

Chapter IV

STAKEHOLDERS' VIEWS AND PERCEPTIONS

4.1 Introduction

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

4.2 The Stakeholders

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

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

4.3 Core Areas of Concern

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

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

4.4 Suggestions in Detail

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

4.4.1 New scales of pay

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

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

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

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

4.4.2 Annual Increment

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

4.4.3 Pay Fixation Formula

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

4.4.4 Allowances

4.4.4.1 Professional Allowance

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

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

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

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

4.4.4.3 Allowance for Purchase of Books, Journals, etc.

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

4.4.4.4 Children's Education Allowance

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

4.4.4.5. Transport Allowance

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

4.4.4.6 House Rent Allowance

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

4.4.7

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

4.4.4.8 Medical Allowance

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

4.4.4.9 Leave Travel Concession

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

4.5 Implementation of the new scales of pay

4.5.1 Implementation in toto as a package

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

4.5.2 A single date of implementation

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

4.5.3 Payment of Arrears

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

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

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

4.6 Policy relating to pension, etc.

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

4.6.1 Pension-cum-General Provident Fund

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

4.6.2 Eligibility for Full Pension

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

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

4.6.3 Gratuity

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

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

4.7 Leave Encashment

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

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

4.8 Age of Superannuation

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

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

4.9 Ex-gratia Payment for Death on Duty

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

4.10 Financial support

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

4.10.1 Cent Percent Financial Support

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

4.10.2 Financial Assistance for 10 Years

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

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

4.11 Uniform Nomenclature for various teaching positions

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

4.12 Policy relating to recruitment...

4.12.1 Posts lying Vacant

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

4.12.2 Contract Teachers

A more negative fallout of this policy of banning recruitment has been the proliferation of the phenomenon of contract teachers. In many institutions—both universities and colleges—there were departments where the number of contract teachers was more than regular teachers. One can only imagine the quality as well as the level of teaching in the absence of regular teaching staff. These contract teachers or guest faculty were appointed on a fixed amount of salary instead of a regular scale of pay. The Committee members were shocked to know that there were teachers with Ph.d. and NET qualifications who had been appointed against regularly sanctioned posts lying vacant and through a regularly constituted selection committee but were being paid only a fixed amount of a few thousand rupees as salary. In some cases, the salary was as low as Rs. 3000/- per month. And some of these teachers had been working in these contract appointments for six or more years without the benefit of an annual hike of even a hundred rupees. Their take-home salary was less than even that of the class IV employee working in the same institution.

4.12.3 Guest/Part Time Faculty

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

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

4.12.4 Age relaxation for SC/ST and Women Candidates

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

4.12.5 NET/SET as Eligibility for Recruitment

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

4.12.6 All India Panel of Subject Experts for Selection Committees

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

4.12.7 All India Education Service

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

4.12.8 Adjunct and Concurrent Professor

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

4.13 Policy relating to promotions

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

4.13.1 Delay in Holding Selection Committees under CAS

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

4.13.2 Ineligibility on Flimsy Grounds

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

4.13.3 Ineligibility Due to Break in Service

Similarly, even if there was a day's break of service, the candidate was declared and denied the opportunity of appearing before a selection committee. It was suggested that break in service for some minimal period be allowed for considering the eligibility of teachers for promotion. Women teachers should be

allowed a break of service upto one year since they have to raise families while in employment.

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

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

4.13.5 CAS or Direct Recruitment

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

4.13.6 No Second Promotion under CAS

Cases were also reported to the members of the committee where teachers having been promoted under CAS at one level were considered ineligible for promotion under CAS at the next level on the grounds that they could get the benefit of CAS promotion only once in their careers. Bizarre as these may sound, these were all supported by data or by citing details of individual cases in the form of written representations submitted to the committee.

4.13.7 Promotion from a Date Later Than Eligibility

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

Participants observed that all this had led to problems on such a large scale that thousands of cases were pending before different courts of law in different parts of the country for legal adjudication. This, they said, also worked to the

advantage of the authorities, since pending the judgement by the courts, not only litigants but at times many more teachers in the eligible categories were denied promotion opportunities due to stay granted on holding the selection committees.

4.13.8 CAS and UGC Nominee

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

4.13.9 Selection Procedure For Promotion as Professor under CAS

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

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

4.13.10 Third Promotion in Colleges

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

4.13.11 Position of Professor in Colleges

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

4.13.12 Post of Senior Professor in Universities

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

4.13.13 Weightage to Teaching in Selection Process

As for the selection process itself, it was pleaded strongly by a large number of teachers, particularly from colleges that the policy of laying undue emphasis on research for purposes of promotion under CAS was wrong and actual class room teaching needed to be given more weightage. To expect, they said, college teachers to show research results with heavy teaching workload and practically no research infrastructure and support services available in colleges was unfair. Let alone adequate library or laboratory resources or support facilities like computers, there were not even adequate chairs and tables for teachers to sit and work.

