A STUDY OF TEACHER MANAGEMENT IN THE ASPIRATIONAL DISTRICTS OF ODISHA

DISSERTATION

SUBMITTED TO THE NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION, NEW DELHI IN PARTIAL FULFILLMENT REQUIREMENT FOR THE DEGREE OF MASTER OF PHILOSOPHY (M.PHIL.)

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JUNE/2022

Certificate of the Supervisor

This is to certify that the dissertation entitled 'A Study of Teacher Management in the Aspirational District of Odisha' is the work undertaken by Mr. Pabitra Saha under my supervision and guidance as part of his M.Phil. degree in this university. To the best of my knowledge, this is the original work conducted by him and I recommend that the dissertation may be sent for evaluation and award of the degree M.Phil.

Supervisor's Signature

(Prof. Pranati Panda)

Acknowledgement

A large number of people deserve credit for their moral, technical, and intellectual support during this study, which has now resulted in a comprehensive dissertation. Professor Pranati Panda, my supervisor, deserves my deepest gratitude. From the beginning, she studied the manuscript of this work attentively and positively. Her innovative approaches to leading my research work, combined with her positive comments, aided me greatly in bringing my work forward and improving it in every aspect.

Importantly, my heartfelt gratitude towards teaching staff and non-teaching staff who were taught me academically and non-academically a lot of things in the entire process of teaching learning in NIEPA. I'd want to express my heartfelt gratitude to Dr. Yatish and Dr. Dipita, who were always willing to help and helped me in my chapters writing. My special appreciation goes to NIEPA family admiration for giving me scholarship.

I would also like to express my sincere thanks to Librarian of NCDS, Bhubaneswar, Odisha and other library staff for their support during my stay at Bhubaneswar. I would also like to express my sincere thanks to Librarian of NIEPA and other library staff for their support during my research work.

Without the wonderful assistance of my seniors Mr. Jnyanaranjan Sahoo, Twinkle Panda, and Aparajita Gantayat, I would not have been able to complete my M.Phil. work. I would like to thank my classmates who were always encouraged me to work on dissertation. I'd want to express my heartfelt gratitude and dedicate my dissertation's accomplishment to my loving parents and family members, who provided unwavering support and wonderful encouragement.

LIST OF ABBREVIATIONS	
Abbreviation	Expansion
NPE	National Policy on Education
NCF	National Curriculum Framework
OECD	Organizatipon for Economic Co-operation
NCTE	National Council for Teacher Education
B.Ed.	Bachelor of Education
RTE	Right to Education
TET	Teacher Eligibility Test
NEP	New Education Policy
SABER	Systems Approach for Better Education Results
DIET	District Institute for Education and Training
SCERT	State Council of Educational Research and Training
PTR	Pupil Teacher Ratio
NCFTE	National Curriculum for Teacher Education
NKC	National Knowledge Commission
CBSE	Central Board of Secondary Education
DISE	District Information System for Education
OBC	Other Backward Classes
SC	Schedule Caste
ST	Schedule Tribe
RMSA	Rashtriya Madhyamik Siksha Abhiyan
UDISE+	Unified District Information System for Education
UNESCO	United National Educational, Scientific and Cultural Organization
OPEPA	Odisha Primary Education Programme Authority
KBK	Kalahandi Bolangir Koraput
NITI	National Institution for Transforming India
TGT	Trained Graduate Teacher
HSC	Higher Secondary School Certificate
ICT	Information and Communication Technology
UEE	Universal Elementary Education
DPEP	District Primary Education Programme
WODC	Western Odisha Development Council
NSSO	National Sample Survey Organization
IIEP	The International Institute for Educational Planning

CPD	Continuing Professional Development
EFA	Education for All
SDG	Sustainable Development Goal
NAC	Non- Governmental Organizations
SIHM	State Institute of Hotel Management
IIMC	Indian Institute of Mass Communication
ITI	Industrial Training Institute
DAV	Dayanand Anglo Vedic
NUEPA	National University of Educational Planning and Administration
NIEPA	National Institute of Educational Planning and Administration

Chapter 1: Introduction

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1.0. Teacher and Teacher Quality:

The school teacher is one of the most significant inputs to the education system in order to achieve the Millennium Development Aims for education and the broader Education for All goals. Effective teachers are critical to achieving the education Millennium Development Goals, but good teaching can only thrive in a supportive setting. While there is evidence of increased education financing in the form of aid and national education spending, these gains have not been supported by advances in education administration systems. Teacher motivation and morale are greatly influenced by teacher management at the school level. The management of the entire education system has an impact on teacher morale because most decisions affecting teachers are made outside of the school with little input from direct teacher managers. As all nations look to education to alleviate social evils and improve nation building, preparing qualified teachers is a worldwide priority (Goodwin, 2013).

According to Dr. S. Radhakrishnan, "the teacher's function in society is of fundamental importance; he acts as the point of transmission of intellectual tradition and technical abilities from germination to generation and helps to keep the torch of civilization alive." The Secondary Education Commission (1952-53) correctly stated, "We are, however, convinced that the most important factor in the contemplated education reconstruction is the teacher, his personal qualities, his educational qualification, his professional training, and the place that he occupies in the school as well as in the community." The act of teaching predates human civilization. The act of teaching has existed in numerous forms throughout the history of man and civilization. Man has taught his descendants many things, such as how to live a social life, earn a living, raise a family, develop social, spiritual, and moral values, and so on. As a result, man has been consistently preparing the youth to live in society consciously and cohesively, and to meet life's challenges. The socio-cultural ethos of a society is reflected in the stature of its instructors; it is stated that no one can advance above the ranks of its teachers. The government and the society should work together to create conditions that will assist and inspire teachers to think constructively and creatively. Teachers should be free to innovate, to design acceptable ways of communication and activities that are relevant to the community's needs and capacities, as well as its concerns (NPE, 1992).

Why do so many people fear being identified as a teacher? In fact, many people are now teaching since it is the profession of last resort for them. With this revelation, it is critical to evaluate a teacher's obligations and determine whether more needs to be done to ensure that the profession is recognized and free of the shackles of disdain and neglect. This investor will look at a teacher's professional responsibilities in this note. A teacher is assigned to aid in the overall growth of the students as well as social change in the community. Who is the instructor and what constitutes a good teacher are contentious topics? A teacher must also have the greatest possible empathy for the students, a sense of self-control over himself/herself regardless of what he/she possesses, and a commitment to education and working on constitutional ideals. "Teachers have a profound impact on the development of our children, and so on the future of our country." The teacher was the most esteemed member of society in India because of this noble vocation. Only the brightest and most knowledgeable individuals were chosen to teach. Teachers, or gurus, were given all they needed to best pass on their knowledge, abilities, and ethics to students. Teacher education, recruiting, deployment, service conditions, and empowerment are all falling short of expectations, and as a result, teacher quality and motivation are falling short of expectations. Teachers' high regard and the teaching profession's high standing must be maintained in order to encourage the best to enter the field. Teachers must be motivated and empowered in order for our children and country to have the best potential future. The teacher must be at the helm of the education system's major improvements. Because they actually mold our next generation of citizens, the new education strategy must help re-establish teachers as the most respected and necessary members of our society at all levels" (NEP, 2020). Our fundamental assumption is that the pudding is in the eating, and that teacher quality must be measured in terms of how much pupils really learn.

In other words, teacher quality should be determined by a teacher's contribution to student learning, which is often measured by test scores, rather than by traits such as having an advanced degree, experience, or even passing scores on licencing exams (Hanushek, 2007). The administration of teaching-learning materials has a significant impact on the quality of education. Teachers are at the heart of the educational system, where quality, equity, and accessibility are critical. The head of the school is responsible for ensuring that the curriculum is delivered effectively using all available resources - human, material, and financial - to their full potential. Identification and selection of acceptable resources are critical in order to make such resources available at the proper time. "As the management and delivery of education become more scrutinized by the public, the subject of how to best manage teachers is gaining

traction" (Gaynor, 1998).The belief is that head teachers sharing work with teachers, filling teacher vacancies, increasing the number of working days in schools, managing student services, and reducing teacher burden are all intended to improve teaching learning where the outcomes are critical to nature.

Because the child does not understand what is best for him or her or society, the teacher plays a vital role in the educational process. When education is viewed as a moral enterprise, it implies that teachers, students, curriculum, and the teaching-learning process are all value-laden. Both the teacher and the students should work together to settle disagreements, since this will improve the teacher-student relationship. "In the process of knowledge construction, the teacher is a facilitator who helps learners to reflect, evaluate, and interpret" (NCF, 2005).

A qualified and competent teaching staff, consisting of teachers in sufficient numbers in relation to classes (sections), subjects, and available time, is required by law. It is the responsibility of the Head to keep an eye on it and take actions to achieve the need. The following actions emerge: estimating the required teaching staff well ahead of the start of the session; identifying teacher shortages by level and subject; raising the issue with officers or management to address the shortage; developing an alternative strategy to appoint support in this area; developing a reasonably good timetable with proper task assignment and transparency; evolving a periodic progress review mechanism with involvement.

It is critical to situate teacher management within the context of international educational disputes. Many countries have implemented policies to provide free basic education to all children in order to meet education for all goals. Thus, the most emphasis has been placed on the quantitative parts of education for all, particularly Millennium Development Goal 2 targeted at universal primary education; these efforts have resulted in a large increase in enrolment rates in the vast majority of nations. However, the success of attempts to expand access to basic education has occasionally been followed by a decline in educational quality. Expanding access in environments where educational quality was already low has resulted to additional degradation in some cases. Longitudinal studies measuring the cognitive capabilities of kids in the last grade of primary education in seven Sub-Saharan African nations demonstrate that the level of reading and mathematics skills tended to decline between 1996 and 2001, confirming the worry about poor quality education.

As a result, recent arguments have refocused on the quality of education, and hence on the quality of instructors, their motivation, and working circumstances. It is widely known that teachers are the primary influencers of educational quality at the school level. Teachers are crucial to the learning process. Given that instructional activities are primarily concerned with human issues, they are the most important resource in any educational system. The functions associated with their management impact the quality of teaching and learning. In terms of management, this implies guaranteeing an adequate quantity of teachers without sacrificing quality (Liu, 2005).

However, while teachers are critical to increasing educational quality, education ministries face a variety of problems. Many countries that still need to significantly increase coverage confront a teacher shortage, which is exacerbated by inequities in teacher deployment between and within areas. Furthermore, teacher quality remains low in many developing countries. Teachers are frequently challenged with overcrowded classrooms, which do not promote quality instruction. Furthermore, a number of publications have emphasized the harmful impact of deteriorating working conditions on teacher motivation and absenteeism, as well as attracting and retaining teachers in their positions, particularly in rural areas (Liu, 2005).

Most of us who have gone through school can recall the teacher who had the most influence on us, the instructor who inspired us, and those who were essential to our learning and growth. Many of us have had negative experiences with ineffective teachers. It should come as no surprise, then, that the quality of education that children get has the greatest influence on their outcomes (apart from family and background characteristics) (OECD, 2005). Effective teachers, regardless of the diversity of student backgrounds in their classrooms, may help all students improve at a higher pace than less effective teachers. What instructors know and do has a significant impact on pupils; changes in teaching quality can have a significant impact on student outcomes. Various education policies and programs can have an impact on student outcomes, but boosting teacher quality will have the greatest impact. Improving teacher and teaching quality should be a primary goal of education policy (Jensen, 2010, p.8).

Numerous policy ideas at the federal and state levels have focused on increasing teacher quality. Policymakers have expressed worry that many teachers are ill-equipped to assist pupils in meeting the new criteria in the aftermath of initiatives to increase academic standards across the nation. A master's degree or additional education requirements, such as requiring a major in the subject a prospective teacher wishes to teach, have all been suggested as solutions to this

issue. Raising teacher wages to attract more qualified educators has also been suggested (Wenglinsky, 2000).

Figure.1: Characteristics of Teacher in Twenty First Century:
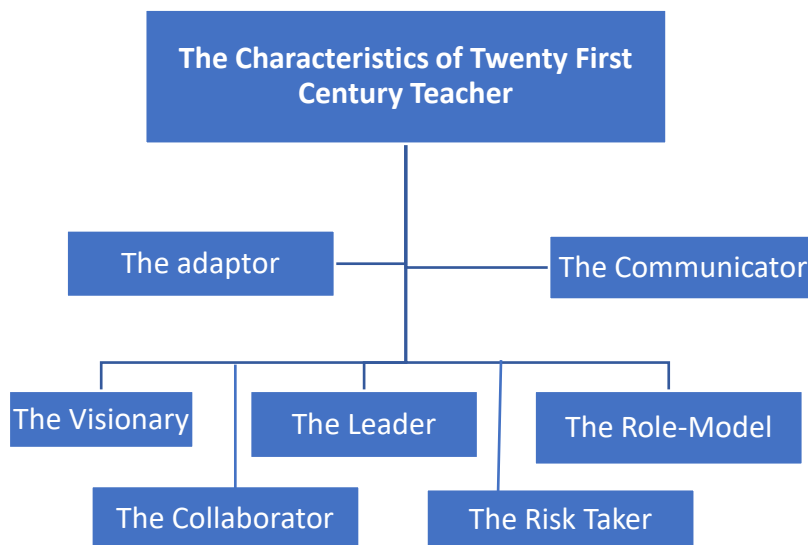
Source: Anne Whaits (2012), The Future of Learning: Don¨t get caught with your paradigm down. Edorigami Wikispace.com /21st century teacher

2.0.Teachers Provisioning in India:

The apex authority, the National Council of Teacher Education, sets national criteria for teacher education and minimum educational and professional requirements for school teacher recruitment (NCTE. A new notification issued in November 2014 stated that the Bachelor of Education (B.Ed.) program is a two-year course; an integrated four-year course leading to a Bachelor of the Arts and B.Ed. degree would be introduced; admission to B.Ed. programs would be open to Bachelor of Commerce and Bachelor of Technology graduates; the B.Ed. the course would include 20 weeks of practical work, of which at least 16 weeks would be spent in teaching; and unqualified selves would be allowed to teach. Teacher recruitment is the responsibility of each state, which sets its own minimum qualification standards for teachers based on NCTE laws and notifications. In practice, most states adhere to these federal laws,

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however some have their own set of restrictions. The public service commissions of the individual states are in charge of teacher recruitment in general. Tamil Nadu is an exception, having established the Teacher Recruitment Board in 1997. Punjab established a recruiting board in 2013, and Jharkhand established the Staff Selection Commission. Rajasthan is considering establishing a separate recruitment board for all non-gazette government employees, including school teachers.

The RTE Act makes it easier to get a job as a teacher by lowering the minimum requirements. This waiver was granted by the federal government in a few states where there was a severe scarcity of competent teachers and applicants. This waiver was granted to Jharkhand, Madhya Pradesh, Odisha, and Uttar Pradesh, among the states studied.

The TET's inclusion as a qualifying criterion for teacher appointment is a significant recent move. The Central TET requires a 60 percent qualifying score. A qualifying score on the TET, on the other hand, does not guarantee that someone will be hired, as it is simply one of the eligibility criteria for appointment. NCTE laws allow school administrations (government, local bodies, government aided, and unaided) to consider offering reserved categories concessions based on their existing reservation policy, as well as weighting TET scores in the recruiting process. According to the recommendations, a TET should be conducted at least once a year by the competent authorities.

