

UGC's Sixth Pay Commission Regulations for Degree College Teachers

— A Measure for Maintenance of Standards in Higher Education Institutions

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Abstract

The demands on the educational system have grown incredibly with anticipated challenge due to introduction of Foreign University Bill by HRD ministry. With increasing competition, the need to reconcile the new global emphasis on sustainable development with an adequate level of quality of life, demands a whole range of skills from teachers of various disciplines. As a measure for maintenance of standards in Higher education, UGC specified in its Sixth pay regulations the responsibilities of teachers and introduced detailed appendices of different proforma with scoring pattern for performance evaluation/increments/incentives. Present study is an attempt to understand how the degree college teachers perceive UGC's sixth Pay Commission regulations (2006) with respect to 'Teachers appointments' (Asst Prof/Associate Prof/Professor), 'In service training programmes' (refresher/courses/training), 'Work duration' (min 5hr per day and 40 hrs a week), 'Promotion conditions' (AGP/CAS), 'Retirement age' (62 and 65 respectively for lecturer and Principal), 'Research and publications' (International/National/state level Projects/books/paper/chapter) and 'Overall Benefits' (Pay bands with AGP and merit cum seniority).

Perception of Degree College teachers was studied in terms of percentage analysis of gender-wise, experience-wise and discipline-wise perceptions. The findings revealed overall view point that UGC's sixth pay regulations are systematically formulated to achieve the best. One of the plausible reasons may be due to the understanding that resistance to reforms is inescapable. However, 'Recruitment conditions' and 'Contractual appointment' related regulations show low level of perception. The respondents feel that teaching is a skill and quality of teaching cannot be achieved by enforcing an entrance exam or degree in research.

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Introduction

Education is a big service industry and it is growing at phenomenal rate. General Agreement of Trade in Services (GATS) has opened up Indian education sector to foreign universities. World's perception of India is that it is driven by younger population with English Language skills. It is fast moving from identity of Snake charmers to mouse movers. World leaders acknowledge India's potential. Wealthier nations see India as a country with enormous potential. India has one of the world's largest higher education systems (Stella, 2002). Over the years education has been viewed in India as an activity that leads to broadening of the mind, inculcation of values and building of character and now it is all about skill and knowledge development for global economic growth. However, the quality of education imparted in many institutions is mediocre and is a matter of concern. The impact of globalization in India is visibly seen in the form of step-by-step implementation of performance enhancement regulations for teachers and curtailment of uniform incentives by the state government, as the transition in education calls for drastic quality improvement in Higher education. We can no longer continue to follow the same model of general education as we have been doing till now for a large bulk of the student population. Rather, it requires a major contribution by the teachers to make this large human resource productive by having adequate field based experience to enhance knowledge with skills and develop correct approach.

The quality is the defining element of all activities in this knowledge society of the 21st century. The quality learning-teaching and research is the need of the hour. The earlier Education Commission (1964-66) has observed, "If the pace of national development is to be accelerated, there is need for a well-defined, bold and imaginative educational policy and for determined and vigorous action to vitalize, improve and expand education "(Aggarwal, 1993).

To meet the changes, challenges, expectations and competencies of a 'knowledge society', a full-fledged teacher resource development is aimed at, through the University Grants Commissions regulations and pay- revisions. The implementation of regulations plays a major role in the effectiveness of the institution and individual teacher performance. Ever since its inception the UGC has devised steps to promote quality and excellence in higher education in a focused manner. The phenomenon of low paid teachers in the institutions of higher learning had been a chronic feature all over the country at the time when the UGC appeared on the educational horizon. Improving the lot of the teachers was to be recognized as a necessary condition if the quality of teacher and his teaching was to be improved in future. With this objective of its policy, the University Grants Commission recommended revised pay scales for various categories of teachers in the Colleges and Universities of India (Chaturvedi, 1989). Revision of pay scales of the University and College teachers has made the teacher's job in the colleges and Universities more attractive. Another goal followed by the UGC by making the pay scales more attractive, was to attract teacher talent to the academic profession and make them dedicate themselves to the cause of higher learning. As a measure of quality upgradation, the UGC focused on raising the quality of teachers and in view of that had developed the 5th pay regulations in 2001 for educators and higher authorities to meet the challenges of transition. Recently, with the general feeling that security of tenure breeds complacency and inertia, and in order to raise the standard of

higher education, in the sixth pay regulations in 2006 the UGC had introduced performance based Academic Grade Pay with a scoring system.

