

To
Prof. V.S. Chauhan
Chairman
Pay Review Committee
Former Director
International Centre for Genetic Engineering & Bio-Technology
New Delhi-11007

Date: 2.10.2016

Dear Sir,

As desired by the committee, we humbly submit the suggestion regarding 7th pay review committee. We are great full to you for granting us opportunity to make our presentation on the issue of 7th pay commission, UGC revised pay scales for teachers and other academic staff covered under the UGC pay scale. Federation of university-college teacher's association Uttar Pradesh is the soul organization representing all the college teachers affiliated/associated to state universities of Uttar Pradesh. This organization has been playing a major role in the improvement of status of teachers, maintenance of standards of higher education and the policies concerning education in general.

It is stated that "anomalies and unimplemented recommendations of the last Pay Review Committee shall be examined by University Grants Commission in consultation with the ministry of Human Resource Development". Unfortunately this exercise has not been completed. The suggestions are made keeping in view the various anomalies faced by the university and college teachers in 6th pay committee which have not been rectified till date even after repeated request with the authorities.

We shall feel highly obliged if the committee will consider all the points raised by us in this representation/memorandum.

With Regards

(Dr. Harendra Kumar Rai)
General Secretary

MEMORANDUM ON REVISION OF PAY SCALES OF TEACHERS AND OTHER
EQUIVALENT ACADEMICADRE IN UNIVERSITIES & COLLEGES

BY

Federation Of U.P.University College Teachers Association

(FUPUCTA)

Introduction

Education has always been accorded and honoured place in Indian society. The great leaders of the Indian freedom movement realized the fundamental role of education and throughout the nation's struggle for independence, stressed its unique significance for national development. Gandhi ji formulated the scheme of education seeking to harmonized intellectual and manual work this was a great step forwarding making education directly relevant to life of the people. Many other national leaders like wise made important contributions to national education before independence.

Education as the most important vehicle for social, economic and political transformation. Education is a powerful tool for preparing our citizens in knowledge society. Education will amalgamate globalization with localization, enabling our children and youth to become world citizens, with their roots deeply embedded in Indian culture and traditions. The country has tremendous potential to be come world leader in several filled if there is a resolve to provide high quality education to its children and youths.

The draft document on the National Policy on Education, in various chapters including that on Higher Education (chapter 7), harps on various factors affecting higher education – the most important among which is the ostensible lack of quality in institutions of higher learning. And one factor which figures prominently is the lack of talented and qualified faculty in higher educational institutions which has created a serious crisis in most colleges and universities across the country. Teachers' associations at the national level have been drawing the attention of the authorities like UGC/MHRD to this strange contradiction which exists in the higher education sector: on the one hand, more than half of the teaching posts are lying vacant even in the Central Universities, while on the other hand, thousands of teachers and academics are languishing for many years in adhoc/temporary/contractual capacity in search of a permanent job. . Even the draft document of the National Policy on Education candidly acknowledges that it is the official apathy of various state agencies along with the policies of commercialisation of education which has created an unprecedented situation of faculty shortage as well as contractualisation of the teaching job in colleges and Universities. Hence in order to ensure that talented and qualified personnel join the teaching profession, the most important challenge facing the country is two-fold: to regularize the existing teachers working for many years in adhoc capacity and secondly, to expedite the process of filling up vacancies on permanent basis.

The second major issue confronting the teachers' movement across the country is the lack of promotional avenues for teachers, especially in colleges where teachers tend to languish for years in the same grade. This situation has been compounded further in the last ten years (since the notification of the VI Pay Revision in 2008) with the introduction of the PBAS based on API which has made promotions near impossible for most teachers. Teachers' associations across the country, including the FUPUCTA and AIFUCTO, have submitted multiple representations to the UGC/MHRD highlighting the irrationality of the system owing to its insistence on quantifying every aspect of the professional space of teachers, including teaching and research. There have been repeated demands from teachers to scrap the PBAS based on API scheme for promotion since it is anti-academic in nature. Teachers across colleges and Universities in the country thus feel demotivated and short-

changed as they languish for years without any incentive of promotion to move ahead in their career progression.

In the light of the above, it is imperative that the UGC Pay Review Committee constituted to restructure the emoluments and the service conditions of teachers and other academic cadre in the VII Pay Revision looks at ways to make the teaching profession attractive in order to draw talent and retain it so that the goals of improving the quality of education as envisaged in the draft document of the NEP are realised.

To this end, teachers' associations across the country have always demanded comprehensive parity with All India Services in the Central Government throughout the entire career profile and not merely at the entry level: arguments which have been accepted by the Government repeatedly in their documents. *This parity throughout the career can be achieved by the following: a higher pay at the entry level for teachers to reward higher qualifications; time bound and assured promotions to mitigate stagnation in career; and promotion to Professorship/Professor's grade for all teachers to ensure a steady career progression.* It is pertinent to note that while successive Governments had always been convinced by the arguments of teachers about a comprehensive parity with the All India Services in terms of pay structure, the implementation of the pay revision for teachers had always been shoddy, half-hearted and fraught with multiple anomalies, thus creating widespread discontentment and unrest among teachers. **Therefore the FUPUCTA underlines the following demands from the UGC Pay Review Committee in categorical and unambiguous terms:**

- a) **Resolution of Anomalies of the last Pay Revision.**
- b) **A comprehensive parity with the All India Services in the manner enumerated above.**
- c) **Regularisation of teachers and filling up of vacancies on permanent basis.**
- d) **Scrapping of API and formulation of a new, enabling promotion scheme.**

ANOMALIES OF THE LAST PAY REVISION

Since the MHRD notification of 31.08.2008 notifying the revised pay structures of teachers according to the VI Pay Revision, some major anomalies have cropped up during the implementation of the pay fixation leading to discrimination among teachers and denial of benefits to many. Despite repeated representations to the UGC/MHRD consistently pointing out the adverse effects of these anomalies on teachers, no remedial measures have been taken by the concerned authorities on the matter. The major anomalies arising out of the VI Pay Revision are as follows:

1. NO MINIMUM PAY IN PAY BAND III FOR THE AGP 7000

The VI Pay Revision introduced Academic Grade Pays (AGPs) for the University and College teachers at every level which were different from the corresponding Grade Pays (GPs) in the central Government. While the minimum pay in pay band was defined at every level of the GP for the central Govt employees, the same was not notified for the teachers in colleges and Universities. Despite being given AGPs which were higher than the corresponding GPs in the central Govt, the University/college teachers were not given the commensurate higher minimum pay in the pay band. This problem became particularly acute in the case of Assistant Professors with AGP 7000 (Stage 2) who were victims of double denial: they were neither given the higher minimum pay in PB 3 commensurate to a higher AGP of 7000 nor were they given even the minimum pay of 18750/- accorded to the corresponding GP 6600 in the central Govt. This denial on the part of the UGC/MHRD has created a serious anomaly between the pay fixation of different teachers with AGP 7000 and also has created a huge gap between a teacher and the central Govt employees of equivalent cadres.

2. NON-IMPLEMENTATION OF THE STEPPING UP OF PAY OF SENIORS DRAWING LESS THAN JUNIORS WITH SAME QUALIFICATIONS

It is an established law that no junior employee with the same qualifications will draw more emoluments than a senior employee and the benefit of the stepping up of pay to the level of the junior should be given to the senior employee. However the same benefit was denied to the University and college teachers after the implementation of the VI Pay Revision where the number of stepping up cases went up exponentially owing to the problems within the pay fixation formula. No steps have been taken by the UGC/MHRD to address this serious legal infirmity. The Aurangabad bench of the Maharashtra High Court gave a judgement in favour of many affected teachers upholding their plea of stepping up of pay: a judgement ratified by the Honourable Supreme Court of India in its landmark verdict on 17.11.2015. However even after the judgement of the Apex Court, the UGC/MHRD till date has not implemented the stepping up of pay for teachers to mitigate their financial hardships.

3. DUAL EMOLUMENTS IN THE RANK OF PROFESSORS

The VI Pay Revision, once implemented for teachers, created discrepancies at every level of the teaching community which included Professors with AGP 10000. While Professors directly recruited on or after 01.01.2006 were given the minimum pay of 43000/- in PB 4 along with the AGP of 10000, Professors who were promoted through the Career Advancement Scheme during the same period were denied this benefit of minimum pay in pay band during their pay fixation. More discrepancies were created when Professors who were directly recruited before 01.01.2006 were also not given the aforesaid minimum pay of 43000/- in PB 4. This irrational duality in the emoluments of Professors is not only discriminatory but is also against the natural law of justice.

4. NO BENEFIT OF ONE INCREMENT DURING PROMOTION FROM ONE AGP TO ANOTHER WITHIN THE SAME PAY BAND.

Denial of the benefit of one increment during promotion from one stage (AGP) to another within the same pay bands for teachers has created massive anomalies and hardships for teachers in all categories especially during their promotion from one stage to another in PB 3 and also during the promotion from AGP 9000 to AGP 10000 in PB 4. However the same benefit was given to the central

Govt employees at all levels, thus creating a wide disparity between the pay fixation of the Govt employees and teachers.

