

Chapter - III

FEEDBACKS FROM UNIVERSITIES AND COLLEGES

1. Introduction

Indian higher education system is the third largest in the world with over 14 million enrolment of students and over half a million teachers. Directions of development in higher education in the past were set by the Commissions, Committees and the 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. In recent years, particularly after the Indian educational system began to become a part of the global educational (and economic) system since the early 1990s, the issue of accountability has started gathering a marked attention among policy makers, public analysts, and society at large. The question was repeatedly posed to the present Pay Review Committee (PRC) also, during its interactions with various strata of people, most ostensibly, the whole lot of eminent educationists and policy makers worried on this account.

Without any doubt, there is a national consensus about the challenges that the higher education sector faces under the present phase of globalization. The most important is to how to attract brilliant and talented young men and women to college and university teaching jobs. Naturally, one has to go into numerous issues, and ground realities, for developing concrete recommendations. The PRC, therefore, sought the views of the universities and colleges, through separate detailed questionnaires, and 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.

2. Sample Size of 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 non-aided (private) colleges), spread over 29 states, representing over 10.0 per cent of total colleges, responded. In sample colleges, the filled-up posts of 3,456 Readers and 12184 Lecturers, were reported. For some variables, responses were not forthcoming from some universities/colleges; hence, the reported sample size varied from some variables to others.

3. Status of Vacancies in Universities

Among the sample universities, vacancies at all levels of teaching posts were observed to be extremely high. More than 51.0 per cent of vacancies in the universities were reported to be lying vacant; the percentage was 53.0 per cent for Lecturers, 51.0 per cent for Readers and 45.0 per cent for Professors (Table 1). The adverse impact of this outcome on the quality of teaching is too obvious to be emphasized.

Table – 1

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

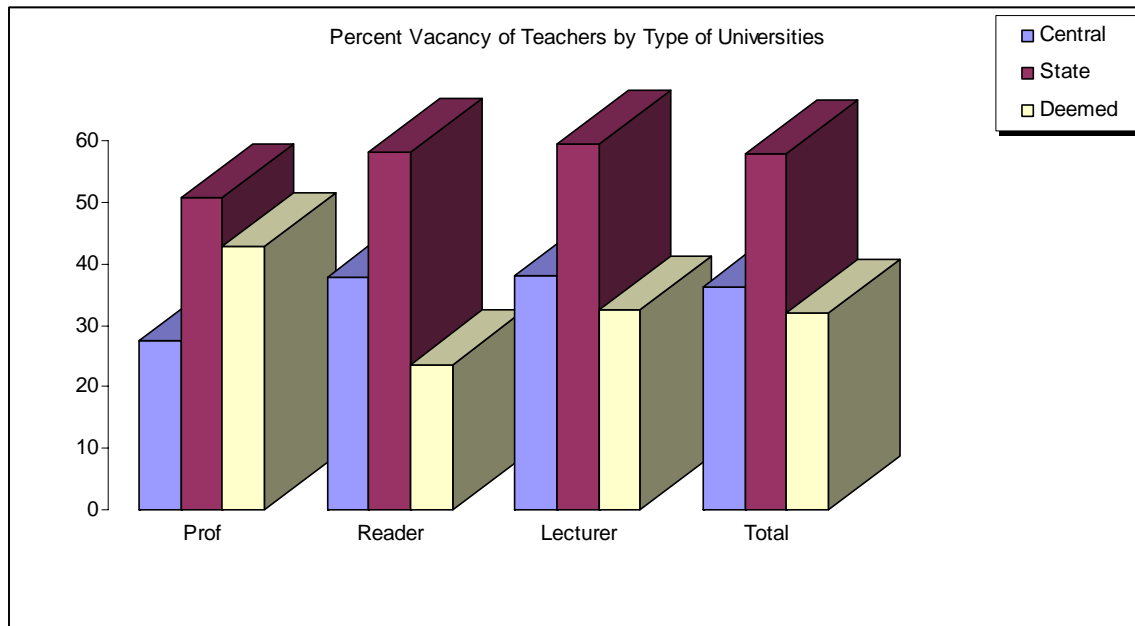
	Total Sanctioned	Total Filled	Total Vacant	% Vacancy	N = No. of sample university
Prof	2469	1367	1102	44.63	45
Reader	4506	2194	2312	51.31	46
Lecturer	9604	4503	5101	53.11	44
Total	16579	8064	8515	51.36	

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 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	179	1779	333	19	340	6101	2571	42
Aided	171	2018	317	16	609	12346	4988	40
Non-aided	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 the 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 (SI 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

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

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), 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 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.

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

Table 13
Affirmative Response for Retirement & Other Benefits

Benefit Description	G ov t	Ai de d	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

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 55p 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.