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CHAPTER - V  
PERSONNEL ADMINISTRATION

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## I

## INTRODUCTION

In most of the organisations the problems of getting the competent relevant persons, retaining them, keeping up their motivation and morale and helping them to both continuously grow and contribute their best to the organisations are now viewed as the most critical problems and educational institutions are not exception to this. Thus human resources are an organisation's most important asset. Hence, they need to be understood in their proper perspective and utilised effectively to achieve the goals of an organisation.

## QUALITIES OF A TEACHER

1. ACADEMIC QUALIFICATION.
2. DEVOTION TO PROFESSION.
3. THIRST FOR KNOWLEDGE.
4. ORAL AND WRITTEN EXPRESSION.
5. PHYSICAL AND MENTAL HEALTH.
6. SYMPATHY FOR STUDENTS .
7. GOOD NATURE AND APPEARANCE .
8. IMPARTIALITY .
9. HONESTY .
10. STRICTNESS .
11. PUNCTUALITY .
12. GOOD MANNER .
13. REASONABLENESS .
14. ENTHUSIASM .
15. SELF CONFIDENCE
16. MATURITY AND SINCERETY .
17. GOOD CHARACTER .

Fig . 1

In consonance with the changes in the social climate, values and norms, changes are also witnessed in the persons who join the organisation to day. Their expectation are different, they have different values and norms and so on<sup>1</sup>. Hence they need careful handling so that they can be effectively utilised so as to achieve an institution's prime objectives. Otherwise, while these can be great assets to the organisation, they become problems, if the institution is not able to manage them properly. The management process is made-up of four steps embracing the "People" dimension : "getting them, preparing them, activating them and keeping them"<sup>2</sup>. This chapter deals with these aspects of human resources - comprising of mainly the teaching staff who are the prime assets of any educational institution. This chapter deals with important aspects of personnel management like :

I. MANPOWER PLANNING

II. RECRUITMENT AND SELECTION

III. COMPENSATION

IV. PERFORMANCE APPRAISAL

V. JOB SATISFACTION

## II

## MANPOWER PLANNING

Like other organisations Manpower planning is also of crucial importance in case of schools as such planning helps assessing exact requirement of teachers and other staff. This is helpful because both overstaffing and understaffing is detrimental to the interest of an institution. If there is over staffing, i.e. if the number of teachers are more than the actual requirement then there will be idle time for them, thus resulting in higher paybill, lower output etc. On the contrary, if the number of teachers are less than what is actually required, then the teachers will be overburdened taking excessive loads, the resultant effect being lack of interest, absence of proper attention, continued dissatisfaction and deterioration in teaching quality. Hence, the actual requirement should be properly assessed so that the negative effect of overstaffing and understaffing can be avoided. It may be mentioned here that our survey shows that some schools have one teacher per hundred students and some schools having one teacher per thirty students. This is the out come of either absence of manpower planning system or ineffective manpower assessment procedure. Though there is an uniform principle termed as "Staff Pattern" governing the staff requirement in schools but in reality the same is not

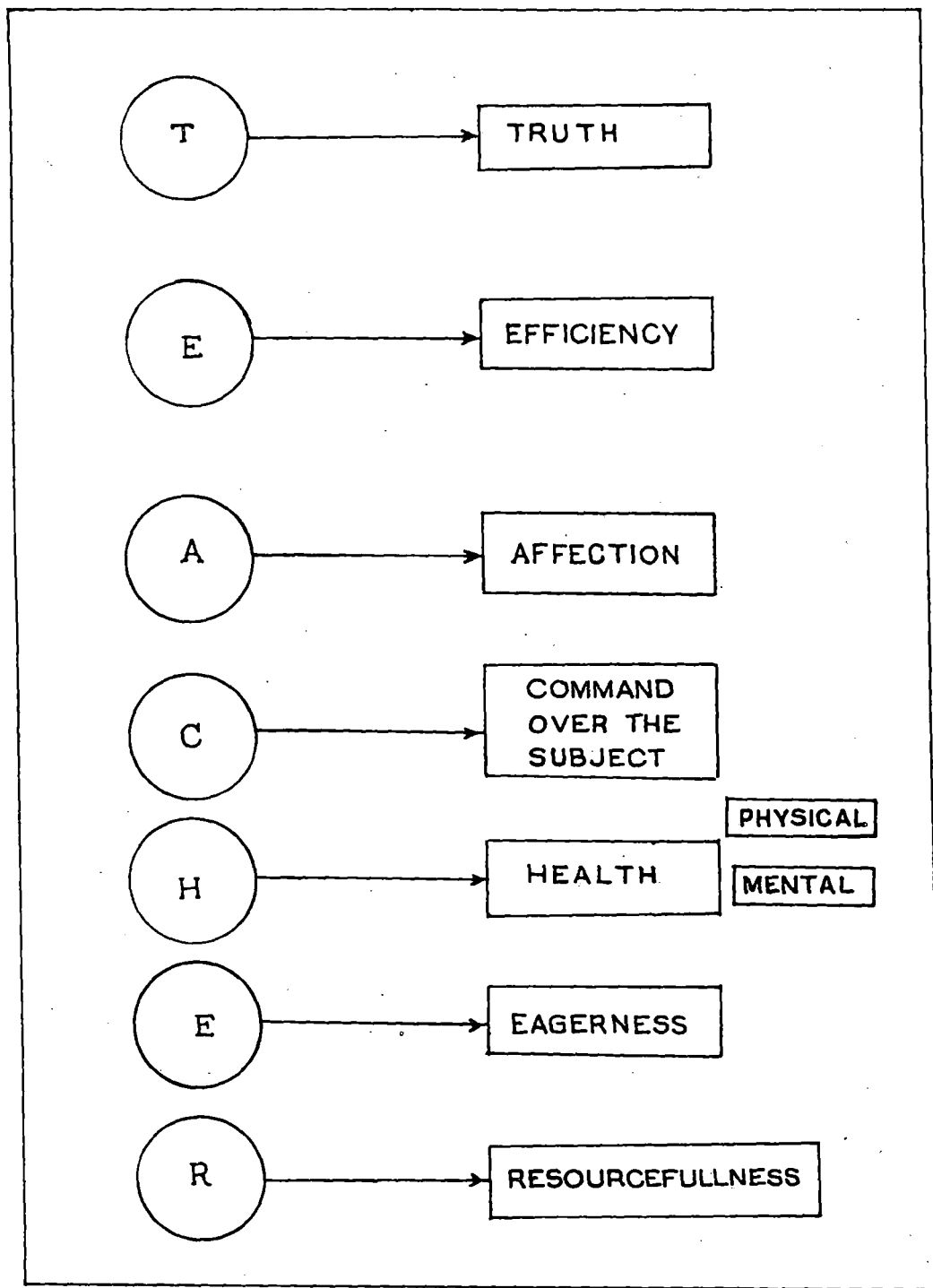


Fig. 2

uniformly followed and that is why in some schools we find one teacher teaching one hundred sixty students in one section while in some schools one teacher teaching hardly 30-40 students in a class. This disparity has cropped up mainly because of the following reasons :

1. Administrative inefficiency
- ii. Absence of or ineffective manpower planning procedure(Staff Pattern)
- iii.No scope for transfer of teachers from one school to another.

The existing pattern of estimating teacher requirements in any school is shown in Annexure I. It is observed that the above form of estimation is completely dependent on the number of units/section in any school. This ignores the total student strength in a school. How it can be possible for any school to split a large section into normal unit size and carry on for three consecutive years without extra hands just for making a claim for additional posts, and this practice has resulted in disparity like one school having 687 students has 24 teachers while another school having 1600 students has got 16 teachers only. Hence a proper system of estimation of manpower should be evolved so that both the teachers and students do not suffer due to shortage of teaching staff. If due to financial crisis, the government is

not in a position to sanction or appoint new teacher in schools where there is shortage, it can easily make an attempt through introducing transfer policy. In doing so the Government should work out a workable teacher-student ratio and then estimate the number of teachers required for a school. It may not be possible to follow a Teacher-pupil Ratio of 1:29 or 1:30, however, a teacher student ratio of 1:50 may lessen the burden of teachers working in a school having 1:75 or 1:100 teacher-student ratio, thereby helping improving the teaching quality in those schools. Bringing the teacher student ratio to 1:50 in a school where the present ratio is 1:30 would be marginal, as for bringing parity among schools this may not be too much sacrifice<sup>3</sup>.

