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Status of Teachers in the Workforce in Eight States: A Report based on SOTTTER 23 Survey

Background Research Report 5:
State of Teachers, Teaching and Teaching Education Report for India 2023
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Abstract: This study data was collected from 422 schools, wherein 422 headteachers, and 3615 teachers responded to our tools. The data was gathered between March and August 2023 using three survey tools. Apart from the schools, interviews were also conducted with BEOs and other selected State officials. This report provides an overview of the working conditions of teachers, in schools—physical amenities and professional working conditions. It examines employment terms and job satisfaction. It tries to identify shortages and deployment of teachers and the impact of the COVID-19 pandemic on students. Comparisons are made between conditions in government vs private schools, rural-urban differences, interstate differences, and teacher gender.

Keywords: *school teachers, school management, school level, gender, rural-urban, motivation, working conditions*

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State of Teachers Teaching and Teacher Education for India Report Background Papers

1. CETE (2023). **Teachers in India in 2021-22: The picture from UDISE+**. Background paper 1: State of Teachers, Teaching and Teaching Education Report 2023.
2. CETE (2023). **Teachers in India: A snapshot from the Periodic Labour Force Survey**. Background paper 2: State of Teachers, Teaching and Teaching Education Report 2023.
3. CETE (2023). **Public and private sector contract teachers in India: An analytical research paper**. Background paper 3. State of Teacher, Teaching and Teacher Education Report 2023.
4. CETE (2023). **Quality of pre-service teacher education and teacher supply in India: An analysis of TET data from one state**. Background paper 4: State of Teachers, Teaching and Teaching Education Report 2023.
5. CETE (2023). **Status of teachers in the workforce in eight states: A report based on SOTTTER 23 Survey**. Background research report 5: State of Teachers, Teaching and Teaching Education Report 2023.
6. CETE (2023). **Status of teacher educators and student teachers in eight states: A report based on SOTTTER 23 Survey**. Background research report 6: State of Teachers, Teaching and Teaching Education Report 2023.
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Abbreviations

BC	Backward Classes
B.Ed	Bachelor of Education
B.El.Ed	Bachelor of Elementary Education
BEO	Block Education Officer
B.P.Ed	Bachelor in Physical Education
B.Sc.Ed	Bachelor of Science in Education
BST	Basic School Teaching
B.P.Ed	Bachelor in Physical Education
DEO	District Education Officer
D.Ed/D.El.Ed	Diploma course in Elementary Education
D.P.Ed	Diploma in Physical Education
EVS	Environmental Studies or Environmental Science
ICT	Information and Communication Technology
M.Phil	Master of Philosophy
NI	No Information
PhD	Doctor of Philosophy
PTR	Pupil Teacher Ratio
PT	Physical Training
PF	Provident Fund
RTE	Right to Education Act
SC	Schedule Caste
SGT	Secondary Grade Teachers
ST	Schedule Tribes

1. Introduction

The primary objective of the current study is to map the educational and professional landscape of teachers in India to understand teachers' deployment, working conditions and teaching allocation. Eight States; Assam, Bihar, Chhattisgarh, Karnataka, Maharashtra, Mizoram, Punjab and Telangana were chosen to ensure they represented different geographical locations. Within each state, two districts were selected—one the State capital district and the second an 'aspirational district' with 30 schools in each district being sampled across urban and rural locations, and representing different school types based on managements and levels.

Four survey tools were used to gather information about schools and teachers:

Tool 1: Interview Schedule - DEO/BEO

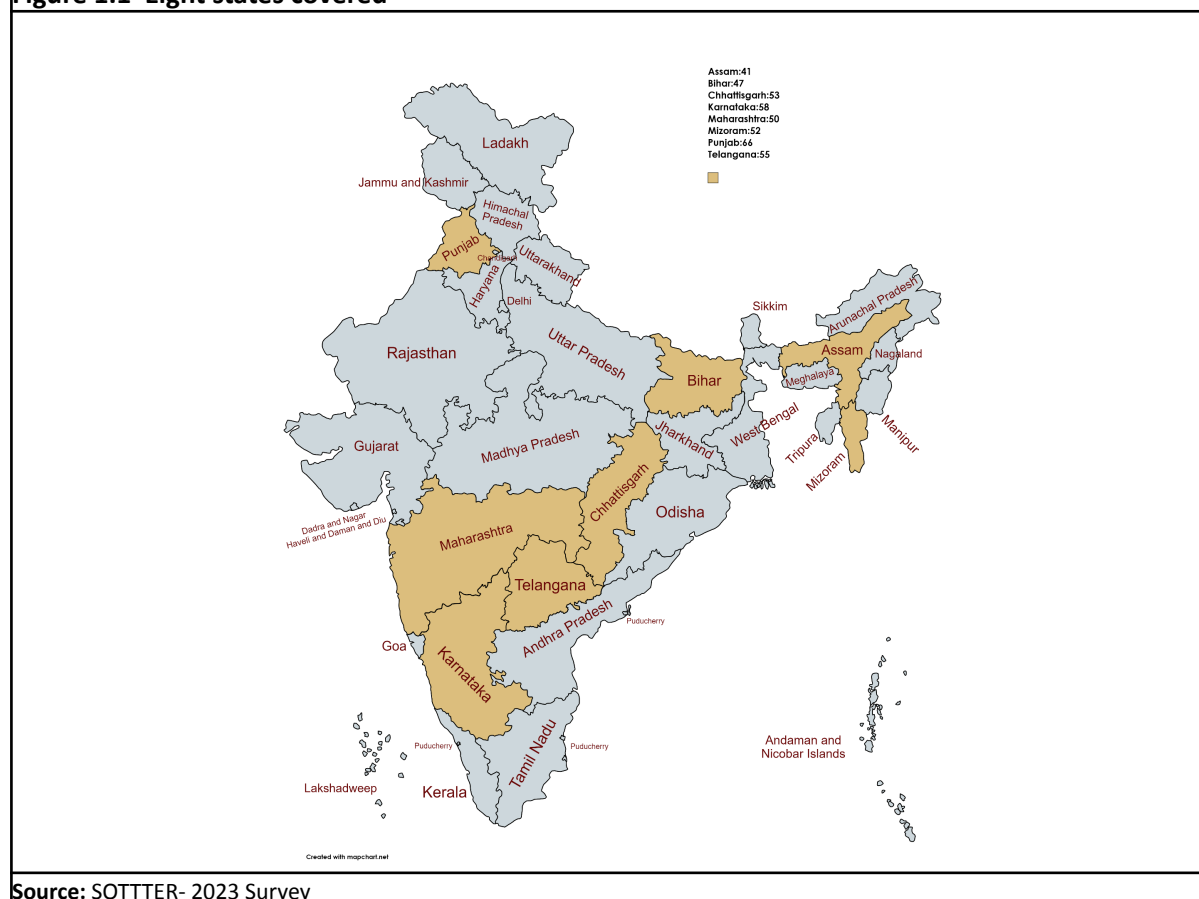
Tool 2: Headteacher Survey

Tool 3: Teacher Survey

Tool 4: Teacher-Teaching mapping form

A total of 422 and 3165 teachers participated in the current study. A glimpse at the type of schools that participated in this study is provided in Table 2.

Figure 1.1 Eight states covered



Source: SOTTER- 2023 Survey

2. Overview of the Schools

A total of 422 schools in eight states and sixteen districts were visited and surveyed. 12 schools (3%) were single-teacher schools of which 7 were in rural locations and 5 were in urban locations. 30% of schools had students from out-of-state enrolled. 42% of schools

(176) reported having at least one child with a disability. 10 schools reported having teachers with disabilities.

2.1 Student Catchment Area

The catchment area of the students in all the schools is largely within the radius of 1 km (38.39%), followed by more than 3 km (32.46%) and between 2-3 km (29.15%) (Table 2.1). School level wise, at the Primary/elementary level, the majority of the students (62.72%) are within a 1 km radius, at the composite level they come from 'more than 3 km (51.04%) and at the middle/high level an almost equal percentage of students travel either 2-3 km (38.55%) or more than 3 km (38.22%) (Table 2.2).

Table 2.1 School Level-Wise Catchment Area of Students							
LEVEL	Within a 1 km radius		2- 3 km		More than 3 km		Grand Total
Prim/Elem	106	62.72%	35	20.71%	28	16.57%	169
Composite	20	20.83%	27	28.13%	49	51.04%	96
Middle/High	36	22.93%	61	38.85%	60	38.22%	157
Source: SOTTTER- 2023 Survey							

Table 2.2 District Wise Distribution of Teachers Based on Location and Management												
	School	Total schools		Government		Aided		'Other'		Private		Total for State
	District	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	
Assam	Schools/HM	16	25	6	16	3	3	1	0	6	6	41
	Teachers	140	239	58	127	13	20	11	0	58	92	379
Bihar	Schools/HM	25	22	16	17	1	0	1	0	7	5	47
	Teachers	183	111	61	75	14	0	18	0	90	36	294
Chhattisgarh	Schools/HM	26	27	16	15	3	3	0	2	7	7	53
	Teachers	198	194	86	57	19	29	1	2	92	106	392
Karnataka	Schools/HM	28	30	18	17	6	5	0	1	4	7	58
	Teachers	226	112	96	60	57	19	6	12	67	21	338
Maharashtra	Schools/HM	21	29	8	12	7	8	1	0	5	9	50
	Teachers	114	222	25	51	64	71	6	19	19	81	336
Mizoram	Schools/HM	29	23	17	9	5	6	0	0	7	8	52
	Teachers	203	79	96	23	37	14	0	0	70	42	282
Punjab	Schools/HM	32	34	18	25	5	2	0	0	9	7	66
	Teachers	354	367	156	241	61	1	0	0	137	125	721
Telangana	Schools/HM	30	25	15	15	7	3	2	0	6	7	55
	Teachers	166	257	65	152	48	22	4	23	49	60	423
Total	Schools/HMs	207	215	114	126	37	30	5	3	51	56	422
		422		240		67		8		107		422
	Teachers	1584	1581	643	786	313	176	46	56	582	563	3165
		3165		1429		489		102		1145		3165

Source: SOTTTER- 2023 Survey

2.2 Management-wise Catchment Area of Students

Management-wise, the majority of the students from private and government other schools travel the largest to reach the school, i.e., more than three km. Among the government schools, most of the students travel within a 1 km radius and the aided school students travel 2-3 km (Table 2.3).

Table 2.3 Catchment Areas of Students Based on School Management							
Management	Within a 1 km radius		2- 3 km		More than 3 km		Grand Total
Aided	23	34.33%	24	35.82%	20	29.85%	67
Government	109	45.42%	65	27.08%	66	27.50%	240
Government Others	2	25.00%	1	12.50%	5	62.50%	8
Private	28	26.17%	33	30.84%	46	42.99%	107
Grand Total	162	38.39%	123	29.15%	137	32.46%	422

Source: SOTTTER- 2023 Survey

Locale-wise, rural students travel the minimum to school when compared to urban school students (Table 2.4).

Table 2.4 Locale-wise Catchment Area of Students							
Locale	Within a 1 km radius		2- 3 km		More than 3 km		Grand Total
Rural	98	46.89%	53	25.36%	58	27.75%	209
Urban	64	30.05%	70	32.86%	79	37.09%	213
Grand Total	162	38.39%	123	29.15%	137	32.46%	422

Source: SOTTTER- 2023 Survey

2.3 School Infrastructure

83 per cent of the school Heads have indicated their schools to be equipped with 'pucca' building conditions and 95 per cent of them have stated their school premises to be clean. Also, 79.86 per cent of them stated the schools had a boundary wall.

3. Educational Profile

Highest Educational Qualification

The minimum degree required to become a teacher in a government or private school has increased over time, from a class 10 certificate to a graduate or equivalent degree. As a result, teachers with older minimum qualifications continue to teach today. However, their proportions differ based on the regulations of the state and the type of school management (Table 3.1).

Table 3.1 Highest Educational Qualification Among Teachers Across States							
State	Class 10	Class 12	UG	PG	M.Phil/ Ph.D	Others	NI
Assam	9	17	170	179	4	0	0
%	2.37%	4.49%	44.85%	47.23%	1.06%	0.00%	0.00%
Bihar	1	36	114	137	5	0	1
%	0.34%	12.24%	38.78%	46.60%	1.70%	0.00%	0.34%
Chhattisgarh	0	15	80	288	8	1	0
%	0.00%	3.83%	20.41%	73.47%	2.04%	0.26%	0.00%
Karnataka	2	14	117	195	1	0	9
%	0.59%	4.14%	34.62%	57.69%	0.30%	0.00%	2.66%
Maharashtra	5	8	120	200	2	0	1
%	1.49%	2.38%	35.71%	59.52%	0.60%	0.00%	0.30%
Mizoram	3	23	131	122	2	0	1
%	1.06%	8.16%	46.45%	43.26%	0.71%	0.00%	0.35%
Punjab	3	19	160	534	5	0	0
%	0.42%	2.64%	22.19%	74.06%	0.69%	0.00%	0.00%
Telangana	1	6	141	267	5	3	0
%	0.24%	1.42%	33.33%	63.12%	1.18%	0.71%	0.00%
Total	24	138	1033	1922	32	4	12
%	0.76%	4.36%	32.64%	60.73%	1.01%	0.13%	0.38%
Source: SOTTTER- 2023 Survey							

Three-fifths of the teachers are post-graduates and close to one-third are graduates. Less than one per cent are tenth pass and less than five per cent are higher secondary school pass, while one per cent have either an M.Phil or a Ph.D (Table 3.2).

Table 3.2 Highest Educational Qualification Among Teachers by Locale & Management								
Locale	Class 10	Class 12	UG	PG	Other	M.Phil/ Ph.D	NI	Total
Rural	8	79	450	772		11	4	1324
%	0.60	5.97	33.99	58.31	0.00	0.83	0.30	100.00
Urban	16	59	583	1150	4	21	8	1841
%	0.87	3.20	31.67	62.47	0.22	1.14	0.43	100.00
Management								
Aided	2	18	180	279		6	4	489
%	0.41	3.68	36.81	57.06	0.00	1.23	0.82	100.00
Government	16	63	379	948	1	16	6	1429
%	1.12	4.41	26.52	66.34	0.07	1.12	0.42	100.00
Others	0	3	33	64	1	1		102
%	0.00	2.94	32.35	62.75	0.98	0.98	0.00	100.00
Private	6	54	441	631	2	9	2	1145
	0.52	4.72	38.52	55.11	0.17	0.79	0.17	100.00
Source: SOTTTER- 2023 Survey								

Overall, teachers are predominantly post-graduates both in terms of locale and management. However, the proportion of post-graduate teachers is higher in urban government and 'government others' schools. This may reflect the access to opportunities and motivation prevailing among teachers to pursue higher studies or even the recruitment process adopted by schools or management in the above contexts.

3.1 Professional Qualification

Entry to the teaching career prescribes professional training relevant to teaching specific levels- preschool, elementary and secondary level, or specialized subjects like physical education, Hindi, music, special education etc. Some of the professional degrees received are; D.Ed/D.El.Ed, D.P.Ed/ C.P.Ed, B.Ed. B.El.Ed, B.Sc.Ed, TTC and B.P.Ed (Table 3.3). State-wise the proportion of professionally qualified is minimal in **Assam** and **Mizoram**, while management-wise, their proportion is minimal in **private** schools. Within each state, the proportion of less qualified teachers is prominent in both aided and private schools or one of the either, especially in Assam, Bihar, Mizoram and Telangana. On average, the proportion of professionally qualified teachers is equivalent in rural and urban schools, while within states, discrepancies above 5 per cent are noticed in **Chhattisgarh, Karnataka, Mizoram, and Telangana**.