It is very often observed that education has proved resistant to reform and it is possible that the educational system militates against certain sorts of reforms from being successfully adopted. As suggested by Covalleskie, (1994), in his study on "The Education system and resistance to reforms", to explore the limits of policy that are inescapable as recognition of these limits may allow us to attend to those policy areas where success may be more likely. The Researcher also believes that the regulation related policies need to be studied for their effective implementation and that teachers should be involved in the study. The quality of teaching and the quality of teacher overlap and cannot be easily distinguished. The teaching quality generally represents institutional performance, whereas, the teacher quality is a measure of an individual's effectiveness and commitment. **If teacher's needs** are taken care of with every new plan then along with the other "inputs" (resources and technology) the "output" will be obvious. This perception study has been undertaken to generate opinion of the Degree college teachers towards newly implemented sixth pay regulations and to provide feedback to the UGC for assistance in effective implementation. It will also help to ensure maintenance of standard in HE institutions for competitiveness in the global market.

Human resource development, at all levels, needs to be given priority and made a part of the nation's overall development strategy. For similar reasons, the researcher believes that teachers' view in terms of perception study can help in reviewing, monitoring and evaluation of the regulations, which is essential for efficiency and effectiveness of education system as a whole.

Main Highlights of UGC's Sixth Pay Regulations

Measure for Maintenance of Standards in Recruitment and Qualifications

As a measure for raising the standard, three designations for the teaching staff of the Universities and Colleges have been created in the new regulations of the UGC, i.e. Assistant Professor, Associate Professor and Professor, instead of Lecturer, Lecturer in Senior Scale, and Lecturer in Selection Grade, which existed in previous regulations. **There is no** change in the designation of Librarian and Director of Physical Education. Only those teachers with Ph.D. and the ones who satisfy other academic conditions can be promoted, designated or appointed as Professor. Two Pay bands, i.e. Rs. 15,600 – Rs. 39,100 and Rs. 37,400 – Rs. 67,000, are given with the appropriate Academic Grade Pay (A.G.P.). Each pay band has different stages of AGP to enable multiple opportunities for upward movement during the career. Posts of Professor is created at the Under Graduate level (10% of the number of posts of Associate professor) and in the Post Graduate Colleges (as many posts as the number of PG department in the college).

The eligibility criteria for promotion from Associate Professor to Professor is a Ph.D. Degree in the relevant subject and completion of 3 years of service as Associate Professor with AGP of Rs. 9000. The post of the Senior Most Associate Professor of the Department will exist till the Appointed staff is in service. On superannuation or otherwise the post will revert to Associate Professor. Resultant vacancy to be filled as per merit promotion of the senior most Associate Professor in the same or different department. It is also specified in

the guidelines that there shall not be more than one post of Professor per department and 25% of appointment to this post will be by direct appointment and 75% by promotion.

For principal appointment assessment of following dimensions with given weightage:

- ◆ Aptitude for teaching, research admin (20%)
- ◆ Ability to communicate clearly & effectively (10%)
- ◆ Ability to plan institutional programme, analyze and discuss curriculum development & delivery, research support and college development (20%)
- ◆ Ability to deliver lecture and encourage participation (10%)
- ◆ Merits and credentials (40% of total API)

Workload

As given in regulations, the workload of teachers in full time employment should not be less than 40 hours a week for 30 working weeks, i.e. 180 working days. The teacher should be available in the college for at least 5 hours daily. Direct teaching-learning process hours should be as follows:

- a) Assistant Professor: 16 hours
- b) Associate Professor/Professor: 14 Hours.

Relaxation of two hours may be given to Professors who are actively involved in the extension activities and administration. A minimum of 6 hours per week may be allocated for research activities of a teacher.

