



# अखिल भारतीय राष्ट्रीय शैक्षिक महासंघ

## Akhil Bhartiya Rashtriya Shaikshik Mahasangh

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

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पत्रांक: उच्च शिक्षा संवर्ग-1/विक्रम संवत् 2073

दिनांक: 28.7.2016

Shri Prakash Javadekar ji,  
Hon'ble Minister of Human Resource Development  
Government of India  
Shastri Bhawan, New Delhi – 110 001

**Subject: UGC Amendments in Primary Regulations 2010**

Respected Sir,

Namaskar

The Akhil Bhartiya Rashtriya Shaikshik Mahasangh (ABRSM) is a teacher's organization with nationwide presence. ABRSM strives to strengthen the interaction between teaching community and society. We work on the motto "RASHTRA KE HIT MEIN SHIKSHA, SHIKSHA KE HIT MEIN SHIKSHAK, SHIKSHAK KE HIT MEIN SAMAJ". ABRSM has wings for Primary education, Secondary Education, Higher Education and a separate Women's wing.

The ABRSM (Higher Education Wing) wants to draw your kind attention towards few important issues perturbing the higher education sector in particular. In this regard, we want to submit as under:

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



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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 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 are listed below:

**Table wise hurdles are as following:**

**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



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this needs correction and rationalization.

- 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.
- 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**



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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 "Augmentation" of points for research papers published in: Refereed Journals and Other Reputed Journals as notified by the Standing Committee of the UGC is a welcome step. In a recent advertisement of Central University of Rajasthan available at

[http://www.curaj.ac.in/2016/Rec/rolling/Rolling%20advertisement%20for%20various%20teaching%20positions%20\(781%20dated%202003-06-2016\).pdf](http://www.curaj.ac.in/2016/Rec/rolling/Rolling%20advertisement%20for%20various%20teaching%20positions%20(781%20dated%202003-06-2016).pdf) and in its application form for teaching positions which is available at

[http://www.curaj.ac.in/2016/Rec/rolling/Application%20Form%20\(Professor,%20Associate%20Professor\)%20-%20PART-I%20&%20II%202016%20\(2\).pdf](http://www.curaj.ac.in/2016/Rec/rolling/Application%20Form%20(Professor,%20Associate%20Professor)%20-%20PART-I%20&%20II%202016%20(2).pdf) it has been very well explained in table representing Category III – Part A: Research Papers published in journals that API scores for research papers published in refereed journals with impact factor are "augmented" accordingly. The contribution of First Author / Corresponding Author / Supervisor / Mentor is same and each one of them gets 70% of the total points and the remaining 30% is given to each author other than First Author / Corresponding Author / Supervisor / Mentor.

On the contrary, 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 more particularly 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



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*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 this at present does not yield any point!!!*

*Similarly, API scores for book writing have also been reduced drastically.*

**A clarification with an example on the basis of the application form of Central University of Rajasthan would be of great help for the teaching fraternity, screening committee members and administrative staff of the institution all across the country.** Please note that various funding agencies such as UGC, DST, DBT, ICSSR, CSIR, 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 / papers" 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 collaboration and also follow good indices and other international conferences of repute must also be included in Category III (E) (ii). API scores for Invited Lectures / Contributory research papers should be suitably "augmented".**

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.**

**Additional points which are critically important to streamline higher education in the country**

1. 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



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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 problem given the fact that this is affecting thousands of teachers in different universities and colleges across India.

2. Although, the Nigvekar committee has 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.

3. In several universities, particularly in University of Delhi, there are a lot of changes taking place in this sector for the last 5-6 years. First, it was semester system implemented in 2010, followed by Four Year Undergraduate Program (FYUP) in 2013 which is followed by Choice Based Credit System (CBCS) in 2015 for teaching of undergraduate programs. Due to this a lot of uncertainty prevailed in the university system. 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. The ABRSM is of the view that



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afosaid Nigvekar committee recommendation must be implemented in case of ad-hoc / contractual teachers and their length of service spent as ad-hoc / contractual teacher be counted while considering the teacher for eligibility of promotion. An advisory to this affect by the MHRD must also be sent to all state universities as well so that this policy can be implemented across all Indian universities.

4. The ABRSM 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 as well as promote new educational programs in grant-in-aid institutions / universities / colleges. We are against self finance mode of education in any institution. The quantum of grants to be given to the education sector must be increased significantly in general and to higher education in particular.

With Regards.

Yours Sincerely

**(Dr. Manoj Sinha)**  
Joint Secretary  
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