Table 3.3 Percentage of Professionally Qualified Teachers in Each State								
State		Management				Locale		
		Govt	Aided	others	Private	Rural	Urban	Total
Assam	N	159	22	8	101	140	150	290
	Total	185	33	11	150	185	194	379
	%	85.95	66.67	72.73	67.33	75.68	77.32	76.52
Bihar	N	133	10	16	86	144	101	245
	Total	136	14	18	126	170	124	294
	%	97.79	71.43	88.89	68.25	84.71	81.45	83.33
Chhattisgarh	N	139	46	3	161	206	143	349
	Total	143	48	3	198	239	153	392
	%	97.20	95.83	100.00	81.31	86.19	93.46	89.03
Karnataka	N	145	73	16	87	127	194	321
	Total	156	76	18	88	139	199	338
	%	92.95	96.05	88.89	98.86	91.37	97.49	94.97
Maharashtra	N	72	132	24	83	149	162	311
	Total	76	135	25	100	159	177	336
	%	94.74	97.78	96.00	83.00	93.71	91.53	92.56
Mizoram	N	103	50		51	66	138	204
	Total	119	51	0.00	112	86.00	196.00	282
	%	86.55	98.04	0.00	45.54	76.74	70.41	72.34
Punjab	N	363	52		230	265	380	645
	Total	397	62	0.00	262	296	425	721
	%	91.44	83.87	0.00	87.79	89.53	89.41	89.46
Telangana	N	213	64	27	60	47	317	364
	Total	217	70	27	109	50	373	423
	%	98.16	91.43	100.00	55.05	94.00	84.99	86.05
Total	N	1327	449	94	859	1144	1585	2729
	total	1429	489	102	1145	1324	1841	3165
		93%	92%	92%	75%	86%	86%	86%

Source: SOTTTER- 2023 Survey

4. Social Profile

4.1 Gender

The average proportion of female teachers in all sampled schools is 65.34 per cent. Their percentage however varied from state to state, with Punjab holding the maximum percentage of female teachers (79.89%), followed by Telangana (72.10%) and Chhattigarh (66.58%) (Table 4.1).

Table 4.1 Gender-wise Proportion in Each State								
State	Female		Male		Other		Grand Total	
	N	%	N	%	N	%	N	%
Assam	229	60.42%	150	39.58%	-	-	379	100%
Bihar	143	48.64%	150	51.02%	1	0.34%	294	100%
Chhattisgarh	261	66.58%	131	33.42%	-	-	392	100%
Karnataka	216	63.91%	122	36.09%	-	-	338	100%
Maharashtra	172	51.19%	164	48.81%	-	-	336	100%
Mizoram	166	58.87%	116	41.13%	-	-	282	100%
Punjab	576	79.89%	145	20.11%	-	-	721	100%
Telangana	305	72.10%	117	27.66%	1	0.24%	423	100%
Grand Total	2068	65.34%	1095	34.60%	2	0.06%	3165	100%
Source: SOTTTER- 2023 Survey								

4.2 Social Category

Teachers play a crucial role in contributing equity and inclusivity to the teaching-learning process within India's diverse classrooms. According to research, teachers' social background substantially affects their attitudes and preferences toward students in the classroom. Therefore, it is essential to fully understand the social profile of teachers in the prevalent schools (Table 4.2).

Table 4.2 Statistics of Teachers Based on Their Social Profile									
		General	BC	SC	ST	NT/VJNT	Minority	NI	Total
Rural	N	510	459	127	212	11	3	2	1324
	%	38.52	34.67	9.59	16.01	0.83	0.23	0.15	100%
Urban	N	818	525	188	269	9	25	7	1841
	%	44.43	28.52	10.21	14.61	0.49	1.36	0.38	100%
Total	N	1328	984	315	481	20	28	9	3165
	%	41.96	31.09	9.95	15.20	0.63	0.88	0.28	100%
Source: SOTTTER- 2023 Survey									

The study data reveals that teachers belonging to the general category are prominent in the schools, followed by teachers from the backward community and ST community. The percentage of teachers from the SC community is seen to be close to 10 per cent. It is interesting to note that schools located in rural areas have a fair representation of teachers from different categories.

In terms of gender, the proportion of female teachers has shown a similar, whereas among the male teachers those from the BC community are predominant, followed by those from the general, ST, SC and other communities (Table 4.3).

Table 4.3 Statistics of Teachers Based on Gender & Social Profile									
		General	BC	SC	ST	NT/VJNT	Minority	NI	Total
Female	N	969	597	193	277	5	20	7	2068
	%	46.86	28.87	9.33	13.39	0.24	0.97	0.34	100%
Male	N	359	386	122	203	15	8	2	1095
	%	32.79	35.25	11.14	18.54	1.37	0.73	0.18	100%

Source: SOTTTER- 2023 Survey

Table 4.4 Statistics of Teachers Based on Social & Type of Management										
Management			General	BC	SC	ST	NT/VJNT	Minority	NI	Total
Government	Total	N	577	444	169	223	6	7	3	1429
		%	40.38	31.07	11.83	15.61	0.42	0.49	0.21	100%
	Female	N	399	257	101	109	1	4	3	874
	Proportion of women in the social category		69%	58%	60%	49%	17%	57%	100%	61%
Aided	Total	N	169	159	54	87	5	11	4	489
		%	34.56	32.52	11.04	17.79	1.02	2.25	0.82	100%
	Female	N	129	91	37	49	2	8	2	318
	Proportion of women in the social category		76%	57%	69%	56%	40%	73%	50%	65%
Private	Total	N	552	338	79	158	7	10	1	1145
		%	48.21	29.52	6.9	13.8	0.61	0.87	0.09	100%
	Female	N	419	227	48	113	1	8	1	817
	Proportion of women in the social category		76%	67%	61%	72%	14%	80%	100%	71%
Govt. Others	Total	N	30	43	13	13	2	0	1	102
		%	29.41	42.16	12.75	12.75	1.96	0	0.98	100%
	Female	N	22	22	7	6	1	0	1	59
	Proportion of women in the social category		73%	51%	54%	46%	50%	0%	100%	58%
Grand Total		N	1328	984	315	481	20	28	9	3165
		%	41.96	31.09	9.95	15.2	0.63	0.88	0.28	100
	Total women		969	597	193	277	5	20	7	2068
	Proportion of women in the social category		73%	61%	61%	58%	25%	71%	78%	65%

Source: SOTTTER- 2023 Survey

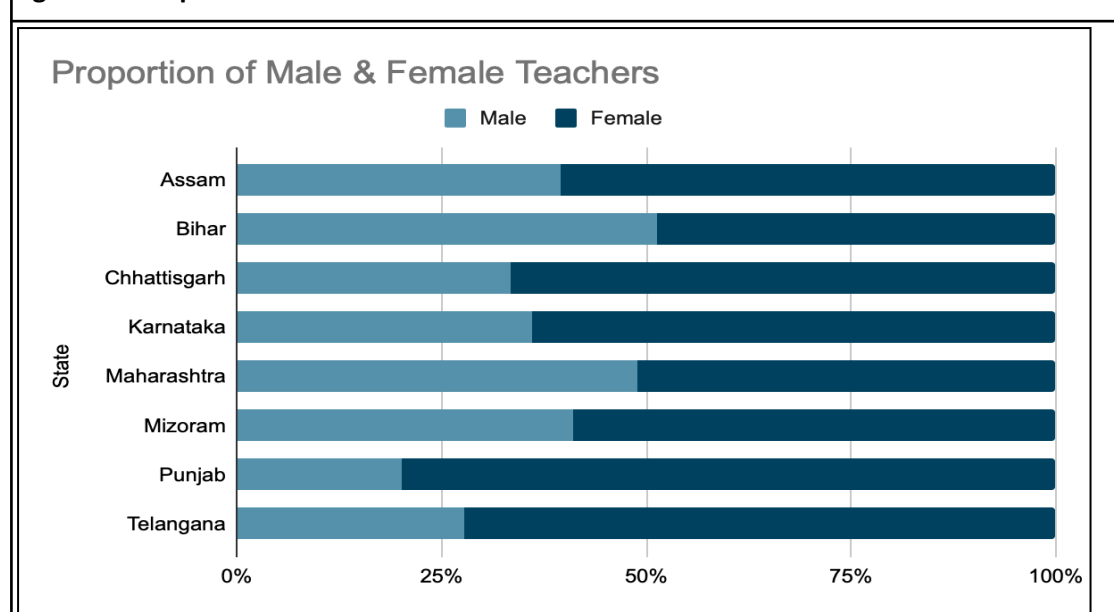
While examining the social profile of teachers, based on their distribution on the type of school management, the data reveals that the teachers from the BC community are

dominantly present in the 'aided' and 'government others' school categories. Moreover, the representation of female teachers is high in 'government others' schools (Table 4.4).

4.3 Female Teachers

The average percentage of female school teachers in the eight states participating in the current study is 65.34 per cent. However, the proportion of female teachers in each state ranges from 48.64 per cent (Bihar) to 79.89 per cent (Punjab) (Figure 4.1).

Figure 4.1 Proportion of Male & Female Teachers

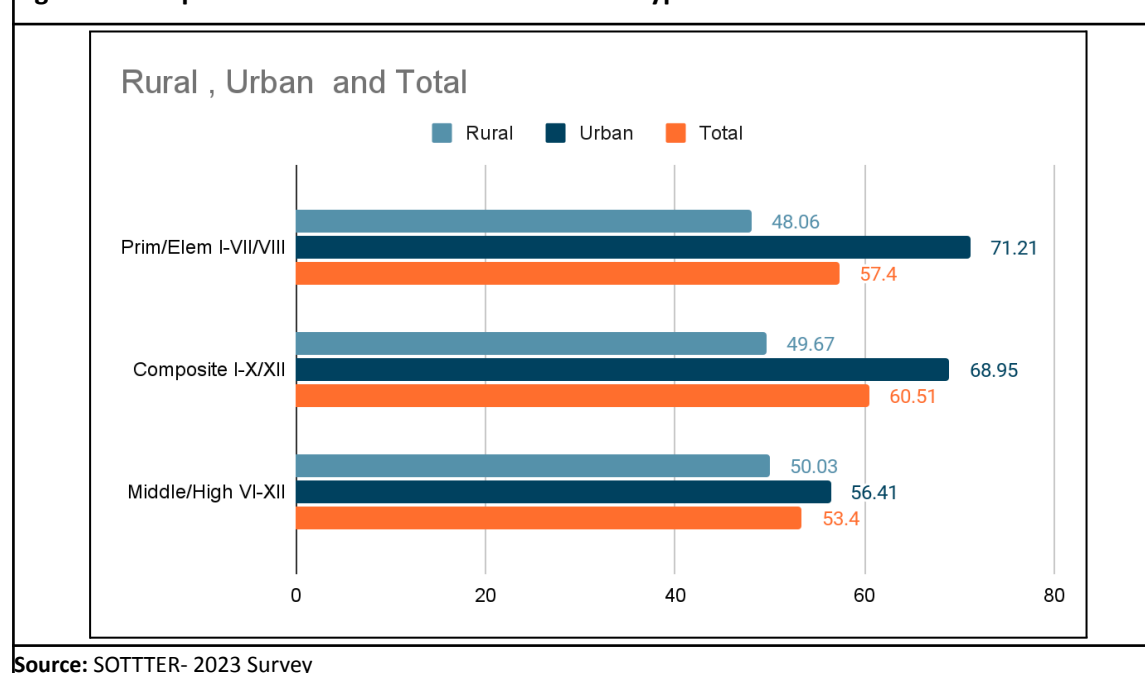


Source: SOTTTER- 2023 Survey

The proportion of female teachers in the rural areas compared to the urban areas is relatively lower in all the states. However, the total percentage of female teachers in all the states is 65.34 per cent, that of male teachers is 34.60 per cent and the other gender is 0.06 per cent. In the total sample of 422 schools, 9 percent of the schools (n=38) do not have a single female teacher, and this proportion is 7 percent and 2 per cent in rural and urban schools.

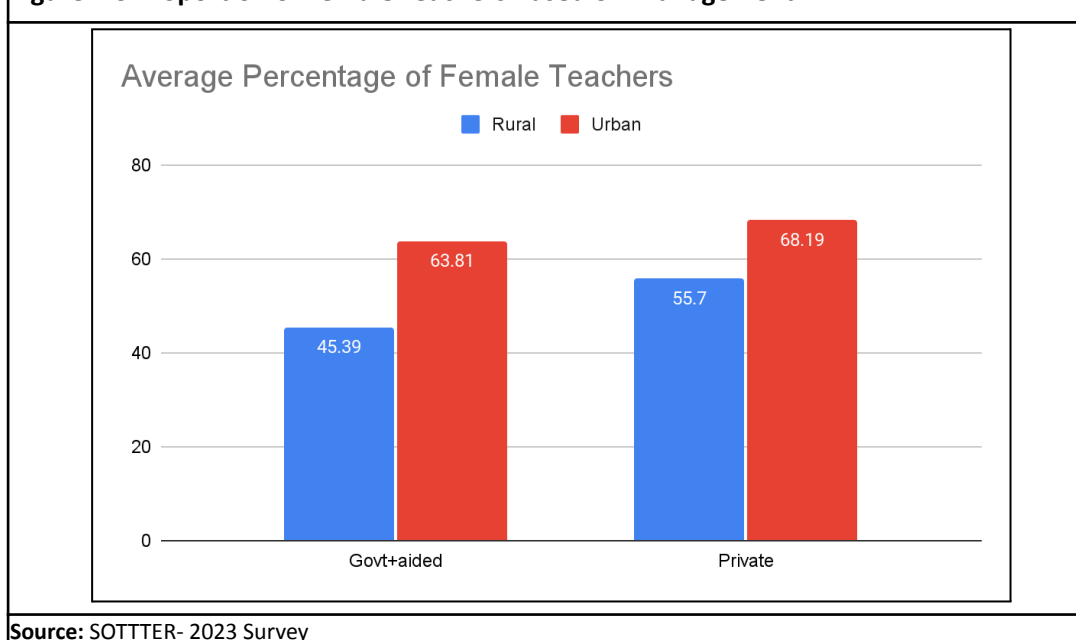
4.4 School Type

Based on the school grades the school represented, the study showed that the percentage of female teachers was minimal in middle/high schools, followed by primary/elementary and composite schools. Location-wise, the proportion of female teachers is relatively lower in the rural schools when compared to the urban schools (Figure 4.2).

Figure 4.2 Proportion of Female Teachers Based on Type of School

4.5 School Management

Management-wise the average percentage of female teachers in Government (Including aided) schools is 54.42 per cent, while the percentage of female teachers in private schools is 62.47 per cent. The situation is even poorer in government schools located in rural areas, as the average percentage of female teachers is just 45 per cent (Figure 4.3).

Figure 4.3 Proportion of Female Teachers Based on Management

4.6 Working Conditions

The working conditions of school teachers in India differ based on the type of school management, employment status, classroom characteristics, locale and school level they are teaching.

4.7 School Infrastructure and Premises

a) School Building

Out of 422 schools visited, the majority, 83 per cent of the schools are mentioned to be 'pucca', while the rest of the building conditions are either 'partially pucca', 'kutchha' 'dilapidated' or 'building under construction'. Poor school building conditions prevailed more in rural areas, government schools and aided schools. Despite the poor conditions of school buildings in selected contexts, a major proportion, 95 per cent of school principals have stated their school premises to be clean (Table 4.5).

Table 4.5 Condition of School Building based on Locale and Management						
	Locale	Building under construction	Dilapidated	Kutchha	Partially Pucca	Pucca
Aided	Rural	0	0	2	6	17
	Urban	0	0	0	4	38
	Total	0	0	2	10	55
Government	Rural	4	3	1	17	107
	Urban	4	1	0	12	91
	Total	8	4	1	29	198
Others	Rural	0	0	0	2	1
	Urban	0	0	0	0	5
	Total	0	0	0	2	6
Private	Rural	3	0	0	9	37
	Urban	2	0	0	0	56
	Total	5	0	0	9	93
Grand Total		13	4	3	50	352
%		3.08%	0.95%	0.71%	11.85%	83.41%

Source: SOTTTER- 2023 Survey

b) School Premises

In general, the school premises are said to be clean by the head teachers. Less than 5 per cent have stated them to be 'somewhat' clean and this is seen to be more in government schools, and less than one per cent have said that the premises are not clean (Table 4.6).

Table 4.6 Extent of Cleanliness in the School Premises				
Is the School Premises Clean?	No	Somewhat	Yes	Total
Aided	1	2	64	67
Government	2	16	419	437
Others	0	0	8	8
Private	0	2	105	107
Total	3	20	399	422
%	0.71%	4.74%	94.55%	100%

Source: SOTTTER- 2023 Survey

c) Area around the School

As in the case of the school premises, the area around the school is also said to be clean by majority (90%) of the headteachers. However, less than two per cent denied that the area around the school was clean and 9 per cent, particularly those from the government schools said their areas were just 'somewhat' clean (Table 4.7).