### III

#### RECRUITMENT AND SELECTION

After estimation of the required number of teachers as per the existing staff pattern as outlined above the next step is to get the posts approved by the appropriate authority. The next step is to recruit new staff to the posts so sanctioned. There is a formal guideline governing the recruitment and selection of teachers which can be summarised

as under :-

First, prior permission of the District Inspector of school(Secondary Education) against sanctioned post is necessary for all appointments of teachers and non-teaching employees in non-government secondary schools (including Madrashes of secondary type).

Secondly, names of qualified candidates as per permission are obtained by the Managing Committee or the administrator of the school as the case may be from the district Inspector of schools(S.E.) out of lists of :-

- a. approved surplus staff
- b. dependants of members of approved staff who died in harness ;
- c. physically handicapped candidates.

In the event of non-availability of such names or inability of the M.C. or administrator to absorb such candidates, names of candidates are then obtained from the respective local employment exchanges and even if suitable names from employment exchanges are not available, then the M.C. or administrator invite applications through open advertisement. As per the guideline interview letters are required to be sent to the candidates under registered post and the record is required to be maintained in respect of those<sup>4</sup>.

The composition of the selection committee which will be appointed by the M.C. to hold interview for selection

of teachers and non-teaching staff is as under<sup>5</sup> :

For teaching and non-teaching staff :

1. Secretary/Administrator
2. Head of the Institution
3. One Teachers' Representative
4. One nominee of the Panchayat(for rural areas) for urban areas another member of the M.C. other than teachers' representative or N.T.R.
5. Subject Expert(for teaching posts only).

For Head of the Institution :

1. Secretary/Administrator
2. Sitting head of the institution, if any, otherwise it will remain vacant.
3. One nominee of the Panchayat(for rural areas) for urban areas another member of the M.C. other than T.R. or N.T.R.
4. External Expert<sup>6</sup>.

However, the selection for the permanent posts for the central schools are done by the regional centres of the "Kendriya Vidyalaya Samgathan". Though, at the school level, only adhoc post can only be filled up. The composition of the Appointment committee constituted by the V.M.C. at the school level for adhoc posts only is as under :

1. Chairman of the Vidyalaya Managing Committee

2. Principal of the school concerned
3. One member of the V.M.C.
4. One subject expert
5. One T.R.

The guideline for selection of teachers in non-govt. aided schools also supports the rule of natural justice. One of the important rules of natural justice "Nemo judex in causa sue". Selection procedure consists of two steps, viz. preliminary screening and interview. Final selection is made on the basis of the following factors :

- i. Academic qualifications of candidates
- ii. Extra-curricular activities
- iii. Performance at the interview/Demonstration lesson.

The selection of teachers in government schools is done by the West Bengal Public Service Commission.

(ANNEXURE-II gives the details regarding weightage of the above items).

#### IV

#### COMPENSATION

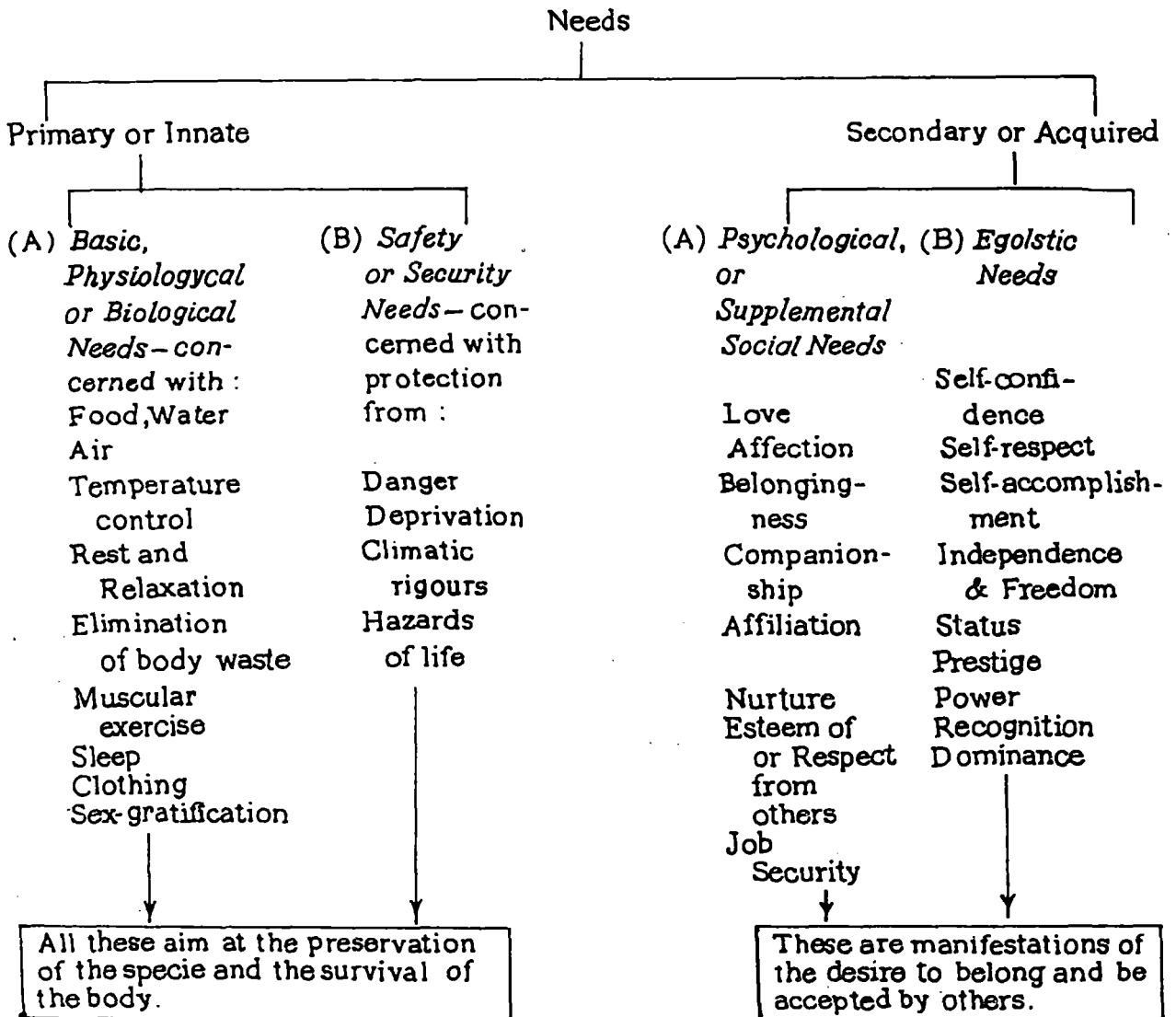
If any one is urged why he/she works there are every chances that they will say to make money. Truly speaking men and women want more from their jobs then just a wage or salary

yet this is a basic need. Even teachers who may be willing to accept less take home pay for more on-the-job satisfaction, consider relative pay as highly important. For example, a Professor may be fairly unconcerned about the fact that he earns less than a clerk, but still he may become annoyed if one of his colleagues who is less qualified than him or do not have equal research publication by him gets a salary increase while he does not. "Pay provide more than a means of satisfying physical needs - it provides recognition and a sence of accomplishment". Inequalities in salary are among the most dangerous sources of friction and low morale in an organisation<sup>7</sup>. Thus, by reducing inequalities among the employees' earning, a good salary administration programme increases individual morale and reduces intergroup friction. It also save salaries to attract qualified and satisfactory teachers and motivates them to work for pay increases and promotions and reduced employee grievance.