CONCRETE DEMANDS ON THE ANOMALIES OF THE VI PAY REVISION

Repeated attempts by teachers' associations across the country to resolve the matter of the anomalies of the VI Pay Revision with the UGC/MHRD have not yielded results. However the problems now have multiplied manifold with the notification of the VII Pay Commission for the Central Govt employees where the formula of point to point fixation would perpetuate the anomalies and would also widen the pay disparities among different categories of teachers if the anomalies remain in their present form. ***Hence, it is imperative that all anomalies be resolved positively in favour of teachers and the pay of teachers be corrected accordingly before the implementation of the VII Pay Revision with effect from 01.01.2016. The FUPUCTA is of the view that till the anomalies of the last pay revision are not resolved, the new Pay Revision is of no use as the discrepancies in the pay of different categories of teachers would not only persist but would aggravate the financial hardships of the already suffering teachers.***

PAY STRUCTURE FOR THE UNIVERSITY AND COLLEGE TEACHERS

Since the Sen Committee report in 1973 on the emoluments and the Career Advancement Scheme for the teachers in colleges and the Universities, teachers' associations across the country have consistently argued for comprehensive parity with comparable services like the All India Services and the Group A Services. However, it required protracted struggles on the part of the teachers to secure one promotion in the early 80s and the provision for two time-bound promotions during the IV Pay Revision in 1986-87. Since the IV Pay Revision, the consistent demand has been for comprehensive parity with the comparable services in terms of pay structure and total career profile in the following manner:

1. *Higher pay for teachers at the entry level to recognize higher qualifications.*
2. *At least three assured promotions in a lifetime.*
3. *Promotion to Professorship/Professor's grade for all teachers.*

This argument for parity with comparable services based on the above-mentioned principles forced the UGC's full commission chaired by Prof Armaity Desai to recommend higher pay scale of 10000-325-15200 for Lecturers at entry level along with three assured promotions upto Professorship for all teachers in 1997 during the V Pay Revision: a proposal rejected eventually by the MHRD in its notification, on 27.07.1998. Even during the VI Pay Revision, the UGC Pay Review Committee accepted the argument for a higher pay for teachers and recommended a higher AGP of 6600 for Assistant Professors at the entry level as compared to GP 5400 at the entry level for central Govt. officers in the comparable services like the All India Services. Though the MHRD notification for the VI Pay Revision dt 31.12.2008 did not accept this recommendation of the UGC Pay Review Committee, the aforesaid notification accepted the principle that University and College teachers should be given a salary higher than their counterparts in the Central Govt. Services at every level as indicated in the Table below:

S. NO.	CENTRAL SERVICE	GP	MINIMUM PAY IN PAY BAND	TEACHERS	AGP	MINIMUM PAY IN PAY BAND
1	ENTRY LEVEL	5400	15600	ENTRY LEVEL	6000	15600
2	SENIOR TIME SCALE (STS)	6600	18750	STAGE 2	7000	NOT GIVEN
3	JUNIOR ADMINISTRATIVE GRADE (JAG)	7600	21900	STAGE 3	8000	23890
4	SELECTION GRADE (SG)	8700	37400	ASSOCIATE PROFESSOR	9000	37400
5	SENIOR ADMINISTRATIVE GRADE (SAG)	10000	43000	PROFESSOR	10000	43000

It may be noted that despite giving a higher AGP at every level, the MHRD notification on the VI Pay Revision did not give the commensurate higher pay in the Pay Band at those very levels, thus negating the principled attempt to put the pay structure of teachers in a manner differentiated from that of comparable civil services. A separate conversion table corresponding to the higher AGPs was not created, thus rendering the higher AGPs cosmetic with little or no impact on the overall pay structure. Not only that, teachers were in fact denied even the minimum Pay in Pay Band (as in the case of AGP 7000) given in the Central Govt to the corresponding GPs as enumerated in the anomalies mentioned above. By not stipulating the minimum pay in Pay Band for various AGPs, the VI Pay Revision created disparities and discrimination between different categories of teachers as well as between teachers and officers in comparable services. Hence, the FUPUCTA is of the view that for the calculation of the minimum pay in Pay Band for these AGPs, a

higher pay proportional to the minimum pay in Pay Band for the corresponding GPs in the central Government be determined in the following manner:

S.NO	GP IN GOVT	MINIMUM PAY IN PAY BAND	AGP FOR TEACHERS	MINIMUM PAY IN PAY BAND (PROPOSED)	TOTAL BASIC (PRE-REVISED)
1.	5400	15600	6000	17340	23340
2	6600	18750	7000	19890	26890
3	8900	40200	9000	40650	49650

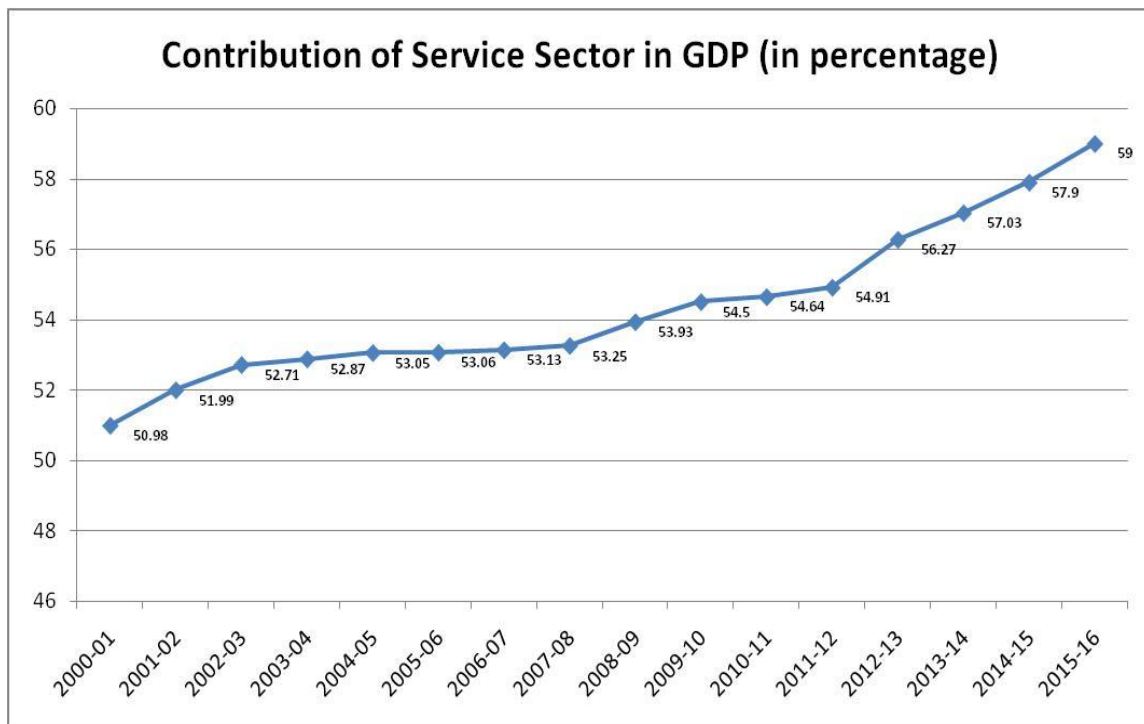
PRINCIPLES OF PAY DETERMINATION FOR TEACHERS

The Seventh Pay Commission chaired by Justice Ashok Kumar Mathur submitted its report to the Govt of India on November 19, 2015, recommending a 14.29% rise in the Basic Pay of the Central Govt employees: the lowest hike in the history of independent India. This abysmally low hike is 14.29% is sharply in contrast to the average hike of 40% accorded to the employees in the V and the VI Pay Revision. The hope for an upward revision of the fitment factor and the multiplication factor at every level of employees still remains unmet as the Union Cabinet adopted the recommendation of the seventh Pay Commission without any change or modifications. Without appropriate revision of the fitment factor, it would barely mitigate the likely price inflation in the next ten years.

In the light of the submission of the Seventh Pay Commission report for the Central Government employees which has been accepted by the Union Cabinet on June 29, 2016, the FUPUCTA places the following demands:

1. **Higher Pay at the Entry Level for Assistant Professors** owing to the following reasons:
 - a) **Attracting Talent to the Teaching Profession:** The teaching profession requires the best minds in the society to produce and disseminate knowledge among the graduates and postgraduates who form the future of the society. Even the draft document of the New Education Policy acknowledges the fact that the quality of Higher Education in our country is primarily dependent on qualified and motivated faculty for which the best talent should be attracted to the teaching profession.
 - b) **Compensating Higher Qualifications at Entry:** As compared to the Civil services in the Government of India, the teaching profession requires much higher qualifications (at least 55% at the Masters level), followed by qualifying the National Eligibility Test (NET) conducted by the UGC to meet the minimum eligibility criteria for teaching at the entry level. Besides, in most cases, acquiring higher degrees like M.Phil or PhD becomes necessary in order to be considered for selection. Therefore it is incumbent that higher qualifications at the entry level of the teaching profession be recognized and suitably compensated by according a higher pay.