Candidates applying to teach at the elementary level in all nine states must pass the TET. States have developed their own TETs in compliance with NCTE's criteria. All nine states had completed at least one or two rounds of their respective TETs as of December 2014. The governments have set minimum and maximum age requirements for people seeking to become teachers. With a few exceptions, the age limit criterion is very consistent among states. In most states, elementary school instructors must be 18 years old, while secondary school teachers must be 21 years old. The average maximum age is between 32 and 35 years old. A few states, including Jharkhand, Odisha, and Punjab in this study, have made knowledge of the official state language a requirement for eligibility.

The most important component of the hiring process is the merit list. Each candidate who meets all of the qualifying requirements is assigned a ranking, which determines the order in which instructors can choose which school they will be assigned to. The merit list is then released, giving individuals the opportunity to contest their placement on the list. The process of constructing the merit list is hard since it must take into account a variety of criteria and

reservation regulations. It's probably unsurprising that there have been numerous court challenges to the lists, causing the recruitment process to be delayed in many jurisdictions.

3.0.Teacher Management as precursor to Teacher quality:

"Management is a series of activities aimed at maximizing the efficiency and effectiveness of organizational resources in order to achieve organizational objectives" (Padmakar, 2002). The nature of management is based on the results or outputs, the means to attain the goals, the economy in the use of resources, and measurement in terms of results, not inputs. In the process, management functions include planning, organizing, coordinating, delegating, controlling, and reviewing.

Teacher management is a subset of human resources management, which is defined as the quest for the best possible quantity and quality match between human resources and an organization's demands. Recruitment, training, and motivation of personnel, their deployment and establishment of staffing norms, wage negotiations and pay organization, performance monitoring and evaluation, planning for future needs, communication system development, and making opportunities available for personal and professional development are all functions of teacher management (Best, et.al, 2018).

'The teacher is the pivot around which school education revolves; it is properly claimed that an education system is only as good as its instructors," according to the Draft NEP 2016 policy. While various initiatives have been undertaken in recent decades to improve the process of teacher recruitment, transfers, deployment, and skills, the system remains chaotic and incapable of providing high-quality education' (Best, et.al, 2018).

Figure no.2: Characteristics of Teacher Management:
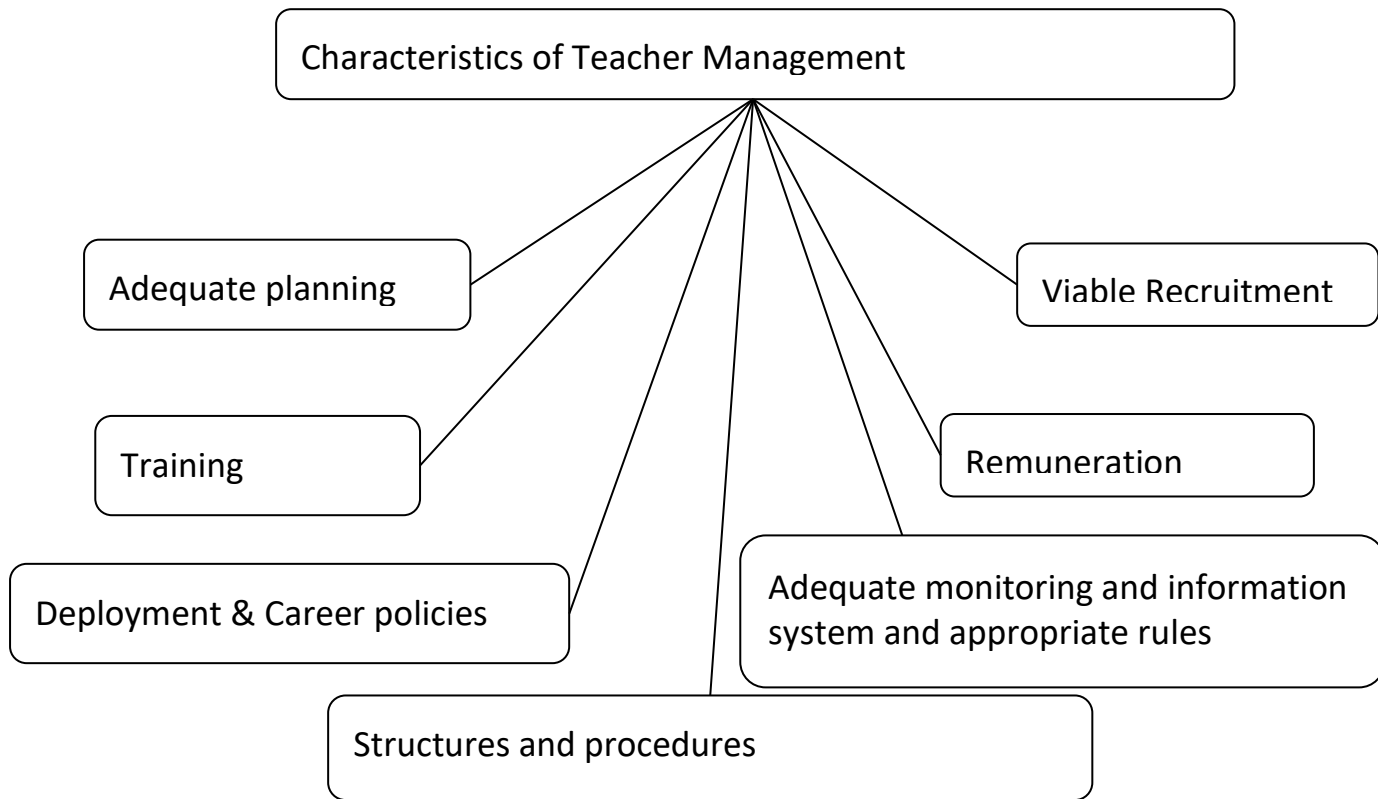
Source: Best, A., Tournier, B., Chimier, C. (2018): Effective Teacher Management

Sapre said that to understand the teacher management, the idea of management is crucial to the nature where it is about policy, plans, implementation of policy and service conditions of the teachers in the educational set up. Following are the basic features to understand the management and teacher management; One of the major trends in Indian education is the infusion of management concepts in teacher preparation and staff development programs.Proactive; integrated; systems approach; inter-relatedness of inputs, process, and output, Focus on results (Results are always outside the organization; inside, there are only costs), Accountability for results; to outside, constituents—students, clients, customers, patients, Relationships based on expertise and autonomy, Flexibility; rules seen as means to achieving organizational goals, Reward system based on performance (measure of output), Recognize and empower; individual goals blended with organizational goals, Change initiatives often originate at individual and group levels; emphasis on preculturing people

The teacher management functions which are based on following aspects; recruitment, training and motivation of personnel, deployment and the establishment of staffing norms, wage

negotiations and organization of pay, follow up and evaluation of performance, planning of future needs, the development of communication systems and Making opportunities available for personal and professional development (Best, 2018).

The teacher management determines standards, qualifications and controls recruitment, promotion, leave, transfer, discipline and lines of communication. Teacher management found such models of teacher management particularly on the basis of industrial and developing countries. These are;

- The Administrative Model: Teacher management is decentralized to lower levels of government or to the education system itself.
- The Grassroots Model: Teacher management is the responsibility of community representatives.
- The Alternative Model: Generally used in innovative, non-mainstream programs, often in response to a shortage of qualified teachers or of resources with which to pay them. The alternative model usually exists alongside, but does not replace, the general public education system (Gaynor,1998).

''Management is a series of activities aimed at maximising the efficient and effective use of organisational resources in order to achieve organisational objectives''(Sapre, 2002, p.102). In this context, management functions are often listed as planning, organising, coordinating, delegating, controlling, and assessing in the management literature. Across the board, reformers attempted to hold professionals more accountable for their job. This was accomplished through a variety of means, including school inspection, teacher performance management, and the release of student test results. In every case, there was also an awareness that accountability was insufficient; teachers also required access to high-quality support, such as greater resources and training" (Elwick,A., McAleavy,T.,2015, p.16).

The framework that was adopted in various cities strengthened management in areas such as teacher performance management, school internal management capacity, classroom management, and teacher management. Making teaching a viable career option for gifted young people is a critical feature of these five fascinating cities. "New teacher recruitment strategies were frequently implemented as part of city reform efforts." While educating the existing staff can result in significant incremental progress, it is much easier to achieve transformational'step change' success if the fundamental calibre of the teacher workforce is changed" (Elwick,A., McAleavy,T.,2015, p.16).

"The Teach First programme, which began in 2003, was the fundamental teacher recruiting reform in London." Teach First offers a new path into teaching for some of the best graduates from leading UK colleges. These recruiters agreed to teach in severely poor government schools in London for two years. The Teach First programme made a substantial contribution to a new conception of teaching as a high-status vocation for ambitious and bright graduates in London. The initiative was a huge success, and it helped to shift people's opinions in London" (Elwick,A., McAleavy,T.,2015, p.21).

Rio de Janeiro, Brazil developed a change theory to improve teacher quantity and quality. "In order to enhance teacher recruitment, pay have been raised: teachers in Brazil currently earn almost 50 percent more than the average worker in the country." 252 In Rio, the situation is even better, with teachers in Rio's municipal education system earning more than in any other state capital in Brazil" (Elwick,A., McAleavy,T.,2015, p.98). "The local government described some of the most recent triumphs in teacher recruitment: 'In the five years since 2009, 23,363 new teachers have been hired. By 2014, the municipal teaching network had 42,529 educators working in classrooms. The new administration has managed to eradicate a 7,500-teacher shortfall that existed previously.Furthermore, since 2011, all teachers appointed through public competitions have been required to work 40 hours per week" (Elwick,A., McAleavy,T.,2015, p.97).

Given the robust evidence of the strong impact of teachers on student learning and the scattered and incomplete nature of the evidence on the impact of teacher policies on the quality of the teaching and learning process, the SABER-Teachers framework aims to provide a comprehensive, evidence-based approach for understanding and assessing teacher policies. It provides insights into what the relevant dimensions regarding teacher policies are, what teacher policies seem to matter most to improve student learning, and how to prioritize among different options for teacher policy reform. The framework has two main components serving two complementary purposes:

1. Policy mapping: The SABER-Teachers framework highlights a number of teacher policy dimensions that are essential for generating a full descriptive account of the policies used by education systems to manage their teacher force. Governments regularly establish policies to govern issues such as the requirements for entering and remaining in the teaching profession, teacher initial education and professional

development, recruitment and employment, compensation, retirement rules, and monitoring and evaluation of teaching quality, among others.

2. Policy guidance: Based on available research findings, the SABER-Teachers framework identifies the policies that are most important for developing an effective teacher policy system, and it gives a method for determining whether those policies are in place in a specific education system. To present, research evidence has revealed various strategies related with improved student outcomes.

Together, the framework's two components provide a comprehensive way to mapping an education system's teacher policies, assessing their relative strengths and weaknesses, and prioritising policy changes that may help the system improve. It is critical to emphasise that both framework components are required to attain this goal. While the evidence to date allows for the identification of a set of teacher policies that are related to student achievement, these policies interact with other policies whose impact on student achievement has not yet been established, but are nonetheless part of an education system's teacher policies sub-system and must be considered when deciding between policy options (SABER, 2012).

4.0.Policy Pronouncement and Teacher Management:

To begin with, the notion that a teacher is created or made in a pre-service teacher educational institute is an important one. If we believe that a teacher is born, it implies that the collection of attitudes, beliefs, values, and competences that she brings to the classroom are things that are excellent in him/her for the typical function of a teacher, which is not the case. The concept that a teacher is born indicates that teacher education is unnecessary. However, if a teacher is made, it is through rigorous professional preparation in teacher education institutes. The National Council for Teacher Education Act defines teacher education as "programs of education, research, or training of persons to equip them to teach at the pre-primary, primary, secondary, and senior secondary stages in schools," which includes non-formal education, adult education, and correspondence education via distance mode. Educationists, policymakers, and teacher educators, among others, have recognized and realized the importance of teachers in the educational system. In terms of the need for a qualified teacher, it is widely assumed that anyone can teach in India.

The role of teachers in the education system was stressed in reports, committees, commissions, and policies, with the majority of policies recommending the measures listed below.

The Education/Kothari Commission (1964-66) said that the most pressing need was to significantly increase teacher salaries, particularly at the elementary and secondary school levels. It was suggested that the government establish minimum pay scales for teachers and help states and union territories in implementing equivalent or higher pay scales. The State and Union Territories should then implement pay scales that are equivalent to or higher than the national average. The ratio of primary, secondary, and university teachers' minimum pay should be 1:2:3. It was suggested that teachers retire at the age of 60, with the option of being extended up to 65 years if they are physically strong and intellectually attentive to perform their tasks effectively. This commission recommended establishing a Common School System of public education as the foundation for establishing the National System of Education in order to "bring together the various social classes and groups, thereby promoting the emergence of an egalitarian and integrated society." And they advocated for greater teacher quality and teacher-to-student ratios, as well as a better deal for teachers in terms of status, salary, and possibilities for professional advancement, as well as accountability mechanisms.

Dr. D S Kothari, a distinguished educationist, wrote the 1964 National Education Commission report, which addressed most elements of teacher administration, motivation, and performance. According to the report:

1. "There should be no primary school teacher who has not completed the secondary school course and has not had two years of training;

2. It is necessary to improve promotional prospects in order to attract and retain talent; 3. Qualified and trained primary school teachers should be considered for promotion as headmasters and school inspectors;

4. Salaries should be reviewed every five years, and dearness allowances (linked to the cost of living index);

5. The government must establish a welfare fund; 6. Retirement benefits based on consistency and parity must be provided, along with a high rate of interest on teachers' provident funds;

7. Minimum amenities essential for efficient work must be supplied (no details) - rural residential accommodation; 8. Teachers in tribal regions should be granted special allowances, residential housing, and provision for their children's education in residential schools; 9. National awards;

10. Remove the separation of teacher education from real-world problems."

The National Policy on Education (1968), emphasized the following: free and compulsory education for all children under the age of 14; reasonable and satisfactory remuneration for teachers based on their credentials and duties. Teachers must be given a respectable status in society. Teachers' salaries and other benefits, as well as their status and education, should be reasonable and satisfactory.

Regarding teachers and teacher education, the National Policy on Education (1986) recommended that District Institutes of Education and Training (DIET) be established 53 with the ability to organize pre-service and in-service courses for elementary school teachers, as well as non-formal and adult education. Teacher recruitment techniques will be restructured to ensure merit, objectivity, and conformance with spatial and functional needs. Teachers' compensation and working conditions must be appropriate with their social and professional duties, as well as the need to attract talent to the field. Efforts shall be made to achieve the desirable goal of uniform emoluments, service conditions, and grievance resolution mechanisms for teachers across the country. Guidelines will be developed to ensure objectivity in teacher postings and transfers. A system of open, participatory, and data-driven teacher evaluation will be developed, with appropriate possibilities for advancement to higher grade levels provided. Accountability standards will be established, with incentives for good performance and disincentives for poor performance. Teachers will continue to be critical in the development and implementation of educational programs (NPE, 1992).