The salary structure for the teaching and non-teaching employees of the schools in West Bengal since 1955 is provided in Annexure-III.

Though the present compensation package does not allow a teacher or a supporting staff working in the schools in West Bengal to live in starvation, however, the present compensation package is not comparable with any other profession. As revealed by our survey and through interview of

## CLASSIFICATION OF NEEDS



Source : Mamoria , C.B. , Personnel Management .

( Bombay : Himalaya Publishing , 1982 )

Fig. 3

teachers, we have come across the following defects in the existing pay and benefits prescribed for teachers in schools :-

i. The take home pay of the teacher consists of only the basic pay, Dearness allowances, House rent allowance and Medical allowance and this much a teacher gets throughout his service life. It is surprising that an ailing teacher will have to try for cure at Rs.30/- a month only (at present the medical allowance is Rs. 30/- per month). This does not even cover the doctor's fees. The only alternative remains to him to surrender to his fate. There is no such provision for group medical insurance or alike whereas the medical benefits provided in other sectors and in central services is unmatchable.

ii. Benefits like leave encashment, leave travel concession house building loan facilities, vehicle loan facilities, educational facilities for the wards will remain a dream for ever for the employees of educational institution in West Bengal.

iii. A teacher, desirous of prosecuting further studies (e.g. doctoral or post-doctoral research) or undertaking any project which may contribute to the existing knowledge, hardly gets any such scope as there is no provision for with pay study leave for school teacher. How a teacher can dare to think of developing him/her without any pay.

iv. There is no reward system for dedicated, efficient and experienced teachers. As giving National awards to a very few number of teachers hardly serves any purpose.

v. There is no promotion facilities, nor there is any senior scale prescribed for senior teachers, which compels a person entering the school as an assistant teacher shall have to retire with the same rank and designation. How frustrating it is for a human being to gulp in a situation where he/she has to swallow what he is given as he is allowed to born and die alike.

Like other sectors there is no bonus scheme or ex-gratia for the school employees.

Therefore, in order to make the education system efective and tone up the teaching standard, well planned compensation package should be drawn up. Formulation of a sound compensation policy requires adoption of a job evaluation programme. In addition to job description and job evaluation, the following factors are usually to be considered for a proper salary administration :-

1. Government's ability to pay
2. Supply and demand factors
3. Cost of living
4. Living wage
5. Contribution
6. Bargaining power of the concerned association

7. Job requirement

8. Psychological and Sociological factors.<sup>8</sup>

## V

### PERFORMANCE APPRAISAL

In our country, hardly there is any form of performance appraisal system in educational institution. Neither there exists any reward for better performance nor there is any punishment for poor performance. Also there is no scope for any promotional avenues for school teachers. Lack of these things resulted in lack of motivation, initiative, morale or attempt in improving the performance. Persons having higher competencies become frustrated within very short time of entry into this profession because they find themselves in an atmosphere where persons with various level of capabilities/qualities are treated at par. This is one of the major reason for the deterioration in the values, morale, ethics in the present day education system. The present day policy makers generally ignore these aspects while formulating educational policy and as such hardly there is any attempt from any corner to bring back ancient glory education in India. The educational sector, therefore, should be treated alike other sectors in our economy and serious thought must be given so that teachers are well motivated, well compensated, attempting performance improvement. It must be ensured that

talented people and persons having academic bent of mind are attracted to this profession. For this, every effort must be made to reshape our educational policy and system, so that there is scope for survival of the fittest only.

## VI

### JOB SATISFACTION AMONG TEACHERS

The Industrial Revolution has done wonders to make life easier for all of us, but at serious cost in terms of the rewards and enjoyments that individuals derive from their jobs. The major question that confront us today is - 'How important as source of satisfaction is one's job compared with other means of satisfaction available in life ?

If we categorise needs in terms of the means by which they are satisfied we find :

- \* OFF THE JOB SATISFACTION:      SATISFACTION DERIVED AWAY FROM THE JOB
- \* AROUND THE JOB SATISFACTION      SATISFACTION DERIVED THROUGH HAVING A HAPPY SATISFYING WORK ENVIRONMENT AROUND THE JOB
- \* THROUGH THE JOB SATISFACTION OR INTRINSIC SATISFACTION      SATISFACTION OBTAINED ONLY THROUGH THE PROCESS OF WORKING

When a job is satisfying or what are the determinants of job satisfaction is the basic quarry now-a-days. Previously, the answer was very simple : a job was satisfying when there was a match between the characteristics of the job and the needs of the individual. Now the determinants of satisfaction are more complicated than the previous ones<sup>9</sup>. The determinants of job satisfaction or whether any one is satisfied with his/her job depends on the following factors<sup>10</sup>:

- a. Expectation;
- b. Social Norms
- c. Input/Output
- d. Priming Relations
- e. Self Evaluation
- f. Social Comparisons
- g. Commitment

Like any other organisation the growth and prosperity of educational institution also largely depends on its man-power. Thus, job-satisfaction among the teachers (who are generally considered to be the preparers of the future generation) is no less an important factor in view of the gigantic task they are required to perform for the society. Teacher is an important and powerful factor in our environment. Hence, it is important to know and give due weightage to a teacher, his needs, wants, qualifications, emotional set up. While expectations are very high from a teacher. Now-a-days, a teacher has to meet with numerous situations in his day to day life which disturb his/her mental health. Mentally unhappy or maladjusted teacher breeds

DETERMINANTS  
OF  
JOB SATISFACTION

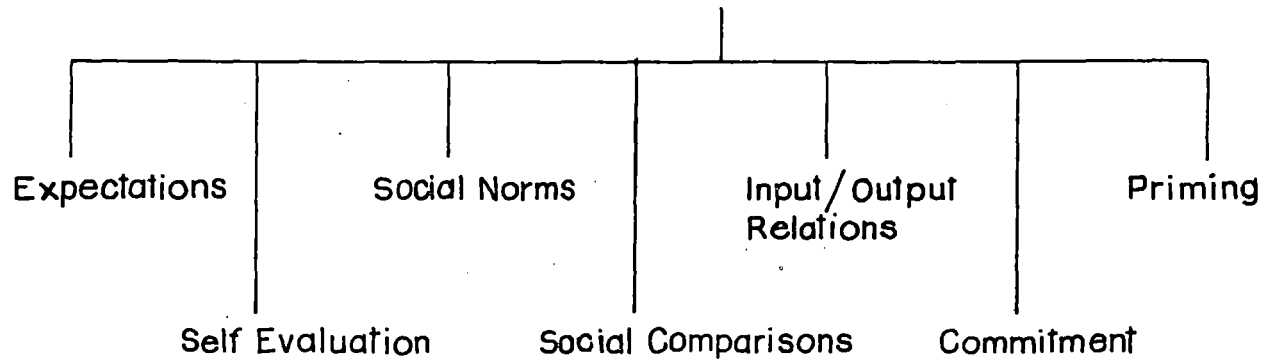


Fig. 4

discontent and dissatisfaction amongst his students. The specific causes of frustration in these days are :

- a. Increasing demands on teachers' time.
- b. Restrictions on social life.
- c. Clash between ideas and practice.

d. Forces creating tension and maladjustment like : the State, the Managing body, the Parents and the Society in general<sup>11</sup>. This section analyses the results of a survey of job-satisfaction among a sample of one hundred school teachers. The sample can be classified as under ;

Table-I

According to Age

| Age in years       | No. of respondents |
|--------------------|--------------------|
| Below 25           | 00%                |
| 25 - 35            | 29%                |
| 35 - 45            | 30%                |
| 45 - 55            | 31%                |
| 55 - 60            | 7%                 |
| 60 years and above | 3%                 |
| Total:             | 100%               |

It can be observed that more than 60% teachers covered in the sample belong to the age group of 35-55 years, while 29% teachers belong to the age group of 25-35 years and 7% are at the verge of retirement and 3% are on re-employment.

