

**NUEPA Research Reports Publications Series**

**Teachers in the Indian Education System**

**Tamil Nadu State Research Report on  
Working Conditions of Elementary and Secondary  
School Teachers**

**Guide**

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**National University of Educational  
Planning and Administration**

New Delhi

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(A NUEPA - SCERT Joint Project)

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Dr. S. Kannappan  
Director, SCERT, Chennai

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## Abbreviations and Acronyms

ABL:	Activity Based Learning
AEEO:	Assistant Elementary Education Officer
ALM:	Active Learning Methodology
B.Ed.:	Bachelor of Education
BRC:	Block Resource Centre
BRTE:	Block Resource Teacher Educators
CCE:	Continuous Comprehensive Evaluation
CEO:	Cluster Education Officer
CEP:	Conversion of Existing Post
CLPR:	Centre for Law and Policy Research
CRC:	Cluster Resource Centre
DA:	Dearness Allowance
DEE:	Department of Elementary Education
DEEO:	District Elementary Education Officer
DEO:	District Education Officer
DIET:	District Institute of Education and Training
DISE:	District Information System for Education
DPI:	Director of Public Instructions
DSE:	Deputy Superintendent of Education
DTEd.:	Diploma in Teachers Education
EL:	Earned Leave
EMIS:	Education Management Information System
FGD:	Focussed Group Discussion
HM:	Headmaster/mistress
JD:	Joint Director
MA:	Masters of Arts
M.Ed.:	Masters of Education
M.Phil.:	Masters of Philosophy
M.Sc.:	Masters of Science
NOC:	No Objection Certificate
NUEPA:	National University of Education Planning and Administration
OBC:	Other Backward Class
ORC:	Other Reserved Category
PG:	Post Graduates
Ph.D:	Doctor of Philosophy
PRI:	Panchayati Raj Institutions
PTA:	Parent Teacher Association
PTR:	Pupil Teacher Ratio
PUM:	Panchayat Union Middle (School)
PUPS:	Panchayat Union Primary School
QMT:	Quality Monitoring Tools

RMSA:	RashtriyaMadhyamik Shiksha Abhiyan
RTE:	Right to Education
SC:	Scheduled Caste
SCERT:	State Council of Educational Research and Training
SCR:	Student Classroom Ratio
SGT:	Secondary Grade Teachers
SMC:	School Management Committee
SSA:	Sarva Shiksha Abhiyan
ST:	Scheduled Tribe
TA:	Travel Allowance
TANSI:	Tamil Nadu Industries Corporation Limited
TET:	Teacher Eligibility Test
TNPSC:	Tamil Nadu Public Service Commission
TTI:	Teacher Training Institute
TRB:	Teacher Recruitment Board
VEC:	Village Education Committee

# Chapter 1

## INTRODUCTION

### 1.1 Background

In 2013, National University of Education Planning and Administration (NUEPA) had initiated a nine-state study on the working conditions of elementary and secondary teachers in government and government-aided schools. The purpose of the study was to analyse 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 Tamil Nadu was chosen as one of the nine states as a part of the larger study. 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 main 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

Following methods were used to conduct the study:

- a. Review of relevant government orders, policy documents, government notifications and official data: Documents related to teacher recruitment, transfer, salary, appraisal, professional growth and other aspects related to teacher management and development were reviewed.

- b. Interviews with state and block officials: Interviews were conducted with various state and block level officers from Thiruvallur district to understand various aspects of the working conditions of teachers in Tamil Nadu. Table 1.1 and 1.2 lists the total number of officials who were interviewed as a part of this study.

**Table 1.1: List of State level Officials who were interviewed**

Office	Officer	Number
TRB	Chairman, IAS Officer	1
SSA	Project Director, IAS officer	1
TRB	Member-Secretary (Director)	1
SCERT	Director	1
DEE	Director	1
DSE	JD (Personnel)	1
DEE	JD (Admin)	1
SCERT	JD(Admin)	1
RMSA	JD (Training/Schemes)	1

**Table 1.2: List of block level officials who were interviewed**

Type of School	Number of Participants
Additional Elementary Education Officers	5
Headmaster, PUM School	2
Headmaster, PUP School	1
DIET Principal	1

- c. Focused group discussions with teachers at district and state level: A focused group discussion was held with a diverse group of teachers and members of the association (see Table 1.3). The FGD was held at Government Girls' Higher Secondary School, Ambattur and the research team, along with Mr. A. Narayanan, Thirur DIET faculty, facilitated the discussion. In total, 55 teachers were a part of the group discussion.

**Table 1.3: List of teachers who were the part of FGD**

Type of School	Number of Participants
High School Association Members	6
High School Association Members	6
High School Teachers	13
Primary School Teachers	10
Upper Primary School Teachers	10
High School Female Teachers	5
Primary and Upper Primary School Female Teachers	5

#### **1.4 Tamil Nadu study**

The research team comprised of Mr. J. Inbaraj and Mr. S. Manivel. The research team was responsible for collecting government documents, conducting semi-structured interviews with block level officials and also facilitated focused group discussions. Prof Vimala Ramachandran and Ms. Prerna Goel Chatterjee supported the research team in conducting semi-structured interviews with state level officials. Ms. Prerna Goel Chatterjee edited this report.

## **Chapter 2**

### **PROFILE OF TEACHERS IN TAMIL NADU**

#### **2.1 Introduction**

Tamil Nadu is the southern most state in the Indian Peninsular region. As per 2011 Census (provisional), the total population of Tamil Nadu is 7, 21, 38, 958, out of which rural population consists of 37.19 million and urban population is close to 34.95 million. There are 32 districts, 1,097 towns and 15,979 villages (2011 Census). Villupuram district has the highest rural population (7.94 million) and Chennai has the largest urban population (4.68 million). The literacy rate in Tamil Nadu is 80.33 percent, which is higher than the national average of 74.04 percent. In rural areas, the literacy rate is 73.80 percent and in urban areas, it is 87.24 percent. Male literacy rate (86.81 percent) is higher than the female literacy rate (73.86 percent).

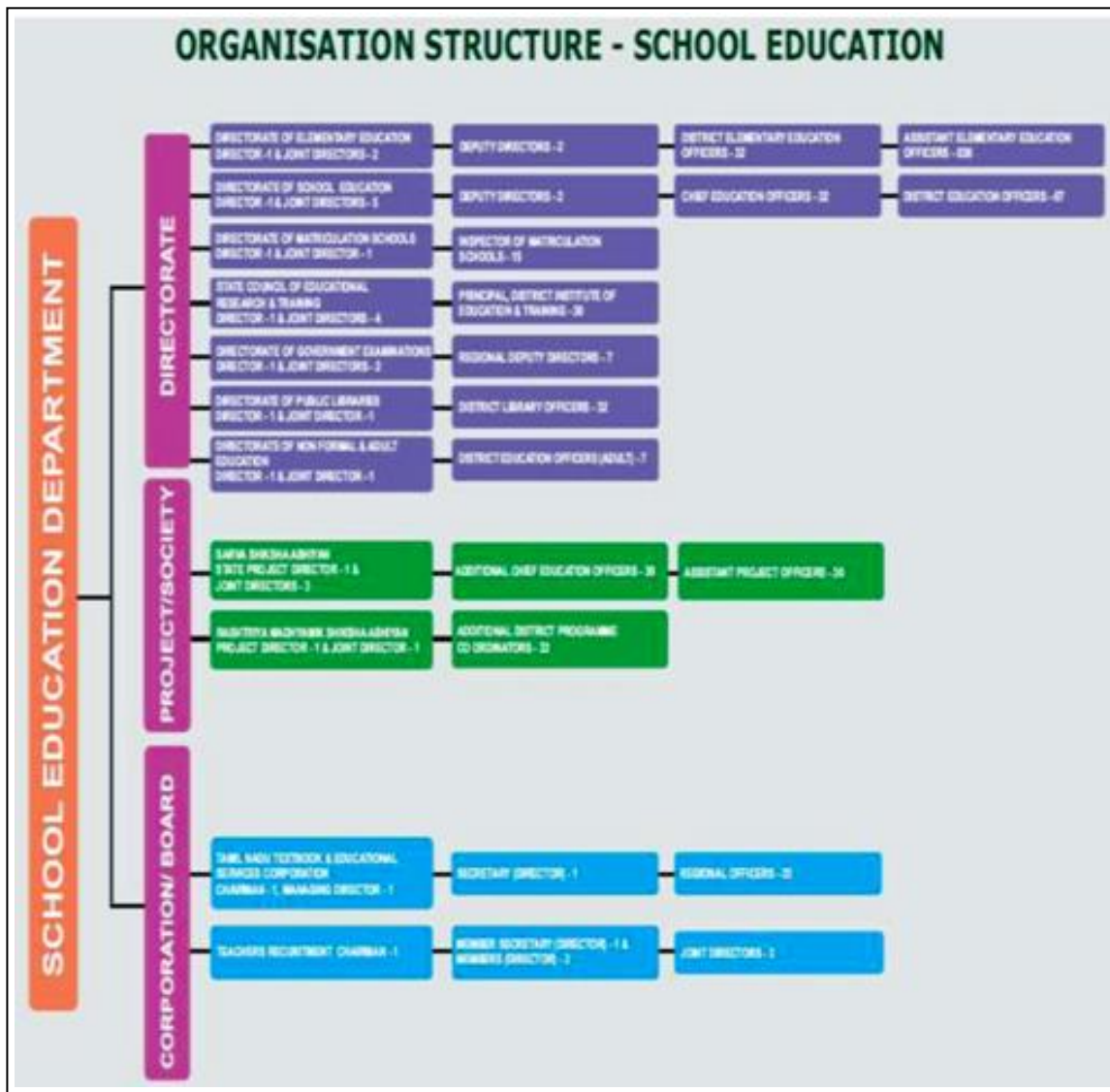
#### **2.2 Structure and functions of school education**

The Department of School Education has listed the main objectives, which are as follows:

- a. To provide elementary schools in hamlets where there are no schools;
- b. To provide free and compulsory education for all children of age group 6-14;
- c. To enrol school age children in schools;
- d. To provide five years of schooling all children;
- e. To provide eight years of schooling for all children;
- f. To eradicate dropouts;
- g. To improve the basic amenities in schools;
- h. To improve and enrich the syllabus;
- i. To improve the quality of education from the pre-school to higher secondary school level;
- j. To ensure minimum levels of learning;
- k. To impart refresher training to teachers;

- l. To eradicate illiteracy;
- m. To maintain the confidentiality of public examination and release the results to the entire satisfaction of the user community;
- n. To recruit well qualified teachers through written competitive examination;
- o. To distribute quality textbooks at fair price in time;
- p. To open village libraries where there is a population of 5,000 and above;
- q. To give importance to vocational training schools;
- r. To encourage health education in schools;
- s. To involve the parents in the management of schools to a great extent.

**Figure 2.1: Organizational Structure of School Education**



Source: Tamil Nadu Educational Statistics Book 2014

### 2.3 Profile of Schools in Tamil Nadu

Tamil Nadu has been able to achieve almost 100 percent access to primary school education. The following tables highlight the total number of schools by management (Table 2.1) and total number of elementary schools (Table 2.2) in Tamil Nadu.

**Table 2.1: Schools by different Managements**

School Type	Government	Private Aided	Self financed (private unaided)	Total
Primary Schools	23928	5053	6196	35177
Middle Schools	7260	1556	934	9750
High Schools	3044	633	1925	5602
Higher Secondary Schools	2727	1165	2407	6299
Total	36959	8407	11462	56828

Source: School Education Statistics Book 2014

**Table 2.2: Number of Elementary Schools in Tamil Nadu**

	Primary Only	Primary with Upper Primary	Primary with Upper Primary & Sec./ Hr. Sec.	Upper Primary Only	Upper Primary with Sec./ Hr. Sec.	All Schools
Rural	28243	7635	1667	120	5547	43212
Urban	6942	2021	2165	24	2171	13323

Source: UDISE 2012-13

Data from both Table 2.3 and 2.4 demonstrates that the overall Pupil Teacher Ratio (PTR) in the state is very good for both primary and upper primary. That is mainly because the Student Classroom Ratio (SCR) is also very comfortable in the state (26 in rural and 32 in urban areas). Based on these tables, it can be implied that more students have access to elementary education and there are adequate number of teachers, which means that there is more scope of giving individual attention to students.