Table 4.7 Extent of Cleanliness Around the School				
Is the Area around the School Clean?	No	Somewhat	Yes	Total
Aided	2	4	61	67
Government	5	27	208	240
Others	0	1	7	8
Private	0	4	103	107
Total	7	36	379	422
%	1.66%	8.53%	89.81%	100%
Source: SOTTTER- 2023 Survey				

d) Boundary Wall

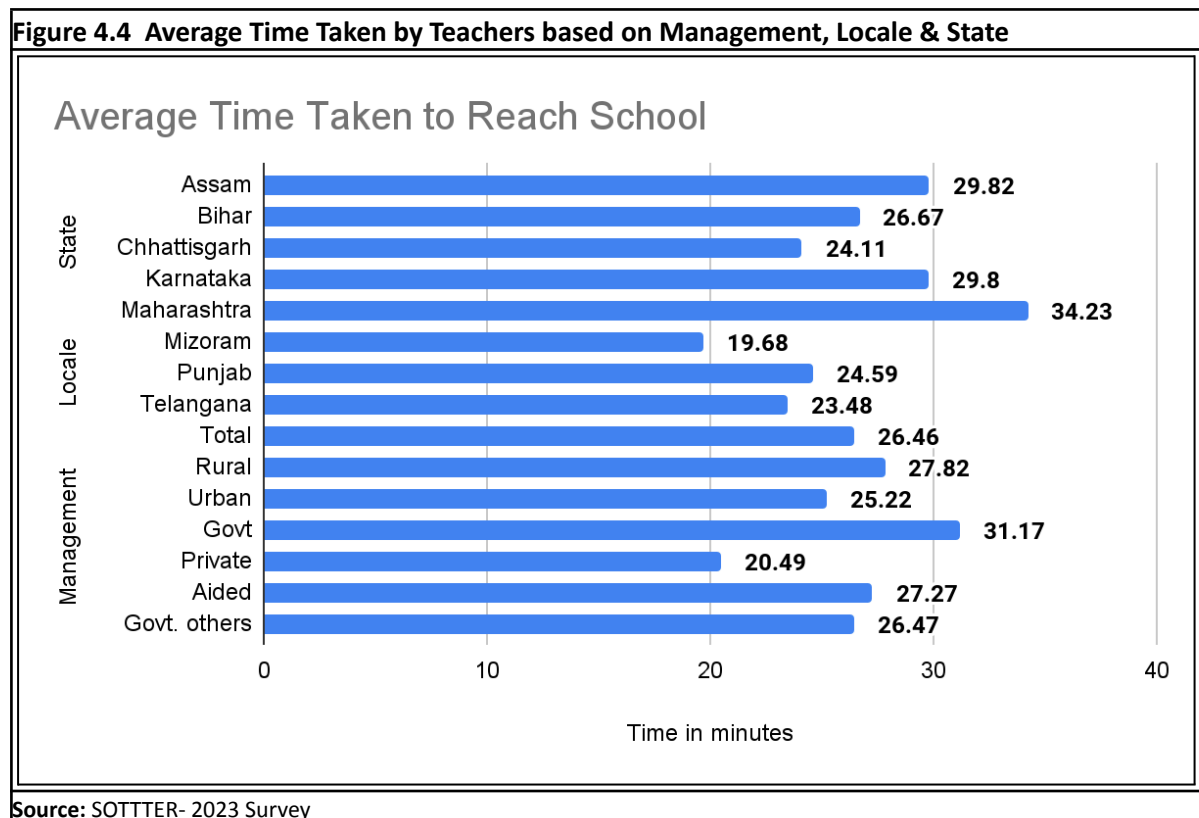
As per the responses of the headteachers, among the total sampled schools, 20 percent of the schools did not have a boundary wall. This was more prominent in the aided and government schools (Table 4.8).

Table 4.8 Availability of Boundary Walls in the Schools			
Is there a boundary wall for the school building?	No	Yes	Total
Aided	14	53	67
Government	56	184	240
Others	0	8	8
Private	15	92	107
Total	85	337	422
%	20.14%	79.86%	100%
Source: SOTTTER- 2023 Survey			

e) Travel time to reach school

Prior to examining the teaching-learning conditions of the teachers, it is essential to also study the average time a teacher takes to reach the school every day. Based on the responses received from teachers, the maximum time taken a teacher can extend to a maximum of 240 minutes to a minimum of less than 3 minutes. On average the time taken by teachers to reach the school is seen to be 27 minutes and there is not much variation in time for teachers from rural and urban areas, which is 28 and 25 minutes respectively. However, time variations are noticed with regard to State and type of school management. With regard to States, the average time taken to reach their schools is maximum in Maharashtra, timing 34 minutes, followed by Karnataka and Assam, timing to 30 minutes and the minimum is seen in Mizoram, timing 20 minutes.

In terms of gender, the average time taken by female teachers to reach school is 28 minutes and by male teachers is 24 minutes (Figure 4.4).



In all the states, except for Karnataka, the time taken by the teachers to reach school is more when compared to private school teachers. While with regard to gender the women took more time to reach the school when compared to the men in all the states, except for Punjab (Table 4.9).

Table 4.9 Average Time* Taken by Teachers Based on State & Management				
State	Government	Private	Female	Male
Assam	34.46	24.38	33.38	24.53
Bihar	31.77	21.81	29.46	24
Chhattisgarh	31.37	21.19	26.19	19.23
Karnataka	28.4	30.23	30.112	29.18
Maharashtra	44.71	24.63	42.35	24.74
Mizoram	25.67	13.92	21.13	17.58
Punjab	32.9	15.86	22.96	33.57
Telangana	28.4	15.39	24.49	20.02

*Time in minutes

Source: SOTTTER- 2023 Survey

4.8 Teaching

The teaching component of teachers has been analysed in terms of the average-pupil-teacher ratio (PTR), the number of periods taught in a week, taught as a substitution, the average number of time spent on different tasks, school tasks conducted at home and access to various educational resources.

a) Pupil-Teacher Ratio

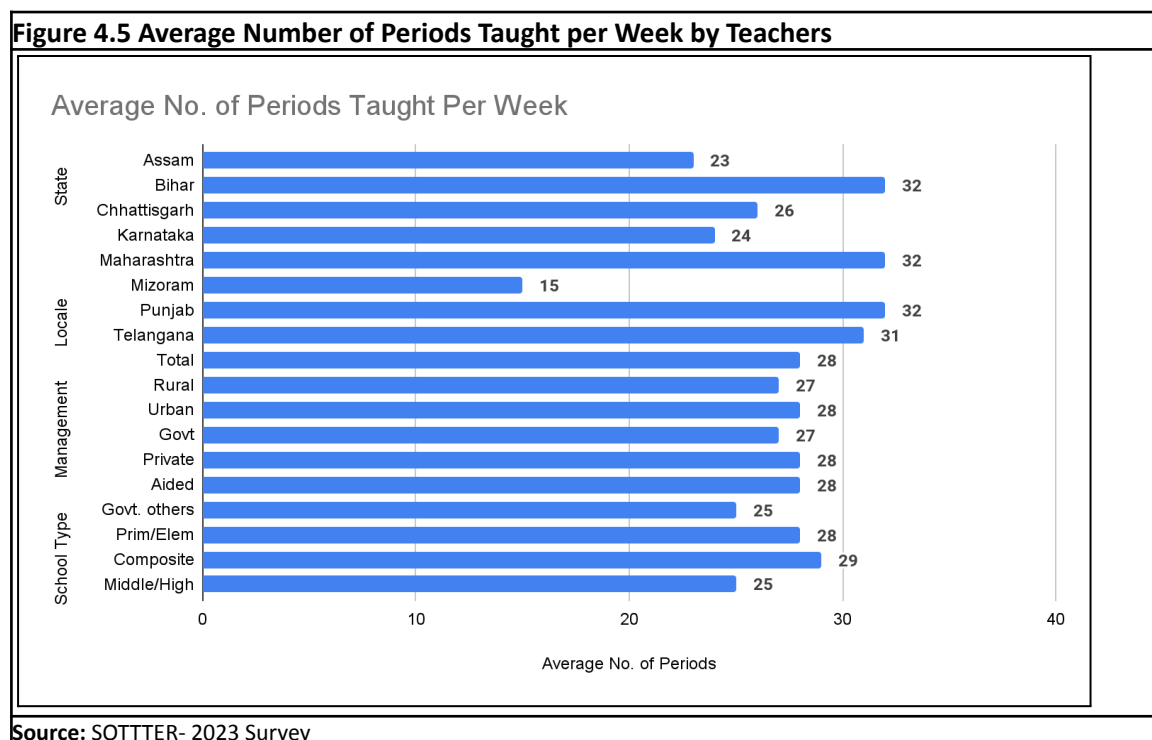
As per the Right of Children to Free and Compulsory Education (RTE) Act, 2009, the recommended pupil-teacher ratio for primary and upper primary level is 30:1 and 35:1 respectively. In the current study, the average pupil-teacher ratio of the schools selected is noted as 30. The average PTR is seen to be maximum in 'aided' schools, and minimum in 'private' schools. Based on school type the composite schools have shown the highest PTR and 'middle/high' schools have the lowest PTR (Table 4.10).

Context	Avg. PTR	Management	Avg. PTR	School Type	Avg. PTR
Total Schools	30	Government schools	31	Prim/Elem	30
Rural Schools	32	Aided schools	44	Composite	42
Urban Schools	29	Private schools	21	Middle/High	24
		Government Others	27		

Source: SOTTTER- 2023 Survey

b) Number of Periods Taught in a Week

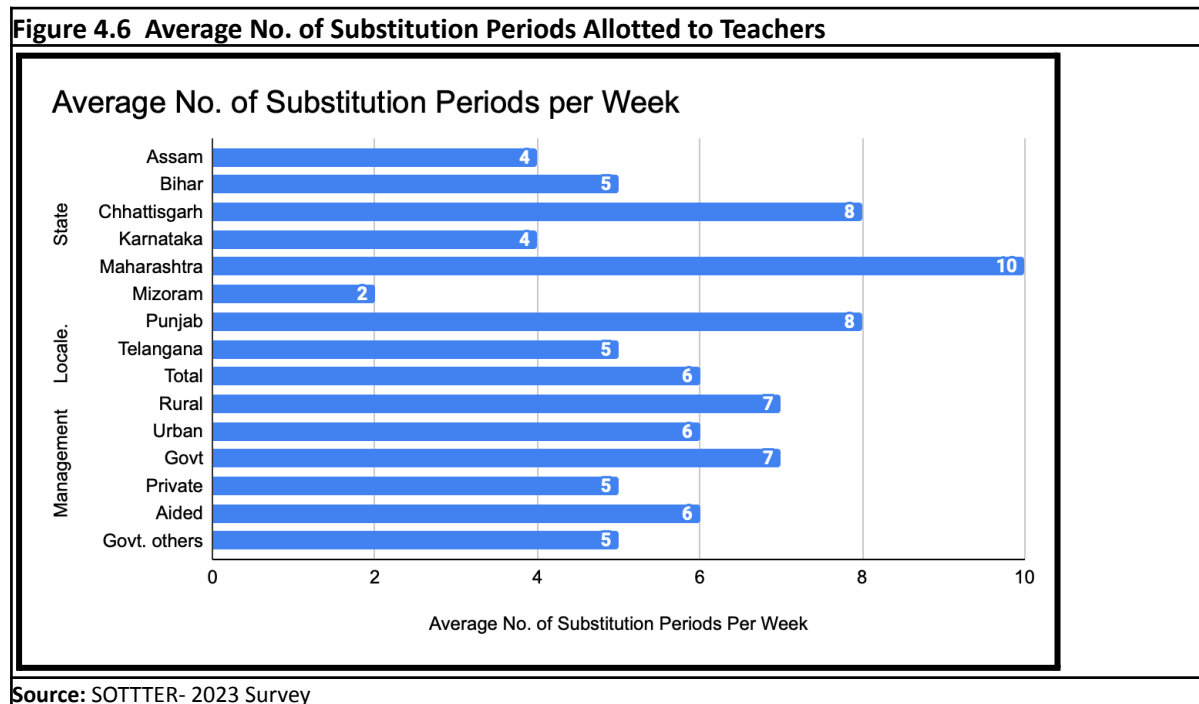
The average number of periods taught in a week by these teachers varied between a minimum of 15 periods to a maximum of 32 periods, while those taught as substitutions ranged between 2 to 10 periods (Figure 4.5).



Source: SOTTTER- 2023 Survey

c) Substitution Periods

Apart from the regular teaching periods, the teacher is also allotted substitution periods, to especially compensate those classes when teachers are absent. The below table provides the average number of substitution periods taken by a teacher in a week (Figure 4.6).



The average number of substitute periods taken ranged between 10 periods to 2 periods per week. School teachers in Maharashtra were engaged the most as substitute teachers, while the number of such periods was minimal in Mizoram and in the rest of the states, these numbers varied from 4 to 8 periods per week.

d) Feasibility to Conduct Different Activities

The opinion of teachers in terms of their ability to conduct lab and other group activities was sought (Table 4.11).

Table 4.11 Teachers Ability to Conduct Lab Activities and Other Group Activities							
State	Never		Sometimes		Often		Total
	N	%	N	%	N	%	
Assam	106	27.97	194	51.19	79	20.84	379
Bihar	146	49.66	87	29.59	61	20.75	294
Chhattisgarh	71	18.11	241	61.48	80	20.41	392
Karnataka	129	38.17	117	34.62	92	27.22	338
Maharashtra	44	13.10	174	51.79	118	35.12	336
Mizoram	98	34.75	156	55.32	28	9.93	282
Punjab	95	13.18	319	44.24	307	42.58	721
Telangana	56	13.24	239	56.50	128	30.26	423
Aided	107	21.88	263	53.78	119	24.34	489
Government	367	25.68	642	44.93	420	29.39	1429
Government Others	12	11.76	54	52.94	36	35.29	102
Private	259	22.62	568	49.61	318	27.77	1145
Grand Total	745	23.54	1527	48.25	893	28.21	3165

Source: SOTTTER- 2023 Survey

Except for Bihar, and Karnataka, majority of the teachers are able to conduct the lab activities and other group activities sometimes. In Bihar, most of the teachers have expressed as 'never', while in Karnataka an equivalent proportion of teachers have expressed both 'never' and 'sometimes'. In Punjab, on the other hand, an equivalent proportion has expressed both 'sometimes' and 'often'. This reflects that the extent of autonomy and resources available to teachers are favourable in Punjab, while they are least in Bihar followed by Karnataka.

e) Access to Resources

The accessibility of resources necessary for executing various activities is limited to only 55% of teachers. Their proportion is even lower in schools located in urban while 60 per cent of teachers in rural areas have stated they have access to resources. Based on the type of management, other Government and aided schools have a scarcity of resources, while private schools have shown better access to resources for their teachers (Table 4.12).

Table 4.12 Teacher Access to Resources	
	Yes
Total	1740
%	54.98%
Rural	792
%	59.82%
Urban	948
%	51.49%
Aided	224
%	45.81%
Government	761
%	53.25%
Others	45
%	44.12%
Private	710
%	62.01%
Source: SOTTTER- 2023 Survey	

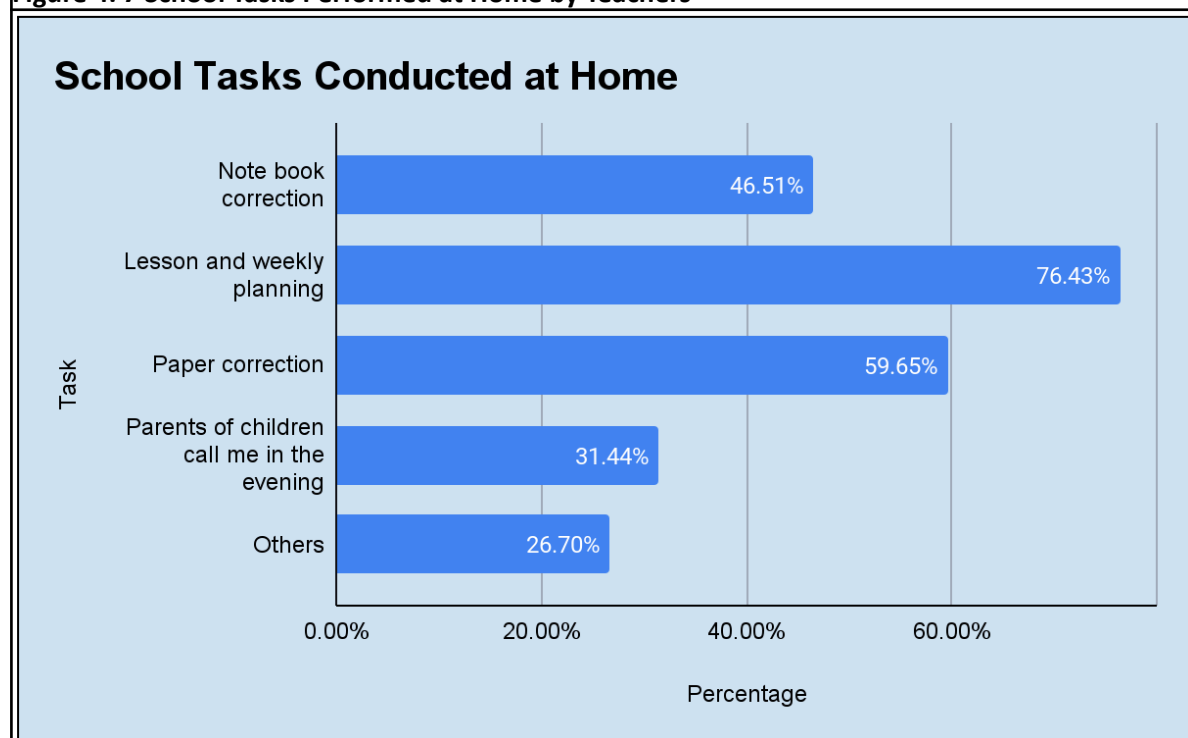
f) Time Spent on Different Tasks

The school teachers are generally engaged in different tasks both inside and outside the school. The teachers' responses on the time spent were obtained on a given set of tasks (Table 4.13).

