher education in the country.

As UGC is responsible for maintenance of minimum academic standards within the institutions of higher learning, it must enforce the correct teacher – student ratio. It is proposed that for undergraduate courses, at least one teacher be appointed for 60 students for social science and commerce subjects and for 30 students for science subjects. Similarly, for postgraduate courses, at least one teacher be appointed for 40 students for social science and commerce subjects and for 20 students for science subjects. For those courses involving laboratory work, one teacher be allotted a batch size of 15 students for undergraduate courses and a batch size of 10 students for post graduate courses. It is also necessary that this ratio must be strictly enforced on all institutions of higher learning – both public funded and private universities and colleges.



Prof. Pragnesh Shah
Secretary, ABRSM
(Higher Education)9879567178