**Table 2.3: Student enrolment in elementary schools in Tamil Nadu**

Area	Number of schools	Number of students enrolled	Number of teachers
Rural	43212	5598022	279496
Urban	13323	4080454	194715

Source: UDISE 2012-13



**Table 2.4: Educational indicators for the year 2013-14**

Category	Tamil Nadu	
	Primary	Upper Primary
Gross Enrolment Rate (GER)	102.56	103.00
Net Enrolment Rate (NER)	99.80	99.10
Completion Rate (CR)	98.96	98.28
Drop-out Rate (DR)	0.95	1.65
Pupil Teacher Ratio (PTR)	24.74	26.56
Transition Rate (TR)	99.81	NA

Source: RMSA AWPB 2014-15

**Table 2.5: Student classroom ratio in elementary schools**

Area	School Category					All Schools
	Primary Only	Primary with Upper Primary	Primary with Upper Primary & Sec./ Hr. Sec.	Upper Primary Only	Upper Primary with Sec./ Hr. Sec.	
Rural	20	25	35	22	43	26
Urban	22	30	39	25	44	32

Source: UDISE 2012-13

## 2.4 School Administration

In Tamil Nadu, a Headmaster/Headmistress heads each school and they are solely responsible for institutional planning and management. They decide how to use the available resources and initiate measures to mobilize resources. The academic year usually starts on the 1<sup>st</sup> of June each year and ends on the 15<sup>th</sup> of April. The total number of working days in elementary and middle schools is 220 days and 200 days for secondary and higher secondary schools. However, they do not have any autonomy in determining pedagogy or curriculum.

## 2.5 Profile of Teachers

According to School Education Statistics Book (2014) there are close to five lakh teachers in Tamil Nadu with the maximum number of teachers being employed in government and self-financed schools. Recently, there has been a proliferation of private schools even in rural areas presumably because more and more parents want to send their children to an English medium school.

**Table 2.6: Number of Teachers in Tamil Nadu**

School Type	Government	Private Aided	Self finance (private unaided)	Total
Primary Schools	64855	23446	54866	143167
Middle Schools	50508	15312	12919	78739
High Schools	27891	6855	39466	74212
Higher Secondary Schools	73616	36820	102773	213209
Total	216870	82433	210024	509327

Source: School Education Statistics Book 2014

Further, almost 66 percent of the elementary teacher workforce is between the age group of 25 to 45 years and only about 18 thousand teachers (i.e. 4 percent) are nearing the retirement age (Table 2.7). In Tamil Nadu, the government ensures that the posts that become vacant due to retirement are filled up quickly through Teacher Recruitment Board and hence, do not face any severe teacher shortage.

**Table 2.7: Number of elementary teachers according to age group**

Age-group	Rural		Urban		Total
	Male	Female	Male	Female	
Below 18	3	7	4	2	16
18-25	3283	24018	1494	18576	47371
26-35	26083	53905	10456	43269	133713
36-45	32623	77115	12581	57152	179471
46-55	22977	30587	11150	30183	94897
Above 55	4245	4650	2898	6950	18743
State Total	89214	190282	38583	156132	474211

Source: UDISE 2012-13

In Tamil Nadu, there is adequate representation of SC and ST teachers, especially in rural areas (Table 2.8). In urban areas, the representation of SC and ST teachers is comparatively less due to lesser number of vacancies and stiff competition for urban positions in school.

**Table 2.8: Number of elementary teachers according to social group**

Category	Rural		Urban	
	Number of teachers	Percentage	Number of teachers	Percentage
General	17506	6.27	21253	10.92
SC	48670	17.41	21231	10.9
ST	2610	0.93	1385	0.71
OBC	210583	75.35	150694	77.39
ORC	38	0.01	41	0.02
Others	53	0.02	59	0.03
Total	279496	100	194715	100

Source: UDISE 2012-13

In Tamil Nadu, 75 percent teachers at elementary level are graduates and above (Table 2.9). A main reason for a high percentage of qualified teachers in Tamil Nadu is due to the incentives given to teachers for higher studies, which is discussed in detail in the later chapters. Further, there are more female graduate and postgraduate teachers than male teachers. In fact, as evident from the table, there are more female teachers than male teachers in Tamil Nadu (Table 2.10). This is because, according to a policy decision (G.O. MS No. 250 Education, dated 28.02.89; G.O.MS No. 667 Education, dated 17.05.1990; G.O.MS No. 788 Education (C2) dated 31.07.1991), only female teachers are appointed for Class I to V. In addition, women teachers get a lot of respect in Tamil Nadu and because the pay is good, it is considered as a good job option for women.

**Table 2.9: Number of elementary teachers by academic qualifications**

Category	Rural		Urban		Total
	Male	Female	Male	Female	
Below secondary	591	2069	283	1857	4800
Secondary	4913	13404	1924	10687	30928
Higher secondary	12701	38222	3899	26020	80842
Graduate	27266	71961	10919	62464	172610
Post graduate	34008	54668	15959	45762	150397
M. Phil	9470	9644	5378	8895	33387
Ph. D	200	172	160	176	708
Post Doctorate	34	49	25	69	177
Total	89214	190282	38583	156132	474211

Source: UDISE 2012-13

**Table 2.10: Percentage of women teachers**

Area	School Category					All Schools
	Primary Only	Primary with Upper Primary	Primary with Upper Primary & Sec./ Hr. Sec.	Upper Primary Only	Upper Primary with Sec./ Hr. Sec.	
Rural	77.75	66.44	78.50	84.16	52.77	68.08
Urban	92.31	82.64	85.47	77.90	63.33	80.18

Source: UDISE 2012-13

## 2.6 Physical working conditions

As evident from Table 2.11, physical infrastructure of schools in Tamil Nadu is good compared to all India average. For example, as compared to India, there is negligible number of schools without proper buildings in the state. Similarly, percentage of schools with boundary walls, drinking water facilities, playgrounds, electricity, ramps, girls' toilets and computer facility is much higher than the all India average. It is important to point out that more than 90 percent schools (94 percent in rural and 98 percent in urban) in Tamil Nadu have facilities for separate girls toilets, which could be one reason for high retention among girls in the state. However, it is not clear from the table how many of these toilets are in usable condition. Likewise, more students have access to computers in Tamil Nadu, which signifies the focus on computer-aided learning by the state.

**Table 2.11: Physical infrastructure in elementary schools in Tamil Nadu and India**

Facilities	Rural		Urban	
	TN	India	TN	India
Schools without building	0.65	2.43	0.83	1.41
Schools with boundary wall	73.41	55.67	89.2	82.87
Drinking water facility	99.15	94.5	99.52	97.48
Common toilet facility	56.15	64.81	82.41	73.86
Girls toilet facility	94	86.58	98.58	93.38
Playground	73.71	54.95	79.69	66.7
Kitchen shed	12.5	23.84	88.61	37.77
Electricity	96.06	44.6	97.86	82.53
Ramp	65.96	57.15	46.18	42.78
Computer facility	47.88	17.61	70.13	49.5
Schools that utilized TLM grant	100.42	95.62	100.72	93.2

Source: UDISE 2012-13

## 2.7 Major milestones in school education

Table 2.12 lists out the major milestones in the history of school education in Tamil Nadu.

**Table 2.12: Milestones in school education in Tamil Nadu**

<b>Year</b>	<b>Milestone</b>
1826	Board of Public Instructions established
1841	First High School opened in Madras
1849	High Schools for Girls Opened
1854	Directorate of Public Instruction established
1892	Madras Educational Rules enforced
1910	Board of Secondary Education established
1911	SSLC Public Examination conducted for the first time
1921	Madras Elementary Educational Rules enforced
1924	Compulsory and Free Education introduced in some selected places
1953	Directorate of Legal Studies established
1955	Pension Scheme for Teachers introduced
1956	Midday-meal programmes implemented
1957	Directorate of Technical Education established
1960	Scheme for Free supply of Uniforms for School Children organized
1964	Introduction of Free Education upto high school level
1965	Directorate of Collegiate Education established
1969	Tamil Nadu Text-book Society established
1972	Directorate of Public Libraries established
1973	Directorate of Government Examinations and SCERT established
1976	Directorate of Non-formal and Adult Education established
1978	Higher Secondary Education (10+2) introduced
1981	Teachers in Panchayat Union Schools become Government Employees
1982	Nutrition Meal Scheme introduced
1985	Free Supply of Text Books and Uniforms up to VIII Standard extended
1986	Directorate of Elementary Education established. Implementation of National Policy on Education, Teachers in Municipal/Township/Corporation become Government Employees
1988-1990	Introduction of revised syllabus based on National Policy for I -XII standards
1990	Directorate of Teacher Education Research and Training established
1995-96	Introduction of revised syllabus for classes I-XIII
2001	Directorate of Matriculation School formed
2003	Activity Based Learning launched
2010	RTE Rules of Tamil Nadu
2011	CCE introduced along with Trimester system
2012	Directorate of Teacher Education, Research and Training upgraded to State Council of Educational Research and Training

## **Chapter 3**

### **TEACHER RECRUITMENT POLICY AND TEACHER DEPLOYMENT**

Tamil Nadu has had formal teacher recruitment policies since 1960. This chapter discusses the origin and evolution of Teacher Recruitment policies in Tamil Nadu.

#### **3.1 Recruitment policies**

There have been many changes in the recruitment policy in the last 50 years. Between 1960 and 1991, recruitment was mainly done at the district level. To illustrate, from 1960, secondary grade teachers for government schools, Panchayat Union schools and corporation schools were recruited at district level. The Employment Exchange would provide the list of eligible candidates and selection for the post of secondary grade teacher would be made on the basis of interview. In 1991, the government changed the policy and the process of interviews was abolished. Under the new policy, respective District Employment Exchange would select a list of candidates on the basis of seniority.

However, in 1992, the policy was changed and the responsibility of recruitment of teachers was given to Teacher Recruitment Board and the candidates were selected on the basis of a test and an interview (G.O.M. No. 1251 dated 14.12.1992). Selected candidates would then be appointed to various districts, irrespective of their place of residence. In 1996, the government issued another order (G.O.M. No. 447 dated 16.7.1996) and made the following changes in the recruitment policy:

- a. Secondary Grade teachers would be appointed through the Employment Exchange of the concerned district on the basis of registration seniority;
- b. The selection of the candidates would be done by the committee that would comprise of Chief Educational Officer as President and District Educational Officers/Elementary Education Officers as members;
- c. Appointments would be done on the basis of rotation to reduce the backlog;
- d. Preference would be given to female teachers for classes I to V. Male teachers, not exceeding 10 percent, would be appointed only if no female teachers are available;

- e. Appointment of Secondary Grade Teachers would be applicable to Schedule Caste schools, Schedule Tribe Welfare Schools under Social Welfare, Backward class and Most Backward Classes Welfare, Local Bodies and Corporation.

In 2008-09, changes were made in the recruitment policy and TRB was given the responsibility of recruitment of teachers. Teachers were selected on the basis of state level seniority and in 2008-09, 5581 SGTs were appointed. Till 2011-12, candidates for secondary grade posts were selected only through employment seniority.

### **3.2 Recruitment agency in Tamil Nadu**

In Tamil Nadu, Teacher Recruitment Board is the sole recruiting agency. TRB is an autonomous body, which was set up in 1988 by the Government of Tamil Nadu to undertake all tasks that relates to the recruitment of teachers in government schools and colleges. In 2002-03, TRB recruited 3000 Block Resource Teacher Educators and 700 Graduate Assistants BRTEs on behalf of SSA for BRCs. In addition, TRB is also responsible for recruitment of teachers for higher secondary schools that are managed by the Directorate of School Education and teachers for AdiDravida and Tribal Welfare Department and Chennai Corporation.

As per the new recruitment policy, TRB conducts a written examination for the recruitment of PG teachers. In order to ensure transparency and to avoid biases, no interviews are conducted by TRB. The final list of teachers is based on the total marks obtained in the written examination, along with merit-cum-communal rotation with 69 percent seats reserved for various social groups and 31 percent is reserved for open competition. In other words, there is a communal roster of reservations and successful candidates are plotted on a reservation grid. Based on that, the seniority list is prepared. To eliminate bias, there are no interviews of selected candidates. Main qualifications to become eligible for Post Graduate Assistant teachers are PG degree in the relevant subject along with B.Ed. degree. The prospective candidates should register their education qualifications with the Professional and Executive Employment Exchange in Chennai to become eligible for written examination. As per government policy, candidate up to 57 years are eligible to apply for 30 percent posts that are reserved for women.

Table 3.1 gives a brief overview on the number of candidates that have been selected through TRB since 1988. As the table suggests, the appointment of secondary grade teachers was done at the district level till 2007-08. After the implementation of RTE, all appointments came under TRB. Recruitments are done through TET and the special entrance examinations have been discontinued.

