CHAPTER II

REVIEW OF LITERATURE

2.1 Introduction

The present research is an empirical study based on data used for various studies collected from college teachers. Some of these studies were on the socio-economic conditions of the teachers; some were about the economic status, salary and service conditions of the teachers; some were about the household income, consumption and saving behaviour of this section of people. Besides bringing these studies to the limelight, this chapter makes an attempt to present an overview of the reports of various statutory commissions and committees as well as some Teachers' Organisations and some case studies. Materials having a bearing on the subject in some journals have also been made use of.

2.2 Review of Literature

Earnest Engel (1857), in his book, "Consumption Economics – A Multidisciplinary Approach", has postulated that

1) The percentage expenditure on necessaries of life like food stuffs decreases with every increase in income of people;

2) The percentage expenditure on education, health and recreation increases with every increase in the income of the people; and,
The percentage expenditure on clothing, house rent, light and electricity remains the same for all the classes.¹

Thorstein Veblan (1899), in his report entitled, “Consumption Hypotheses”, initiates the study of consumption as a social phenomenon and of the way individual tastes are influenced by others. He has identified the two major means by which the relatively small leisure class extends its influence over society through its tastes. The first one is that refined and cultivated tastes keep a distance from the world of work, the second one is the process of emulation, by which each group seeks to copy those above and indulge in conspicuous consumption and imitate upper class standards and life styles.²

Max Weber (1920), in his study entitled, “Consumption Hypotheses”, introduces the notion of a “status group” sharing a common life style. This provided a wider framework for analyzing class and social differentiation, incorporating criteria based on consumption patterns rather than just property ownership and incomes.³

John Maynard Keynes (1936), in his study entitled, “Consumption Hypotheses”, mainly looks at consumption from a macro economic perspective. In his view, aggregate consumption expenditures are important components of national income. He states that as income rises, consumption will also go up. When income rises, the marginal propensity to consume would go down as consumer needs are satisfied.⁴
Joshi S.D., and Chandra V.K. (1964), in their study entitled, "Socio-Economic Study of College Teachers in Ahamadabad City", analyses the income, expenditure, savings, standard of living and other social and working conditions. This study pointed out that unlike the persons in other occupations, teachers are not in a position to make additional earning even by honest and sincere means. It revealed that the college teachers have limited capacity to save and the average debt of the college teachers is Rs. 7,000 approximately. They also suggested that college teachers must be granted in addition to monetary remuneration reasonable house rent allowance financial assistance from college authorities and banks, medical aid and, above all, job security.

Varma (1971), in his study entitled, "Civil Services and Salary Structure in Japan", notes that salaries paid to persons in educational services as compared to those in administrative services in Cadre I although start with a higher grade the maximum however is equivalent in both the cases. The salaries paid to teachers in the second and fourth cadre is higher than that of those in administrative services. Similarly persons engaged in research get slightly higher pay at the maximum point (in cadre I) as compared to administrative and educational services, although the starting pay of persons in research is slightly lower than that in educational and administrative services.6

Tibor Scitovsky (1976), in his study entitled, "Consumption Hypotheses", states that comfort and stimulation emphasized in particular the role of culture in generating durable pleasure from stimulation. He also emphasized the need for
acquiring the consumption skills that will give us access to society's accumulated stock of past novelty and so enable us to supplement at will and almost without limit the currently available flow of novelty as a source of stimulation.  

Mary Douglas (1976), in his article entitled, “Consumption Hypotheses”, describes the consumption of goods as a medium of communication particularly central to the establishment of people’s personal identity and social standing.  

Shamsuddin (1978), in his study entitled, “The Socio Economic Conditions of Teachers”, has stated that among the people belonging to the middle and lower middle classes the choice of career is predominantly influenced by the economic incentive offered by the job concerned. Teacher career would have negative influence on prospective teachers if the economic benefit career offers were relatively lower than other comparable avenues. In order to make teaching profession attractive, besides salary, perks like medical aid to the teachers and the dependents in their families, housing loans and other fringe allowances should be provided to teachers. In all these respects, teachers should be treated equally regardless of the fact that they work in government or non-government institutions. Regardless of their work in government or non-government institutions, all teachers should be provided with pension, gratuity and other terminal benefits at the time of their retirement and super annuation.  