- c) **Compensating the Loss Incurred due to Late Entry in the Profession:** It is a truth universally acknowledged that teachers in colleges and Universities enter the profession much later in their lives as compared to the employees in the comparable services in the Central Government since they spend many years to acquire higher qualifications. It has been observed that while the average age of entry in the All India Services is 25 or 26, the average age of entry for teachers in colleges and Universities varies from 30 to 35 depending on the degrees necessary to be acquired in order to be considered for selection. To add to their woes, practically all teachers have to languish for years in adhoc capacity before they become permanent: a working condition where they are denied most financial benefits including yearly increments. In our state of Uttar Pradesh alone, there are 900 teachers working as mandey teachers since 1998 till date and they will be denied from any promotional benefits after their regularisation. So their 16-18 years. Of service will be useless for their promotional avenues.
- d) **Recognising the Contribution of Teachers to the Economic Growth:** The contribution of teachers to develop human resources for the creation of a knowledge economy has been immense: an aspect recognized by the draft document of the National Policy for Education (NPE) in chapter 7 on Higher Education. This is particularly evident in the unprecedented growth of the service sector which has been the driving force of the economy in the last two decades. The service sector in India has remained the most vibrant one in terms of contribution to national and state incomes, trade flows, FDI inflows, and employment. Despite the global economic slowdown after the collapse of the Lehmann Brothers in 2008, India showed the fastest growth in the service sector with a CAGR (Compound Annual Growth Rate) of 8.6%: a feat possible only because of the knowledge economy created by teachers. This unprecedented growth of the service sector, which has been the largest sector of India in terms of its contribution in GDP, is evident from the following graph:



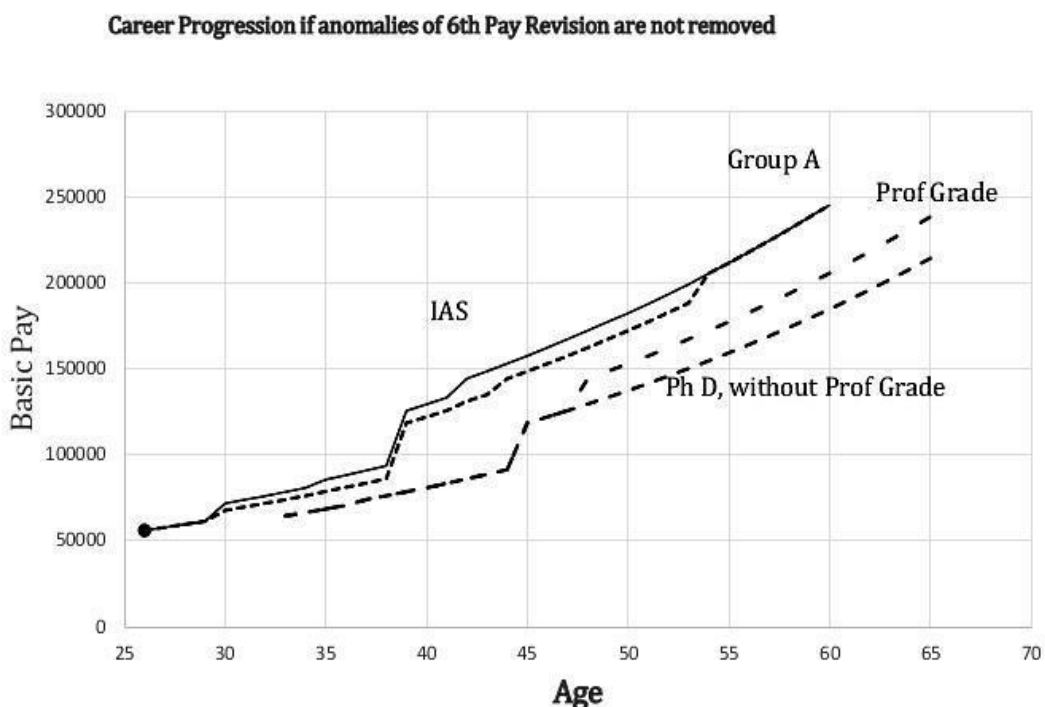
It is ironical indeed that while the teachers have been instrumental in producing human capital that would then spearhead the economic growth, the remuneration given to teachers is not commensurate to their contribution. Therefore it is imperative that the pay structure of teachers

2. Comparison with Equivalent Cadres in the Education Sector: Till the V Pay Revision, the entry level pay of Lecturers was at par with the Grade I of the PGT teachers as well as the Vice-Principals in Government schools, that is, the pay scale of 8000-275-13500/-. In the VI Pay Revision, both the PGT teachers in Grade I along with the Vice-Principals in the schools were rightly upgraded to a higher grade of GP 6600 with the corresponding pay of 18750/- in Pay Band III as recognition of the role played by teachers in shaping social consciousness. **The Seventh Pay Commission notified by the Government of India on 29.06.2016, in sections 11.24.7 and 11.24.9 of the chapter titled Ministry of Human Resource Development, provided the replacement pay structures of the PGT teachers and the Vice-Principals of schools, placing them at Level 11 of the Pay Matrix, corresponding to the pre-revised scale of GP 6600 (pg 663 of the VII CPC report). Hence keeping in mind this acknowledgement of the role of educators in society, similar upgradation should be given to the Assistant Professors at the entry level.**

3. Comprehensive Parity with All India Services with Higher Entry Pay and Promotions: Comprehensive parity of the pay structure of teachers in the colleges and the Universities with the comparable services not just at the entry level but in the entire career in order to attract and retain talent and motivation within the teaching profession. This is possible by adopting the following pay structure:

- a) Higher Entry Pay: Entry at equivalent to the Senior Time Scale or STS.
- b) Four Assured Career Promotion (similar to JAG, Selection Grade, SAG and HAG levels) to mitigate stagnation and demoralization in the profession.
- c) Promotion to Professorship to all teachers which hitherto has been denied.

It is pertinent to mention here that all the above-mentioned reasons were relevant even during the VI Pay Revision and were argued by teachers' associations, because of which the UGC Pay Review Committee recommended a separate pay structures for teachers with separate AGPs. However, the initial higher edge vis-à-vis the All India Services got neutralized by the time of the first promotion after which the teachers fell way behind their counterparts in the central services owing to the discriminatory implementation and the unresolved anomalies in the VI Pay Revision. Also with the retrospective implementation of PBAS/ API for promotion of teachers, practically there have been no promotional avenues for years, leading to stagnation of teachers in the same pay grade. The following graph will illustrate the disparity between the pay structures of the All India Services and the teachers after the implementation of the VI Pay Revision: a disparity which will increase manifold in the VII Pay Revision if the anomalies are not addressed on time:



In the light of all the factors mentioned above, FUPUCTA demands the following pay structures for teachers in colleges and the Universities, keeping in mind the Pre-revised pay grades for teachers and the revised levels in the Pay Matrix of the VII Pay Commission:

S.NO	STAGE	DESIGNATION	PRE-REVISED AGP	MINIMUM PAY IN PAY BAND	TOTAL BASIC (PRE-REVISED)
1	ENTRY LEVEL	ASSISTANT PROFESSOR	7000	19890	26890
2	STAGE 2	ASSISTANT PROFESSOR (STAGE 2)	8000	23890	31890
3	STAGE 3	ASSOCIATE PROFESSOR	9000	40650	49650
4	STAGE 4	PROFESSOR	10000	43000	53000
5	STAGE 5	PROFESSOR (STAGE 5)	-----	-----	67000

According to the pay structure enumerated above, FUPUCTA demands the following for all the incumbent teachers working at the level of various pre-revised AGPs in the colleges and the University departments:

- Assistant Professor (AGP 6000):** All Assistant Professors working at AGP 6000 (Stage 1) be upgraded to the pre-revised AGP 7000 and to be placed at the appropriate stage of the new level in the revised Pay Matrix of the VII Pay Revision corresponding to the number of increments drawn in the pre-revised grade.
- Assistant Professor (AGP 7000):** All incumbent Assistant Professors working at AGP 7000 (Stage 2) be upgraded to the pre-revised AGP 8000 and to be placed at the appropriate stage of the new level in the revised Pay Matrix of the VII Pay Revision corresponding to the number of increments drawn in the pre-revised grade.
- Assistant Professor (AGP 8000):** All Assistant Professors at AGP 8000 (Stage 3) must be upgraded to the pre-revised AGP 9000 and re-designated as Associate Professors. They are to be placed at the appropriate stage of the revised Pay Matrix for Associate Professors in the VII Pay Revision corresponding to the number of increments drawn in the pre-revised grade.

Associate Professor (AGP 9000): All incumbent teachers with 3 years' experience as Associate Professor must be upgraded to the pay level of the Professor with the pre-revised

- AGP 10000. Such teachers are to be placed at the appropriate stage of the new Pay Matrix for Professors in the VII Pay Revision corresponding to the number of increments notionally drawn in the pre-revised AGP 10000 after adjusting three years.
- Professor (AGP 10000):** All incumbent Professors with 6 years' experience must be upgraded to a higher grade (maybe pre-revised 67000/- as total basic) to mitigate stagnation in the same grade for many years. Such teachers should be placed at the appropriate stage of the new Pay Matrix in the VII Pay Revision corresponding to the number of increments notionally drawn in the pre-revised grade after adjusting six years.

FITMENT FACTOR AND THE INDEX OF RATIONALISATION AT EVERY LEVEL OF THE REVISED PAY IN THE VII PAY REVISION

In the previous two Pay Revisions, **the hike in pay was 40%** over and above the total pay calculated by adding the admissible Dearness Allowance (DA) as on the date of implementation of the revised pay, that is, 1.1.1996 for the V Pay Revision and 1.1.2006 for the VI Pay Revision, in order to calculate the new revised pay. However in the Seventh Pay Commission, **the hike is an all-time low of 14.27%, leading to a fitment factor of 2.57** for the purpose of pay fixation of every category of employees who are in service on the date of implementation of the revised pay, that is, 1.1.2016

The FUPUCTA feels an increase of 40% in pay would have been very reasonable, keeping in mind the fact that the last decade has witnessed unprecedented inflation and also to mitigate the inflationary

trends arising out of any pay revision. Hence, the following formula for the fixation of pay for incumbent employees in service would have been justified:

Basic Pay as on 1.1.2016: X.

Total Pay after adding 125% DA as on 1.1.2016: $X + 1.25X = 2.25X$.

Add 40% to 2.25X as standard fitment = $2.25 X + 40\% (2.25X) = (2.25 + 0.9)X = 3.15 X$.

Therefore, the fitment factor for the calculation of the revised pay of all categories of employees in the Pay Matrix should have been ideally 3.15 of the pre-revised basic pay as on 1.1.2016. Hence, the FUPUCTA expresses dismay at the fact that the fitment factor for all categories of employees in the central government has been fixed at 2.57 in the VII Pay Revision which is abysmally low and inadequate to address the inflationary trends.