While reaffirming the basics of the 1964 report, the 1992 Program of Action emphasized four key issues:

1. Teachers' pay and service conditions must be commensurate with their social and professional responsibilities, as well as the need to attract talent to the profession;

2. Teachers' associations must play an important role in upholding professional integrity, enhancing teacher dignity, and curbing professional misconduct;

3. Teachers' education is a continual process that includes both pre-service and in-service components. To organise pre-service and on-the-job training, DIETs must be developed. As DIETs are established, substandard institutions will be phased out. Secondary Teacher Education Colleges will be modified to supplement SCERTs.

4. The NCTE will be tasked with accrediting teacher education schools and providing suggestions on curricula and techniques.

Teachers will be the focus of the New Education Policy, 2020; First, teacher shortages will be filled as soon as possible, and in a timely way - notably in disadvantaged areas and places with large pupil-to-teacher ratios or high rates of illiteracy. Employing local instructors or those who are familiar with the local languages will be given special consideration under the National Education Policy 2020 9. At the school level, a pupil-teacher ratio (PTR) of less than 30:1 will be ensured; areas with high numbers of socioeconomically disadvantaged pupils will aim for a PTR of less than 25:1.

1. Teachers will be trained, motivated, and supported to teach foundational reading and numeracy, as well as receive ongoing professional development.
2. Teachers and faculty are at the Centre of the learning process, and their recruitment, ongoing professional development, healthy working environments, and service conditions are all important aspects of the educational system.
3. Special attention will be paid to ensuring that no school is left without adequate infrastructure support by providing regular trained teachers at each stage.
4. A system of incentives for sending teachers who are fluent in the local language to places where dropout rates are high, as well as rewriting the curriculum to make it more interesting and practical

Charles Wood presented a dispatch on an educational system for India in 1854, which became known as the Magna Carta of Indian education. A system of grants-in-aid to stimulate and foster private entrepreneurship in the sphere of education was also advocated by the Dispatch. There would be teacher-training institutions under Wood's plan, and the grant-in-aid was contingent on the institutions employing competent teachers and maintaining suitable teaching standards.

In 1882, a panel led by William Wilson Hunter was established to assess the progress made under the Dispatch of 1854. The commission's findings, which were limited to primary and secondary education, emphasized the importance of the state in expanding elementary education. Sadler panel suggested that primary education be consolidated and improved. It advocated for bettering teacher quality, compensation, and working conditions, as well as aligning the curriculum and teaching methods with the villages' and community's surroundings. It was suggested that school hours and vacations be adjusted in accordance with local needs, and that universities hire teachers for connected colleges.

The main focus of the Sargent Report plan (1944) was on ensuring that all teachers needed for the scheme's implementation and continuation were properly trained. Some ideas were crucial, such as

1. making the Junior Basic Stage compulsory for all children aged 6 to 11. The teacher-to-student ratio was to be maintained at 1:30 in these schools.
2. The youngsters at senior basic schools were supposed to be between the ages of 11 and 14. There was one teacher for every 25 students in these schools.
3. On University education, the Sargent Plan of Education advised the appointment of competent and well-trained teachers.

In November 1948, the Radhakrishnan Commission was established after independence to assess university education. Teachers' pay should also be increased, according to the report. It stressed the importance of recommending teacher credentials, conditions of employment, pay, privileges, and functions, as well as encouraging instructors to conduct unique research.

Recognizing that the success of educational reforms is largely determined by the quality of teachers, the Commission proposed a number of measures to improve the teaching profession, including recruiting quality teachers and ensuring better service conditions, such as pay, pension, provident fund, security, and leave benefits, among other things. Unnecessary weighting of a student's grades should be denounced. For a full evaluation of kids' performance, more credit should be given to day-to-day work in the classroom and the viewpoint of the class teacher. Teachers and professional guidance officers should provide guidance and counselling to students to help them choose a job that suits their aptitude (Secondary Education/Mudaliar Commission) (1952-53).

"The inclusion of productive work as a pedagogic medium in the school curriculum will have substantial revolutionary implications for numerous elements of the education system— philosophical, curricular, structural, and organizational," according to the National Curriculum Framework (2005). Academic autonomy and accountability; curriculum planning; sources of texts; teacher recruitment and education; notions of discipline, attendance, and school inspection; knowledge across subject boundaries, organization of the school calendar, classes, and periods; creating learning sites outside the school; evaluation parameters and assessment procedures; evaluation parameters and assessment procedures All of this suggests that curricular changes and quality enhancements are inextricably tied to systemic changes" (NCF, 2005, p.116).

"The availability of skilled and motivated instructors who see teaching as a career option is an essential precondition for quality in all school sectors." The NPE's and the Chattopadhyay Commission's (1984) recent proposals for lowering standards in teacher recruitment, training, and service conditions have sparked concern. No system of education can surpass the quality of its teachers, and the quality of teachers is highly dependent on the methods employed for selection, training procedures, and accountability tactics" (NCF, 2005, p.8).

"A striking recent feature is the growth of multigrade schools in rural areas, which is based on the mechanical application of 'teacher-pupil ratios' to the need to provide a school within 1 km of each habitation, but is unsupported by the necessary curricular concepts or clarity on materials or pedagogy" (NCF, 2005, p.9).

"The value of qualified teachers to the nation's school system cannot be overstated," according to the National Curriculum Framework for Teacher Education (2009). It is commonly known that teacher competency, sensitivity, and motivation are the most important factors in determining the quality and amount of learner achievement. The prestige, compensation, working circumstances, and teachers' academic and professional education are all elements that influence teacher quality" (NCFTE, 2009, p.2).

National Knowledge commission 2006, Instructors are vital to ensuring the quality of education, hence it is critical to establish well-defined but flexible minimum credentials for teachers. The model law makes no mention of a teacher, as well as the qualifications and in-service training required for the position. A teacher is just someone who teaches in a classroom. Norms for teacher certification and training must be specified. NKC can provide further in-depth explanations on these points. Continuing to consult with stakeholders and examine other issues related to school education, it is focusing in particular on how to ensure better quality across the board; institutional structures and forms of control by local communities that could contribute to improved quality of schooling; issues related to common schooling and neighborhood schools; and ensuring adequate quantity and quality of school teachers, particularly in specified disadvantaged areas(NKC, 2006).

According to the Right to Education Act (2009), every 30 students should have at least one certified and trained teacher. The national average is one teacher for every 34 students, while in states like Jharkhand, Madhya Pradesh, and West Bengal, one teacher is responsible for more than 60 students. To close the gap, an extra 1.2 million teachers will need to be hired.

Approximately one-fifth of primary school teachers currently lack the required minimum academic qualifications to ensure that children's right to excellent education is protected.

Teacher Availability: Up to 2016-17, 19.49 lakh extra teacher jobs have been sanctioned under the SSA to address the teacher deficit in elementary schools. Following RTE, only those people who are able to pass the TET can be appointed as teachers. The Central Board of Secondary Education (CBSE) has conducted eleven rounds of Teacher Eligibility Tests (TETs). In-Service Teacher Training: To help instructors improve their skills, the SSA offers annual in-service training for up to 20 days to all teachers. In addition, new members receive a 30-day induction training program.

The RTE Act of 2009 establishes norms and standards for Pupil Teacher Ratios (PTRs), buildings and infrastructure, school working days, and teacher working hours, among other things.

1. It ensures that the stated pupil teacher ratio is maintained for each school, rather than just as an average for the State, District, or Block, guaranteeing that there is no disparity in teacher postings between urban and rural areas. It also prohibits the use of teachers for non-educational purposes, with the exception of the decennial census, local government elections, state legislative and parliament elections, and disaster assistance.
2. It calls for the appointment of instructors who are properly trained, that is, teachers who possess the necessary entry and academic credentials.

4.1. Status of Teachers in India:

"Teachers in the Indian Education System" focuses primarily on teacher management and examines statistics on teacher recruitment, deployment, wages, assigned tasks (both teaching and non-teaching), autonomy, and accountability (Ramachandran, 2016). Jharkhand, Karnataka, Madhya Pradesh, Mizoram, Odisha, Punjab, Rajasthan, Tamil Nadu, and Uttar Pradesh are among the nine states studied in the paper. According to a review of data from report cards based on DISE, UDISE, state, and district report cards, the PTR ratio has decreased significantly over the years, credentials have increased, and infrastructure difficulties have remained. Recruitment of para teachers has varied among states, with increases in Mizoram, Uttar Pradesh, and Jharkhand and decreases in Madhya Pradesh and Rajasthan.

There are approximately 7.4 million elementary school teachers working in government, assisted, and private schools (1.4 million schools). Teacher qualifications have improved, and ST teachers are well represented, however SC teachers are not. Women make up 46% of all

teachers, despite the fact that more than a third of government schools have no female teachers (under-represented in Jharkhand, Madhya Pradesh and Rajasthan). The majority of teachers (6.8 million) are regular, whereas 7 percent (0.5 million) are under contract, with Jharkhand having the highest number of para teachers in 2013. (50 percent). Teachers have completed their schooling in 87 percent of cases, while 64 percent are graduates. Around 1,30,000 single-teacher elementary schools exist (40 percent of all government schools and 60 percent of Madhya Pradesh and Jharkhand schools). Between 2004 and 2013, the number of primary teachers hired by government schools decreased from roughly three-quarters to slightly less than two-thirds. Private schools, on the other hand, have grown at a quicker rate since 2006.

There are 0.95 million secondary school teachers (0.42 in government and 0.49 in private schools). Women make up 38 percent of the teaching staff, and 17 percent come from underserved communities. Contract instructors account for 8 percent of all teachers. Graduates account for 85 percent, while postgraduates account for 44 percent. Only 3.3 percent of government schools have five teachers, as required by the RMSA. Between 2004 and 2013, there was a steady increase in the number of teachers, albeit the rate of increase varied (Ramachandran, 2016).

4.2.Availability of Teachers in India:

With over 15 lakh schools including 10 lakh government schools, almost 97 lakh teachers, and nearly 26.5 million students from pre-primary to higher secondary levels from various socio-economic backgrounds, India's school education system is one of the world's largest. The system aims to maintain national norms and homogeneity while also allowing the country's rich culture and traditions to grow and flourish (UDISE+, 2020-21).

In comparison to 2019-20, the total number of teachers has also increased in 2020-21. In these two years, there has been a significant increase in the number of teachers with a bachelor's degree. In 2020-21, the total number of teachers will be 96.96 lakh, a rise of more than 8,000 over the total number of instructors in 2019-20. (96.87 lakh) (UDISE+, 2020-21).

The number of teachers who solely teach elementary (36 percent in 2020-21, down from 37 percent in 2019-20) and upper primary (22 percent in 2020-21, down from 23 percent in 2019-20) has decreased. The percentage of teachers teaching secondary and higher secondary (4 percent in 2020-21, up from 3 percent in 2019-20), primary and upper primary (8 percent in 2020-21, up from 7 percent in 2019-20), and primary and upper primary (8 percent in 2020-

21, up from 7 percent in 2019-20) has largely compensated for the decrease in share (UDISE+, 2000-21).

Table.1: Percentage of Teachers in India and Odisha

Types of Teachers	India	Odisha
Number of Government Teachers	50.8	65.5
Number of Private Teachers	37.6	22.5
Number of Aided Teachers	8.3	9.2
Number of Others Teachers	3.2	2.9

Source: UDISE+ Report 2020-21

Total teachers in Odisha is 357035 where the total male teachers is 55.04 percent, female teachers is 44.95 percent, total schools without female teachers is 29.73 percent, total regular teachers is 79.78 percent, total Non-regular teachers is 20.22 percent, total schools with single teacher is 0.42 percent, total teachers above 35 age is 13.68 percent, total teachers graduate is 52.08 percent, total teachers post graduate and above 15.67 percent, total teachers without professional qualifications is 15.39 percent, total teachers trained in computer is 8.87 percent(UDISE+, 2019-20).

4.3.Types of Teachers available in the Aspirational Districts in Odisha:

In comparison to the state, most aspirational districts have a larger number of single-teacher schools. This exemplifies the difficulties that districts are likely to confront in terms of personnel. This is also evidenced by the fact that practically all of the districts have significantly higher PTRs. In almost every case, there are more schools with vacancies in the selected aspirational districts than in the entire state.

The percentage of women teachers in the selected aspirational districts is much lower than the state average and the national average of 50 percent. Nandurbar, which has only 27 percent female teachers, and Udalguri, which has only 32%, are among the lowest. While the national statistic for graduate teachers is 80 percent, the figures in aspirational districts are much lower, with Raichur having the lowest rate at 31 percent. Chhattisgarh, Karnataka, Maharashtra, and

Punjab all have districts where the percentage of graduate instructors is twenty or more points lower than the state average (90 per cent versus 60 per cent). Professional qualifications are typically in line with state data, with low total percentages of professionally qualified teachers in Assam (49 percent) Jharkhand (68 percent) and Meghalaya (49 percent) respectively (44 per cent) (UNESCO Report, 2021). Odisha regulates the different types of teachers in terms of providing quality education in the educational set up. There are different sorts of teachers available in the state as well as in the aspirational districts of Odisha. Such as, Head Teachers, Acting Head Teachers, Regular Teachers, Contract Teachers, Part Time Teachers/Instructor, Community Teachers, Language Teachers, Siksha Sahayak, Junior Teachers, contact teachers, Zilla Parishad Teachers and Gana Sahayak Teachers (OPEPA).

4.4. Literacy Rate:

Literacy is seen as an important indicator of educational attainment. In terms of overall mindset, there is a huge difference between a literate and an e-literate individual. Odisha's overall literacy rate has improved by almost 10 percent, from 63.03 percent in 2001 to 73.45 percent in 2011. According to the 2011 census, the overall literacy rate is higher in non-Aspirational Districts (78.01 percent) and lower in Aspirational Districts (58.12 per cent). It was also discovered that male and female literacy rates are lower in Aspirational districts compared to non-Aspirational districts in both years under consideration (Table 5).

Table 3: Literacy rate in Odisha, 2001 & 2011 (In percentage)

Region	2001			2011		
	Male	Female	Total	Male	Female	Total
Aspirational Districts (10)	68.32	46.3	57.15	69.685	46.88	58.12
Non- Aspirational Districts (20)	80.25	55.84	68.24	86.26	69.92	78.1
Odisha	75.35	50.51	63.08	81.6	64.6	72.9
India	75.26	53.67	64.83	82.14	65.46	74.04

Source: Census of India, 2001 & 2011

4.5.Aspirational District as a context:

The 'Transformation of Aspirational Districts' programme, which was announced by the Hon'ble PM in January 2018, intends to reform these districts rapidly and effectively. Convergence (of Central & State Schemes), Collaboration (of Central, State level 'Prabhari' Officers & District Collectors), and Competition among districts driven by a mass movement are the basic features of the programme. This programme will focus on the strengths of each district, identify low-hanging fruits for quick improvement, monitor progress, and rank districts, with States as the primary drivers. The primary areas of concentration for this initiative include health and nutrition, education, agriculture and water resources, financial inclusion and skill development, and basic infrastructure.