Navin Chandra Joshi (1978), in his study entitled, ‘In Indian Economy’, has emphasised the paramountcy of savings in an accelerating economy and in augmenting the standard of living of the people of India. The success of
mobilization of domestic savings of household sector depends upon the quantum of the real income of the people and the structure of interest rates and steady growth rate of the economy under a regime of stable prices provides the right environment for raising the savings of the people.\textsuperscript{10}

Dr. Ramana V.V. Prasad Rao (1983), in his study entitled, "Variation in Economic Position of College Teacher by College Management, Sex and Caste", states that the private college teachers are relatively in a more favourable economic position, in comparison with the government college teachers in having additional earners supplementing the family income. The dependency load was lower than that of government college teachers.

He also stated that the per capita monthly income of private college teachers on the whole is better than that of the government college teachers. The disparity in income between the private college teachers and that of the government college teachers is quite significant. When the average monthly income of the families of male and female teachers was compared, it was observed that the average income of the male teachers is lower than the average per capita family income of the female teachers. This income disparity owes to the fact that the spouse of a female teacher is also usually an employee.\textsuperscript{11}

P. Krishnaraj (1985) in his study entitled, "Organizational Commitment of College Teachers", states that the concept of salancik the extent of achieving the goals of a particular organization depends on the extent of the sacrifice of time and efforts of its members and their commitment to the values of the
organization. His also states that the teachers of the private colleges have higher commitment than the teachers of government colleges and indicated that teachers who have been associated with the organization for a long time are more strongly committed.¹²

Amartya Sen (1985), in his study entitled, "Consumption Hypotheses", focuses not on the ownership of commodities but on the uses to which they can be put in extending people's capabilities. Commodities are important for enriching human lives, but their effectiveness depends on personal characteristics and social circumstances, variations in which contribute to inequalities in a society.¹³

G.D. Sharma, (1985), in his report entitled, "Teachers in Higher Education Economic Status", points out the real difference in the relative economic status of teachers in higher education and persons in public administration, financial administration as well as persons in corporate private sector arises due to difference in provision of facilities like housing, medical reimbursement, schooling for children and housing loan facilities, conveyance and the like. While teachers do not get these facilities, persons of non-teaching positions enjoy all these facilities. Hence the economic status of teachers is relatively low. He recommends that these facilities should be made available to teachers as well.¹⁴

R. Somsundaram (1987), in his study entitled, "An Enquiry into the Family Income and Expenditure Pattern of the Teaching Staff in Madurai Kamaraj University", states that the teaching families prone to spend money extravagantly
in order to maintain social status in the society, they spend out of their past savings and sometimes by borrowing. The percentage of income spent on essential items like food, clothing does not increase in proportion to rise in income.\textsuperscript{15}

Dr. Kamsa Mohideen (1988), in his study entitled, "A study on Income and Consumption Pattern of College Teachers in Chidambarnar and Nellai Kattabomman Districts", states that there was a stagnation in the pay structure of the college teachers, but IAS and class I officers have many opportunities for career advancement; the college teachers have no such chances of promotions. He points out that although the status of the college teachers is in higher income brackets and they have to pay income tax, in reality many are in debts. The pay and service conditions of teachers have to be commensurate with their social and professional responsibilities and with the need to attract talent to the profession. Teachers spend considerable amount on the education of their children. He recommends for the provision of loan facilities to offer good education to their children. He recommends making available home travel concession and leaving travel concession as in the case of government employees.\textsuperscript{16}

Angus Deaton (1989), in his study entitled, "Savings in Developing Countries: Theory and Review", states that savings is not only about accumulation, it is about smoothing out consumption in the face of volatile and unpredictable income, and helping to ensure the living standard of poor people
whose lives are difficult and uncertain. He also states that there is a link between saving and growth in terms of life cycle savings behaviour.17

S.M. Kansal (1990), in his article entitled, “Disparity in Income and Levels of Living among Teachers in Delhi”, states that the university and college teachers holding only postgraduate degrees draw higher salary than their counterparts with Ph.D degrees. The reason for income disparity among teachers appears to be the lack of equal opportunities to all aspirants after completion of their education. In aided colleges there is a set of rules for payment of dearness allowance, house rent allowance and the like, which are revised periodically. But in the private schools, on the other hand, the allowances are substantially lower than those in the government schools and quite often teachers are employed on the basis of a consolidated salary without any allowance. He also states that the disparity in total family income is much smaller than the disparity in the salary income.18