The FUPUCTA strongly feels that the index of rationalization at every level of the new Pay Matrix should show a progressive increase at every level in order to suggest a steady career progression profile. Hence while the index of rationalization at the entry level of Assistant Professors must be calculated, it can progressively increase at every stage of promotion in order to retain the advantage for teachers at every level of the Pay Matrix vis-à-vis the equivalent cadres in comparable services.

Hence, the demands for the purpose of fixation of pay for all incumbent teachers in the colleges and the University departments are as follows:

- 1. A higher index of rationalization to determine minimum entry pay at every level of the Pay Matrix as compared to the same in case of equivalent cadres in the All India Services.***
- 2. The index of rationalization to determine minimum pay should progressively increase at every level to underline a steady career progression profile.***
- 3. A higher Fitment Factor for all teachers at every level compared to the All India Services to retain the edge of teachers over other services.***
- 4. A separate Pay Matrix for teachers different from the central Government officers and higher at every level, customized for the specific requirements for the teaching profession.***

Since the VII Pay Revision was notified by the Union Cabinet on 29.06.2016 with a lower fitment factor of 2.57 which otherwise should have been 3.15 for all incumbent employees, the FUPUCTA is compelled to reformulate its fitment factor and its initial higher multiplier along with the corresponding variable multipliers to determine minimum entry pay at different levels for all categories of teachers in the following manner:

SNO	STAGES	DESIGNATION	PRE-REVISED AGP	BASIC PAY (PRE-REVISED)	INDEX OF RATIONALISATION
1	STAGE 1	ASSISTANT PROFESSOR	7000	26890	2.72
2	STAGE 2	ASSISTANT PROFESSOR	8000	31890	2.78
3	STAGE 3	ASSOCIATE PROFESSOR	9000	49650	2.81
4	STAGE 4	PROFESSOR	10000	53000	2.81
5	STAGE 5	PROFESSOR	-----	67000	2.81

The rationale behind the demands mentioned above is as follows:

1. Since the minimum index of rationalization in the erstwhile Pay Band III is 2.67 to calculate the entry level pay of the officers in the civil services, the entry level pay of the Assistant Professors should have an index of rationalization which is one level higher, that is, 2.72, to retain the higher entry pay for teachers.
2. The index of rationalization to determine minimum pay for all levels of teachers must show a progressive increase. Therefore the index of rationalization for Assistant Professors at Stage 2 should be 2.78, followed by 2.81 for the Associate Professor, 2.81 for the Professor and 2.81 for the Professor at Stage 5. Such a scheme of progressively increasing index of rationalization for every level of teachers underlines a steady progress in their entire career profile.
3. The fitment factor of 2.57 for all incumbent employees in the central Government is equal to the minimum index of rationalization to determine entry pay at the lowest level. Since the demand for the lowest index of rationalization for all categories of teachers has been 2.72, then the uniform fitment factor for all categories of teachers in the colleges and the University departments should be 2.72 for the fixation of pay as on 1.1.2016.
4. In fact negotiations are still on between the National Committee for Joint Action (NCJA) – a platform of different trade union affiliates – and the Government of India to raise the minimum pay for the employees in the Government which would automatically raise the fitment factor from the present 2.57 to a higher multiplication factor for all incumbent employees. Therefore the FUPUCTA reserves its right to make an upward revision of its demand for a fitment factor higher than that of the employees in the central government as and when the matter gets finalized.

All the demands mentioned above would ensure comprehensive parity of teachers in colleges and University departments with comparable services in terms of pay profile and career progression: principles accepted by the Government and the UGC from time to time as evident in various documents cited above.

CAREER ADVANCEMENT SCHEME (CAS): THE PROBLEMS OF THE PBAS BASED ON API

After the notification of the VI pay revision for teachers on 31.12.2008, the Career Advancement Scheme (CAS) for promotions of college and university teachers was revisited by the UGC and MHRD. The new UGC regulations for promotion were notified with effect from 30.06.2010 and gazetted only on 18.09.2010, stipulating a new scheme of Performance Based Appraisal System (PBAS) through Academic Performance Indicators (API). The API/PBAS system requires the acquiring of minimum number of 'points' in three different categories: Teaching and related activities (Category I), Extension and co-curricular activities (Category II) and Research publications, seminar presentations, Refresher and Orientation courses etc (Category III).

It must be reiterated that the PBAS/ API scheme is extremely irrational and faulty, as evidenced by the fact that the UGC has itself amended it three times in the last six years. The quantification of work done by teachers is inherently irrational and has led to a serious decline in the quality of teaching as well as research. It has led to large-scale denial of promotions in most universities.

WHY THE PBAS BASED ON API SCORES SHOULD BE SCRAPPED COMPLETELY

Ever since the new PBAS based on API scores was proposed as an idea, the AIFUCUTO and the FUPUCTA have been of the view that the quantification of teachers' performance is neither desirable nor serves the purpose of improving the quality of Higher Education. It is antithetical to the teaching-learning process as well as quality research. The apprehensions and fears about the system at that time have been proved correct by the actual experience of teachers since its implementation in 2010. In the last

six years or so, teachers from all parts of the country are witness to the consequences of this unacademic and irrational method of assessment which has proved to be extremely detrimental for healthy academic practices and has done nothing to raise quality of teaching in the institutions of higher learning. Teachers' bodies across the country today find the PBAS based on API scores unacceptable in every sense and feel that it should be scrapped owing to the following reasons:

1. **Quantifying teaching contribution** in terms of time cannot be any index of the quality of teaching. Rather, this quantification has had the consequence of pushing teachers into a 'rat race' for gathering points. By pushing teachers to acquire points for recruitment and promotion, it forces them to mechanically turn to score building rather than reflecting on their responsibilities to teaching and to their students.

2. **The neglect of classroom teaching** and mentoring of students outside the classroom is a fallout of this system. The compulsion to be present in seminars and conferences to acquire points leads to the neglect of classroom teaching. On the other hand, the amount of time that teachers spend with students outside the formal structure of the classroom has been devalued.

3. The insistence on production of specified quantity of research output within specified time periods has led to **devaluing of both teaching and research**. This system does not recognize the fact that research engagement cannot be regimented and insistence on time-bound outcome at definite periods in a researcher's life is inimical to quality.

There has been no attempt to create positive conditions for research by re-examining the workload norms or by providing satisfactory infrastructure and resources. The prevalent student-teacher ratio, stipulation of a "minimum" and not maximum number of direct teaching hours, evaluation of a large number of students (that too twice a year under the semester system) and engagement with other areas of institutional life has led to overburdening of teachers. Moreover, in the case of college

4. teachers in particular, minimum facilities for academic engagement such as an office space, access to quality library and laboratory facilities are missing. Similarly, **the quantification of examination and evaluation work** has had the consequence of devaluing the quality necessary for such work.

5. This system of **quantifying every activity** of teachers and forcing them to acquire points under every category does not account for individual inclinations, talents or interests. The capping of points under different categories makes it necessary for teachers to be a mere "jack of all trades" and interferes with the academic freedom and creativity of teachers. It forces teachers to collect points from activities that may not be of interest to them, and disallows them the opportunity to pursue a long-term engagement in any area.

6. The **strict regimentation** of teachers' work by the PBAS is inimical to the generation and dissemination of knowledge, which can only happen in an atmosphere that promotes free and critical thinking.

7. The fears that teachers' bodies had regarding the unhealthy consequences of this system at the time of its introduction have come true. The proliferation of unhealthy and unfair practices such as **spurious**

research, substandard publications, creation of paid journals, splitting one publication into two or more to get more points, to mention only a few, has had very undesirable consequences for Higher Education in the country. Ever since API scores were made mandatory, there has been a mushrooming of new journals, which chase/pursue academics to publish substandard research on payment to get around the requirement of API scores. This has caused tremendous harm to genuine and quality research.

Repeated representations have been submitted by the AIFUCUTO for withdrawal of retrospective implementation of the API/PBAS system for the teachers of the University of Delhi as it is a violation of law. The collective efforts of teachers' associations (AIFUCTO and FUPUCTA) forced the UGC to constitute the Arun Nigvekar committee in September 2015 to revisit the API/PBAS system of promotion for teachers. The committee submitted its report after many months which was neither

made public nor debated but instead notified through Gazette on May 4, 2016 as the 3rd Amendment to the UGC Regulation, 2010.

UGC REGULATION 2010 4TH AMENDMENT: A CRITIQUE

1. The unreasonable insistence on acquiring 70 points per year in the teaching category alone amounts to teaching 525 hours of lectures in a year across 30 weeks of teaching across two semesters. This effectively amounts to 17.5 hours of direct teaching in a week which is more than the stipulated workload of 16 hours for Assistant Professors and 14 hours for Associate Professors.
2. In an academic year of 30 weeks, the maximum hours of direct teaching in a week can be 480 (30 x 16) which is much less than the requirement of 525 hours to acquire the teaching points. This is also subject to a teacher meeting each and every class without taking any leave for medical emergency, sickness, academic leaves or any other exigencies.
3. The calculation of points for teaching in Category I does not include the preparation time for lectures; for each lecture hour, it requires many more hours of preparation.
4. The stipulation of 200 hours for examination related duties across 30 weeks per year amounts to 6 hours 40 minutes per week. This does not include the time taken for internal assessment, especially correction of assignments and test papers which takes many hours per week.
5. The stipulation of 100 hours per year for innovative teaching and updating the contents of the teaching materials across 30 weeks in a year amounts to 3 hours 20 minutes per week.
6. The stipulation of 150 hours per year in two sub-categories of category II, namely participation in the extra-curricular activities in the college along with administrative duties or contribution to the corporate life of the institution amounts to 10 hours per week.
7. The new provision of UGC's approval for journals meant for research publications was detrimental for any critical thinking and independent research.
8. The retrospective condition of two publications to avail NET exemption for PhDs registered before 2009 made it adverse for such candidates.