Overall Selection Procedure

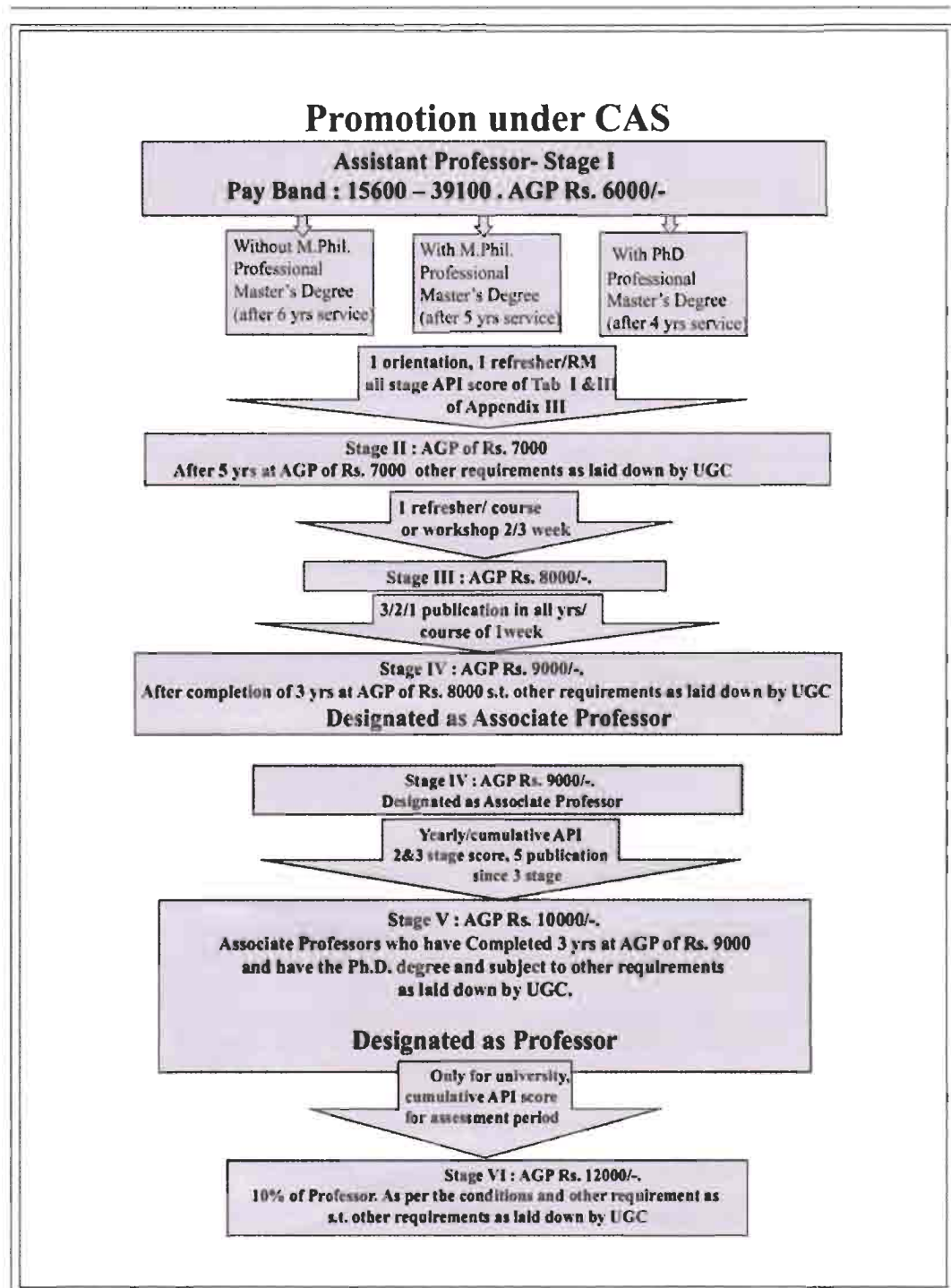
Academic Performance Indicator (API) system with scoring point and Weightage Points (WP) tables is provided in the UGC guideline. Performance Appraisal Scoring System (PASS) is outlined for Analysis of the merits and credentials of the candidates. There is a provision for direct recruitment with requirements that are different from the internal promotion by means of Career Advancement Scheme (CAS).

API involves assessment of aptitude for teaching, research and administration, ability to communicate clearly and effectively, ability to plan, analyse and discuss curriculum development, research problems and college development/administration; ability to deliver lecture programmes are to be assessed by making the candidate participate in a group discussion or by his exposure to a classroom situation on the basis of the guidelines developed by the affiliating University.

Academic Grade Pay (AGP)

For the first time in history of UGC regulations the Career Advancement of Lecturers has been restricted by introduction of certain conditions. For claiming the Annual Grade Pay or any promotion it is necessary to score 50% of the overall scores given in the Performance Based Scoring system (PASS). Assistant Professors who move from one AGP level to the other AGP will have to remain on the same AGP until they become eligible for promotion to Associate Professor.

CAS promotion of Assistant Professors from one AGP to the higher AGP is to be conducted by a "Screening cum Evaluation Committee" adhering to the norms laid out as API/WP and PASS



Recommended Selection Process

CAS promotions from one AGP to the higher AGP shall be conducted by a " Screening cum Evaluation Committee" adhering to the norms laid out as API/WP and PASS in Table I to III of Appendix-III of UGC Regulations 2010 of 30.06.2010. Gazette dated 18-24th September 2010.

- ◆ Committee for promotion of Assistant professors from one AGP to the other higher AGP shall consist of - The Chairman of the Governing Body (GB), Principal, HOD, two VC nominee (1 subject expert), 2 subject expert approved by statutory body (5 quorum)
- ◆ Associate Professor and Professors in Colleges- Chairperson GB; Principal, HOD, Two VC nominee, one Dean or equivalent position in the University and the other must be expert in the concerned subject; 2 subject expert
- ◆ Principal Selection panel- 3GB, 3 experts of principal and a professor, 1 VC nominee HE expert

As per the new system, to start the process of promotion a teacher who becomes eligible for promotion under CAS must claim for same at least three months in advance. Faculty have to initiate the process by submitting the Performance Appraisal form duly supported by all credentials, as per the API and WP guidelines given in sixth pay regulations.