S.L. Shetty (1990), in his study entitled, "Savings Behaviour in India", states that the moderate level of household saving has been sustained because of substantial subsidization of household consumption. It also points out that the fiscal privileges on saving instruments seem to have tended to produce sizeable perverse ‘wealth’ effects, which in turn seem to have contributed to the encouragement for conspicuous consumption and it may affect the disposable income of the household sector and in turn the household saving.19
G. Raju (1993), in his study entitled, “Household Sectors’ Savings in India – A trend Analysis”, points out that among the domestic sector, private corporate sector and government sector, accounted for 81 percent of the gross domestic savings, while the share of private sector and public sector was only 9.7 percent and 9.3 percent respectively.20

Mr. K. Selvakumar (1994), in his study entitled “Women College Teachers’ Participation in Association Activities”, states that the performances of the Madurai Kamaraj Manonmanium Sundaranar University Teachers Association (MUTA) strive for the protection and promotion of the interests of teachers and act as their organizing centres. Women teachers do not take as much active part in the activities of the association as men teachers do. Even though, their membership rate is not disappointing, their participation is reported as not upto the mark.21

G. Raju and K. Sasikumar (1995), in their study entitled, “Impact of Size of Household on their Savings Behaviour”, show that the per capita income and savings are the highest among the small households in all the three regions namely, the rural, the semi-urban and the urban. In the rural and the semi-urban areas, it is more than double the per capita income of the large households. They also state that the gap between the per capita savings among the small and the large households is wider than the gap between the per capita income among the small and the large households.22
K. Chandrasekhar and K.T. Geetha (1996), in their study entitled, "National Savings and Economic Growth" state that better economic performance and price stability can influence the saving rate. Private saving offsets the budgetary deficits of the state and extravagance owing to selfishness and irresponsibility on the part of the ministers and legislators, neglecting the trusteeship principle, which they are expected to follow in all their activities and actions.23

Uma Datta Roy Choudhury (1997), in her study entitled, "Changes in the Distribution of Household Income, Consumption and Wealth in Rural Areas", states that the asset holdings are much more unequally distributed. However the results indicate that not only the extreme level of distribution but also the static nature influenced the share of the different groups of the population.24

Corollianus Devaparakash (1998), in his study entitled, "Consumption Pattern of School Teachers with Special Reference to Govt. Higher Secondary School Kottaram in Kanyakumari District", states that salary may be enhanced as per the cost of living index and scholarship for higher education to the children of teachers may be provided.25

Mrs. Christian Beaula, in her study entitled, "The Savings and Investment Pattern of Women College Teachers in Kanyakumari District", states that the major portion of the savings of the college teachers in the sample is obligatory because they save for tax deductions from salary. The savings are also contractual in nature for which the teachers have to mortgage payments for
jewellery and instalment payments for consumer durables. She also finds that a major portion of the savings is diverted to investment, which contributes to capital formation.²⁶

Klaus Schmidt – Hebbel, Stevan B. Webb, and Giancarlo Corsetti, in their study entitled, "Household Saving in Developing Countries", hold that income and wealth, variables affect saving strongly and in ways consistent with standard theories. Inflation and the interest rate do not show clear effects on saving, which is also consistent with their theoretical ambiguity. Foreign investment and monetary assets have strong negative effects on household saving, which suggests the importance of liquidity constraints and monetary wealth in developing countries.²⁷

2.3 Review of Reports

2.3.1 Radhakrishnan Commission Report (1948)

The Radhakrishnan Commission was appointed in 1948 by the government of India to report on Indian University education and to suggest improvements and extensions that may be desirable to suit the present and future requirements of the country. This Commission recommended for a three-tier structure for each of the three different levels, namely, the universities; post graduate colleges and undergraduate colleges. The commission suggested that the multiplicity of scales of pay should be reduced to the minimum and that an attempt should be made to adopt uniform scales of pay for the entire category of lecturers engaged in higher education. During the Second Plan period (1956-61)
the UGC introduced higher pay scales and recommended the schemes for Government colleges. While forwarding its recommendations to the Government of India, the Commission proposed that the increased cost be shared between the Centre and State Governments in the ratio of 4:1 in the case of universities and 1:1 in the case of colleges. However these were implemented only in a few places, as many State Governments did not accept the UGC recommendations.