Table II

According to Educational Qualification

| Educational qualifications                       | No. of respondents |
|--|--------------------|
| Graduation(B.A/B.Sc./B.Com)only                  | 6%                 |
| Only Hons. graduate                              | 1%                 |
| Hons. graduate with B.Ed. only                   | 6%                 |
| B.A/B.Sc./B.Com with B.Ed./P.T/<br>P.G.B.T. only | 39%                |
| M.A./M.Sc./M.Com.                                | 8%                 |
| M.S/M.Sc./M.Com with B.Ed/P.T./<br>P.G.B.T.      | 33%                |
| M.A./M.Sc./M.Com. with Ph.D./LLB                 | 6%                 |
| Others degree(M.P.Ed. etc.)                      | 1%                 |
| Total:   | 100%               |

On the basis of the qualifications highest number of teachers(39%) are trained graduates while the number of trained P.G. teachers is 33% and teachers having higher qualifications like Ph.D. are only 6%.

Table-III

According to Remuneration

| Remuneration (P/M)      | No. of teachers |
|-------------------------|-----------------|
| Below Rs. 3000/-        | 6%              |
| Rs. 3000/- - Rs. 4000/- | 49%             |
| Rs. 4000/- - Rs. 5000/- | 34%             |
| Rs. 5000/- - Rs. 6000/- | 10%             |
| Rs. 6000/- & above      | 1%              |
| Total:                  | 100%            |

Table III indicates that: nearly half of the teachers(49%) are getting a monthly remuneration of Rs.3000-4000, while 34% of the teachers are getting Rs. 4000-5000 per month and 10% of them are getting Rs. 5000-6000 per month.

Table-IV

## According to Experience

| Experience    | No. of respondents |
|---------------|--------------------|
| Below 5 years | 8%                 |
| 5 - 10 years  | 32%                |
| 10 - 15 years | 15%                |
| 15 - 20 years | 11%                |
| 20 - 25 years | 12%                |
| 25 - 30 years | 14%                |
| 30 - 35 years | 6%                 |
| 35 - 40 years | 2%                 |

On the basis of experience, we find that 40% of the teachers have less than 10 years experience, while 25% of the teachers have 10-20 years experience, and the number is same for the teachers having 20-30 years experience, while 60% of them have got about 40 years of experience.

Table-IV.1

| Family background               | No. of respondents |
|---------------------------------|--------------------|
| Healing from teacher family     | 57%                |
| Not healing from teacher family | 43%                |
| Total                           | 100%               |

Table IV.2

| Parental Occupation            | No. of respondents |
|--------------------------------|--------------------|
| F Businessman                  | 26%                |
| A Agriculturist                | 10%                |
| T Teacher                      | 25%                |
| H Govt. employee/other service | 29%                |
| E Pleader/Doctor/Engineer      | 10%                |
| R                              |                    |
| M House wife                   | 98%                |
| O Teacher                      | 02%                |
| T Govt. employee/Other service | 00%                |
| H                              |                    |
| E                              |                    |
| R                              |                    |
| Total:                         | 100%               |

57% of the above described teachers have their family member/s is/are in teaching profession (Table: IV.1). If we turn towards parental occupation (Table IV.2) of respondents we find that their fathers' occupation are/were service (2%), business (26%), teaching (25%). Almost all (98%) of their mothers are/were house wives.

Table-V

| Reason for choosing teaching job    | No. of respondents |
|-------------------------------------|--------------------|
| Liked the profession as a noble one | 62%                |
| No. other job available             | 20%                |
| Family influence                    | 14%                |
| Others                              | 04%                |
| Total:                              | 100%               |

The result of the survey among the above described teachers can be summarised as under. When asked about the reason for choosing teaching job, 62% of the teachers replied that they like the profession as a noble one, while 20% joined the teaching career because no other job was available to them. 14% of the teachers replied that there was family influence on them for choosing teaching as a profession, while

only 4% of them chosen these career as they were convinced by some other. Thus, it appears from the above results that 38% of the teachers did not join/chosen the present job of school teacher at their own. Hence, it can obviously be commented that these teachers who joined this profession because of either non-availability of any other job or family influence or so, will not have the level of satisfaction at par with the rest 62% of the teachers who voluntarily opted for this job. This is so because the level of expectation would be different in these two classes of teachers.

Table-VI

| Satisfaction of the respondents | No. of respondents |
|---------------------------------|--------------------|
| Very satisfied                  | 41%                |
| Somewhat satisfied              | 38%                |
| Not to satisfied                | 15%                |
| Not at all satisfied            | 06%                |
| <b>Total:</b>                   | <b>100%</b>        |

It has also been observed (Table-VI) that not even 50% of the teachers are not very satisfied with their job while only 38% of the teachers are not fully satisfied with their job and 15% of the teachers are not too satisfied with

their job. Though very little in number, it is painful to observe that 6% of the teachers are not at all satisfied with their job. On further classification we can comment that out of one hundred teachers 21% are not satisfied with their job and the schools in this districts are running only with 79% satisfied teachers. When they were asked if they have to decide all over again whether to take the job they now have, what would have been their decision, 63% of the teachers responded that they would decide to take the same job without hesitation, while 25% of them would have some second thought. Surprisingly, 12% of the teachers answered that they would decide definitely not to take the same job.

Table-VII

| Future attitude towards the job                   | No. of respondents |
|---|--------------------|
| Decide without hesitation to take some other job. | 63%                |
| Have some second thoughts                         | 25%                |
| Decide definitely not to take the same job.       | 12%                |
| Total:  | 100%               |

Table-VIII

| Respondents' opinion to encourage others of taking teaching profession | No. of respondents |
|--|--------------------|
| Strongly recommend   | 72%                |
| Advice against it  | 05%                |
| Have doubts about recommending it                                      | 23%                |
| Total:   | 100%               |

Further, they were also asked as to what would be their opinion in encouraging other to accept teaching as a career, the answers however were satisfactory as majority of the teachers(72%) would strongly recommend to accept the teaching job, while 23% would have doubts about recommending it and only 5% would advice against it.

Table-IX

| Attitude of respondents after offering him/her enough money for passing the life comfortably and advising to take rest. | No. of respondents |
|---|--------------------|
| Would continue to work  | 85%                |
| Would not continue to work  | 15%                |

It can be observed that even if they were given enough money so as to live comfortable for the rest of their life, 85% of the respondents would continue to work and the rest 15% would not continue to work. But one should not be very optimistic about the fact that quite a large number of teachers would continue to work as this is not an indicator of their satisfaction with the job (as we have observed in Table VI that not even 50% of the teachers mentioned that they are very satisfied with their job). They would continue to work not because of the fact that they are satisfied with their job but also for the fact that they want to remain in work or want some engagement or due to lack of other avenues.

When the teachers were asked to indicate specifically whether they are satisfied or not with their compensation, amenities working environment etc., their responses were as under :

Nearly 60% of the teachers are not satisfied with the amenities provided to them and the working condition in which they are required to work, while nearly 88% of the teachers are not dissatisfied with dealing either of their colleagues or with their superiors, 80% are satisfied with their job responsibility, while dissatisfaction with compensation package is among 30% of the teachers (Table : X).

Table-X

| Satisfaction of Teachers | No. of respondents |     |
|--------------------------|--------------------|-----|
| Pay                      | Yes                | 70% |
|                          | No                 | 30% |
| Amenities                | Yes                | 41% |
|                          | No                 | 59% |
| Working Condition        | Yes                | 40% |
|                          | No                 | 60% |
| Job responsibility       | Yes                | 80% |
|                          | No                 | 20% |
| Dealing with colleagues  | Yes                | 88% |
|                          | No                 | 12% |
| Dealing with superiors   | Yes                | 87% |
|                          | No                 | 13% |

All the teachers in the sample were also asked to indicate the problems/difficulties experienced by them in their assignment and they were also asked to offer their suggestions/steps in correcting those problems. Their opinions are summarised in Table XI and Table XII.