Table 4.13 Time Spent by Teachers on Different Tasks					
Task	Never	Less than 1 hour	1-3 hours	More than 3 hours	Average Time
Planning the lesson	71	1363	1324	407	1-3 hours
%	2.24	43.06	41.83	12.86	
Teamwork with colleagues	136	1448	1173	408	1-3 hours
%	4.30	45.75	37.06	12.89	
Correcting students' work	58	1040	1427	640	1-3 hours
%	1.83	32.86	45.09	20.22	
Counselling students	120	1564	1088	393	1-3 hours
%	3.79	49.42	34.38	12.42	
Mentoring/ guiding other teachers	486	1709	742	228	Less than 1 hour
%	15.36	54.00	23.44	7.20	
Administrative work	599	1354	884	328	Less than 1 hour
%	18.93	42.78	27.93	10.36	
Professional development work	389	1471	978	327	Less than 1 hour
%	12.29	46.48	30.90	10.33	
Preparation of resources or TLMs	364	1302	1134	365	Less than 1 hour
%	11.50	41.14	35.83	11.53	
Communication with parents	152	1676	1025	311	Less than 1 hour
%	4.80	52.97	32.40	9.83	
Engaging in extra-curricular activities	188	1460	1146	371	1-3 hours
%	5.94	46.13	36.21	11.72	
Other tasks	566	1426	796	376	1-3 hours
%	17.89	45.07	25.16	11.88	
Source: SOTTTER- 2023 Survey					

g) School Tasks Conducted at Home

Indian teachers on many occasions carry school tasks at home. As evident in the present study, more than three-fourths of the teachers prepare lessons and weekly planning at home, close to three-fifths of them correct test papers, close to fifty per cent correct students' notebooks and one-third interact with parents (Figure 4.7).

Figure 4. 7 School Tasks Performed at Home by Teachers

Source: SOTTTER- 2023 Survey

h) Extent of Control Over Activities- Autonomy

From the teachers' responses, it is evident that although they do not have complete control over all the selected areas, they do enjoy some level of autonomy (Table 4.14).

Activity	Strongly Agree	Agree	Disagree	Strongly disagree
Planning the lesson	1707	1206	44	208
%	53.93%	38.10%	1.39%	6.57%
Selecting teaching methods	1098	1824	54	189
%	34.69%	57.63%	1.71%	5.97%
Assessing students' learning	1115	1813	52	185
%	35.23%	57.28%	1.64%	5.85%
Disciplining students	1229	1670	65	201
%	38.83%	52.76%	2.05%	6.35%
Determining the amount of homework to be assigned	943	1873	139	210
%	29.79%	59.18%	4.39%	6.64%

Source: SOTTTER- 2023 Survey

i) Other Responsibilities

The roles and duties of teachers extend beyond the confines of the teaching-learning process and encompass additional responsibilities, sometimes referred to as co-curricular activities. The table presented below illustrates additional duties performed by teachers within the scope of their professional responsibilities. The majority of individuals actively

participate in cultural and other social activities, in addition to preserving records and facilitating Physical Training (PT) programs. The provision of mid-day meals or milk is carried out by a fraction comprising one-fifth of the teachers (Table 4.15).

Table 4.15 Co-curricular/Other Responsibilities Undertaken by Teachers					
	Responsible for PT classes	Cultural and other events	Maintaining data	Mid-day meal and milk distribution	Other Responsibilities
Aided	108	323	153	105	130
%	22.09%	66.05%	31.29%	21.47%	26.58%
Government	460	844	697	422	575
%	32.19%	59.06%	48.78%	29.53%	40.24%
Others	36	78	47	26	34
%	35.29%	76.47%	46.08%	25.49%	33.33%
Private	327	675	436	90	349
%	28.56%	58.95%	38.08%	7.86%	30.48%
Total	931	1920	1333	643	1088
%	29.42%	60.66%	42.12%	20.32%	34.38%

Source: SOTTTER- 2023 Survey

4.9 Employment terms

The nature of the employment of teachers reflects the orientations of the management as well as the level of security the job provides. Among the total sample of 3165 teachers, 57.82 per cent of the teachers have stated to be associated with their schools for more than three years, while 18.14 per cent have been associated for less than three years. At the same time, the remaining 24 per cent preferred not to respond to this item.

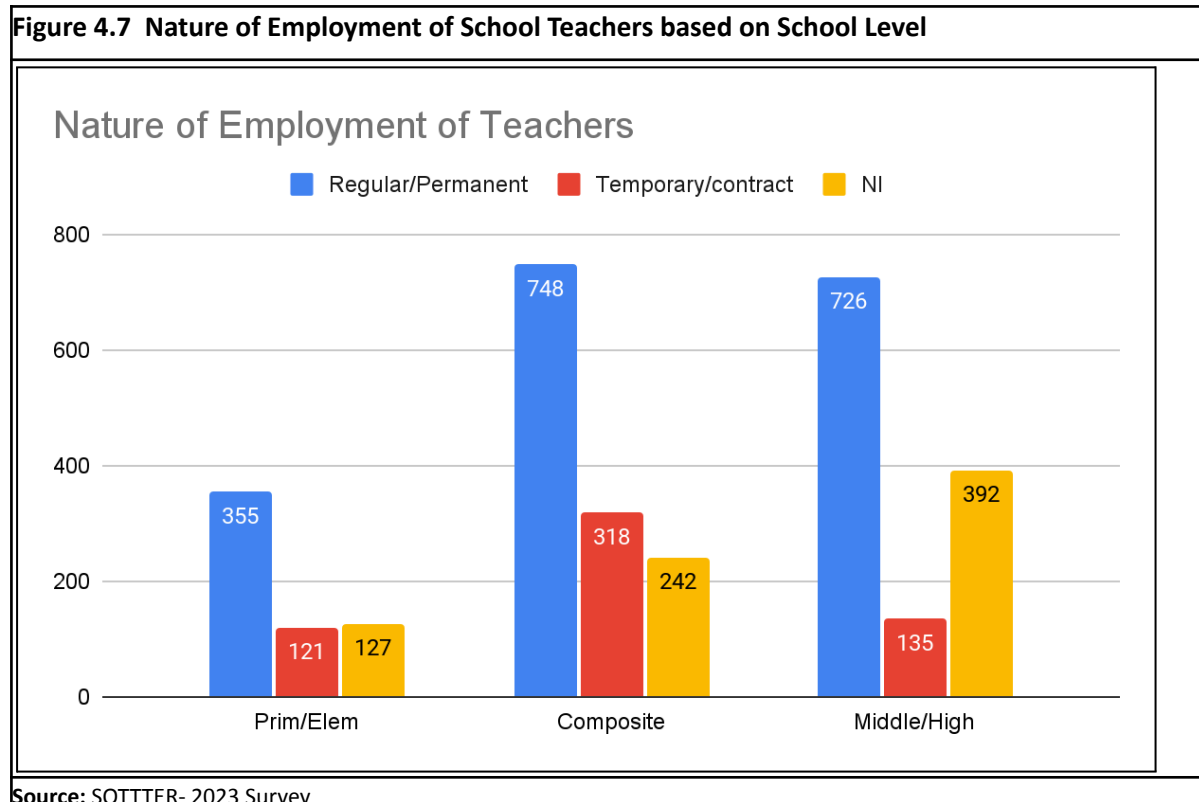
a) Nature of Employment

The proportion of temporary or contract teachers is highest in private schools followed by aided and government schools. In comparison to the government schools, the proportion of contract teachers is almost three times in the private schools and double in aided schools (Table 4.16).

Table 4.16 Management Wise Proportion of Regular & Contract Teachers				
Management	Regular/ Permanent	Temporary/ Contract	NI	Total
Govt	913 (63.89%)	143 (10.01%)	373 (26.10%)	1429
Aided	242 (49.49%)	101 (20.65%)	146 (29.86%)	489
Private	631 (55.11%)	317 (27.69%)	197 (17.21%)	1145
Govt. others	44 (43.14%)	13 (12.75%)	45 (12%44)	102
Total	1830 (57.82%)	574 (18.14%)	761 (24.04%)	3165

Source: SOTTTER- 2023 Survey

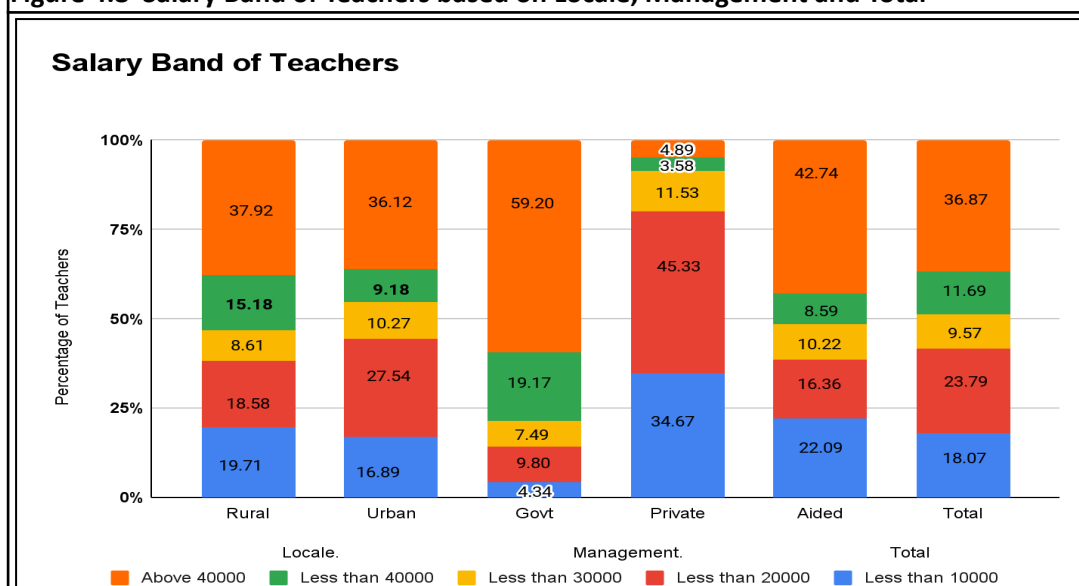
The below indicates the nature of employment of teachers across the three types of schools (Figure 4.7).



By and large, it is seen that the proportion of teachers regular/permanent in primary/elementary schools falls in the range of 57- 59 per cent, while the proportion of temporary/contract teachers falls between 20 and 24 per cent for primary/elementary schools and composite. The proportion of temporary/contract teachers is minimal in middle/high schools and their proportion is just 11 per cent.

b) Salary Band

The salaries of the teachers were grouped into four categories; less than 10,000, less 10,000-20,000, 20,000-30,000, 30,000-40,000 and more than 40,000. The study indicates that most government school teachers fall in the pay band above 40,000, followed by aided school teachers, and the proportion of private school teachers in this pay band is minimal. Further, the majority of the private school teachers are represented in the pay band of less than 10,000 (Figure 4.8).

Figure 4.8 Salary Band of Teachers based on Locale, Management and Total

Source: SOTTTER- 2023 Survey

The salary band of permanent and temporary teachers varied by state. Among the eight states, the salary band of teachers from Assam and Chhattisgarh is relatively lower than the teachers from the other states. In Maharashtra and Punjab, almost 50 per cent of the teachers received the highest salary band of above 40,000, followed by Telangana and Mizoram. In Karnataka, one-third of teachers received the highest band and in Bihar, this proportion is 30 per cent (Table 4.17).

Table 4.17 Salary Band of Teachers Based on Nature of Employment

	less than 10,000	10,000-19,999	20,000-29,999	30,000-39,999	40,000 and above	Grand Total
NI	102	197	99	65	298	761
%	13.40%	25.89%	13.01%	8.54%	39.16%	100.00%
Regular/ Permanent/ more)	239	350	155	249	837	1830
%	13.06%	19.13%	8.47%	13.61%	45.74%	100.00%
Temporary/ Adhoc	231	204	51	56	32	574
	40.24%	35.54%	8.89%	9.76%	5.57%	100.00%
Grand Total	572	751	305	370	1167	3165

Source: SOTTTER- 2023 Survey

From the above table, it is astonishing to notice that the majority of the teachers employed on a temporary/ad-hoc basis received less than 10,000 salary, while the government teachers received more than 40,000 salary per month. The discrepancies in salaries based on the nature of employment are alarming and hence a matter of concern.

It was important to understand how the government school teachers were paid based on their employment. From the table below, it is revealed that the majority of the regular/permanent teachers are paid above Rs. 40000 per month, while those employed on

a temporary or ad-hoc basis, the maximum percentage of teachers received salary less than 40,000, followed by less than 20,000 (Table 4.18).

Table 4.18 Salary Band of Government School Teachers Based on Nature of Employment						
	Above 40000	less than 10,000	Less than 20000	Less than 30000	Less than 40000	Grand Total
Regular/ Permanent/ Long term contract (3 years or more)	604	15	52	62	180	913
%	66.16%	1.64%	5.70%	6.79%	19.72%	100.00%
Temporary/ adhoc/ Short term contract (less than 3 years)	8	29	39	15	52	143
%	5.59%	20.28%	27.27%	10.49%	36.36%	100.00%
	*NI-761					
Source: SOTTTER- 2023 Survey						

Table 4.19 State Wise Salary Band of Teachers												
State	Nature of Employment	less than 10,000		10000-20000		20000-30000		30000- 40000		Above 40000		Total
		N	%	N	%	N	%	N	%	N	%	N
Assam	Regular	76	23.75	72	22.50	27	8.44	69	21.56	76	23.75	320
	Temporary	40	67.80	6	10.17	6	10.17	5	8.47	2	3.39	59
	Total	116	30.61	78	20.58	33	8.71	74	19.53	78	20.58	379
Bihar	Regular	29	11.93	25	10.29	44	18.11	58	23.87	87	35.80	243
	Temporary	22	43.14	16	31.37	10	19.61	1	1.96	2	3.92	51
	Total	51	17.35	41	13.95	54	18.37	59	20.07	89	30.27	294
Chhattisgarh	Regular	49	22.37	56	25.57	15	6.85	31	14.16	68	31.05	219
	Temporary	60	34.68	59	34.10	11	6.36	41	23.70	2	1.16	173
	Total	109	27.81	115	29.34	26	6.63	72	18.37	70	17.86	392
Karnataka	Total	29	8.58	83	24.56	61	18.05	52	15.38	113	33.43	338
Maharashtra	Regular	10	3.64	38	13.82	26	9.45	34	12.36	167	60.73	275
	Temporary	11	18.03	43	70.49	5	8.20	0	0.00	2	3.28	61
	Total	21	6.25	81	24.11	31	9.23	34	10.12	169	50.30	336
Mizoram	Regular	20	9.90	55	27.23	15	7.43	23	11.39	89	44.06	202
	Temporary	12	15.00	31	38.75	6	7.50	9	11.25	22	27.50	80
	Total	32	11.35	86	30.50	21	7.45	32	11.35	111	39.36	282
Punjab	Regular	55	9.63	106	18.56	26	4.55	34	5.95	350	61.30	571
	Temporary	86	57.33	49	32.67	13	8.67		0.00	2	1.33	150
	Total	141	19.56	155	21.50	39	5.41	34	4.72	352	48.82	721
Telangana	Total	73	17.26	114	26.95	38	8.98	13	3.07	185	43.74	423
*Information for Regular and Temporary teachers not available for Karnataka & Telangana												
Source: SOTTTER- 2023 Survey												

Teachers in general are entitled to receive different benefits, depending on the management and source of salary. Some of the benefits they are entitled to are; Provident Fund (PF), health coverage, gratuity, pension, medical leave, maternity leave and others (Table 4).

a) Benefits Entitled

This study data indicates that the majority of teachers depending on the context are entitled to most Provident fund benefits and Medical leave. However, the teachers from other government schools have indicated receiving gratuity rather than PF. Among the total teachers, 27 per cent have stated that they did not receive benefits of any kind and this percentage was seen to be maximum in aided schools and private management schools. Apart from medical leave and PF, at least one-third of teachers have stated received paid maternity leaves, especially those from the government and other government schools (Table 4.20).