Odisha is divided into 30 districts and 314 blocks. The Niti Ayog has designated ten aspirational districts in Odisha, including Dhenkanal, Gajapati, Kandhamal, Balangir, Kalahandi, Rayagada, Koraput, Malkangiri, Nuapada, and Nabarangpur. In the ten aspirational districts, there are 101 blocks. The Niti Ayog established a baseline rank of the aspirational districts in March 2018 based on health, education, and infrastructure factors, as well as poverty. Odisha's aspirational districts have a literacy rate of 58 percent. Balangir and Dhenkanal would be the two districts targeted out of the ten aspirational districts. Because, according to the NITI Ayog, both districts are aspirational, yet in Odisha, Balangir is part of the KBK district, while Dhenkanal is distinct.

Figure no. 3: Literacy Rate of Aspirational Districts of Odisha
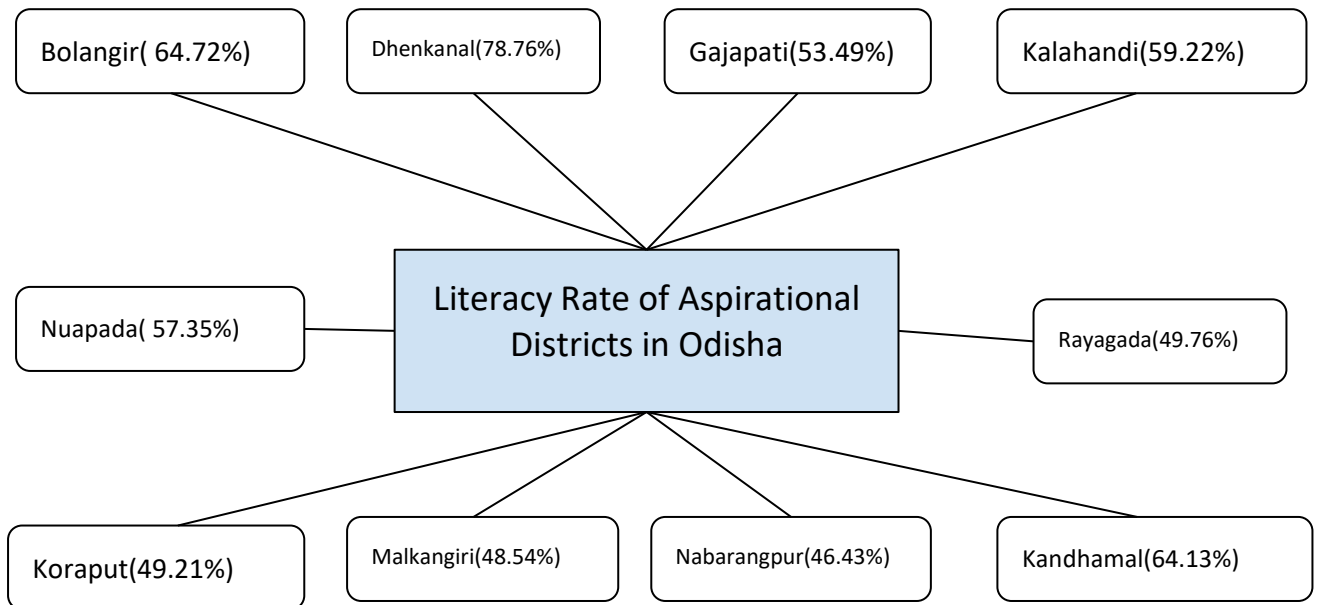
However, the literacy rates of the two districts differ, with the Balangir district having a literacy rate of 64.72 percent. The male literacy rate is 75.85 percent, while the female literacy rate is 53.50 percent. However, the Dhenkanal District has a literacy rate of 79.41 percent, with a total of 4,71,681 male and 3,70,307 female literates. The point is that the differences in literacy rates, as well as the NITI Ayog's parameters for aspirational districts, influenced me to conduct research in these two districts.

According to the NITI Aayog, 115 districts have been picked based on transparent criteria. A composite indicator that measures the issues districts face in terms of citizen poverty, relative bad health and nutrition, educational standing, and infrastructure. The Ministry of Home Affairs classified 35 of these districts as being afflicted by left-wing extremism. There are 119 tribal concentrated blocks in 13 districts that are part of Odisha's tribal-sub plan regions. Balasore, Mayurbhanj, Keonjhar, Sambalpur, Sundargarh, Deogarh, Gajapati, Kalahandi, Rayagada, Koraput, Malkangiri, Navrangpur, and Kandhamal are among the districts affected.ST literacy in Odisha is 52.2 percent, with a disparity of 20.7 percent when compared to Odisha's general literacy rate of 72.9 percent. Most noteworthy, the literacy rate of males in Odisha is 63.7 percent, while nationwide male literacy is 81.6 percent, and the literacy rate of ST women is 41.2 percent, while overall female literacy is 64 percent (Census, 2011).

"According to India's poor human development indicators, there are 115 aspirational districts." In general, all of the aspirational districts had a higher share of rural schools than the state and national averages (72 percent)" (UNESCO,2021). "When compared to the state, most aspirational districts have a larger rate of single-teacher schools." This reflects the likely staffing issues that the districts face, and in virtually every case, there are more schools with openings in the selected aspirational districts than in the state as a whole. The percentage of women teachers in the selected aspirational districts is much lower than the state average and the national average of 50 percent." (UNESCO,2021, p.46).

"Schools in these aspirational districts compare favourably to the total accessibility of schools in their respective states in terms of accessibility" (UNESCO,2021, p.46). "In terms of working conditions connected to professional aspects of teaching, there are no discernible tendencies in terms of adverse conditions." The overall state pattern is mostly determined by the availability of libraries and the fraction of schools with all classrooms" (UNESCO,2021, p.46).

Bolangir, Dhenkanal, Kandhamal, Gajapati, Malkangiri, Nabarangpur, Nupada, Kalahandi, Koraput, and Rayagada are the ten aspirational districts in Odisha. The following information was gathered based on the availability of district report cards in the UDISE. The number of schools is based on the 2016-17 report, and the population and literacy are based on the 2011 census. Education is the most important theme in the Aspirational Districts Transformation Program, with the most weight. NITI Aayog is guiding the transformation of districts through facilitating jan andolans aimed at promoting community participation in schools and expanding access to education. As a result of these movements, the number of children who are out of school has decreased.

5.0.Teacher Management Issues in India:

Teacher management cannot be based solely on numbers and procedures, because effective education is dependent on qualitative factors such as instructors' abilities and motivation. The obstacles of extending educational provision at all levels, as well as the means of addressing the situation by hiring and training teachers, fluctuate significantly depending on the general backdrop and specific status of education in each country. Nonetheless, practically every country in the world is currently dealing with issues of equality in teacher allocation and inefficient teacher use. As a result, teacher absenteeism, poor teacher utilisation, low morale, and a lack of dedication on the part of instructors are all regular occurrences that not only waste resources but also negatively impact the quality and outcomes of learning processes. The

numerous problems thus span from teacher recruiting to professional development, and from optimal teacher allocation and utilisation to an incentive-based career and reward system. As a result, effective teacher management is a difficult task. Furthermore, it must not only address the current but also anticipate the effects of teacher-related policy decisions on educational supply and quality(Ramachandran, 2016). Optimal teacher management must therefore meet several imperatives, including:

 • ensuring a sufficient and equitable supply of personnel;

 • recruiting trained teachers or providing training after recruitment;

• optimally assigning and utilising teachers;

 • motivating them and those who will support, manage, and supervise them; and

• paying teachers while controlling and curbing salary costs.

Routine day-to-day administration of teaching staff is thus insufficient. The structure must include teacher management (Ramachandran, 2016).

'When it comes to lifting the limits on the number of young people who can be recruited to become primary and secondary teachers, the options are more limited. In any event, increased attempts to recruit a bigger proportion of secondary and tertiary graduates to teaching (through career counselling, scholarships, and other incentive measures) must be considered as one of the available paths.

To handle the particularly rapid development in lower secondary teacher needs, it is possible to envision training and recruiting a portion of the teachers currently in service in elementary education'. 'This technique, however, can only be acceptable if primary teachers have a strong intellectual background and if there is a large enough pool of young people who can be quickly recruited to fill the resulting primary teacher shortage. The recruitment of expatriate teachers from neighbouring countries, which was widely employed on the Arabian Peninsula to compensate for teacher shortages some decades ago, cannot be used as a corrective tool in Sub-Saharan Africa. In many circumstances, this technique would exacerbate the deficit in neighbouring nations that are 'exporting' teachers' (Ramachandran, 2016).

The Draft NEP 2016 presents that there are many teacher related issues in our school education which need to be addressed. Some of these are:

(a) **Teacher Shortages:**

"It is estimated that there is a shortage of more than 5 lakh teachers in elementary schools; nearly 14 percent of Government secondary schools do not have the prescribed minimum 6 teachers. Typically, teacher vacancies are more in tribal areas and far off villages where teachers are reluctant to be posted due to inadequate facilities" (Ramachandran, 2016).

(b) Teacher Absenteeism:

"Teacher absenteeism has plagued our school system for many years. Teachers are unionized and politically influential as a result of which there is neither political will nor administrative initiative to remedy the situation. Some states are trying to address the malaise by strict vigilance and monitoring, and use of mobile phones and biometric attendance recording, but the situation is far from satisfactory" (Ramachandran, 2016).

(c) **Teacher Recruitment and Transfers:**

"Teacher recruitment and transfers have become a major source of corruption in many parts of the country. Some states are trying to address the problem by introducing transparent and merit-based processes but elsewhere this remains a blot on the school education system" (Ramachandran, 2016).

(d) **Teacher Grievances:**

"There are thousands of cases filed by teachers and pending in courts, mainly concerning their service conditions. Lack of efficient systems to address teacher grievances has affected teacher morale. There is also resentment among teachers against their deployment for several non-academic activities in spite of an injunction of the RTE Act." (Ramachandran, 2016).

(e) **School Leadership: Role of Headmaster/Principal:**

"Till recently most states did not have an independent position of Headmaster in primary schools; one of the teachers was given additional responsibility of Headmaster. While Government secondary schools did have the post of principal, many remained vacant for years due to delays in recruitment, litigation and administrative apathy. Lack of effective leadership in Government schools has contributed to indiscipline among students and teachers and falling academic standards" (Ramachandran, 2016).

(f) **Teacher Education and Training:**

"The majority of teachers lack adequate subject knowledge and required teaching skills which has resulted in poor quality of classroom transactions and learning levels" (Ramachandran, 2016).

In practice, the country is facing issues in teacher management where the dimensions of teacher management are relevant to each other. Such as;

1. Ensure a sufficient and equitable supply of personnel
2. Recruit trained teachers or provide training after recruitment
3. Effectiveness and equity in allocation management

Teacher recruitment policies at the national and state levels have an impact on the number and quality of people interested in teaching. These regulations establish the minimal educational and training requirements for candidates who are screened from a pool of applications in order to make the final teacher selection.In the nine research states, the criteria include educational and professional credentials, the usage of teacher eligibility tests (TETs), minimum and maximum age limitations, reserve quantity and categories, language requirements, and merit list preparation standards.

The National Council of Teacher Education (NCTE) is India's apex authority for defining teacher education standards. The NCTE publishes notices outlining the minimal educational and professional requirements for school teacher recruitment. NCTE's norms and criteria are used by all states in their teacher recruitment procedures at the elementary and secondary school levels.

In general, teacher recruitment is handled by the individual states' public service commissions. Tamil Nadu is an exception, having established the Teacher Recruitment Board in 1997. Punjab established a recruiting board in 2013, while Jharkhand established the Staff Selection Commission. Rajasthan was also considering creating a separate recruiting board for all non-gazetted government personnel, which would include school teachers, at the time of writing. The minimal qualifications set forth in the NCTE notices must be followed by all states. Additional criteria, such as age, topic expertise, language competency, and so on, may be imposed by the states. As a result, there exist differences in eligibility criteria for teacher recruitment at the primary and secondary levels that correspond to the policies of the nine study states.

The nature and proportion of teacher recruitment varies greatly between states, with the proportion of teachers hired through direct and indirect recruitment fluctuating. Indirect recruiting is based on experience/qualification and low elementary school pass percentages (e.g. 50 percent pass for class 1 to 5. 30 percent for 9 to 12). Teacher recruitment rules, with the exception of Karnataka and Tamil Nadu, are ad hoc in nature and may be politically driven. However, there are gaps in recruitment and extended wait times. The minimum age limit is 18 to 21 years old, while the maximum age limit is 32 to 42 years old (Punjab - special case). States have both horizontal (women, ex-servicemen) and vertical reservations (SC, ST, OBC).Some eligibility criteria include official state languages (Jharkhand, Orissa, Punjab). In different states, different criteria and formulae are utilised to prepare merit lists (Ramachandran, 2016).

Minimum educational and professional qualifications for elementary and secondary school teachers in Odisha is for different levels. Primary: HSC or comparable examination in higher secondary school. Upper primary: To be considered for TGT, a candidate must hold a bachelor's degree in arts or science as well as a B.Ed. from a recognised university. Secondary: A bachelor's degree in arts or science, as well as a B.Ed. degree from a recognised university, are required for TGT.

(g) Teacher's Working Conditions:

The service conditions of government teachers and teachers declared as government servants are regulated by Odisha Government service code and Civil Service Regulation. The teachers working in the institutions managed by local bodies are governed by municipality rules. The teachers working in aided institutions are governed by Odisha education Act, 1969 as amended from time to time and Odisha education Rules framed thereunder. The government servant conduct rules are the guiding parameters to the norms of conduct of teachers (Tyagi et. Al, 2000).

Gaynor, (1998), "An effective teacher management system must assure teachers that they will be adequately and regularly paid, that they will enjoy conditions of service appropriate to their profession, that they will have access to continuing professional development, that they will be able to progress along a clear and objective career path, and that they will be governed by a set of regulations and procedures that are reasonable, transparent, and fairly implemented. A good system will also provide teachers with recognition and feedback on their contribution,

including appropriate performance incen-program, which is basically unstructured observation and feedback" (Gaynor, 1998).

6.0.Rationale of the Study:

National Knowledge Commission (2009) states, "Teachers are the single most important aspect of the school system." Teachers' essential position in the teaching-learning sector has been discussed in all major policy texts on education around the world. According to the National Educational Commission (1964), "the quality, competence, and character of teachers are without a doubt the most crucial of all the many aspects that impact the quality of education and its contribution to national development." The OECD (2005) found in its research titled "Teachers Matter" that the most important school variable impacting student achievement is teachers and teaching.