Table-XI

| Problems mentioned by the teachers   | No. of Teachers |
|--|-----------------|
| Complaining about Examination System   | 7%              |
| Complaining about Academic Environment   | 13%             |
| Complaining about Inadequacy of Teaching Staff   | 11%             |
| Complaining about Inadequacy of Teaching Materials   | 18%             |
| Complaining about Poor Quality of Students/<br>Indiscipline of students                                | 14%             |
| Complaining about Arrnagements such as Class room,<br>Sitting Arrangement of students.                 | 5%              |
| Complaining about present Education System/Policy  | 6%              |
| Complaining about Present Syllabus   | 8%              |
| Complaining about Undue Political interference   | 12%             |
| Complaining about Amenities/Pay/Other Benefits/<br>Irregular disbursement of Salary/Leave/Medical etc. | 12%             |
| Excessive Number of Students in a Class thus making<br>proper teaching impossible.                     | 18%             |
| Improper working condition   | 6%              |
| Inadequacy of Student Amenities & Recreational<br>facilities   | 7%              |
| Private Tuition  | 2%              |
| Insufficient Inspection by Appropriate Authority   | 3%              |
| Inadequate Accommodation   | 15%             |
| Excessive Work Load  | 5%              |
| Lack of consciousness on the part of the guardians   | 3%              |
| Absence of Harmonious Teacher-Student relation   | 4%              |

Table-XI Contd...

|  |     |
|--|-----|
| Absence of Discipline                        | 3%  |
| Uncertainty as to Post-Retirement benefits   | 1%  |
| Complaining Against Inefficiency of Superior | 3%  |
| Non-mention of any Problem                   | 15% |
| Don't like to comment                        | 11% |

Table-XII

| <u>Solutions suggested by the Teachers</u>                                    | <u>No. of Teachers</u> |
|---|------------------------|
| Building up Team Spirit   | 1%                     |
| Opening of new schools  | 2%                     |
| Recruitment of More Teachers/Non-Teaching Staff                               | 14%                    |
| Merit-based teacher selection   | 5%                     |
| Free from political influence   | 12%                    |
| Arrangement for More Funds  | 7%                     |
| Removal of Irregularity as to payment of salaries                             | 5%                     |
| Arrangement for More Teaching Aids  | 5%                     |
| Provision of facilities like medical reimbursement, Earned Leave, L.T.C. etc. | 5%                     |
| Bifurcation of co-education schools   | 2%                     |
| Reduction of section size   | 7%                     |

Contd.....

Table-XII Contd...

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|  |     |
|--|-----|
| Efficient Administration   | 2%  |
| Providing Sufficient Accommodation                               | 5%  |
| Modification of the syllabus                                     | 5%  |
| Discipline in the School   | 6%  |
| Introduction of Teachers Promotion Policy                        | 2%  |
| Improvement of Working conditions                                | 3%  |
| Curtailling vacations/holidays & thereby increasing working days | 3%  |
| Introduction of More Scientific Syllabus                         | 2%  |
| Scientific routine for teaching                                  | 1%  |
| change of Examination System                                     | 5%  |
| Co-operation & alertness of guardians                            | 5%  |
| Better Educational Environment                                   | 13% |
| Implementation of proper co-curricular activities                | 2%  |
| Establishment of School Service commission                       | 3%  |
| Introduction of Tutorial Classes                                 | 2%  |
| Regular Inspection by the Inspectors                             | 5%  |
| Don't like to comment  | 11% |
| No Suggestion  | 15% |

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The respondent teachers complained about various problems and it has been observed that 18% of the respondent

teachers complained about the excessive number of students, 15% of the teachers mentioned about the insufficient accommodation for the students in a class, which in their opinion makes proper teaching impossible, while 14% of them complained about poor quality of students and inadequacy of teaching materials, 13% of the teachers complained about the deterioration in the academic environment, 12% of them have problems with the increasing political interference in the activities of the school and similar number of teachers expressed their dissatisfaction regarding irregular disbursement of salary and absence of adequate benefits(e.g. L.T.C., medical reimbursement etc.), 11% of the teachers mentioned about the shortage of teaching staff in their schools. Of them, 26% either mentioned that they do not have any problem or would not like to mention any problem and hence they did not like to offer any suggestion. Of the various suggestions advanced by the teachers, there are two proposals which are supported by more than 10% of the teachers. They are recruitment of more staff(teaching) and keeping the school activities free from political interference.

## VI

### HUMAN RESOURCE DEVELOPMENT IN EDUCATION

Education itself is a human resource development process. Hence, when we speak about human resource development

in education, we refer to the development of those human resources who are involved in education - i.e. teachers, headmasters, principals, non-teaching staff, heads of university departments, vice-chancellors, educational administrators at the local, district, state and central levels, planners and policy makers. Development of all these persons is important as the effectiveness of education depends upon how effectively they perform their respective roles. Due to the changes in the social environment, changes have also been witnessed in their competencies, needs and the knowledge base. Such a dynamic and changing environment necessitates an equally or even faster developing personnels to cope with it. Therefore, there is a growing need to develop continuously the competencies of the human resources invoved in education.

In educational institutions, persons at different levels performing different roles require different level of competencies in order to be effective in their roles. The competencies necessary for teachers are generally considered as subject matter competencies and pedagogic skills while the Headmaster of a school require more sophisticated competencies than that of a teacher. As, in addition to the knowledge of subject and pedagogic skill, he is required to be a leader, initiative taker, innovator, institution builder, manager etc. The competency requirement of the district level officer(D.I.s) or the state level officer e.g. D.S.E. is much

higher as he is required to deal with a large number of institution and guide them. He must have familiarity with the region/State and its educational problems, should be able to guide the heads of a large number of institution, monitor school performance, suggest innovative scheme to the school, establish management system to keep information. Since all these roles are equally important for the effectiveness of the education system. It becomes imperative to ensure the continuous development of human resources performing these roles.

More often, training has been used as the only mechanism for developing educational personnel while other mechanisms of H.R.D. have so far been ignored. It cannot be ignored that training only cannot help developing complex capabilities. For example, subject matter competencies in teaching can easily be developed through class room instruction but teaching skills cannot be developed through the same way and which has to be gained by actual practice. Likewise higher level competencies required by the headmaster/principals D.Is./D.S.Es. cannot be developed in the class rooms alone rather some alternative mechanism need to be explored. Experience from other sectors shows that human resources development can be effected through performance appraisal system designed to promote employee development in their current roles. Career opportunities and rewards are

considered to be very significant factors in providing a developmental climate in educational institution. One cannot deny that if climate is not conducive for development and no pressure on incentives exists for development, people are not likely to develop.

Therefore, the human resource development needs in education should be interpreted in the context of the overall development of the country and should take into account the developmental plans in other sectors. The greatest H.R.D. need in the education sector to day is to bring about a change in attitudes and systematic rigidities which should begin from the top<sup>12</sup>.