### 3.3 Cadres of Teachers

There are different cadres of teachers and they come under Panchayat, Taluk, District and State cadre. District and state cadre includes teachers for Secondary Grade (i.e. grades 1-5); Middle Graduate (BT) for grades 6-8; Graduate Assistants (BT) for grades 9 and 10; and Post Graduate Teachers for grades 11 and 12. This categorization has been documented in a government order (G.O. Ms. No. 753), dated 16<sup>th</sup> July 1985. However, till 1982, all the Departments of School Education, College Education and Technical Education came under a single authority, the Director of Public Instructions (DPI). All group 'C' posts in the School Education were included in the Tamil Nadu Educational Subordinate Service, which includes the following categories:

- a. Inspectors
  - i. Deputy Inspectors and School Assistants (BTs)
  - ii. Junior Deputy Inspector of Schools
- b. Pandits in School: Munshis and Pandits in languages other than Tamil including Arabic Munshis in Kanyakumari District and Sengittah Taluk of Thirunelveli District (Grade II)
- c. Secondary Grade Teachers
  - i. Secondary Grade Teachers Grade I & Grade II
  - ii. Higher Elementary Grade Teachers (now non-existent)
- d. Vocational Teachers
  - i. Craft Instructors – Grade I, II
  - ii. Art Masters in Secondary Schools and Training Schools
  - iii. Art Masters in Training Schools

All basic training schools have been transformed into Government TTIs and DIETs in the state. All teacher-training institutes come under the supervision and administrative control of State Council of Educational Research and Training, formerly known as Directorate of Teacher Education.



**Table 3.1: Teacher Recruitment Board — Year-wise Selection of Teaching Personnel (as on 15th July 2014)**

Year	Sec. Grade Teachers	Sec. Grade Teachers for ADW	Physical Education Teachers	Drawing Teachers	Sewing Teachers	Music Teachers	Graduate Teachers	Graduate Teachers for Blind candidates	Block Resource Teachers	Graduates from Noon Meal Organizers	Vocational Instructors (Agriculture)	Computer Instructor	P.G. Assistants	Librarians	Junior Lecturer for DTERT	Lecturer for DTERT	Senior Lecturer for DTERT	Assistant Elementary Educational Officer	Lecturers in Govt. Arts and Science Colleges	Lecturers for Govt. Arts & Science College - Special Recruitment	Lecturers for Law Colleges	Lecturers for Govt. Polytechnic Colleges	Lecturers for Engineering Colleges	Lecturers for Engineering colleges Special Recruitment	Total	
1988-89	..	..	..	..	..	..	1358	..	..	..	..	..	582	..	..	..	..	..	..	..	..	..	..	..	1940	
1989-90	..	..	..	..	..	..	671	..	..	..	..	..	292	..	..	..	..	..	..	..	..	..	..	..	963	
1990-91	..	..	..	..	..	..	67	..	..	..	..	..	537	..	..	..	..	..	..	..	..	..	..	..	604	
1991-92	..	..	..	..	..	..	191	..	..	..	..	..	395	..	..	..	..	..	..	..	..	..	..	..	586	
1992-93	..	..	..	..	..	..	128	..	..	..	..	..	366	..	..	..	..	..	..	..	..	..	..	..	494	
1993-94	..	..	..	..	..	..	103	..	..	..	..	..	128	..	..	..	..	..	..	..	..	..	..	..	231	
1994-95	..	..	..	..	..	..	7	..	..	..	..	..	175	..	..	..	..	..	314	..	..	..	..	..	496	
1995-96	8452	..	..	..	..	..	16	..	..	..	..	..	122	..	..	..	..	..	332	..	..	81	..	..	9003	
1996-97	..	..	..	..	..	..	975	..	..	..	..	..	720	..	..	..	..	..	..	..	..	..	67	..	1762	
1997-98	..	..	..	..	..	..	999	..	..	..	..	..	1038	..	..	..	..	..	462	..	..	..	..	..	2499	
1998-99	..	..	..	..	..	..	807	..	..	..	..	..	1041	..	..	..	..	..	..	..	..	..	..	..	1848	
1999-00	..	..	..	..	..	..	655	..	..	..	..	..	462	..	..	..	..	..	98	73	..	..	..	..	1288	
2000-01	..	..	..	..	..	..	795	..	..	..	..	..	477	..	..	..	..	..	..	..	..	40	37	..	1588	
2001-02	..	..	..	..	..	..	773	..	..	..	100	..	611	..	..	232	7	..	..	..	..	..	..	..	1484	
2002-03	..	..	..	..	..	..	843	..	3569	..	..	..	479	..	444	..	..	..	..	..	..	..	..	..	5335	
2003-04	..	..	..	..	..	..	5543	..	..	218	..	..	1487	..	211	..	..	..	..	..	..	..	..	..	7459	
2004-05	..	..	..	..	..	..	7897	..	..	..	..	..	394	..	..	..	..	..	..	..	..	..	..	..	8291	
2005-06	..	..	..	..	..	..	3736	..	2692	344	..	..	520	..	..	..	..	..	..	..	..	126	66	..	7484	
2006-07	..	..	..	..	..	..	3478	..	938	68	..	..	711	..	104	..	32	..	..	..	..	..	..	..	5331	
2007-08	..	..	..	..	..	..	7288	..	..	..	..	..	..	..	..	..	..	..	..	..	..	12	53	..	7353	
2008-09	5581	..	..	..	..	..	8164	198	1478	..	221	1686	1564	..	..	..	139	..	1120	496	10	..	..	..	20657	
2009-10	2029	339	835	..	112	89	6359	99	1058	..	..	173	928	98	10	150	..	67	838	..	..	..	..	..	13184	
2010-11																										
2011-12	9689		1098	315	96	46	8636	..	..	136	..	207	5083	..	..	..	..	34	..	..	14	131	151	..	37176	
Total	25751	339	1933	315	208	135	71029	297	9735	766	321	2066	18112	98	769	382	178	101	3164	569	24	350	377	37	137056	
2012-13	1649						11126						2896													
2013-14							10698						2881													

Source: TRB-201

### **3.4 Selection Process**

Following steps are involved in the selection process of teachers for government schools:

- a. Notification of Examination
- b. Online applications are received from candidates
- c. Issuance of online hall tickets
- d. Written examination
- e. Publication of answers of the question paper
- f. Receive comments from public
- g. Publication of revised answers, if any
- h. Publication of final results
- i. Declaration of dates for the verification of certificates
- j. Verification of certificates of provisionally selected candidates
- k. Declaring the names and register number of successful candidates
- l. Online counselling for appointment, which is conducted by respective Directorate

The selection process usually takes six months to one year from notification to actual appointment of teachers. Talking about who decides how many teachers have to be recruited, a senior AEEEO said, “This is mostly an administrative decision which gets implemented after getting the proper approval from the State Government. Teacher requirement data gets generated at District level. It is consolidated at the State level. The State level consolidated requirement of teachers is submitted to the State Government as a proposal through the respective Directorates. The State Government approves the proposal and then the process of notification, written test, certificate verification, sending the list of selected candidates to Directorates and then selected teachers are offered positions through online counselling or issued appointment orders”.

Although the recruitment process is fairly transparent in Tamil Nadu, it does lead to complications. For example, after giving the examination, candidates are allowed to take carbon copy of their answer sheet. Once all the answer sheets are collected from all the districts, TRB publishes the answers of the written examination on the TRB

websites. Candidates can report their objections, if any, to TRB after which TRB publishes the final results, along with the revised answers. According to a senior official, many litigations that are filed by the candidates' are due to different interpretations of the answers.

### 3.5 Teacher Eligibility Test

According to latest government order (G.O. Ms. No. 252, dated 05.10.2012), TET weightage i.e. 60 marks have been fixed for the appointment of SGT and BT assistants. The breakup of the total marks is given in Table 3.2. After computation, if more than one candidate has same marks, the selection is made on the basis of age seniority.

**Table 3.2: TET Weightage for SGT and Graduate Assistants**

SGT		BT/Graduate Assistant	
Qualification	Marks	Qualification	Marks
HSE	15 marks	HSE	10 marks
D.TEd	25 marks	Degree	15 marks
TET	60 marks	B.Ed.	15 marks
-	-	TET	60 marks
<b>Total</b>	<b>100 marks</b>	<b>Total</b>	<b>100 marks</b>

In Tamil Nadu, TRB has been conducting TET since 2011. However, in 2011, only 0.39 percent candidates were able to clear TET. Hence, the Chief Minister gave another opportunity to the candidates and asked the TRB to increase the duration of the examination from 2½ hours to 3 hours. As a result, 2.9 percent candidates were able to clear the examination and in the 3<sup>rd</sup> TET, the percentage increased to 4.37 percent. While 60 percent remains the passing marks for all categories, for SC and ST candidates, it is 55 percent.

### 3.6 Reservation in Teacher Recruitment

In Tamil Nadu, there are two kinds of reservations: vertical and horizontal. Under vertical reservation, 26.5 percent posts are reserved for backward class (other than Muslims), 3.5 percent for Muslims, 2 percent for most backward class/de-notified category, 18 percent for SC and 1 percent for ST (G.O.Ms No. 65, dated 27.05.2009). There are three kinds of reservations that come under horizontal (G.O.Ms.No.145, dated 30.09.2010). These include 30 percent reservation for women, 2 percent for

physically challenged and 20 percent for teachers who have studied in Tamil medium schools.

### **3.7 Age limit of government teacher**

In 2001, the Government of Tamil Nadu decided to remove the maximum age limit at the time of entry into the service (G.O.Ms.No.174, School Education (M2) Department, dated 12.10.2001) for the appointment to the post of teachers at primary, secondary and senior secondary levels. Before 2001, the maximum age limit was 40 years. The new guidelines are applicable to all teachers who have been selected by TRB since 17.08.1987.

### **3.8 Guidelines for appointment on compassionate grounds**

Tamil Nadu government has taken out several guidelines for appointments on compassionate ground. According to G.O. (Ms) No. 8, dated 07.01.1987, appointment will be given to the wife or nominee of a deceased government servant, who are eligible for appointment as per Para 2 of G.O. (Ms) No. 73, Employment Services, dated 26.10.1983. Similarly, the government has issued orders (G.O. (Ms) No. 89, Education, Science and Technology Department, dated 06.02.1996) to the Director of School Education/Director of Elementary Education to appoint teachers on compassionate ground for the post of Secondary Grade Teacher alone (besides other non-teaching posts) on the basis of seniority. The total number of such appointments is limited to 1 to 100 in an academic year. In addition, ban on appointment of School Assistants (BTs) on compassionate grounds has been lifted (Government Letter No. 6602/MS/95-96). From 1996 onwards, appointments of school assistants on compassionate grounds is limited to forty and is given on a first come first serve basis.

### **3.9 Recruitment drive for physically and visually challenged candidates**

Recently, a special TET was conducted for differently abled candidates. Similarly, in 2013-14, TRB initiated a special recruitment drive for visually impaired candidates. SCERT and DIET faculty trained potential candidates to appear for TET examination. 255 out of 654 visually impaired candidates cleared the test and have been appointed as teachers.

### **3.10 Teachers' concerns**

During FGDs, some teachers shared that the TET process limits the scope for teachers who have been waiting for teaching positions in the government for the last 15-20 years. This is because the TET is beneficial only for those who are fresh graduates and have updated knowledge of the recent syllabus. Another teacher said, “those who are appointed in one block as Middle Graduates are unable to get transfer to another block within the same district due to the dominance of SGTs who prevent such migrations. They cannot get transfer to High Schools because it falls under a different administration”. Similarly, some teachers (SGTs) expressed their displeasure on the government’ decision that 50 percent SGT posts in middle school will be filled directly by BTs who are appointed by TRB. This move thwarts the professional ambition of senior SGTs who have undertaken additional degree or were waiting to be promoted.

### **3.11 Teacher appointment in aided schools**

Classes 6<sup>th</sup>-10<sup>th</sup> are considered as a single unit and when SGT posts become permanently vacant, those posts can be converted into BT posts by the CEP and it is based on the eligibility and need of the school. Once the CEO determines the subject vacancies in Tamil, English, Mathematics, Science and Social Science, they can't be changed (G.O. 244, School Education, dated 22.09.2007 para (vi)).

### **3.12 Appointment of part time instructors by SSA**

As per RTE Act, 2009 part time instructors are sanctioned under the activity “Additional teachers” to improve the availability of teachers for extra-curricular activities for students of classes VI to VIII in Government Schools. Under Activity No. 8 of financial norms for interventions in Frame Work for implementation of SSA (2009), part-time teachers are appointed for classes 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> for:

- a. Art Education
- b. Health and Physical Education and
- c. Work Education

### 3.13 New schools under RMSA

In the last four years, 5,409 teachers have been recruited through RMSA, which has contributed towards reducing PTR.