During the III Plan period (1961-66), the scales of pay were once again revised and recommended for introduction at the university level provided that the State Governments concerned agreed to take over its responsibility at the end of the plan period. For colleges no such revision was recommended. However the benefits of the Second Plan were extended to those colleges which had not been covered earlier.28

2.3.2 Kothari Commission Report (1964)

The Education Commission appointed in 1964 under the Chairmanship of Dr. D.S. Kothari, Chairman, University Grants Commission (UGC), was expected to advise the government on the national pattern of education and on the general principles and policies for the development of education at all stages and in all respects.

The Kothari Commission recommendations retained the three-tier structure as well as the distinction in pay scales of college and university teachers and the distinction in the designations of college and university
teachers. This commission expressed the view that the remuneration of teachers should be broadly comparable with that of the senior services of the Government so that a fair proportion of the top talent in the country is attracted to the profession of teaching and research; and that the maximum salary of a university professor should be the same as the maximum in the senior scale of the IAS cadre and for outstanding professors, higher salaries comparable to super time scale of pay of the IAS cadre should be available.

The Kothari Commission recommended that teachers’ salaries be reviewed in every five years and that the dearness allowance paid to teachers should be the same as paid to Government servants.

During the Fourth Plan Period 1969-74 the Government accepted the recommendation made by the UGC on the basis of the Kothari Commission Report regarding revision of scales of pay for teachers and agreed to provide assistance from non-plan funds. The pay scales were made effective from 1st April 1966.29

2.3.3 Sen Commission Report (1973)

The Sen Committee was appointed to recommend the revision of scales after every five years, retirement benefit, promotional prospects, residential accommodation, conditions of work and service and the like.

The Sen Committee made far-reaching recommendations in the pay structure. The recommendations made earlier by the UGC to the State
Governments were not implemented uniformly in all the States. Disparities in
dearness allowance and pay scales between the Central and the State
universities continued to persist. The Sen Committee recommended that there
should be no difference in the pay scales of university and college teachers. In
the light of the recommendations of the Sen Committee and the UGC, the
Government of India in 1974 determined the scales of pay for the universities
and affiliated colleges.

2.3.4 Mehrotra Committee Report (1983 – 1987)

The Mehrotra Committee constituted in 1983 by University Grants
Commission (UGC) was specifically asked to examine and to recommend a
structure of emoluments and conditions of service of University and College
teachers, keeping in view the necessity of attracting and retaining talented
persons in the teaching profession.

Salaries of teachers at different levels were to be at levels comparable to
the salaries of the All India Civil Services officers. This was the underlying
principle of pay revision. The Mehrotra committee recommended a national pay
scale, which was to be converted into actuals in the light of the recommendations
of the Fourth Pay Commission. Mehrotra Committee recommended that it be
ensured that the teachers of universities and colleges were not put to any
financial disadvantages and the parity envisaged by the Committee in its
recommendations be maintained.
Recommendation of the Mehrotra Committee

1) The salaries of teachers at different levels be comparable to the salaries of the All India Civil Service Officers.

2) Career advancement of lecturers in senior scale and selection Grade after well defined performance assessment be given.

3) Obtaining higher degree like M.Phil or Ph.D and attending atleast two refresher courses is necessary.

4) Qualifying in a national test, National Eligibility Test (NET) for recruitment to the post of Lecturer in any university or college throughout the length and breadth of the country.

2.3.5 Rastogi Committee Report (1994)

The Rastogi Committee was appointed by the University Grants Commission on 24th August 1994 under the chairmanship of Rastogi to review the scales of pay and service conditions of teachers in universities and colleges. This committee has made retrospective overview of the previous commissions.