NOTES AND REFERENCES

1. See 'Foreword' by Udai Pareek in Mamoria, C.B., Personnel Management, (Bombay: Himalaya Publishing, 1982), p. ix.
2. Ibid., p, xi.
3. For a detailed discussion on Manpower Planning, See, Stranss, George and Sayles, Leonard R., Personnel: The Human Problems of Management( New Delhi: Prentice Hall, 1985), pp. 339-362.
4. Source, Chakravarty, S.B., An Exhaustive Head Masters' Manual (Calcutta: B.B.Kundu & Sons, 1982).
5. Source, Ibid.
6. For details we may refer to Memo. No.1464(16) G.A., dated 24.8.1981 of the Director of Secondary Education, issued in supersession of the direction given in his memo. No. 1066(16) G.A. dated 16.6.81.
7. Strauss, George and Sayles, Leonard R., op.cit. p.562.
8. Mamoria, C.B., op.cit. p.393.
9. For details see, Salanick and Pfeffer, An Examination of Need Satisfaction Models ..., Barry, Staw, Motivation in Organisations: Toward Synthesis and Redirection in Barry, Staw and Gerald Salanick,(eds.) New Directions in Organisational Behaviour( Chicago: St. Clair, 1977); Abraham Korman, Industrial and Organisational Psychology (Englewood Cliffs, N.N., : Prentice-Hall, 1971).
10. Strauss, George and Sayles, Leonard R., op.cit. p.17.
11. Nanda, S.K., Indian Education and Its Problems Today (New Delhi: Kalyani Publishers, 1982), pp.251-252.

12. Compiled from Rao, T.V., "Some Thoughts on H.R.D. in Education" Indian Journal of Training and Development', Vol.XVII, No. 3, 1986, pp. 135-137.
13. Relevant works on H.R.D. in Education are : Mathur, B.L., Human Resource Development in Public Sector Banks, in Mathur, B.L.,(ed.), Human Resource Development : Strategic Approaches and Experiences (Jaipur: Arihant, 1989), pp.281-288; Balchandran,S.,H.R.D. in LIC, in Towards Organisational Effectiveness Through HRD, unedited papers of the 1989 National HRD Network Conference, New Delhi, pp.226-235; Madhuri, S., et.al. 'Human Resources Development for Healthy Family and Social Welfare, Indian Review of Management and the Future, 1986:1 , pp.28-32.

## STAFF PATTERN

| No. of Units<br>for V to X | Language<br>Group | Science<br>Group | Social<br>Science<br>Group | Work Education<br>Group |
|----------------------------|-------------------|------------------|----------------------------|-------------------------|
| (1)                        | (2)               | (3)              | (4)                        | (5)                     |
| 6                          | 4                 | 3                | 2                          | 2                       |
| 7                          | 4                 | 4                | 2                          | 2                       |
| 8                          | 5                 | 4                | 2                          | 2                       |
| 9                          | 5                 | 5                | 3                          | 2                       |
| 10                         | 6                 | 5                | 3                          | 3                       |
| 11                         | 7                 | 6                | 3                          | 3                       |
| 12                         | 7                 | 7                | 4                          | 3                       |
| 13                         | 8                 | 7                | 4                          | 3                       |
| 14                         | 9                 | 8                | 4                          | 3                       |
| 15                         | 10                | 9                | 4                          | 3                       |
| 16                         | 10                | 9                | 5                          | 3                       |
| 17                         | 11                | 10               | 5                          | 4                       |
| 18                         | 11                | 11               | 5                          | 4                       |
| 19                         | 12                | 11               | 6                          | 4                       |
| 20                         | 13                | 12               | 6                          | 4                       |

Source: Chakraborty, S.B., An Exhaustive Head  
Masters' Manual (Calcutta: B.B.Kundu  
& Sons, 1992).

ALLOTMENT OF MARKS

a. No Credit shall be given to the qualification other than the qualification mentioned by the D.I.S.(SE) in the prior permission and mentioned by the Employment Exchange.

b. The Selection committee shall assess those qualifications which are relevant to the post from school level and award marks. The full marks shall be allotted in three different aspects of the candidates eligibility in the following manner.

i. Academic qualification

ii. Demonstration lesson and/or oral interview

iii. Co-Curricular Activities.

iv. Chart showing the allotment of marks for academic qualification.

1. School Final or its equivalent 10 old and H.S. 20

ii. Higher Secondary(XII Class) 10

iii. Regular Honours Degree 20 Degree Pass 15

iv. B.A.(Special Honours) B.Sc.(Spl.Hons) 15

v. Post Graduate Degree 25

vi. Training(B.T., B.Ed., P.G.B.T., 20  
P.G.P.T.)

vii. Diploma/Certificate in 10

Library Science

|      |   |    |
|------|---|----|
| viii | Diploma/Degree of work Education<br>approved by government.   | 15 |
| ix.  | Alim  | 10 |
| x.   | Fazil   | 20 |
| xi.  | MM/MF   |    |
| c.   | For appointment of Clerks marks for   |    |
| 1.   | Academic qualification(to be computed<br>in the manner mentioned in the Rules<br>in case of teachers. | 40 |
| ii.  | Viva-Voce/Written Test  | 5  |
| iii. | Type writing to be tested on the<br>date of interview.  | 5  |
| e.   | Class IV Staff  |    |
|      | Viva Voce   | 10 |
|      | Reading   | 5  |
|      | Writing   | 5  |
|      | Cycling   | 5  |

Marks for Degree(Pass) shall not be separately allotted in case of a Special Hons. Candidates.

- f. The percentage of marks to the total full marks obtained by the candidate in different examinations shall be computed and recorded in the score sheet. The marks to be allotted for each academic or training qualification shall be computed by multiplying the total marks allotted for the corresponding qualification by the percentage of marks obtained by the candidate in the corresponding academic or training examination.

Example: Total Marks allotted for School Final or Equivalent Examination ..... 10

Percentage of Marks obtained by the candidate in School Final or equivalent examination ..... 60%

Marks to be allotted :  $10 \times 60\% = 6$

|  |   |   |    |
|--|---|---|----|
| Interview ... ..                             | 5 | 5 | 10 |
| Demonstration lesson in class room situation | 5 | 5 |    |

g. For recruitment of the Head of the Institution and the Librarian no demonstration lesson is required and as such maximum marks for interview will be 10.

Marks for general and training qualification shall be awarded for recruitment of Librarian as prescribed for the teachers.

h. Marks obtained in demonstration lesson and or oral interview shall also be recorded in the score sheet.

i. In awarding marks for Co-curricular activities one marks shall be credited for each item of the certificates mentioned below:-

i. A certificate that he/she has represented the district at the state level/or the State at National Level games and sports, issued by State Level/National Level sports authority.

ii. A minimum 'A' Certificate of N.C.C.

iii. A Diploma/Certificate in Music/Dance, Arts and Craft on completion of course of at least 2 years' duration from recognised University/Govt. recognised institution.

iv. A Certificate that he/she has shown excellence in drama, debate or recitation representing the district or State in State/National Level competition, issued by State or National.

v. A Certificate from State level authority of the St. John Ambulance or Red Cross Society to the effect that he/she has undergone Training/Course or atleast one year duration. The maximum of such marks to be credited shall not exceed 5(five). The candidates shall be required to prepare a list in duplicate of all the certificates relating to co-curricular activities, submitted by them and one copy of the list shall be signed by the President of the Selection Committee and returned to the candidates as token of receipt of such certificates or attested copies thereof.