**Table 3.3: Teacher for new schools**

Components	2009-10			2010-11			2011-12			2012-13			Total post sanctioned	Total recruitment
	Sanctioned	Recruited	Vacancy	Sanctioned	Recruited	Vacancy	Sanctioned	Recruited	Vacancy	Sanctioned	Recruited	Vacancy		
Teachers sanctioned for new schools under RMSA	1400	1176	224	2408	1958	450	2760	2275	485	0	0	0	6568	5409
Headmaster for new schools under RMSA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total new teachers	1400	1176	224	2408	1958	450	2760	2275	485	0	0	0	6568	5409
Additional teachers under RMSA for existing schools	0	0	0	0	0	0	6752	4668	2084	0	0	0	6752	4668

Source: RMSA AWPB-2014-15

### 3.14 Recruitments in the last few years

In the last 3 years, the government had recruited 53,288 teachers. In 2014, TRB recruited 14,700 teachers through TET (2,353 Post Graduate teachers, 10,698 Graduate teachers and 1,649 are Secondary Grade teachers. Of them, 822 are differently-abled). In addition, whenever there is a SC/ST vacancy, it gets filled during next recruitment process by TRB. In fact, there are no vacant SC/ST posts because communal roster is followed systematically.

## Chapter 4

### TRANSFERS, REDEPLOYMENT AND DEPUTATION

#### 4.1 The transfer policy and process for elementary teachers in Tamil Nadu

In the past, block was taken as a unit for elementary teachers because the government believed that teachers should only travel within the block. Therefore, earlier transfers used to take place only within the block. However, there have been changes in the policy. According to a senior official, priority is given to teachers who apply for transfers within the block. Second priority is given to those who want to transfer to another block but within the same district. Finally, application for transfer to another district is considered.

Teachers working in Panchayat/Municipality/Government schools are given transfers annually. The state government has issued guidelines for transfers, which are common for all cadres of teachers. Teachers need to obtain a No Objection Certificate (NOC) from the HOD of the unit if they wish to get transferred to another unit. Also, no TA/DA is given to teachers who get transferred. Further, the service record should contain the information on the date of relieve and joining date and if a teacher fails to join the new school by the joining date, then it is considered as Earned Leave (EL) and should not exceed 240 days (Government Letter No. 90507, P & AR Department, dated 30.11.1990).

When a teacher receives the transfer order, he/she is relieved from the duty and can join the new school only after they have received permission from the concerned AEEO. In addition, AEEO must ensure that the following conditions are fulfilled while giving permission to the teacher to join duty:

- a. The post is permitted by the State Government as per Pay Assessment Register;
- b. The post is permissible under RTE Act 2009;

The AEEO should consolidate all relieved and joining reports and submit the same to DEEO. Teachers who migrate from block/district to another block/district would be to be the most junior in the newly transferred school. Teachers serving in Panchayat

Union/Government/Municipality/Corporation schools who desire to get unit to unit transfer may be given permission subject to certain conditions as given below:

- a. Those teachers who get transferred loose their seniority when they join a new school;
- b. Teachers who get transfer should conduct themselves as per the guidelines, rules and regulations of the Directorate / Office;
- c. The moment one gets a transfer to another unit the rights of the individual to claim anything is severed from the parent Directorate / Office (G.O. No. 209, School Education Department, dated 08.05.1997).

Following activities are carried out in AEEO's office during general transfer process:

- a. Transfer application should be received in the format prescribed by Director of Elementary Education from the teachers and they must be classified and entered in the register.
- b. Maintaining Register A: All the transfer applications should be entered in the register in a chronological manner (see table 4.1).

**Table 4.1: Format for Register A**

S. No.	Date of Receipt of Application	Date of Birth

- c. Maintaining Register B: In this register, details of only those teachers who want to get transferred within the block are recorded. Each school is allocated one page and details of teachers, who wished to get transferred to that school, are recorded.

**Table 4.2: Format for Register B**

S. No.	Date of Application	Teacher's Name, Designation & School	Date of Birth	Date of Retirement	Date of joining first duty	Joining duty in the present	Transfer seeking Schools (only three)	Reason	Remarks



- d. Maintaining Register C: In this register, details of teachers who want to get transferred from one block to another are recorded.

**Table 4.3: Format for Register C**

S. No.	Date of Receipt of Application	Date of Birth

- e. Maintaining Register D: In this register, details of teachers who want to get transferred to another district are recorded.

All transfer application forms should be properly filled, signed by the teacher and countersigned by the Headmaster, AEEO / AAEO and then should be submitted to the DEEOs office. Also, a teacher can submit only one application. If he/she submits more than one application, it can disqualify the teacher.

#### **4.2 Online transfer counselling**

This innovative transfer process allows teachers to select the place of their choice and they receive their transfer order within their district without going to the headquarters. Details of vacant posts are collected and stored in the computer and on the day of the counselling, teachers are able to see all the vacant posts. A state level officer monitors the process, which is done simultaneously all over the state. Similarly, the Directorate of School Education conducts online transfer process for headmaster of high and higher secondary schools, PG teachers and graduate assistants. Since DSE focuses only on transfers within its own units, there is not much classification of information. Candidates are called for counselling according to a seniority list that is maintained for each category of transfer.

During interviews, many officials shared that online transfer process has brought a lot of transparency. While most teachers and teacher unions are happy with the transfer process, during FGDs, some expressed their concerns that sometimes, transfer limits the opportunities for upward mobility, especially when one is moving from an elementary to a high school within the same block. This was a matter of concern for teachers because many teachers upgrade their educational qualifications but when they are appointed to high school, they lose their seniority and are treated as "newcomers".

### **4.3 Specific guidelines for transfer**

As per GO (1D) No. 137, School Education/SE5 (1) Department, dated 09.06.2014, only those teachers can apply for transfer who have completed one year of service at their current place. However, following categories of teachers are exempted:

- a. Those who got redeployed in 2013-14;
- b. Teachers who are visually impaired;
- c. Teachers with disability (i.e. more than 40 percent disability) who are certified by District Rehabilitation Centre;
- d. Wife of a military soldier for ensuring her safety;
- e. Teachers who have undergone Heart transplant or Kidney transplant surgery before 01.06.2011 but are still affected by it;
- f. Widows and unmarried women beyond 40 years of age;
- g. Teachers who have been to other schools on promotion;
- h. Parents who have children who are physically and intellectually challenged;
- i. Teachers working in the same school for more than three years (appointed prior to 11.06.2011); Those who have already availed transfer under this policy can apply but their current station seniority will be considered while examining their transfer;
- j. Spouse employed 30 km or more away from the place of posting;
- k. As a special case if a spouse of a teacher is dead, transfer can be given after submitting a detailed report to the Director;

#### ***4.3.1 Special conditions for transfer***

- a. Those who seek Unit to Unit Transfer (i.e.) transfer from Government to Corporation or Municipality Schools would be treated as a junior most teacher in the new place of posting;
- b. Only those have successfully completed their probation can apply for Unit to Unit Transfer

Importantly, if there are three teachers in a school, all three will not get transferred in the same year because it would affect the learning of students adversely.

#### **4.4. Timing of transfers**

In Tamil Nadu, transfers usually take place in the month of May and June so that the academic session does not get affected. Usually, transfer process finishes by the end of June and once the transfer process for a year is over, no applications are further considered.

#### **4.5 Kinds of transfers**

Transfer is given due to promotion, rationalization, swap (i.e. transfer by mutual consent by two teachers working in different schools), disciplinary action/punishment and due to new vacancies and attrition caused by retirement.

##### ***4.5.1 Rationalization of teachers***

The state government assesses the PTR at the end of July/beginning August every year. This process takes place in all the districts. Also, number of vacant posts due to retirement and total student enrolment is taken into account. All these details are collated first at district level and then at the state level. In addition, teachers who are nearing retiring age are not allowed to retire in the middle of the academic session. They usually get extension up to 31st May. Number of vacant posts is calculated on the basis of teachers who would retire, along with the number of posts required as per RTE. It is only then that teacher posts are assessed and number of teachers required is calculated.

##### ***4.5.2 Transfers as a disciplinary action***

Transfers due to punishments do take place but are very rare and are usually given due to administrative reason.

#### **4.6 Redeployment**

In Tamil Nadu, redeployment of teachers is undertaken due to rationalization. As per RTE norms, PTR in elementary schools should be 1:30 and 1:35 in secondary schools. For example, in a school with 60 students, there should be two teachers and one headmaster. According to two main guidelines (Rc. No. 13275 / C1 / 2012, dated 23.07.2012 and RTE Act 2009 on Elementary Education, as on 01.09.2011), surplus teachers were identified across the state and vacant posts were filled. Further, additional posts were created so that teachers were not uprooted from their districts. Only in cases where no vacancies were available, surplus teachers were transferred to other districts through online counselling.

**Box 4.1: An officer's observations on the procedure followed for redeployment**

“In a particular school, there are 6 teachers and as per RTE norms, there should be 5 teachers. So first we ask them if anyone wants to be redeployed. If anyone is willing to go, they are given that option. If they are not willing to go, then we go for the junior most teachers and show him/her various posts from which he/she can choose. Redeployment is under progress this year as per RTE recommended PTR. More than 3,000 posts are being redeployed this year as the enrolment in Government Schools in villages is going down”.

Source: A state level official, Semi-structured interview (2014)

#### **4.7 Deputation**

Sometimes, teachers, who are not able to work in schools, get deputed to district and state headquarters on request. According to a state level official, about 500 such teachers are currently working on deputation. Some of these teachers are transferred back to schools if the project, for which they were hired, got over or the officer who hired them got transferred.

#### **4.8 Transfer at the secondary level**

Secondary teachers come under district and state cadre. Hence, teachers can get transferred anywhere within the district. Transfers are given mostly on request and promotion is based on the seniority within the block. Just like for elementary teachers, there are reservations at secondary level as well (for ex-servicemen, widows, spouse employed, visually impaired etc.). Once the transfers are done for the reserved category, rest is done on the basis of seniority.

## Chapter 5

### SALARY AND SERVICE CONDITIONS

In Tamil Nadu, teaching is one of the most sought out profession because it gives teachers a sense of professional fulfilment, sense of security and immense scope for upward mobility. Along with that, policy makers and state level officials endeavour to support teacher development through various financial measures. Hence, in this chapter, salary and service conditions of teachers in Tamil Nadu have been discussed in detail.

#### 5.1 Salary structure of elementary teachers in Tamil Nadu

Tamil Nadu has adopted the recommendations of Sixth Pay Commission w.e.f. January 2006. The salary is paid (through online transfer) on the last day of every month and teachers have been receiving salaries regularly for many years. In Tamil Nadu, the government started recruiting contract teachers only after 2002. Therefore, in 2006-07, the Tamil Nadu government decided that contract teachers would be given time-scale of pay. Hence, orders were given that contract teachers who worked as Junior Grade teachers would receive time-scale of pay with effect from 1<sup>st</sup> June 2006.

Under Tamil Nadu Revised Scales of Pay Rules (2009), 28 standard pay scales were revised and 4 pay bands were created (G.O. (Ms) No. 234, Finance (P.C.) Department, dated 01.06.2009).

The basic pay in the revised pay structure includes only pay band and grade pay and does not include any other pay such as special pay. The benefit of 5 percent personal pay and ad-hoc personal pay, which was given to the office assistant, was dispensed with in the revised pay scale.

##### *5.1.1 Fixation of pay on promotion on or after 01.01.2006*

One increment equal to 3 percent of the sum of pay (pay band and existing grade pay) would be added to the existing pay. In addition to this, difference in the grade pay of the feeder post and the new post was granted to teachers who got promoted on or after 1<sup>st</sup> January 2006. However, if this amount was less than the minimum of the higher pay band, then the pay was increased to the minimum amount.