Context	ESI/Health coverage	PF	Gratuity	Pension	Paid maternity leave	Medical/sick leave	None
Total	672	1290	594	680	806	1449	851
% (3165)	21.23%	40.76%	18.77%	21.48%	25.47%	45.78%	26.89%
Rural	241	512	213	256	325	640	358
% (1324)	18.20%	38.67%	16.09%	19.34%	24.55%	48.34%	27.04%
Urban	431	778	381	424	481	809	493
% (1841)	23.41%	42.26%	20.70%	23.03%	26.13%	43.94%	26.78%
Govt	342	601	372	437	544	825	278
% (1429)	23.93%	42.06%	26.03%	30.58%	38.07%	57.73%	19.45%
Aided	63	173	83	111	96	180	164
% (489)	12.88%	35.38%	16.97%	22.70%	19.63%	36.81%	33.54%
Private	265	484	103	99	132	388	380
% (1145)	23.14%	42.27%	9.00%	8.65%	11.53%	33.89%	33.19%
Govt. Others	20	32	36	33	34	56	29
% (102)	19.61%	31.37%	35.29%	32.35%	33.33%	54.90%	28.43%
Source: SOTTTER- 2023 Survey							

b) Salary during Vacations

Provision of salaries during vacation supports teachers to sustain a secure living. In the current study, a majority (73%) of the teachers have indicated that they received salaries during the vacation, while a small section (21%) do not receive them.

With regard to management, a significant proportion of the private school teachers, other schools and aided teachers did not receive salaries during the vacations, while the majority of government school teachers received salaries during the vacations (Table 4. 21).

Table 4.21 Proportion of Teachers Receiving Salaries During Vacations				
Respondents	Yes	No	May Be	Total
Total Teachers	2326	670	169	3165
%	73.49%	21.17%	5.34%	100.00%
Management				
Government Teachers	1210	160	59	1429
%	84.67%	11.20%	4.13%	100%
Aided School Teachers	340	126	23	489
%	69.53%	25.77%	4.70%	100%
Others Government School Teachers	67	31	4	102
%	65.69%	30.39%	3.92%	100%
Private School Teachers	709	353	83	1145
%	61.92%	30.83%	7.25%	100%
Source: SOTTTER- 2023 Survey				

4.10 Income from Other Sources

Teachers, especially those receiving salaries from the government are not permitted to conduct tuitions. In this regard, The RTE 2019 also clearly states, 'Private tuition is one of the ills affecting Indian education, which needs to be addressed. This provision will ensure that teachers do not use their position for commercial gain through private tuition'. Among the total teachers, 14 per cent of the school teachers indicated taking tuition and their proportion is found to be prominent among female teachers, particularly from urban, private schools and those who are temporarily employed. The proportion of male teachers conducting tuition is relatively higher in government and aided schools when compared to female teachers (Table 4.22).

Table 4.22 Proportion of Teachers Conducting Tuitions			
Context	Total	Male	Female
Total	469* (14.82%)	183 (39.02%)	285 (60.77%)
Rural	193 (41.15%)	90 (46.63%)	103 (53.37%)
Urban	276 (58.85%)	93 (33.70%)	182 (65.94%)
Govt	105 (22.39%)	57 (54.29%)	48 (45.71%)
Aided	65 (13.86%)	34 (52.31%)	31 (47.69%)
Private	274 (58.42%)	80 (29.20%)	194 (70.80%)
Govt. Others	25* (5.33%)	12 (50%)	12 (50%)
Regular	208 (44.35%)	89 (42.79%)	119 (57.21%)
Temporary	133 (28.36%)	38 (28.57%)	95 (71.43%)
NI	128 (27.29%)	56 (43.75%)	71 (55.47%)
*1-other gender			
Source: SOTTTER- 2023 Survey			

Apart from tuition, 12 per cent of the teachers also stated doing other jobs like tailoring, business, estate agent, accounting, business, counselling, agriculture, insurance agent, yoga and music shows.

5. Teacher Requirement and Deployment

5.1 Teachers Shortages

The data from the head teachers shows that 261 (61.85%) schools out of 422 schools had requirements for teachers or had teacher vacancies.

The subject-wise requirements of teachers mentioned by the headteacher are provided in the following (Table 5.1).

Table 5.1 Subject-wise Requirement of Teachers by Schools		
Subjects	No. of Schools	Percentage
Maths	53	12.56%
English	51	12.09%
Science	34	8.06%
Hindi	31	7.35%
Physical Education	29	6.87%
Social Science	23	5.45%
EVS	12	2.84%
Sanskrit	9	2.13%
Physics	8	1.90%
Geography	6	1.42%
Computers	8	1.90%
Arts	7	1.66%
Telugu	7	1.66%
Craft	7	1.66%
Economics	5	1.18%
SGT	5	1.18%
BST	3	0.71%
Mizo	3	0.71%
Drawing	2	0.47%
Marathi	1	0.24%
Gujarati	1	0.24%
Assame	1	0.24%
Chemistry	1	0.24%
Biology	1	0.24%
Defence	1	0.24%
Source: SOTTTER- 2023 Survey		

The demand for teachers based on the school level did not vary drastically, except for Hindi, physical education and social science teachers. Teacher shortages at the primary/elementary level were noticed among mathematics, English, Hindi, Science and EVS teachers. At the composite school level, they were noticed among Mathematics, English, Science, Physical Education, Social science and Hindi teachers. The teachers in

demand at the Middle/high school level were Mathematics, Hindi, Physical Education, English, Social Science, and craft subjects (Table 5.2).

Table 5.2 Subject-wise Requirement of Teachers by School Levels						
	Prim/Elem		Composite		Middle/High	
Subjects	N	%	N	%	N	%
Maths	20	11.83%	14	14.58%	19	12.10%
English	24	14.20%	12	12.50%	15	9.55%
Physics	4	2.37%	1	1.04%	3	1.91%
Geography	3	1.78%	1	1.04%	2	1.27%
Kannada	0	0.00%	0	0.00%	0	0.00%
Hindi	9	5.33%	6	6.25%	16	10.19%
EVS	8	4.73%	2	2.08%	2	1.27%
Economics	1	0.59%	1	1.04%	3	1.91%
Science	9	5.33%	12	12.50%	13	8.28%
BST		0.00%	2	2.08%	1	0.64%
Arts		0.00%	2	2.08%	5	3.18%
Physical Edn	4	2.37%	10	10.42%	15	9.55%
Sanskrit	3	1.78%	3	3.13%	3	1.91%
Telugu	1	0.59%	3	3.13%	3	1.91%
Marathi		0.00%		0.00%	1	0.64%
Gujarati		0.00%		0.00%	1	0.64%
SGT	2	1.18%	2	2.08%	1	0.64%
Craft		0.00%		0.00%	7	4.46%
Chemistry		0.00%	1	1.04%		0.00%
Biology		0.00%		0.00%	1	0.64%
Social Science	3	1.78%	10	10.42%	10	6.37%
Drawing		0.00%	1	1.04%	1	0.64%
Computers	1	0.59%	3	3.13%	4	2.55%
Defence		0.00%		0.00%	1	0.64%
Assame		0.00%	1	1.04%		0.00%
Mizo		0.00%		0.00%	3	1.91%
Total	92	54.44%	87	90.63%	130	82.80%
Source: SOTTTER- 2023 Survey						

Based on type of management and location the demand for the subject teachers are provided in the following table. The table shows that the demand for subject teachers are relatively higher in Government schools when compared to private schools and the subject teachers are Mathematics, Hindi, English and Physical Education. With regard to location, the demand for Mathematics and English teachers is in demand both in rural and urban schools. The urban schools however, required science teachers and rural schools required Hindi teachers (Table 5.3).

Table 5.3 Teacher shortage Based on Management and Location					
		Management		Location	
Subject		Government	Private	Rural	Urban
Maths	N	31	5	23	30
	%	12.92%	4.67%	11.00%	14.08%
English	N	31	4	23	28
	%	12.92%	3.74%	11.00%	13.15%
Science	N	17	4	13	21
	%	7.08%	3.74%	6.22%	9.86%
Hindi	N	25	2	17	14
	%	10.42%	1.87%	8.13%	6.57%
Physical Edn	N	20	2	10	19
	%	8.33%	2%	4.78%	9%
Social Sc.	N	16	3	10	13
	%	6.67%	2.80%	4.78%	6%
EVS	N	9		7	5
	%	3.75%	0%	3.35%	2%
Sanskrit	N	8		6	3
	%	3.33%	0%	2.87%	1%
Physics	N	4	1	5	3
	%	1.67%	0.93%	2.39%	1.41%
Geography	N	3		3	3
	%	1.25%	0.00%	1.44%	1.41%
Computers	N	5	2	5	3
	%	2.08%	1.87%	2.39%	1.41%
Arts	N	6	1	2	5
	%	2.50%	0.93%	0.96%	2%
Telugu	N	4	1	2	5
	%	1.67%	14%	0.96%	2%
Craft	N	6		6	1
	%	2.50%	0%	2.87%	0%
Economics	N	2		1	4
	%	0.83%	0%	0.48%	2%
SGT	N	3		1	4
	%	1.25%	0%	0.48%	2%
BST	N	1	1		3
	%	0.42%	1%	0.00%	1%
Mizo	N	2	1	1	2
	%	0.83%	1%	0.48%	1%
Drawing	N	2	-	1	1
	%	1%	0%	0%	0%
Marathi	N	1		1	
	%	0%	0%	0%	0.00%
Gujarati	N	1	-	-	1
	%	0%	0%	0.00%	0%
Assame	N	1	-	1	-
	%	0%	0%	0%	0.00%

Source: SOTTTER- 2023 Survey

5.2 Teachers Teaching Subjects for which they are Not Qualified

Teachers teaching subjects they are not qualified to teach is commonly noticed when schools face a shortage of teachers or do not have sufficient budgets to recruit subject-specific teachers. Data from the table below shows that of the sampled teachers, 19 per cent of them are teaching subjects they are not qualified to teach. Also, the proportion of teachers from rural areas is more when compared to urban and with regard to type of management, the proportion of such teachers is relatively more in aided and government schools when compared to private and other category schools (Table 5.4).

Table 5.4 Proportion of Teacher Subjects Not Qualified to Teach			
	Total	N	%
Total	3165	611	19.30%
Female	2068	373	18.04%
Male	1095	237	21.64%
Rural	1324	325	24.55%
Urban	1841	286	15.54%
Govt	1429	290	20.29%
Aided	489	103	21.06%
Private	1145	203	17.73%
Other	102	15	14.71%
Source: SOTTTER- 2023 Survey			

5.3 Meeting the Requirements of Teacher Shortage

Schools have adopted varied methods to meet teacher shortage, by either by appointing a part-time teacher or sometimes not holding their classes. The below table provides details of how the requirements of selected teachers are met by the schools based on their management (Table 5.5).

5.4 Teaching as per Qualification

Among the total sampled teacher, 69 per cent have affirmed that they are teaching subjects in accordance with their qualifications, while 17 per cent of the teachers have disclosed that they are teaching in areas for which they lack the necessary qualifications. A few of these cases are where the subjects being taught by teachers do not align with the subject they are specialised in or graduated in. This involves the situation when a teacher who holds a degree in commerce is found teaching a 'science' subject for students from eighth to tenth grade. Or, teachers who have received training in special education and physical education are observed to be teaching regular subjects, or those with a Bachelor of Elementary Education (B.El.Ed) degree, are teaching at the secondary and higher secondary levels. Further, 14 per cent of teachers still need to respond to this inquiry.

About management, the majority (51%) of the teachers are teaching based on qualification in Government schools, followed by private school teachers (30%). In terms of their level of school, the majority (415) of the school teachers are from composite schools, followed by teachers from middle/high school level(39%) (Table 5.6).

Table 5.5 Schools Adaptations to Teacher Shortages						
Physical Education Teacher	Government		Aided		Private	
	N	%	N	%	N	%
It's a free period	7	2.92%	2	2.99%	5	4.67%
We don't hold the classes regularly/ It is not in the timetable	82	34.17%	25	37.31%	28	26.17%
We don't have a teacher and another teacher takes the class	5	2.08%		0.00%	2	1.87%
We have a full-time teacher	73	30.42%	22	32.84%	57	53.27%
We have a part-time teacher	14	5.83%	4	5.97%	12	11.21%
We have a requirement	59	24.58%	14	20.90%	3	2.80%
Grand Total	240	100%	67	100%	107	100%
Arts Teacher						
It's a free period	7	2.92%	3	4.48%	7	6.54%
We don't have a teacher and another teacher takes the class	72	30.00%	11	16.42%	25	23.36%
We don't hold the classes regularly/ It is not in the timetable	43	17.92%	15	22.39%	8	7.48%
We have a full-time teacher	45	18.75%	22	32.84%	43	40.19%
We have a part-time teacher	3	1.25%	4	5.97%	18	16.82%
We have a requirement	70	29.17%	12	17.91%	6	5.61%
Grand Total	240	100%	67	100%	107	100%
Music Teacher						
It's a free period	15	6.25%	7	10.45%	11	10.28%
We don't have a teacher and another teacher takes the class	54	22.50%	10	14.93%	23	21.50%
We don't hold the classes regularly/ It is not in the timetable	65	27.08%	23	34.33%	25	23.36%
We have a full-time teacher	24	10.00%	8	11.94%	27	25.23%
We have a part time teacher	3	1.25%	3	4.48%	15	14.02%
We have a requirement	79	32.92%	16	23.88%	6	5.61%
Grand Total	240	100%	67	100%	107	100%
Special Education Teacher						
We don't need a special educator	126	52.50%	44	65.67%	56	52.34%
We have a full-time teacher	19	7.92%	7	10.45%	24	22.43%
We have a part-time teacher	7	2.92%	1	1.49%	15	14.02%
We have a requirement	88	36.67%	15	22.39%	12	11.21%
Grand Total	240	100%	67	100%	107	100%

Source: SOTTTER- 2023 Survey

Table 5.6 Proportion of Teachers who Do not Possess the Required Qualification to Teach the Subject							
Management	N	%	Grand Total	School Level	N	%	Grand Total
Aided	85	17.38%	489	Prim/Elem	108	17.91%	603
Government	268	18.75%	1429	Composite	217	16.59%	1308
Government Others	23	22.55%	102	Middle/High	204	16.28%	1253
Private	153	13.36%	1145				
Total	529	17%	3165	Grand Total	529	17%	

Source: SOTTTER- 2023 Survey

6. Experiences During COVID-19

In view of the COVID-19 pandemic wherein a majority of the government school teachers were deputed for COVID duties, the extent to which they received health coverage is dismal. Less than a quarter percentage of teachers received health benefits and this proportion is even lower in aided and Govt. others schools.

Teachers when asked if they lost their jobs during the pandemic, 422 (13.33%) out of the 3165 teachers, stated they lost their jobs during this period and also, those who worked revealed their salary was irregular and erratic. Few stated, that their Dearness Allowance (DA) was deducted for 18 months, while others stated, that a full salary cut, one-fourth or thirty per cent of salary was cut (Table 6.1) (Table 6.2) (Table 6.3).