**COMPARATIVE PAY SCALE CHART—1948-1990**  
for Jr. HIGH, HIGH, HIGHER SEC., HIGH MADRASAH & Jr. MADRASAH

| Sl. No. | Qualification & Designation  | 1st Scale  | Revised Scale w.effect from 1.4.54  | Revised Scale from 1.3.57   | Revised Scale 1.4.61*  | Revised Scale 1.4.66*   | Revised Scale 1.4.70*   | Revised Scale 1.4.75*   | Revised Scale 1.4.81*   | Revised Scale 1.1.86*  | Remarks  |
|---------|--|--|---|---|--|---|---|---|---|--|--|
| 1.      | Headmaster/Headmistress—M.A., M.Sc., M.Com., H.T. or Hon's R.T.<br><br>(i) Good Honours or Good M.A. means-II class, with 5 years' teaching experience.<br><br>(ii) Existing M.A./M.Sc. (III) with five years' teaching exp. prior to 1.3.57.<br><br>(iii) Teacher-in-charge of High or H.S.<br><br>(iv) H.M. or Jr. High/Jr. Madrasah | 200-20/2-400/- (A)<br>175-15/2-325/- (B)<br><br>150-15/2-240/- (C)<br>150-10/2-200/- (D) | No change   | (A) 200-10-370-15-400/-+spl pay of Rs. 25/- for Class X School.<br>(B) Same for XI school+spl. pay of 100/- for three or more courses. Rs. 50/- for one, for two Rs. 75/- | (i) 350-10-450-15-525/- for class X school.<br>(ii) Same Scale for XI school + spl. pay of Rs. 25/- for one course Rs. 50/- for two courses Rs. 75/- more than two courses.  | Rs. 350-25-400-30-640-40- 800/- spl. pay for Class XI School-No change. | Rs. 450-25-500-30-740-40-900/- + hon. spl. pay for XI School - No Change. | Rs. 480-25-580-30-850-40-1170/- + Spl. pay of 100/- for H.S. unit from July, 1976<br><br>Spl. Pay of formerly XI class School discontinued w.e.f. 1.4.75. | Rs. 660-40-1100-50-1600/- + spl. pay of 100/- for H.S. unit. X+2.<br><br>(iii) Pay as teacher+spl. pay of Rs. 150/- or Rs. 100/- (for H.S.)<br><br>(iv) Pay as teacher according to qualification +spl. pay of Rs. 75/- | 2200-80-3000-100-4000 with higher initial start at 2440/- + Spl. pay of Rs. 200 for H.S. unit<br><br>Same<br><br>(iii) Pay as teacher+spl. Pay of Rs. 150/- for X class School or Rs.200/- for XII Class School.<br><br>(iv) Pay according to qualification + spl. Pay of Rs. 150/- per month. | If the morning Section + day section of X Class School under the same administration. The H.M. shall drawn spl. pay 150/- Scale 16.  |
| 2.      | Asst. Headmaster/ Headmistress (with approved Qualifications) or as per qualifications plus 5 years' teaching experience.  | Pay as per qualification + allowance.  | Pay as per qualification + spl. allowance :<br>i) A..Rs. 50/-<br>ii) B.. Rs. 35/-<br>iii) C. Rs. 25/- | No change.  | Pay as per qualification + spl allowance: (i) Class X High Rs. 35/-<br>(ii) XI class High/ Madrasah spl. allowance Rs. 40/- for one course—Rs. 50/- for two or more courses. | Rs. 250-20-350-25-475/- + spl. allowance : No change.                   | Rs. 350-20-450-25-600 + spl. pay — No change.                             | Rs. 400-20-500-25-750-30-900-40-1020/- + No spl. pay (?)<br>**  | Pay as teacher according to qualification + spl. pay of Rs. 75/-  | Pay according to qualification + spl. pay of Rs. 150/- per month.  | Existing A.H.M. of class X school prior to 1.4.75 will be receiving Special pay of Rs. 70/- upto 31.3.81**<br><br>Scale as per qualifications.   |
|         | *10 year's teaching experience for future appointment, w.e. from 1.4.81.<br>Old B. Com. (II or I st class) is not treated as relevant qualifications for the post of the heads of the Institution.   |  |   |   | *Board's Circular No. GA/RS/34 dt. 24.4.62.  | *No. 1332-Edn (S) dt. 24.12.66.   | *No. 666F dt. 1.3.71.   | *No. 761-Edn (S) dt. 6.9.75.  | *No. 372-Edn (S) dt. 31.7.81.<br>& Pay fixed vide No. 492 (6)-Edn (B) dt. 26.10.81.   | *No. 33-Edn. (B) Dt.7.3.90<br>(i) Revised scale of pay shall be normally effect from 1.1.86.<br>(ii) But revision of Pay shall be actually paid w.e.f. 1.1.88.   | ** In the Court of the Dist Judge, Bankura . Case Misc. Appeal No. 12 of 1982 the right in receiving special pay of Rs. 50/- of the A.H.M. of H.S. School has been upheld. The order of the Govt. in withholding the privilege to A.H.M. has been declared invalid and ultra vires |

| Sl. No. | Qualification and Designation  | 1st Scale           | 2nd Scale<br>1.4.54          | 3rd Scale<br>1.3.57   | 4th Scale<br>1.4.61   | 5th Scale<br>1.4.66   | 6th Scale<br>1.4.70   | 7th Scale<br>1.4.75   | 8th Scale<br>1.4.81  | 9th Scale<br>7.3.90                  | Remarks   |            |
|---------|--|---------------------|------------------------------|---|---|---|---|---|--|--------------------------------------|---|------------|
| 3.      | Asst. Teachers :<br>(A) Master's Degree Hons. with B.T. / B.Ed. Existing approved or old B. Com. Trnd Master degree with Physical Edn. / Work Edn<br>(i) Hons. / M.A. with 5 years' teaching exp. 31.12.57.<br>(ii) M.A. (I or II)<br><br>(iii) M.A. (III) or Spl. Hons. Trained Hons. Graduate (including Spl. Hons.).<br>Old course B. Com. appointed before 24.12.60.   | 90-5/2-120-10/2-150 | 125-5/2-130-10/2-150         | 130-5-150-10-350 (with I & II) to start with 2 adv. increments. | 210-10-450/- (with 2nd class start with 2 adv. increments.) | 220-10-320-15-470 /- (with 2nd class start with 2 adv. increments.) | 320-10-420-15-600/- (2nd class start with adv. increments). | 350-20-550-25-650 -30-800-40-920(2nd class start with 2 adv. increments). | (i) 550-25-625-30-745-35-780-40-1220-50-1470/-<br>(ii) 500-20-540-25-640-30-820-40-1260-50-1360/-<br>(for trained Hons. graduate).<br>550-1470/- | 1780-65-2040-80-3080-100-3780        | Scale (15)<br><br>Scale (14)<br><br>Scale (14)                                |            |
|         |  |                     | 125-5/2-130-10/2-150         | Do  | Do  | Do  | Do  | Do  | Do   | 500-1360/-                           | 1640-3635   | Scale (14) |
|         |  |                     | 105-5/2-120-10/2-150         | 140/- (until trained)   | 230/- (fixed)   | 240/- (fixed)   | 340/- (fixed)   | 390/- (fixed)   | 500-1360/-   | 1640-3635                            | Scale (14)  |            |
|         | (B) Bachelor's Degree with H.T./B.Ed./P.G.D. Ed./P.G.B.T./Dip. in Physical Ed./Work Edn./Hindl Teaching, Home Sc. Teacher with B. Mus. degree.<br>Existing B.Sc. with nine months transg. from B.U. on Physics, Chemistry, Bio. Bachelor's degree with 10 years' approved teaching exp. on 31.1.51.<br>(i) B.A./B.Sc. (Dist.)<br><br>(ii) B.A./B.Sc. with 10 years' teaching exp. and below 50 years.<br>(iii) B.A./B.Sc./B.Com. (Pass). | 75-5/2-120-10-2-150 | 100-5/2-120-10/2-150/-       | 100-5-215-10-225/- (with Dist-start with 2 adv. increments)     | 160-7-223-8-295/- (Dist with 2 adv. increments).            | 167-7-237-8-307 (Dist.No Change).                                   | 265-7-300-8-420-10-450 (Dist No change).                    | 300-15-375-20-575 -25-700-25-750 (Dist. 2 adv. increments)                | 440-20-560-25-785 -30-675-35-1050-40-1170/-<br><br>500-1360/-  | 1420-45-1555-55-1720-65-2305-75-3130 | Scale (11)<br><br>Scale (14)<br><br>Scale (11)<br><br>Scale (11)              |            |
|         |  |                     | 80-5/2-100/-<br>80-5/2/100/- | 100-225/-<br>110/- (fixed) (until trained)                      | 160-295/-<br>174/- (fixed)                                  | 167-317/-<br>181/- (fixed)  | 300-750/-<br>350/- (fixed)                                  | 440-1170/-<br>400-1170/- (start at the third stage)                       | 1420-3130<br>1420-3130   | Scale (11)                           |   |            |
|         |  |                     | Do                           | 100-220/-   | 160-295/-   | 167-317/-   | 300-750/-   | 440-1170/-  | 1420-3130  | Scale (11)                           |   |            |
|         |  |                     | 60-5/2-100                   | 100/- (fixed) (until trained)                                   | 160/- (fixed)   | 167/- (fixed)   | 265 /- (fixed)  | 300/- (fixed)   | 440-1170/-   | 1420-3130                            | Scale (11)  |            |
|         |  |                     | 70-5/2-100                   | 100/- (fixed) (until trained)                                   | 160/- (fixed)   | 167/- (fixed)   | 265 /- (fixed)  | 300/- (fixed)   | 440-1170/-   | 1420-3130                            | Scale (11)  |            |
|         | (C) Intermediate (trend), or with 10 years' exp and above 50 years' on 31.12.57.<br>Untrained I.A./I.Sc. or B.A., B.Sc., B.Com. Part-I.<br>Mat. / S.F. (approved) (I.A. with one subject)(existing) approved.<br><br>Mat. with VM. with 2 years' training (approved teachers)<br>or<br>Mat. senior trained teachers w.e. from 1.4.61.<br>Music Teacher with certificate.   | 60-5/2-100          | Do                           | 70-3-118-4-150  | 115-3-133-4-185/-   | 120-5-230   | 220-5-350   | 230-5-250-7½-310 -10-400  | 360-10-400-15-520 -20-740-25-815/-   | 1200-35-1550-40-1630-50-2180-60-2360 | Scale (8)<br><br>Scale (8)<br><br>Scale (6)<br><br>Scale (6)<br><br>Scale (6) |            |
|         |  |                     | 50-3/2-80                    | 60-3/2-78-2-80/-  | 70/- (fixed)  | 115/- (fixed)   | 120 /- (fixed)  | 220/- (fixed)   | 230/- (fixed until Trained)  | 360-10-400-15-520 -20-740-25-815/-   | 1200-2360   | Scale (8)  |
|         |  |                     | Do                           | 60-3/7-78-2-80/-  | 70-5/2-100  | 100-3-2-112-2-120   | 105-2-125   | 205-2-225   | 220-5-270  | 300-10-400-15-565 -20-685            | 1040-25-1215-30-1485-35-1590-40-1670-50-1920                                  | Scale (6)  |
|         |  |                     | 60-3/2-78-2-80/-             | 70-5/2-100  | 115-3-133-4-185/-   | 120-5-230/-   | 220-5-350/-   | 230-5-250-7½-310 -10-400  | 300-685/-  | 1040-1920                            | Scale (6)   |            |
|         |  |                     | Do                           | 70-5/2-100/-  | 115-3-133-4-185/-   | 120-5-230/-   | 220-5-350/-   | 230-5-250-7½-310 -10-400  | 300-685/-  | 1040-1920                            | Scale (6)   |            |
|         |  |                     | 60-3/2-78-2-80/-             | Do  | 115-3-133-4-185/-   | 120-5-350/-   | 220-5-350/-   | 230-5-250-7½-310 -10-400  | 300-685/-  | 1040-1920                            | Scale (6)   |            |