The Rastogi Committee recommended pay scales keeping in view the revision as suggested by the Fifth Pay Commission and the relative position of the teachers vis a-vis other professions.
Salient Features of the Rastogi Committee Recommendations

1. Pay scales for various grades recommended are given in the table 2.1.

**TABLE NO 2.1**

Grades Recommended and Pay Scales

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Post</th>
<th>Existing Grade</th>
<th>Recommended Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lecturer</td>
<td>Rs.2200-75-2800-100-4000</td>
<td>Rs.8000-275-13500</td>
</tr>
<tr>
<td>2.</td>
<td>Lecturer (S.S)</td>
<td>3000-100-3500-125-5000</td>
<td>Rs. 10000-325-15200</td>
</tr>
<tr>
<td>3.</td>
<td>Selection Grade</td>
<td>3700-125-4950-150-5700</td>
<td>Rs. 12000-450-22400</td>
</tr>
<tr>
<td>4.</td>
<td>Reader/professor</td>
<td>4500-150-5700-150-570</td>
<td>Rs.14300-450-22400</td>
</tr>
</tbody>
</table>


2. Time span for lecturer to senior scale and from senior scale to selection grade was reduced to 7 and 6 years respectively. The time span was 8 years before for both.

3. Exemption for Ph.D holders from passing National Eligibility Test (NET) was extended beyond 1993.

4. College lecturers can contest in elections after obtaining leave.

5. Age of superannuation for aided college teachers was fixed at 58 years.
6. Full allowance for professional membership, 50% allowance for Journals up to a maximum of Rs.500/- and Rs. 1 lakh for computers.

7. Professor post was introduced in colleges.

8. Women teachers were permitted to avail themselves of 6 years of leave with half pay for bringing up small children.30
TABLE 2.2
Pay Scales for the Various Categories of College Teachers

Prior to 1.1.1974

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Category</th>
<th>I Pay commission (1.6.60)</th>
<th>UGC (1.4.66)</th>
<th>II Pay Commission (1.10.70)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Principals of PG Colleges with 2 or more PG courses</td>
<td>Rs.600-30-990</td>
<td>700-40-1100</td>
<td>900-50-1300 (wef 1.10.70) 1000-50-1400 (wef 23.6.73)</td>
</tr>
<tr>
<td>2.</td>
<td>Principles of degree Colleges</td>
<td>Rs.600-30-900</td>
<td>700-40-1100</td>
<td>900-50-1300</td>
</tr>
<tr>
<td>3.</td>
<td>Professors &amp; HODs of PG Courses</td>
<td>Rs.350-25-650</td>
<td>400-30-640-40-800</td>
<td>600-40-1000 &amp; (wef 1.10.70) 800-40-1000-50-1250 (w.e.f. 23.6.73)</td>
</tr>
<tr>
<td>5.</td>
<td>Assistant Professors</td>
<td>Rs.225-10-275-15-425</td>
<td>300-25-600</td>
<td>475-25-650-30-800</td>
</tr>
<tr>
<td>7.</td>
<td>UG Tutors &amp; Demonstrators</td>
<td>Rs.140-5-180-10-25</td>
<td>200-10-300</td>
<td>325-15-550</td>
</tr>
<tr>
<td>8.</td>
<td>Physical Directors, Grade I</td>
<td>Rs.250-10-300</td>
<td>300-25-600</td>
<td>475-25-650-30-800</td>
</tr>
<tr>
<td>10.</td>
<td>Librarians, Grade I</td>
<td>Rs.250-10-300</td>
<td>300-25-600</td>
<td>475-25-650-30-800</td>
</tr>
</tbody>
</table>

Source: A survey – Thus we are governed “Published by Association of University Teachers 1998 pp. 57.
Scales of Pay from 1.1.1974

The different scales of pay as per the recommendation of the Tamil Nadu Second Pay Commission being drawn by the various categories of teaching staff in Government colleges and private (Government aided) colleges coming under the administrative control of the Director of Collegiate Education were revised as per the recommendations of the UGC and implemented by the Government of Tamil Nadu notionally from 1.1.1974 with monetary effect from 01.01.1977.
### TABLE 2.3