**Table 5.1: Recommended revised pay scales with grade pay**

Group No.	Existing Scales of Pay	Revised Pay	Pay Band	Grade Pay
1.	2550-55-2660-60-3200	4800-10000	PB-1A	1300
2.	2610-60-3150-65-3540	4800-10000	-	1400
3.	2650-65-3300-70-4000	4800-10000	-	1650
4.	2750-70-3800-75-4400	5200-20200	PB-1	1800
5.	3050-75-3950-80-4590	5200-20200	-	1900
6.	3200-85-4900	5200-20200	-	2000
7.	3625-85-4900	5200-20200	-	2200
8.	4000-100-6000	5200-20200	-	2400
9.	4300-100-6000	5200-20200	-	2600
10.	4500-125-7000	5200-20200	-	2800
11.	5000-150-8000	9300-34800	PB-2	4200
12.	5300-150-8300	9300-34800	-	4300
13.	5500-175-9000	9300-34800	-	4400
14.	5700-175-9200	9300-34800	-	4450
15.	6500-200-10500	9300-34800	-	4600
16.	6500-200-11100	9300-34800	-	4700
17.	7000-225-11500	9300-34800	-	4800
18.	7500-250-12000	9300-34800	-	4900
19.	8000-275-13500	15600-39100	PB-3	5400
20.	9100-275-14050	15600-39100	-	5700
21.	9650-300-15050	15600-39100	-	6000
22.	10000-325-15200	15600-39100	-	6600
23.	12000-375-16500	15600-39100	-	7600
24.	12750-375-16500	15600-39100	-	7700
25.	14300-400-18300	37400-67000	PB-4	8700
26.	15000-400-18600	37400-67000	-	8800
27.	16400-450-20000	37400-67000	-	8900
28.	17400-500-21900	37400-67000	-	10000

Source: TN Government, Finance Department

**5.1.2 Fixation of pay of employees appointed on or after 01.01.2008**

Entry-level revised basic pay for respective posts was fixed on the date of appointment. However, if the total emoluments in the pre-revised scale and applicable Dearness Allowance (DA) exceeded the sum of revised pay and DA, the difference was considered as personal pay, which was absorbed in future increments.

## 5.2 Allowances

Following table illustrates the changes in the rate of Dearness Allowance since 2006:

**Table 5.2: Changes in the rates of Dearness Allowance**

Date (as on)	Rate
1 <sup>st</sup> July 2006	2%
1 <sup>st</sup> January 2007	6%
1 <sup>st</sup> July 2007	9%
1 <sup>st</sup> January 2008	12%
1 <sup>st</sup> July 2008	16%
1 <sup>st</sup> January 2009	22%
1 <sup>st</sup> July 2009	27%
1 <sup>st</sup> January 2010	35%
1 <sup>st</sup> July 2010	45%
Till 1 <sup>st</sup> January 2014	100%
1 <sup>st</sup> July 2014	107%

**HRA & CCA:** Existing slab rates were doubled from 1<sup>st</sup> June 2009.

Tables 5.3, 5.4, 5.5 and 5.6 gives an example of current salary structure of regular and contract teachers in Tamil Nadu.

**Table 5.3: Teachers' salary as per Sixth Pay Commission**

Post	Previous pay scale	Revised pay scale			
		Pay Band		Grade pay	Average pay including grade pay
Higher Grade teachers	3050-75-3950-80-4590	PB-1 Rs. 5200-20200	PB-1	1900	14600
Secondary Grade teachers	4500-125-7000	PB-1 Rs. 5200-20200	PB-1	2800	15500
Specialist teacher	-	-	-	-	-
BT Assistant	5500-175-9000	PB-2 Rs. 9300-34800	PB-2	4400	26450
Tamil Pundit	-	-	-	-	-
Primary School Headmaster	5300-150-8300	PB-2 Rs. 9300-34800	PB-2	4300	26350
Middle School Headmaster	5900-200-9900	PB-2 Rs. 9300-34800	PB-2	4500	26550
PG Assistant	6500-200-10500	PB-2 Rs. 9300-34800	PB-2	4600	26650
High School Headmaster	6500-200-11100	PB-2 Rs. 9300-34800	PB-2	4700	26750
Higher Secondary School Headmaster	8000-275-13500	PB-3 Rs. 15600-39100	PB-3	5400	32750
District Educational Officer/ Inspector of Matric Schools/ Inspector of Anglo Indian Schools/Chief Inspector of Physical Education	8000-375-13500	do	Do	do	do
Chief Educational Officer/ Deputy Director	10000-325-15200	PB-3 Rs. 15600-39100	PB-3	6600	33950
Joint Director	14300-400-18300	PB-4 Rs. 37400-67000	PB-4	8700	60900
Director	16400-450-20000	PB-4 Rs. 37400-67000	PB-4	9500	61700

**Table 5.4: Salary of contract teachers**

<b>Contract teachers – elementary</b>	<b>Contract teachers - secondary</b>
Under SSA part-time special teachers on a consolidated pay of Rs. 5000/- per month appointed for Arts, PET, Music, etc.	At Secondary level there is neither Contract nor part-time teachers in Tamil Nadu. All teachers at Secondary level draw time scales of pay.

**Table 5.5: Salary structure of regular secondary school teacher**

	<b>Teacher post/ Grade</b>	<b>Qualification</b>	<b>Department through which salary is disbursed</b>	<b>Basic pay scale</b>	<b>Grade pay</b>	<b>DA (100%)</b>	<b>HRA</b>	<b>Annual Increment</b>	<b>CCA</b>	<b>Medical Allowance</b>	<b>Deductions, if any (10.50%)</b>	<b>Actual take home</b>
New teacher	B.T. Assistant	Degree with B.Ed.	Directorate of School Education	9300	4600	13900	1000	3 % of the Basic Pay + G.P	250	100	2780	26370
15 years				16390	9200	25590	2000		500	200	5130	48750
25+ years				25600	18400	44000	4000		1000	300	8890	84410

After 15 years, the teacher will get 15 increments and two increments for selection grade (completion of 10 years service)

**For BT Assistant:**

$$\begin{aligned} \text{Basic Pay} &= \text{Basic Pay} + 17 \text{ increments} = \text{Basic Pay} + 17 \times 3\% \text{ of } (\text{Basic Pay} + \text{Grade Pay}) \\ &= 9300 + 17 \times (3/100 \times 13900) \\ &= 16390 \end{aligned}$$

After 25 years, the teacher will get 10 increments and two increments for selection grade (completion of 10 years service)

**For BT Assistant:**

$$\begin{aligned} \text{Basic Pay} &= \text{Basic Pay} + 12 \text{ increments} = \text{Basic Pay} + 12 \times 3\% \text{ of } (\text{Basic Pay} + \text{Grade Pay}) \\ &= 16390 + 12 \times (3/100 \times 16390 + 9200) \\ &= 16390 + 12 \times (3/100 \times 25590) \\ &= 16390 + 9210 = 25600 \end{aligned}$$

\* Allowances will be doubled



**Table 5.6: Salary structure of regular primary school teacher**

	Teacher post/ Grade	Qualification	Department through which salary is disbursed	Basic pay scale	Grade pay	DA (100%)	HRA	Annual Increment	CCA	Medical Allowance	Deductions, if any (10.50%)	Actual take home
New teacher	SGT	Higher Secondary Course and D.TEd.	Directorate of Elementary Education	5200	2800	8000	680	3 % of the Basic Pay + G.P	180	100	1615	15345
15 years				9280	5600	14880	1360		360	200	3020	28660
25+ years				14640	11200	25840	2720		720	300	5280	50140

After 15 years, the teacher will get 15 increments and two increments for selection grade (completion of 10 years service)

**For SGT:**

$$\begin{aligned} \text{Basic Pay} &= \text{Basic Pay} + 17 \text{ increments} = \text{Basic Pay} + 17 \times 3\% \text{ of } (\text{Basic Pay} + \text{Grade Pay}) \\ &= 5200 + 17 \times (3/100 \times 8000) \\ &= 9280 \end{aligned}$$

After 25 years, the teacher will get 10 increments and two increments for selection grade (completion of 10 years service)

**For BT Assistant:**

$$\begin{aligned} \text{Basic Pay} &= \text{Basic Pay} + 12 \text{ increments} = \text{Basic Pay} + 12 \times 3\% \text{ of } (\text{Basic Pay} + \text{Grade Pay}) \\ &= 9280 + 12 \times (3/100 \times 9280 + 5600) \\ &= 9280 + 12 \times (3/100 \times 14880) \\ &= 9280 + 5360 = 14640 \end{aligned}$$

\* Allowances will be doubled

### **5.3 Increment**

The teachers are eligible for an annual increment, which is 3 percent of the basic pay. Teachers, who reach the maximum limit of the basic pay, are allowed biennial increment at the rate of 3% of the basic pay. On completion of ten years of service, teachers, who are drawing a grade pay of Rs. 6,600 and above, are granted one increment at the rate of 3% of the basic pay. Similarly, teachers who have completed 30 years of continuous service in the same post are granted one bonus increment at the rate of 3% of the basic pay.

For a new recruit or teacher who has been promoted, first increment is given after the commencement of the corresponding quarter. According to the government order, it is not necessary for them to complete one full year service to be eligible for the first increment (G.O. 41 Finance Department, dated 11.01.1977 and Government Letter No. 171550 / Govt. rules 1/73, Finance Department, dated 01.10.1991). However, teachers are ineligible for increment under following circumstances:

- a. Period of service when one has been demoted to a lower post;
- b. Leave availed for service in a foreign country;
- c. Break in service;
- d. Period of suspension regarded as a punishment;
- e. Period transcending un-regularized leave period;
- f. Un-regularized period of transcended joining time;
- g. Period of service for three years in posts not created;
- h. Leave on Loss of Pay and all extraordinary leave without medical certificate.

#### ***5.3.1 Bonus increment on completion of 25 years of service***

If a government teacher has been in the service for continuous 25 years, s/he is eligible for a cash amount of Rs. 2,500, along with a citation.

### 5.3.2 Bonus increment for being in the same post for 30 years

According to the government order (Government Letter No. 51882 / P&C / 2013, dated 30.09.2013), if a teacher continues to remain in the same post without any opportunity for promotion, s/he is eligible for one increment, which is 3 percent of the basic pay.

There are certain conditions when a teacher is ineligible for bonus increment:

- When a teacher has relinquished the offer of promotion;
- Prior to 01.06.1988, when a teacher had served in two different posts and received selection grade in the higher posts and has not completed 30 years of service as a Headmaster;
- When a teacher, who has served as a Headmaster, then got transferred to SGT post and then joined again as a Headmaster.

## 5.4 Loans and advances

The state government has introduced many schemes for loans and advances for teachers and they have been discussed in detail in the following sections.

### 5.4.1 Festival advance

Teachers can avail festival advance up to Rs. 5,000/-, which is deducted in 10 equal monthly instalments. This advance is sanctioned within 30 days before the date of the festival.

### 5.4.2 Two wheeler and car advances

Teachers are eligible for two-wheeler and car advances (see Table 5.7).

**Table 5.7: Two Wheeler and Car Advances**

Vehicle	Teachers drawing a pay of	Advance	No. of instalments
New Car	Pay Rs. 10,000/- and above	Rs. 2,00,000/-	200 instalments
Old Car	Pay Rs. 8,000/- and above	Rs. 90,000/-	170 instalment
New Motor Cycle 95 c.c. and above	Pay Rs. 4,000/- and above	Rs. 35,000/-	60 instalment
New Motor Cycle 60 cc to 95 cc	Pay Rs. 4,000/- and above	Rs. 25,000/-	50 instalment
New Motor Cycle below 60 cc	Below Rs. 4,000/- and 6 years of eligible services	Rs. 12,000/-	50 instalment

Rate of Interest against the advance is as follows:

- a. Car: 11.5%
- b. Motorcycle: 8%
- c. Cycle: 5.5%

Advance for two-wheelers has been extended to aided school teachers and non-teaching staff from 1<sup>st</sup> April 1995 (G.O. (Ms) No. 390, Education, dated 23.05.1995).

#### **5.4.3 Education advance**

Table 5.8 highlights the various education advances that teachers can avail for their children (G.O. (Ms) No. 220, Finance, dated 23.03.1993).

**Table 5.8: Educational advance for teachers' children**

Professional College	Rs. 2,500/-
Art and Science College	Rs. 2,000/-
Polytechnic	Rs. 1,500/-

This scheme is extended from time to time and one advance is sanctioned in an academic year and is issued against the certificate issued by the institution. Teachers have to pay the advance in 10 monthly instalments. However, the advance is not eligible for correspondence course.

#### **5.4.4 Advance against TB, Leprosy and Cancer**

Teachers who are suffering from TB, Leprosy and cancer are eligible for two months basic pay as advance, which is recovered in 18 monthly instalments (Government Letter No. 23057 / Pay / II / 94, Finance Dept. dated 13.05.1994).