| Sl. No. | Qualification & Designation   | 1st Scale        | 2nd Scale<br>1.4.54 | 3rd Scale<br>1.3.57 | 4th Scale<br>1.4.61 | 5th Scale<br>1.4.66 | 6th Scale<br>1.4.70                          | 7th Scale<br>1.4.75                          | 8th Scale<br>1.4.81                      | 9th Scale<br>7.3. 90                         | Remark     |
|---------|---|------------------|---------------------|---------------------|---------------------|---------------------|--|--|--|--|------------|
|         | Dip in Engineering existing   |                  |                     |                     |                     | 200-10-400          | 300-10-500/-                                 | 350-15-410-20-650-25-800/- (Personal)        | 425-1050/-                               | 1390-45-1615-55-2055-65-2445-75-2970         | Scale (10) |
|         | B.E. degree in Engineering  |                  |                     |                     |                     |                     |  |  | 660-1600                                 | 2200-4000                                    | Scale (16) |
|         | Sub-overseer certificate  |                  |                     |                     |                     | 175-7-245-8-325     | 265-7-300-8-420-10-459/-                     | 300-15-375-20-575-25-750                     | 380-15-500-20-700-25-850-30-910/-        | 1260-35-1540-45-1630-55-2070-65-2460-75-2610 | Scale (9)  |
|         | Workshop Instructor (for Tech. Stream.) with more than 10 years Exp.  |                  |                     |                     |                     |                     |  |  | 360-815                                  | 1200-2360                                    | Scale (8)  |
|         | (i) With 2 years training certi.  |                  |                     |                     |                     | 125-3-140-4-200     | 205-3-214-4-270-5-300/- (Higher Start 230/-) | 230-5-250-7 $\frac{1}{2}$ -310-10-400/-      | 300-685/-                                | 1040-1920                                    | Scale (6)  |
|         | (ii) With practical exp. only.  |                  |                     |                     |                     | 100-3-116-4-140     | 175-3-214-4-230/-                            | 220-5-270-                                   | 300-685/-                                | 1040-1920                                    | Scale (6)  |
|         | Untrained Matriculate or S.F. or equivalent Exam.   |                  |                     |                     |                     |                     |  |  | 280-617                                  | 980-1755                                     | Scale (5)  |
|         | Clerk-cum-store keeper/ S.F. and practical exp. in A/c.   |                  |                     |                     |                     | 115-3-172-4-180     | 190-3-214-4-270-5-275/-                      | 220-5-270-8-350/-                            | Do                                       | 1040-1920                                    | Scale (6)  |
|         | I.Sc. (Agrs.)/H.S. in Ag. /S.F. with one years' A.G. training   |                  |                     |                     |                     | 125-3-140-4-200     | 205-3-214-4-270-5-300/- (Higher Start 230/-) | 230-5-250-7 $\frac{1}{2}$ -310-10-400/-      | 300-685/-                                | 1040-1920                                    | Scale (6)  |
|         | Short-hand Type Instructor (for Com. Stream)- S.F. with a certificate of S.&T.  |                  |                     |                     |                     | 125-3-140-4-200     | 205-3-214-4-270-5-300/- (Higher Start 230/-) | Do   | 300-685/-                                | 1040-1920                                    | Scale (6)  |
|         | B.Sc. (A.G.) Existing.  |                  |                     | 130-5-150-10-350/-  | 210-10-450/-        | 220-470/-           | 320-10-420-15-600/-                          | 350-20-550-25-650-30-800-40-920/- (Personal) | 500-20-540-25-640-30-820-40-1260-50-1360 | 1640-3635                                    | Scale (14) |
|         | B.Sc. A.G. for new appointment.   |                  |                     |                     |                     |                     | —  | 300-15-375-20-575-25-750/-                   | Do                                       | 1640-3635                                    | Scale (14) |
|         | Classical Teachers :  |                  |                     |                     |                     |                     | 265-7-300-8-420-10-450/-                     | 300-15-375-20-575-25-750/-                   | 440-1170/-                               |  |            |
|         | (a) 2 Titles or M.M. on completion of 10 years' teaching exp.   |                  |                     | 100-5-215-10-225/-  | 160-295/-           | 167-317/-           | Do   | Do   | 440-1170/-                               | 1420-3130                                    | Scale (11) |
|         | (b) Mat. with K.T. or K.T. with 5 years' exp. or 2 titles having less than 10 years' exp. or P.M. M.M. with less than 5 years' Teaching Experience. | 60-3/2-78-2-80/- | 70-3-118-4-150/-    | 115-3-133-4-185/-   | 120-5-230/-         | 220-5-350           | 230-5-250-7 $\frac{1}{2}$ -310-10-400/-      | 360-10-400-15-520-20-740-25-815 (Revised)    | 1200-2360                                |  | Scale (8)  |