Scales of Pay of II Pay Commission and from 01.01.1974

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Category</th>
<th>II Pay commission scales existing</th>
<th>UGC scales of pay from 01.01.1974</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Principal – Presidency College</td>
<td>Rs.1300-50-1600</td>
<td>1500-60-1800-100-2000-125-2500</td>
</tr>
<tr>
<td>2.</td>
<td>a. Chief Professors</td>
<td>Rs.1000-50-1400</td>
<td>1200-50-1300-60-1900</td>
</tr>
<tr>
<td></td>
<td>b. Principals of PG Colleges</td>
<td>Rs.1000-50-1400</td>
<td>1200-50-1300-60-1900</td>
</tr>
<tr>
<td></td>
<td>c. Principals of degree Colleges</td>
<td>Rs.900-50-1300</td>
<td>1200-50-1300-60-1900</td>
</tr>
<tr>
<td></td>
<td>d. HODs of PG Colleges</td>
<td>Rs.800-40-1000-50-1250</td>
<td>1200-50-1300-60-1900</td>
</tr>
<tr>
<td>3.</td>
<td>Professors</td>
<td>Rs.600-40-1000</td>
<td>1100-50-1300-EB-50-1600</td>
</tr>
<tr>
<td>4.</td>
<td>Assistant Professors</td>
<td>Rs.475-25-650-30-800</td>
<td>700-40-1100-50-1300</td>
</tr>
<tr>
<td>5.</td>
<td>Tutors &amp; Demonstrators</td>
<td>Rs.325-15-550</td>
<td>500-20-700-25-900</td>
</tr>
<tr>
<td>6.</td>
<td>Physical Directors, Gazetted</td>
<td>Rs.600-40-1000</td>
<td>700-40-1100-50-1300</td>
</tr>
<tr>
<td>7.</td>
<td>Physical Directors, Grade I</td>
<td>Rs.475-25-650-30-800</td>
<td>700-40-1100-50-1300</td>
</tr>
<tr>
<td>9.</td>
<td>Librarians – Grade I</td>
<td>Rs.475-25-650-30-800</td>
<td>700-40-1100-50-1300</td>
</tr>
</tbody>
</table>

(In future, the scale of pay for degree College Principals will be the same as that of Professors of degree Colleges with a special pay of Rs.100)

(Graduate Tutors and Demonstrators may draw increments on the revised scales of pay only for 5 years unless they acquire a Post-Graduate degree within that period)

### TABLE 2.4

**Scale of Pay of Teachers and Others Academic Staff in Universities**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Category</th>
<th>Existing Scales of pay 01.01.1986</th>
<th>Revised Scales of Pay 01.01.1996</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lecturer</td>
<td>2200-75-2800-100-4000</td>
<td>8000-275-13500</td>
</tr>
<tr>
<td>2.</td>
<td>Lecturer (Sr. Scale)</td>
<td>3000-100-3500-125-5000</td>
<td>10000-325-15200</td>
</tr>
<tr>
<td>3.</td>
<td>Lecturer (Sr. Grade) / Reader</td>
<td>3700-125-4950-150-5700</td>
<td>12000-420-18300</td>
</tr>
<tr>
<td>4.</td>
<td>Professor</td>
<td>4500-150-5700-200-7300</td>
<td>16400-450-20900-500-22400</td>
</tr>
<tr>
<td>5.</td>
<td>Pro-Vice Chancellor</td>
<td>5900-200-7300</td>
<td>18400-500-22400</td>
</tr>
<tr>
<td>6.</td>
<td>Vice Chancellor</td>
<td>7600 (fixed)</td>
<td>25000 (fixed)</td>
</tr>
<tr>
<td>7.</td>
<td>Registrar</td>
<td>4500-150-5700-200-7300</td>
<td>16400-450-20900-500-22400</td>
</tr>
</tbody>
</table>

Source: G.O. 112 Higher Education (H1) Department dt. 24.03.1999.

**Features Related to Monetary Rewards, Dearness Allowance and Other Benefits**

The teachers are entitled to receive revised dearness allowance in the revised scales of pay at the rate admissible to the State Government employees from time to time. The teachers are entitled to receive the revised house rent allowance and city compensatory allowance with effect from 1.04.1998\(^{32}\).
Recruitment and Qualification

Recruitment to the post of Lecturers. Readers and Professors in universities shall be on the basis of merit through advertisement and selection by the duly constituted selection committee set up under statutes. Lecturers who fulfil the criteria prescribed under this scheme will alone be eligible for further promotions.

Incentives for Ph.D / M.Phil Holders

Four and two advance increments will be admissible to those who hold Ph.D and M.Phil Degrees respectively at the time of recruitment as lecturers.