Table 6.1 Proportion of Teachers Lost Jobs and Pay Cut During COVID					
	Lost Job	%	Had Pay Cut	%	Total
Total	422	13.33%	906	28.63%	3165
Female	281	13.59%	598	28.92%	2068
Male	140	12.79%	307	28.04%	1095
Government	102	7.14%	197	13.79%	1429
Aided	81	16.56%	153	31.29%	489
Private	222	19.39%	521	45.50%	1145
Others	17	16.67%	35	34.31%	102
Source: SOTTTER- 2023 Survey					

Table 6.2 Changes Noticed Among Students After COVID								
		Total	Rural	Urban	Aided	Govt.	Others	Private
Lack of motivation	N	1793	721	1072	297	824	51	621
	%		54.46%	58.23%	60.74%	57.66%	0.5	54.24%
Mental health issues	N	785	298	487	164	344	34	243
	%		22.51%	26.45%	33.54%	24.07%	33.33%	21.22%
Better equipped with ICT	N	541	213	328	75	247	31	188
	%		16.09%	17.82%	15.34%	17.28%	30.39%	16.42%
Interested to be in school	N	762	346	416	118	320	40	284
	%		26.13%	22.60%	24.13%	22.39%	39.22%	24.80%
None of the above	N	444	176	268	73	191	7	173
	%		13.29%	14.56%	14.93%	13.37%	6.86%	15.11%
Others	N	24	12	12	3	16	4	4
	%		0.91%	0.65%	0.61%	1.12%	3.92%	0.35%
Source: SOTTTER- 2023 Survey								

Table 6.3 Changes among Teachers Themselves After COVID						
	Total	%	Female	%	Male	%
I am motivated to teach now	2662	84.11%	1750	84.62%	912	83.29%
I am losing interest in teaching now	346	10.93%	205	9.91%	141	12.88%
I am better equipped to use ICT	2132	67.36%	1379	66.68%	753	68.77%
Source: SOTTTER- 2023 Survey						

7. Professional Development

Teacher are expected to receive training periodically to update their skills and competencies. Two areas of training were explored in this study and from the responses of the teachers, it is evident that the teachers have received training in ICT more when compared to special education. The percentage of teachers receiving such training in both areas is maximum in Maharashtra only (Table 7.1).

Table 7.1 Training Received by School Teachers				
State	ICT		Special Education	
	Yes	%	Yes	%
Assam	125	32.98	97	2.56
Bihar	65	22.11	29	0.99
Chhattisgarh	154	39.29	75	1.91
Karnataka	72	21.30	50	1.48
Maharashtra	239	71.13	94	2.80
Mizoram	134	47.52	35	1.24
Punjab	243	33.70	95	1.32
Telangana	129	30.50	82	1.94
Grand Total	1161	36.68	557	1.76
Source: SOTTTER- 2023 Survey				

8. Recruitment Process

The recruitment procedures for school teachers are noticed to be diverse across states. The method of 'interview and demo-class' is seen as more frequent in selected states, followed by 'Interview only). However, the school management seems to vary, wherein close to 50 per cent of teachers mentioned government direct recruitment or transfer, while the aided and private schools mostly adopted 'interview and demo-class' and the government other category schools adopted test-exams for recruiting teachers (Table 8.1) (Table 8.2).

Table 8.1 Recruitment Procedures Adopted across States											
State	Direct govt. Recruitment or transfer		Interview (only)		Interview and Demo- class		Application		Test/ exams		Grand Total
	N	%	N	%	N	%	N	%	N	%	
Assam	121	31.93	136	35.88	109	28.76	64	16.89	62	16.36	379
Bihar	57	19.39	37	12.59	105	35.71	68	23.13	67	22.79	294
Chhattisgarh	80	20.41	109	27.81	162	41.33	122	31.12	75	19.13	392
Karnataka	105	31.07	22	6.51	156	46.15	34	10.06	35	10.36	338
Maharashtra	58	17.26	119	35.42	190	56.55	148	44.05	113	33.63	336
Mizoram	53	18.79	140	49.65	53	18.79	69	24.47	62	21.99	282
Punjab	254	35.23	150	20.80	209	28.99	79	10.96	153	21.22	721
Telangana	115	27.19	40	9.46	222	52.48	94	22.22	139	32.86	423
Grand Total	843	26.64	753	23.79	1206	38.10	678	21.42	706	22.31	3165
Source: SOTTTER- 2023 Survey											

Table 8.2 Recruitment Process Adopted School Management-wise					
Method	Government	Aided	Private	Government Others	Grand Total
Direct govt. Recruitment /transfer	705	65	35	38	843
	49.34%	13.29%	3.06%	37.25%	26.64%
Interview (only)	217	144	363	29	753
	15.19%	29.45%	31.70%	28.43%	23.79%
Interview and Demo- class	200	270	707	29	1206
	14.00%	55.21%	61.75%	28.43%	38.10%
Application	248	131	275	24	678
	17.35%	26.79%	24.02%	23.53%	21.42%
Test/ exams	400	84	182	40	706
	27.99%	17.18%	15.90%	39.22%	22.31%
References	23	12	29	3	67
	1.61%	2.45%	2.53%	2.94%	2.12%
None of the above	27	10	58	1	96
	1.89%	2.04%	5.07%	0.98%	3.03%
Others	44	3	2		49
	3.08%	0.61%	0.17%	0.00%	1.55%
Grand Total	1429	489	1145	102	3165
Source: SOTTTER- 2023 Survey					

9. Support Services

Teachers at times, apart from receiving from their organisation seek support from units out of school or system. They either become members of relevant networks or teacher unions.

9.1 Support From School Management

The teachers have expressed receiving support often in the following order; school management or principal (68%), Colleagues (68%) and SMC or parents (55%). Yet, a significant percentage (29%) of teachers have also stated receiving support only 'sometimes' from the management and colleagues. Their feeling less supported by SMC/parents is seen to be visible among the majority of the teachers (Table 9.1).

Table 9.1 Extent of Support Received by Teachers from Different School Units						
Support Service	Often		Sometimes		Never	
		%		%		%
(a) Do you feel supported by your school management/ principal?	2169	68.53%	929	29.35%	67	2.12%
(b) Do you feel supported by your colleagues?	2146	67.80%	928	29.32%	91	2.88%
(c) Do you feel supported by the SMC/ parents?	1737	54.88%	1219	38.52%	209	6.60%

Source: SOTTTER- 2023 Survey

9.2 Membership of Networks and Teachers Union

From the selected sample of teachers, it is seen that one-third of the teachers are part of some network and 27 per cent are members of the teachers union. Participation in networks is more visible among urban teachers, male teachers, and those in other, government and aided management schools. While those are part of the teachers union are mostly work in rural schools, are male teachers, and associated with government and other management schools (Table 9.2).

Table 9.2 Teachers Participation in Networks and Teachers Union				
	Network		Teachers Union	
	Yes	No	Yes	No
Total	1072	2093	859	2306
%	33.87%	66.13%	27.14%	72.86%
Rural	387	937	408	916
%	29.23%	70.77%	30.82%	69.18%
Urban	685	1156	451	1390
%	37.21%	62.79%	24.50%	75.50%
Female	682	1386	468	1600
%	32.98%	67.02%	22.63%	77.37%
Male	389	706	390	705
%	35.53%	64.47%	35.62%	64.38%
Aided	189	300	135	354
%	38.65%	61.35%	27.61%	72.39%
Government	546	883	547	882
%	38.21%	61.79%	38.28%	61.72%
Others	51	51	44	58
%	50.00%	50.00%	43.14%	56.86%
Private	286	859	133	1012
%	24.98%	75.02%	11.62%	88.38%

Source: SOTTTER- 2023 Survey

10. Motivation and Aspirations

Every educator envisions their future by setting aspirations to ensure continuous growth and development.

10.1 Vision Five Years from Now

The teachers in the current study expressed their vision five years from now, which is presented in the below table. The first priority of the majority of the teachers is to seek a job in a government school, followed by an aspiration to receive a promotion or a better salary in the same school and the third priority is to move to teach the students at the higher classes level. The priorities of the teachers are similar, irrespective of their locale and gender (Table 10.1).

Table 10.1 Teachers Vision Five Years from Now										
Vision Statement	Total		Female		Male		Rural		Urban	
	N	%	N	%	N	%	N	%	N	%
a) Working in a government school	1205	38.07%	753	36.41%	451	41.19%	611	46.15%	594	32.27%
b) Better paying private job	242	7.65%	169	8.17%	73	6.67%	72	5.44%	170	9.23%
c) Move to teach in high school or higher classes	344	10.87%	209	10.11%	135	12.33%	143	10.80%	202	10.97%
d) Move to teach subjects of my choice	143	4.52%	93	4.50%	50	4.57%	65	4.91%	78	4.24%
e) Promotion/ better pay in the same school	755	23.85%	525	25.39%	230	21.00%	269	20.32%	486	26.40%
f) Apply for other government jobs (SSA, bank, railway, police etc.)	123	3.89%	82	3.97%	41	3.74%	54	4.08%	69	3.75%
g) None of the above	352	11.12%	237	11.46%	115	10.50%	110	8.31%	242	13.15%
Source: SOTTTER- 2023 Survey										

10.2 Career of Choice

Was teaching the first career choice among those who became teachers? The responses to this inquiry will provide insight into whether teaching was the initial career preference for the chosen teachers or if they entered the profession as a final option or alternative employment. The data presented in the table indicates that a significant proportion of the teachers expressed agreement rather than strong agreement with the given proposition. This statement suggests that teachers may have chosen their job not primarily out of enthusiasm or ambition, but rather as a result of circumstances or limited alternatives (Table 10.2).

Table 10.2 Teacher Level of Agreement to Teaching was their First Career Choice				
	Strongly Agree	Agree	Disagree	Strongly Disagree
Total	1250	1659	104	152
%	39.49%	52.42%	3.29%	4.80%
Rural	533	684	44	63
%	40.26%	51.66%	3.32%	4.76%
Urban	717	975	60	89
%	38.95%	52.96%	3.26%	4.83%
Female	823	1086	54	105
%	39.80%	52.51%	2.61%	5.08%
Male	426	572	49	48
%	38.90%	52.24%	4.47%	4.38%
Source: SOTTTER- 2023 Survey				

The primary motivation mentioned by the majority for selecting teaching as a profession is the high level of respect associated with the field. Female teachers identified "safe and secure environment" as the second most significant factor, whilst male teachers identified "government job" as the second reason.

Moreover, a significant majority (over 60%) of teachers, regardless of gender, location, and school administration, expressed their agreement in recommending teaching as a profession for their own children. Conversely, less than 25% said that they might consider making such a recommendation.

10.3 Level of Importance Laid for Choosing Teaching as a Career

The school teachers laid high importance on the statement that -teaching will allow me to provide a contribution to society and this was marked by the majority (64%) of them. The next priority was - Teaching would allow me to work with children and young people, followed by - Teaching would offer a steady career path (Table 10.3).

Table 10.3 Level of Importance laid on Aspects Leading to Choosing Teaching as Career								
Statement	Of Low Importance		Of Moderate Importance		Of high Importance		Not important at all	
Teaching would offer a steady career path	221	6.98%	1086	34.31%	1686	53.27%	172	5.43%
Teaching would provide a reliable income	468	14.79%	1384	43.73%	1077	34.03%	236	7.46%
Teaching is a secure job	266	8.40%	1071	33.84%	1643	51.91%	185	5.85%
The teaching schedule (e.g. hours, holidays, part-time positions) is good. I can manage work and family	303	9.57%	1172	37.03%	1476	46.64%	214	6.76%
Teaching will allow me to work with children and young people	195	6.16%	970	30.65%	1859	58.74%	141	4.45%
Teaching will allow me to provide a contribution to Society	176	5.56%	848	26.79%	2015	63.67%	126	3.98%
Source: SOTTTER- 2023 Survey								

10.4 Job Aspects Not Liked by Teachers

Table 10.4 Job Aspects Not Liked by School Teachers						
Job Aspect	Total		Female		Male	
	N	%	N	%	N	%
Work pressure is high	880	27.80%	567	27.42%	312	28.49%
There are a lot of non-teaching responsibilities	988	31.22%	622	30.08%	366	33.42%
Salary is not good	923	29.16%	615	29.74%	308	28.13%
The class size is not manageable/ high strength	315	9.95%	199	9.62%	116	10.59%
Too many NGOs/Training cause disruption in teaching	270	8.53%	145	7.01%	125	11.42%
The children are not interested	312	9.86%	208	10.06%	104	9.50%
Parents are not co-operative	607	19.18%	384	18.57%	223	20.37%
I have to travel too far	225	7.11%	157	7.59%	68	6.21%
The school is remote or in a backward area	134	4.23%	81	3.92%	53	4.84%
I have to live away from my family	151	4.77%	73	3.53%	78	7.12%
Management does not value any initiatives	175	5.53%	104	5.03%	71	6.48%
Students' disciplinary issues	320	10.11%	201	9.72%	119	10.87%
Others	335	10.58%	226	10.93%	109	9.95%
Source: SOTTTER- 2023 Survey						

The job aspects not liked by school teachers when examined based on management, the private teachers were most concerned about the salaries, while the government school teachers had issues with regard to non-teaching responsibilities. The work pressure was relatively high among private school teachers when compared to government school teachers, fifty per cent of the government schools had stated the work pressure to be high. A significant percentage of government school teachers also were concern about parents not being cooperative (Table 10.5).

Table 10.5 Job Aspects Not Liked by School Teachers based on management				
Job Aspect	Government		Private	
	N	%	N	%
Work pressure is high	391	49.75%	342	60.75%
There are a lot of non-teaching responsibilities	624	79.39%	201	35.70%
Salary is not good	324	41.22%	449	79.75%
The class size is not manageable/ high strength	178	22.65%	81	14.39%
Too many NGOS/Training cause disruption in teaching	156	19.85%	64	11.37%
The children are not interested	157	19.97%	82	14.56%
Parents are not co-operative	324	41.22%	168	29.84%
I have to travel too far	133	16.92%	54	9.59%
The school is remote or in a backward area	75	9.54%	43	7.64%
I have to live away from my family	98	12.47%	34	6.04%
Management does not value any initiatives	60	7.63%	76	13.50%
Students' disciplinary issues	155	19.72%	93	16.52%
Others	105	13.36%	133	23.62%
Source: SOTTTER- 2023 Survey				

10.5 Sources of Stress

The study also examined the teachers' responses to various job aspects to ascertain the degree to which these factors contribute to work-related stress.

The data from the below table indicates that some of the aspects that cause stress to some extent were; Having extra duties due to absent teachers, addressing parents' concerns, being held responsible for students' achievement, having too much administrative work to do, modifying lessons for students with special needs and having too much lesson preparation. These concerns were expressed by at least a quarter percentage of teachers (Table 10.6) (Table 10.7) (Table 10.8).

Table 10.6 Level of Stress Experienced While Performing Selected Job Tasks								
Source of Stress	Not at all		To some extent		Quite a bit		A lot	
	N	%	N	%	N	%	N	%
Having too much lesson preparation	1583	50.02%	832	26.29%	527	16.65%	223	7.05%
Having too many lessons to teach	1594	50.36%	756	23.89%	577	18.23%	238	7.52%
Having too much marking	1634	51.63%	764	24.14%	571	18.04%	196	6.19%
Having too much administrative work to do	1512	47.77%	846	26.73%	585	18.48%	222	7.01%
Having extra duties due to absent teachers	1115	35.23%	1099	34.72%	639	20.19%	312	9.86%
Being held responsible for students' achievement	1056	33.36%	869	27.46%	691	21.83%	549	17.35%
Maintaining classroom discipline	1173	37.06%	706	22.31%	648	20.47%	638	20.16%
Being intimidated or verbally abused by students	2162	68.31%	449	14.19%	409	12.92%	145	4.58%
Keeping up with changing requirements from	1626	51.37%	667	21.07%	582	18.39%	290	9.16%
Addressing parent or guardian concerns	1217	38.45%	895	28.28%	659	20.82%	394	12.45%
Modifying lessons for students with special needs	1280	40.44%	809	25.56%	679	21.45%	397	12.54%
Distance travelled to reach school	1626	51.37%	667	21.07%	582	18.39%	290	9.16%
Source: SOTTTER- 2023 Survey								

a) Government Rural Teachers

Table 10.7 Sources of Stress among Rural Government School Teachers								
Source of Stress	A lot		Quite a bit		To some extent		Not at all	
	N	%	N	%	N	%	N	%
Having too much lesson preparation	34	4.80%	96	13.54%	200	28.21%	379	53.46%
Having too many lessons to teach	57	8.04%	99	13.96%	199	28.07%	354	49.93%
Having too much marking	44	6.21%	100	14.10%	201	28.35%	364	51.34%
Having too much administrative work to do	46	6.49%	126	17.77%	214	30.18%	323	45.56%
Having extra duties due to absent teachers	86	12.13%	118	16.64%	254	35.83%	251	35.40%
Being held responsible for students' achievement	117	16.50%	136	19.18%	211	29.76%	245	34.56%
Maintaining classroom discipline	117	16.50%	134	18.90%	180	25.39%	278	39.21%
Being intimidated or verbally abused by students	27	3.81%	73	10.30%	119	16.78%	490	69.11%
Keeping up with changing requirements from	50	7.05%	115	16.22%	220	31.03%	324	45.70%
Addressing parent or guardian concerns	71	10.01%	137	19.32%	210	29.62%	291	41.04%
Modifying lessons for students with special needs	76	10.72%	130	18.34%	207	29.20%	296	41.75%
Distance travelled to reach school	69	9.73%	112	15.80%	192	27.08%	336	47.39%
Source: SOTTTER- 2023 Survey								

b) Government Urban Teachers

Table 10.8 Sources of Stress among Urban Government School Teachers								
Source of Stress	A lot		Quite a bit		To some extent		Not at all	
	N	%	N	%	N	%	N	%
Having too much lesson preparation	40	5.56%	130	18.06%	190	26.39%	360	50.00%
Having too many lessons to teach	45	6.25%	147	20.42%	163	22.64%	365	50.69%
Having too much marking	35	4.86%	141	19.58%	198	27.50%	346	48.06%
Having too much administrative work to do	60	8.33%	143	19.86%	225	31.25%	292	40.56%
Having extra duties due to absent teachers	58	8.06%	163	22.64%	271	37.64%	228	31.67%
Being held responsible for students' achievement	131	18.19%	169	23.47%	181	25.14%	239	33.19%
Maintaining classroom discipline	136	18.89%	154	21.39%	150	20.83%	280	38.89%
Being intimidated or verbally abused by students	21	2.92%	98	13.61%	107	14.86%	494	68.61%
Keeping up with changing requirements from	54	7.50%	144	20.00%	207	28.75%	315	43.75%
Addressing parent or guardian concerns	91	12.64%	149	20.69%	210	29.17%	270	37.50%
Modifying lessons for students with special needs	88	12.22%	161	22.36%	172	23.89%	299	41.53%
Distance travelled to reach school	76	10.56%	144	20.00%	148	20.56%	352	48.89%
Source: SOTTTER- 2023 Survey								