TOTAL WORKLOAD PER WEEK OF AN ASSISTANT PROFESSOR

According to the API table of the UGC Gazette Notification 2016, the workload of an Assistant Professor per week is as follows:

Direct Teaching Hours	:	16 hours
Examination Duties	:	6 hours 40 minutes
Innovative Teaching	:	3 hours 20 minutes
Extra-curricular Activities	:	5 hours
Administrative Duties	:	5 hours
Total Workload per Week	:	36 hours.

Other essential aspects of teaching not included in the above UGC table:

- a) Preparation of lectures (minimum 1 hour per lecture): 16 hours
 - b) Internal Assessment of 2 courses (60 students each) : 5 hours 20 minutes c)
- Additional Workload not counted in the UGC API table: 21 hours 20 minutes

Total Workload according to UGC API Table: 57 hours 20 minutes per week (instead of maximum stipulation of 40 hours),

In the light of the above, FUPUCTA strongly demands the following:

1. *The discredited API/PBAS system for promotion of teachers should be immediately scrapped right from its inception since it has proved to be completely unviable to create enabling promotional avenues for teachers.*
2. *The periodic amendments to the UGC Regulation 2010 in the last six years has exposed the inherent irrationality of the API/PBAS structure, whose objective to quantify the performance of teachers in teaching and research has resulted in an academic and administrative nightmare.*
3. *The anti-academic API/PBAS system of promotion for teachers as enumerated in CAS 2010 must be immediately replaced by a promotional scheme which should be enabling for teachers.*
4. *Till such time a promotional scheme in the lines of the above is not devised for teachers, all incumbent teachers awaiting promotions to different stages must be given promotion from the due date of their eligibility based on their self-appraisal proforma.*
5. *It is pertinent to mention here that no promotion of any teacher has taken place in many universities and colleges for the last eight years and especially after the MHRD notification of the VI Pay Revision for teachers dated 31.12.2008. Hence the promotion of all such teachers, denied for so many years, must be expedited immediately before the notification of the VII Pay Revision to avoid anomalies and disparity among teachers.*
6. *The retrospective implementation of the UGC Regulation 2010 with the API/PBAS in all cases must be withdrawn or annulled retrospectively from the date of its notification to ensure parity among all categories of teachers having different dates of eligibility for promotion.*

PROPOSAL FOR CAREER ADVANCEMENT SCHEME

SNO	PROMOTION	DESIGNATION	AGP (PRE-REVISED)	NUMBER OF YEARS
1	ENTRY LEVEL	ASSISTANT PROFESSOR	7000	-----
2	PROMOTION 1	ASSISTANT PROFESSOR (STAGE 2)	8000	AFTER 4/5/6 YEARS OF TEACHING AT STAGE 1 OR THE ENTRY LEVEL WITH PHD/ M.PHIL/ MASTERS
3	PROMOTION 2	ASSOCIATE PROFESSOR	9000	AFTER 5 YEARS OF TEACHING AT STAGE 2 OR TOTAL 9/10/11 YEARS OF TEACHING EXPERIENCE WITH PHD/ M.PHIL/ MASTERS
4	PROMOTION 3	PROFESSOR	10000	AFTER 3 YEARS OF TEACHING AT STAGE 3 AS ASSOCIATE PROFESSOR OR TOTAL 12/13/14 YEARS OF TEACHING EXPERIENCE WITH PHD/ M.PHIL/ MASTERS
5	PROMOTION 4	PROFESSOR (STAGE 5)	67000 (PRE-REVISED TOTAL BASIC)	AFTER 6 YEARS OF TEACHING AT STAGE 4 AS PROFESSOR OR TOTAL 18/19/20 YEARS OF TEACHING EXPERIENCE WITH PHD/ M.PHIL/ MASTERS

NOTE: If the number of years required in a feeder cadre are less than those proposed above, thus entailing hardship to those who have completed more than the total number of years in their entire service for eligibility in the cadre, the teacher should be placed in the next higher cadre after adjusting the total number of years.

The above-mentioned career advancement scheme with its stipulated years of service has been proposed keeping in mind the promotional avenues of the comparable services like the All India Services as listed below:

SNO	STAGE	DESIGNATION	NO OF YEARS	PAY LEVEL (VII CPC)
1	STAGE 1	GROUP A: ENTRY LEVEL	--	LEVEL 10
2	PROMOTION 1	SENIOR TIME SCALE (STS)	4	LEVEL 11
3	PROMOTION 2	JUNIOR ADMINISTRATIVE GRADE (JAG)	9	LEVEL 12
4	PROMOTION 3	SELECTION GRADE (SG)	13	LEVEL 13
5	PROMOTION 4	SENIOR ADMINISTRATIVE GRADE (SAG)	16	LEVEL 14
6	PROMOTION 5	HIGHER ADMINISTRATIVE GRADE	24	LEVEL 15
7	PROMOTION 6	HAG APEX GRADE	28	LEVEL 17

It is pertinent to note here that in the Central services of the Government of India, officers get four assured promotions in a time bound manner all the way up to the Senior Administrative Grade (SAG) after 16 years of total service and majority of them reach the Apex Grade of Secretary after 28 years. The DoPT data makes it amply clear that almost 90% of IAS officers, after securing all the assured and the time bound promotions, reach the Apex Scale, despite having lower qualification requirements for entering the job. However, University and college teachers, despite having a much higher qualification as entry level requirements, have few promotional avenues and that too with stringent conditions. It is unfortunate that with every new Pay revision, the service conditions and promotional criteria for teachers change and become more difficult as opposed to all the comparable services where there is no change in service conditions with every Pay Revision.

The FUPUCTA is vehemently opposed to this practice of altering service conditions of teachers with every pay revision and demands assured, time bound promotions for all teachers without any condition.

For an effective and enabling Career Advancement Scheme for teachers, the FUPUCTA proposes that for promotion of teachers, their contribution to the following should be taken into consideration without any quantification:

1. *Contribution to the teaching-learning process.*
2. *Examination duties including invigilation, conduct of examination, setting of Question papers, moderation duties and evaluation of answer scripts.*
3. *Co-curricular and the extension activities of the institution.*
4. *Contribution to the corporate life of the institution through different committees.*
5. *Contribution to curricular development and preparation of reference materials for the benefit of students.*
6. *Participation and conduct of Faculty development programmes like Refresher Courses, Workshops on Interdisciplinary Studies etc.*

PLACEMENT OF ALL INCUMBENT ASSOCIATE PROFESSORS TO PROFESSORS

Since the IV Pay Revision in 1987, the demand for promotion to Professorship for all teachers in colleges has been constant, a demand conceded by the UGC in 1997 during the V Pay Revision. The MHRD Notification dt 27.7.1998 also notified the provision of promotion to Professorship in colleges which also became part of the UGC Regulations 2000. However, the promotion to Professorship for teachers in colleges was unjustly withdrawn by the UGC on October 6, 2000, by a letter which superceded the regulations on the matter.

Despite the provision of Professorship in colleges in the UGC Regulation 2010, it has not been introduced for college teachers at least in the colleges of Uttar Pradesh mainly due to the following contradictory provisions which made it almost impossible to implement:

- a) *Only 10% of the total number of sanctioned posts in colleges to be earmarked for Professorship.*
- b) *Only 1 teacher per department would be allowed to remain a Professor, thus denying other eligible candidates the opportunity to become Professors.*
- c) *While 75% posts of Professors in colleges would be through promotion, 25% would be through direct recruitment, thus creating divisions within the same cadre.*

Because of the above-mentioned factors, incumbent Associate Professors have been languishing for years in the same grade without any promotion. Hence, the FUPUCTA demands that all Associate Professors with three years' experience in the pre-revised AGP 9000 be upgraded to the Professor's level and be placed at the appropriate level of the revised Pay Matrix for the pre-revised AGP 10000 (SAG Grade).

This provision of placement has been there since the V Pay Revision when the incumbent Readers/ Lecturers in Selection Grade with 5 years' experience in the pre-revised grade were given the benefits of 7 increments and were placed at a higher pay of 14940/- in the revised pay scale of 12000-420-18300 to mitigate the financial hardships caused by bunching of increments. Similarly in the VI Pay Revision, the incumbent Readers/ Lecturers (Selection Grade) with three years' experience in the pre-revised scale of 12000-420-18300 were re-designated as Associate Professors and were placed at the appropriate level of Pay Band IV (37400-67000, AGP 9000).

The Seventh Pay Commission in its report has recommended the provision of Non-functional Upgradation for those officers in the Central Services who have been empanelled for promotion to a higher post but have to wait till such vacancies emerge. This provision is to mitigate stagnation and financial hardships of officers languishing for years in the same pay grade without promotion till the vacancies are created in a higher post: a provision subsequently accepted and notified by the Union Cabinet on June 29, 2016. The FUPUCTA demands that in line with such a provision, all teachers with three years' experience as Associate Professors be upgraded to the Professor's level and can be placed in the appropriate stage of the Pay Level meant for Professors in the Pay Matrix of the VII Pay Revision: a provision to offset long years of stagnation and languishing in the same pay grade without any promotion.

COUNTING OF PAST SERVICE FOR PROMOTION

Unlike the comparable services in the Central Government where the officers are recruited straight into a permanent service after the requisite qualifying examination, the teachers in colleges and University, despite attaining higher qualifications than officers, languish for years at the beginning of their career as adhoc, temporary, part-time or any other capacity which are not permanent in nature. In University of Delhi alone, more than 50% of teachers, amounting to almost 4500, have been teaching in adhoc capacity for years, for reasons beyond their control. Even when teachers become permanent after long years of adhoc service, they can be promoted on the basis of long years of service only if their past services are counted towards promotion.