#### **5.4.5 Tamil Nadu Small Industries Corporation Limited (TANSI) Advance**

A sum of Rs. 8,000/- or two month's basic pay, whichever is lower, is sanctioned to regular teachers to buy TANSI articles once in two years (G.O. (Ms) No. 170, Finance Department, dated 29.04.1999). Teachers have to pay the amount in 10 monthly instalments and an interest of 12 percent is recovered in two instalments.

#### **5.4.6 Advance to purchase winter clothes**

A sum of Rs. 1,000/- is sanctioned towards the purchase of winter clothes for teachers who work or have been transferred to a hill station. The amount is recovered in 20 instalments with an interest rate of 5.5%.

#### **5.4.7 Computer advance**

A teacher drawing a salary of Rs. 6,500/- and above is eligible for computer advance up to the maximum amount of Rs. 50,000/- (or the actual cost of the computer, whichever is less) and 10 percent interest is levied on the amount.

#### **5.4.8 House Building advance**

A government teacher who has completed six years of service is eligible for House Building Advance to a maximum of Rs. 25 lakh. House building advances are given towards the purchase of flat, construction of house, purchase of ready built house extension of the existing house, remodelling of the houses.

### **5.5 Incentive for higher studies**

In Tamil Nadu, teachers are eligible for incentives if they pursue higher studies during the course of their service. To illustrate, SGT are eligible for one incentive (i.e. two increments) if they acquire B.Ed. degree. The incentive is issued by the AEEO after the original certificates have been submitted and genuineness of the certificate is ascertained from the university in which the teacher had studied. However, if a SGT completes M.A., / M.Sc., from the Open University without completing 12<sup>th</sup> class, in that case, they are not eligible for incentives.

Similarly, if a graduate assistant teacher (BT) acquires PG Degree (M.A., / M.Sc.), as additional qualification, they are eligible for one incentive (i.e. 2 increments) and if they acquire M.Ed./M.Phil./Ph.D., they are further eligible for another incentive (i.e. 2 increments). In case the increment is withheld due to punishment, it is given after the time scale is released to the teacher. A teacher is eligible for a total of 2 incentives (or 4 increments) for higher education during their total period of service.

### **5.6 National Foundation for teacher's welfare**

The collection under this fund is used for (a) giving relief to ailing teachers and dependents; (b) to give scholarships to children of teachers for higher studies.

### **5.7 Dr. Radhakrishnan Award for Teachers**

Teachers who have completed 15 years of service, have produced excellent board results, and have a healthy relationship with the community and the school is selected for Dr. Radhakrishnan awards. These teachers are selected by the district level committee and then undergo screening at the state level. Selected teachers are awarded the best teacher award on 5<sup>th</sup> September and receive cash price of Rs. 5,000/0, along with silver medal and a merit certificate.

### **5.8 Provident fund for staff of aided schools**

Teachers of aided schools are eligible for provident fund, which is same as the state government employees.

### **5.9 Pension scheme**

Teaching and non-teaching staff of aided schools and local body schools and institutions comes under Liberalized Pension Scheme.

The Contributory Pension Scheme of the Government of Tamil Nadu came in to effect in 2004 (Government Order, 430, Finance (Pension) Department, dated 6th August, 2004). The scheme is applicable to all regular government employees who joined the service on or after 1st April 2003.

### **5.10 New Health Insurance Scheme**

Under the New Health Insurance Scheme, which came into effect from 2012, all government employees including teachers are provided healthcare assistance in leading private hospitals in the state. This scheme also includes family members of the employees and they are covered through the United India Insurance Company Limited, Chennai.

The employees and the family members covered under this scheme are eligible for assistance up to Rs. 4 lakh and can avail the amount individual or collectively during the said block period. The scheme is available to the following categories:

- a. All government employees and teaching and non-teaching staff of aided educational institutions who are drawing regular time scale of pay;
- b. All government employees who are drawing pay in the special time scales of pay like Noon Meal Workers and Village Assistants;
- c. All employees of Local Bodies, State Public Sector Undertakings, Statutory Boards and State Government Universities who are drawing pay in regular time Scales of Pay and Special Time Scales of Pay;
- d. Organizations / Institutions registered under the Tamil Nadu Registration of Societies Act, 1975 and are covered under the previous Scheme for the year 2008-2012;
- e. Employees on deputation to other departments and employees recruited through Employment Exchange on regular basis; and
- f. Employees of the Tamil Nadu Hindu Religious & Charitable Endowments Board drawing pay in regular Time Scales.

#### **5.11 Leave available to teachers**

The following table illustrates various kinds of leave available to both regular government and aided school teachers:

**Table 5.9: Leave available to regular teachers (government and aided schools)**

<b>Leave</b>	<b>Conditions</b>
Casual leave	12 days + 3 days Restricted Holiday (Per Year)
Earned leave	17 days (which is accumulated to a maximum of 240 days in the entire service career of a teacher and which can be converted into cash)
Vacation	50 days (Sept, Dec and May)
Half pay leave	Unearned leave on private affairs 6 months (which can be cashed 90 days for not availing)
Privileged leave	Teachers can work in foreign countries for maximum of 5 years without pay
Extra ordinary leave	a. Hospital leave: 6 months for every 3 years service and a maximum of 28 months for entire service. In this 3 months full salary and 3 months half pay with allowances. b. Special disability leave for disabled during the service a maximum of 24 months. In this 4 months full salary and remaining half pay.
Medical leave	a. 90 days for every five years of service and a maximum of 540 days for entire service. b. Abortion leave for women teachers a maximum of 42 days with salary.
Maternity leave	180 days
Paternity leave	One week male teachers for his wife under delivery or abortion
Child care leave	Child adoption leave 1 year for the child who is less than one year of age.
Academic leave	Study leave to complete higher education (paid leave for a period up to 1 years);
Unpaid leave	Leave on loss of pay with Medical certificate for one year and without Medical certificate for one year after probation declared



## Chapter 6

### DUTIES AND DAY-TO-DAY MANAGEMENT

One of the main duties of teachers is to ensure academic excellence of their students. To achieve this, teachers are expected to provide bridge courses to ensure children attain age appropriate level. This is particularly importance for those admitted in classes VI and IX. In Tamil Nadu, state level officials periodically give guidelines to teachers on how to teach effectively. SCERT and DIET have also played a major role by providing necessary training to teachers through quality inset programmes in collaboration with SSA, RMSA and occasionally UNICEF. Apart from academic duties, teachers also are responsible for many other teaching and non-teaching duties, which have been discussed in this chapter.

#### 6.1 Duties of teachers

In Tamil Nadu, BT teachers are allotted 28 periods in a week, out of which 24 periods are reserved for scholastic activities and 4 periods for co-scholastic activities. Graduate teachers need to work 200 days in an academic year, while SGT need to work for 220 days.

According to an official letter, duties of teachers are, “Teachers should involve in teaching learning process right from the opening day. The notes of lesson should be prepared and observed by Head teachers. Term tests need to conducted and the papers need to be evaluated promptly and their mark be communicated to students and parent community. This is very important. The valued scripts should be countersigned either by the students or their parents endorsing the fairness of the evaluation of scripts” (Director, School Education vide Rc. No. 91816 / W15 / 89, dated 23.05.1989). Interestingly, this notification has not been reviewed after the RTE Act, which (according to the teachers) does not encourage testing. However, in accordance with RTE, children are not detained in the same class up to the end of elementary school (i.e. class 8).

Similarly, another D.O. letter (D.O. Letter No. 040053 / PDI / C2 / 2013, dated 11.07.2013) provides guidelines on teachers' duties, which are as follows:

- a. Teachers must report to schools 15 minutes prior to the commencement of the school;
- b. Teachers must go to the classes assigned to them as per the time table and teach;
- c. Before lunch, grade 4 teacher should involve students in simple Yoga exercises, Art Education, Work experience/ Life Skill Education, Environmental Education, First Aid and self-protection strategies and Co-scholastic activities;
- d. After lunch, grade 5 teachers must carry out skill building activities such as multiplication tables recitation, dictation and sentence making exercises;
- e. Every Friday, during the last period, the teacher should involve learners in activities which would facilitate the utilization of their multiple intelligence and versatility;

Apart from the above duties, RTE has also mandated certain duties for teachers, which are as follows:

- a. Teachers must participate in training programmes;
- b. Teachers must participate in curriculum formation and development of syllabi, training modules, and textbooks;
- c. Teachers must maintain Pupil Cumulative record for every child.

Following the duties and responsibilities of part-time instructors who are appointed under SSA (G.O. 177, School Education (C2), dated 11.11.2011):

- a. Attend to VI to VIII class students in their respective courses;
- b. They should be allotted a minimum of 9 hours of duty per week or ½ working days in 3 days per week;
- c. They must maintain notes of lesson for each class
- d. Complete syllabus as per trimester pattern;
- e. Assessment at the end of each term;
- f. Attend other duties assigned by the Headmaster.

Likewise, duties for subject specific teachers have also been clearly defined. For example, the duties of language teacher include, “In VI, VII, VIII classes hand writing note books must be maintained. Language teacher must ensure at least two sentences of handwriting exercise. Besides, all the language learning exercise provided at the beginning and the end of each lesson must be done and teacher must critically assess / evaluate them. Composition work must be given periodically and corrected with care. Language lessons must be taught appropriately to develop the language skills of students” (Proceeding Rc. No. 91816 / W15 / 89, dated 23.05.1989).

Similarly, duties of subject teachers include, “Separate note books shall be there for home assignments. All the sums in Math book must be done by students on a daily basis marking the date in the notebook. Teacher must evaluate the Math sums every day. Mental sums must be given each day. Students must complete all exercises given at the end of Science, History, and Geography (Social Sciences) lessons and teachers must correct them on a daily basis. There must be a record note for giving a detailed account of all the science experiments conducted. In Social Science, Map drawing exercise must be done by students and colouring of maps must be done” (Proceeding Rc. No. 91816 / W15 / 89, dated 23.05.1989).

In addition, teachers are also responsible for maintaining CCE records. One of the positive impacts of CCE has been that the focus of assessment has shifted from outcome indicators to process indicators and learning. However, according to teachers, it has also increased their workload and a lot of their time is spent on maintenance of records. It is important to add that Tamil Nadu adopted the Activity Based Learning (ABL) approach in 2007 till grade 4. This method includes continuous testing by children themselves of what they have learnt in one level before they move to the next level (NCERT, 2011).

## **6.2 Role of head of the institution**

In Tamil Nadu, head of the institution have the following roles:

- a. Supervise teachers;
- b. Maintain attendance of teachers and records;
- c. Review the notes of lessons;

- d. Sanction of leave to teachers;
- e. Prepare statement to claim pay for teachers;
- f. Conduct district level examination

### **6.3 Duties of Headmasters/Mistress**

According to D.O. Letter No. 040053 / PDI / C2 / 2013 (dated 11.07.2013) duties of the headmaster/mistress includes:

- a. They must ensure that teachers are implementing CCE assessment activities;
- b. The Headmaster must ensure that students of Standard VI and IX are able to read Tamil and English fluently and can successfully memorize multiplication tables from 1 to 10 for Standard VI & 1 to 16 for Standard IX;
- c. After monthly test, quarterly examination / first term test, half yearly / II term end examination, Headmaster himself / herself should visit every classroom and distribute progress report, analyse the results and motivate achievers;
- d. The answer sheets of students, who are performing poorly, must be analysed carefully and appropriate motivation must be given to the students concerned to do better in the subsequent examinations;
- e. The quarterly and half yearly results of both XI and XII must be discussed in details with the parents of students. The Headmaster must seek the parental support for improving the performance of students in both in X and XII Board Examinations;
- f. Efforts must be made by the Headmaster to increase X & XII Board Examination results at least by 5% by regulating the work of teachers;
- g. Every Friday evening, the Headmaster must hold a meeting with all the teachers and find out through discussion what lessons they had planned for the subsequent week and how well they are prepared for the work;
- h. Teachers must be permitted to leave the premises of the school only after finishing their plan for following week.