ANNEXURE 1**List of Tools**

SNo	Name of tool	Type of tool	Mode of administration	Investigator
1	DEO Survey	Interview schedule	Interview (digitised by FI during or post completion)	Lead Investigator
2	Head Teacher Survey	Questionnaire	Interview (digitised by FI during or post completion)	Field investigator
3	Teacher Survey	Questionnaire	Self administered Google form or paper-pencil (digitised post completion)	Field investigator
4	Teacher-Teaching mapping form	Questionnaire/form	Data from school records and Principal interview	Field Investigator
5	Teacher Educator Survey	Questionnaire	Interview (digitised by FI during or post completion)	Experienced Field investigator
6	Student Teacher Survey	Questionnaire	Self administered Google form or paper-pencil (digitised post completion)	Field investigator
7	Interview: Teacher Education Institution Principal	Interview schedule	Interview (digitised by FI during or post completion)	Lead Investigator and experienced Field investigator
8*	Interview: specialised teacher education institutions principal	Interview schedule	Interview (digitised by SP)	Special/Lead Investigators
(*) This is a special interview schedule which is to be used in specialised TIEs such as physical education, special education, vocational teacher education, etc. which are included in the study over and above the state wise sample.				

ANNEXURE 2**Sample Design**

Sr. No.	States	Districts	Type of District	Tehsil1 (Rural)	Tehsil 2 (Urban)
1	Assam	Darrang	LPAP	Dalgaon (Pt)	Mangaldoi (Pt) Sub-District
		Kamrup Metropolitan	Urban Capital	Sonapur	Dispur
		Dhubri	AP		
2	Bihar	Muzaffarpur	Urban Capital	Muzaffarpur(Pt)	Patna
		Patna	AP		
3	Chhattisgarh	Korba	AP		
		Sukma	LPAP	Konta	Sukma
		Raipur	Urban Capital	Arang	Raipur
4	Karnataka	Raichur	AP		
		Yadgir	LPAP	Shorapur	Yadgir
		Bengaluru Urban	Urban Capital	Anekal	Bangalore North
5	Maharashtra	Nandurbar	LPAP	Shahade	Nandurabar
		Gadchiroli	AP		
		Mumbai	Urban Capital	Mumbai urban	
6	Mizoram	Aizawl	Urban Capital		Aizawl
		Kolasib	AP		
7	Punjab	Moga	LPAP	Moga	Bagha Purana
		Firozpur	AP		
		Mohali	Urban Capital	Dera Bassi	Sas Nagar (Mohali)
8	Telangana	Bhoopalapally	AP		
		Bhadradi-Kothagudem	LPAP	Kothagudem	
		Hyderabad	Urban Capital	Bahadurpura	Asifnagar
Note: Aspirational districts are highlighted.					

ANNEXURE 3

Field Guidelines

GUIDELINES FOR FIELD INVESTIGATORS

As of 30th March 2023

Tata Institute of Social Sciences, Centre of Excellence Teacher Education, Mumbai is conducting field work for the research study “State of Teachers, Teaching, and Teacher Education Report 2023” (SoTTTER 2023)

1. Objectives of the study

The Centre of Excellence in Teacher Education (CETE) at the Tata Institute of Social Sciences has planned a Biennial report series of ‘State of Teachers, Teaching and Teacher Education’. We are working towards our 2023 report which will **focus on teacher availability at schools, supply and demand**.

2. Research questions

The research study seeks to address the following questions:

- 1) What is the supply of professionally qualified teachers (including the subjects and different levels) and what is its quality?
- 2) What and where is the demand for qualified teachers?
- 3) What is the status of supply and demand and deployment in relation to factors such as the size of the state, region (rural/urban), type of management of the school, and for different subject areas (all school subjects including arts, physical education, computer science, work education, and special education), and levels of school (early years, primary and secondary), school management? Are the Right to Education norms on teacher availability in schools met?
- 4) What are the demographic characteristics and trends of the teacher labour force? Does it reflect the population demography? What are the trends in feminisation?

The study will provide recommendations for comprehensive planning as suggested by the National Education Policy (NEP) 2020 for teacher availability, recruitment and deployment of teachers. This will help to ensure subject teachers' availability and deployment at the state and national levels.

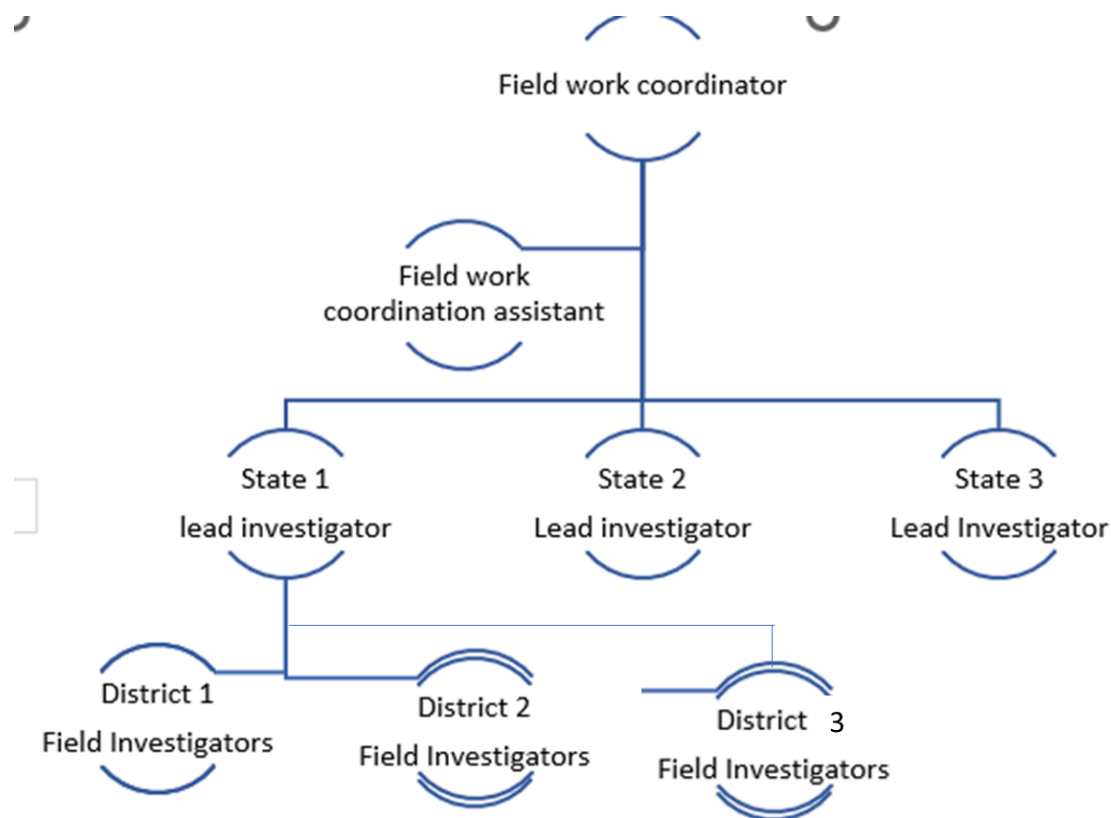
The analysis draws on data from UDISE, PLFS, NAS etc in terms of secondary data, and it will also draw on primary data from schools and teacher education institutions in ten states, which includes surveys of teachers, headteachers, heads of teacher education institutes, teacher educators and student-teachers.

3. Methodology for primary data collection

As noted above, primary data collection will be carried out with teachers, head teachers, teacher educators, student-teachers, and department functionaries at the district and state levels, in ten states.

Each State will be led by a Lead Investigator and supported by a team of Field Investigators who will be a combination of paid field investigators and unpaid student interns. All travel and stay of all investigators will be compensated/reimbursable.

4. Teams



Field investigators may be paid or interns (unpaid); the same team may be allocated to work in both Districts or one for each. In the third district, only the lead investigator or an experienced field investigator will be required to visit and interview the DEO.

5. Sampling

- The ten states selected for in-depth analysis include: Assam, Chhattisgarh, Delhi, Jharkhand, Karnataka, Maharashtra, Meghalaya, Punjab, Telangana, and Odisha.
- Twenty-nine districts have been selected across these ten states (3 per state) for primary data collection and analysis.
- Out of these districts, two tehsils (one tehsil with the highest rural population and one tehsil with the highest urban population) have been chosen for comprehensive primary data collection.
- 35-45 schools and 5-6 teacher education institutions have been identified in both urban and rural areas in the tehsils on the basis of a number of criteria.

6. Details of district sample state-wise

SNo	State	State Capital District	Aspirational District-1	Aspirational District-2	Status as on 29/3/2023, LI and tentative dates
1	Assam	Kamrup Metropolitan DEO: 1 Schools: 35-40 (TBF) TEIs: 7	Darrang DEO: 1 Schools: 35-40 (TBF) TEIs: 7 (TBF)	Dhubri DEO/BEO: 0	LI: Sayed Kazi
2	Bihar	Patna DEO: 1 Schools: 25 (TBF) TEIs: 8	Muzaffarpur DEO: 0 Schools: 22 (TBF) TEIs: 3		LI: Anil Kumar
3	Chhattisgarh	Raipur DEO: 1 Schools: 37 TEIs: 7	Bastar DEO: 0 Schools: 36 TEIs: 5	Korba DEO/BEO: 0	LI: Saurav Mohanty
4	Karnataka	Bangalore DEO: 0 Schools: 40 TEIs: 7	Yadgir DEO: 1 Schools: 34 TEIs: 5	Raichur DEO/BEO: 1	LI: Anitha
5	Maharashtra	Mumbai DEO: 0 Schools: 27 TEIs: 6	Nandurbar DEO: 2 Schools: 41 TEIs: 6	Gadchiroli DEO/BEO: 0	LI: Jyoti Bawane
6	Mizoram	Aizawl DEO: 2 Schools: 29 TEIs: 2	Kolasib DEO: 1 Schools: 23 TEIs: 1		LI: Mama
7	Punjab	Mohali DEO: 3 Schools: 36 TEIs: 5	Moga DEO: 1 Schools: 34 TEIs: 5	Firozpur DEO/BEO: 0	LI: Kamlesh
8	Telangana	Hyderabad DEO: 2 Schools: 35 TEIs: 6	Bhadrachalam/ Khammam DEO: 1 Schools: 29 TEIs: 6	Bhoopalapally DEO/BEO: 0	LI: Karthik

The full list of the schools and TEIs to be sampled will be provided by the CETE-SOTTTER-23 team.

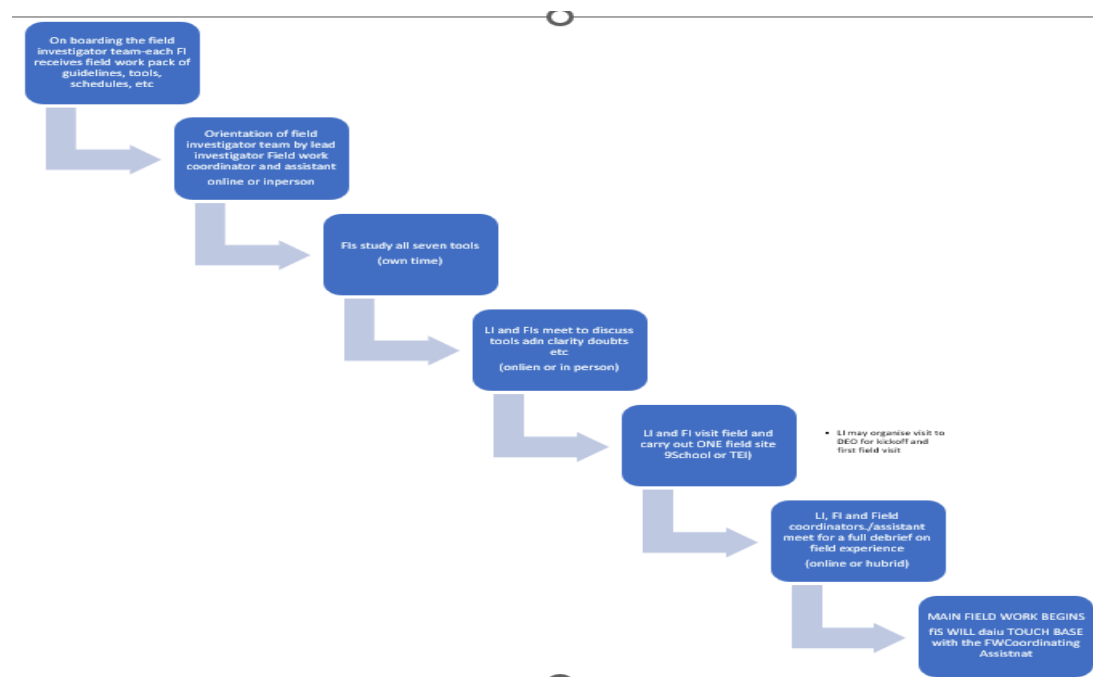
7. The detailed plan for data collection

Unit	Respondent	Number to be covered	Tools
School (Government, Private, Aided, others, and Composite, Primary and High schools)	Headteacher	All heads in the school (in case there are separate heads for primary/middle/secondary etc).	Tool 2: Headteacher survey
School (Government, Private, Aided, others, and Composite, Primary and High schools)	Teachers	20 (maximum) in a school to cover all subject teachers (including PE, arts, music)	Tool 3: Teacher survey
School (Government, Private, Aided, others, and Composite, Primary and High schools)	Teachers OR School Head of School timetable and Register.	From all teachers in the school: Basic information regarding teacher qualification (academic and professional) and subjects and grades s/he is teaching to be noted.	Tool 4: Teacher-Teaching mapping form
Teacher education institution (Government, Private, Aided, and others)	Teacher educators	4 per teacher education institution	Tool 5: Teacher educators survey
Teacher education institution (Government, Private, Aided, and others)	Student teachers	20 per teacher education institution	Tool 6: Student teacher survey
Teacher education institution (Government, Private, Aided, and others)	Head/ Principal of teacher education institution	1 per teacher education institution	Tool 7: Profile of teacher education institution: interview questionnaire
District/block Education Office	District Education Officer/Block Education Officer	1 per district/block	Tool 1: Education officer: interview questionnaire

All tools will be in the form of spreadsheets/Google forms. A hard copy should be carried for areas without Internet access.