In the UGC Regulation 2000, clause 7.8.0 categorically states the following about the counting of past services for promotion:

"If the number of years required in a feeder cadre are less than those proposed above, thus entailing hardship to those who have completed more than the total number of years in their entire service for eligibility in the cadre, should be placed in the next higher cadre after adjusting the total number of years."

In the UGC Regulation 2010, while clause 9.24 of the Draft Regulation contained the above-mentioned provision, the final Regulation of 30.06.2010 deleted the above provisions. Clause 10 of UGC Regulation on the counting of past services has introduced stringent conditions which are as follows:

1. *The period of service to be counted should be of at least one year duration.*
2. *The incumbent was appointed on the recommendation of duly constituted Selection Committee.*
3. *The incumbent was selected to the permanent post, in continuation with the adhoc or temporary service, without any break.*

The FUPUCTA is of the strong view that in order to mitigate the hardships of teachers who have put in long years of mandey, adhoc or temporary service, their past services should be counted for every promotion. Such provisions must be made in the UGC Regulations.

ALLOWANCES FOR TEACHERS (APART FROM FIXED EMOLUMENTS)

The FUPUCTA believes that since Central Government officers in the comparable services like the All India Services get many allowances over and above their fixed emoluments, which is denied to teachers in colleges and Universities, this creates a tremendous disparity in terms of total career pay profile in the entire career span. Teachers also do not get any allowances necessary for their professional development. Hence over and above the fixed emoluments like Basic Pay, DA, HRA and the Transport Allowance given to the teachers, the FUPUCTA demands the following allowances for the professional development of teachers:

1. **Academic Development Allowance:** This allowance is essential to offset costs of regular purchase or subscription of books, journals and other reference materials without which it is

not possible for teachers to upgrade their domain knowledge or expertise in respective areas of specialization.

2. **Multimedia/Internet Allowance:** In a fast changing academic world where it has become essential to stay connected to the global academia through the cyberspace, teachers in colleges and the Universities have to subscribe to internet and multimedia facilities which is expensive. Hence teachers should be given an internet or multimedia allowance to bear the cost of internet facilities in order to meet the challenges of the virtual academic space both in teaching and research.
3. **Professional Development Allowance:** A comprehensive Professional Developmental Allowance for teachers in line with the faculties in IITs/ NITs to meet various costs incurred in their professional life including the membership fees in professional bodies and even the expenses to attend conferences, both national and international is necessary.
4. **Medical Allowance:** Teachers should be given a medical allowance every month which should be indexed to inflation in order to meet the increasing cost of medical care on a daily basis. However it must be clear that this allowance is meant only to compensate for the inadequate medical facilities for teachers and it must not be construed as a substitute or replacement to existing facilities like CGHS, CS(MA) and cashless facilities in hospitals.

ADVANCE INCREMENTS FOR THOSE HAVING M.PHIL. / PH.D.

Not only those who possess M.Phil. / Ph.D. at the time of recruitment should be granted 2/5 advance increments, respectively, in order to encourage research, *existing incumbents who hold M.Phil. / Ph.D. should also draw not less than 2/4 increments, respectively, on the date of pay revision in revised grade.* Besides those teachers who complete their M.Phil. / Ph.D. during service should be granted 2/4 advance increments from the date of notification of their result.

PROPOSALS ON RETIREMENT BENEFITS

NEW PENSION SCHEME

The New Pension Scheme has been imposed on the teachers who have been appointed after 1st April 2005. According to this, the teachers are denied any assured retirement benefits and hence they are being discriminated against. The FUPUCTA urges the UGC Pay Review Committee to abolish the New Pension Scheme altogether and restore the old GPF-cum-Pension Scheme for all teachers.

The draft document of the National Policy for Education clearly points out the magnitude of the number of teaching personnel in the sector of Higher Education. It categorically states that the number of teachers in the sphere of Higher Education is almost equal to the size of the combined Defence Forces. Since the Armed Forces have been placed in the old GPF-cum-Pension scheme for their special and inimitable role in securing the frontiers of the country, similarly teachers must be placed in the GPF-cum-Pension scheme for the specific social function of creating the future citizens of the country as well as contributing to the creation of a knowledge economy.

It is pertinent to remember that the UGC Pay Review Committee during the VI Pay Revision recommended the restoration of the old pension facility for teachers in colleges and Universities as recognition to the specialized roles played by the teachers in society. The FUPUCTA reiterates its demand for the restoration of the old Pension scheme for teachers and the scrapping of the New Pension Scheme in order to secure the post-retirement benefits of new recruits in the teaching profession. In the VII Pay Revision, the Government of India has notified the benefit of gratuity to the

new recruits after 2005. The FUPUCTA welcomes this gesture and suggests that such positive intention must reach its logical culmination of restoring the defined benefit scheme of GPF-cum-Pension for all.

PORTABILITY OF PENSION AND OF SENIORITY

Many new Central Universities, established in various states of the country by Act of Parliament after 01.04.2005, created posts for teachers and other equivalent academics covered by the New Pension Scheme (NPS) and not the old GPF-cum-Pension scheme. This has created immense difficulty for teachers who have been in pensionable service in other Universities before 2005 and have moved to other Colleges/ Universities for better teaching and research opportunities in the last few years. In fact their pension and other pecuniary benefits from their previous employer along with their seniority for the purpose of calculating qualifying years of service have not been transferred to their new employer even in cases where both the old and the new employers have been Central Universities. This has acted as a major disincentive for qualified teachers to move from one University to another especially in the higher posts and thus has contributed to the large number of posts remaining vacant in Universities for lack of qualified candidates. *FUPUCTA demands that the provision of pension portability and also the provision to carry forward the seniority to calculate qualifying years of service must be*

made for teachers moving from a pensionable job in one University to another University not only to provide financial security after retirement but also to attract and retain talent in the profession.

PROVISION FOR TEACHERS KILLED WHILE CARRYING OUT THEIR DUTIES

Teachers have represented to the UGC in the past about a liberal Pension Scheme for teachers who either expire or get disabled on duty. The FUPUCTA reiterates its demand on the following lines:

- 1) Liberalised pension scheme for the family (pension equal to the last salary drawn) of those killed / disabled for performing their duty till the age of retirement of the employee.
- 2) Provision of employment for a family member of the deceased.
- 3) Ex-gratia payment of Rs. 50 lakhs to the family.

GRATUITY

The rates of Gratuity on retirement in the last three Pay Revisions were as follows:

IV CPC	1 lakh
V CPC	3.5 lakhs
VI CPC	10 lakhs

The VII Pay Revision has revised the ceiling of gratuity for central Govt employees from 10 lakhs to 20 lakhs. Keeping in mind the usual raise of three times in the last three pay revisions, the FUPUCTA feels that the gratuity rate in the VII Pay Revision is very low and should have been at least 30 lakhs, especially since the last decade has seen unprecedented inflationary trends. The FUPUCTA demands that the teachers be given a gratuity amount of at least 30 lakhs on retirement so as to compensate for late entry in the profession.

ENCASHMENT OF EARNED LEAVE

Earned leave can be accumulated for a maximum period of 300 days for the purpose of encashment at the time of retirement. The FUPUCTA demands that a teacher should be allowed to accumulate and

encash the earned leave without any ceiling of 300 so that teachers with more accumulation leave of this nature must not be denied the financial benefit at the time of retirement.

ENCASHMENT OF HALF-PAY LEAVE

At present a teacher on superannuation does not get any amount on encashment of the unexhausted portion of half-pay leave at his / her credit. It is proposed that cash equivalent of half-pay leave should be allowed for purpose of encashment without any deductions. Also to mitigate the hardship of late entry into the teaching profession, teachers should be allowed to club earned leave with half-paid leaves so as to optimize the financial benefits of leave encashment at the time of retirement.

PENSION ON RESIGNATION

In teaching profession, teachers at times resign to take up other academic assignments in other institutions in India and abroad and as per the existing rules, a teacher who resigns from service forfeits the pensionary and other retirement benefits. It is proposed that the teachers who resign after 5 years of qualifying service should be paid the pensionary and other benefits due to them.

MEDICAL SCHEME

It is a known fact that medical facilities available to the teachers are highly inadequate and there is no mechanism to redress this severe shortcoming of their service conditions. In this regard, the FUPUCTA makes a strong demand for a comprehensive medical facility for purposes of hospitalization, post-operative care and also daily treatment:

- 1) **WUS Health Centre:** The Health Centre scheme, where it exists, needs to be strengthened in terms of facilities like consultation, medical tests and medicines.
- 2) **CS(MA) Rules:** The CS(MA) 1944 rules must be augmented and revised to enable teachers in colleges and the Universities to avail the maximum benefits of hospitalization and treatment especially in cases of terminal illness.
- 3) **CGHS Facilities:** The CGHS facilities be extended to all teachers in universities where it is currently not done in order to avail the benefits in all parts of the country.
- 4) **Cashless Medical Facilities:** Cashless facility in hospitals along with the direct payment facility by the employer to the hospital must be given to teachers to ensure a hassle-free hospitalization and treatment.
- 5) **Hospitalisation:** More hospitals / nursing homes should be included in the University/ CGHS panel and that there should be 100% reimbursement of hospitalization expenses.
- 6) **Treatment in Alternative Medicine:** At present there is no provision for getting any reimbursement for treatment in alternative medicine like Homeopathic, Ayurvedic and Unani treatment. These treatments should also be brought under the purview of the medical scheme.
- 7) **OPD Facilities at the Recognized Hospitals:** The OPD facility should be available at all the recognized hospitals / nursing homes for teachers for daily medical needs at affordable rates.
- 8) **TPA and a Govt Sponsored Medical Insurance Scheme:** The institution of Third Party Administrators (TPA) in a medical insurance scheme is beneficial for teachers where the premium should be paid by the employer. This provides cashless treatment and quality healthcare at networked hospitals across the country.