In addition, supervisory tasks and instructional duties of the Headmaster includes:

- a. HM should visit classes from Tuesday to Friday and verify if the class prayer / assembly is being held properly;
- b. The Head teacher must go round the school every day after the assembly and after the lunch break and supervise the proceedings of the school;
- c. The Head teacher must handle 10 periods every week;
- d. Head teacher must observe the classes in session;
- e. In each classroom, work done Register must be maintained;
- f. Adequate awareness must be generated among boys and girls to protect themselves against any kind of abuse. Besides, Head teachers must identify students whose behaviour is deviant and counsel him / her to mend his / her behaviour;
- g. Complaint boxes kept for receiving student complaints must be opened periodically and appropriate action must be taken;
- h. Head teacher must monitor NSS, JRC, NCC, Scouts, RRC, NGC and other clubs in the school;
- i. Head teacher must monitor if students are using sports materials and lab materials;
- j. A committee must be constituted to expend the grants given to school under the appropriate heads. The grants released in a financial year must be spent in the same financial year;
- k. Teachers who get transfer or promotion orders shall be relieved immediately and their service register and last pay drawn certificate must be dispatched at the earliest;
- l. The vacant posts created in the schools must be informed to CEO through DEO;
- m. Whenever indent is raised with regard to the beneficiaries of freebies schemes, the numbers should be accurate. Headmaster has to monitor if all the materials relating

to student-welfare schemes are received and redistributed, to students and relevant information is recorded in the registers concerned;

- n. Headmaster must ensure distribution of 14 Welfare Schemes (uniform, chappals, cycle, book bag, textbooks, notebooks, laptops, Geometry box, colour pencil, colour crayons, Atlas, bus pass, special incentive and noon-meals) and also monitor the use of the welfare scheme by the end-users;
- o. Headmaster should closely monitor if composition notebooks, Handwriting notebooks and practical notebooks are properly maintained;
- p. It is very important on the part of the Headmaster to constantly monitor effective instruction in the class and carry out supervision.

#### **6.4 Instruction level responsibilities**

HMs role also include monitoring the learning of students and provide learning opportunities. This is over and above the regular duties.

- a. Subject committees at the institution level should meet once a month to review the work that has been done and planning for the next month;
- b. Subject committee to take decisions related to Science, History, Geography, composition exercise, Mathematics homework etc.;
- c. Yearly program to inspect students' exercise books by the Headmaster;
- d. Introduce students to the library;
- e. Broadcast lesson on All India Radio so that both students and teachers can listen;
- f. Identify bright students and conduct coaching for them, wherever possible'
- g. Organize monthly meetings of the Literary Associations, at class or school level, to develop oratory skills;
- h. Use of mobile science laboratories, wherever necessary and possible;

- i. Conduct weekly mass drills. In addition, physical education classes should be used for playing games. Every school should participate in tournaments and competitions that are conducted by the District authorities;
- j. According to the Director, in all educational districts, councils of Headmasters should be formed immediately and useful programs should be planned to improve academic and other activities in schools. Every institution should have an annual plan for their improvement and it should be done in consultation with the staff.

### **6.5 Formation of councils**

There are four main councils that have to be created in every high (secondary) and higher secondary school, namely:

- a. The Academic Council
- b. The Sports Council
- c. The Cultural Council
- d. The Council for Youth Services

Each council is headed by the Headmaster of the school and subject teachers are the members of respective councils. Except for the Academic Council, other councils also have student representatives. The main objective of these councils is to create a sense of involvement among students and the staff to create a homogeneous learning environment.

### **6.6 Day-to-day management of school**

The school heads are accountable for the performance of both teachers and students. They also liaise between the school, the community and the department. To enhance the administrative efficiency of school heads, periodically SCERT organized leadership training programs. In addition, school heads share instructions given by AEEOs, DEEOs, DEOs, and CEOs with the teachers.

### **6.7 Non-teaching duties of teachers**

Non-teaching duties of teachers include mainly data collection work for SSA. In addition, teachers are also responsible for collecting incentives for students from AEEO's office. Talking about non-teaching duties, during FGDs, teachers raised their concerns and shared that such activities result in loss of instructional hours. Giving the example of incentives, they said that all incentives do not arrive on the same day and hence, teachers have to visit the office many times to collect the same.

### **6.8 Rules of conduct**

In Tamil Nadu, certain rules of conduct have been identified under Madras Educational Rules and Fundamental rules and all teachers are expected to abide by these rules. It is also one of the few states where there are clear guidelines to prevent abuse of children in or outside the school premises by teachers. Major punishment for sexual offences includes compulsory retirement, removal or dismissal from service. At the time of the study, SCERT, with the support of clinical child psychologists, was working on a manual to train teachers so that they can become counsellors in schools. The department has also issued an order (Rc. No. 15541 / J3 / 2012, dated 29.06.2012) that talks about appropriate dress code for teachers.



## Chapter 7

### CAREER PROGRESSION AND PERFORMANCE EVALUATION

The scope for promotional opportunities determines the upward career movement of teachers. In Tamil Nadu, promotional prospects of teachers differ as it depends on the profile of teachers. In this chapter, policies and practices surrounding career progression and performance evaluation of teachers have been discussed in detail.

#### 7.1 Scope for career progression

A secondary grade teacher can become a middle school HM and later an Assistant Elementary Education Officer, on the basis of seniority and acquiring higher qualification. Similarly, a graduate assistant teacher and a PGT can become a high school HM and higher secondary HM respectively and later a DEO on the basis of seniority. Teachers can directly apply for the post of DEO/CEO after clearing a written examination. In fact, there is also scope for teachers to become a Director in the department. In the next few sections, career progression of teachers has been discussed in details.

##### 7.1.1 Promotion of SGT to HM post

In one of the Directors proceedings (Rc. No. 8918 / B11 / 90, dated 17.02.90), it was mandated that SGTs would be appointed as primary school HM to fill vacant posts. In 2012, 344 middle schools were upgraded to high schools by the state department, which created those many primary schools. Hence, 344 SGT were promoted to the post of HM in these 344 primary schools.

##### 7.1.2 Promotion of SGT to AEEO

According to a recent G.O. (G.O. No. 82, School Education (G1) Department, dated 25.07.2007), a middle school HM can be recruited to the post of AEEO. The G.O. further states that out of all recruitments, 50 percent would be direct recruitment.

### **7.1.3 Graduate Assistant to Deputy Inspector promotion**

According to Tamil Nadu School Educational Subordinate Service Special Rules (G.O. Ms. No. 753, 16/07/1985), a school assistant can be appointed as the Deputy Inspector of the school only if the prospective candidate has cleared the prescribed test.

## **7.2 Monitoring and inspections**

As per the Tamil Nadu Elementary Education Act of 1920, Headmasters have been given specific roles to monitor the schooling process. In 1981, the Government of Tamil Nadu transferred the education related powers to Directorate of School Education (Personal and Administrative Reforms Department G.O. MS No. 188, dated 28<sup>th</sup> November 1976). Since then, the inspection of all schools came under the jurisdiction of Director, School Education and Chief Educational Officers, District Educational Officers and Deputy Inspector of Schools. After SSA came into being, Village Education Committees started assisting Headmasters in monitoring at the elementary level.

At elementary level, HMs supervises the quality of classroom sessions, while VEC, SMC and PTA assist in improving the classroom climate and ensure regular attendance of students. The responsibility of BRTEs is to observe classrooms and to fill quality-monitoring formats to grade schools. SSA has modified QMT designed by NCERT and encourages BRTEs to fill online forms. AEEOs and DEEOs periodically visit schools to observe classroom interactions and to encourage schools to improve their academic performance. Deputy Inspectors usually visit government-aided high schools and higher secondary schools (classes 6<sup>th</sup> to 8<sup>th</sup>), while DEOs inspect the performance of teachers of classes 9 and 10.

School heads are largely responsible for the academic efficiency and general discipline of the school. Apart from their academic and administrative work, HMs is also responsible for the students, staff and the parents. Further, it is expected that they are friendly and cheerful, always available to teachers, respect the opinions of teachers, seek help of teachers as co-workers, and help teachers to solve their classroom problems, develop a feeling of the belongingness among their colleagues and help teachers in evaluating their work. They are expected to be courteous, impartial, believe in collective work, keep contact with parents and, think about the problems of teachers.

They should encourage innovations, be a leader in all aspects and decentralize financial administration. Further, they are responsible for increments, arrears of pay, loans and advances from G.P.F. It is the responsibility of the inspecting officers to ensure that the head of the institution stand up to these expectations.

### **7.2.1 Zonal review**

At elementary level, ASER, NCERT and SSA of Tamil Nadu assess indicators such as reading and numeracy skills through achievement and reading surveys. For secondary and higher secondary schools, the board examination results are taken as the indicators. Once the performance of schools in each subject has been mapped, CEOs and DEOs discuss the same with the respective HMs. If the results are consistently poor in a particular zone, remedial measures are taken up with the support of SCERT and RMSA.

### **7.3 Performance appraisal**

The responsibility of performance appraisal of teachers is shared between the school heads, AEEOs, DEEOs, Joint Directors and Director (Elementary Education) at elementary level and school heads, AEEOs, DEEOs, Joint Directors and Director (School Education) at secondary and senior secondary level. Further, teachers are also expected to submit a monthly self-evaluation report to their respective school heads.

### **7.4 Professional development**

SSA and RMSA, in coordination with SCERT, plan and organize in-service training programmes for teachers. SSA's training programmes are conducted at CRCs under the direct supervision of District level officers and DIET faculty.

## Chapter 8

### GRIEVANCE REDRESSAL MECHANISM

In this chapter, grievance redressal mechanism, along with some of the main causes of grievances have been discussed in detail.

#### 8.1 Teacher grievance redressal mechanism

Prior to 2004, the Tamil Nadu Administrative Services Tribunal was the forum for most grievances of teachers from government schools, which was constituted under Section 15 of the Administrative Tribunals Act, 1985<sup>1</sup>. However, the tribunal was abolished in 2004<sup>2</sup> and the High Court became the first forum for all grievances of teachers from both government and aided schools. Although the High Court is the first forum for grievance redressal, in practice, teachers try to exhaust all other remedies before approaching the High Court, which has been discussed below.

At elementary level, teachers at the block level give their grievances to the AEEO on every 1<sup>st</sup> Saturday of each month. If the grievance is not settled at the block level, it is sent to the DEEO, which takes place on the 2<sup>nd</sup> Saturday of each month. If the issues are complicated and have not been resolved at the block or district level, it is then sent to the Director's office, on the 3<sup>rd</sup> Saturday of each month. Saturday has been chosen because it is not a working day and therefore, teachers' grievances can be resolved without interfering with students' learning. Due to this mechanism, the number of court cases has reduced. In the following section, some of the issues that have been raised by teachers have been discussed.

##### 8.1.1 Issues related to rationalisation and redeployment

As per RTE, norm for PTR is 1:30 for elementary and 1:35 for secondary. In other words, there should be 2 teachers and one HM in an elementary school with 60 students between classes 1 to 5. However, if the student strength is less than 10 or 15, the

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1 The Administrative Tribunals Act provided that all recruitments and matters concerning recruitments to any civil service of the State or to any civil post under the State Government were to be raised before state administrative tribunals.

2 The abolition of the Tamil Nadu Administrative Services Tribunal was a policy decision by the Tamil Nadu government which decided that two fora (the High Court and the Supreme Court) for trying service related disputes was sufficient. At the time of its closure, the tribunal had over 30,000 cases of service matters pending before it, all which were transferred to the High Court.

number of teacher posts gets reduced, which leads to multi grade teaching. But since redeployment of teachers is based on PTR, it leads to grievances because multi-grade teaching means loss of individual attention to students. This is a serious issue because teaching multi-grade classes requires special training and since ABL was adopted, teachers have to teach several grades in the same room.

### ***8.1.2 Transfer related issues***

Online transfer system has brought in transparency into the system. Teachers can see the number of vacant posts and can select the school according to their choice, without travelling to the state headquarters. However, there are certain categories of teachers who are not able to get transfer or promotion due to administrative constraints. For instance, middle School BTs cannot get transferred to high schools or cannot get promotion to PG post in higher secondary schools.

### ***8.1.3 Issues related to promotion***

Many teachers shared that there is a discrepancy in the way promotions are given. As mentioned earlier in the report, SGTs can become middle school HMs and even AEEOs on the basis of seniority and higher qualification. However, graduates teachers in middle school do not have an opportunity to move to the post of PG Assistant because at present, they are not empanelled in the promotion list prepared by the Director of School Education. Only BTs who work in government high and higher secondary schools get empanelled in the seniority list, only if they have completed PG degree in their subject area.

Sometimes, grievances are raised due to change in the policy, which allows 50 percent direct recruitment of BTs in middle school by TRB. This impacts BTs who acquired higher degree and hence, should have got promoted naturally. Likewise, senior SGTs consider new recruits as rivals, as both are eligible for the post of middle school HM. Similarly, many middle schools have been upgraded to high schools, which leads to termination of the post of middle school HM. On the other hand, contract teachers do not have any scope for promotion because their appointment is limited and is based on time-bound financial allocation from SSA.

