## Chapter Key Highlights

## Chapter 1: Teachers in India: An Overview

1. There are 9,507,123 teachers in India. 70% of them are in rural areas and two-thirds of them are working in Government or Government-aided schools.
2. Of the teachers working in the Government sector, 11% are contractual, with 90% of them in rural schools.
3. In terms of their social category, 44% of teachers in Government schools are women, while in the private sector the proportion is two-thirds. The Government sector employs 61% and  64% respectively of all teachers from the Scheduled Caste and Scheduled Tribe categories. There are 2.6% of teachers with disabilities in the Government schools, of which 56% are men. 1.19% of teachers in aided schools and 2.21% of teachers in private schools are persons with disabilities.
4. The median age of teachers is 38, with teachers in the Government sector being older. Rural, private school teachers have the lowest median age of 32 years and urban secondary school teachers are the oldest with a median age of 44 years.

## **Chapter 2: Providing the right teacher in each class: Are there shortages? Where? What kind?**

1. Overall PTR in both rural and urban schools is 28:1. For private schools it is 26:1. Among states, it ranges from a low 7:1 in Sikkim to the highest 57:1 in Bihar. Rural areas have a high proportion of both high and low PTRs, with 81% of schools having PTR > 35:1 and 83% with PTR <30:1. 90% of teachers requirement are also in rural areas
2. 83% of all teachers are graduates and 90% are professionally qualified. 69% of teachers without professional qualifications are in rural areas. 61% of teachers in private schools do not have a professional qualification. Among the states with the highest percentage of unqualified teachers in the private sector are Gujarat (98%) and Rajasthan (90%). Tripura (79%) and Jharkhand (77%) have the highest percentage of teachers without professional qualification in the Government sector. In terms of appropriate professional qualification, 45.7% of primary school teachers (D.Ed/B.El.Ed), 57% of upper primary school teachers (B.Ed) and 79% of secondary school teachers (B.Ed) have the mandated qualification.
3. The primary survey (SOTTTER-2023) of 817 teachers from 81 schools across India indicates that 53% of primary school teachers in the private sector had no professional qualification. 69% of government school teachers in middle and secondary schools were teaching subjects they had specialised in as compared to 63% of private school teachers.

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## Chapter 3: Gender balance in the teaching workforce

1. Half of all teachers are women. States and Union territories with a high proportion of women teachers (>=75) include Chandigarh, Goa, Kerala, Punjab, Puducherry and Tamil Nadu. Those with a low proportion (<=40%) are Tripura,, Bihar, Jharkhand and Rajasthan.
2. 67% of women teachers are in urban areas. A higher proportion of women (11% points more) in the Government sector are contractual teachers.
3. PLFS data (2021-22) shows a similar trend. The highest proportion of women teachers are in early childhood education (85%) and physical education has the least number of women teachers (16%). Over 90% of teachers in private schools in the states of Chandigarh, Delhi, Goa and Kerala are women. Of all the primary school teachers in the age group 20-24, 69% of them are in the Government sector and 75% are in private schools. Teachers over 50 years of age in the Government schools are predominantly men.
4. The TET data analysis of one state indicates that fewer women from SC/ST/PWD groups are appearing for and qualifying to become teachers. Overall, the proportion of men qualifying as opposed to women was higher in both General and BC categories by 4% points in Paper 1 (for primary school teaching) and 8% points in paper 2 (for secondary school teaching).

## Chapter 3: Gender Balance in the Teaching Workforce

1. There is considerable inter-state variation in the extent of feminisation of the teaching workforce and this is prominent in selected management like the private and urban schools. Close to three-fourths of teachers in private urban schools are women.
2. In terms of School level in private schools, the representation of women teachers is fairly high in primary school while at the secondary school level, there is a fair gender balance.
3. Social category-wise, the proportion of SC and ST women teachers is low in secondary schools.
4. The contractual teaching workforce in all government and aided schools, except tribal welfare schools, is more feminised when compared to the overall workforce.
5. Feminisation is most prominent in early childhood education and least visible in the vocational education and physical education sectors.
6. In terms of school leadership, both private and government schools are dominated by male leaders.

##### Teacher Supply

1. In both B.Ed and D.El.Ed programmes, the majority of the students are female.
2. The survey noticed an increasing number of married women in these programmes.
3. The majority of the TET applicants and qualifying candidates are women, while women from SC/ST/PWD groups are appearing and qualifying is just a few.