HOUSING FACILITIES

One of the perennial problems faced by teachers working in different colleges and Universities is the absence of proper housing facilities in the vicinity of the place of work, in stark contrast to officers in comparable services in the central Government who get sprawling houses in the heart of the city. This has caused immense difficulty to teachers to discharge their professional duties and also to attain academic advancement. Hence, the FUPUCTA proposes the following to address the housing problems of teachers:

- 1) The HRA recommended by the Seventh Pay Commission and subsequently notified by the Union Cabinet has reduced the rates from 30% to 24% in metros. This is a very regressive step as it not only negates the gains made by the employees in the V and VI CPC in securing 30% HRA but also it shows the apathy of the Govt. towards the plight of the employees in the housing sector. The FUPUCTA demands that the HRA for teachers in the colleges and the Universities should be raised to a minimum of 40% of the basic salary, especially in the metros.
- 2) Substantial allocation of funds should be made to the University and Colleges for construction of houses, either within the campus or in the vicinity of the place of work.
- 3) Till such time the houses are provided to all teachers, the University and Colleges should lease suitable houses in areas near the University / Colleges and allot them to teachers, as is being done in company lease by the large corporations and public sector enterprises. This facility has also been provided to the teachers of Indira Gandhi National Open University.
- 4) Liberal loans at lower rate of interests should be given to teachers for construction / purchase of houses by the employer, that is, the University. At present in most universities the maximum amount given as housing building advance (HBA) is not sufficient and turns out to be much lower than one's entitlement on the basis of his/her pay.
- 5) There should be a provision for reservation of flats for teachers by the Housing Boards or Authorities like the LDA, GDA etc. Land may also be allotted for cooperative societies of teachers.

INFRASTRUCTURE UPGRADATION

The draft document of National Policy on Education (NPE), in the chapter on Higher Education (Chapter 7), acknowledges the fact one of the major challenges confronting the institutions of higher learning is the pitiable state of the infrastructure even in the established Universities. The growing tendency of the state to abdicate its responsibility towards public funded Higher Education is evident in the repeated fund cuts in the last few years, resulting in the poor maintenance and increasing degeneration of infrastructure and other facilities in colleges and Universities. Instead of fulfilling the commitment of spending 6% of the GDP on education, the apathy of successive Governments to invest the minimum requirements for maintaining standards and quality in Higher Education has taken its toll on the infrastructure of such institutions which can be listed as follows:

1. There is no office space available to teachers in maximum number of colleges for preparation of lectures and to do research after classes.
2. There is an acute shortage of class rooms and tutorial rooms for smooth functioning of the teaching-learning process in most colleges.
3. Most institutions lack elementary facilities like auditorium or conference / committee rooms for meetings, public lectures and other activities.

4. The staff rooms in most colleges are not big enough to accommodate all the teachers of the college at one time.
5. In colleges with two shifts in morning and evening, the problems get compounded because of the constraint of sharing an already limited infrastructure between students and teachers.
6. The financial support to augment laboratory facilities and research, library expenses and other supportive aids are abysmally low to sustain the pressure of quantitative needs.
7. The per capita allocation on laboratory equipment and library materials justifiably raises question on the efficiency of such a system and also the possibility of a quality-based higher education.
8. The perpetually increasing ratio between the students and teachers has brought quality teaching to a grinding halt as most institutions do not have the requisite infrastructure to cope with the burgeoning numbers.
9. With the introduction of CBCS, the situation of available classroom space has worsened with the consequence that choice is not offered to students. Unless adequate space is provided, the choices for students will remain only on paper.

DIFFERENT CATEGORIES OF LEAVE DURING SERVICE

The negative aspects of study leave rules such as reduction of the maximum number of years a teacher is entitled for study leave and denial of annual increments during the leave period have been highlighted by teachers' associations in the past. Even the abolition of post-doctoral leave with pay is a matter of concern for the academic community. Such steps are retrograde as they demotivate research and academic growth. Leave rules must be framed in a manner to enhance academic growth. The UGC must ensure that universities are able to make alternative arrangements for teaching so that the lack thereof does not come in the way of grant of leave. The proposal on different kinds of leave to be made available for teachers of universities and colleges is as follows:

- Study Leave:** Study leave of 5 years should be granted to every teacher pursuing doctoral research since the UGC regulations on PhD notified from time to time requires teachers to do coursework, serve residency period and also to complete the doctoral studies in at least 5 years. During this whole period the teacher must be paid his / her salary along with the annual increments as and when it is due.
1. **Sabbatical /Post-Doctoral Leave:** A teacher during his / her service period should be granted at least three years of this leave to pursue further research and / or project work or similar assignment, with protected salary and other emoluments. Such provisions be available to teachers of both colleges and university departments. This would go a long way in rejuvenating the academic system. This leave should be in addition to study leave for research (Ph.D.) work. Unlike at present, sabbatical leave should not be denied to teachers who have availed of study leave.
 2. **Casual Leave:** Casual leave granted to a teacher should be 12 days in an academic session.
 3. **Duty Leave:** Duty Leave to carry out institution's academic work should be available to teachers for (i) attending conferences, symposia and seminars, (ii) delivering lectures in institutions in India / abroad, (iii) participating in delegations / committees appointed by any Central / State Government / University / Institution, and (iv) performing any other duty for the University / Colleges.
 4. **Earned Leave:** Earned leave admissible to a teacher should be 15 days in an academic session plus one third of the period, if any, during which he/she is required to perform duty during vacation. This leave should be allowed to be accumulated without limit.

5. **Extraordinary Leave:** A teacher may be granted extraordinary leave for a period of 3 years in first instance and ten years in total during his/ her whole term of employment. This may be subjected to maximum of one year EOL for every two years of qualifying service.

Child Care Leave: It is unfortunate that the Seventh Pay Commission for the Central Govt has recommended only 80% salary for the second year of Child Care Leave availed by women employees. Teachers should be given the Child Care Leave with full pay and allowances for the entire period of two years. Universities and colleges must be allowed to make full time appointments in place of such teachers so that the absence of alternative arrangement for teaching does not become a deterrent for grant of such leave.

8. **Parental Care Leave:** Keeping in mind the growing number of nuclear families in our society, teachers should be given leave to take care of their aged and ailing parents especially in cases of extreme medical crisis.
9. **Maternity Leave:** Every woman teacher, irrespective of the nature and tenure of the employment, must be entitled to maternity leave. This will allow many women teachers, who have been teaching for many years in non-permanent capacity, to avail this benefit.
10. **Adoption Leave:** Adoption leave must be given to teachers at par with maternity leave to encourage more teachers to adopt children.

11. All other kinds of leave like Half Pay leave and Special Casual Leave should be retained

Important Points:

- For uniform implementation of UGC scales of pay throughout India, the GOI should provide 100% financial assistance of the additional expenditure to the states for 10 years without any restriction.
- The probation period of college teachers shall be one year.
- All existing vacancies in Colleges and Universities be filled immediately in order to maintain quality in Higher education making a pool of selected teachers.
- Adequate opportunities to undergo RC/OC/Short term courses be provided to all needy teachers so as to enable them to avail CAS in time. Until then, the time limit for completion of RC/OC for CAS is extended.
- The College and University teachers be placed at a higher scale of pay than the Class I officers since they have higher qualification at the entry level and also considering the late entry in to the service.
- The Associate Professors with 10 years of service in Colleges be made eligible for the post of Vice Chancellor

Teachers working in pay band 4th from more than 20 yrs. and stagnated in the same grade. There should be a provision for the automatic promotion in professor grade after 10 yrs. of service

ILLUSTRATIVE EXAMPLES OF ANOMALIES OF THE 6TH PAY REVISION 2006 (in tabular form)

I. Anomaly due to no minimum in Pay Band at AGP 7000.

	Teacher A	Teacher B	Government Employee
First Promotion	28-12-2005	02-01-2006	02-01-2006
Basic Pay 27-12-05	9100	9100	9100
28-12-05	10000	9100	9100
1-01-06	1.86x10000 + 7000= 25600	1.86x9100+ 6000= 22930	1.86x9100 +5400 = 22330
02-01-06	25600	22930+690+1000 =24620	18750+6600+670 =26020

- Teacher A was ahead of Government employee on 1-1-2006 but fell behind the next day when the Government employee was promoted (although AGP 7000 is higher than GP 6600)
- Teacher B was at the same level as the Government employee before Pay Revision and ahead on pay revision(since AGP 6000 is higher than GP 5400) but fell behind after promotion.
- Similar is the case with AGP 8000 also.

▪ **II. Anomaly in the case of Associate Professors**

	Government Employee		Teacher
GP/AGP	8700	8900	9000
Minimum Pay in PB	37400	40200	37400
BP at the entry	46100	49100	46400

- Teachers were at higher AGP 9000 but no commensurate higher minimum pay in Pay Band. Instead they were given the same minimum pay as for GP 8700. If this anomaly is not rectified, teachers may be downgraded to GP 8700 (i'e level 13 in the Pay matrix of VII CPC)

▪ **III. Dual emoluments for Professors at AGP 10000.**

	Government Employees	Professors	
		(Direct Recruitment)	(Promoted)
GP/AGP	10000	10000	10000
Minimum Pay in PB	43000	43000	NOT GIVEN

- In the case of promoted Professors, the minimum of pay of Rs.43000/- in PB is not given.
- III. The Ph.D. incentive increments were granted only from 1-9-2008. Due to this, those who got Ph.D. between 1-1-2006 and 31-8-2008 were given the incentive increments only from 1-9-2008. There is a huge loss for those who were awarded Ph.D. during this period. Moreover, those who were awarded Ph.D. in 2006 were getting lower benefit than who were awarded in 2007 & 2008 because the quantum of increments were calculated on the basis of the pay at the time of award and arithmetically added to the pay in 1-9-2008.