Direct recruitment as well as Career Advancement Promotions ratio/percentage of minimum requirement of category-wise credit points to each of the cadres vary. The Screening-cum-Evaluation Committee on verification/evaluation of AGP score secured by the candidate through the 'PASS' methodology, will recommend or reject the proposal. Candidates who do not fulfill the score required under API scoring system or who obtain less than 50% in the expert assessment of the selection process can be re-assessed only after a minimum period of 1 year. For each post of Assistant Professor/Associate Professor/Professor, recommendation shall be made to the Executive Council of the University about the suitability of the promotion of the candidate(s) under CAS.

The principal goal of this work is to evaluate the teachers' perception towards the policies adopted by the state government to reform the university system, keeping sixth Pay Commission in view. Out of the various sixth pay regulations, which are being implemented starting from 1-1-2006, only '8' key areas that directly or indirectly influence teachers' functioning were considered, namely NET/SET/Ph.D. appointment conditions, clock hour basis appointment (CHB), work duration, in-service training programme, promotion condition, retirement age, research and benefits. Researcher, who is a head of an institution in the University of Mumbai affiliated degree college, strongly believes that the system of education cannot be strengthened without eliciting the co-operation of teachers. The regulations play a major role in teachers' effectiveness in teaching. It is, therefore, necessary to continue efforts to find out the implications and perception of teachers towards the new regulations which are periodically formulated to bring reforms.

Aim and Objectives of Study

The main aim of the research was to study the perception of degree college teachers in and around Mumbai, with respect to UGC's sixth Pay Commission regulations.

The study was conducted with the following specific objectives:

- (1) To create general awareness among all faculties of higher education regarding relevance of periodic regulations formulated by UGC with special reference to Sixth pay regulations.
- (2) To study the perception of degree college teachers towards eight areas of sixth pay commission with special reference to (i) Recruitment condition and procedure (NET/SET/MPhil/Phd), (ii) Contractual appointment, (iii) Work duration (min. 5 hrs per day and 40 hrs a week), (iv) In-service training programmes (refresher/short term courses/FDP), (v) Promotion condition (AGP/CAS), (vi) Retirement age (62 & 65 respectively for Lecturer and Principal), (vii) Research and publications and (viii) overall Benefits (Pay band with AGP), keeping in view:
 - (a) Gender (Male/Female), (b) Experience (Junior (5-10 years)/Senior (>10 years), (c) Discipline (Science/Non science, i.e. commerce and arts).
- (3) To compare the gender-wise, discipline-wise and experience-wise perception of degree college teachers on the basis of the eight areas considered for the study.
- (4) To rank the perception of teachers with respect to the areas outlined for the study (based on percentage).
- (5) To identify the gaps (if any) and give suggestions on the basis of outcomes of the study.

Methodology of Study

Methodology - Descriptive Survey Sample: 160 teachers from 25 colleges in and around Mumbai were randomly selected. Tool administered was a four-point rating scale including 34 items and an informal interview schedule. Content validity was done by 5 experts in the field and for item analysis the discrimination index of each item was computed using the following formula:

$$\text{Discrimination Index} = \frac{U_L - L_L}{1/2 N}$$

Where,

U_L = the number of respondent in the in the upper 27% having high scores on an item.

L_L = the number of respondent in the in the lower 27% having high scores on an item.

N = total number of respondent (upper 27% of the sample + lower 27% of the sample)

The items with discrimination index of 0.20 or more were retained.

The split-half method was used in ascertaining the internal consistency of a tool. The reliability of the entire scale was obtained by the following formula:

$$r_{11} = \frac{2 r_{1/2}}{1 + r_{1/2}}$$

Where, r_{11} = reliability coefficient of the whole test

$r_{1/2}$ = reliability coefficient of the half test

The reliability coefficient of the Teachers Perception Scale was 0.96. It may be said on the basis of the pilot study that TPS is internally consistent and possesses content validity as well as item validity.

