

NUEPA Research Reports Publications Series

Teachers in the Indian Education System

**Working Conditions of Teachers
in Uttar Pradesh**

**Ajay Singh
Sanjay Agarwal
Nikhil Mathur**

State Council for Education Research and Training, Uttar Pradesh



**National University of Educational
Planning and Administration
New Delhi**

NRRPS/001(2/9)/2016

NRRPS/001(2/9)/2016

NUEPA Research Reports Publications Series

Teachers in the Indian Education System

**Working Conditions of Teachers
in Uttar Pradesh**

Ajay Singh

Sanjay Agarwal

Nikhil Mathur

State Council for Education Research and Training, Uttar Pradesh



**National University of Educational
Planning and Administration (NUEPA)**
New Delhi

© *National University of Educational Planning and Administration, 2016*
(Declared by Government of India under Section 3 of the UGC Act, 1956)

June 2016 (PDF)

Disclaimer: The research report has not been evaluated by any external experts, and also not edited by the PMU, NUEPA. The views and opinions expressed in the research report are those of the author(s)/editor(s) and should not be attributed to NUEPA.

All rights reserved. No part of this publication may be reproduced stored in a retrieval system or transmitted in any form or by any means, electronics, magnetic tape, mechanical, photocopying, recording or otherwise, without permission in writing from NUEPA.

Acknowledgement

The research team is grateful for the opportunity given to them to be a part of this important study. First, we would like to thank the Vice Chancellor of NUEPA and Prof. Vimala Ramachandran, Chair Professor, Rajiv Gandhi Foundation Chair for Teacher Development and Management, NUEPA for conceiving this study and for guiding us during the course of the study. We also thank Mr. S V Singh, Director SCERT Uttar Pradesh for his encouragement, guidance and support. Finally, we would like to thank all the officers and teachers who freely shared various documents and their experience.

Table of Contents

<i>Acknowledgement</i>	iii
<i>Table of Contents</i>	iv
<i>List of Figures and Tables</i>	vi
<i>Abbreviations and Acronyms</i>	vii
Chapter 1: Brief Description of the Study	1
1.1 Introduction	1
1.2 Objectives of the study	1
1.3 Methodology	1
1.4 Scope and sample of the study	2
Chapter 2: School Education in Uttar Pradesh	3
2.1 About the state	3
2.2 School in Uttar Pradesh	4
2.3 Number of schools	4
2.4 Enrolment	6
2.5 Structure of educational administration in Uttar Pradesh	7
Chapter 3: Profile of School Teachers in Uttar Pradesh	8
3.1 Teachers in Uttar Pradesh	8
3.2 Teacher categories	10
Chapter 4: Recruitment and Deployment	16
4.1 Eligibility criteria	16
4.2 Reservations	21
4.3 Selection criteria	21
4.4 Recruitment process	24
4.5 Teacher deployment	25
4.6 Recent recruitments	27
Chapter 5: Transfers	30
5.1 Transfer policy	30
5.2 Deputation	32
5.3 Present practices related to transfer of teachers in the state	32
Chapter 6: Salary and Service Conditions	34
6.1 Teacher salaries	34
6.2 Increments	35
6.3 Salary structure and other monetary benefits	35
6.4 Paid leave	38
6.5 Unpaid leave	39
6.6 State and National awards	39
Chapter 7: Roles and Responsibilities	40
7.1 Teachers role	40
7.2 Work allotment	41
7.3 Management and monitoring of teachers	42

7.4	Inspection and feedback	42
7.5	Other issues	43
7.6	Disciplinary action	44
Chapter 8: Career Progression and Professional Development		46
8.1	Promotional avenues for teachers	46
8.2	Professional development	48
8.3	Performance evaluation	48
Chapter 9: Training Management		49
9.1	Teachers training by SSA and RMSA	49
9.2	Quality of pre-service trainings	50
9.3	In-service training, academic support and supervision	50
Chapter 10: Grievance Redressal		52
10.1	Teachers grievances	52
10.2	Grievance redressal mechanism of state	56
10.3	Legal recourse by teachers	57
10.4	Issues taken by teacher to the court	59
Chapter 11: Teacher Unions		60
11.1	Teacher's unions in Uttar Pradesh	60
11.2	Teacher constituencies in the state	61
Annexure: List of documents reviewed		63

List of Figures and Tables

List of Figures

Figure 2.1	Map of Uttar Pradesh	3
Figure 10.1	Disposed cases in Allahabad High Court	58
Figure 10.2	Disposed cases in Lucknow Bench	58

List of Tables

Table 2.1	Uttar Pradesh at a glance	3
Table 2.2	Primary schools in Uttar Pradesh	5
Table 2.3	Upper primary schools in Uttar Pradesh	5
Table 2.4	Secondary schools in Uttar Pradesh	5
Table 2.5	School at secondary level	6
Table 2.6	Number of students in primary schools	6
Table 2.7	Number of students in upper primary schools	6
Table 2.8	Number of students in secondary schools	6
Table 3.1	Number of primary teachers in Uttar Pradesh	8
Table 3.2	Number of upper primary teachers in Uttar Pradesh	8
Table 3.3	Number of secondary teachers in Uttar Pradesh	8
Table 3.4	Teachers per school	9
Table 3.5	Number of vacant posts	9
Table 3.6	Categories of teachers	10
Table 3.7	Number of Shiksha Mitras	12
Table 3.8	Number of Anudeshaks	13
Table 3.9	Number of KGBV teachers	13
Table 3.10	Number of vacant posts in KGBV schools	13
Table 3.11	Teacher cadres in Uttar Pradesh	14
Table 4.1	Eligibility criteria – personal	17
Table 4.2	Eligibility criteria – qualifications	19
Table 4.3	Reservation categories	21
Table 4.4	Selection criteria	22
Table 4.5	Number of recruitments in elementary	27
Table 4.6	Number of recruitments in secondary (government)	28
Table 4.7	Number of recruitments in secondary (aided)	28
Table 5.1	Transfer policy for different cadres of teachers	31
Table 5.2	Inter district transfer of elementary teachers	33
Table 6.1	Salaries of regular teachers in Uttar Pradesh	34
Table 6.2	Annual premium deducted from the salary of a teacher	36
Table 6.3	Other benefits given to teachers	37
Table 6.4	Type of leave	39
Table 7.1	Roles and responsibilities of teachers	41
Table 7.2	Work allotment of teachers	41
Table 8.1	Promotional avenues for teachers	46
Table 10.1	Grievance redressal mechanism for different cadre of teachers	56
Table 10.2	List of pending and disposed cases at Allahabad and Lucknow courts	57

Abbreviations and Acronyms

ABRC:	Assistant Block Resource Coordinator
ABSA:	Assistant Basic Shiksha Adhikari
ACR:	Annual Confidential Report
AD:	Additional Director
AWP&B:	Annual Work Plan and Budget
BA:	Bachelor of Arts
B.Ed.:	Bachelor of Education
BEO:	Block Education Officer
BITE:	Block Institutes of Teacher Education
BRC:	Block Resource Centre
BSA:	Basic Shiksha Adhikari
BTC:	Basic Teaching Certificate
CCL:	Child Care Leave
CL:	Casual Leave
CRC:	Cluster Resource Centre
CTE:	College of Teacher Education
CWSN:	Children with special needs
DA:	Dearness Allowance
DIET:	District Institute of Education and Training
DIOS:	District Inspector of School
DISE:	District Information System for Education
DM:	District Magistrate
DPEP:	District Primary Education Programme
FGD:	Focused Group Discussion
GoI:	Government of India
GPF:	General Provident Fund
HM:	Head Master/Mistress
HRA:	House Rent Allowance
HTC:	Hindustani Teacher Certificate
JTC:	Junior Teacher Certificate
IASE:	Institute of Advance Study in Education
ICT:	Information and Communications Technology
KGBV:	Kasturba Gandhi Balika Vidhalaya
LT:	Licentiate Teacher
MDM:	Mid Day Meal
MHRD:	Ministry of Human Resource Department
ML:	Medical Leave
NCERT:	National Council of Educational Research and Training
NCTE:	National Council for Teacher Education
NPE:	National Policy on Education
NSDL:	National Securities Depository Limited
NUEPA:	National University of Education Planning and Administration

OBC:	Other Backward Class
PGT:	Post Graduate Teacher
PS:	Primary School
RMSA:	Rashtriya Madhyamik Shiksha Abhiyan
RTE:	Right to Education
SC:	Schedule Caste
SCERT:	State Council of Educational Research and Training
SDI:	Skill Development Initiative
SMC:	School Management Committee
Sp.Ed.:	Special Education
SSA:	Sarva Shiksha Abhiyan
ST:	Schedule Tribe
SUPW:	Socially Useful Productive Work
TET:	Teacher Eligibility Test
TGT:	Trained Graduate Teacher
UEE:	Universal Elementary Education
UPEFA:	Uttar Pradesh Education for All
UPPSC:	Uttar Pradesh Public Service Commission
UPS:	Upper Primary School
UPSESSB:	Uttar Pradesh Secondary Education Service Selection Board

Chapter 1

BRIEF DESCRIPTION OF THE STUDY

1.1 Introduction

In 2013, National University of Education Planning and Administration (NUEPA) initiated a National Study on Working Conditions of Teachers. The purpose of the study was to analyze policies and practices with respect to teacher recruitment, deployment, transfers, salary, roles and responsibilities, grievance redressal and physical working conditions of all categories of teachers (regular, contract, part-time). The study was conducted in nine states of India and Uttar Pradesh was chosen as one of the nine states. The State Council of Educational Research and Training (SCERT), Uttar Pradesh conducted the study in Uttar Pradesh and the present report discusses the main findings of the study.

1.2 Objectives of the study

Given that this study was a part of the national study, the objectives of this study are similar to the objectives as laid down by the national study guidelines. Following are the objectives of this study:

- a. To understand the system, rules and regulations that frames the working conditions of the teachers (both elementary and secondary level) in the state; and
- b. To understand the prevalent practices followed in recruitment, deployment, transfers, salary, roles and responsibilities, grievance redressal system and working conditions and overall management of teacher cadre in the state.

1.3 Methodology

This study followed the basic design, which was finalized at NUEPA and was common for all nine states. SCERT, UP took part in all national consultation meetings and workshops that were held for the purpose. Following methods were used to conduct the study:

- a. Review of relevant government orders, policy documents, government notifications and official data;

- b. Consultations with officials at state and district level; and
- c. Group discussions with teachers, head masters at district and state level.

1.4 Scope and sample of the study

The scope of the study included all teachers working in government elementary and government/aided secondary schools as well as all departments and institutions that are involved directly or indirectly in the management of teacher cadre. Following categories of teachers were the main focus of this study:

- a. Primary – Basic Shiksha Parishad (Government)
- b. Upper Primary – Basic Shiksha Parishad (Government)
- c. Secondary – Government and Government-Aided

It is important to point out that in Uttar Pradesh, often secondary and senior secondary schools are common. Therefore, even though secondary and senior secondary teachers belong to different cadres, it is often not possible to distinguish between their working conditions. As such, several issues that related to secondary teachers also include those of senior secondary teachers as well.

As proposed in the national design of the study, two sample districts were selected for this study for in-depth understanding of ground level realities. These districts were Kanpur Nagar and Lucknow. These districts were chosen based on the following criteria that was given in the national guidelines:

- a. The district should not be new. In other words, it should not have been created recently;
- b. The social composition (percentage of SC, ST and Muslim) of the district should be akin to the state profile;
- c. The sex ratio in the chosen district is not very low or very high and is closer to the state average;
- d. The district has all type of schools and all kind of teachers;
- e. No. of schools and teachers taken in study are in good number.

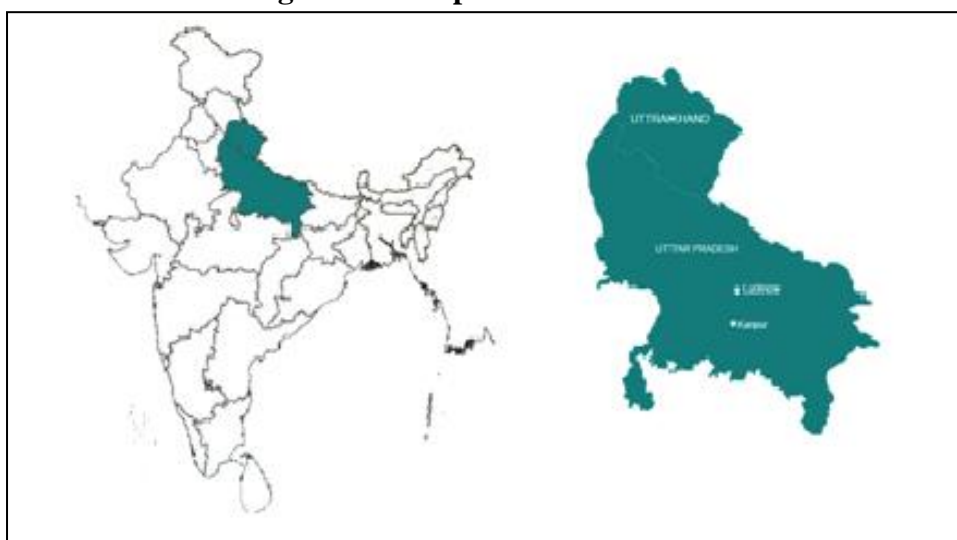
Chapter 2

SCHOOL EDUCATION IN UTTAR PRADESH

2.1 About the state

Uttar Pradesh is located in North-Central India and is bordered by many states. It also shares international boundary with Nepal. The state of Uttar Pradesh was created on 1st April 1937. It was previously known as United Provinces and got its current name in 1950. Lucknow is the capital region of Uttar Pradesh and in November 2000, a separate state was carved out of it, which became Uttarakhand.

Figure 2.1: Map of Uttar Pradesh



Uttar Pradesh is the largest state of India by population and 4th largest by area. According to 2011 census, there are 75 districts, which have been classified into 18 Divisions.

Table 2.1: Uttar Pradesh at a glance

Particulars	Details
Area (sq. km)	2,43,290
Population (crores)	19.98
Population density (person per sq. km)	821
Rate of Growth of Population (%)	20.23
Sex Ratio	908
SC population (%)	18
ST population (%)	0.6
Rural Population (%)	77.73
Minority Population (%)	19.4
Number of Districts	75
Number of Divisions	18

The rate of growth of population is higher than the national average. However, the rate of growth has come down as compared to the previous decade, when it grew at a rate of 25 percent. Similar trends can be seen with respect to sex ratio and literacy. Although the state has made marginal improvements in both these aspects, the state average is much below the national average. Disturbingly, the sex ratio for children between 0-6 years continues to be lower than that of adults. In fact, it has come down from 915 in the 2001 to 902 in 2011. Similarly, female literacy rate is lower than male literacy rate by 10 percent. Surprisingly, sex ratio is better in rural areas as compared to urban areas, while literacy rate in urban areas is higher than that in rural areas.

2.2 Schools in Uttar Pradesh

Though the history of government and government-aided schools in the state goes back to early 19th century, large segments of the population were underserved till the time India gained independence. As per 1951 census, the literacy rate in Uttar Pradesh was 12 percent. However, in the last few decades, the state has significantly expanded the number of schools and the literacy rate has gone up from 12 percent to 67 percent, according to 2011 census.

Even though the development of the education system was initiated from the time of independence, the state saw an unprecedented growth in the number of schools only after 2000. This study indicates that the state is yet to come to terms with this recent rapid expansion and many dimensions of working conditions of teachers demand urgent attention.

2.3 Numbers of schools

Like all other states in the country, schools in Uttar Pradesh are divided into elementary, which include primary and upper-primary, secondary and senior secondary schools. By 2011-12, the state had more than 2.65 lakh schools at elementary and secondary levels across all types of managements including government and aided schools (see table 2.2, 2.3, 2.4).

Table 2.2: Primary schools in Uttar Pradesh

Year	Boys	Girls	Total
1950-51	29,459	2,520	31,979
1960-61	35,156	4,927	40,083
1970-71	50,503	11,624	62,127
1980-81	70,606	-	70,606
1990-91	77,111	-	77,111
2000-01	96,764	-	96,764
2012-13	1,68,446	-	1,68,446

Table 2.3: Upper primary schools in Uttar Pradesh

Year	Boys	Girls	Total
1950-51	2,386	468	2,854
1960-61	3,674	661	4,335
1970-71	6,779	2,008	8,787
1980-81	10,355	3,200	13,555
1990-91	11,753	3,319	15,072
2000-01	18,441	3,237	21,678
2012-13	69,873	6,817	76,690

Table 2.4: Secondary schools in Uttar Pradesh

Year	Boys	Girls	Total
1946-47	415	91	506
1950-51	833	154	987
1960-61	1,489	282	1,771
1970-71	2,834	581	3,415
1980-81	4,420	758	5,178
1990-91	5,122	1,020	6,142
2000-01	8,128	1,786	9,914
2006-07	10,483	4,930	15,413
2012-13	16,033	4,687	20,720

Initially, there were separate schools for boys and girls. Primary schools became co-educational only during 1980-81, while others continue to remain non co-educational schools. Only in the last 3-4 years, some schools established under RMSA have been made co-educational.

Further, the number of schools in Uttar Pradesh has doubled since 2001-02. Primary schools have increased by 74 percent, upper primary schools by 254 percent and secondary schools by 34 percent. This increase has had a direct impact on the enrolment numbers at all levels of schooling. At the secondary level, most schools are either aided or unaided (see table 2.5). In fact, unaided non-governmental schools form 73 percent of all secondary schools in the state.

Table 2.5: Schools at secondary level

Government	Aided	Unaided	Total
1,611	4,079	15,781	21,471

2.4 Enrolment

There has been a remarkable growth in the enrolment numbers and the Gross Enrolment Ratio in Uttar Pradesh, which has been highlighted tables 2.6, 2.7 and 2.8.

Table 2.6: Number of students in primary schools

Year	Boy	Girls	Total
1950-51	22,92,175	3,34,948	26,27,123
1960-61	31,70,868	7,87,660	39,58,528
1970-71	67,48,031	38,67,691	1,06,15,722
1980-81	65,93,572	27,74,829	93,68,401
1990-91	78,93,063	40,68,501	1,19,61,564
2000-01	85,60,920	48,43,140	1,34,04,060
2012-13	1,29,50,502	1,32,53,658	2,62,04,160

Table 2.7: Number of students in upper primary schools

Year	Boy JHS	Girls JHS	Total
1950-51	2,78,339	69,798	3,48,137
1960-61	4,46,139	1,03,688	5,49,827
1970-71	10,95,740	2,85,166	13,80,906
1980-81	14,12,783	3,91,731	18,04,514
1990-91	20,26,314	7,21,254	27,47,568
2000-01	21,71,774	10,10,153	31,81,927
2012-13	55,44,826	59,97,720	1,15,42,546

Table 2.8: Number of students in secondary schools

Year	Boy	Girls	Total
1946-47	1,89,000	31,000	2,20,000
1950-51	3,59,000	58,000	4,17,000
1960-61	7,58,000	1,54,000	9,12,000
1970-71	18,52,000	4,68,000	23,20,000
1980-81	27,52,000	6,96,000	34,48,000
1990-91	36,14,000	11,45,000	47,59,000
2006-07	58,29,000	25,10,000	83,39,000
2012-13	70,51,000	55,35,000	1,25,86,000

Overall, the enrolment across three categories of schools during the period 2001-02 to 2012-13 grew from 2.49 crores to 5.03 crores, an increase of 102 percent. Likewise, for the same period, the increase at primary level was 95 percent, 263 percent at upper primary and 51 percent at secondary level. Further, the enrolment of girls also tripled. It

increased from 0.83 crores in 2001-02 to 2.48 crores in 2012-13 (34 percent in 2001-02 to 49 percent in 2012-13).