8. Guidelines for primary data collection

8.1 Preparation for field work



8.2 Field work kit

1. Digital version of all tools
2. Print-outs of all tools
3. Field work guidelines (print out)
4. Permission letters (print out)
5. Consent form
6. Sample and schedules
7. Field work progress reporting form

8.3 Forms

1. Field Investigator joining form
2. Lead Investigator team details form
3. Travel claim form
4. Travel voucher form
5. Field Investigator remuneration claim form

8.4 Field work

1. Each Field Investigator is expected to visit up to **12 schools and 2 teacher education institutions during the course of 3 weeks.**
2. At the beginning of each day, you are expected to check in with the primary data collection coordinator, who will be part of the SoTTTER core team and based in Bangalore.
3. Please make sure you have all the suitable permission letters (listed below) before you visit schools or teacher education institutions for data collection. You can contact the SoTTTER core team in case of any questions, or if any additional letters are required. This includes:

- a. Letter from CETE, TISS to say that you are an authorised field investigator for the study.
 - b. Letter of permission from relevant state authority to CETE, TISS authorising and permitting us to undertake the study.
 - c. Other letters as may be decided and deemed to be necessary by your lead investigator, such as letter to the DEO.
4. Please commence data collection with a visit and meeting with the DEO office to explain your plan for data collection in schools. Similarly, if relevant, it may be useful to coordinate with the local DIET to explain your plan for data collection in teacher education institutions. You can contact the SoTTTER core team in case of any questions. When you visit the block, you may similarly also touch base with the BEO. The BEO office will also be able to provide you with mobile numbers of school heads etc and help you coordinate your visit to schools. DIET will help you coordinate your visits to TEIs.
5. Depending on the location, you are then expected to visit 1-2 schools or teacher education institutions in a day and collect data from the appropriate respondents.
6. While school/teacher education institution names, addresses, and contact details have been provided, please contact schools/teacher education institutions in advance before visiting for data collection if possible.
7. Please make sure you have made suitable travel arrangements before commencing local travel.
8. When possible, please collect data via Google Forms or the digital version of the tool itself for purposes of efficiency. Please also carry hard copies of the tools in case there are unanticipated connectivity problems.
9. If you are using a hard copy, you are expected to digitize all the data on the same day itself and ensure it has been submitted in the appropriate format.
10. For each Google Form, there is a section on informed consent at the beginning of the form. Please ensure respondents are completing this section. For the interview, there is an informed consent form in the form of a Word document in the folder of tools. Please ensure respondents are completing this section.
11. At the end of each day, you are expected to complete a primary data collection tracker on a daily basis via a Google sheet, indicating the status of data collection.
12. The field work coordinating assistant will expect you to inform her daily about your progress of field data gathering and digitising the data.
13. For any concerns and questions, please be in touch with the focal point coordinating the primary data collection in your state/district. This could be either someone based in state or the overall coordinator based in Bangalore.
14. In general, please be proactive and responsive in terms of communication, so that any issues can be addressed and the data can be collected in a timely manner without delaying the project timelines.
15. Carrying printout of tools for field investigators reference or for teachers to fill. For this requirement costs of printout etc will be reimbursed (not included in the basis honorarium). Please photocopy additional copies of the tools, based on need. Suggested numbers of print outs are as follows: Teacher survey- 10, Head teacher- 2, Teacher educators- 5, Student teachers- 5, TEI- Head- 2, Teacher- teaching mapping form- 2.

16. Please remember that field work is very expensive—it is not only your time and effort but also the time and effort of ALL respondents who give us valuable information. It is very important to respect their time, and carefully note EVERYTHINGS and complete all forms so that their time meaningfully contributes to the purpose of the study. Please be diligent and respectful.

9. Honorarium guidelines

1. Field Investigators will be paid Rs 1000/- per day per institution + field travel. This will be decided in consultation with the lead investigator and core team at CETE, TISS prior to the commencement of field work.
2. For CETE student interns, accomodation will be compensated/reimbursed/arranged.
3. Lead investigators may recommend some advance to be provided towards field work travel etc. In case additional requirements are there for field visits/field work, please discuss with your lead investigator who will guide you on this matter. (Lead Investigators are requested to finalise these details in consultation with the SOTTTER field work team). The remaining amount will be released after the data collection is completed and all data has been submitted in digital form.
4. Please note that TDS of 10% will be deducted on the honorarium.

ANNEXURE 4**1. Fieldwork Periods and Coverage**

State	Start Date	End Date	No. of Schools Covered	No. of Teachers Participated
Assam	June 26th	August 24th	41	379
Bihar	April 26th	May 25th	47	294
Chhattisgarh	April 18th	May 18th	53	392
Karnataka	April 3rd	May 8th	58	338
Maharashtra	April 17th	May 16th	50	336
Mizoram	July 11th	August 6th	52	282
Punjab	May 18th	June 25th	66	721
Telangana	April 17th	May 13th	55	423

2. Tool wise status of data gathered: Number of respondents

State	Tool 1	Tool 2	Tool 3	Tool 4
Assam	2	41	379	26
Bihar	1	47	294	0
Chhattisgarh	5	53	392	0
Karnataka	2	58	338	15
Maharashtra	2	50	336	19
Mizoram	3	52	282	3
Punjab	4	66	721	3
Telangana	3	55	423	46

ANNEXURE 5

Related tables from SOTTTER 2023 Report

Table A: Availability of Appropriate Professional Qualifications (All India, teacher data categorised for School type by Management typess and School type by level					
	Proportion of teachers with relevant qualification				Distribution of teachers with without qualification (none) across management types
			Diploma/d egree in special education		
School Type by Level and Management	DEd or Equivalent	B.Ed. or equivalent		None	
Primary School for which professional qualification is DEEd/DEd/BEEd					
Government schools	60%	24%	1.0%	4%	21%
government aided	68%	21%	2.2%	3%	1.2%
private unaided recognised	22%	42%	2.2%	17%	62%
Unrecognized	28%	16%	2.3%	36%	8%
Madarsa (recog + unreco)	15%	22%	1.7%	41%	7%
Govt Other (Generally English medium)	24%	56%	2.9%	2.9%	0.1%
Govt other (for socially marginalised groups)	66%	17%	1.3%	4.3%	0.7%
Total	46%	30%	1.5%	10%	100%
Upper Prmary for which profesional qualification is BEd					
Government schools	31%	58%	1.1%	3.2%	14%
government aided	30%	60%	1.2%	3.8%	2.6%
private unaided recognised	15%	58%	1.9%	13%	70%
Unrecognized	24%	23%	2.2%	34%	9%
Madarsa (recog + unreco)	15%	21%	1.3%	43%	4.2%
Govt Other (Generally English medium)	7%	76%	2.7%	3.1%	0.2%
Govt other (for socially marginalised groups)	25%	64%	1.1%	1.3%	0.2%
Total	22%	57%	1.5%	9%	100%
Secondary school for which professional qualification is BEd					
Government schools	7%	83%	0.7%	4.1%	28%
government aided	6%	84%	0.9%	4.5%	11%
private unaided recognised	7%	73%	1.6%	9%	55%
Unrecognized	10%	28%	2.1%	48%	3.1%
Madarsa (recog + unreco)	10%	27%	1.5%	37%	1.8%
Govt Other (Generally English medium)	2.2%	84%	1.6%	2.5%	0.7%
Govt other (for socially marginalised groups)	13%	78%	1.3%	1.3%	0.4%
total	7%	79%	1.1%	6%	100%
Source: Authors Analysis of UDISE+ 2021-22					

Table B: Professional qualification of teachers by teaching level and school type							
Level type	Management type	Schools		Teachers			
		Total	Proportion	Total	DEd or Eq	BEd or Eq	No Prof. Qualifications
		N	%	N	%	%	%
Primary Only	All	24	14%	180	22%	58%	12%
(grades I-V)	Aided	4	1%	40	8%	90%	3%
	Government	16	8%	118	27%	52%	11%
	Government Others	1	0%	7	14%	71%	0%
	Private	3	5%	15	27%	20%	53%
Elementary	All	6	2%	68	50%	38%	4%
(grades I-VII/VIII)	Government	4	0%	52	50%	44%	0%
	Private	2	2%	16	50%	19%	19%
Composite		17	34%	181	22%	38%	29%
(grades I-X or I to XII)	Aided	7	3%	59	19%	61%	8%
	Government	5	7%	52	17%	46%	19%
	Private	5	24%	70	27%	13%	53%
Middle/ Secondary		34	50%	388	22%	53%	20%
(grades VI-X/XII)	Aided	11	3%	80	60%	33%	5%
	Government	19	14%	218	12%	70%	10%
	Government Others	1	0%	10	50%	20%	0%
	Private	3	33%	80	5%	29%	64%
Grand Total		81	100%	817	24%	49%	19%
Note: (*) data on qualifications such as physical education, special education, nursery teacher training and various diplomas not analysed.							
Source: SOTTTER-2023 Survey Analysis authors							

Table C: Teacher's undergraduate academic subject specialisation and subjects they teach (middle school and above)									
	Level of match between school teaching subject and Under Graduate (UG) specialisation	proportion of total	Breakup based on Under Graduate subject specialisation						
			Science without mathematics	Physical Science with maths	Social Science with maths	Social Science and Language	Commerce	Other professional degree	No Information /Not applicable
All teachers (Govt and Private)	Government school N=991								
	Proportion of teachers		20%	14%	2%	54%	5%	1%	4%
	All subjects (primary or secondary)	4%	1%		5%	5%	10%	20%	
	UG subjects and teaching subjects do not match	16%	32%	5%		15%	6%		
	Teaching language (regional or English)	4%	9%	4%	10%	0%	24%	50%	
	Teaching one related subject & other subjects	2%	9%				6%		
	UG subjects and teaching subjects match	70%	49%	90%	85%	79%	54%		
	Private School teachers N=746								
	Proportion of teachers		14%	15%	1%	53%	10%	1%	5%
	All subjects (primary or secondary)	6%	2%	3%	13%	6%	11%	11%	
	UG subjects and teaching subjects do not match	14%	15%	4%		19%	5%		
	Teaching language (regional or English)	5%	10%	5%	25%		18%	22%	
	Teaching one related subject & other subjects	3%	21%				3%		
	UG subjects and teaching subjects match	68%	52%	88%	63%	75%	63%		
All Rural Teachers (Govt and private)	Government school teachers N=501								
	Proportion of teachers		15%	14%	3%	59%	3%	1%	5%
	All subjects (primary or secondary)	6%	1%		8%	7%	12%	25%	
	UG subjects and teaching subjects do not match	15%	26%	1%		18%	6%		
	Teaching language (regional or English)	3%	8%	4%	8%		29%	25%	
	Teaching one related subject & other subjects	2%	11%		0%		12%		
	UG subjects and teaching subjects match	69%	54%	93%	85%	74%	41%		
	Private school teachers N=206								
	Proportion of teachers		14%	15%	0%	53%	9%	2%	6%
	All subjects (primary or secondary)	7%	3%	3%		8%	13%		
	UG subjects and teaching subjects do not match	13%	14%	3%		18%	9%		
	Teaching language (regional or English)	6%	8%	5%			35%	33%	
	Teaching one related subject & other subjects	4%	28%						
	UG subjects and teaching subjects match	63%	47%	89%		73%	43%		
Red: Teacher's undergraduate academic subject specialisation do not match teaching subjects Dark Green: Teacher's undergraduate academic subject specialisation match teaching subjects Light Green: Teachers teaching one related subject & other subjects Source: SOTTTER 23 survey									

	Government									Private									Grand Total
	NA /NI	Other Profsnl Degree	Physical Ed.	Commerce	Physical Science with mathematics	Science without mathematics	Social Science with mathematics	Social Science and Language	Total N =991	NA /NI	Other Profsnl degree	Physical Education	Commerce	Physical Science with mathematics	Science without mathematics	Social Science with mathematics	Social Science and Language	Total N =746	
A&CF	2				1			5	8	0							2	2	10
AA(Pri)	3	1		2		1	1	18	26	5	1		6	2	1	1	16	32	58
AA(Mid/Sec)	1	1		3				10	15	1			2	1	1		6	11	26
LE	2			5	3	11		71	92	5	1		5	3	3		58	75	167
LE/LR	2							27	29	0			2				12	14	43
LE/LR/OS	0							1	1	0									1
LE/So	0			1	1			33	35	0	1		4	2	2		29	38	73
LR	8	5		6	2	7	2	144	174	5			2	1	6	2	109	125	299
LR/So	1			1	1		1	25	29	1			2				18	21	50
So	0			13	1	5		116	135	1			10	2	2		72	87	222
Com	0			8	1			1	10	0			9					9	19
M/Sc/LE/LR	5				2	6		8	21	4			4	1	11		13	33	54
M	0			3	48	54	15	32	152	5			19	51	12	4	28	119	271
M/Sc	1			3	25	12	1	2	44	2			2	8	11		3	26	70
Sc	0				42	94		4	140	3			3	31	54		8	99	239
CS	1	2		2	11	3		9	28	1	4		2	7	2	1	7	24	52
Mu	2							1	3	0							1	1	4
OS	3				1	2		1	7	0	1				1		2	4	11
PE	1		4	2	1			16	24	2		1					9	12	36
PE/LE	1								1	0									1
PE/LR	0							3	3	0									3
PE/OR	0									1								1	1
SE	0									0				1				1	1
VE	3	1		1	2	3		4	14	2	1		1	1	1		6	12	26
Grand Total	36	10	4	50	142	198	20	531	991	38	9	1	73	111	107	8	399	746	1737

Note: ■ Teacher's undergraduate academic subject specialisation **do not match** teaching subjects. ■ Language teacher's undergraduate academic subject specialisation **do not match** teaching subjects.
■ Teachers teaching one related subject & other subjects (**partial match**). ■ Teacher's undergraduate academic subject specialisation **match** teaching subjects.
■ Teachers teaching all subjects in all grade levels.

Please find the abbreviations below. **Source:** SOTTTER-23 Survey

Table E: All teachers in Rural schools (Government and Private)

	Government								Govt Total	Private								Pvt Total	Grand Total
	NA/NI	Other pro. degree	Phy Ed.	Commerce	Physical Science with mathematics	Science without mathematics	Social Science with mathematics	Social Science and Language	Total N = 501	NA/NI	Other pro. degree	Phy Ed.	Commerce	Physical Science with mathematics	Science without mathematics	Social Science with mathematics	Social Science and Language	Total; N = 260	
A&CF	2				1			1	4	0							1	1	5
AA(Pri)	3					1	1	15	20	1			2				8	11	31
AA(Mid/Sec)	1	1		2				7	11	1			1	1	1		3	7	18
LE	2			3	1	3		41	50	1	1		4	1	1		16	24	74
LE/LR	1							12	13	0			1				7	8	21
LE/LR/OS	0									0									
LE/So	0							16	16	0	1		1	1	1		16	20	36
LR	6	1		2	2	3	1	70	85	2			2		1		33	38	123
LR/So	0						1	11	12	1							5	6	18
So	0			3		3		67	73	1			3	1			25	30	103
Com	0			1				1	2	0									2
M/Sc/LE/LR	4					4		5	13	3			3		7		3	16	29
M	0			1	24	13	10	24	72	2			4	19	4	1	11	41	113
M/Sc	0			2	8	4		2	16	1				5	3		1	10	26
Sc	0				25	38		2	65	2			1	8	16		2	29	94
CS	0	2		2	10	2		6	22	0	3			2	1		2	8	30
Mu	2								2	0									2
OS	0									0							1	1	1
PE	1		4		1			10	16	0		1					2	3	19
PE/LE	0									0									
PE/LR	0							2	2	0									2
PE/OR	0									0									
SE	0									0									
VE	1			1		3		2	7	1	1		1		1		3	7	14
Grand Total	23	4	4	17	72	74	13	294	501	16	6	1	23	38	36	1	139	260	761

Note: ■ Teacher's undergraduate academic subject specialisation **do not match** teaching subjects. ■ Language teacher's undergraduate academic subject specialisation **do not match** teaching subjects.
■ Teachers teaching one related subject & other subjects (**partial match**). ■ Teacher's undergraduate academic subject specialisation **match** teaching subjects.
■ Teachers teaching all subjects in all grade levels.

Please find the abbreviations in the table below. **Source:** SOTTTER-23 Survey

Abbreviations for Table D and E	
AA (Pri)	All subjects Primary (1 to 4)
AA (Mid/Sec)	All subjects Middle school and Secondary school (5 to 10)
A&CF	Art and craft
Com	Commerce
CS	Computer Science
LE	Language English
LE/LR	Language English / Language Regional
LE/LR/OS	Language English / Language Regional / other subjects (drawing , dance)
LE/So	Language English / Social Science
LR/So	Language Regional / Social Science
LR	Language Regional
M	Mathematics
M/Sc	Mathematics / Science
M/Sc/LE/LR	Mathematics / Science/ Language English / Language Regional
Mu	Music
OS	Other Subjects (drawing, dance)
PE	Physical Education
PE/LE	Physical Education / Language English
PE/LR	Physical Education / Language Regional
PE/OR	Physical Education / Other Subjects
Profsnl / Pro	Professional
So	Social Science
Sc	Science
SE	Special Education
VE	Vacational Education