Technique of analysis: Descriptive analysis by Percentage analysis and graphical techniques. The statistical technique used for inferential analysis in order to test the hypothesis was the 't-test'. The comparison of perceptions towards the UGC regulations was studied in terms of percentage value. The values obtained for each study were distributed into various groups in order to explain the perception level on the basis of the following range arrived at in consultation with the experts who were involved in validation of the perception tool:

1. 70% and above : High perception
2. 60%- 69% : Moderately high perception
3. 51%- 59% : Moderate perception
4. 60% -100% : Positively perceived
5. Below 50% : Low/Negatively perceived

Major Findings of the Study

The findings revealed that all the groups of teachers (gender-wise, experience-wise and discipline-wise) of degree college have positively perceived (above 65%) the regulations of sixth Pay commission, except for contractual appointment regulation (perception level below 30%). Perception level of degree college teachers (gender-wise, experience-wise and discipline-wise) was highest towards the regulations of 'Research and publications' and overall 'Benefits' of UGC sixth Pay commission. Benefits of sixth Pay commission have been perceived as highly positive (above 70%) by all the groups of teachers (gender-wise, experience-wise and discipline-wise). Perception levels with respect to 'Research and publications' and 'In service training programme' are found to be from 68% to 70%. The perception by junior teachers of regulation towards 'Research and publications' was low (63.27%) among teacher groups considered for the study. All the groups of teachers (gender-wise, experience-wise and discipline-wise) exhibited highly negative perception (26.65%) towards Contractual appointment regulation. Regulations of 'Recruitment qualification and procedure' regulation and 'Promotion conditions' scored overall between 58 to 60%. 'Work duration' (40 hours/week and minimum 5 hours/day), 'In service training' and 'Retirement age' regulations have been perceived moderately high (60%-65%) by all the groups of teachers (gender-wise, experience-wise and discipline-wise), as compared to other areas of study. Regulations with respect to 'Retirement Age', have been perceived equally (64.97%) by gender-wise and experience-wise teachers. Discipline-wise teachers perception level towards 'Retirement Age' is slightly higher (65.27%) in comparison to other group. The comparison between male and female teachers perception towards all the '8' areas (considered together), revealed that female teachers perceived the regulations better than the male counterparts. The comparison between junior and senior teachers perception towards all the '8' areas (considered together) of study, revealed that senior teachers perceived the regulations better than the junior counterparts. Discipline-wise perception study revealed almost similar level of perception between science and non-science teachers.

'Benefits' of the sixth Pay regulation have been ranked first by all groups of teachers (gender-wise, experience-wise and discipline-wise). Teachers have highly ranked regulations with respect to 'Research and publications' (ranked IInd). Regulations regarding 'Work duration' (40 hours/week and 5 hours/day), 'In service training programmes' and 'Retirement age' have been ranked IIIrd by all groups of teachers. Next in overall ranking order were the regulations towards 'Recruitment conditions and procedure' and 'Promotion conditions (AGP/CAS)'. Furthermore, 'Contractual appointment' regulation has been ranked last among all the eight areas of UGC's sixth Pay commission regulations considered for the present study.

Table 1 shows comparison of degree college male and female teachers perception towards all 'eight' areas of UGC's sixth Pay regulations together. It also exhibits ranking order of each regulation on the basis of perception level.

TABLE 1
Gender-wise Perception of Degree College Teachers Towards
UGC's Sixth Pay Regulations

(Values in terms of percentage)

UGC's Sixth Pay Regulations	GENDER-WISE		Average	Ranking Pattern	Perception level
	Male (N=87)	Female (N=73)			
Recruitment qualification and procedure	56.51	62.46	59.48	VII	Moderately perceived
Contractual Appointment	*70.97 (29.03)	*71.12 (28.88)	*71.04 (28.95)	VIII	Negatively perceived
Work Duration	68.92	65.58	67.25	III	Moderately high
In-service training	66.57	64.31	65.44	IV	Moderately high
Promotion condition	62.83	60.68	61.75	VI	Moderately high
Retirement Age	65.99	63.96	64.97	V	Moderately high
Research & publication	74.01	69.01	71.51	II	High perception
Benefits of pay scale	72.91	74.91	73.91	I	High perception
Average Perception	62.59	61.22	61.90		Positively perceived

* Perception level is considered highly negative as the items under this regulation were worded negatively and thus values in parentheses was considered for computing average data.

Table 2 shows comparison of degree college junior and senior teachers perception towards all '8' UGC's sixth Pay regulations together. It also exhibits ranking order of each regulation on the basis of perception level.

TABLE 2
Experience-wise Perception of Degree College Teachers Towards
UGC's Sixth Pay Regulations

(Values in terms of percentage)

UGC's sixth Pay Regulation	Experience-Wise		Average	Ranking pattern	Perception level
	Junior (N=64)	Senior (N=96)			
Recruitment qualification and procedure	59.44	61.07	59.92	VI	Moderate
Contractual Appointment	*66.66 (33.34)	*72.89 (27.11)	*69.77 (30.22)	VII	Negatively perceived
Work Duration	66.22	65.08	65.45	III	Moderately high
In-service training	67.02	64.03	65.07	III	Moderately high
Promotion condition	64.18	60.88	62.53	V	Moderately high
Retirement Age	64.71	65.24	64.97	IV	Moderately high
Research & publication	64.24	74.94	69.59	II	Moderately high
Benefits of pay scale	72.47	74.38	73.42	I	Highly perceived
Average Perception	61.49	61.87	61.68		Positively perceived

* Perception level is considered highly negative as the items under this regulation were worded negatively and, thus, values in parentheses were considered for computing average data.