Aspirational districts are those in India where weak socioeconomic indices are present. Backwardness is a vicious cycle that repeats itself on both the demand and supply sides in mutually reinforcing cycles. Poverty, low income, less surplus, and continued backwardness are the results. Because a region is backward, people seek health and education, and agriculture output and livelihood suffer as a result. In terms of supply, Government officials prefer not to operate in these places, and they rarely visit to engage people in dialogue and take action to turn a vicious spiral into a virtuous circle. These locations are somehow overlooked by governmental investment. Even funds intended for these places end up in the development sink without accountability, and the cycle continues. The problem in these sectors is not so much a lack of cash as it is depression stemming from a lack of urgency, a low level of desire among officials and stakeholders, a huge number of vacancies in important departments, and a shaky or non-existent monitoring apparatus. This low-level equilibrium trap has now been replaced by a district-created roadmap, as well as strong real-time monitoring and data-driven decision making.

As per the District Theme performance based on monthly Delta ranks, aspirational districts of Odisha come above 90 ranks in overall performance in education in India from the year 2018 except Malkangiri district of Odisha as per the aspirational District program. So, need to understand the parameters that why that gap is there among inter districts in Odisha.

Believe that teacher management can give quality, effectiveness, and equity in education by allowing all teachers and other higher authorities to lead other schools to the best of their abilities through training, knowledge, mindset, and resources, among other things and for

improving students' outcomes in the educational set up. The author has been a teacher for the previous two years in various boards, and he has faced discrimination or domination in the school, where management is one of the primary concerns. So, when the author reads any management ideas or concepts, he understands the need to identify the source of the problem. The author then began to consider how managing teaching-learning or supplying resources to schools might alter the educational boundaries of a specific district or state. Finally, the author has chosen to examine the various compositions and how they affect teacher recruiting, allocations, deployment, and service conditions. A country's education system is run by promotions, absenteeism, high attrition, and little motivation. And the author knew how the schooling system works through teachers, teacher management in schools, and the concept of teacher management. There are numerous gaps within districts and across the state, particularly in the areas of teacher recruitment, deployment, and teacher service conditions.

The primary goal of this research is to learn more about teacher management, specifically:

1. What is the status of teachers in Odisha's aspirational districts.

2. How are they recruited into the educational system.

3. The number of educators

4. The number of teachers in the country, state, and some districts is increasing.

Odisha has a literacy rate of 72.9 percent, according to the 2011 Census. The literacy rate in rural areas is 70.2 percent, whereas it is 85.7 percent in urban areas. The male literacy percentage in rural areas is 79.6 percent , while the female literacy rate is 60.7 percent. In metropolitan areas, the male literacy rate is 90.7 percent, while the female literacy rate is 80.4 percent. The lowest urban literacy rate of 74.5 percent is found in the Malkangiri district. The district of Malkangiri has the lowest male literacy rate in urban India (83.4 percent). The district of Koraput has the lowest female literacy rate (31.3 percent). The district of Malkangiri has the lowest urban female literacy rate of 64.9 percent (Dept. of School and Mass Education, Odisha).

Moving from contractual to regular employment is the most common career path desire for contract teachers working in government schools. A few states now have policies in place to regularise contract teachers' employment after a specified number of years in service - three years in Madhya Pradesh and six years in Odisha, respectively (Ramachandran et al., 2018). The descriptive research approach primarily focuses on describing the nature of a demographic

segment, with comparing how different demographics respond to certain variables in the certain areas of study. From 2001 census there is a increasing in literacy rate as all as teachers recruitment but the availability of teachers are less where the students rate is concretely high in the country.

This study looks into teacher management, including the availability of teachers and the status of teacher management, as well as whether or not the quality of the teachers is being questioned. As a result, it provides insight into prospective teachers' experiences and impressions of themselves as new teachers. As a result, it adds to a better understanding of the developmental nature of teacher management and the importance of having a good teacher.

7.0.Significance of the Study:

Education is seen as a critical topic, and all people, regardless of their socioeconomic class or background, realise its importance. Teachers should be placed that they are valuable members of the educational community, and that their growth and development are critical. The importance of this study is that it will benefit the educational system because teacher management is so important in the education sector. The outcomes of this study will assist the institutions that work on reformations in areas where there are many obstacles in the system. Following the reflections and evaluations on teacher management reforms, the study will provide a fundamental significance to teacher management with various aspects like qualification of the teachers, availability of teachers and so on. The study identified the status of teacher management in terms of recruitment, management and category from policy to field implementations.

8.0.Statement of the problem:

In response to teacher recruitment, teacher availability and teacher professional qualifications, the literature reviewed found that there is deficit of teachers in in India, Odisha as well as aspirational districts of Odisha. Teacher management factors are crucial while it is talking about teacher quality and sufficient number of teachers in the schools. From this the motivation towards teacher management came into existence and came to the topic called " A Study of Teacher Management in the Aspirational Districts of Odisha".

9.0. Research Questions:

1. What is the current status of Teacher Management in terms of teacher recruitment, availability and qualifications in Odisha?

2. What are the key issues of teacher management in the Aspirational Districts of Odisha in terms of availability and professional qualifications and social groups?

3. What is the trend of teacher's policy in Odisha?

10.0. Research Objectives:

1. To analyse the Teacher Management in terms of teacher recruitment, availability and qualifications in Odisha

2. To explore district wise status of teacher management in terms of recruitment, qualification and availability in the aspirational districts of Odisha

3. To compare teacher management status among Aspirational Districts of Odisha

4. To explore the teacher's policies related to recruitment, transfer, promotion, leave and continuous professional development in Odisha

11.0. Operational Definitions of the Key Concepts

1. **Teacher Management:**

'Teacher management is a subset of human resources management, defined as the quest for the best feasible quantity and quality match between human resources and an organization's demands. Recruitment, training, and motivation of personnel, their deployment and establishment of staffing norms, wage negotiations and organization of pay, follow-up and evaluation of performance, planning for future needs, development of communication systems, and making opportunities available for personal and professional development are all functions of teacher management (Best, 2018).

In this study teacher management is assessed in terms of teacher's recruitment, teacher's availability, teacher policy and teacher qualifications.

2. **Aspirational Districts:**

Districts that require additional assistance to attain essential socioeconomic outcomes in five theme areas: health and nutrition, education, basic infrastructure, financial inclusion and skill development, and agricultural and water resource management (NITI Aayog).

In this study five aspirational districts viz. Bolangir, Gajapati, Dhenkanal, Koraput and Malkangiri have been considered.

12.0. Delimitation of the Study:

The focus of this study is on teacher management of Odisha's five aspirational districts: Bolangir, Dhenkanal, Gajapati, Koraput, and Malkangiri.

Chapter 2: Review of Related Literature:

Research is vital because it establishes a knowledge base and generates new knowledge that aids in the implementation of reforms through policy and practise in a given subject, resulting in qualitative improvements in life. Teacher and teacher management research is no exception, and has resulted in a considerable body of knowledge as a result of research on a variety of themes utilising a variety of perspectives and research methodologies. Teacher management research has a lot of potential because it can help enhance the teacher management sector while also helping the teacher, who is regarded as the fulcrum of any educational system around the world.

A review of related literature is conducted to gain a better knowledge of the research that has been done in any given subject, so that gaps may be identified and research can be conducted in the areas where it is most needed. These studies aid in the development of an empirical foundation for policymakers to plan and implement the necessary adjustments. Teacher management research has been done on a variety of topics, including teacher recruitment, teacher policy, teacher professional development, quality teachers, teacher professional qualifications, and many others, to better understand the teaching management process, learning outcomes, and teacher quality.

Therefore, in this study the review of related literature is presented in the following categories;

1. Researches on availability of teachers
2. Researches on number of teachers
3. Researches on pupil teacher ratio
4. Researches on qualified teachers
5. Researches on literacy rate
6. Researches on disparity in teacher recruitment
7. Researches on teacher management
8. Researches on teacher's policy

1.0.Researches on availability of Teachers:

Sarangapani, et.al (2021), presented a report on "No teacher, no class: state of the education report for India" and provided the brief data on profile of teachers in India, status and terms of

employment, teaching practices in India, pre-and in-service professional training and teachers & ICT. "This report attempts to provide an understanding of key aspects of the teaching profession and workforce in India: nearly 9.7 million teachers in 2019/20- the complex work that they do and their professional development through the filters of policy debates, choices, pushes and pulls. It looks at the questions that create core tensions in the sector and affect teacher quality and availability" (p.6). This report found that teacher availability has improved, pupil-teacher ratios are adverse in secondary schools, all most all the single teacher schools are in rural areas, working conditions in the aspirational districts are poor, provision of school libraries are low, ICT is low, and there is rural-urban disparity (p.7). It has put a spotlight on teachers as key in accomplishing the goal of the Education 2030 Agenda – 'Providing equitable quality education for all" and highlighted that with no teacher there can be no class. The focus is on teachers and how this is an important professional matter in the NEP. Importantly, the quality of education lies upon teachers where the professional continuous development takes part in providing quality education to the children. 'This report is a tribute to the teachers who nurtured the generation of learners and under all circumstances. **Govinda, (2004)** found that the 'Contract teaching, as opposed to permanent tenure, is a relatively new occurrence, notably in government schools. The number of such 'contract teachers' or 'para teachers' in the country may exceed 300,000 and is rapidly expanding. Creating multiple layers of teachers with different salary structures and qualifications but doing exactly the same work is likely to lead to divisions and dissatisfaction on the one hand, and to make the profession vulnerable to arbitrary actions at the local level by those with no professional training or authority on the other. Aside from that, several scholars have weighed in on the matter, challenging the appropriateness of choosing para instructors on the grounds that it is damaging to quality in the long run. Where exactly does reality reside? What is the justification for hiring paraprofessionals? Are para instructors so unqualified that their engagement would have an impact on educational quality? How do regular and substitute teachers' working circumstances differ? What do the para instructors think about the situation? What policy lessons may be drawn from the current experience with paraprofessionals? These are some of the important questions addressed in this review paper'. **Duthilleul, (2004),** reported that the goal of this study is to add to the ongoing debate among West African countries about the impact of contract teachers on education systems by providing them with examples from other regions of the globe. The report focuses on what Cambodia, India, and Nicaragua have learned from their contact teacher experiences. These nations were chosen because they have quite varied experiences with contract teachers, but sharing some of the same concerns and limits when it

helps to improve access, quality, and equity.

The decentralization movement in India, which began in the mid-1990s and allowed for the transfer of teacher management responsibilities to lower levels, has aided the development of policies and practices connected to para-teachers. The Indian government's federal structure delegated the obligation for establishing laws and regulations governing the recruitment and service conditions of school teachers and para-teachers to the various state governments, which explains the wide range of practices (p.24). Again, a closer look at the various programmes in place in the country reveals that para-teachers are hired in two situations. Para-teachers are hired for positions in normal schools in the first example. Since the establishment of DPEP, this programme has been in operation in six states, with additional states joining under SSA in the previous two years. It was established to address the current teacher shortage, (ii) combat teacher absenteeism, and (iii) ameliorate unfavourable student-teacher ratios. In some states, the development of this plan has resulted in the near cessation of regular-pay-scale teacher recruitment, with all vacancies being filled by para-teachers. Para-teachers work alongside regular teachers in official elementary schools in this example. **Adeyemi, (2007),** found that Ondo State, Nigeria, was not properly prepared for the Universal Basic Education programme based on the findings of this investigation. In the state, teacher preparation has not been properly implemented. Teachers were also found to be insufficiently available in the schools. This shows that little has been done in the State to achieve basic education. The findings, which showed that the State government would require an additional 7,302 primary school teachers and 2,321 junior secondary school teachers by 2016, backed up the MCEETYA report (2006), which predicted that an average of 2,200 new teachers would be required annually in Victorian Government schools in Australia over the next few years. Other researchers' findings (Ogbuka, 2000; Adeyemi, 2004) that underlined the need for more instructors in schools agreed with the conclusions of this study. **Ramachandran, (2020),** found that even though there was no regulation on appointing contract teachers until the NPE 1986, the system of contract instructors stealthily crept in. There is no explicit policy statement that explains the huge increase in the number of instructors on contract. The recommendations of the National Committee of State Education Ministers (1999), which was established to recommend the approach to be taken in order to achieve UEE, are the first important reference to the problem. Contract teachers can be found in all kinds/types of government-managed schools around the country, to begin with. They aren't limited to any one type of person or state. Worryingly, the Ministry of Labour runs schools for the most disadvantaged – for example, child labour – with

41.60 percent of teachers on contract (p.51). Similarly, 22.50 percent of teachers in schools overseen by the Social Welfare Department (probably for specific impoverished groups of the population) are on contract (p.51). **Chukwu, (2015),** The study also discovered that, aside from the basic subjects of English and Mathematics, most schools lack sufficient teachers in other subject areas. It was also discovered that the ones that are available do not meet their mandate of providing quality instruction to kids. It should be noted that ensuring that all children of school age attend school is one thing, but ensuring that they benefit from excellent teaching and learning that the teacher enables is quite another. This is a bad condition since any successful and efficient teaching and learning environment requires a dedicated and highly motivated teaching force. argues that the teacher is crucial to what is learned in school, and that low morale among teachers is a result of their horrible working conditions, and that teaching and learning is the primary loser in this scenario (p.63).

2.0.Researches on number of teachers:

Govinda, et. Al (2005), this study says that Short-term contracts with a transparent performance evaluation system could be employed on a contract basis. The results of such an examination would have to determine whether or not tenure would be extended. Furthermore, contract work should not deprive instructors of other standard advantages such as leave, medical benefits, pension/provident fund, and so on. This should be offered in accordance with existing rules and regulations for assessing such benefits, and it should apply to all teachers. Also, if teachers are to be hired on a contract basis, such a regulation should be made universal. Odisha government implemented the para-teachers scheme with financial assistance from the Government of India under the SSA, demonstrates this pattern of regular teachers being replaced by para-teachers. Para-teachers are hired on an annual contract basis in all categories. If their performance is deemed satisfactory, these contracts may be renewed. **Ramachandran, et.al (2018),** The analysis undertaken in this section aims to research and comprehend some of the elements affecting school PTRs, according to this study. The major goal is to apply the findings to the subject of elementary school teacher allocation, or which schools should receive new or extra teachers in order to equalise PTRs across all schools. The results of a study conducted by DPEP in 1998 are noteworthy. According to it, most candidates were unemployed or doing odd jobs before becoming para-teachers, such as working as casual wage labourers or running their own farm. They were eager to put their educational skills to use, and the para-teacher programme gave them that opportunity. They all referred to their pay as salary

rather than honorarium, and they all hoped to become permanent and integrated into the classroom as regular teachers (p.210). Almost all policy documents in recent years have discussed the essential role that the local community may play in school management, according to the report. It is specifically mentioned as having the potential to improve school-community ties and give parents with an opportunity to be actively involved in their children's education. Several state governments have begun to reinterpret the role of Village Education Committees (VECs) and School Management Committees (SMCs) by providing them with a variety of functions and authority in school administration, including certain elements of teacher control. **Ramachandran(2018)** presented in her study that, "teacher management" refers to the policies and practises of recruitment; deployment and redeployment (postings and transfers); salary, non-salary benefits, and related service conditions (pensions and other long-term benefits); physical working conditions of teachers; roles, duties, and responsibilities of teachers; avenues for professional growth and management of teacher in-service training; autonomy, accountability, and appraisal systems. The study focuses on government elementary and secondary school instructors. Because of their significant presence in this sector, government-aided school teachers were included at the secondary level. The survey includes all types of instructors, including regular, contract, and part-time employees. The study lists five main teacher management concerns that state governments should prioritise in order to enhance school education systems. The five concerns are interconnected; adjustments in one are likely to have an impact on the others; The study lists five main teacher management concerns that state governments should prioritise in order to enhance school education systems. The five concerns are interconnected; adjustments in one are likely to have an impact on the others.