## Chapter 4: Working Conditions of Teachers with a Focus on Teachers in Private Schools

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1. For every 10 teachers working in government schools, there are 7.6 working in private schools.
2. Private school teachers account for a major proportion (>50%) of the teaching workforce in the following nine States; Karnataka, Punjab, Uttar Pradesh, Uttarakhand, Haryana, Madhya Pradesh, Tamil Nadu, Telangana, and Puducherry.
3. Based on UDISE data there has been considerable improvement in all the basic amenities of service conditions in the schools between 2018-19 and 2021-22.
4. The SoTTTER survey revealed a majority of the schools had pucca buildings and maintained clean premises and boundary walls. Close to half the percentage of private schools and one-third of government schools visited had functional toilets for their staff.
5. Private schools are better equipped with supporting staff, including librarians, computer lab assistants, and clerical and cleaning personnel, in comparison to government schools.
6. The government school teachers encountered issues relating to multigrade settings, high PTR and sustaining student attendance. The private schools, on the other hand, reported having difficulties with slow learners.
7. With regards to administrative responsibilities, government school teachers relatively experienced a higher workload on duties like maintaining data, mid-day meal/nutrition and other responsibilities, while private school teachers, reported problems with fee collection.
8. The government school teachers felt they received more support from SMC and parents in comparison to the private school teachers and the government schools were more often visited by Government Education Department officials after COVID pandemic.
9. Regarding pay, private school teachers expressed more dissatisfaction compared to government school teachers.
10. Private schools were staffed with teachers who were comparatively younger when compared to their government counterparts.
11. Private school teachers mostly lived closer to their schools when compared to government school teachers.

##### Employment Terms

1. Based on PLFS 2021-22 data, the proportion of women with no written contracts in government schools is higher than that of men: In private schools, a larger proportion of young women teachers in private sector schools had no written contracts. This is indicative of vulnerabilities and casualisation of employment of women in the private sector
2. Private school teachers in all sectors reported lower salaries and teachers with no written contract received the lowest.
3. Women in private sector employment earn proportionately lower compared to men in the private sector. There is less gender difference in pay seen in teachers below 30 years. Also, young women and men in private sector employment are the least paid, earning just three-fourths of their government counterparts.
4. In general, the average wages of the teachers increased with age. Private school teachers starting salaries are lower and the increase is about INR 1700 every 5 years.
5. A considerable percentage of government-employed teachers were granted complete pensions, gratuities, health care, and maternity benefits. In contrast, more than half of non-government/private sector employees lack eligibility for such benefits. A small proportion of ECCE teachers are granted full or partial benefits in conjunction with their salary.

## Chapter 5: Regional Concerns: Rural regions, the North East.

1. **Rural schools generally have a lower representation of female teachers and the teachers here are younger, less experienced, and lack professional qualifications. Interestingly, a mass proportion of contract teachers are posted in government rural schools.**
2. **Rural schools exhibit both high and low PTRs, which may be attributed to the prevalence of small school sizes and insufficiently qualified teachers, as evidenced by vacant vacancies and unfulfilled teacher requirements. Moreover, single-teacher schools are concentrated in rural areas.**
3. **Overall teachers in rural areas are deficient than their urban counterparts in terms of basic amenities and in terms of their professional work environment.**

##### The North East and Himalayan states

1. The northeast states share similar conditions indicative of problems associated with adequate (quality) teacher supply, along with problems with small schools and deployment of teachers in hilly and remote regions. These States and Himalayan states of Himachal, J&K and Ladakh have low PTRs.
2. Both these kinds of states have a **higher proportion of teachers without any professional qualification and** a very high proportion of contractual teachers.
3. **Basic Amenities and disability access in these states is far below the national average. Professional working conditions are suboptimal in these states.**

##### Other State specific concerns

1. Bihar particularly has a very high state average PTR and along with Jharkhand has a very low proportion of women in the teaching workforce and teachers without professional qualification.
2. Contract teachers are more prevalent in the states Uttar Pradesh, Jharkhand, DNH&DD, and Chandigarh.

## Chapter 6: Teacher Supply: What is the quality of the supply? Is the supply adequate?

1. Although a major portion of the applicants who attempt TETs are from Private self-financed institutions, the students from Government institutions (DIETs, IASEs and CTEs, aided colleges) outperform self-financed institutions in terms of the proportion of applicants qualifying for the TET.
2. Overall, **the quality of DEd colleges, programmes and candidates is a concern because, i**n 72% of the self-financed colleges, fewer candidates appearing for the test passed. Buy they seem to be more effective in enabling their students to qualify in TET, particularly in the BEd space.
3. The overall quality of science-mathematics teachers is better in qualifying for the TET.
4. Among primary teachers, there seems to be a poor level of mathematics content knowledge as well as in the performance in regional language proficiency. Low levels of proficiency in these subjects raise a flag concerning those who are acquiring qualifications to teach without having adequate language or mathematics proficiency.
5. **Overall, the supply of teachers by specialisation of school level and subject areas from Pre-Service Teacher Education (PSTE) is uneven. There seems to be an undersupply of social science and regional language teachers.**
6. SOTTTER 23 survey data indicated that the pedagogy subject choices of those pursuing BEd degrees were prominently, mathematics and physics, Social Sciences and Language, followed by Biological Science. A minimal proportion were specialising in Music and Art.

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