While these numbers are impressive, the education system in Uttar Pradesh has yet to overcome various challenges such as retention, gross enrolment ratio, rate of transition to higher classes, enrolment of students from scheduled castes, scheduled tribes and minorities. Along with that, the learning levels of children are dismal.

2.5 Structure of educational administration in Uttar Pradesh

The education system of Uttar Pradesh is divided into two ministries:

- a. Ministry of Elementary Education
- b. Ministry of Secondary Education

Ministry of Elementary Education oversees the Directorate of Basic Education, Directorate of Saksharta and Alternative Education, Directorate of State Council of Educational Research and Training, Directorate of Education for All (SSA), and Madhyahn Bhojan Pradhikaran (Mid Day Meal). Ministry of Secondary Education oversees Directorate of Secondary Education, along with the functioning of Uttar Pradesh Madhyamik Shiksha Abhiyan - body established to implement the RMSA scheme for universalization of secondary education.

For the purpose of educational administration and management the department of education in Uttar Pradesh is divided into 18 divisions. Each division is headed by a Joint Director of Education and a Divisional Deputy Director of Education. Both these officers look after the issues that relates to secondary education. For the purpose of educational administration and management of elementary education, there are 18 Assistant Directors at divisional level.

The state is divided into 75 districts. In every district, there is one office headed by district Basic Shiksha Officer who looks after all issues related to basic education, mid day meal and education for all (SSA). Sometimes, they also manage Saksharta and Vaikalpik Shiksha (as per directives of district level committee).

Chapter 3

PROFILE OF TEACHERS IN UTTAR PRADESH

3.1 Teachers in Uttar Pradesh

The total number of teachers in Uttar Pradesh across three categories (primary, upper primary and secondary) was 8.94 lakhs (see table 3.1, 3.2 and 3.3) in 2012-13. Just to put this in perspective, total number of teachers in Uttar Pradesh is higher than the total population of Sikkim. This number is likely to have crossed 10 lakhs with the recent recruitments.

Table 3.1: Number of primary teachers in Uttar Pradesh

Year	Male	Female	Total
1950-51	65,110	5,189	70,299
1960-61	87,340	11,714	99,054
1970-71	1,70,857	32,502	2,03,359
1980-81	2,03,712	44,042	2,47,754
1990-91	2,09,120	57,037	2,66,157
2000-01	2,36,310	82,004	3,18,314
2012-13	2,01,579	1,62,471	3,64,050

Table 3.2: Number of upper primary teachers in Uttar Pradesh

Year	Male	Female	Total
1950-51	11,605	2,900	14,505
1960-61	19,057	4,202	23,259
1970-71	41,306	10,880	52,186
1980-81	58,775	14,326	73,101
1990-91	78,814	19,415	98,229
2000-01	82,798	23,890	1,06,688
2012-13	1,22,385	1,49,575	2,71,960

Table 3.3: Number of secondary teachers in Uttar Pradesh

Year	Male	Female	Total
1950-51	15,453	182	15,635
1960-61	30,222	5,854	36,076
1970-71	64,810	14,838	79,648
1980-81	96,117	19,747	1,15,864
1990-91	1,06,650	19,522	1,26,172
2000-01	1,14,494	26,838	1,41,332
2012-13	2,12,500	45,498	2,57,998

The overall number of teachers has increased by 58 percent from 2001-02 to 2012-13. However, this increase has been not as high as the increase in number of schools, which increased by 99 percent during the same period. Additionally, primary teachers

increased only by 14 percent whereas upper primary and secondary teachers increased by 155 percent and 83 percent respectively.

One of the distinguishing features in Uttar Pradesh is that there are different cadres for male and female teachers at all levels. Significantly, a large part of increase in number of teachers is due to increase in number of women teachers, which grew from 1.32 lakhs to 3.57 lakhs, an increase of 169 percent. The growth in number of women teachers was especially impressive at upper primary level, which increased from 0.23 lakhs to 1.49 lakhs. In fact, in Uttar Pradesh, women teachers outnumber male teachers in upper primary schools. Interestingly, the number of male primary teachers decreased from 2.36 lakh in 2001-02 to 2.01 lakhs in 2012-13.

As mentioned earlier, the rate of growth in numbers of schools has outpaced rate of growth of teachers. As Table 3.4 demonstrates, teachers per school have gone down at both primary and upper primary. It is only at secondary level that the number of teachers per school has increased.

Table 3.4: Teachers per school

Type of School	2012-13	2001-02
Primary	2.16	3.29
Upper Primary	3.55	4.92
Secondary	12.45	9.17

This is further corroborated by the fact that a large number of vacancies exist at primary and upper primary levels. Table 3.5 shows that 44 percent Head Teacher posts and 17 percent of Assistant Teacher sanctioned posts are vacant at present. This is obviously a major issue and the state government has taken several measures to address this situation. However, it is also quite possible that adequate numbers of positions have not been created or sanctioned. There are no estimates available for the same, but it can be surmised that even this number is likely to be quite large.

Table 3.5: Number of vacant posts

Type of school	Head Teacher Posts			Assistant Teacher Post		
	Sanctioned	Vacant	Vacancy %	Sanctioned	Vacant	Vacancy %
Primary School	88,698	33,709	38%	3,00,671	58,791	20%
Upper Primary School	44,999	25,367	56%	1,17,477	11,178	10%
Total	1,33,697	59,076	44%	4,18,148	69,969	17%

3.2 Teacher categories

Given the scope of the study, Uttar Pradesh has the following categories of teachers:

- a. Regular Teachers
 - i. Primary Teacher – Basic Shiksha Parishad
 - ii. Upper Primary Teacher – Basic Shiksha Parishad
 - iii. Secondary Teacher – Government
 - iv. Secondary Teacher – Government Aided
- b. Non Regular Teachers
 - i. Shiksha Mitra – Government Primary
 - ii. Anudeshak – Government Upper Primary
 - iii. Kasturba Gandhi Balika Vidyalaya – Project, Upper primary
 - iv. ICT Teacher – Government Secondary
 - v. Vocational Teacher – Government Secondary

3.2.1 Regular Teachers (Basic Shiksha Parishad and Government)

There are two categories of teachers at primary, upper primary and secondary levels, as shown in the table below:

Table 3.6: Categories of teachers

	Primary	Upper Primary	Secondary	Senior Secondary
Category of Teachers	Assistant Teacher	Assistant Teacher	LT (TGT)	Lecturer (PGT)
	Head Master	Head Master	Principal	Principal
Type of Cadre	District		Divisional	State
Cadre Controlling Authority	District Basic Shiksha Officer		Divisional Joint Director - Secondary	Director - Secondary

All routine matters related to teachers including appointments, transfers, promotion, leaves, etc. are handled by the cadre controlling authority.

3.2.2 Regular teachers (Secondary government aided)

Secondary aided schools follow a hierarchy similar to that of the government schools – Principal and LT(TGT). However, the cadre controlling authority in such schools is the governing body of the school.

3.2.3 Non-regular teachers

Both elementary and secondary levels have a large number of non-regular teachers. In fact, Uttar Pradesh has the highest number of non-regular teachers in the country. There are three categories of non-regular teachers in elementary and two categories at secondary levels. All non-regular teachers are appointed to a specific school and not to a cadre like regular teachers.

a. Government Primary - Shiksha Mitra

Under SSA, there was a provision to hire para-teachers for classes I and II in primary schools that were run by the Basic Shiksha Parishad. The objective of this provision was:

- vi. To provide minimum two teachers in each parishadiya primary school;
- vii. To fulfill teacher pupil ratio norm;
- viii. To make provision for local youths to serve their community;
- ix. To ensure active participation of Village Education Committee in primary education;
- x. To make provision for local educated ladies to serve in schools & promote confidence in girls education;
- xi. To increase retention of children;
- xii. To ensure enrolment of out of school children by focusing Shiksha Mitras on classes I & II in schools; and
- xiii. To achieve the objective of five teachers per school, in 3:2 ratio of regular teachers & Shiksha Mitras.

As can be seen from Table 3.7, 1.71 lakh Shiksha Mitra posts were approved over between 2001-2008. Out of these, 1.65 lakhs Shiksha Mitras were recruited and posted in schools. It is important to note that the Shiksha Mitras are paid very low salaries i.e. Rs. 3,500 per month, for 11 months in a year. The state government has recently taken a decision to regularize the Shiksha Mitras, which will bring their salaries at par with the existing primary teachers. The regularization is done in three phases. In the first phase, 58,826 Shiksha Mitras have been absorbed as Assistant Teachers after they completed BTC course through distance mode. A second batch of 64,000 teachers is currently undergoing BTC programme through distance mode. They are expected to join service by end of 2014 or early 2015. The final batch of 46,000 teachers will begin their BTC henceforth.

Table 3.7: Number of Shiksha Mitras

Year	2001	2002	2003	2004	2005	2006	2007	2008	Total
Numbers Approved in AWP	6,108	371	67,111	10,495	74,753	8,435	813	3,014	1,71,100

At one level, this solved the problem of high pupil teacher ratio at the primary level. However, given that the minimum qualifications for this post was only Intermediate, it created a huge cadre of untrained teachers in the state once the latest NCTE teacher eligibility criterion [year] came into force. Hence, the state not only had to stop the recruitment of Shiksha Mitras, they also had to ensure that the Shiksha Mitras acquire necessary qualifications within the stipulated time frame.

b. Government Upper Primary - Anudeshak (Part-time Instructors)

In order to fulfill the requirements of the RtE Act, the State Government made a provision to appoint instructors for SUPW in Upper Primary schools in which there are more than 100 students. Project Approval Board had approved 41307 part time instructors for Upper Primary School in the supplementary AWP&B 2010-11 on the basis of DISE 2009-10. These posts were created under three categories – Health and Physical Education, Art Education, and Work Education. The Anudeshaks, like Shiksha Mitras, are contractual teachers and are paid a consolidated salary of Rs. 7,000/- per month. There is no proposal as yet to regularize the services of Anudeshaks and as per the data, nearly a quarter of Anudeshak positions are vacant.

Table 3.8: Number of Anudeshaks

Type of Teachers	Sanctioned	Working	Vacancies	Vacancy %
Health & Physical Education	13,769	11,099	2,670	19%
Art Education	13,769	10,916	2,853	21%
Work Education	13,769	9,238	4,531	33%
Total	41,307	31,253	10,054	24%

c. Kasturba Gandhi Balika Vidyalaya Teachers

The Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme enables the establishment of residential schools for girls at upper primary level. The aim of the scheme is to reach out to girls from marginalized social groups in over 3,000 educationally backward blocks in the country where the female rural literacy rate is below the national average. Uttar Pradesh has established the highest number of schools (746) in the country under this scheme. As evident from Table 3.9, a provision of 6714 teachers was approved for these schools.

Table 3.9: Number of Kasturba Gandhi Balika Vidyalaya Teachers

Year	2004	2005	2006	2007	2008	2010	Total ¹
Numbers of Schools Approved	32	93	132	66	131	292	746
Numbers of Teachers Approved in AWP	288	837	1188	594	1179	2628	6714

The salary of KGBV teachers is very low compared to upper primary school teachers, although it is better than Shiksha Mitras. There is no proposal to regularize the services of these teachers. It must be noted here that only women can be appointed to the positions of Warden and Full-time teachers for KGBV schools. Additionally, there are a large number of vacancies in the KGBV schools (see Table 3.10).

Table 3.10: Number of vacant posts in KGBV schools

Post	Total post sanctioned	Working teachers	Vacant Post	Vacancy %
Warden	746	593	153	21%
Full Time Teacher	2984	2024	960	32%
Part Time Teacher	2972	2259	713	24%
Total	6702	4876	1826	27%

¹ No further schools have been established in the state under the scheme after 2010

d. Government Secondary

There are only two categories of non-regular teachers in Uttar Pradesh:

- i. ICT Teacher
- ii. Vocational Teacher

As the title suggests, both these categories are specific profiles and teachers are placed in schools to strengthen ICT and Vocational education respectively.

The following table lists all the categories of teachers in Uttar Pradesh.

Table 3.11: Teacher Cadres in Uttar Pradesh

	Type of school	Cadre of teacher	Type of teacher	Government/ Non-govt.
Elementary	Primary School (Run by Basic Shiksha Parishad)	Head teacher Primary School	Regular	Basic Shiksha Parishad
	Primary School (Run by Basic Shiksha Parishad)	Assistant teacher Primary School	Regular	Basic Shiksha Parishad
	Primary School (Run by Basic Shiksha Parishad)	Shiksha Mitra	Contract	Basic Shiksha Parishad
	Upper Primary School (Run by Basic Shiksha Parishad)	Head teacher Upper Primary School	Regular	Basic Shiksha Parishad
	Upper Primary School (Run by Basic Shiksha Parishad)	Assistant teacher Upper Primary School	Regular	Basic Shiksha Parishad
	Upper Primary School (Run by Basic Shiksha Parishad)	Anudeshak(UPS)	Contract	Basic Shiksha Parishad
	Primary School (Run by society/Trust Aided by Social welfare dept.)	Head Teacher teacher(Aided PS)	Regular	Non govt
	Primary School (Run by society/Trust Aided by Social welfare dept.)	Assistant teacher(Aided PS)	Regular	Non govt
	Upper Primary School (Run by society/Trust Aided by Education dept.)	Head teacher (Aided UPS)	Regular	Non govt
	Upper Primary School (Run by society/Trust Aided by Education dept.)	Assistant teacher (Aided UPS)	Regular	Non govt
	Kasturba Gandhi Balika Vidyalaya	Warden	Contract	Non govt
	Kasturba Gandhi Balika Vidyalaya	Full Time Teacher	Contract	Non govt
	Kasturba Gandhi Balika Vidyalaya	Part Time teacher	Contract	Non govt

Table Contd...

	No Permanent School	Itinerant Teacher (CWSN)	Contract	Non govt
Secondary	Government High School	Head master	Regular	Government
	Government Girls High School			
	Government High School	Trained Graduate Teacher (LT)	Regular	Government
	Government Girls High School			
	Government Inter college	Principal	Regular	Government
	Government Girls Inter college			
	Government Inter college	Government Lecturer (PGT)	Regular	Government
	Government Girls Inter college			
	Government Inter college	Trained Graduate Teacher(LT)	Regular	Government
	Government Girls Inter college			
	High School (Run by society/Trust Aided by secondary Education dept.)	Head master	Regular	Non govt
	High School (Run by society/Trust Aided by secondary Education dept.)	Aided School LT (TGT)	Regular	Non govt
	Inter college (Run by society/Trust Aided by secondary Education dept.)	Principal	Regular	Non govt
	Inter college (Run by society/Trust Aided by secondary Education dept.)	Aided School LT (TGT)	Regular	Non govt
	Inter college (Run by society/Trust Aided by secondary Education dept.)	Aided School Lecturer (PGT)	Regular	Non govt
	Inter college (Run by society/Trust Aided by secondary Education dept.)	Assistant teacher Primary School	Regular	Non govt
	Sanskrit High School (Run by society/Trust Aided by secondary Education dept.)	Head Master	Regular	Non govt
	Sanskrit High School (Run by society/Trust Aided by secondary Education dept.)	Aided School LT (TGT)	Regular	Non govt
	Sanskrit Inter college (Run by society/Trust Aided by secondary Education dept.)	Principal	Regular	Non govt
	Sanskrit High School (Run by society/Trust Aided by secondary Education dept.)	Aided School Lecturer (PGT)	Regular	Non govt
	Sanskrit High School (Run by society/Trust Aided by secondary Education dept.)	Aided School LT (TGT)	Regular	Non Govt
	Government/Aided High School/Inter College	ICT teacher	Contract	Non govt
	Government/Aided High School/Inter College	Vocational teachers	Contract	Non govt

Chapter 4

RECRUITMENT AND DEPLOYMENT

All government jobs in UP, including teachers, are still coveted. This is largely due to the fact that other employment opportunities are limited and mostly fall under the unorganized sector where working conditions are much worse. As a result, the demand for government teaching jobs is very high and hence the pressure on the system is high as well. Also, given the fact that the number of teacher positions in Uttar Pradesh is very large, recruitment generates a lot of interest in the society at large and its representatives. These factors make teacher recruitments in UP quite challenging.

As mentioned earlier, Uttar Pradesh, like many other states of India, has multiple cadres and categories of regular and non-regular teachers. Each of these categories has their own set of eligibility criteria and recruitment processes that are specified in various rules and periodic amendments. The appointing authority for these cadres is different as well.

Broadly, the state follows provisions of Intermediate Act 1921, which is applicable for all government aided employees, Uttar Pradesh Basic Education Act 1972, Uttar Pradesh Basic Education Teachers Service Rules 1981, Uttar Pradesh Junior High School (Teachers Recruitment and Services) Rule 1978, and various rules governing secondary schools teachers and government orders, that are issued time to time as revisions and amendments.

This chapter will first examine the eligibility criteria such as age, qualifications and reservations, followed by a review of the selection criteria and the recruitment process, for different categories of both regular and non-regular teachers. Subsequently, a brief review of actual recruitments during the last few years will be carried out. In the end, deployment policies and practices for government elementary and secondary teachers will be discussed.

4.1 Eligibility criteria

Teacher eligibility is examined here under two criteria – personal and qualifications

Table 4.1: Eligibility Criteria – Personal

Cadre / Type of Teacher	Criteria
Assistant teacher PS	On 1st July Min - 18 years, Max- 30years, 5 years age relaxation for reserved categories or as government decides from time to time. (Rules 1981) now amended as minimum age to be 21 years and maximum age 40 years (amended in 2011) Those candidates will be preferred who passed required training course earlier than candidates completing training later (1981)
Assistant teacher UPS	Age- as on 1 July of 2013 Minimum - 21 years Maximum - 35 years 5 year age relaxation to SC/ST/OBC 3 year age relaxation to Ex-Service men. 10 years age relaxation to Handicapped Nationality - Indian. Resident- residing in U.P for the least 5 years. Marital Status - For appointment/selection such male candidates will not be eligible whose more than one wives are alive or such female candidates will not be eligible who have married a man, whose has another wife already.
Shiksha Mitra	Age -Minimum 18 years, Maximum 30 years (2001), 35 year and 5 year relaxation in age to Handicapped, widow and divorcee (2005) To be resident of village. In case of no suitable candidate is available, the geographical area could be extended to Nyay Panchayat.
Anudeshak (UPS)	(1) Age as on 01.07.2012, minimum 21 years, maximum 35 years. (2) 5 year age relaxation to SC/ST/OBC (3) For ex-army person 3 year (4) Disabled person - 15 year (5) Resident of district where applying
Assistant teacher (Aided PS)	Rule 1975
Assistant teacher (Aided UPS)	Min age (as per 2000 amendment to Rules 1978) Assistant Teacher - 21years Head Master - 30 years
Teacher (KGBV)	Min. Age – As on 1st July of the selection year Warden - 30 years Full Time/ Part Time Teachers - 25 Years Maximum Age - 45 years.
Itinerant Teacher (CWSN)	Citizen of India
Government LT (TGT)	Indian Citizen Min Age - 21 Years Max. Age - 40 Years (as amended in 2014)
Government Lecturer (PGT)	Indian Citizen Min Age - 21 Years Max. Age - 32 Years now amended to 40 years As per service rules 1992, Part-3, Regulations 7, 10

Table Contd...