Table 3 shows comparison of degree college Science and non-Science teachers perception towards all '8' UGC's sixth Pay regulations together. It also exhibits ranking order of each regulation on the basis of perception level.

TABLE 3
Discipline-wise Perception of Degree College Teachers Towards
UGC's Sixth Pay Regulations

(Values in terms of percentage)

UGC's Sixth Pay Regulation	Discipline-Wise		Average	Ranking Pattern	Perception level
	Science (N=97)	Non-science (N=63)			
Recruitment qualification and procedure	60.57	58.96	59.76	V	Moderately perceived
Contractual Appointment	*71.39 (28.61)	*70.37 (29.63)	*70.88 (29.12)	VI	Negatively perceived
Work Duration	66.34	64.46	65.40	III	Moderately high
In-service training	65.70	65.27	65.48	III	Moderately high
Promotion condition	61.37	62.80	62.08	IV	Moderately high
Retirement Age	64.66	65.89	65.27	III	Moderately high
Research & publication	71.36	72.53	71.94	II	Highly perceived
Benefits of pay scale	74.63	72.22	73.42	I	Highly perceived
Average Perception	61.65	61.97	61.80		Positively perceived

* Perception level is considered highly negative as the items under this regulation were worded negatively and thus values in parentheses was considered for computing average data.

The overall findings regarding '8' regulations are represented graphically in Fig. 1

Figure 1 shows graphical representation of overall average perception of teachers (gender-wise, experience-wise and discipline-wise) towards '8' regulations of UGC's sixth Pay commission.

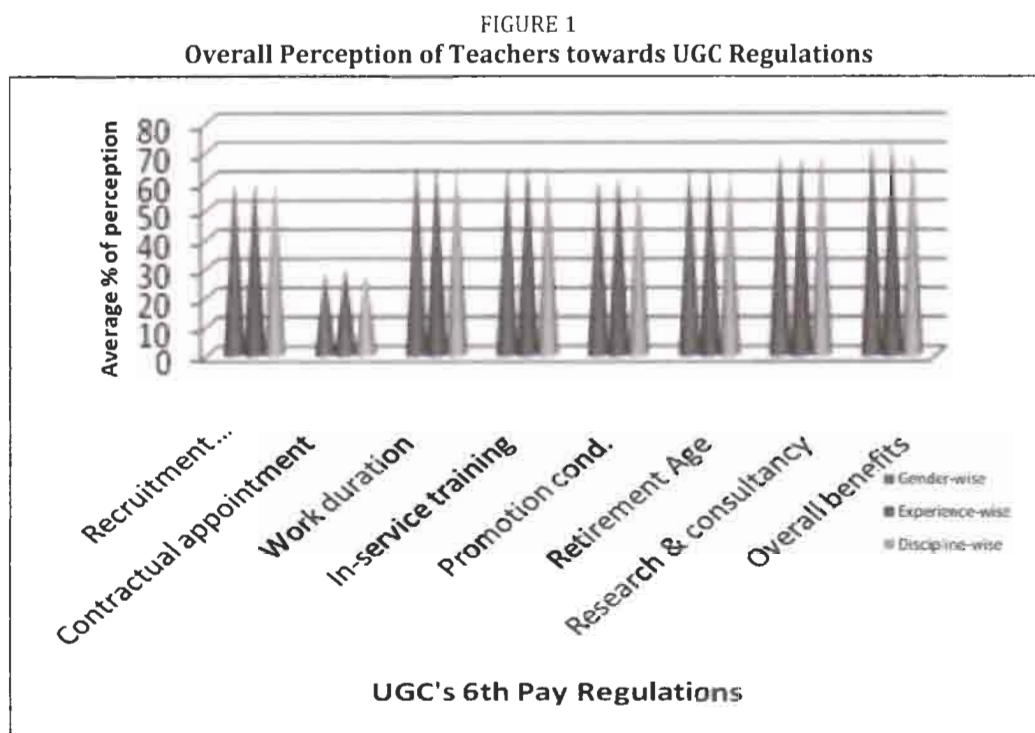


Fig. 1 shows graphical representation of overall average perception of teachers (gender-wise, experience-wise and discipline-wise) towards '8' regulations of UGC's sixth Pay commission. More or less uniform level of perception is obtained irrespective of gender-wise, experience-wise or discipline-wise.