4.13.14 Seed Money for Research Projects

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

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

4.14 Issues relating to updating Teachers Capabilities

4.14.1 Duration of Refresher Courses

Commenting on the Refresher Courses and Orientation Programmes devised by the U.G.C. for periodic updating of college and university teachers' academic competence, most participants observed that the duration of 21 days for a Refresher Course was an impractical proposition, since most heads of departments or institutions were reluctant or unable to relieve teachers for such upgradation programmes for full three weeks. It was therefore suggested that the

duration of such programmes should be reduced to, say, a week or ten days and make them more focussed. Most teachers wanted such programmes then to be made available to teachers throughout their careers. And they should not be tied to eligibility for promotion only.

4.14.2 Non-availability of Refresher Courses in some Subjects

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

4.14.3 Options in lieu of Refresher Courses

Teachers also wanted to be given the option of training with industry in lieu of Refresher Courses, particularly in subjects where there were practical implications for their theoretical knowledge base.

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

4.14.4 Orientation Programmes

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

4.14.5 Infrastructure support for upgradation of skills and knowledge

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

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

4.15 Policy relating to various kinds of leave

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

4.15.1 Leave under Faculty Improvement Programme (FIP)

While the teachers wanted the leave admissible to them under the Faculty Improvement Programme for pursuing Ph.D. to continue, they wanted the duration of such leave to be extended to four years instead of the present three. Also, they wanted that the upper age limit of 45 years as eligibility for such leave to be removed and wanted teachers at any age during their careers to be allowed to pursue research degree programmes of study. They also pointed out that quite often the heads of institutions were reluctant to grant them leave despite their having secured admission in these programmes of study. Also, since a number of universities had unified M.Phil/Ph.D programmes of study, leave facilities were denied to them on the flimsy ground that the programme they were admitted to was not for Ph.D. but M.Phil degree. All this led to frustration on the part of teachers who were keen on pursuing their studies for higher degrees.

4.15.2 Study Leave

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

4.15.3 Sabbatical Leave

Participants also observed that sabbatical leave was also another kind of leave that was made available only to university teachers and college teachers were deprived of its benefits. They wanted its facility to be extended to college teachers as well. Also, it was suggested that sabbatical leave be made available to teachers after every five years and the upper limit of it being available only twice in one's whole career be also removed. The teachers also wanted that

there should be no 'either or' choice between Sabbatical Leave and Study Leave and a teacher should be able to avail himself of both.

4.15.4 Duty Leave

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

4.15.5 Compensatory Leave

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

4.15.6 Casual Leave, Earned Leave and Medical Leave

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

4.15.7 Half Pay Leave and Leave Not Due

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

4.15.8 Maternity Leave and Paternity Leave

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

4.16 Policy relating to teaching workload

4.16.1 Teaching workload in Colleges

Most participants observed that the present class room teaching workload of teachers, particularly in colleges was fairly high and needed to be reduced. This was particularly true of the workload of lecturers who were also expected to devote time to research and earn higher research degrees in order to be eligible

for promotions. Also, most participants felt that they were also being involved more and more into day-to-day administrative and co-curricular activities of the departments and institutions and all this left them with still less time for even library work class room material preparation let alone research work.

4.16.2 Workload of CAS Promoted Teachers

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

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

4.16.3 Teacher-Student Ratio

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

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

4.16.4 Research Facilities in Colleges

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

Participants therefore made a strong plea for large scale inputs in infrastructure and library resource facilities in most institutions in order to create a research work culture and an environment in which teachers could be motivated towards individual and group research, in the absence of which the goals of higher education namely generation of knowledge and its successful dissemination were being impacted negatively.

4.17 Issues relating to Teachers' evaluation

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

4.17.1 Modes of Evaluation

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

4.17.2 Assessment by Students

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

4.17.3 Other Modes of Evaluation

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

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

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

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

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

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

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

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

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

4.18.4 Other professional staff of libraries and sports as academic staff

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

4.18.5 Sports Officers and Physical Instructors

At some places D.P.Es were designated as Sports Officers or Physical Instructors and this has also created problems of discrimination. Since the U.G.C. recognized only the designation of D.P.E., in many universities and colleges Sports Officers/Physical Instructors possessing the same qualifications and having been appointed through similar procedures were denied the U.G.C. scales of pay.

4.19 Policy regarding Principals of colleges

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

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

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

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

4.19.2 Problem of stagnation of Principals

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

4.19.3 Special allowance for Principals

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

4.19.4 Rent free accommodation and Car for Principals

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

4.19.5 Post of Vice Principal in Colleges

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

4.19.6 Recruitment policy and eligibility conditions for the post of Principals

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

4.19.7 More autonomy for Principals

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

4.19.8 Pre-induction training for Principals

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

4.19.9 Filling of vacant posts of Principals

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

4.20 Policy regarding the Vice Chancellors

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

4.20.1 Qualifications and appointment of Vice-Chancellor

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

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

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

4.20.3 Pension benefits for Vice Chancellor

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

4.20.4 Code of Conduct for Vice Chancellor

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

4.21 Policy regarding the anomalies...

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

4.21.1 Modified scales of pay and changed date of implementation

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

4.21.2 Partial or non-payment of arrears

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

4.21.3 Non-granting of allowances

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

4.21.4 Promotions under CAS from a later date

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

4.21.5 Denial of CAS promotions to MPS Promotees

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

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

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

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

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

4.22 Policy regarding Other Academic Staff

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

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