Anomaly of Junior getting more pay than seniors due to incentive increments.

In the MHRD Scheme dt.31-12-2008, the benefit of three increments is given to teachers who acquire Ph.D. while in service. Those Associate Professors who are awarded Ph.D. after 1.1.2006 got three increments in the scale of pay of 37400-67000. At the same time, those pre-2006 Ph.D. holders who

- a. have not availed any incentive for their Ph.D. in the existing scheme at the time of award
- b. have availed Ph.D. incentive and subsequently merged during the fixation of Rs.14940/-
- c. have availed Ph.D. incentive and continue to get at the time of moving into Associate Professor in PB-4. were fixed at the minimum of the PB of 37400-67000. Even those teachers getting bunching benefits are also fixed at a lower pay than their juniors who acquire Ph.D. after 1-1-2006.

The following illustrations are provided for the perusal

ILLUSTRATION 1

Year of Appointment	Date of Reader/LSG	Revised Pay as on 1-1-2006
1984- Ph.D	1997	37400+ 1 Bunching
1986-Ph.D	27-7-1998	37400+ 1 Bunching
1988-Ph.D	27-7-1998	37400+ 1 Bunching
1990-Ph.D	1999	37400
1992-Ph.D	2001	37400
1992-M.Phil	2002	37400

If the 1992-M.Phil holder gets Ph.D. after 1-1-2006, his pay on acquiring Ph.D. will be fixed at Rs.37400/- plus three increments. This pay will be higher than all those Ph.D. holders appointed since 1984 with Ph.D. i.e. A teacher appointed 8 years later (1984/1992) and awarded Ph.D. 22 years later (1984/2006) will be getting the same pay

ILLUSTRATION 2

Particulars	Teacher X	Teacher Y
Year of appointment	October 1988	1980
Qualification	M.Phil	M.Phil
LSG	1998	1995
Acquired Ph.D(Teacher Y)	----- 1999 and availed two Increments	
14940 Fixation (Y)	--- 14940 fixed in the year 2000. During which the incentive merged	
Pre revised Pay as on 1-1-2006	14940	17040
Revised Pay on 1-1-2006	37400+ 1 Bunching	37400+ 3 Bunching

If teacher X acquires Ph.D. in 2006, his pay will be raised by three increments which will be higher than the pay of Teacher Y appointed 8 years earlier and got Ph.D 7 years earlier.

ILLUSTRATION 3

Particulars	Teacher X	Teacher Y	Teacher Z
Year of appointment	1980	1980	1980
Qualification	M.Phil	M.Phil	M.Phil
LSG	1995	1995	1995
Acquired Ph.D.(X) in 1997 and	Availed 2 increments		
14940 Fixation 2000 in which	Ph.D Increments merged		
Acquired Ph.D.(Y)	----	2002	----
Pay as on 1-1-2006	17040	17880	17040
Revised Pay on 1-1-2006	37400 + 3 Bunchings	37400+ 4 Bunchings	37400+ 3 Bunchings

If teacher Z acquires Ph.D after 1-1-2006 his pay will be raised to 37400 + 3 Bunching and 3 incentive increments. The Pay of Z will be more than X and Y. To rectify this anomaly, 3 increments to teacher X and 2 increments to Teacher Y (after adjusting 1 bunching benefit he got for his 2 Ph.D. are to be sanctioned). The above illustrations clearly explain the existence of anomaly due to Ph.D. increments. To rectify this anomaly, a clause be introduced granting three advance increments for all those Ph.D. holders after fixing their pay in PB-4 irrespective of whether they have availed the incentive benefits earlier or not. A Provision can be made to adjust one bunching benefit, if obtained, for their two Ph.d. increments in the 1996-Acheme. To support this demand, we bring to the notice that in the 1996 Scheme, two advance increments were granted for those Lecturers with Ph.D. when they move into Reader. At that time UGC further clarified that the two advance increments at the time of Readership can be availed even by those who were benefited by four incentive increments at the entry level. Introduction of similar clause alone can rectify this anomaly.

CONTRACTUAL AND GUEST/PART-TIME FACULTY

Prof. Chadha Committee itself expressed shock on the plight of fully qualified teachers working as contractual teachers in regular vacancies. The committee noted that the salary of the contractual teachers is as low as Rs.3000/- per month and their take home salary is lesser than even that of the class IV employees working in the same institution. But the situation is not improved even after a decade of the Chadha committee report. The fully qualified contract teachers should be paid not less than the salary of a regular teacher. A better service conditions be prescribed.

The Guest/part-time teachers are paid on hourly basis. Again Prof. Chadha committee elaborated on the poor salary of the Guest/part-time teachers. But no positive affirmative steps have been taken by the Government. The Government of India should take urgent steps to ensure reasonable salary and service conditions of these categories of teachers working in colleges and universities. The Guest/part-time teachers should be paid salary proportional to their work.

OTHER ISSUES MAINLY RELATED TO STATE OF UTTAR PRADESH

- Generally it is experienced and observed from last pay revision committees's recommendations are uniformly not implemented by the different state governments which gives rise to a number of anomalies, disparities in the states as well as in the entire country. The consequences are grave and the quality of higher education suffers a lot. Which will hamper the spirit of nation building.
- Age of Retirement for College and University Teachers is 62 years. The Government of Uttar Pradesh has not raised it to 65 as ordered by UGC & MHRD. PRC should recommend to GOI for making strict provisions for implementation of recommendations.

- No Professor posts created and appointed in colleges.
- The teachers working in colleges of Uttar Pradesh are deprived from their natural justice of time bound promotions due to impractical provisions laid down by UGC regarding PBAS/API SCORE that to it's implemented with retrospective effect. Its totally against established law and justice. PRC should strongly recommend promotions to all those teachers who have completed the stimulated time on the basis of self appraisal submitted by the concerned teacher.
- FUPUCTA strongly suggest to maintain a level and quality of higher education and also prevent brain drain from the country, PRC should make strong recommendations to GOI that only permanent teachers should be appointed at the entry level whether the college/university is either managed by government or private agency.
- During CAS promotions, there should not be any Selection. Only Screening System be followed.
- For Promotion to the post of Principal, the qualifications are prescribed at par to the post of professors which is not justified because the environment of the working teachers in colleges and universities are entirely different. The qualification of the principal should be based on his administrative capabilities. So FUPUCTA demands that the prescribed qualification should be changed.
- The provision for counting total number of years during promotion should be given i'e "if the number of years required in a feeder cadre are less than those stipulated thus entailing hardship to those who have completed more than the total number of years in their entire service for eligibility in the cadre, may be placed in the next higher cadre after adjusting the total number of years"- This provision should be incorporated.
- Time should be given to complete the requirement of Refresher Course/Orientation Course.
- All the teachers appointed after 1-04-2005 should be covered from the old pension scheme.
- Study leave should be granted to the Teachers to pursue their research programmes. Such period should be counted for increment, CAS, pensionary benefits etc.

PENSIONERS ISSUES

- Presently there is a lot of discrepancy in the pension of the pre and post 2006 retirees in spite of the fact that these pensioners have the same length of service and same qualification. To rectify this, weightage equivalent to the number of increments one had earned in the existing scale should be given in the revised pay Matrix i'e OROP should be ensured.
- In its judgment in D.S. Nakara and others Vs Union of India (AID 1983 SC130) the Supreme Court held that a pension Scheme must provide that a pensioner would be able to live free from want, with decency, independence and Self-respect and Standard equivalent at the pre-retirement level and also held that the pension is not an ex-gratia payment but payment for past services rendered. The Supreme Court Judgment in Vasant Gangaram Sathandan Vs State of Maharashtra & others (1996 10SSc 148) case also reiterated the same. These judgments greatly support our demand for Defined Pension Scheme for post 1-1-2004 appointees. The NPS will not serve the purpose. Hence NPS should be scrapped. Defined Pension Scheme should be restored to post 1-1-2004 appointees also.
- The Commutation period should be reduced from 15 years to 12 years. For a commuted amount of Rs.10000/- an employee gets a commutation amount of Rs.10 Lacs. But he/she repay an amount of 18 lacs in the course of 15 years, which is more than a Bank Loan repayment. When the commutation factor was reduced in 2006, the commutation period has not been reduced.
- The Minimum Pension should be fixed at Rs.13,000/- (50% of Rs.26000/- as demanded by the Unions).
- The upper limit of Gratuity should be increased by Rs. 1 Lakh every year. The present system of increasing it once in 10 years or 25% increase when DA rises by 50% (7th CPC) is detrimental to the employees, particularly for those who retire just before the raise.
- Additional pension of 15% should be granted every 5 years starting from the age of 65 years subject to the maximum of 100%.
- Pension should be exempted from Income Tax since the ability to repay tax gets reduced as one gets older and older.
- Pensioners should be assured of cashless treatment in Hospitals near to their places of living. Further to meet the regular medical expenses, a fixed medical allowance of Rs.1000/ per month should be paid.
- Revision of pension should be based on the length of service and not on the basis of designation as the designation changes in every pay revision.

- Full pension for teachers retired before 01.01.2006 after completing 20 yrs of service is not implemented. This facility has been awarded for government employees.