1. Recruitment and Deployment that is streamlined and transparent

2. Educators have easy access to support structures.

3.Rewards for Effort and Performance

4. Accountability and Performance Feedback

5. Better Data Systems

Over the last two decades, many contract/para teachers have been brought into the educational system. They are underqualified and underpaid in numerous states, with their primary role being to assist regular teachers or do specified tasks. The advent of contract/para teachers has enabled governments to increase teacher strength without having to wait for the expansion of teacher education skills, and at a far lower cost. Because this process was so appealing, state governments gradually curtailed normal appointments and began hiring more and more

contract/para teachers. Because contract/para instructors were contractual and thus less likely to complain (in theory), the responsibilities of non-regular teachers were expanded much beyond their initial brief by the headmasters and authorities. It got to the point where contract/para teachers were performing the same duties as regular instructors but were paid far less. This prompted contract/para teachers to organize and advocate for higher pay and permanent status, which has been effective in several states. The existence of unqualified teachers as teachers perplexed normal teachers and society, and also complicated teacher management rules (p.133). **Kremer, et.al (2005),** this study found that India has the second-highest average absence rate among the eight nations for which absence figures based on a similar approach are available, with one in four teachers absent at a typical government-run primary school. At the time of the visit, just 45 percent of teachers were actively teaching. The absenteeism rate in India ranged from 15 percent in Maharashtra to 42 percent in Jharkhand. 5 In average, absence rates are greater in low-income states: doubling per capita income is related with a 4.7 percentage point lower anticipated absence. Higher-absence states and schools have lower rates of teaching activity among teachers who are present. Only 20 percent to 25 percent of teachers in several states were teaching at the time of the visit (p.660). A 10 percent increase in teacher absence is associated with 1.8 percent lower student attendance and a 0.02 standard deviation decrease in test results on a short 14-question test administered to a sample of 4th-grade students. These coefficients are resistant to restrictions, although their magnitude is minor. However, they may underestimate the impact of teacher absence for two reasons. For starters, measurement error in measuring absence rates for the relevant teachers will dampen the coefficients. Second, if marginal children drop out as a result of high teacher absence rates, those who stay in school may have different background characteristics than students in schools with lower teacher absence rates (p.666). **Ramachandran, (2016)** reported that this volume makes a unique contribution in that it examines and analyses both proclaimed policy and actual practice. This is likely the strongest argument for starting a project to research teacher management policies in India. This research has provided some new insights as well as some unresolved concerns, leaving researchers puzzled as to why there has been so little research in the topic of teacher management in India. We know what doesn't appear to work, but we're still puzzled as to why some techniques work in some regions but not in others. While context is important, and each state has its own administrative and political quirks, the challenge for researchers is to understand how and why the system works, as well as how to engage key stakeholders in these discussions. That is the first step in figuring out how to turn the system around (p.190). The fact that PTR inequality is far more substantial at the school level than at

the district or block level should be taken into account by states when planning teacher management and deployment. Inequalities in Odisha are equivalent to those in most other states at the district and block level, but they are substantially higher at the school level (p.31). When we look at teacher management concerns in this heterogeneous country, some trends emerge: some states appear to have well-defined regulations, transparent recruiting and transfer processes, and, on the whole, the teachers we spoke with appeared satisfied with the system. Yes, they continue to gripe about the delays in reimbursing travel claims or receiving retirement benefits, but overall, they were pleased that they did not have to lobby or pay for transfers and postings. This group includes Karnataka, Tamil Nadu, and Madhya Pradesh (p.181). **Khora, (2012),** found that the Sub Inspectors emphasised the limits of various approaches utilised in teacher recruiting. Subjective tests will attract accusations of bias; objective criteria, such as percentages of marks, cannot assess dedication; objective criteria, such as percentages of marks, cannot test dedication. Written tests can only assess knowledge, not commitment. Interviews can reveal dedication, but they can't reveal teaching abilities. A probationary system can be used to assess teaching abilities and dedication, but it is not required. The current Sikshya Sahayak (contract teachers) system, in which a Sikshya Sahayak is only designated a permanent teacher after six years, appears to be a probationary system. The drawback of this method is that if someone is found to be inept, there is no way to dismiss them. In that situation, one will be subjected to the teachers' union's fury. All individuals interviewed agreed that selecting people based on their percentage of marks in school and college exams, as is the current method, is not the ideal criterion for hiring.

3.0. Researches on Pupil Teacher Ratio:

Datta, et. Al (2021), Teachers are the most expensive resource in education, therefore it is prudent to forecast teacher vacancies accurately because they have significant financial implications. Currently, the method for estimating vacancies does not appear to be consistent across states, and the vacancy figures provided by the education ministry, which are also cited in parliament, are significantly higher than those obtained by strictly applying the Right to Education Act 2009's teacher-allocation norms. As a result, the first policy recommendation is that the education ministry provide states with a suggested common methodology for estimating teacher vacancies, and that state governments include a technical note in their reports detailing the methodology, formulae, programme lines, any assumptions made, and data sources used in generating any educational data tables. Using a uniform strategy across states will also assist states maintain accountability for the accuracy of their teacher vacancy

predictions. The miniaturisation of schools necessitates a re-examination of the teacher allocation standards contained in the Right to Education Act 2009, which require two teachers even for small schools – with an average of only 12.7 students – whose enrolment has risen quickly in recent years. In light of the extant literature on the impact of class size (or pupil teacher ratio) on pupil learning, and the lack of a defined 'threshold' at a PTR of 30, a revision would be desired to make the teacher allocation guidelines more evidence-based (p.16). **Panda, et.al (2019),** The statistics clearly reveal that there is a significant educational gap between WODC and non-WODC regions, as well as a few more dark spots. It will necessitate a significant reorientation of government strategy in terms of human resource infrastructure, particularly education. The 08 districts surrounding Bhubaneswar and Cuttack are developed, while the remaining 22 districts are backward and very backward, with no developing districts, implying that there is a significant divide between the developed and undeveloped districts (p.55). We should not and cannot conceive of state development if we do not have decent education in 22 districts. Underdevelopment is caused by a lack of basic education, as the ignorant masses contribute less than their capacity for development and are unable to reap the fruits of development (p.55).

4.0.Researches on qualified teacher:

Muralidharan, et.al. (2013), found that Regular teachers in India are highly qualified, but they earn a significant wage premium (by a factor of five) over contract teachers, which can be explained in part by (a) their superior education and outside opportunities, (b) a compensating differential for working in rural and remote areas, and (c) a union and civil-service premium/rent. Because none of these three sources of wage premiums apply to contract teachers, they can be a significantly more cost-effective way of adding instructors to schools. Because locally hired contract teachers are not as competent or trained as civil service instructors, opponents of contract teachers argue that using them will not boost student learning. The use of contract teachers in underdeveloped nations could be a very cost-effective strategy to improve primary education outcomes. Expensive legislative measures to bring highly skilled teachers to remote places, in instance, may be significantly less cost effective than engaging numerous local contract teachers to provide much more attention to pupils for a similar cost. **Conde, et.al. (1995),** found that ADEA has published studies documenting successful African experiences in the field of education at the request of African countries, allowing African Ministers to share their narrative of how they have dealt with a specific issue in the education sector. The education system was found to be broken after an examination of the effective personnel structure. Personnel were placed according to their own inclinations,

regardless of educational qualifications, in terms of human resources management. The redeployment of Guinea's teaching staff took place between 1992 and 1993, according to this study. As a result of these lessons learned, significant efficiencies were achieved, resulting in greater enrolment in both urban and rural schools at no additional cost. Gross primary enrolment rates increased from 28 percent in 1990 to 40 percent in 1994. The successful implementation of the redeployment plan required the fulfilment of a series of actions outlined in the document outlining the policy of human resource revalorization. This included, among other things, revamping pre-service and in-service teacher education, reforming recruitment methods for student teachers in primary, secondary, technical, and vocational schools, and reorganizing teacher education institutes. **Pandey, (2002),** found that teacher motivation is the most significant factor in improving the quality of education, which is dependent on factors such as their salary structure, working circumstances, and other resources accessible to them. Almost every state in the country has legislation in place to safeguard the safety of teachers working in recognised schools, whether they are aided or unaided. Since independence, this article has carefully evaluated numerous legislative actions made by states in relation to the shift in the status and profile of primary teachers. Despite the fact that these laws have helped to improve the status and working circumstances of teachers in aided and recognised schools, private school teachers continue to face various forms of exploitation. On the one hand, the growing number of litigation cases ongoing in various courts indicates that teachers are becoming more aware of their rights, and on the other hand, the need for changes in current legislation to accommodate the needs of the evolving educational landscape. **Berry, (2004),** suggested that Although additional study on teacher recruitment and retention, particularly in relation to staffing our most problematic schools, is needed, there is enough data on what needs to be done. If teachers are recruited from a bigger pool of traditional and non-traditional candidates and are paid well, they will teach and stay at the hardest-to-staff schools. They will also stay if they are adequately prepared to teach in these schools and if their working conditions include a supportive principal, opportunities for teacher leadership, influence in key decision-making, more time to learn from colleagues, and the opportunity to work with fewer students and their families. All of these variables have an impact (p.20). With the federal government pushing greater research on recruiting and keeping teachers for difficult-to-staff schools, as well as starting research and development projects that actually test creative models based on what is known about the remuneration, preparation, and support teachers require. **OECD (2021**), provided a report that Education at a Glance; which are the output of educational institutions and the impact of learning; access to education, participation and

progress; financial resources invested in education; and teachers, the learning environment and the organization of schools. The report analysed the teachers with the gender profile of teachers which is based on the share of female teachers, by level of education; trends in the gender profile of teachers based on share of female teachers, by age group and the level of education; and teachers age distribution. "Teaching staff refers to professional personnel directly involved in teaching to students. The classification includes classroom teachers, special-education teachers and other teachers who work with a whole class of students in a classroom, in small groups in a resource room, or in one-to-one teaching situations inside or outside a regular class. At the tertiary level, academic staff include personnel whose primary assignment is instruction or research. Teaching staff also include departmental chairs whose duties include some teaching, but exclude non-professional personnel who support teachers in providing instruction to students, such as teachers' aides and other paraprofessional personnel" (OECD, objectives, p. 402).

5.0.Researches on literacy rate:

Bindhani (2021), The study discovered that out of 467 households with 1830 people, 898 (49.07 percent) were men and 932 (50.93 percent) were females. The male-female literacy gap, as well as the sex-wise distribution of literacy rates in the examined population. A total of 593 people (about 32 percent) were discovered to be literate out of a total of 1830. The economic problem, household labour, lack of interest in studies, earning members of the family, parents not interested in studies, school distance, and challenges in accessing school were shown to be the significant culprits. Some of these criteria are in agreement with earlier research. The majority of parents in the study area regard their child as a labourer, and so do not want to send their child to school on a regular basis. **Kapur, et.al. (2009),** Found that in 1991, literacy tests conducted as part of household surveys by the National Sample Survey Organization (NSSO) revealed that more than a third of self-declared literates in the sample were actually illiterates. While Census data is based on a basic, self-reported binary classification (literate or illiterate), there are other approaches to literacy. Literacy, according to UNESCO, is "the ability to recognise, understand, interpret, create, communicate, compute, and utilise printed and written materials in a variety of circumstances." Literacy is a lifelong process of learning that allows a person to attain his or her goals, expand his or her knowledge and capabilities, and fully participate in society.' The ability to employ literacy in everyday life is central to the concept of functional literacy. Unfortunately, no acceptable quality, systematic assessment of such broader conceptions of literacy exists in India, either at the state or national level. This study

found that, literacy is, without a doubt, an important factor of life quality. Literacy improves cognitive skills, allowing people to reach their full potential and promoting a sense of self-worth and dignity. As a result, literacy is frequently declared a fundamental right, and literacy measurements are directly included in indices of human welfare. The adult literacy rate of a country, for example, is an important component of the UN's Human Development Index. Literacy is important for social growth as well. Literacy, particularly female literacy, is the single most important factor related with decreased fertility and higher child survival in India, considerably outweighing other characteristics traditionally associated with economic development, such as income and urbanisation, in terms of statistical significance. **Shah, (2013),** says that India's literacy rate increased slowly until 1947, when the country gained independence. During the decade 1991-2001, the rate of literacy growth accelerated. Prior to the British era, education in India was conducted in traditional Gurukuls under the guidance of a guru. The number of English primary schools increased from 82,916 to 134,866 between 1881 and 1946, while the number of students in English schools increased from 2,061,541 to 10,525,943. According to British estimates, India's literacy rate increased from 3.2 percent in 1881 to 7.2 percent in 1931 and 12.2 percent in 1947 (p.15).

6.0.Researches on Disparity in teacher recruitment:

Das, (2017), More criteria should be included, according to the current study, to capture the true inequalities between states. Second, proper weights should be provided to the specified criterion such that resource distribution is equitable while also not compromising state budgetary efficiency. This necessitates a careful balance of equality and efficiency, which must be considered when allocating resources among the federating units. **Carrington, et.al. (2007),** Despite prevalent belief that the 'gender gap' in accomplishment is due to a lack of male 'role models' in schools, a growing body of research (conducted in various regions of the world) suggests that the impact of a teacher's gender on educational outcomes should not be overstated. Policymakers in a number of nations, including England, Australia, New Zealand, Canada, the United States, and Finland, have expressed worry in recent years about the so-called "gender gap" in educational success and rising male disengagement from school. As a result of these concerns, recruitment initiatives aimed exclusively at potential male candidates to the field have been launched.

7.0.Researches on teacher management:

Teacher management functions include recruitment, training and motivation of personnel, their deployment and the establishment of staffing norms, wage negotiations and organization of

pay, follow up and evaluation of performance, planning of future needs, the development of communication systems or yet again making opportunities available for personal and professional development (IIEP).