Aided School LT (TGT)	UPSESSB Rules 1998 Chapter-2, Regulation-4 Age- Minimum-21 years No upper age limit. No geographical constraints applicant should be Indian Citizen only.
Aided School Lecturer (PGT)	UPSESSB Rules 1998 Chapter-2, Regulation-4 Age- Minimum-21 years No upper age limit. No geographical constraints applicant should be Indian Citizen only.
ICT teacher	Decided by service Provider
Vocational teachers	Age - Minimum 21 years Indian citizen
Attached Primary Teacher	Age- Minimum 21 years, No upper age limit. No Geographical constraints. Applicant should be Indian Citizen only.
Sanskrit school teacher	Age- 21-40 yrs. Nationality- Indian For Head master and Vied teacher (U.M.)- Min. Age 30 Yrs. + 3 Yrs. Experience.

4.1.1 Personal

As evident from Table 4.1, different minimum age is prescribed for different types of teachers. Some cadres have put a bar on maximum age, while for most there is no upper age limit. In some cadres, there is a provision of age relaxation for SC/ST/OBC, disabled persons and ex-service Army Men, while some other cadres are silent on the marital status. Some have condition related to home district/village, while others don't have this kind of condition. It is apparent that there is no uniformity in the age and other criteria of different type of teachers. It was also noticed that criterion were added/subtracted/alterd during actual recruitment.

4.1.2 Qualifications

It can be seen from the above table that there is a fair degree of uniformity in the necessary qualifications within a cadre of regular teachers, whether government or aided. These qualification requirements for all cadres meet the minimum requirements of NCTE. In fact, Uttar Pradesh may be among the few states where even a primary teacher is expected to be a graduate. However, the qualification requirements for non-regular cadres like Shiksha Mitra and Anudeshak are lower.

Table 4.2: Eligibility Criteria – Qualifications

Cadre /Type of teacher	Criteria
Assistant teacher PS	<p>Nursery teacher- B.T.C. (Nursery) or Equivalent from recognized training institute in U.P. (1981)</p> <p>Assistant teacher in Junior basic school - Passed High school exam from Madhyamik Shiksha Parishad (U.P.) or equivalent as recognized by U.P. Government + B.T.C. or equivalent (1981)</p> <p>Passed Intermediate exam from Madhyamik Shiksha Parishad (U.P.) but for the candidates who have passed B.T.C. or equivalent previously, the essential qualification will be same as for the admission in training programmed (fifth amendment 1993)</p> <p>Graduate from a University established by law in India or equivalent + B.T.C. or equivalent (8th Amendment 1998)</p>
Assistant teacher UPS	<p>For Math/Science(Direct 50%) recruitment</p> <p>Graduation, BTC/ B.Ed. or equivalent</p> <p>TET (6 to 8) qualified.</p> <p>Graduate from University with at least one subject - Science or Math's.</p> <p>B.T.C./ B.Ed./ B.Ed. (Spl. Ed.)</p>
ShikshaMitra	Intermediate
Anudeshak(UPS)	<p>Art Education</p> <p>Intermediate (Drawing) and B.A. or B.A. with drawing or painting or special degree or diploma in Art from any University of India with Intermediate</p> <p>Health & Physical Education</p> <p>Graduate and Diploma or degree in Physical education recognized by State Government or any University of India or equivalent.</p> <p>Work Education</p> <p>Computer Education (35% vacancies)- B.Sc. (Computer Science) or B.C.A. or Graduate with 'A' level course from DOEACC.</p> <p>Home science and related art-(35% vacancies)- Graduate in Home Science/ Home Economics/Home Art/Domestic Science.</p> <p>Horticulture Science and fruit conservation (15% vacancies)- B.Sc. (Agriculture) with special diploma in fruit preservation.</p> <p>Agriculture education (15% vacancies)- B.Sc. (Agriculture)</p>
Assistant teacher(Aided PS)	<p>Nursery teacher - B.T.C. (Nursery) or Equivalent from recognized training institute in U.P. (1981)</p> <p>Assistant teacher in Junior basic school- Passed High school exam from Madhyamik Shiksha Parishad (U.P.) or equivalent as recognized by U.P. government + B.T.C. or equivalent (1981)</p> <p>Passed Intermediate exam from Madhayamik Shiksha Parishad (U.P.) but for the candidates who have passed</p>

Table Contd...

	<p>B.T.C. or equivalent previously, the essential qualification will be same as for the admission in training programme (fifth amendment 1993) Graduate from a University established by law in India or equivalent + B.T.C. or equivalent (8th Amendment 1998)</p>
Assistant teacher(Aided UPS)	<p>As per 2008 Rules For Assistant Teacher - Graduate +B.T.C. /J.T.C./ H.T.C./ B.Ed./ Teaching Certificate For Head Master - Graduate + H.T.C./B.T.C./J.T.C.+ 5 years B.Ed./T.C + teaching experience in a recognized school. As per 1978 Rules For AT (1) Intermediate exam of U.P. Board or equivalent + B.T.C./H.T.C./J.T.C./Training Certificate for Assistant Teacher For HM (2) Graduate+ HTC/BTC/JTC+ 3 years experience of teaching in a recognized school.</p>
Teacher(KGBV)	<p>For Warden & Teachers – Junior High School Level TET Qualified and Trained Graduate (Graduation + B.Ed. / L.T) For Computer Teachers –Trained Graduate (Graduation + B.Ed. / L.T) and BCA/ B.Sc. Computer Services / PGDCA/ ‘A’ certificate from DOEACC.</p>
Government LT (TGT)	<p>Graduate from a Recognized University of India as established by law B.Ed./L.T. from a university or training college recognized by State Government As per Rules 1992.</p>
Government Lecturer (PGT)	<p>Postgraduate in concerned subject is essential qualification. L.T./ B.Ed. is preferential qualification</p>
Aided School LT (TGT)	<p>For L.T. grade teacher (Trained Graduate Payscale) Graduate in concerned subject + B.Ed./L.T. or equivalent. For L.T. grade (drawing) teacher Graduate in Drawing (B.A.) or Diploma in fine arts from IGD/Bombay or Intermediate (Technical Arts) UPSESSB Rules 1998, Chapter-2 Regulation-5 Intermediate Education Act 1921, Chapter-2, Appendix-KA</p>
Aided School Lecturer (PGT)	<p>For Lecturer (Lecturer pay scale) Post graduate in concerned subject B.Ed. is not an essential qualification UPSESSB Rules 1998, Chapter-2 Regulation-5 Intermediate Education Act 1921, Chapter-2, Appendix-KA</p>
ICT teacher	<p>Graduation + MCA / BCA / PGDCA</p>
Vocational teachers	<p>As per Intermediate Act 1921 (amended) Regulation-16 (2), Chapter- 2 (Sub Rule-1)G.O. dated 12.08.2011 G.O. no. 839/15-10-2011 andG.O. No. 1443/15-07-2001 (191)/2000 dated- 10-08-2001</p>

Table Contd...

Attached Primary Teacher	Graduate+ B.T.C. (2yrs.)/B.Ed./ equivalent B.T.C. candidates will be preferred. In absence of B.T.C. candidates B.Ed. candidates will be considered.
Sanskrit aided school	U.P. Board of Secondary Sanskrit education (Appointment and conditions of services of Heads of Institution, teachers & other employees of the Institution) Regulations 2009 Chapter 2, Regulation- 2, Appendix-‘A’

4.2 Reservations

Given the socio-economic diversity of the state, it is not surprising to find that reservations have been provided for various segments when it comes to recruitment of teachers. Some reservations may be classified as positive discrimination where the objective is to ensure that marginalized communities and individuals of the state have adequate representatives in the teaching community. Other reservations may be classified as incentives for certain segments like ex-servicemen. Reservations in UP are of two types – horizontal, where the reservation may be achieved through other reserved categories, and vertical, where reservation has to be achieved for these categories directly.

Table 4.3: Reservation categories

Category	Reservation
SC	21%
ST	2%
OBC	27%
Disabled*	3%
Ex-service men*	2%

* Horizontal reservation

As can be seen from the above table, the state provides 50 percent vertical reservation for three categories. Further, although there are no separate reservations for women, there is however, a separate cadre for female teachers for all levels of teachers.

4.3 Selection criteria

The actual selection of the candidates is based on different criteria for different levels of teachers (see table 4.4). Recently, at elementary level, the Teacher Eligibility Test (TET) has assumed great significance in the final selection.

Table 4.4: Selection Criteria

Cadre/Type of Teacher	Selection Criterion
Assistant teacher PS	Selection by direct recruitment is based on quality points: 10% of high school 20% of intermediate 40% of graduation Training qualification: Theory - 12 for first division, 6 for second division, 3 for third division Practical - 12 for first division, 6 for second division, 3 for third division Now the recruitment is done exclusively on the basis of marks obtained in TET exam candidate by state Government (as decided by supreme court)
Assistant teacher UPS	1-Through promotion on the basis of seniority 2- 50% Math/Science post have been filled with following criterion 10% of high school 20% of intermediate 40% of graduation Training qualification: Theory - 12 for first division, 6 for second division, 3 for third division Practical - 12 for first division, 6 for second division, 3 for third division
Shiksha Mitra	Average percentage of high school, intermediate, B.Ed./LT, 10% weightage to widow, divorcee and Handicapped
Anudeshak(UPS)	Average percentage of high school, intermediate, and professional qualification
Assistant teacher(Aided PS)	As per decision of selection committee
Assistant teacher(Aided UPS)	Rules 1978, Regulation-9(KA), 10, 11 After Conduction of Interview by selection committee nominated by management Regulation 9(Kha) defines selection committee in minority institutions.
Teacher(KGBV)	On the basis of quality marks- Avg. Percentage of educational qualifications (400 marks) Interview. (10 marks)
Itinerant Tacher (CWSN)	
Government LT (TGT)	Selection by direct recruitment is based on quality points: 10% of high school 20% of intermediate 40% of graduation Training qualification: Theory-12 for first division, 6 for second division, 3 for third division Practical-12 for first division, 6 for second division, 3 for third division
Government Lecturer (PGT)	Direct recruitment- As decided by Commission from time to time latest process is by screening exam and then interview. List of 25% more candidates than vacancies is prepared and is sent to appointing authority. Promotion- Committee of AD (Secondary), AD(Hills) AD(Female), AD (Basic) U.P. Senior most additional will be chairman of Committee. (As per Service Rules 1992 post-4)

Table Contd...

Aided School LT (TGT)	Written exam of 425 marks + Interview of 50 marks. + 25 marks(5 marks for B.Ed or 10 marks for Ph.D, -10 marks for M.Ed. + 10 marks for games/N.CC/N.S.S) Merit is made on the basis of marks obtained out of 500. UPSESSB Rules 1998, Part-3, Regulation-12(4)
Aided School Lecturer (PGT)	Written exam of 425 marks. Interview of 50 marks. 25 marks(- 5 marks for B.Ed or 10 marks for Ph.D -10 marks for M.Ed. + 10 marks for games/N.CC/N.S.S) Merit is made on the basis of marks obtained out of 500. UPSESSB Rules 1998, Part-3, Regulation-12(4)
ICT teacher	No criterion
Vocational teachers	As per G.O. dated 10.08.2001, on the basis of merit prepared after conduction of interview by selection committee nominated by management. (Contract only for 10 months renewed every year in July).
Attached Primary Teacher	By management committee after Preparation of merit list of applicants, there after conduction of interview by selection committee. Act 1921, Subrule 16 (ka)
Sanskrit aided school	(i) Act 2009, Chapter-2, Regulation- 2, 9 with prior approval of Inspector Sanskrit Schools, U.P. Allahabad. (ii) By advt. in at least one Hindi & one English newspaper of State of U.P., Regulation 9(e) (iii) Interview by Selection Committee- as per sub Regulation 9(i), Chapter 2, Act 2009

Selection criterion for different kinds of teachers' often changes as per the requirement. Sometimes these changes do not appear to be transparent, which suggests that these criteria are manipulated by vested interests.

In elementary education, selection process and criterion has been changed several times in the recent past. For example, in 2011, the government decided that marks of TET exam would be one of the requirements of the selection criteria. However, as soon as the Government changed after elections, they reverted rule amendment and made selection criterion to the marks obtained in educational qualifications. This issue took three years to be resolved at different courts of law and finally after the intervention of the Supreme Court's it was decided that selection would be on the basis of marks obtained in TET exam.

Aided primary schools, aided junior high schools, Aided Inter College (Primary section) have their own criterion of selection, which is not disclosed and mostly depends on the committee members. Selection criterion for aided teachers have undergone many changes in the past but for the last 10-12 years, they remain the same as given in Table 4.4

Until 2013, upper primary posts were filled only by promotion. Sometimes Basic Shiksha Parishad gives relaxation to Mathematics and Science teachers before they complete minimum 5 years of compulsory service. In year 2013, there was 50 percent direct recruitment of Science and Mathematics teachers of upper primary schools by Basic Shiksha Parishad.

4.4 Recruitment process

Teacher recruitment in Uttar Pradesh is an important issue and is tracked closely by the aspiring candidates, society at large and its representatives. All stakeholders want to ensure that their interests are served best and do not hesitate to file cases in the courts for the purpose. Consequently, government and its recruitment authorities at various levels have to tread very carefully. In fact, every time the government issues a job notification, it contains a lot of information in order to anticipate questions that may be raised by the aspirants. It is also true that the political parties use recruitment to serve their own interests. This is reflected in frequent changes in norms, timing of recruitment drives, etc.

4.4.1 Elementary

Basic Shiksha Parishad is responsible for recruitment of regular elementary teachers (both primary and upper primary) and they do this through their district offices. Vacancies are advertised at district level. Candidates can apply to any number of districts. Based on the applications received, district level cut-off TET scores are published. Subsequently, a district level merit list of candidates is published, which is followed by counseling, where documents of the candidates are verified. After counseling, the final list of candidates for the district is published. Preference of the candidates is sought for place/school of posting in the district. The higher the candidate is on the merit list, the higher are their chances of getting posted at their preferred school. The selected candidates are expected to join by a given date in the school. The Basic Shiksha Officer and the DIET carry out the entire recruitment process at the district level.

4.4.2 Government secondary

A committee headed by Joint Director Secondary (Divisional) recruits secondary teachers (TGT) in government schools, while PGT lecturers are recruited by the UP Public Service Commission.

The recruitment process for secondary teachers is similar to that of elementary except that there is no TET and that the cadre is division level. However, the Joint Director has a wide range of work and recruitment is only one of their several functions. They neither have the time nor requisite manpower to carry out the recruitment drive. Teachers from government schools are often deputed to support Joint Director's office for recruitment. This naturally affects the studies in schools from where teachers have been withdrawn.

On the other hand, the recruitment of PGT teachers is impacted because the UPPSC is loaded with recruitments of various categories of government employees. Often teacher recruitment is not very high on the priority list of the UPPSC, which results in inordinate delays.

4.4.3 Aided secondary

Based on the number of vacancies, in aided secondary schools, the respective Manager is expected to send the requisition for recruitment to the UP Secondary Education Service Selection Board (UPSESSB) through the DIOS. In case the Manager fails to submit the requisition, the DIOS has the mandate to send the requisition directly to UPSESSB. Once the UPSESSB receives the application, they carry out the recruitment as per the criteria specified. There were some reports where both Manager of a school and the DIOS did not report vacancies, ostensibly because it allowed them rent seeking opportunities for transfers. Also, the political parties often alter the criteria and tenure for members of the UPSESSB in order to accommodate certain candidates.

4.5 Teacher deployment

At elementary level, teacher deployment is built into the recruitment process. A teacher has discretion at various stages of the recruitment process. The aspiring teacher can choose which districts s/he wants to apply. In case the aspiring teacher applies in

multiple districts and is fortunate to be in the merit list of all or some of the districts, s/he can choose to appear or not appear for counseling in certain districts. Once the district of posting is identified, the teacher is again asked for preference from among schools where vacancies exist. The higher the candidate is in the merit list of the district, the higher the chances that the teacher will get their preferred posting. Therefore, at elementary level the teachers have fewer reasons to feel dissatisfied with deployment once selected.

In contrast with elementary teachers, there is no clearly defined policy of deployment for secondary teachers. In government schools, teachers get their first posting from the Directorate. The usual criterion for first posting is that teachers are posted according to their subject, which is based on existing vacancies in that subject in various schools of the division. But since there is no transparency and preferences are not sought from prospective teachers at any stage of recruitment, there is dissatisfaction among teachers with regards to the first posting. In addition, there have been some allegations of rent-seeking and political pressure in the past. However, this information could not be corroborated during the study.

In case of aided secondary schools, prospective teachers are asked to quote five preferences for their first posting. Usually the candidates at the top of the merit list are allotted schools as per their preferences, while other candidates have to be satisfied with schools allotted to them. Again, there have been some allegations of corruption that has been reported and it seems that transparency in deployment appears to be a critical issue in the state.

4.6 Recent recruitments

Table 4.5: Number of Recruitments in Elementary

Sr. no.	Name of selection process	Year	Letter no. Date of GO	Numbers to be selected/ recruited	Number of candidate selected	Selection started on (Date/month)	Selection ends on date/month	Total no. of court cases at Hon. High Court
1	Vishisht BTC*	1998	6339/15-5-97-547/97 DATED 09-01-1998	27000	23000	Apr-99	12-01-2001	1161
4	Vishisht BTC*	2004	159179-5-2004-127/97l.c. dated 14-01-2004, 533/79-5-2004-127/97l.c. dated 20-02-2004	46189	36292	31-05-2004	09-07-2007	284
7	Vishisht BTC*	2007	2259/79-5-07-86/2006, dated 10.7.07	60000	47253	27-08-2007	11-12-2008	2667
8	Vishisht BTC*	2008	GO. No. 1186/115-11-08 dated 11.12.08	18301	16265	Mar-09	31-07-2012	
9	VISHESH CHAYAN **	2008	GO. No. Dated 14.11.08	18962	16527	Mar-10	31-07-2012	
12	Prashikshu Shikshak Chayan- 2011	2011	3116/79-5-14(10)/2010 dated 27-09-2011, 3176/79-52011-14(10)/2010 dated 27-09-2011 3465/79-5-2014-14(10)/2010 T.C. dated 27-06-2014	72,825	IN PROCESS	29-08-2014	-	75
15	Teacher recruitment (PS) 2012	2012	GO. No. dated 08-10-2012	9770	3277			
16	Teacher Recruitment	2013	GO.No. 1151/79-5-2013-14(10)/10 dated 26-04-2013	10800	7479			
17	Urdu Teacher	2013	GO.No. 3181/79-5-2013-4127/11 dated 17-08-2013	4280	2341			
18	Math/Science Teacher (UPS)	2013	GO.No. 2651(1)/79-5-12-104/13 dated 11-07-2013	29334	9500			
19	Teacher (PS)	2013	GO.No. 3774/79-5-2013-14(10)/10 dated 15-10-2013	10000	5030			
20	Shikhamitra (Teacher Samayojan)	2014	GO.No. 2253/79-5-2014-282/98 dated 19-06-2014	58145	Almost 31.07.2014			

*Vishisht BTC – 6 month course for B Ed candidates at DIETS, to make them eligible for teaching in primary schools

**VISHESH Chayan – Reserved category BTC candidates

Table 4.6: Number of recruitments in secondary (government)

Sr. no.	Name of selection process	Year	Advertise no. / Date for selection process	Numbers to be selected/ recruited	Number of candidate selected	Selection started on date/ month	Selection ends on date/ month
1	LT (TGT) Female	2010	Different Division wise advertisement from dec 2010 to jan 2011	3463	60-70%*	Jan-11	Dec-12
2	LT (TGT) Male	2012	Different Division wise advertisement from sep 2012 to oct 2012	1309	623	Sep-12	Still going on

*Exact numbers could not be accessed

Table 4.7: Number of recruitments in secondary (aided)

Sr. no.	Name of selection process	Year	Advertise no. / Date for selection process	Numbers to be selected/ recruited	Number of candidate selected	Selection started on date/ month	Selection ended on date/ month	Total no. of court cases at Hon. High Court
1	LT (TGT)	2001	1/2001	2412	2412	24-03-2001	10-12-2002	28
2	LT (TGT)	2002	1/2002	3787	3787	31-10-2002	30-10-2004	24
3	LT (TGT)	2004	1/2004	3039	3039	30-09-2004	09-01-2006	215
4	LT (TGT)	2005	1/2005	2306	2306	18-10-2005	25-05-2007	318
5	LT (TGT)	2009	1/2009	5990	5990	20-02-2009	24-03-2010	2300
6	LT (TGT)	2010	1/2010	4038	4038	15-11-2010	06-02-2012	700
7	LT (TGT)	2011	2/2011	1197		16-01-2012		
8	LT (TGT)	2013	1/2013	7145		30-01-2014		

The above tables on actual recruitment reveal the following:

- a. The state government has actively tried to fill up the vacancies at the elementary levels, possibly in alignment with the thrust of GoI on UEE. This is evident from the number of recruitment drives in the last 4-5 years. Similar urgency is not yet evident at secondary level.
- b. In elementary schools, recruitment drives are able to recruit 80-85 percent of candidates. However, at secondary level, this percentage is much lower.
- c. Recruitment is a long process, which takes 15-18 months at least. In certain extraordinary cases, the time between initiation and completion of recruitment process is more than 3 years. It appears that the recruitment process for secondary teachers takes longer.
- d. The fact that all vacancies are not filled up and the time taken for a recruitment process indicates that the recruitment process needs a thorough review.
- e. The recruitment for aided schools appears to be more efficient. The time taken is usually lower than government schools and all advertised vacancies are filled up.