All the groups exhibited high level of negative perception towards Contractual regulation. The overall quality degradation in teaching-learning is tremendously felt by the Senior faculties who perceived this regulations highly negative (Donde, 2004). The reason, as explained to the researcher during informal interview, is that they believe quality deterioration in higher education is due to the fact that teachers on Contractual appointment do not concentrate on one college work and simultaneously work in more than one college as they are not paid at par (consolidated/CHB) with the regular faculties. Commitment, dedication and sincerity towards work are low among such candidates as they use these opportunities to obtain experience certificate. Many remain associated to a college when they are connected to some coaching classes. Often Management of affiliated colleges prefers untrained/ineligible CHB candidates so as to pay less in comparison to the eligible candidates. Another reason is a low passing percentage of NET/SET candidates, and unavailability of qualified candidates, which has forced recruitment of ineligible candidates.

Recruitment qualification and procedure regulation has been found to be perceived moderately low among all the UGC regulations outlined for the study. This could probably be because many teachers (without NET/SET/M.Phil/PhD) are still temporary even after 10 to 11 years of service, whereas others, those who have passed NET/SET or acquired MPhil/PhD (after many years of service), are not being given any benefit for the services prior to clearance of NET/SET/M.Phil/PhD. Also there is a feeling of insecurity in the job. Other UGC regulations related to Work duration, In-service training, Promotion condition and Retirement Age, have been found to be moderately perceived by the teachers. In-service training, such as orientation and two/four week short term courses – the conditions laid down for scoring for AGP grade pay in the sixth pay regulations, has been perceived moderately high, probably because teachers feel that such training programmes will enrich them and enhance their teaching learning quality, which is essential for sustenance in the scenario of internationalization and privatization of Higher education. Also they believe that successful completion of the programmes will ensure AGP and CAS promotions. Even though there was slight apprehension noticed towards the PASS third category scoring system which is exclusively dedicated to research and academic contributions, it was felt necessary by many, hence positively perceived. The results of the informal interviews about 'Working hours' and 'Retirement age' regulations suggest that there is dissatisfaction about the conditions of 40 hours per week working hour and the medical test report, followed by the advertisement of the post for extension of Retirement age, including the condition of PhD requirement.

The perception study of teachers (gender-wise, experience-wise and discipline-wise), concerning all the '8' regulations, exhibits ranking order of each regulation on the basis of perception level. The comparison between male and female teachers' perception towards all the '8' regulations (considered together), revealed that female teachers perceived the regulations better than the male counterparts. Similarly, the comparison between junior and senior teachers' perception towards all the '8' regulations (considered together), revealed that senior teachers perceived the regulations better than the junior counterparts. Discipline-wise study revealed similar level of perception between science and non-science teachers.

The area of study towards 'Research' reveals that they have been perceived highly positive; the reason may be that the new impetus given to research has ensured their progress.

Response towards 'contractual appointment' is that this kind of regulation brings down the quality of education, as commitment and dedication of such teachers towards work are low, since the remuneration paid is meager in comparison to the scale given to their counterparts in regular appointments. Moreover, contractual appointees (aided optional subject, unaided courses and divisions) feel that even though they are qualified, their services are not considered at par with their counterparts. Contractual appointment is adding an element of impermanence to the appointments. Senior teachers feel that a 'Quick-fix' solution has in fact complicated the problem manifold and has gravely affected the teaching-learning process. Contractual appointees use this opportunity as a stop gap arrangement (or for getting experience certificate) before getting a more promising one. Moreover, senior teachers are feeling the pinch of quality deterioration due to such appointments.

Further, it is a general feeling that the entrance test introduced (NET/SET/PET) is alienating the best brains from teaching jobs and research, bringing the standards further down. Also, general opinion about such entrance examinations is that it can only judge the intellectual capacity of a candidate but cannot properly identify the teaching skills. Common view is that we need to urgently adopt corporate culture as there is lack of planning and training/orientation, accountability and spirit of professionalism. Efficiency and effectiveness in a teaching job is reduced; very few can argue with the proposition that our higher education institutions need a new infusion of dynamic and committed faculty. Industry participation through collaborative endeavors needs to be encouraged to gain experience for professional course and inculcate employable skills.

With regards to the overall benefits of the sixth pay regulations, teachers feel that the sixth pay commission regulations are very encouraging and it is time for all to give their best.

Conclusion

Dynamic faculty is pre-requisite to attract students. Evolved code of conduct (service conditions given in sixth pay regulations) with a higher salary package (performance based AGP) and strict monitoring rules (PBAS/PASS) is adequately formulated. The Performance Based Appraisal System is adequately modified to facilitate the recognition of talent and merit and create healthy competitive spirit. It is imperative to allow teachers to be part of the decision making and implementing machinery of the system. Moreover, lack of commitment and dedication is spoiling the noble profession. Perhaps, recognising the same there is a special mention of Code of Professional Ethics by UGC in the sixth pay regulations explaining the teachers' responsibilities. Pay scales and career advancement schemes regulations are very well supported by systematic PBAS and API with proposed scores. It is true that unless some regulatory changes take place, it will not be possible to improve the quality and standard of education and, moreover, it will also not be possible to sustain and survive in this competitive world. Hence, it is necessary that the proposed change (regulations) is properly implemented and measures are adopted that will make education attractive to others.