Konadu, (1994), found that the idea of teacher management in developing countries. Importantly the paper is presenting the idea of improvement of staffing of the schools where the teacher management is the central issue itself. From the last few decades Ghana has taken such initiatives to solve the issues in the country itself. However, the Ghana government focused on policy and administration which are related to teacher deployment with the describing urban-rural gap in the provision of teachers. The given preference is teachers' posting, transfer, promotion, utilization, and redeployment policies and management systems. In actuality, the District Directors of Education are responsible for practically all tasks related to teacher deployment at the elementary and secondary levels, with the exception of inter-district transfers and overall management, rationalization, and endorsement of teacher recruiting decisions. **Halliday, et.al. (1994),** found that Planners and decision-makers in many parts of the world, particularly in countries facing structural adjustment policies and education budget cuts, are increasingly important for retaining the investment in teaching staff, particularly in optimizing the deployment and usage of the available teaching force. In many circumstances, ineffective teacher deployment and management is owing to a lack of enough and trustworthy data on which to base reasonable planning and routine management decisions. Teacher management is more difficult to master than the planning component alone. The use of computers is restricted in many nations, partly due to price, but more often due to a shortage of accessible and adequately qualified personnel. Even if the government provides training, many people quit the public sector to work in the more lucrative private sector. In the initial instance, it is prudent to consider constructing a basic manual system, especially if financial resources are expected to be limited, not only for the acquisition of a computer system but also for the hiring and training of associated staff (p.31). One of the primary responsibilities of an education department's personnel section is to guarantee that procedures for the recruitment, appointment, and promotion of teaching staff to educational facilities, as well as their transfer from one school to another, are efficient and effective. **Gottelmann-Duret, (2000),** explained that optimising teacher management remains a major challenge in many South Asian countries; shortages and high turnover of teaching staff, particularly in rural areas, frequently coexist with surplus staff in urban schools; teacher absenteeism is high in most cases; teacher dissatisfaction with current management and support practises is high, and so on. The analysis shows that the concerns mentioned are mostly the result of basic shortcomings in the educational sector's

institutional capacity for human resource management, particularly at the regional and sub-regional levels, where teacher management tasks are progressively outsourced. Simultaneously, the publication highlights some of the most intriguing steps taken in the studied countries to improve teacher management, such as local teacher recruitment and administration, rewards for rational teacher utilisation, and strengthening of teacher managerial databases at sub-regional levels—with their noted positive impact as well as potential drawbacks (p.59). **Early, et.al. (2006),** Described to try to balance the supply and demand for teachers, the federal government, states, and localities have used a variety of measures. The emphasis has mostly been on the supply side of the issue, with policies adopted to encourage people to enrol in teacher education programmes and fill difficult-to-staff positions. An examination of government policy over the previous two decades finds that congressional and executive branch proposals have tended to be relatively similar over time (p.9). Our examination of education policy in order to recruit and retain exceptional teachers uncovered what we believe to be policy flaws. The concept that retention policies can be used as a recruitment tool is ingrained in federal and state policies. We believe this is incorrect since locating and hiring a teacher is primarily a labour issue, whereas teacher retention is a financial investment. The concept that decision-makers must separate teacher recruitment and retention is at the heart of our argument. Finding and employing good teachers is a labour policy, whereas maintaining excellent teachers is an investment strategy (p.24). **Bitamazire, et.al (1996)**. stated that African education ministers are regularly confronted with inquiries concerning managerial methods, personal grievances, and working conditions for teachers For the interests of teachers, students, employers, and the people they serve, it is vital to ensure equal job conditions and basic rights within the context of sound labour relations. Many countries' legislative foundations for teacher recruitment are flawed, demanding debate and modification. This paper presents insights on equitable frameworks for teacher management in three African countries: Sierra Leone, Uganda, and Zimbabwe, based on the findings of national studies undertaken by in-country researchers. The legislative framework of each country is summarised an d evaluated in light of international norms and rules. Special focus is placed on the questions of who the teachers are, who their employers are, and what their relationship is. (p.60). **Mpokosa, et.al. (2008),** conducted a study entitled "Managing teachers: The centrality of teacher management to quality education. Lessons from developing countries". The quality of an educational system is only as good as its teachers. Teacher management at the school level, according to Bennell, (2007), is critical for teacher motivation and morale. Teacher morale is influenced by the management of the entire educational system, because most decisions that

affect teachers are made outside of the school with little input from direct teacher managers. Efficient and productive teacher management, deployment, and training are thus important to fulfilling the EFA and the education MDGs, as well as guaranteeing that all children in developing countries have access to a high-quality education. The study found the constraints and consequences of poor teacher management are outlined. Such as;

- Overly tight fiscal management policies
- Weak management of skills
- Weak education systems where headteachers do not have the responsibility for recruitment and deployment of teachers
- Weak management systems for the recruitment and deployment of teachers and administrators
- The lack or poor quality of training of all types – pre-service, in-service and continuing professional development (CPD) – for teachers, headteachers and administrative staff
- Inconsistent appraisals for all these levels of education staff.
- Regional, gender, and disability related imbalances in teacher deployment mechanisms
- Inadequate teacher terms and conditions
- Poor living and working conditions for teachers and school leaders

Educational management has numerous facets, but the greatest financial and human resource expenditure has been and always should be in teachers. So, Government and funders must make teacher management a responsibility. Quality talks that exclusively focus on student achievements and outcomes without mentioning education management, according to the authors, are incomplete. Some of the major concepts of successful teacher management are discussed by Halliday and Hogan (1999a) at the school level, but the principles can also be used at the local and system levels. These include encouraging administrative efficiency; effective deployment of financial and human resources, money, and materials; conveying policies and procedures to staff at all levels through a well-structured communication system; and providing continuous evaluation and monitoring. **Chamundeswari, (2013),** described that the current study focuses on the element of effective teacher management in order to uncover aspects that promote and factors that detract from students' drive to learn and interest in class. The researcher selected to investigate the classroom management of teachers at the secondary school level based on this research goal. This was deemed research worthy because the outcomes of classroom input are extremely important during these formative years, when students must make important decisions about their future. Students resort to indiscipline and apathy to learning if the teacher does not adequately manage the classroom (p.367). The

variables affecting teacher management will have a substantial impact on student results. However, different teacher management methods will have a distinct impact on student outcomes. A contingent teacher, for example, will have a favourable impact on student performance and leadership development. A permissive teacher, meanwhile, will have a negative impact on student achievement and leadership development (p.371). The current study focuses on student outcomes in the classroom as a result of teacher management techniques. This was discovered to provide a thorough grasp of the critical interactions between the teacher and the student in achieving academic and holistic education. Because the emphasis in this study is on globalization of the entire world, the investigator has carefully picked significant student outcomes during the era of adolescence. As a result, it's probable that commercial or service organizations will go worldwide in the near future. **Cheong Cheng, (2009),** found that a result, there are significant gaps in policy design and implementation between educational reforms and teacher management; all parties suffer, and the system as a whole is harmed. The first part of teacher management policy is concerned with how to elevate the status of teaching and how to provide greater starting pay to attract quality young people to become teachers. If these two issues are addressed successfully, teaching as a career will have greater chances, and the quality of instructors entering school systems will improve. The outlook of the profession and the quality of teacher intake are thus the important policy themes in this part of teacher management (p.73). Attracting quality persons to be teachers is a critical first step in a holistic approach to teacher management. A holistic approach to teacher management is often required to achieve educational changes or to provide high-quality universal primary education. Obtaining the resources that management initiatives necessitate is frequently a difficult task for legislators. **Best,A., et.al. (2018),** describes that Teacher management is a component of human resources management, defined as the search for the best possible match between human resources and the needs of an organization, in terms of quantity and quality. Teacher management functions include recruitment, training and motivation of personnel, their deployment and the establishment of staffing norms, wage negotiations and organization of pay, follow up and evaluation of performance, planning of future needs, the development of communication systems or yet again making opportunities available for personal and professional development. Yes, teachers are the main resources of the education system where teacher management is one of the most important components of human resource management. Most importantly the goal of access to education for all can be achieved through teacher management. There are quantitative and qualitative goals of education 2030 which are through teacher management globally. If we see the challenges related to teachers supply and training,

countries have to tackle issues related to equitable teachers' allocation and utilization across different regions. So "A technology-based comprehensive teacher-requirement planning forecasting exercise will be conducted by each State to assess expected subject-wise teacher vacancies over the next two decades. The above described initiatives in recruitment and deployment will be scaled as needed over time, to fill all vacancies with qualified teachers, including local teachers, with suitable incentives for career management and progression as described in such a circumtsances. Teacher education programmes and offerings will also align with the vacancies thus projected" (NEP, 2020, p.21). As per the NEP 2020 the need of the teachers and their influences are much more crucial to nature where the teachers are the hearts of the learning process because effective teacher management provides quality education in the education system of a state or country.

8.0.Researches on teacher's policy:

OECD (2005), found in a report on "Teachers Matter: Attracting, Developing and Retaining Effective Teachers" and concerns about the attractiveness of teaching as a career, developing teachers' knowledge and skills, recruiting, selecting and employing teachers, and retaining effective teachers in schools. Most importantly, developing and implementing teacher policy are crucial in the policy objectively with the ideas of Engaging teachers in policy development and implementation, developing professional learning communities and improving the knowledge base to support teacher policy.

When the policy implementation came into existence the policy directed towards the teaching profession as whole with the using more flexible forms of employment, providing schools with more responsibility for teacher personnel management, meeting short-term staffing needs and improving information flows and the monitoring of the teacher labour market in such circumstances. There are such targets to particular types of teachers or schools which consist of broadening the criteria for teacher selection, making a probationary period mandatory and encouraging greater teacher mobility in the educational set up. Again, it examines the preparation, recruitment, work, and careers of school teachers. It is particularly concerned with policies that aid in the recruitment, development, and retention of excellent teachers in schools. The paper is based on the findings of a comprehensive OECD study of teacher policy undertaken in collaboration with 25 countries around the world from 2002 to 2004. The fact that so many countries participated shows that teacher difficulties are a top priority for policymakers, and are likely to become even more so in the future. Public services that are focused on positions tend to focus on finding the best applicant for each post, whether through external recruitment or internal advancement. A lot of these systems are having difficulty

recruiting teachers, particularly in subjects like mathematics, physics, and information technology. Although public sector employment circumstances in such countries are often similar to those in the private sector, the public sector frequently lacks the capacity and flexibility to compete on private sector terms. It's also common for such systems to struggle to keep a core of experienced teachers beyond the 30-40-year-old age bracket. As a result, substantial staff turnover is common in such countries' schools, particularly in poor areas. Because position-based systems rely less on regulation when assigning employees to schools than career-based systems, there are generally significant differences in teacher qualifications and experience among schools (p.9). The present resurgence of interest in teacher policy concerns is especially significant. In most nations, the fact that huge numbers ofn teachers were recruited during the period of great expansion in the 1960s and 1970s are now approaching retirement is both a major challenge and an extraordinary opportunity. While many years of expertise and talents must be replaced as teachers retire, a number of countries now have a once-in-a-generation chance to influence and benefit from significant changes in the teacher sector (p.2). **SABER Report (2012),** presented that It is critical to provide instructors with the skills they need to succeed in the classroom. To begin with, few (if any) people are born to be effective teachers. To be successful in the classroom, everyone needs subject matter expertise, classroom management skills, and a lot of practice. Second, proper training and first experience aid in anticipating and minimizing errors on the job. In other words, they keep pupils allocated to inexperienced teachers from paying the price for their lack of experience. Finally, preparation places all teachers on an equal footing by providing a shared framework within which to work and improve their skills. An education system can only succeed in providing learning for all if every classroom has a motivated, supported, and capable teacher who is effective in helping every kid realise his or her full potential. The SABER-Teachers framework draws principles and recommendations from the research data on teacher policies, as well as the teacher policies of high performing education systems, to give a prism through which to evaluate the merits of competing policy options for teacher policy change. **Mulkeen, et. al. (2017),** presented that A lack of sufficient regulations offering instructions for teacher management exacerbates school leadership issues. Inspection systems, especially in remote regions, have insufficient capacity to reach instructors on a regular enough basis to have an impact, and even when problems are discovered, they have limited capacity to correct them. Because school inspectors typically lack the competence to deal with pedagogical concerns, and inspection days do not provide the time needed to address problems of teaching and learning quality, school inspections frequently focus on administrative topics while avoiding

pedagogic issues. The school leaders should, in theory, be the first line of management and monitoring. School leaders should be able to set the school schedule, ensure that teaching is done according to the curriculum, deal with issues of teacher and pupil attendance, connect with parents and the community, manage the school's financial and personnel issues, supervise teachers' work, and provide guidance to them. They are, in fact, putting teacher policies into practice on a micro level (p.28). Making the greatest possible use of this valuable human resource to guarantee the highest possible learning quality requires education system assistance in the form of a collection of policies known as a holistic teacher policy. To address teacher shortages, a complete teacher recruiting and deployment strategy must be implemented, taking into account quantitative requirements, qualitative concerns, and present and future demands. Teacher usage rules are crucial in defining both the amount of teachers needed and how they are deployed. There are three elements that can have a substantial impact on teacher utilization: pupil-to-teacher ratios and teacher workload, (ii) class arrangement, and (iii) the amount of topic alternatives available. **Mulkeen, et.al. (2017),** presented that Teachers and teacher policy in primary and secondary education, pp.1-56, affirms that "Teachers account for the bulk of education investments and expenditures and are the principal human resources in any education and training system"(p.6). To tackle the teacher crisis, the Education for All (EFA) Global Monitoring Report 2013/14 called for making teaching quality a national priority and a strategic objective in education plans, attracting the best candidates, improving teacher training and retaining the best teachers in schools. Standards and regulations of a teacher policy have to complement each other, be matched and synchronized, and based on the conditions, national policies and education sector targets. A teacher policy should include regulations for the recruitment, training and retention of suitable school leaders, regular evaluations of schools and continuing training for school leaders focusing on their responsibilities The Agenda 2030 for Sustainable Development includes Goal 4 on education, which stipulates "inclusive and equitable quality education and promotion of lifelong learning opportunities for all". Article 4.c of Goal 4 asks to substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries. **Strath, (2004)**, provided the idea of a pay system where the employers responsibility was the main concern to the Swedish public sector for the improvement of in effectiveness, productivity and quality at the workplace. Most importantly. The teacher recruitment and retention of teachers is linked to pay. So, the policy formation is the crucial part in the report where the implementation of the policy made the teachers towards development of the education system itself. National education policy, 2020, presents that the improvement of professional development and

management skills training will be conducted for the leaders as well as teachers which will be based on competency-based education. Here, the leadership and the management skills of the leaders will be taken care through the various training and its other aspects of teacher management. "The isolation of small schools also has a negative effect on education and the teaching-learning process. Teachers function best in communities and teams, and so do students. Small schools also present a systemic challenge for governance and management. The geographical dispersion, challenging access conditions, and the very large numbers of schools make it difficult to reach all schools equally. Administrative structures have not been aligned with the increases in the number of schools or with the unified structure of the Samagra Shiksha Scheme" (NEP,2020, p. 28). However, the teacher management system will be crucial to the study where the teacher recruitment, allocation of the teachers, teacher deployment, training and so on are the various aspects of the teacher management system. So, the efficiency can be reached through the teacher management and with the various strategies and tools itself. **NEP (2020),** which was unveiled on Wednesday, recommends a series of changes to the country's educational system. According to the new strategy, a four-year integrated BEd will be required for teaching by 2030. In addition, the Teacher Eligibility Test (TET) will be revised to reflect the new school structure. In schools, employment and vacancies will be managed digitally. Each state will perform a technology-based comprehensive teacher-requirement planning forecasting exercise to determine predicted subject-wise teacher shortages over the next two decades. Teachers and faculty are at the heart of the learning process, therefore NEP ensures rigorous recruiting and preparation, ongoing professional development, positive working environments, and service conditions for them.