Chapter 5

TRANSFERS

5.1 Transfer Policy

As mentioned earlier in the report, teachers under the purview of this study belong to different cadres: elementary-district, secondary government-division, senior secondary government-state, and aided secondary school. The transfer policies and practices for these cadres vary. On the other hand, non-regular teachers are appointed to schools and cannot be transferred.

Transfers are done either on request from the teacher or are done by the department. Transfers initiated by the department take place for two main reasons: a) to ensure availability of teachers across schools/regions and b) as punishment. However, most transfers happen on the request of teachers and requests for transfers within the cadres (district or division) are accepted more easily. The decisions for out-of-cadre transfers are taken at the state level and involve several stakeholders. Secondary government teachers are transferred as per the state policy for the year for all its employees.

As per Act 1972 and Rule 1982, there are two kinds of transfers that are permissible for teachers who work in schools that are run by Basic Shiksha Parishad - intra-district transfer and inter-district transfer (though teacher cadre is of district level). Uttar Pradesh Basic Shiksha Parishad, with prior approval of Government, issues direction/circular for the same to the concerned officers and teachers in general.

Head teachers of Primary/Upper Primary Schools and Assistant Teacher of PS/UPS are transferred if they meet the norms for inter-district transfer. Prior to 2012, this inter district transfer process was very cumbersome. A teacher who wanted to get transferred had to visit at least 5 offices to submit his/her application. These offices include office of their own BSA, AD-Basic of his/her own Division, BSA Office of district opted for transfer, AD-Basic office opted Division, and, finally, office of Uttar Pradesh Basic Shiksha Parishad Allahabad. However, since 2012, applicants can submit online application for transfer, which has made the process simpler.

Table 5.1: Transfer policy for different cadres of teachers

Cadre / Type of Teacher	Transfer policy
Assistant teacher PS, Assistant teacher UPS	Uttar Pradesh Basic Shiksha Parishad issues direction every year
Shiksha Mitra	No Transfer
Anudeshak (UPS)	No Transfer
Assistant teacher (Aided PS)	On request as per provision...rule 1975
Assistant teacher (Aided UPS)	On request as per provision... As per Rules 1978, Regulation 18
Teacher (KGBV)	Transfer only in unavoidable and exceptional cases only as post being vacant. The proposal for transfer will be put forward by BSA with substantial proofs before district level selection committee, there after DM will permit the transfer on recommendation of committee.
Itinerant Teacher (CWSN)	As per need
Government LT (TGT), Government Lecturer (PGT)	As per government annual transfer policy
Aided School LT (TGT), Aided School Lecturer (PGT)	Only on request of teacher, Provision is Given in Act-1921, Part-2 (KA), Chapter-3, sub rule- 55 to 61
ICT teacher	No Transfer
Vocational teachers	No Transfer
Attached Primary Teacher	Only on request of teacher, Provision is Given in Act-1921, Part-2 (KA), Chapter-3, sub rule- 55 to 61
Sanskrit aided school	Only on request of teachers, Act 2009, Chapter-8, Regulation 67

Basic Shiksha Parishad also issues intra-district transfer policy known as “SAMAYOJAN AND TRANSFER” with prior approval of government. This circular/direction is basically issued with an objective to rearrange teachers’ deployment so that all schools have required number of teachers as per the norms set by government / Parishad. Since the numbers of teachers are lesser than requirement, this is therefore an important exercise on the part of district authorities to create a balance between rights of children and teachers. Non-regular teachers don’t have any kind of transfer policy.

Teachers working in Aided Primary School, Aided Junior High School, Aided High School, Aided Intermediate College may get transferred to institution of same type and on similar post. To get a transfer, the teacher (Head Teacher/ Principal/ lecturer/ assistant/ Teacher) has to apply on a prescribed format. They have to submit their application to the manager through the principal/Head teacher of the school who then forwards the application to the BSA/DIOS office who then forwards it to the AD-Basic/joint director. Subsequently, it has to be forwarded by the manager of school

where a teacher is willing to get transferred through principal of that college. The application then goes to the concerned district office, then to concerned division office from where, if it is within the same division, the divisional officer issues transfer order as per rule. If divisions are different, the case is put up before Additional director of Secondary Education/Basic Shiksha Parishad, as the case may be, who dispose the application as per rule. Given such a lengthy process, teachers of aided schools really struggle for transfers. Even if a teacher does get transferred, s/he has to forgo seniority and join the new school as the junior most teacher.

In government schools, whether PS, UPS or secondary, the transfers are usually done in June, but in aided schools, the transfer can be done at any time of the year. There is no reservation for any group or category in the transfer of teachers. At present, a teacher who seeks transfer has to give application to his/her appointing authority along with the reason for the transfer.

5.2 Deputation

Teachers working in schools run by Basic Shiksha Parishad get an opportunity to work as ABRC at block resource centre, if there are any vacancies. Teachers working with Basic Shiksha Parishad may be given permission to go on deputation if any other organization is willing to take their services for this permission is granted by office of Uttar Pradesh Basic Shiksha Parishad.

Teachers working with government high school/ Government Inter colleges can go on deputation to other organization. Many government teachers are working as District Coordinator in SSA and RMSA state level and district level offices.

5.3 Present practices related to transfer of teachers in the state

In 2013, the state issued guidelines for the transfer of teachers. One of the salient features of this guideline is that the following categories will get priority for transfers:

- a. Disabled teachers
- b. Widow/divorced/Unmarried women
- c. Teachers whose wife or children are suffering from serious disease

- d. Mutual transfers
- e. State /national level awardees teachers
- f. Teachers who have served maximum at the place of posting
- g. Husband and wife both are working then to the possible extent both will be placed at same place of nearest place.

There are many apprehensions among teachers and educational administrators regarding these rules. For example, it is evident from Table 5.2 that there is no standardization of norms and practices for inter-district transfers of elementary teachers. The large variation in the number teachers getting transferred annually indicates that government exercises complete discretion when a transfer application will be approved. A teacher applying for a transfer has no idea when the application will be accepted and what are the reasons for the delay in processing of the application. This obviously enhances the sense of unease and anxiety among teachers who want to get transferred. This uncertainty also creates malpractices.

Table 5.2: Inter district transfer of elementary teachers

Year of Transfer	No. of Teachers Transferred
2006	2093
2007	1720
2008	527
2010-11	123
2012	17974
2013	17337

Additionally, UP also has the concept for Forward and Backward blocks, which is used in deployment and transfers. The criteria used for deciding which blocks would be treated as forward or backward could not be ascertained. It could also not be ascertained how this concept is used to determine years of posting at a location. Finally, some questions that remained unanswered were where the concept is same across all districts; and where there are any variations for male and female teachers.

Chapter 6

SALARY AND SERVICE CONDITIONS

6.1 Teacher Salaries

Regular teachers are paid according to the 6th Pay Commission scale in UP. It includes all categories of teachers who are under the purview of this study - Elementary schools of the Basic Shiksha Parishad, Government Secondary Schools and Secondary Aided Schools.

The emoluments of teachers are comparable with mid-level professionals. Given the fact that large proportion of teachers are posted in rural or semi-urban locations or small towns, most teachers reported that they are comfortable with their salaries. According to an analysis done by Kingdon and Muzzammil (2008)², the ratio of annual average teacher salaries to annual per capita income in Uttar Pradesh is 8.5:1. This clearly indicates that teachers earn much better than a large section of the population of the state. Therefore, it is not surprising to find that teacher jobs are in high demand.

Table 6.1: Salaries of regular teachers in Uttar Pradesh

Type / Cadre of Teacher	Basic pay	Grade pay
Assistant Teacher PS	9300-34800	4200
Assistant Teacher UPS	9300-34800	4600
ShikshaMitra	3500	-
Anudeshak(UPS)	7000	-
Assistant Teacher(Aided PS)	9300-34800	4200
Assistant Teacher(Aided UPS)	9300-34800	4600
Teacher(KGBV)	Part Time- 7200 Full Time- 9200	-
Itinerant Teacher(CWSN)	6000	-
Government LT (TGT)	9300-34800	4600
Government Lecturer (PGT)	9300-34800	4800
Aided School LT (TGT)	9300-34800	4600
Aided School Lecturer (PGT)	9300-34800	4800
ICT teacher	3500	-
Vocational teachers	10000	-
Attached Primary Teacher	9300-34800	4200
Sanskrit aided school LT (TGT)	9300-34800	4600
Lecturer(PGT)	9300-34800	4800

² A Political Economy of Education in India: The case of Uttar Pradesh, 2008, Oxford Policy Institute

In Uttar Pradesh, there is a marked difference amongst salaries of regular and non-regular teachers (who account for nearly 25 percent of the workforce) who are in similar positions and are doing comparable work. While the starting salary of a regular primary teacher would be around Rs.25,000/-, a non-regular teacher, i.e. a Shiksha Mitra, draws merely Rs. 3,500/-. Initially, the role of Shiksha Mitras was limited and their eligibility requirements were lower but over time they started taking full-fledged role, which is similar to that of a regular teacher. Hence, it has resulted in a lot of unrests and protests.

6.2 Increments

Increments for regular teachers are an annual process. All teachers get an increment of 3% per annum in their basic pay as well as grade pay. The date of annual increments is fixed, which is 31st July. It should also be noted one increment is provided to teachers for family planning initiatives for all categories of regular teachers.

6.3 Salary structure and other monetary benefits

Structure of teacher salaries in Uttar Pradesh is the same as all state government employees. This includes Basic Pay, Grade Pay, Dearness Allowance, House Rent Allowance and City Compensatory Allowance.

Basic Pay and Grade Pay are dependent upon the scale. Dearness Allowance and House Rent Allowance are a percentage of Basic Pay and Grade Pay together. In Uttar Pradesh, like in most states, both these allowances are usually kept equal to that of Central Government and are revised as and when the Central Government revises the Allowance. At present, the DA is 100% of basic plus grade pay and HRA is 10%. City Compensatory Allowance varies across cities and bigger cities and towns have higher allowance.

6.3.1 Medical reimbursement and leave travel concession

Secondary and Senior Secondary government teachers in Uttar Pradesh have a provision of Medical Reimbursements and Leave Travel Concessions. However, all other categories of teachers (elementary, aided, non regular) are not eligible for this provision presumably because only Senior and Senior Secondary teachers are technically considered government employees.

6.3.2 State insurance

All Teachers are covered under the state insurance scheme. Premium against the state insurance is deducted from the salary and on accidental death of the teacher, total policy amount is payable to the family of the teacher. Grade wise/salary wise policy and premium amount is fixed (see Table 6.2) and the teacher has no option to increase or decrease.

Table 6.2: Annual premium deducted from the salary of a teacher

Basic pay + Grade Pay (Rs.)	Annual Premium (deducted from the salary of teacher)
8501 to 11000	450
11001 to 18000	900
18001 to 28000	1300
28001 and more	2200

6.3.3. Provident fund

All teachers who joined before 1st April 2005 come under the General Provident Fund (GPF) scheme. A deduction of 10% of their basic salary is contributed towards GPF every month. On this fund teachers get an interest of 8.5 percent annually and they get accumulated amount at time of retirement. Teachers can also get refundable and non-refundable loan from GPF account for extraordinary expenditures such as marriage of son/daughter, sickness, house maintenance etc.

6.3.4 Pension

The state has two schemes to calculate pension benefits:

- a. Scheme 1: It is applicable to those who joined service prior to 1st January 2005. In such cases full pension is paid to the retired teachers. Teachers are entitled for pension on completion of 20 years of service and only the government makes contribution towards pension.
- b. Scheme 2: It is applicable to those who joined the service on or after 1st January 2005. With effect from 1st January 2005, Uttar Pradesh government revised the rules for the payment of pension to all state employees, which is also applicable to teachers (fresh appointment). Under this scheme, equal contribution i.e. 10 percent of basic salary is made by both the employee and employers and the sum accrued is

managed by fund managers who are appointed by Government (NSDL in the state of UP). The money accumulated till the time of retirement is used in two ways: 60 percent of that money is given to the employee at the time of retirement while rest 40 percent is used as pension to the employees. This scheme is yet to be implemented in aided secondary and basic schools.

6.3.5 National Teacher Welfare Fund

As mentioned earlier, except for government teachers working at Government High school/college, other categories of teachers do not get medical reimbursement for their healthcare. Teachers of aided schools and Basic Shiksha Parishad get a token help in the case of extreme health problem from Adhyapak Kalyan Kosh (Teacher Welfare Fund). This Kosh is formed with the help of central and state government to help teachers in need. The Kosh gets fund from teachers and donors who contribute by purchasing Shikshak Divas (Teachers Day) flags and an equal share from state and central governments.

Table 6.3: Other benefits given to teachers

Type / Cadre of Teachers	Medical Reimbursement	Family Planning Benefit	LTC	Earned leaves
Assistant teacher PS	No	Yes	No	One day
Assistant teacher UPS	No	Yes	No	One day
Shikshamitra	No	No	No	No
Anudeshak (UPS)	No	No	No	No
Assistant teacher (Aided PS)	No	Yes	No	One day
Assistant teacher (Aided UPS)	No	Yes	No	One day
Teacher (KGBV)	No	No	No	No
Itinerant teacher (cwsn)	No	No	No	No
Government LT (TGT)	Yes	Yes	Yes	One day
Government lecturer (PGT)	Yes	Yes	Yes	One day
Aided school Lt (TGT)	No	Yes	No	One day
Aided school lecturer (PGT)	No	Yes	No	One day
ICT teacher	No	No	No	No
Vocational teachers	No	No	No	No
Attached primary teacher	No	Yes	No	One day
Sanskrit aided school	No	Yes	No	One day

6.4 Paid leave

Uttar Pradesh has provisions for both paid and unpaid leaves for all its employees, including teachers. There are several types of paid leaves:

- a. Casual Leave (CL): All teachers are entitled for 14 days of CLs in a year.
- b. Medical Leave (ML): These leave can be sanctioned on the basis of doctor's certificate only. A regular teacher can avail medical leave upto a maximum of 365 days during whole service.
- c. Maternity Leave: A female teacher can take 180 days of paid leave, for maximum 2 children. There is also a provision of leave for female teachers in case of miscarriage. She has to submit a certificate signed by an authorized registered medical practitioner and get leave up to 6 weeks. The Government has also sanctioned Child Adoption Leave of 180 days for teachers. Such leave only be sanctioned to female teachers on condition that she has less than 2 living children and the child who is being adopted is below one year of age.
- d. Child Care Leave: Female teachers can apply for Child Care Leave for a maximum of 2 years. This leave may be taken for care of children below 18 years of age and for a maximum 2 children. There is no clear-cut practice for Child Care Leave at the district level. Teachers are often not granted leave for CCL as large numbers of teachers apply for this leave. District officials find it difficult to sanction this leave as they fear that large number of schools may shut down due to non-availability of teachers. This fear is quite real as there is teacher shortage in the state.
- e. Academic leave: Teachers can also get academic leave to participate in the meetings of Board of Secondary Education, practical exams, state and national seminars, teachers union convocations, etc. These are not counted against any other leave. However, there is no provision for study leave for either elementary or secondary teachers, which is a major constraint.

Table 6.4: Types of leave

Type / Cadre of Teachers	Medical Leave	Child Care Leave	Study Leave	Maternity leave
Assistant teacher PS	365 days	730 days	No Provision	180 days
Assistant teacher UPS	365 days	730 days	No Provision	180 days
Shiksha Mitra	No Provision	No Provision	No Provision	180 days
Anudeshak (UPS)	No Provision	No Provision	No Provision	No Provision
Assistant teacher(Aided PS)	365 days	730 days	No Provision	180 days
Assistant teacher(Aided UPS)	365 days	730 days	No Provision	180 days
Teacher(KGBV)	No Provision	No Provision	No Provision	No Provision
Itinerant Teacher(CWSN)	No Provision	No Provision	No Provision	No Provision
Government LT (TGT)	365 days	730 days	Yes	180 days
Government Lecturer (PGT)	365 days	730 days	Yes	180 days
Aided School LT (TGT)	365 days	730 days	No Provision	180 days
Aided School Lecturer (PGT)	365 days	730 days	No Provision	180 days
ICT teacher	No Provision	No Provision	No Provision	No Provision
Vocational teachers	No Provision	No Provision	No Provision	No Provision
Attached Primary Teacher	365 days	730 days	No Provision	180 days
Sanskrit aided school	365 days	730 days	No Provision	180 days

6.5. Unpaid leave

Teachers can apply for unpaid leave if they are under permissible limits.

6.6 State and National Awards

Teachers in Uttar Pradesh get annual awards both at the state and national level. A committee at the district level does the selection for the award. The selection is based upon certain standards and criteria. Teachers, head masters and principals are eligible for the award upon completion of a minimum number of years of service. Certain relaxations have been provided for handicapped teachers. Normally retired teachers are not considered but exceptions can be made. Any teacher who is facing any enquiry of vigilance/criminal/legal and convicted teachers are not considered for the awards. Similarly, any teachers who have been part of any movement against government are not considered. While these awards are meant to recognize good teachers and incentivize better teaching, many teachers expressed dissatisfaction about how the actual selection gets carried out.