#### **8.1.4 Issues related to salaries**

In Tamil Nadu, teachers' salaries were revised after the recommendations of Sixth Pay Commission. However, there were some pay anomalies within the same cadre, which was raised by various associations during One Man Commission. After series of discussions, in 2009, One Man Commission resolved anomalies to a large extent.

The state government gives 2 incentives (i.e. 4 increments) to teachers who acquire higher qualification during their service. However, some teachers demand for a third incentive because they had availed their first two incentives under a different cadre. But since there is no probation of a third incentive under the existing policy, it leads to grievances. In addition, contract teachers (art, craft and music teachers) are paid only Rs. 5,000/ per month, which is inadequate, and hence results in grievances.

#### **8.1.5 Academic issues**

Tamil Nadu has introduced ABL for classes 1<sup>st</sup> to 4<sup>th</sup>, ALM for classes 6<sup>th</sup> to 8<sup>th</sup> and Simplified Active Learning Method to help students transition from class 4<sup>th</sup> to class 6<sup>th</sup>. However, along with ABL cards, teachers also have access to textbooks, which often results in dilemma among teachers about which method to follow. Many teachers have not been able to integrate themselves with the new method of teaching. Similarly, teachers feel that introduction of CCE has added to their workload. Teachers feel that the co-existence of ABL, ALM and CE has generated considerable confusion because both ABL and ALM approaches have an in-built assessment system. On the other hand, CCE was designed nationally and is more appropriate for traditional pedagogy.

Although SSA has integrated CCE with ABL, SALM and ALM, most teachers do not have the understanding on how to blend them together. Teachers also feel that the introduction of CCE has reduced the value of learning and summative assessments, since students can easily score 40 percent under formative assessments. Finally, during FGDs, teachers shared that a lot of their time is spend on maintaining CCE records and quality monitoring reports, which has an impact on actual teaching time. They feel that BRTs should focus more on building the instructional capacity of teachers and address issues that prevent students from learning.

### ***8.1.6 Issues faced by school heads***

HM is the immediate administrative head who is also responsible for monitoring the performance of teachers. Due to PTR restrictions, multi grade teaching is prevalent in most schools. At times, there are only two teachers in the school including the HM and so the HM ends up teaching more than one class. There have also been situations where the HM had to take all the classes because the other teacher had to go to collector's office to collect incentives.

### ***8.1.7 Issues of teachers in government aided schools***

Although teachers working in government-aided schools are eligible for all monetary benefits, just like government school teachers, their promotion is limited to their school. However, they can get appointed to the post of DEO / CEO posts through direct recruitment after giving competitive written examination conducted by TNPSC.

### ***8.1.8 Non-academic issues***

A lot of times, HMs face issues due to incompleteness of construction of school buildings. During FGDs, teachers shared that there have been instances where VEC, PTA and PRI members take funds in advance but the amount is not forwarded to the school. Similarly, there have been cases where the construction has not been completed on time. As a result, Headmasters/mistresses have to face consequences and in some cases, they have been asked to repay the money that was sanctioned towards the construction.

While these grievance redressal sessions are a good starting point towards improving the efficiency of dealing with teacher-related grievances, they have several limitations. First, they are not applicable to teachers of secondary schools, whose only mechanism for redressal is to approach the headmaster of the school concerned, failing which they would have to file a petition in the High Court. Second, even in the case of primary school teachers, only a very limited number of grievances can be addressed at these forums. The officers at the block and district levels cannot resolve issues related to eligibility criteria for appointments or other issues that require an interpretation of the relevant rules. In addition, any challenges to the existing government orders (for example, an order on promotion or pay scale) will have to be made in the High Court.

Thus, these grievance redressal sessions end up being able to address only a small percentage of overall grievances that relate to very straightforward matters such as salary arrears or leave encashment, and do not replicate the role of a dispute resolution tribunal.

## 8.2 Judicial intervention to address teachers' grievances

Between 2009 and 2014, Madras High court disposed of many cases that related to grievances of teachers of government and aided schools. Almost all these cases were writ petitions that were filed directly in the High Court and mostly teachers and teacher applicants had filed these cases. Retired teachers and families of deceased teachers also filed a significant number of petitions, either to claim retirement benefits or towards appointment on compassionate grounds. The respondents were various branches of the Tamil Nadu Education Department, including the Tamil Nadu Teachers Recruitment Board, which is one of the frequent respondents in many cases. The table below sets out the number of relevant cases disposed off in each year covered by the study.

**Table 8.1: Year-wise distribution of cases**

Year	No. of Cases	Percentages
2009	67	12.32%
2010	86	15.81%
2011	86	15.81%
2012	47	8.64%
2013	201	36.94%
2014	57	10.48%
Total	544	100.00%

Source: CLPR report

### 8.2.1 Types of Grievances

Based on the total sample size given in Table 8.1, the largest category of grievances relates to service benefits, followed by appointments and examination standards (see Table 8.2). Other significant types of grievances related to promotions, retirement benefits, transfers, regularizations and termination or suspensions. In Tamil Nadu, a lot of times, teachers raise more than one grievance in their petitions. For example, service benefits are often tied with grievances related to promotions, suspensions and appointments.



**Table 8.2: Distribution of Cases**

Case Type	No. of Cases	Percentages
Service benefits	229	42.10%
Appointment	121	22.24%
Examination Standard	74	13.60%
Promotion	40	7.35%
Retirement benefits	26	4.78%
Transfer	12	2.21%
Regularization	11	2.02%
Termination	10	1.84%
Miscellaneous <sup>3</sup>	7	1.3%
Suspension	5	0.92%
<b>Cases with Multiple Grievances</b>		
Appointment and Promotion	2	0.37%
Appointment and Service Benefits	1	0.18%
Service Benefits and Retirement Benefits	1	0.18%
Service Benefits and Suspension	1	0.18%
Service Benefits, Promotion	2	0.37%
Termination/Retirement benefits	1	0.18%
Transfer, termination	1	0.18%
Total	544	100

Source: CLPR report

- a. **Service Benefits:** In 2013, the Madras High Court disposed 133 petitions by government teachers and these petitions were all related to salary scale<sup>4</sup>. These petitioners were secondary grade teachers in government high schools and government secondary schools. According to them, they were entitled to the same pay scale as primary school headmasters since they had completed 10-20 years of service. However, their claim was dismissed by the court on the ground that the precedents relied on by the petitioners were not binding and therefore, did not give the petitioners a right to the same pay scale as primary school headmasters.

Another type of service benefit grievance relates to challenging the orders of the state to recover excess amounts already being paid to teachers as a result of an error made by the government while fixing pay scales of teachers. In such cases, the High Court mostly allow these petitions on the basis that the excess salary paid was not due to any fault of the petitioners. In addition, sometimes, petitions are filed by

<sup>3</sup> Includes a criminal case and grievances related to disciplinary proceedings, entitlement to re-employment, maternity leave and a case on the Private School Act in connection with an aided school.  
<sup>4</sup> W.P. 4505 of 2012.

teachers who sought increments to their pay scale and grade on the basis of government orders conferring these benefits on other teachers.

- b. **Appointments:** A large number of the appointment cases relate to disputes over the eligibility criteria for a particular post. For example, in 2009, teacher applicants challenged their ineligibility to be appointed as science teachers in government primary schools because of their qualification (they had a degree in B.Sc. Industrial Chemistry rather than in B.Sc. Chemistry as required under the rules<sup>5</sup>). However, these petitions were dismissed because the court cannot overrule the decision of the educational authority on the eligibility criteria.

Similarly, in another case, teachers' applicant challenged the Director of School Education's order to grant appointments to applicants with either a one-year or three-year degree in the relevant subject<sup>6</sup>. According to the petitions, only applicants who had completed three-year degrees should be considered and that a degree of one-year duration should not be considered equivalent to a three-year degree. In this case, the petition was allowed and teacher applicants with one-year degree were not appointed. Other issues that often came up during appointments relates to the state's policy on reservation and whether certain categories of candidates are eligible for appointment. In addition, petitions are also filed by teacher applicants from aided schools that relates to appointments for sanctioned posts.

- c. **Examination Standard:** The Madras High Court disposed a number of cases related to examination standards in 2010<sup>7</sup>, 2013<sup>8</sup> and 2014<sup>9</sup>. In a number of cases, teacher applicants who had written the TET filed petitions against the Tamil Nadu Teacher Recruitment Board challenging the answers to some of the questions posed in the examination. In a few of these cases, the court considered the merit of the petitioners' contentions and directed the TRB to re-evaluate the answer papers to address the petitioner's contentions. In other cases, such petitions were dismissed if

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<sup>5</sup> W.P.(MD) 467 of 2009 and others.

<sup>6</sup> W.P. 19631 of 2011 and others.

<sup>7</sup> W.A. 1636 of 2009 and others.

<sup>8</sup> W.P. 19196 of 2013 and others.

<sup>9</sup> W.P. 6648 of 2014 and others.

a fair amount of time had passed between the date of the examination and the petitioners filing the claim.

In 2014, a number of teachers challenged an order of the State Government that provided a 5% relaxation of marks in the TET examination for certain sections of reserved candidates<sup>10</sup>. The eligibility requirement to pass TET is 60 percent and after the examination was conducted (in which a large number of candidates failed), the government issued an order and relaxed the passing marks for reserved category candidates by 5 percent. The court dismissed the petition on the grounds that TET was only a qualifying rather than a competitive examination and, accordingly, changing the rules at a later stage did not put any other candidates at a disadvantage.

### 8.2.2 Outcome of the cases filed

Out of all the cases that were analysed by CLRP, it was found that about 59 percent cases that were filed by teachers were dismissed, while only 31 percent cases filed by teachers were allowed (see Table 8.3 and Table 8.4).

**Table 8.3: Outcome of cases filed in the court**

Decision Taken	No. of Cases	Percentage
Dismissed	322	59.19%
Allowed	170	31.25%
Remand to respondent	35	6.43%
Disposed of	13	2.4%
Dismissed in part, remand to respondents in part	2	0.37%
In part	2	0.37%
<b>Total</b>	<b>544</b>	

Source: CLPR report

<sup>10</sup> W.P. 6648 of 2014 and others.

**Table 8.4: Case outcomes broken down for different types of cases**

Case Type	Allowed	Dismissed	Dismissed in part, remand to respondent in part	Disposed of	In part	Remand to respondent	Total
Service benefits	51	162		11	1	4	229
Appointment	64	45		1	1	10	121
Examination Standard	2	64				8	74
Promotion	10	27				3	40
Retirement benefits	16	6				4	26
Transfer	3	6	2			1	12
Regularization	8	3					11
Termination	5	4				1	10
Miscellaneous	2	3		1		1	7
Suspension	3	2					5
<b>Cases with Multiple Grievances</b>							
Appointment and Promotion	1					1	2
Appointment, Service Benefits	1						1
Service and Retirement Benefits							1
Service Benefits and Suspension							1
Service Benefits, Promotion	2						2
Termination, Retirement benefits	1						1
Transfer, termination	1						1
Total	171	322	2	3	2	35	544

Source: CLPR report

### 8.2.3 Time Taken for conclusion of cases

Based on the analysis of the cases, it was found that decision in most cases took 5 years. However, a decent number of cases were resolved within 6 months from the time the cases were filed.

**Table 8.5: Time taken for disposal of cases**

Duration taken for Decision	No. of Cases	Percentage
0-6 months	74	25.78%
7-12 months	23	8.01%
13-18 months	21	7.32%
19-24 months	16	5.57%
25-30 months	9	3.14%
31-36 months	8	2.79%
37-42 months	12	4.18%
43-48 months	16	5.57%
49-54 months	7	2.44%
55-60 months	6	2.09%
Above 60 months	95	33.10%
Total	287	

Source: CLPR report

**Table 8.6: Disposal of cases broken down by case type**

Case Type	Time taken for Decision (months)											Total
	0-6	7-12	13-18	19-24	25-30	31-36	37-42	43-48	49-54	55-60	60+	
Service benefits	27	8	3	6	2	2	3	1	2	2	26	82
Appointment	11	3	3	4	5	1	8	15	2	4	21	77
Examination Standard	23	1	13			1					1	39
Promotion	4	2		5		2					23	36
Retirement benefits	2					1			3		7	13
Termination	2	1			1	1					5	10
Transfer	3	3	2								2	10
Regularization	1	1		1							4	7
Suspension		2			1						2	5
Miscellaneous	1	1									1	3
Cases with Multiple Grievances												
Appointment and Promotion							1					1
Service and retirement benefits											1	1
Service Benefits and suspension		1										1
Service Benefits and Promotion											1	1
Transfer, termination											1	1
Total	74	23	21	16	9	8	12	16	7	6	95	287

Source: CLPR report

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