A thorough study of the Sixth Pay regulations reveals that the regulations developed by the UGC are, for the first time, formulated very specifically and are highly structured. The duties and responsibilities, as outlined in the regulations, confirm the need for upgradation of quality and overall performance of teachers. Moreover, it is also observed by all respondents that Selection procedure is outlined very systematically with Weightage Points and PASS. The condition, presented in the regulation, that the teacher has to claim for CAS three months in advance, that it is not automatic and that the actual date of promotion shall be the date of successful assessment, will keep the faculties alert towards fulfillment of norms, which will automatically take care of the staff development and improvement in teaching learning process. The challenge that arises from the above norm is that the candidates who do not fulfill the minimum score on the date of assessment will be reassessed after one year only, and the Associate Professors can also apply for selection as Professors by the Direct Recruitment.

It is essential to explore the limits of any policy, as recognition of limits may allow us to attend to those policy areas where success may be more likely. Many seminars conducted by the researcher for creating awareness about regulations of sixth pay and timely preparation

for fulfilling conditions to ensure benefits of promotions, with Faculties and Principals of Mumbai and SNDT university affiliated colleges of Mumbai, revealed several anomalies in the regulations during interactive sessions and interview schedule. They are summarized as follows.

First, no workload shown against the Principal of Degree College, in comparison to previous regulations of minimum six lectures, has caused commotion as there is a general feeling that it may deprive them of several opportunities on the apex academic boards. **Second**, in the new regulations for recruitment of Principals the five year fixed term has caused turbulence in the system, which is already in turmoil due to lack of regular principals in affiliated colleges of SNDT and Mumbai University. Eligible candidates are apprehensive to apply for the post as there are no clear guidelines about the Principal's services after five years. Hence there is a general feeling that the services will be in jeopardy as: a) Principal who may not be selected for second term in the same college or any other college may be forced for VRS, b) Associate professor who may be selected as Principal may be demoted. **Third**, it is observed that Govt. nominee is not recommended on selection panel; however, it is being advised to invite the Govt. Nominee on selection panel for Govt. aided colleges. **Fourth**, only 2 post of Professor (10% of number of Associate professors) are being created on an average in a UG college, by virtue of the norms recommended in the regulations. In case there are more than one Associate Professors complying with all requirements of professorial position and they claim for the post, it is unclear that on what grounds such claims can be rejected. There is a common view of the respondents that the criteria applied of Seniority for this regulation is unjustified. **Fifth**, keeping in view the above norms of percentage of Professorial designations, based on the number of Associate professors, B.Ed college faculties are demotivated as they will be deprived of Professorial designation/grade promotion in their institutions. **Sixth**, there is no clarity regarding the length of period that a faculty can remain on the same AGP, remaining unchanged and not upgraded to fulfill the conditions laid down in the regulations.

Furthermore, as per the perception generated by the Senior faculties, it can be suggested that if the above given anomalies are handled effectively by policy makers and the faculties focus on proper planning, orientation/training and resource management, the sixth pay regulations can bring radical changes in the higher education system.

Moreover, the following change in terms of the attitude factor was prominently observed in faculties with introduction of regulations:

Attitude factor during Fifth Pay	Attitude factor during Sixth Pay
a) Refused to work for 5hrs	a) Least resistance
b) Behavior outburst-assessment by student	Almost no behavior problems
c) Strong Opposition to NET/SET/PhD	b) No apposition
d) Least interest in research and publications	c) Enrolment in PhD high and participation in research projects
e) Poor documentation and record maintenance	d) Better awareness
f) Ignorance towards many college activities	e) Participation and involvement better

Researcher believes that thorough understanding of the relevance of the sixth pay regulations and a positive mindset of an individual faculty can help extensively for ensuring timely promotions. Further, they will have to remain alert and systematized to grab the benefits of the newly introduced regulations by timely fulfilling the norms laid down by UGC for AGP or CAS promotion.

Implications of the Study

This type of study gives insight into the teachers' perception towards the implementation of the sixth pay UGC regulations and its strength and weaknesses. It also helps to clearly identify major gap areas, as well as strategies and activities that appear to have a good potential for upgrading teaching profession. For the professional development of teachers it is necessary to review the regulations that govern the educational system. Reviewing of the regulations can help in preparing perspective plan and formulating appropriate strategies to improve it. Study of such a nature would motivate and encourage teachers (awareness of regulations and its strategy) to meet the challenges by proving their skill in teaching, as well as in research projects and publications, and seeking higher position in educational institutes.

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