Chapter 7

ROLES AND RESPONSIBILITIES

7.1 Teachers role

Like teachers in government schools across the country, roles and responsibilities of teachers in Uttar Pradesh are classified into:

- a. Academic work in school, which includes
 - i. Teaching
 - ii. Preparation
 - iii. Co-curricular activities
 - iv. School events
 - v. Assessment
 - vi. Capacity building
 - vii. Curriculum development
- b. Non-academic work related to schools
 - i. Mid-day meal
 - ii. Construction of classrooms, boundary walls, etc.
 - iii. Social events
- c. Non-academic work not related to schools
 - i. Elections at different levels
 - ii. Census
 - iii. Recruitment drives of teachers, distribution of TET certificates

Table 7.1: Roles and responsibility of teachers

Type /Cadre of teacher	Roles and Responsibility
Assistant teacher PS	RTE-09 chapter 4 article12 to 28, and rule-2011 (this does not specify anything)
Assistant teacher UPS	RTE-09 chapter 4 article12 to 28, and rule-2011
Shiksha Mitra	Given in GO dated 01.07.2001, para-8RTE-09 chapter 4 article12 to 28, and rule-2011
Anudeshak(UPS)	Given in GO dated 31.01.2013, para-10,RTE-09 chapter 4 article12 to 28, and rule-2011
Assistant teacher(Aided PS)	Rule mentioned in Shiksha Sanhita andRTE-09 chapter 4 article12 to 28, and rule-2011
Assistant teacher(Aided UPS)	Rule mentioned in Shiksha Sanhita andRTE-09 chapter 4 article12 to 28, and rule-2011
Teacher(KGBV)	Roles and responsibility given indifferent GO's and RTE-09 chapter 4 article12 to 28, and rule-2011
Itinerant Teacher(CWSN)	As given in different GO's
Government LT (TGT)	The intermediate Act 1921,Part-2(KA), Chapter-1, sub Rule-17 to 27***
Government Lecturer (PGT)	The intermediate Act 1921,Part-2(KA), Chapter-1, sub Rule-17 to 27
Aided School LT (TGT)	The intermediate Act 1921,Part-2(KA), Chapter-1, sub Rule-17 to 27
Aided School Lecturer (PGT)	The intermediate Act 1921,Part-2(KA), Chapter-1, sub Rule-17 to 27
ICT teacher	To train students and teachers in Using ICT in teaching learning Process
Vocational teachers	To complete Theory Class of their Trade, and facilitate student in practicals
Attached Primary Teacher	The intermediate Act 1921,Part-2(KA), Chapter-1, sub Rule-17 to 27
Sanskrit aided school	Classroom teaching, Organising co-curricular activities Home exam and board exam duties Other works as assigned to him/her by Principal

7.2 Work allotment

Head Masters of the schools are fully empowered to take routine decisions in the functioning of schools. In the beginning of the session HM allots classes and subjects to the teachers. The state has issued norms for the allocation of workload to teachers and it is different for different categories of teachers.

Table 7.2: Work allotment of teachers

Teacher category	2000-01	2013-14
Teacher Grade I	30	33
Teacher Grade II	36	36
Teacher Grade III	42	42

In work allocations, HMs are supposed to ensure:

- a. That subject teacher should be assigned to teach the subject;
- b. That a teacher should not be assigned more than two subjects for teaching;
- c. That language teacher should be given relaxation of 3 periods in a week

7.3 Management and monitoring of teachers

In elementary and secondary government schools, head master/principal decides short term, long term and sporadic absence of teachers. S/He has the authority to issue notice to teachers and higher educational authorities take action. In aided schools, the principal monitors teacher absence and they have the power to issue notice to teachers. The same is also communicated to the management committee who take further action.

In government elementary schools, the SMC, HM, & ABSA monitor the regularity of teachers, while in government secondary schools, the Principal/HM is mainly responsible for such monitoring. In aided schools, Principal/ HM & management Committee monitor the conduct of teachers. Allocation of non-academic duties is done by HM/ABSA/BSA/DM in case of PS& UPS, and by principal in secondary aided or government schools.

7.4 Inspection and feedback

Basic Education Department has appointed a Block Education Officer (who had worked previously as the academic head) at the block level.

Earlier, the main responsibility of the BEO was to inspect school, meet school committee members, observe class room teaching, make evaluation on the basis of it, inspect different documents of school, process of upgrading students, status of physical training, furnishing of school, students behavior, cleanliness etc. However, there has been an increase in the number of schools and teachers in every block. Along with that, many new schemes have also been introduced such as mid day meal, book distribution, dress distribution, building construction etc., which has increased the volume of administrative work at the block level. As a result, it has lowered the quality of inspection and lesser number of schools are inspected every month.

Almost every year government has issued a direction to increase the number of inspections in a month and have fixed a target for BEOs, District Basic Education Officers, District Inspector of Schools, Assistant Director of Basic Education, and Joint Director of Basic Education. However, results of these inspections have not been good. Firstly, inspection do not take place on regular basis due to administrative work load; second, the quality of inspection is not good because officers cover 4-7 schools in a day in order to achieve their target; and third, since these reports are hardly scrutinized or evaluated, no proper action is taken.

Most of the inspections end up as fault finding visits, for example, to find out whether teachers are absent or come late to school. Such faults or issues are then used as a pretext to suspend or transfer a teacher. During discussions, some teachers reported that some times, inspectors take attendance over the phone. There have also been instances where teachers have been suspended if they were late by 5-10 minutes.

For secondary schools, there is one office in each district by District Inspector of Schools (DIOS). This office looks after the secondary schools of the district and Madhyamik Shiksha Abhiyan matters. The DIOS conducts annual examination of Secondary Education Board in their district. Similarly, every district has a District Institute of education and Training (DIET), which is responsible for conducting in-service and pre-service training for teachers.

During discussion, most teachers and officers felt that the work force at district offices is not enough to manage teachers' issues timely and amicably. District offices are also not equipped with required infrastructure to manage things.

7.5 Other issues

Academic year in Uttar Pradesh starts from 1st of July. All documents mention that normal teaching days should be 220 days and that normal duration of schools should be 6 hours. However, school timings under go a change during extreme winter and summer months. Almost all junior high and secondary schools have a timetable. On the other hand, primary schools do not have a timetable and classes are divided among teachers because of teacher shortage.

Prior to the commencement of the RtE Act, 2009, roles and responsibilities in elementary schools were taken from SHIKSHA SANHITA, government orders, director's circular, Basic Shiksha Parishad directions and local officers orders. After the RtE Act, roles and responsibility are broadly mentioned in the act and the state has also mentioned the roles and responsibilities of teachers in RTE Rules, 2011. Act 1921 spells out the roles and responsibilities of teachers and head teachers in secondary schools, while roles and responsibilities of contract teachers are often mentioned in the GO.

However, sometimes it is not possible for teachers to perform their duty due to lack of essential equipment and facilities. For example, in ICT program at elementary school, computers were provided to the schools and instructors were appointed. But the computers were temporarily taken by district administration for some other purposes and have not been returned even after the administrative work was completed.

In elementary schools, Head teachers are responsible for the constitution of SMC, its record keeping and general functioning. Since 2011-12, Uttar Pradesh Madhyamik Shiksha Parishad has introduced continuous and comprehensive evaluation for class 9 & 10. However, teachers have not received any training on the same.

7.6 Disciplinary action

- a. Elementary Teachers: Complaints against teachers can be registered with HM, BEO, BSA, AD-Basic or at Directorate level. The nature of complain could be offence related to moral turpitude, corruption, negligence and/or desertion of duty, refusal to carry out written orders of superior authorities, taking private tuitions, malpractices related to school examination, misappropriations of funds and sexual harassment. Once a complaint is received, the department examines it and depending upon the severity of the offence action is taken against the teacher. Depending upon the prima facie report, the department could initiate further enquiry and even suspend the teacher from duties until the enquiry is completed and the facts are established. In severe cases, the government has right to dismiss the teacher from the services.

- b. Secondary Teachers: Complaints against government secondary teacher may be lodged with the HM/Principal, DIOS, JD (Divisional) or at the Directorate. For aided secondary teachers, complaints may be lodged with Manager/Principal, DIOS, JD or at the Directorate.

Chapter 8

CAREER PROGRESSION AND PROFESSIONAL DEVELOPMENT

8.1 Promotional avenues for teachers

Like any professional, a teacher too needs a career progression in order to remain motivated. There are two kind of career progression that is available to teachers: one, where a teacher can teach higher classes; and two, where a teacher is given a chance to manage a school or other administrative responsibilities. Of course, these opportunities exist primarily for regular teachers and not for non-regular teachers. The promotional avenues for teachers in UP are given in Table 8.1.

Table 8.1: Promotional avenues for teachers

Type / Cadre of Teacher	Promotional Avenues
Assistant Teacher PS	Promoted as Head Teacher of Primary school or Assistant teacher at Upper Primary School
Assistant Teacher UPS	May be promoted as head teacher of Upper primary school
Head Teacher PS	
Shiksha Mitra	No promotion
Anudeshak (UPS)	No promotion
Assistant Teacher (Aided PS)	No promotion, but may apply for Head teacher after completion of 5 years of service in same school or other schools in case of post is advertised by that school
Assistant Teacher (Aided UPS)	No promotion, but may apply for Head teacher after completion of 5 years of service in same school or other schools in case of post is advertised by that school
Teacher (KGBV)	No promotion
Itinerant Teacher (CWSN)	No promotion
Government LT (TGT)	1- May be promoted as lecturer, Minimum 5 years of service, Satisfactory ACR, Required educational qualification to be lecturer, Post for that subject is vacant
	2- May be promoted as Head Master, Minimum 11 years of service, Satisfactory ACR
Government Lecturer (PGT)	May be promoted as Head Master of Government high school, Minimum 5 years of service, Satisfactory ACR
Aided School LT (TGT)	May be promoted as lecturer, if posses required qualification to be lecturer, and his school is an intermediate college
Aided School Lecturer (PGT)	No Promotion, but he will get a chance to be principle of the same college if he is in number one or two in seniority, Secondary selection board will call him/her for interview by default.
ICT Teacher	No promotion
Vocational Teacher	No promotion
Attached Primary Teacher	Can be promoted up to Lecturer. (Act 1921)
Sanskrit Aided School Teacher	Promotion to higher grades L.T. grade to lecturer and to Head of Institution
	Act 2009, chapter-2, Regulation 3 and 6(2)

As evident from the above table, elementary teachers working in Basic Shiksha Parishad schools have definite career progression and they get promoted as soon as a position becomes available. On the other hand, career progression for aided primary school teachers is not certain and they often have to reapply for the post, if the school management advertises the post.

An Assistant Teacher (Primary) can be promoted either as a Head Master (Primary) or an Assistant Teacher (Upper Primary). During discussion, it was reported that teachers prefer to be promoted as an Assistant Teacher rather than a Head Master because with the latter, there are more responsibilities without any additional incentives. Earlier, an Assistant Teacher was eligible for promotion only after completing the minimum tenure of 10 years. However, due to large number of vacancies at senior levels, the minimum tenure period has been reduced to 5 years, although there are some variations across districts. Additionally, an Assistant Teacher (upper primary) has only one promotional avenue, i.e. to become Head Master (upper primary).

In secondary schools, the numbers of lecturer posts are less than the number of TGT(LT) posts. Furthermore, in Government Inter Colleges, 50 percent of lecturer posts are filled by direct recruitment. Hence, the chances of a TGT(LT) teacher to get promoted as a lecturer are often weak. LT(TGT) working in government high school often does not get a chance to become lecturer since generally they do not possess required qualifications and vacancies are limited. However, they can become Head Master if they complete 11 years of satisfactory service.

Head Master posts of governments high schools are filled by promotion only from LT(TGT)/Lecturers. Promotion quota from LT (TGT) to head master is 55 percent while promotion quota from lecturer to Head master is only 45 percent. Further, Head Masters may be promoted as Principals of Government Inter College, which is a class-2 post (Gazetted Officer). The class-2 posts are filled 50 percent via promotion and 50 percent via direct recruitment done by Uttar Pradesh Public Service Commission. Break-up of the posts that are filled through promotions are as follows: 17 percent from SDI (Assistant basic Education Officers Cadre), 22 percent from Head Master (Female) and rest 61 percent are filled by Head master (Male).

Lecturers often have a good chance to become a head master because in the past, few lecturers were recruited due to small number of government inter college. But with the expansion of secondary schools, approximately 1000 new government high schools have opened up. Therefore, it is likely that many lecturers will get a chance to head high school.

Aided High school/ aided inter college teachers have limited scope of promotion. Aided high school TGT (LT) teacher cannot become a lecturer, as there is no post of a lecturer in such schools. However, based on the seniority, they can become the head master of the school. Aided Inter College TGT(LT) teacher can become a lecturer if he/she is senior and possesses qualifications needed for the post of lecturer. Similarly, based on the seniority, they can also become the principal of their college.

Since, promotional avenues for all teaches are limited, government has introduced the policy of time bound enhancement of scale, also known as Assured Career Progression Scheme.

8.2 Professional development

Given the nature of the profession, teachers constantly need to upgrade themselves. In Uttar Pradesh, teachers have the following opportunities for the same:

- a. In-service training
- b. Permission for Ph.D.
- c. Permission to appear in any public exam

It was observed that teachers usually opt for higher qualification twice during the entire service: one, at early stage when they are looking for better job profile; and second, to acquire a postgraduate degree in order to qualify for promotion as Lecturer or Principal, or sometimes to get extra points. During group discussion, many teachers reported they teachers don't opt for higher degree.

8.3 Performance evaluation

Promotion of teachers to higher grade is based on seniority and hence, performance evaluations have no relevance except under some special circumstance. This happened recently in June 2014 when school heads were suspended on poor result of students.

Chapter 9

TRAINING MANAGEMENT

In accordance with the NPE 1986 guidelines, Uttar Pradesh set up DIETs, CTEs and IASEs. At present, there are 73 DIETs, 3 CTEs and 3 IASEs that are functional in the state. In addition, 36 BITEs have been sanctioned for the state, but these are yet to become operational.

However, DIETs, CTEs and IASEs have been unable to conduct trainings and capacity building measures due to constraints such as faculty, space, and budget. Furthermore, neither these institutions have proper mechanism to evaluate the needs of teachers nor they have a long-term perspective on teachers' professional development. As a result, these institutions are serving hardly 10 percent of the teachers.

9.1 Teachers training by SSA and RMSA

Uttar Pradesh Education For All (UPEFA) is responsible for the implementation of SSA programme in the state. As per the framework of SSA, EFA organizes teachers' trainings in the state. In the last 10 years, EFA has taken new measures to strengthen in-service teacher education in the state. In the last few years, they have also initiated an intensive programme to build up a competent cadre of resource persons to revamp teacher's trainings in the state. While these efforts have increased the conceptual understanding of issues, challenges at ground level indicate that a lot more needs to be done. The same is reflected in various joint review missions on SSA programme, review meetings of SSA programme in MHRD, other formal and informal feedbacks on teacher's trainings.

Many teachers and officers have expressed their disappointment with the trainings programmes. They feel that training programs overlook the needs of teachers and the content is not worthwhile. They are also apprehensive about the quality of resource persons. Unfortunately, apart from SSA driven training program, there are no other substantial teacher support program in the state.

In UP, RMSA programme was initiated in 2010. In 2010-11, content-based training was held and was attended by approximately 15000 grade II teachers (out of 90000

teachers). In 2011-12, no trainings were organized because there was a delay in the release of funds. In 2013 and 2014, trainings were organized for newly appointed teachers only. Further, the state was not able to organize trainings as per the plans due to delays in sanctioning of the plan from the center. During interviews, state officials also mentioned that there is a shortage of resource person and there are no agencies that can provide academic support to trainings.

9.2 Quality of pre-service trainings

It was evident from the discussions held with the Faculty of IASE and officers from the education department that there is urgent need to build the capacity of teachers in the state, especially due to ever-increasing demand of quality. The Faculty of IASE further mentioned that the quality of pre-service trainings is not good and it is important to develop a comprehensive program for in-service training. At present, the state has 778 BTC colleges, out of which the government manages 70 colleges. The faculty of IASE and officers from the education department shared their apprehension about the quality of trainings imparted by these colleges and suggested that some measures need to be taken to bring them up to a minimum standard.

9.3 In-service training, academic support and supervision

In 1986, less than 6 per cent of primary school teachers went through in-service training. It was reported that, “on average, teachers in low literacy districts have received fewer than 20 days of in-service training since their appointment as teacher, or about one day a year”. However, there has been a tremendous increase in the number of teachers who have undergone trainings since then. In the last 10 years, almost every teacher has attended at least one training program in a year (source). Teachers also confirmed the same during group discussions. Many teachers mentioned that they have attended close to 50 trainings since 1995.

Responding to the need for academic support and in-service training requirement across the country, the Government of India mooted the creation of DIETs in all districts of the country. These institutes were expected to provide ongoing in-service training to all primary and upper primary teachers, with the NCERT and SCERTs providing professional (academic) and logistical support.

Launched in 1992, the DPEP created two more layers of academic and training support for teachers. The block resource centers (BRC) and cluster resource centers (CRC) were created in DPEP districts to provide continuous and on-site academic support to teachers. The argument was that the quality of education depended on the academic skills and motivation of teachers and creation of accessible resource groups and centers would help break the isolation of primary schoolteachers and also provide them with some support structure.

“There is no well managed system for supervision and manpower is inadequate. One person is handling more than 150-250 schools. Supervision here does not happen even once a month, they just go to school to achieve inspection target. They are only collecting data from the schools. The kinds of people who come to these posts got least opportunity of promotion or change of work or exposure so are most demotivated persons in the system. They are not given proper management training because a proper system to do so doesn't exist. Mostly they are single man army there bag is there office. Record maintenance etc. is a big problem (A former teacher who is now an educational administrator).

In the interviews, it was indicated that although school inspectors (in this case the BEO or the BRC resource persons) visit the school regularly, there is little “supervision” of what happens inside the school. Teachers mentioned that in the past, there used to be some kind of face-to-face interaction between the school and inspectors. However, at present, supervision involves only collection of data on enrolment and attendance of teachers. If and when inspectors visit schools, their main focus is checking attendance registers, accounts of mid-day-meals and other related records such as school grants and maintenance. There are hardly any monthly or bi-monthly visits and only schools that are located on the main road or closer to the city are visited. Further, there is hardly any academic support provided by BRCs and CRCs.

In additions, during FGDs, many teachers reported that opportunities (within the system) for upgrading professional qualifications were poor and in-service trainings are average. They also shared that they do not view training programs as an opportunity to upgrade their skills. Rather, they attend these programs in order to comply with official orders.