Career Advancement Scheme

a) The minimum length of service for eligibility to move into the grade of lecturer (Senior scale) would be four years for those with Ph.D, five years for those with M.Phil and six years for others as lecturer and for eligibility to move into the Grade of lecturer (selection grade) / Reader the minimum length of service as lecturer (senior scale) shall be uniformly five years.

b) For movement into the grade of Reader and above the minimum eligibility criterion would be Ph.D. Those teachers without Ph.D can go upto the level of Lecturer (selection grade).
c) A reader with a minimum of eight years of service will be eligible for consideration for appointment as professor.

d) For every upward movement a selection process would be evolved for which appropriate guidelines would be laid down by the UGC in consultation with the Government.\(^{34}\)

2.3.6 Tamil Nadu Private College (Regulation) Act, 1976 Regarding Pay and Service Conditions

Payment of Grant

Under section 10 of TNPC (R) Act, 1976 reads subject to such rules as may be prescribed that the Government may pay to the private colleges grant at such rates and for such purposes as may be prescribed.

Section 15 specifies qualification of teachers and other persons employed in private colleges. The university may make regulations, statutes or ordinance specifying the qualifications required for the appointment of teachers and other persons employed in any private college.

Section 17 explains the conditions of service of teachers and other persons employed in private colleges. The Government may make rules in consultation with the university regulating the number and conditions of service including promotion, pay allowance, leave, pension, provident fund, insurance
and age of retirement and rights as respects disciplinary matters but excluding persons employed in any private college.

Section 23 specifies pay and allowance of teachers and other persons. The Manonmaniam Sundaranar University has passed orders directing the managements of unaided colleges and the managements of aided colleges, which offer unaided courses of study to pay the UGC scales of, pay to the teachers engaged in teaching unaided courses of study.

High Level Committee to Examine the Salary in Unaided Colleges

The Manonmaniam Sundaranar University has constituted a high power committee comprising representatives from college managements, principals and teachers to examine the issue of extending the UGC scales of pay to the teachers working in unaided colleges. The committee would look into the issue of appointing qualified persons in these colleges.

2.4 REVIEW OF CASE STUDY

2.4.1 D.A.V. College Vs State of Punjab (1971) (2) S.C.C. 269)

It was held that the university had prescribed regulations governing the services and conduct of teachers in the larger interest of the institution to ensure their efficiency and excellence. It may, for instance, issue an ordinance in respect of the age of superannuation or prescribe the minimum qualifications for teachers to be employed by such institutions either generally or in particular
subjects. Uniformity in the conditions of service and conduct of teachers in all Non-Government colleges would make for harmony and avoid frustration.  

2.4.2 St. Xavier’s College Society Vs State of Gujarat (1974 (1) S.C.C. 717)

It was held that regulations could be made for ensuring proper conditions of service of teachers and for securing fair procedure in the matter of disciplinary action against them. It is clear that the university, which is the affiliating authority, is entitled to impose proper conditions of service of the teachers necessary for the maintenance of the educational institutions. Conditions imposing minimum scales of pay are regulatory and will in no way interfere with the internal administration of the institutions. They are intended for the better educational standards of the institutions themselves.

2.4.3. Dr. S.A. Raja, Association of Management of Unaided Colleges and Others Vs. The Registrar of the Manonmaniam Sundaranar University, and Others - High Court of Chennai. W.P. No.18618/dt. 04.04.2001

It was held that the qualified teachers are to be paid equal scales of pay on par with their counterparts teaching aided courses. It was also held that the management is taking advantage of a lesser fee prescribed for the unaided Arts and Science colleges to deny parity of scale of pay. The university, which is the authority to maintain the standard of education, must see to it that proper
qualified teachers are appointed and they must also see to it that the salary is paid equally to other aided college teaching staff.40

2.5 Summary

In this chapter, the views and opinions expressed by various researchers, commissions are analysed and discussed. It also evaluated the judgements in the various cases related with the salary, service conditions and UGC scales of pay for unaided courses in aided colleges.
References


12. R. Kishnaraj, "Organisaitonal Commitment of College Teachers".


33. Ibid. p.p. 54-55.

34. Tamilnadu Private College (Regulation) Act 1976.