Chapter 10

GRIEVANCE REDRESSAL

10.1 Teacher's grievances

During FGDs, teachers shared some of the challenges that they face at work, which have been listed below:

- a. Challenges due to the behavior of the community, such as:
 - i. Threat from community member over low attendance of child
 - ii. Use of buildings/premises/resources by the community
 - iii. Over scholarship, dress, books, MDM distribution – what about it?
 - iv. Use of abusive language by the community
 - v. Caste based/personal comments or remarks

- b. Co-teachers
 - i. Professional jealousy
 - ii. Uneven distribution of work
 - iii. Different socio-cultural backgrounds
 - iv. Caste and religious differences
 - v. Jealousy due to better response of students to a teacher
 - vi. Undisciplined colleague
 - vii. Undue support to students
 - viii. About taking charge of head teacher
 - ix. Comment over disability or health
 - x. Different teacher unions

- c. Management Style of Head Master
 - i. On taking number of classes, uneven distribution of work and duties
 - ii. Favoritism of principal towards one or a group of teachers

- iii. Timing issues at school
- iv. Different kinds of work allotted by HM
 - v. Not following oral orders of head teacher who behaves like a dictator
 - vi. Showing favoritism in sending teachers on refreshers, training and seminars, conferences etc.
 - vii. Not providing adequate teaching learning material to perform his/her duty
 - viii. Not considering genuine problem(biased behavior)
 - ix. Not taking class in time
 - x. Scolding or punishing a child
- d. Friction between teachers and management
 - i. Delaying promotion matters
 - ii. Not taking timely decisions on salary bill, selection grade pay, promoted grade pay, arrears, GPF loan
 - iii. Favoring one teacher or a group of teachers
 - iv. Undue interference of management in academic activities
 - v. Not helping in professional development i.e. not giving permission for higher studies e.g. research work
 - vi. Often management creates many problems in joining of teachers
 - vii. Not sanctioning leaves on time
 - viii. Not sending requisition of vacant posts timely
 - ix. Commercial use of school premises
 - x. Undue pressure of manager for irregular appointments of peons/clerks teachers in primary section
 - xi. Manager using one or a group of teachers against principal
 - xii. Misuse of different funds of student fee, not providing physical resources required for school e.g. furniture books lab equipment etc.
 - xiii. Control of manager on different finances needed for school also hampers functioning of school

- xiv. Administrative incapability of principal annoys manager
 - xv. Not giving funds for building repair
- e. Authoritative attitude of ABSO and ABRC
- i. Not sanctioning leave on time
 - ii. Not sanctioning arrears in time
 - iii. Attaching at different school without any logic
 - iv. Allocation of non school duty without consent
 - v. Over Oral instruction and Interference in school
 - vi. Not considering for state level or national level training program
- f. Behavior of Basic Education Officer
- i. Not getting salary and salary slip in time
 - ii. Not getting different kind of salary arrears in time
 - iii. Not sending panel of teachers received from commission to management timely and not helping in joining
 - iv. Harassment in getting first salary
 - v. GPF loans, arrears increment of family planning and other financial matters are not dealt properly and timely
 - vi. Not recommending transfers on request
 - vii. Money sought for petty issues of teachers by employees of DIOS office and DIOS doesn't take cognizance of complaints
 - viii. Creation of dispute by District officer on promotion matters via sending panel of two teachers for same post
 - ix. Not sending requisition to commission for vacant post
 - x. Not getting GPF slip and different kind of GPF advances in time
 - xi. Financial procedure of income tax return makes teachers to run for finance officer office

- xii. Audit system makes teachers to run here and there for minor funds school gets from SSA and Department
- xiii. Withholding honorarium or pay without any specific academic reason
- xiv. Suspension of teacher without any specific academic reason
- xv. Teachers are being punished even for the things, they have not been made responsible
- xvi. Mid-session transfer of teacher, no transparent process of teacher transfer
- xvii. No on-site support mechanism for school teachers
- xviii. Not approving signatures of principal
- xix. Not providing departmental information in time to principal
- xx. Not according due respect to principal
- xxi. Not deciding issues related to teachers timely
- xxii. Undue pressure on principal for irregular works appointments, transfers etc. to make higher authorities happy
- xxiii. Not providing financial and administrative help for games excursions educational tours science exhibitions

g. Responses of Department and Senior Officers

- i. Transparency at the time of recruitment and selection
- ii. Lack of Transparency at the time of deployment
- iii. Lack of Transparency at the time of pre-service training
- iv. Pre-service teachers are offered many training programmes, some of them are recognized in some state and are not recognized at some.
- v. Extortion of money at some private BTC colleges
- vi. Change of criterion of selection every often to appease some
- vii. Change of curriculum very often
- viii. Not appointing sanctioned strength at school
- ix. Allocation of non academic work to teachers

- x. Promotion of teachers for higher post or grade
- xi. No provision to acquire higher education
- xii. No time bound grievance redressal mechanism

10.2 Grievance redressal mechanism of state

There are several channels through which a teacher can raise her/his grievances. These channels include department head, school head (principal), Block Education Officer, District Basic Education Officer, District Inspector of School, Principal (DIET), Divisional Level Officers and State level officer.

Table 10.1: Grievance redressal mechanism for different cadre of teachers

Cadre / Type of teacher	Grievance Redressal Mechanism
Basic Education's all type of teachers	Departmental offices to listen complaints of teacher against officers/schools
Secondary Education's All type of teachers	Grievance redressal committees at district/ division and head quarter level G.O. dated 18 Feb. 2013
Sanskrit aided school	Act 2009, chapter-6, Regulation 49 and chapter-9, Regulation 77

However the grievance redressal mechanism is not effective due to various reasons:

- a. The workload of officers is huge and often, teachers grievances do not receive proper attention, either due to lengthy procedure or because of the nature of the issue;
- b. No time bound mechanism has been developed to sort out the issues. However, the government has recently issued an order to set up district-level, division-level and state-level committees to redress teachers grievance in time bound fashion;
- c. According to teachers, committees to address grievances are neither properly constituted or are functional.

10.3 Legal recourse by teachers

Courts as grievance redressal mechanism: At present, around 30,000 cases related to the elementary and secondary education department are under litigation in Lucknow and Allahabad Bench of High courts in Uttar Pradesh. These figures clearly reflect the status of grievances redressal system in the department.

A brief table of pending and disposed cases at both courts for major 16 departments are given for comparison:

Table 10.2: List of Pending and Disposed Cases at Allahabad and Lucknow Courts

PENDING AND DISPOSED COURT CASES AT ALLAHABAD BENCH				PENDING AND DISPOSED COURT CASES AT LUCKNOW BENCH			
sr.no.	department Name	pending cases	disposed cases	SR. NO.	DEPARTMENT NAME	PENDING CASES	DISPOSED CASES
1	HOME	148449	332881	1	HOME	44702	174649
2	REVENUE	28400	38936	2	REVENUE	24623	53506
3	SECONDARY EDUCATION	9109	13914	3	SECONDARY EDUCATION	8364	14053
4	BASIC EDUCATION	6994	12413	4	BASIC EDUCATION	6188	18336
5	URBAN DEVELOPMENT	6565	7657	5	LAW	4604	13402
6	FOOD AND CIVIL SUPPLY	4581	9371	6	PUBLIC WORKS DEPARTMENT	2704	7049
7	PANCHAYATI RAJ	3062	5578	7	FOOD CIVIL SUPPLY	2591	9533
8	HIGHER EDUCATION	2946	3982	8	IRRIGATION	2552	6486
9	INDUSTRIAL DEVELOPMENT	2877	3976	9	URBAN DEVELOPMENT	2454	5944
10	FINANCE	2654	7277	10	MEDICAL HEALTH	2337	7320
11	LABOUR	2440	1396	11	PANCHAYATI RAJ	2234	8295
12	ENERGY	2136	2408	12	HIGHER EDUCATION	1969	6028
13	IRRIGATION	1960	1629	13	COOPERATIVE	1828	4422
14	MEDICAL HEALTH	1804	2654	14	LABOUR	1606	2567
15	COOPERATIVE	1631	2683	15	FOREST	1499	3038
16	SOCIAL WELFARE	1213	1610	16	WOMEN WELFARE AND CHILD DEVELOPMENT	1333	2744
17	OTHER 85 DEPARTMENT	13283	22279	17	OTHER 85 DEPARTMENT	17971	59474

Figure 10.1: Disposed Cases in Allahabad High Court

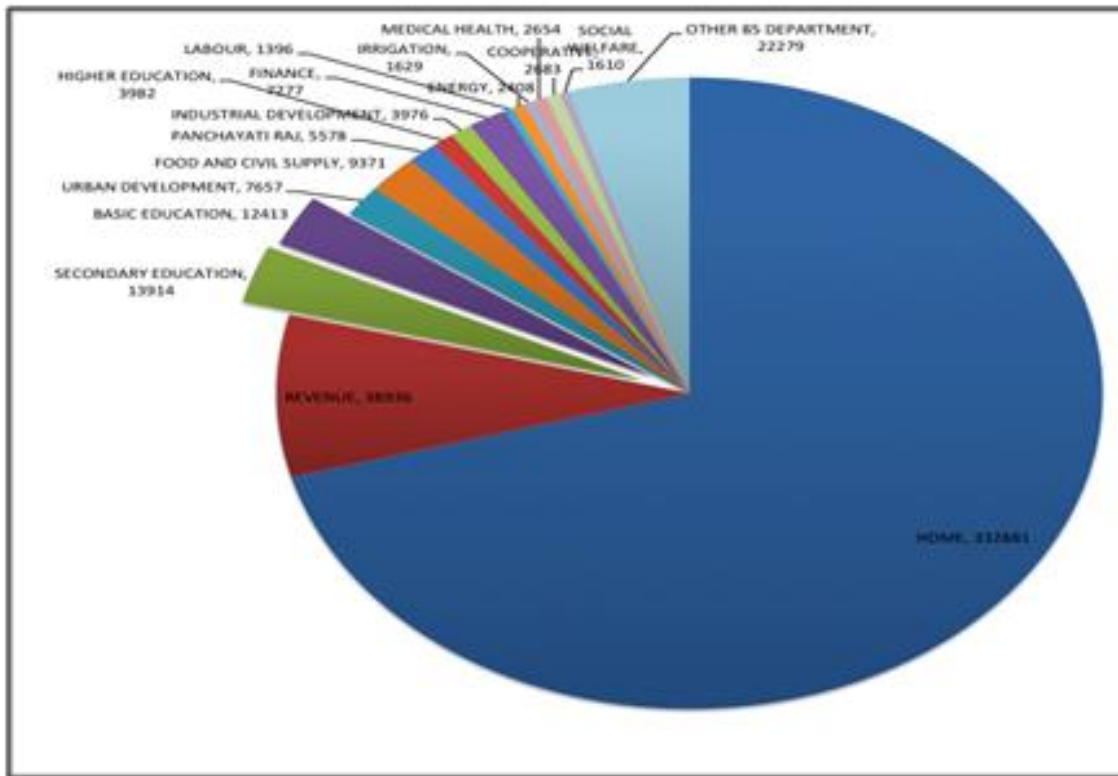
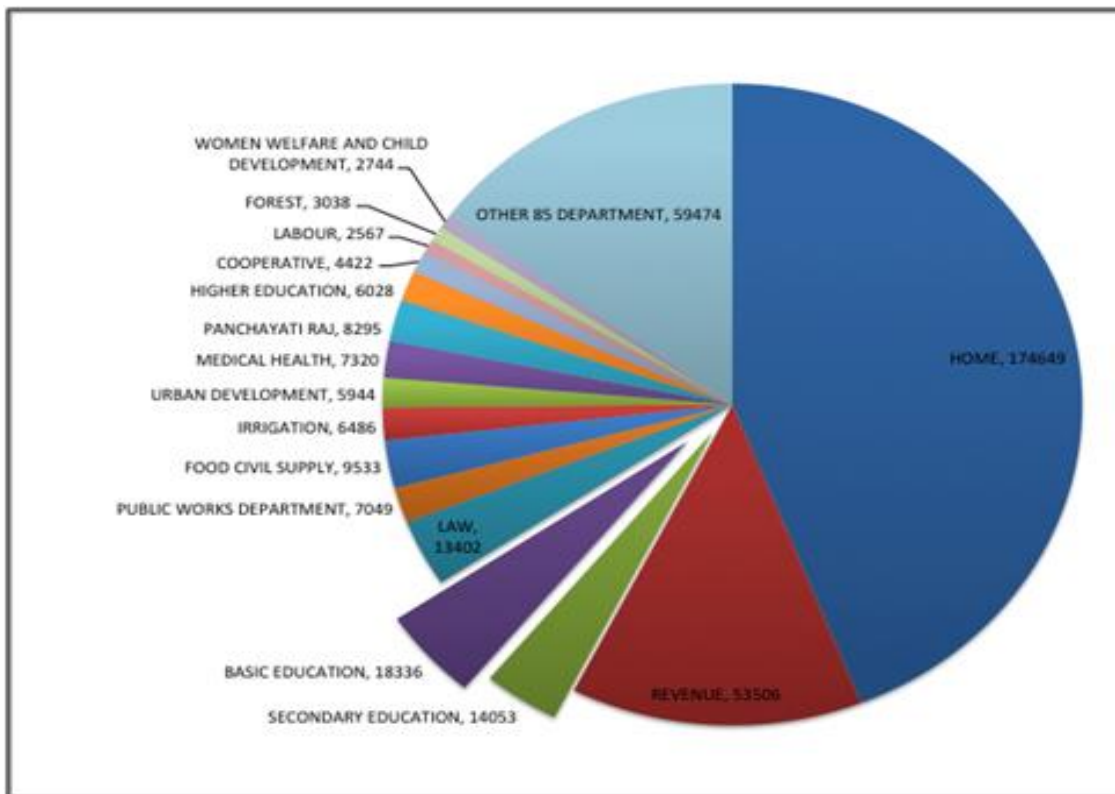


Figure 10.2: Disposed Cases in Lucknow Bench



10.4 Issues taken by teachers to the court

Aided secondary school: Management committee has appointed him as a teacher and they are not providing him salary same as fellow teachers:

- a. Seniority of lecturer or LT grade teacher
- b. Promotion to lecturer post
- c. Adhoc promotion to principal or Head teacher
- d. Disciplinary action against teacher/principal by committee
- e. Non issuance of appointment letter for Selected candidate from selection board
- f. Against a selected candidate sent by selection board by another person working on short-term vacancy or adhoc

Government school: An analysis of applications submitted at Jan Suchana Ayog indicated that nearly 10 percent of the cases that are filed deals with the education department. Similarly, an analysis of questions that were raised in legislative assembly and legislative council also indicates the same. This indicates that the state needs to develop a transparent grievance redressal system so that teachers need not to run from pillar to post for their day-to-day problems.

Chapter 11

TEACHER UNIONS

11.1 Teacher's union in Uttar Pradesh

Most teachers have formed cadre wise teacher union in order to raise their issues with the local officers and government. In fact, some cadres have more than one union. Under the rule 1979(Recognition of Service Associations) of Government of Uttar Pradesh, all Government employee associations have to be recognized at government level in order to initiate a dialogue with the government on various issues. At present, the government recognizes only three teacher associations:

- a. Uttar Pradesh Prathamik Shikshak Sangh
- b. Uttar Pradesh Upper Primary Shikshak Sangh
- c. Uttar Pradesh Rajkiya Shikshak Sangh

Other associations are not yet recognized since they do not fulfill the criterion given in rule 1979. However, all these associations are registered under the society registration act 1860.

Following is the list of major unions in Uttar Pradesh and they comprise of 95 percent of the teacher workforce:

- a. Uttar Pradesh Madhyamik Shikshak Sangh(Sharma Gut)
- b. Uttar Pradesh Madhyamik Shikshak Sangh(Pandey Gut)
- c. Uttar Pradesh Madhyamik Shikshak Sangh(Chandel Gut)
- d. Uttar Pradesh Rajkiya Shikshak Sangh
- e. Uttar Pradesh Uchcha Prathamik Shikshak Sangh
- f. Uttar Pradesh non government Aided JHS Shikshak Sangh
- g. Uttar Pradesh Prathamik Shikshak Sangh
- h. Uttar Pradesh Vyavsayik Shikshak Sangh
- i. Uttar Pradesh Anudeshak Sangh

- j. Uttar Pradesh KGBV Shikshak Sangh
- k. Uttar Pradesh Shiksha Mitra Sangh
- l. Uttar Pradesh Vitta Viheen Shikshak Sangh

While secondary school teacher unions have school level units, basic education level unions have block level units that look after the interest of their members. Teachers often raise their issues with the unions and they take up individual or common grievances of teachers with the concerned principal/block education officer.

Most unions hold regular meeting with district and state level officers in order to sort administrative issues such as issues related to GPF advance, arrears of salary, transfer, withholding of salary, pension, suspension, disciplinary action, and problems created by Gram Pradhan. But it is noted unions do not focus on issues related to teaching learning process, school condition, examination pattern, and curriculum.

Most teachers are members of a union. It was also observed that most active members are male and they attend more meetings than women teachers. Further, there were very few women who take up leadership position. Finally, teacher unions in Uttar Pradesh are not affiliated with any political parties.

11.2 Teacher constituencies in the state

Uttar Pradesh is one of the four states in the country, which has Legislative Council. Nine members in the Legislative Council are elected from Secondary Aided Schools. Kingdon and Muzzamil report that, "Taking advantage of this guaranteed job security, aided school teachers not only contest elections for MLC, they also freely contest elections for local bodies, such as Nagar Palika (municipalities), Nagar Nigam (town corporations) along with the elections for the Legislative Assembly (lower house of the state legislature) and the Parliament of India. Consequently, teachers in aided schools have become politically more active and united. Furthermore, the main primary school teachers association ('Prathmik Shikshak Sangh') in UP has been demanding that primary school teachers should be given the same privileges as their counterparts enjoy in secondary schools. Teachers in government primary schools in UP have also demanded that equal rights be given to them (as Aided school teachers) so that they are also able to contest MLA elections (Dainik Jagaran: 8.3.92). Kingdon and Muzzamil

conclude by stating that, “teachers’ privileged legal position has meant their substantial presence in both houses of the State legislature as well as in State cabinets. It has fulfilled the apprehensions of some of the members of the CA who had expressed misgivings that due to their special constitutional status, teachers would become embroiled in politics. The effect of the presence of teachers in the corridors of power appears to have been to create a culture of political activism among teachers, especially among secondary aided school teachers. There is now a strong body of teachers for whom the membership of the Legislative Council, or ‘serving their fellow teachers’ as they put it, is the ultimate aim of their career”.

Annexure: List of Documents Reviewed

S.No.	Subject	Sankhya	Date
1.	U.P. basic shiksha (teacher) seva ¼19th Amendment½ rules-2014	2015@79&5&2014&282@98	30- May-2014
2.	Uttar Pradesh basic shiksha parishad ke antargat karyarat shikshako/shikshdettar karamcharion ki sevakal me mratyu ho jane par unke shruto ko niyukti pradan kiya jana.	1095@15&5&95&30@82	2-Feb- 2014
3.	Uttar Pradesh Basic Shiksha Parishad dwara sanchalit parishadiya prathamik vidyalayo me sahayak adhyapak ke pado par dwivarsiy niyukti ke sambandh me	3774@79&5&2013&14¼10½@10	15-October-2013
4.	Shikshak patrata pariksha ka ayojan karaye jane ke sambandh me	946@15&11&2013&2750@2012	17-April-2013
5.	Shikshak patrata pariksha ka ayojan karaye jane ke sambandh me	2991@15&11&2013&2750@12	06-Dec-2013
6.	B.T.C. prashichhan ke liye liye chayan me abhyarthiyon ki adhikata ayu ke Shikshak patrata pariksha ka ayojan karaye jane ke sambandh me	3021@15&11&2013&2067@13	30-Dec-2013
7.	Office Memorandum	22&153¼1½@15&11&2012	7-May- 2012
8.	Criminal missellaneous writ petition sankhaya 8498@2011, Sachin Rana va anya banam Uttar Pradesh Rajya va anya me parit manniya nyayalaya ke adesh, dinank 1-02-2012 Shikshak patrata pariksha ka ayojan karaye jane ke sambandh me	Rashai. @40457&528@B.T.C. 2010@2011&12	29-March-2012
9.	Uttar Pradesh basic Shiksha parishad dwara sanchalit vidyalayo me prashikshu shikshak ke pado par B.Ed. yogayatadhari avam T.E.T. uttiran abhyarthiyon k niyukati ke sambandh me	Shiksha Anubhag&5	5-Dec-2012
10.	Uttar Pradesh basic Shiksha parishad dvarasanchalitups me vigan avam ganit vishay ke sahayak adhyapako ke 50% chayan prakriya.	2651¼1½@79&5&12&1¼40½@13	11-July-2013
11.	vigyapti /sanshodhan, shiksha anubhag-5	3016@79&5&2013	6-Aug-2013
12.	vigyapti /sanshodhan, shiksha anubhag-5	3227@79&5&2013&1¼4½@2013	23-Aug- 2013
13.	Shasnaदेश sankhaya 2810@79&5&2010 dinak 22] dec -2010 ke kram me janpad ke Nagar kshetra me rikta sahayak adhyapak prathamik vidyalaya ke 50 pratishat pado ko bhare jane ke sambandh me	BE.SHI.PA. @389&475@2011&12	13-April-2011
14.	Do varshiya B.T.C. ke prapt safal abhyarthiyon ki suchi ke anusar niyukati karne ke sambandh me	SHI.NI.¼BE½@BE.SHI.PA. @4348&4508@2010&11	1- Dec-2010
15.	Nishulk avam aniwarya bal shiksha ka adhikar adhiniyam 2009 ke tahat sarva shiksha abhiyan ajona antargat varsh 2010-11 hetu prathamik vidyalayon avam uchcha prathamik vidyalayon me atirikt adhyapako ke pad srajan ke sambandh me	A.PA.SA. &3@709@2011&12	19-May-2011

S.No.	Subject	Sankhya	Date
16.	sarva shiksha abhiyan yojana antargat varsh 2009&10 hetu gramini kshetro me swikrat navin prathamik vidyalayon avam uchcha prathamik vidyalayon ke adhyapakon ke pad srajan ke sambandh me	1825@79&5&2010&93@02	28-July- 2010
17.	U.P. Recognised basic schools (junior high school) (teacher's recruitment and service conditions) rules-Regarding 6th amendment in 1978.	1440@79&5&2012	05-Dec- 2012
18.	U.P. basic education (teachers) service (12th amendment) rules, 2011, education section-5.	3285@79&5&2011&3¼3½@2011½	9-Nov-2011
19.	Uttar Pradesh basic Shiksha parishad dwara sanchalit vidyalayon me prashikshu shikshakon ki niyukati ke sambandh me	D.E.@BE.SHI.PA.@2410&256@2011&12	23-Dec-2011
20.	Uttar Pradesh basic Shiksha parishad ke antargat saveerat shikshakon/shikshrettar karamcharyon ki sewakal me mratyu ho jane ki isthiti me unke ashriton ke sevayojan ke sambandh me	95@79&5&2013&01¼41½@13	11-Feb- 2013
21.	Uttar Pradesh Shiksha parishad dwara sanchalit prathamik vidyalayon me rikt pado par niyukati ke sambandh me	3635@79&5&2010	25-Sep- 2010
22.	Rit yachika sankhya 3336 of 2011 Ramji avam anya banam state of uttar pradesh va anya me manniya uchcha nyayalaya, Allahabad me parit adesh dinank 20&01&2011 ke prabhavi ansh	Shi.ni.¼be½@u.ni.shi½@Nistar an@4583&91@2011&12	23-May-2011
23.	Uttar Pradesh Shiksha parishad ke niyantradin prathamik vidyalayon me rikt pado par 72]825 sahayak adhyapakon ke chayan ke sambandh me	4121@79&5&11&14¼410½2010	9-Dec-2011
24.	Rit yachika sankhya 10102@2010 shri Gyan singh tatha anya banam Uttar Pradesh Rajya avam anya me parit adesh dinank 1+6-04-10 ke sambandh me	649@79&5&2006	20-April-2010
25.	B.T.C. hetu abhyarthiyon ke chayan ke sambandh me	893@15&11@2010	14-May-2010
26.	Prasuti kalin avakash me vradhi kiye jane ke sambandh me	896@79&05&2010	11-May-2010
27.	Balya dekhbhal avkash ¼Child care leave½ Svikratkiyejane ke sambandh me	1301@79&5&2010&33@2009	8-June-2010
28.	Prasuti avkash ki seema me vradhi tatha balya dekhbhal avkash ki Svikrati	G.&2&2017@10&2008&216@79	8-Dec- 2008
29.	Balyaavkash tatha dattak grahan avkash ki anumanyta ke sambandh me	G.&573@10&2009&216&79	24-March-2009
30.	Uttar Pradesh basic Shiksha parishad ke niyantranadin shikshakon/shikshrettar mahila karmiyon hetu prasutikalin avkash ke sambandh me	3311&3479 2010&11	27-July-2010
31.	Grishm avkash ke samay me dinank 21 May 1996 se 30 May 96 tak vidyalayon ko kholane ke uplakshya me uparjit avkash/avkash nakadikaran dene ke sambandh me	BE.SHI.PA.11758&12098@96&97	06-08-96

S.No.	Subject	Sankhya	Date
32.	Uttar Pradesh basic Shiksha parishad ke antergat karyarat shikshan avam shikshretter karmcharyon ko chikitsa avkash ki suvidha	3517@15¼5½&77&84@75	08-11-77
33.	Parishadiya adhyapak/ adhyapikaon ko uparjit avkash diye jane ke sambandh me	BE.SHI.PA.22953&3337@87&88	22-04-872
34.	Parishadiya shikshako ko arjit avkash/uparjit avkash anumanya hone ke sambandh me	BE.SHI.PA.@10467&860@99&2000	07-09-99
35.	Uttar Pradesh basic Shiksha parishad dwara sanchalit vidyalayon me karyarat mahila shikshako ko prasuti avkash/balya dekhbhal avakash ki swikrati ke sambandh me	D.E.@U.NI.PRA.@3781&3944@2010&11	26-08-10
36.	Shasanadesh sankhya&2810@79&5&2010 dinank 22-12-2010 ke kram me janpad ke nagar kshetra me rikt sahayak adhyapak prathamik vidyalay ke 50 % padon ko bhare jane ke sambandh me	BE.SHI.PA.@389&475@2011&12	13-04-11
37.	Sarkari adhikariyon/karmcharyon ki varshik sthanantaran niti	1@3@96&KA &4&2012	22-March-2012
38.	Parishadiya adhyapakon ke samayojan ke sambandh me	2724@79&5&2013	16-July-2013
39.	Antarjanpadiya sthanantaran adesh ke satyapanoparant karyabhar mukt/grahan karane ke sambandh me	BE.SHI.PA.@16453&542@2000&2001	18-01-01
40.	Uttar Pradesh basic Shiksha parishad dwara sanchalit prathamik vidyalayon me nyoontam do shikshakon ki vyastha kiya jana	2033@15&5&2001	27-July-2001
41.	Uttar Pradesh Basic Shiksha parishad uchcha prathamik vidyalayon me ganit/vigyan shikshkon ki uplabdhata sunischit kiye jane ke sambandh me	D.E.@U.NI.PRA.@3691&385@2010-11	13-Aug-2010
42.	Uttar Pradesh Basic Shiksha parishad uchcha prathamik vidyalayon me ganit/vigyan shikshkon ki uplabdhata sunischit kiye jane ke sambandh me	2185@79&5&2010	11-08-10
43.	Parishadiya vidyalayon me karyart sahayak Adhyapak /Adhyapikaon ki sthanantaran niti 2007-08 ke sambandh me	BE.SHI.PA.@1310&1690@2007&08	30-05-07
44.	Parishadiya vidyalayon me karyart sahayak Adhyapak /Adhyapikaon ki sthanantaran niti 2006-07 ke sambandh me	BE.SHI.PA.@1496&1890@2006&07	31-May-2006
45.	Parishadiya vidyalayon me karyart sahayak Adhyapak /Adhyapikaon ki sthanantaran niti 2007-08 ke sambandh me	BE.SHI.PA.@2534&2890@2007&08	04-07-07
46.	Parishadiya Adhyapakon ki varshik sthanantaran / samayojan niti ke sambandh me	1552@79&5&2010&15¼149½@10	21-June- 2010
47.	Parishadiya Adhyapakon ki varshik sthanantaran / samayojan niti ki avadhi badhaye jane ke sambandh me	3471&3546@2010&11	27-July-2010
48.	Parishadiya Adhyapakon ki varshik sthanantaran / samayojan niti ki avadhi badhaye jane ke sambandh me	2249@79&5&2010&15¼149½@10	26-July- 2010
49.	Parishadiya Adhyapakon ki varshik sthanantaran/samayojan niti ke sambandh me	3221&3310@2010&11	27-July-2010

S.No.	Subject	Sankhya	Date
50.	Parishadiya Adhyapakon ke antar janpadiya sthanantaran ke sambandh me	578&675@2013&14	31-07-13
51.	Basic Shiksha parishad dwara sanchalit Parishadiya vidyalyon ke adhyapakon ke janpadiya sthanantaran / samayojan niti ke sambandh me	1451@79&5&2012&15¼149½	03-July-2012
52.	Uttar Pradesh Basic Shiksha parishad ke niyantranadhin gram in kshetron ke prathamik tatha uchcha prathamik vidayalyon me karyarat adhyapakon ke sthanantaran / samayojan sambandhi nirdesh	4672@15&5&99&87@95	28-Octo-1999
53.	Jila Basic shiksha adhikari avam jila shiksha avam prashikshan sansthan karyalayon me karamcharyon ki sambaddhata samapta karne ke sambandh me	2517&2658@11&12	20-07-11
54.	Parishadya vidyalon me adhyapakon ke aniyamit roop se sambaddh karne ke sambandh me	BE.SHI.PA.@21659&934@95&96	16-08-95
55.	Pradesh ke prathmik shiksha ke sarvabhaumikaran ke lakshy ki ore agraser hone ke liye shikshit yuvaon ke sahbhagita hetu shiksha mitra yojana ka karyanvayan	Rit 99@79&5&2010	6- July- 2010
51.	Naksal prabhavit janpad Sonbhadra, Mirzapur avam Chandauli me shiksha mitron ki niyukti par rok hatane ke sambandh me	2107@79&5&2010	13-Aug-2010
52.	Aprashikshit shiksha mitro ko doorasth shiksha ke madhyam se prashikshit kiye jane ke sambandh me	8551&713@2011712	12-July-2011
53.	Aprashikshit shiksha mitro ko doorasth shiksha ke madhyam se prashikshit kiye jane ke sambandh me	2209@79&5&2011&282@98	11- July-2011
54.	Nishulk avam aniwarya bal shiksha ka adhikar adhiniyam&2009 ke parprekshya me shiksha mitro ki naveen niyukati band karne ke sambandh me	732@2011&12	23-05-11
55.	Nishulk avam aniwarya bal shiksha ka adhikar adhiniyam&2009 ke parprekshya me shiksha mitro ki naveen niyukati band karne ke sambadh me	2366@79&5&2010	22-02-11
56.	Nishulk avam aniwarya bal shiksha ka adhikar adhiniyam&2009 ke parprekshya me shiksha mitro ki naveen niyukati band karne ke sambandh me	1429@79&5&2010	2-June-2010
57.	Pradesh ke prathmik shiksha ke sarvabhaumikaran ke lakshya ki ore agresar hone ke liye yuvaon ke sahbhagita hetu yojana ka kiryanvayan	53@79&5&08&282@98	21-Jan- 2008
58.	Pradesh ke prathmik shiksha ke sarvabhaumikaran ke lakshay ki ore agresar hone ke liye yuvaon ke sahbhagita hetu yojana ka kiryanavayan	1073@79&5&2007&282@98	15-June-2007
59.	Shiksha mitro ke naveenikaran me aa rahi kathinayion ko door karne ke sambandh me	2215@79&5&2006&282@98	23-Aug- 2006

S.No.	Subject	Sankhya	Date
60.	Uttar Pradesh Basic shiksha parishad ke niyantranadheen parisadhya prathamik vidyalayon me karyarat snatak Aprashikshit shiksha mitro ko doorasth shiksha vidhi se prashikshit kiye jane ke sambandh me	0743&10904@2011&12	1-Aug- 2011
61.	Uttar Pradesh Basic shiksha parishad ke niyantranadheen parisadhya prathamik vidyalayon me karyarat snatak Aprashikshit shiksha mitro ko doorasth shiksha vidhi se prashikshit kiye jane ke sambandh me	8889&9050@S.S.A.@2010&11	16- July- 2011
62.	Snatak shiksha mitro ke doorasthshiksha ke madhyam se prashikshit karayein jane hetu bajat preshit kiye jane ke sambandh me	2840@2013&14	18-Sep- 2013
63.	Parishadaya uchcha prathamik vidyalayon me kala shiksha, shaririak avam swasthya shiksha tatha karya shiksha ke anshkalik anudeshako ki samvida	632@79&5&2013&29@2009 T.C.	22-Feb-2013
64.	Parishadaya uchcha prathamik vidyalayon me kala shiksha, shaririak avam swasthya shiksha tatha karya shiksha ke anshkalik anudeshako ki samvida	3371@79&5&2013&5@2010	31-Jan-2013
65.	Samekit shiksha ke antergat itinrent/resource teachers ke anusravan ke sambandh me	4718@2010&11	15-Dec- 2011
66.	Naveen vidyalaya prabandh samitiyon ke gathan ke sambandh me	2777@79&5&2013&29@2009 T.C.	01-Aug-2013
67.	Criminal miss. yachika sankhya 18498@2011 Sachin Rana va anya banam uttar Pradesh va anya me parit adesh ka anupalan kiye jane ke sambandh me	2836&2926@2011&12	11-Jan- 2012
68.	Sewa pradata ke madhyam se vikas khand sansadhan kendra avam nagar sansadhan kendra par rakhe gaye computer opretor ke karya nirdharan ke sambandh me	S.S.A.@3176@2011&12	23-Dec-2011
69.	Nishulk aur anivarya bal shiksha ka adhikar adhiniyam 2009 ki dhara 21 ke antargat vidyalaya prabandh samiti ka gathan kiye jane ke sambadh me	1739@79&5&2011&29@2009	28-June- 2011
70.	Nishulk aur aniwarya bal shiksha ka adhikar adhiniyam 2009 ke pariprekshya me vidyalaya sambadhi vibhinn karya vidyalaya prabandh Samiti ke madhyam se karaye jane ke sambandh me	2223@79&5&2012&29@09	06- July- 2012
71.	Bachchon ko nishulk avam aniwarya shiksha ka adhikar 2009 ke kiryanvayan ke sambandh me	1907@79&5&2010&29@2009	29-June- 2010
72.	Uttar Pradesh Basic shiksha parishad dwara sanchalit prarthamik vidyalaya me karyarat mratak ashrit, urdu shishak tatha C.PED. yogyatadari ki jayesththa ke sambandh me	38&4&4124@2006&07	20-09-06
73.	Uttar Pradesh manyta prapta basic school junior high school ki bharti niyamavali-1984 me pratham sansodhan kiye jane ke sambandh me	819¼@79&5&2013&B.I.P.&34@2011	23-Aug- 2013

S.No.	Subject	Sankhya	Date
74.	Varsh 2011-12 vidyalaya stara se Pradesh stara tak balak/balikaon ke khelkood karyaक्रमon avam pratiyogitaon ke ayojan se sambandhit	12104&12413@2011&12	16-Aug 2011
75.	Uttar Pradesh lok sewaon me anusuchit jatiyo, anusuchit janjatiyon aur pichhda vargo ke liye aarchhan	1@1@94&Karmik&1@1994	25-March-1994
76.	Chayan samitiyon me anusuchit jati/ anusuchit janjatiyon tatha anya pichhde varg ke adhikariyon ka namankan	483@ka&1@94&1@1@1994	29-March-1994
77.	Basic Shiksha parishad dwara sanchalit prathamik avam uchcha prathamik vidyalayaon ke chhatron avam unki mataon ke liye samuhik durghatna bima yojana	4635@15&5&2001&686@2001	01-Dec-2001
78.	Janpad mujaffarnagar me Uttar Pradesh Basic shiksha parishad ke adheen karyarat parishdiya adhyapakon ke sangathan ke sambandh me	26231&33@2008&09	3-Dec- 2008
79.	Prathamik vidyalayon me balchar karyaक्रमo hetu varsh 2010&11 me anudan ki swikrati	613@79&5&11&131@97	28-Feb- 2011
80.	Bharti/niyukti par pratibandh ke sambandh me	20@1@91&KA &2&2012	15-March-2012
81.	Uttar Pradesh shasan mahila avam bal vikash anubhag-1	864@79&14&13	29-Nov- 2013
82.	Parishadya shishakon dwara gram/vidhan sabha/lok sabha aadi ke chunao me bhag lene ke sambandh me	5171&5536@89&90	29-05-89
83.	Uttar Pradesh shasan anubhag-6	635@79&6&2011	7-Apr- 2011
84.	Rajkiya sevaon me viklangjan ke chinhit rikt padon ke baklag ko visesh bharti abhiyan chalakar pura kiye jane ke sambandh me	504@65&3&11&04@2009	31-March-2011
85.	Uttar Pradesh lok sevaon me sharirik roop se viklangjan ke liye aarkshan hetu samuh ka,kha,ga,gha shredi ke padon ka chinhankan	35@65&03&11&78@99	13-Jan- 2011
86.	Chhathven vetan ayog/vetan samiti ke sanstuti ke adhar par pradhanadhyapak, Prathamik vidyalaya/sahayak adhyapak, uchcha prathamik vidyalaya ko nuyuntam vetanman ke nirdharan ke sambandh me	2173@79&5&2014&1@2010	9-June- 2014
87.	Madhyamik vidyalayon ke shikshak/shikshdetter karamchariyon ke vetan bhugatan ke sambandh me	8968&19147@2006&07	4-Jan- 2007
88.	Basic shiksha parishad vidyalayon me karyart shikshak/shikshdetter karamchariyon ka vetan deyak taiyar karne ke sambandh me	9057&9214@2008&9	04-March-2009
89.	Ashaskiya asahayik manyta prapt poorv madhyamik vidyalayon me tribhasha such yojanaantargat vetan anudan ke sambandh me	1518@79&6&2010	7-Octo- 2010
90.	Ashaskiya sahayata prapt vidyalayon ke karmiko ke vetan ka bhugtan va ekikrat bhugtan pranali ke adhin autometed software vyastha lagoo kiya jana	2352@79&5&2012&1¼26½@2012	23-July- 2012

S.No.	Subject	Sankhya	Date
91.	Ashasikiya sahayata prapt vidyalayon ke karmiko ke vetan ka bhugtan computer per adharit ekikrat bhugtan pranali ke adhin autometed software vyastha lagoo kiya jana	2491@79&5&12@2012&1¼26½@2012	08-Aug- 2012
91.	Manyata prapt avam sahayata prapt basic school (junior high school) me vetan bhugtan kiya jane ke sambandh me	062&1223@2010&11	04-May- 2010
92.	Manyata prapt avam sahayata prapt basic school (junior high school) me vetan bhugtan kiya jane ke sambandh me A	723@79&6&10	30-04-10
93.	Manyata prapt avam sahayata prapt basic school (junior high school) me vetan bhugtan kiya jane ke sambadh me	1232@79&6&2012	31-Jan- 2013
94.	Punrikshit vetan sanrachana me vetan nirdharan me sanshodhan ke sambandh me	224@79&6&2014	15-Jan- 2014
95.	Manyata prapt avam sahayata prapt basic school (junior high school) me vetan bhugtan kiye jane ke sambandh me	30716&940@2010&11	4-Feb- 2011
96.	Seva me ane wale parishdiya shikshkon avam shikshdetter karamcharyon par nav paribhashit anshdan pension yojana	12705&12867@2010&11	09-March- 2011
97.	Parishadiya shikshkon shikshdetter karamcharyon ko rajya karamcharyon ki bhanti pariwarik pension ki matrata vikalang tatha manshik roop se vikshipt santano ko pariwarik pension ke vitran ke ki suvidha pradan karne ke sambandh me	3940@79&5&2013	6-Nov- 2013
98.	Uttar Pradesh Basic shiksha parishad dwara sanchalit prathmik avam uchcha prathmik vidyalayon ke shikshkon ko deya pariwarik pension ki sharton se ek varsh ki nirantar sewa sambandhi shart ka hataya jana	714@15&5&2001&400¼4¼½@2001	18-Apr- 2001
99.	Vishishit B.T.C. 2004 dwara chayanit shikshkon purani pension yojana ka prakaran	6630&33@2014&15	02-June- 2014
100.	Pariwarik pension ka rajkiya pensionaron ki bhanti rajkiya koshagar se bhugtan ki vyavastha lagoo kiye jane ke sambandh me	2269@79&5&2012&1¼26½@2012	13-July- 2012
101.	Uttar Pradesh Basic shiksha parishad dwara sanchalit skoolon ke shikshkon ke sewa nivratti labhon me parivartan ke sambandh me	5197@15¼5¼&79@77	8-March- 1978
102.	Uttar Pradesh Basic shiksha bhavishya nidhi niyamavali, 1975 (pratham) sanshodhan aur uske falswaroop karyavahi ke sambandh me	4992@15¼5¼&79&480@74	30-July- 1979
103.	Vetan samiti, Uttar Pradesh 2008 ki sanstutiyon ko swikar kiye jane	3053&3216@2010&11	23- July- 2010
104.	Vetan samiti,, Uttar Pradesh 2008 ki sanstutiyon ko swikar krne sewanivratt shikshkon /karamcharyon ke pension/gratuity/pariwarik pension avam rashikaran ki daron ka punirakshan kiye jane ke sambandh me	625¼11½@79&6&10	22- July- 2010

S.No.	Subject	Sankhya	Date
105.	Uttar Pradesh Basic shiksha parishad dwara primary avam junior high school ke shikshkon ko parivarik pension ki swikrati ke sambandh me	6246@15&8&3004¼46½@77	31-March-1982
106.	Basic shiksha parishad ke karaylaya/vidyalaya me karyarat shikshdeter karamcharyon ko bhawan nirman/vahan agarim swikrati karne hetu	2253@15&5&97&251@83	31-March-1997
107.	Vidyalayon me shikshan ki gunvatta samvardhan hetu vidyaliyon ka anivarya nirikshan kiye jane ke sambandh me	4395&4573@2008&09	25-Nov- 2008
108.	Vidyalayon me gurvattaparak ahiksha sunischit kiya jana	2878@79&5@2008	20-11-08
109.	Vidyalaya me bachchon ki sharirik swachata hetu visesh dhyan diye jane ke sambandh me	18071&18233@2007&08	30-Aug- 2007
110.	Prathmik avam uchcha prathmik vidyalayon me adhdhyanrat chhatron ke sarvagir vikas avam unnhe gunvattayukt shiksha pradan kiye jane ke sambandh me	7874&7963@2010&11	18-June- 2010
111.	Vigyan/ganit tatha angreji shikshan ke staronnyan hetu prayash	20639@2007*08	26-Sep- 2007
112.	Vidyalayon me shikshan ki gurvata samvardhan kiye jane ke sambandh me	2912@79&5&2009	16-Sep- 2009
113.	Pradesh ke prathmik avam uchcha prathmik vidyalayon me shaikshik gurvatta unnayan ke sambandh me	3014@79&5&2013	6-Aug- 2013
114.	Shiksha satra 2009-10 me prathmik kakshaon me kakshavar atyaawashyak adhimay dakshtaon ki samprapti sunishchit kiye jane ke sambandh me	1253@2009&10	01-June- 2009
115.	Praishadiya/sahayata prapt prathmik avam uchcha prathmik vidyaliyon me gurvattaparak shiksha sunischit karne hetu shikshak task force gathan	3098@79&5&2008	10-12-06
116.	Parishadiya/prathmik uchcha prathmik vidyalayon ke namika nirikshan ke sambandh me	25965@2007&08	03-11-07
117.	Uchcha prathmik vidyaliyon ke namika nirikshan ke sambandh me	11580&795@91&92	18-09-91
118.	Nirikshan ko prabhavi banane avam vidyalayon me adhyapakon ki upasthiti sunischit karne ke sambandh me	21936&22336@95&96	16-08-95
119.	Prathmik vidyalayon tatha apar primary school me kshatron tatha adhyapakon ki anupasthiti rahne ke sambandh me	3602¼1½@79&5&2007	11-Octo-2007
120.	School rediness karyakram varsh 2010-11 ke sanchalan hetu prashikshan patrakon ka preshan	1982@2010&11	14-July-2010
121.	School rediness karyakram ke antargat prathmik vidyalayon me pre-primary kachhaon ke sanchalan ke sambandh me	1267@2010&11	04-06-10
122.	School rediness karyakram ke antargat pre-primary kachhaon ka nirikshan karaye jane ke sambandh me	1960@2010&11	12-July- 2010

S.No.	Subject	Sankhya	Date
123.	Khel niti kesambandh me	----- @79&5&2013&1¼12½@13	27-June- 2013
124.	Varsh 2011&12 me 6&14 vai varg ke aout of school bachchon ke namankan uprant vishesh prashikshan karaye jane ke sambandh me	3422@2011&12	10-10-11
125.	Adhigam abhivradhi karyakram ke antargat uchcha prathmik star par gatividhi adharit vigyan,ganit avam samajik vishay shikshan karyakram sanchalan hetu bazat	3790@2011&12	01-Nov- 2011
126.	Kasturba Gandhi balika vidyalaya ka sanchalan hetu janpad star par poorv se hi ek samiti gathit	RA.PA.NI.@4952@2011	08-01-11
127.	Kasturba Gandhi balika vidyalayon me shaikshnik va shikshnettar karmiyon ke chyan ke sambandh me	K.G.B.V.@3&2@19@6@ 2013-14	29-July- 2013
128.	Kashturba Gandhi balika vidyalayon me shaikshnik va shikshnettar karmiyon ke chyan ke sambandh me	K.G.B.V.@3&2@764@2014& 15	29-May- 2014
129.	Varsh 2010&11 me nagariya navachar antargat nishulak transporteshan vyavastha ke sambandh me	Nagriya Navachar@3891@2010&11	28-Octo- 2010
130.	Pradesh ke prathmik tatha uchcha prathmik vidyalayon me patha-pathan aur chhatra-chhatron avam adhyapakon ki upasthiti ko prabhavi banaye jane ke sambandh me	2483@79&5&2012&1¼32½@1 2	09-Aug- 2012
131.	Pradesh ke prathmik tatha uchcha prathmik vidyalayon me shashik gurvatta unayan ke sambandh me	3014@79&5&2013	06-Aug- 2013
132.	Sarva shiksha abhiyan ke antargat parishdiya uchcha prathmik vidyalayon me sanchalit computer sahaytit shiksha karyakram ke sambandh me	1782@2013&14	23- July- 2013
133.	Sarva shiksha abhiyan ke antargat sthapit nyay panchayat sansadhan kendron avam blockon sansadhan kendron ke punargathan ke sambandh me	3903@79&5&2010&424@02	02-Feb-2011
134.	Block shaikshik sansadhan Kendra (B.R.C.) ke samanyak/sah samanyak aur nyay panchayat sansadhan kendra (N.P.R.C.) ke samanyak chayan ke sambandh me	Shiksha Anubhag&5	01-Sep- 2001
135.	Jila samanyak pad hetu avedan patraamantrit kiye janeke sambandh me	RA.PA.NI.@678@2006&07	02-06-06
136.	Block sansadhan kendro par sah samanvako ke chayan ke sambadh me	558@2014&15	19-May-2014
137.	Sarwa shiksha abhiyan ke antargat sthapit nyay panchayat sansadhan kendraon avam block sansadhan kendron ke punargathan ke sambandh me	3903@79&5&2010&424@02	02-Feb-2011
138.	Sarva shiksha abhiyan ke antargat sthapit nyay panchayat sansadhan kendraon avam block sansadhan kendron ke punargathan ke sambandh me	2548@79&5&2011&424@02T. C.&11	03-Octo-2011
139.	Basic shiksha anubhag-11 Uttar Pradesh sashan	1136@15&11&10	09-Aug-2010

S.No.	Subject	Sankhya	Date
140.	Sarva shiksha abhiyan ke antargat sewarat shikshak prashikshanon ke ayojan ke sambandh me awashyak nirdesh	Sevarat Prashi.@3008@2013&14	26-Sep-2013
141.	Sarwa shiksha abhiyan ki varshik karyayojana avam bazat 2013-14 ke antargat sewarat shikshak prashikshan vishayak bazat avam nirdesh ke sambandh me	Sevarat Prashi.&Nirdesh @2691@2013-14	13-09-13
142.	Sarwa shiksha abhiyan ki varshik karyayojana avam bazat 2013-14 ke antargat sewarat shikshak prashikshan vishayak bazat avam nirdesh ke sambandh me	Sevarat Prashi.&Nirdesh@2692@2013-14	13-09-13
143.	R.T.E. adhinyam-2009 ke priprekshya me samvad-3 adharit 05 divasiya master trainers ke prishikshan ke sambandh me	Sevarat Prashi. @2495@2013&14	04-Sep- 2013
144.	Samvad mudule adharit 03 divasiya shikshak prashikshan ke sambandh me	Samvad Madyual Adharit Prashi. @2618@2012&13	07-Sep-2012
145.	Sarva shiksha abhiyan ke antargat sewarat shikshan prishikshan vishyak nirdesh ke sambandh me	2403@2012&13	27-Aug- 2012
146.	Sarwa shiksha abhiyan ke antargat sewarat shikshan prishikshan vishyak nirdesh ke sambandh me	Sevarat Prashi.@2063@2011&12	03-Aug- 2011
147.	Sarwa shiksha abhiyan yojana antargat prathmik star par varsh 2010-11 me vishist shikshan hetu sewarat shikshak prishikshan ke sambandh me	Vishishth.shi.prashi. @5397@2010&11	02-Feb- 2011
148.	Sarwa shiksha abhiyan yojana antargat prathmik star par angreji shikshan hetu sewarat shikshak prishikshan ke nirdesh	Prathmik.Angregi Prashi.@3575@2010&11	07-Octo-2010
149.	Sarwa shiksha abhiyan ke antargat shaikshik satra 2010-11 me sewarat shikshak prishikshanon ke ayojan hetu dhanrashi ka preshan tatha tatsambandhi nirdesh	Sevarat.shi.prashi. @1895@2010 &11	09- July-2010
150.	sevarat shikshak prashikshanon ke ayojan hetu dhanrashi ka preshan tatha tatsambandhi nirdesh ke sambandh me	A.RA.PA.NI. @ Gu.Vi.@2152@2009&10	16-July-2009
151.	15 divashya sewaratshishak prashikshan hetu bazat ki ditiya kisht ke preshan ke sambandh me	gu.vi. @20di.shi. prashi.@4311@2008&09	28-Nov-2008
152.	15 diwasiya sewaratshikshak prashikshan ke sambandh me	Gu.Vi. @20di.shi. prashi. @946@2008&09	02-June- 2008
153.	15 diwasiya sewaratshikshak prashikshan ke sambandh me	Gu.Vi. @20di.shi. prashi. @2196@2007&08	06-Aug-2007
154.	Satra 2005-06 me sevakaleen 20diwasiya prashikshan ke sambandh me	A.RA.PA.NI./528@2005&06	21-June-2005
155.	Asaram padhati vidyalayon ko sucharu roop se chalane ke sambandh me	674123&72138 Janjati	May- 25- 1942
156.	Samaj kalayan vibhag dwara nirmat/nirmanadhin rajkiya asaram padhati vidyalayon (balak/balakaon) ke liye padon ke srajan ke sambandh me	u.o.&99@26&3&2009&1¼18½ @2008	29- Dec-2009

S.No.	Subject	Sankhya	Date
157.	Vetan samiti Uttar Pradesh (2008) ke chaturth prativedan me ki gai sanstutiyon par liye gaye nirnayanusar samaj kalyan vibhag ke rajkiyaasaram padhati vidyalayon ke shikshakon ko punrikshit vetan sanrachana me vetan band avam grade vetan ki swikrati ke sambandh me	1937@26&1&2011&No.0&1	24- Octo-2011
158.	Samaj kalayan vibhag dwara nirmat/nirmanadhin rajkiye asaram padhati vidyalayon (balak/balikaon) ke liye padon ka manak nirdharan	3051@26&3&2005&10¼10½@2005	06- Sep-2005
159.	Samaj kalayan vibhag dwara nirmat/nirmanadhin rajkiya asaram paddhti vidyalayon (balak/balikaon) ke liye padon ke srajan ke sambandh me	3051@26&3&2005&10¼10½@2005	20] Dec-2005
160.	Rajyapal Uttar PradeshSamaj kalayan vibhag dwara adhyapak sewa me bharti aur usme niyukt vyaktiyon ki sewa ki bharti karne ke sambandh me	1601@26&1&2009&2¼10½@1993	10-June- 2009
161.	Samaj kalayan-raj patrit adhikari, sewa niyamawali 2004 (sansodhit)	Samaj Kalyan Vibhag Anubhag-1	26- Aug-2004
162.	shaikshik satra 2012-13 me vidyalayon ke adhyatan nirikshan avam pathan-paathan ki sthiti ke mulyankan hetu karyavahi kiye jane vishayak	2433@15&7&2012&1¼13½@2012	19-Dec-2012
163.	shaikshik satra 2010-11 ke mashik shaikshik panchang ka preshan ke sambandh me	sa¼1½Shivir@3133&225@2010&11	30- June-2010
164.	Rajkiya avam sahayata prapt madhyamik vidyalaya ke shikshak/shikshdeter karamcharyon ke prakarno/samasyaon ke twarit nistaran/prabhavapoorn karyavahi hetu grivans redresal commettee ka gathan	1813@15&8&2012&3107@12	10- Feb-2013
165.	Raja puraskar prapt shikshakon ka sevakal badhane ke sambandh me	1499@115&14&86&30167@11	4-Dec- 1986
166.	Puraskar prapt adhyapakon ko unki adhivarsata ayu ke pashchat do varsh ka seva vistar ke sambandh me	1772@5&1141&301@71@71	6- May-1982
167.	Svatantrata sangram senani adhyapakon/pradhanacharyon ko punraniyukti ko pradan kiya jana	2465@151131@91&51111@91	23-Octo-1991
168.	Puraskar prapt adhyapakon ko unki adhivarsata ayu ke pashchat do varsh ka seva vistar	3280@15&8&2002&2006&20@20	24-Jan-2003
169.	Vetan samiti (2008) sanstutiyon par liye gaye nirnayanusar sahayata prapt madhyamik vidyalayon ke sath sambaddh primary vidyalayon ke shikshkon ko punrikshit vetan ke sanrachana	717@79&6&2010	18- June-2010
170.	Pradesh ke ashaskiya sahayata prapt madhyamik vidyalayon se sambaddh primary prabhag me shasan ki anumati ke uprant niyukti ki vyavastha me sansodhan ke sambandh me	15(sa)@15&12&2012	25-May- 2012

S.No.	Subject	Sankhya	Date
171.	Lahimpur kheri me sthit ashaskiya sahayta prapt madhyamik vidyalaya me shikshak/shikshnetar karamcharyon ki antim janshakti ke nirdharan ke sambandh me	439@15&12&2015&1601¼250@2010	22-Feb- 2013
172.	Pradesh ke shiksha vibhag ki madhyamik shikshan sansthaon ke shikshakon ko vetan samiti 2008 ke chaturth prativedan me ki gai sanstutiyon par liye gaye nirnyon ke kram me vetanmano ki swikrati	¼8½Anubhag Education	24- Feb- 2008
173.	Vetan samiti Uttar Pradesh 2008 ki sanstutiyon ko svikar kiye jane ke falswaroop ashaskiya sahayta prapt madhyamik vidyalayon me karyarat shikshakon/karamcharyon ke pension avam rashikaran ki daron ka punrikshan kiya jana	815@15&8&2009&3010@2009	26- May-2009
174.	Vetan samiti Uttar Pradesh 2008 ki sanstutiyon ko svikar kiye jane ke falswaroop ashaskiya sahayta prapt madhyamik vidyalayon me karyarat shikshakon/karamcharyon ke pension avam rashikaran ki daron ka punrikshan kiya jana	1080@15&8&2010&3010@2009	10- Dec-2010
175.	Vetan samiti Uttar Pradesh 2008 ki sanstutiyon ko svikar kiye jane ke falswaroop ashaskiya sahayta prapt madhyamik vidyalayon me karyarat shikshakon/karamcharyon ke pension avam rashikaran ki daron ka punrikshan kiya jana	1887@15&8&2010&3010@2009	10- Dec-2010
176.	Vetan samiti Uttar Pradesh 2008 ki sanstutiyon ko svikar kiye jane ke falswaroop ashaskiya sahayta prapt madhyamik vidyalayon me karyarat shikshakon/karamcharyon ke pension avam rashikaran ki daron ka punrikshan kiya jana	1549@15&8&2011&3010@2009	30- Nov-2011
177.	Vetan samiti Uttar Pradesh 2006 ki sanstutiyon ko svikar kiye jane ke falswaroop ashaskiya sahayta prapt madhyamik vidyalayon me dinank 1&4&2006 ke purv sevanivratt pensioneron/parivarik pensioner ki pensionon ka abhinvikaran/punrikshan	814@15&8&2009&3010@2009	25-May- 2009
178.	Manayta prapt avam sahayata prapt madhyamik vidyalayon me vetan bhugtan sunishchit karne ke sambandh me	1019@15&12&2010	08-05-10
179.	Parishad&9@241&sarvasadharan ki jankari hetu edatdwara vigyapit	Bhag-4 shiksha vibhag U.P.	7- July-2008
	Vetan samiti 2004 ki sanstutiyon par liye gai niranyanusar vibhinn punrikshit vetan sanrachna me anumanya grade vetan ka sansodhan	233@15&8&12&3011@2009	4- Apr-2009
180.	Madhyamik shiksha parishad ki high school kachhaon me angreji vishay padhane wale adhyapakon ke liye nirdharit niyuntam	906@15&7&2011&1¼17½@2011	06- July-2011
181.	Madhyamik shiksha parishad Uttar Pradesh dwara ayojit high school tatha intermediate parikshaon ke sanchalan mulyankan avam sankalan kiya jana	¼7½] Anubhag	30- Apr- 2013

S.No.	Subject	Sankhya	Date
182.	Sahayata praptMadhyamikvidyalaya me sewarat shikshakon ke liye anumanya samuhik bima ki dhanrashi badhanyen jane ke sambandh me	635@15&8&12&3075@11	31- May-2012
183.	Madhyamikshiksha vibhag ke karyaon me pardarshita-samayantargat vetan/bakaye ka bhugtan	1483@15&8^&2011&3063@2011	29-Nov- 2011
184.	Madhyamik shiksha vibhag me shikshakon ki bharti par pratibandh	891@15&2&12&39@2012	23- May-2012
185.	Drashtivadhrit shikshakon ko vachak bhatta diye jane ke sambandh me	507@15&2&08&27¼13½@2004	20- Jan-2008
186.	Sanskrit vidyalayon/maha vidyalayon ke shaikshik padon par karyarat shikshakon ke vartman vetan mano ke sapeksh uchchikrat vetan band/grade vetanman pradan kiya jana	91@15&9&10&25¼404½@10	19- Mar-2010
187.	Ashaskiya/asahayik manyta prapt Sanskrit vidyalayon/ mahavidyalayon ko anudan suchi par liya jana	392NO.0@15&9&09&25131@2007	27-Octo-2008
188.	Uttar Pradesh vetan ayog (167-1-73) ki sanstutiyon ke adhar par sahayata prapt Sanskrit pathsalaon ke karamcharyon ke punrikshit vetanmanon adi ke adhar par kiya gaya sansodhit vargikaran anudan dene hetu	1@9¼41½73¼42½ shiksha ¼3½	14-06-12
189.	Adhisuchana shiksha anubhag-2	3854@15&2&2010&27¼4268½&2008	08- Sep-2010
190.	Vidhai parishist bhag-4, khand (kha)	412@No.0 15&9&09&25¼435½&04	15- Jan- 2010