9.0.Summary:

This chapter examines research in the Indian context in relation to the many parameters examined in this study. Because there is so little study on teacher management, such as recruiting, teacher kinds, and management, papers from all over the world were examined. This research study filled a gap in which there was a perceived need to study teacher management in relation to teachers.

1.0.Introduction:

The term "research" refers to a search for knowledge. A scholarly and systematic search for relevant knowledge on a given topic can also be defined as research. Research is, in fact, a form of scientific enquiry (Kothari, 2004). Research is a phrase that should be used in a technical meaning because it is an academic activity. According to Clifford Woody, research entails defining and redefining problems, formulating hypotheses or suggested solutions, collecting, organizing, and evaluating data, deducing and arriving at conclusions, and finally carefully testing the conclusions to see if they fit the formulating hypothesis.

The goal of this research was to see if teachers' management, which includes recruitment, status, availability, and other variables, worked for the development of aspirational districts in Odisha from 2012-13 to 2019-20 in the school education that potential teachers undertook. It also seeks to figure out what elements had an impact on teacher management. According to Goddard and Melville (2001), research entails not just acquiring data but also finding solutions to unresolved questions as part of the process of discovering and/or developing new knowledge. The research design, sample technique, data collection instruments, and data analysis are all covered in this chapter.

2.0. **Nature of the Research:**
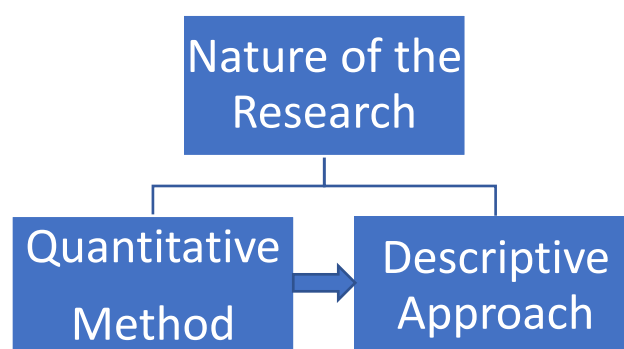
This study is quantitative in nature as it describes the variables in the numerical forms. In this study the variable teacher management has been explored in terms of teacher's recruitment, teacher availability and teacher professional qualifications and they are presented in numerical value.

"Quantitative techniques are particularly strong at studying large groups of people and making generalizations from sample being studied to broader groups beyond the ample" (Holton, E. F., & Burnett, M. F., 2005, p.30). As outlined below and further detailed in the follow-up sections, the quantitative research method can be broken down into five steps.

1. Identifying the fundamental problems that will be addressed by the research

2. Selecting people for the research (population & sample).

3. Choosing the strategies that will be used to answer queries

a. Variables b. Variable Measurements c. Overall Design

4. Analytical tools selection

5. Interpreting and comprehending the findings

A descriptive study's purpose is to characterise a phenomena and its characteristics. This study is more interested in what happened than than how or why it happened. Data may be collected intuitively in such studies, but it is frequently examined quantitatively, with frequencies, percentages, averages, and other statistical analysis used to discover relationships. Qualitative research, on the other hand, is more comprehensive and frequently entails a large gathering of data from multiple sources in order to acquire a better knowledge of individual participants, including their thoughts, perspectives, and attitudes. Qualitative research collects data in a qualitative manner, and the analytical approach is predominantly qualitative as well. This usually entails going through the data inductively to find repeating themes, patterns, or concepts, and then describing and interpreting those categories. Of course, data obtained qualitatively in qualitative research can be examined numerically as well. This occurs when a researcher thoroughly analyses qualitative data to identify key themes and ideas before converting them to numerical data for further comparison and evaluation (Nassaji, H.,2015, p.130). As a result, the author has taken a more descriptive approach, focused on describing what happened and quantitatively assessing the data.

3.0. Population and Sampling of the Research:

Population:

Every social science study needs a second component: the study population, from which the data needed to answer your research questions is gathered (Kumar, 2011). In order to select the

suitable respondents, you must narrow the research topic and identify very carefully and clearly who forms your study population.

The population of the study is aspirational districts of Odisha.
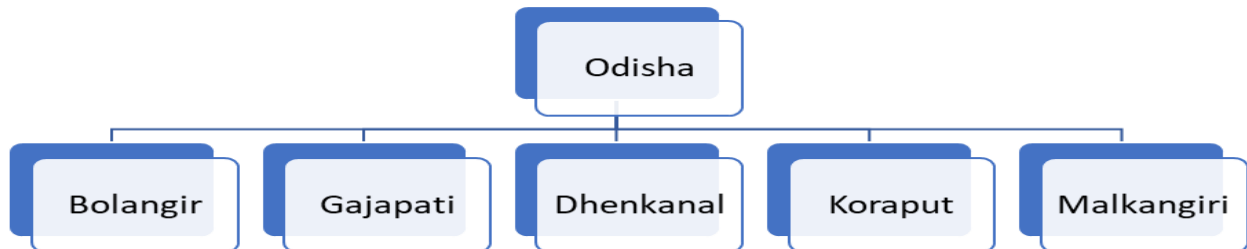
Sample: The main goal of any sampling design is to minimise the difference between the values acquired from your sample and those found in the study population, within the constraints of cost (Kumar, 2011)

The sample of the study constitutes five aspirational districts of Odisha viz. Bolangir, Dhenkanal, Gajapati, Koraput, Malkangiri. The sample was selected randomly from the list of 10 aspirational districts of Odisha.

4.0. Demographic profile of the Sample:

Bolangir: This district, named for its headquarters town of Balangir, was established on November 1, 1949. The Gandhamardan hill flanks it on the northwest. Many highland streams go through it. Balaramgarh, a fort established here in the 16th century by Balram Deo, the 19th Raja of Balangir and founder of the Sambalpur kingdom, is said to be the source of the name Balangir. Subarnapur District in the east, Nuapada District in the west, Kalahandi District in the south, and Bargarh District in the north surround the Balangir District. Between 20 degrees 11'40 and 21 degrees 05'08 north latitude and 82 degrees 41'15 and 83 degrees 40'22 east longitude, the District is located.

 The District is 6575 square kilometres in size. Balangir District has a total population of 16,48,997 people, with 8,30,097 men and 8,18,900 women. The District's overall SC population is 2,94,777, while its total ST population is 3,47,164. Balangir District is divided into three subdivisions, 14 tahasils, 14 blocks, two municipalities, three non-governmental

organisations (NACs), 18 police stations, and 285 gramme panchayats. The District's minimum temperature is 16.6 degrees Celsius and its maximum temperature is 48.7 degrees Celsius. Balangir District has an average rainfall of 1215.6 mm. The Balangir District's economy is primarily agriculture. Balangir's tourism industry also helps to the district's economy.

Black soil groups are the most common in the Balangir District. Alluvial, Red, and Mixed Red soils Agriculture employs more than 70 percent of the population. The District's current cultivable area is 3,45,650 hect. Paddy is the main crop in the district, accounting for 61 percent of total planted area. Pulses, which account for 14 percent of the planted land, are followed by oil seeds, which account for 3 percent, fibre, which accounts for 4 percent, vegetables, which account for 2 percent, and other food crops such as spices and condiments.

Balangir District has a literacy rate of 65.50 percent. The literacy rate for men is 77.08 percent and for women it is 53.77 percent. Balangir District contains a number of educational institutions that offer excellent opportunities for engineering, arts and social science, law, commerce, medical science, journalism, and other fields of study. The district's important educational institutions include Rajendra (Auto) College, Bidya Bhushan Sanskrit College, Government Ayurvedic College and Hospital, Government Medical and Hospital, Balangir Law College, Government Women's College, Government Balangir College, College of Teachers Education, Jawaharlal College of Patnagarh, D.A.V. College of Titilagarh, Government Polytechnic, State Institute of Hotel Management (SIHM), etc.

Gajapati: Maharaja Sri Krushna Chandra Gajapati Narayan Deo, the Ex–Raja Sahib of Paralakhemundi estate (the 1st Prime Minister of Odisha State), is renowned for his role in the founding of a separate Odisha province and the incorporation of Paralakhemundi estate into Odisha. After splitting from Ganjam District on October 2, 1992, it became a district. It was the Parlakhemundi sub-division in Ganjam, but it is now merely a Gajapati sub-division. There are seven tahasils, seven blocks, 1,534 villages, 149 Gram Panchayats, and eleven police stations in the district.

Gajapati District is 3850 square kilometres in size and is located between 18°.6' and 19°.39' North Latitude and 83°.48' to 84°.08' East Longitude. The temperature in the Gajapati District ranges from 16 to 40 degrees Celsius, with an average rainfall of 1403.30 mm. Andhra Pradesh to the south, Ganjam District to the east, Rayagada to the west, and Kandhamal to the north surround the district. The land and temperature are ideal for crop planting, and the District has a lot of potential for horticultural development. Hilly terrain and high regions account for more

than 60 percent of all land. These are primarily used in horticulture. Other cultivable land is divided into two categories: middle lands (20 percent) and low lands (15 percent).

According to the 2011 census, the Gajapati District had a total population of 5,77,817 people, with 2,82,882 men and 2,94,935 women. The District's entire SC population is 39,175 people, while its total ST population is 3,13,714.

According to the 2011 census, the average literacy rate in Gajapati district is 77.92 percent, with males and females literate at 85.12 percent and 70.85 percent, respectively. In the urban region, 49,377 people are literate, with males and females totaling 26,729 and 22,648 respectively.

The agricultural industry provides a significant portion of the revenue for Gajapati District. Agro–processing and horticulture sectors also contribute to the region's economic prosperity. The Gajapati District's economy is primarily agriculture. There is no major industry in the District other for a few agro–processing units. Cottage industries such as horn work, Jaikhadi bag, Cane and bamboo work, Ganjappa card and Pattachitra mukha, Broom work and Siali leaf plate manufacture, and Tibetan Woolen Carpet contribute to the District's economy.

Dhenkanal: Dhenkanal District, which is centrally placed on Odisha's geopolitical map, is surrounded by stunning wild life and forests. The Cuttack-Sambalpur road (NH 55) and the Cuttack-Sambalpur or Baranga-Sambalpur railway line run through the district. The Dhenkanal District is bordered on the north by Kendujhar District, on the south by Cuttack District, and on the east by Jajpur District and on the west by Angul District. The Dhenkanal District is thought to have been called after a Savara chief named 'DHENKA' who ruled over this tract in the past. Dhenkanal District has 4452 square kilometres in size. It covers a large area with lush forests and a series of hills.This is why the district is known as the "Home of the Country's Elephants and Tigers." Between 85 degrees 58' E and 86 degrees 2' E longitude, and 20 degrees 29' N and 21 degrees 11' N latitude, the District is located. The climate of Dhenkanal District is mild. The District receives hot weather with high humidity in April and May, as well as chilly weather in December and January. The monsoon season typically ends in June, with an average annual rainfall of 1421.1 mm. In terms of agriculture, the District produces a significant amount of paddy, groundnut, cashew nut, potato, mango, jackfruit, sugarcane, and certain vegetables as its main agricultural products.Dhenkanal town is the administrative centre of the Dhenkanal district. There are three sub divisions, eight tahsils, and eight CD blocks in the current administrative structure. In the Dhenkanal District, there are 198 Gram Panchayats,

4 Urban Bodies (1.Dhenkanal Municipality, 2.Bhuban NAC, 3.Kamakhyanagar NAC, and 4.Hindol NAC), and 15 police stations. According to the 2011 Provisional Census, the Dhenkanal District contains 1237 villages with a total population of 11,92,948, with 6,12,597 males and 5,80,351 females. The Dhenkanal District has a literacy rate of 79.41 percent, with a total of 4,71,681 male and 3,70,307 female literates.

Dhenkanal District is well-known throughout the world for its Indian Institutes of Mass Communication (IIMC). Dhenkanal College, Dhenkanal Law College, Brajanath Badajena High School, Sarangadhar High School, Kamakhyanagar, and Jawahar Navodaya Vidyalaya, Sarang are among the educational institutions in the district. Indira Gandhi Institute of Technology, Sarang, Govt. Polytechnic, Dhenkanal, Govt. ITI, Synergy Institute of Engineering and Technology, Odisha Institute of Engineering and Technology, and Pathani Samanta Institute of Engineering and Technology are all located in the district.

Koraput: Koraput District was founded on April 1, 1936, against a backdrop of lush slopes contemplating perfect freshness. The District attracts nature lovers with its woods, waterfalls, terraced slopes, and darting springs. Koraput is located between 17.4 and 20.7 degrees north latitude and 81.24 and 84.2 degrees east longitude. Rayagada in the east, Bastar District in Chhatisgarh in the west, and Malkangiri District in the south define the district. In terms of the District's history, the Koraput region dates back to the 3rd century BC, when it was ruled by the heroic and feared Atavika people.Before the arrival of the British, the Koraput region was ruled by numerous dynasties, including the Satavahans, Ikshvakus, Nalas, Ganga kings, and Suryavanshi kings. Koraput was finally designated as a district in 1936.

According to the 2011 census, the Koraput District has a total population of 13,79,647 people. Koraput and Jeypore are two of the district's sub divisions. The District of Koraput is divided into 14 Tahsils, 14 Blocks, three Municipalities, one NAC, 23 Police Stations, 2028 Villages, and 240 Gram Panchayats.

The economy of Koraput District is predominantly dependent on forestry and agriculture (including shifting cultivation), with agricultural and forest goods accounting for the majority of domestically consumed commodities. As a natural resource, the District has semi-evergreen to deciduous vegetation with a variety of wild plants. The District's Economy is supported by perennial streams and rivulets, vast amounts of underutilised ground water, opportunities to promote ecotourism, women self-help groups that have taken on the responsibility of

implementing midday meals, the Public Distribution System, and other economic activities, and village and cottage industries in various parts of the District.

Koraput has a literacy rate of 49.21 percent. In the District, there are 3,40,843 literate men and 2,27,247 literate women. Koraput District is home to numerous educational institutions. Important educational institutions in the district include Jeypore Law College, Samanta Chandrasekhar Institutes of Technology and Management, D.A.V College for Teacher Education, Sri Aurobindo Purnanga Shikshakendra, and Siddharth Institute of Engineering and Technology.

Malkangiri: Malkangiri District is called after Malkangiri, the district's administrative centre. Malkangiri was a 'Taluk' in the Nabrangpur sub–division of the Koraput District of Odisha when the province was formed in 1936. It was promoted to a subdivision of the Koraput District in 1962. The current Malkangiri district was created as a result of the reorganisation of Odisha districts, which took place on October 1, 1992, and took effect on October 2, 1992. It lies between 17 degree 45'N and 18 degree 40'N latitudes and 81 degree 10' E and 82 degree E longitude, covering 5,791 square kilometres. This District is lightly inhabited, with little difference in male and female populations.

The district is almost entirely covered in impenetrable jungle, with just a small percentage of the inhabitants living in urban areas. The district is physically separated into two sections. The eastern region is characterised by steep ghats, plateaus, and valleys that are sparsely populated by primitive tribes such as the Bondas, Koyas, Porajas, and Didayis. The District has a moderately literate population, with literate males greatly outnumbering literate females. The district's climate is generally chilly in the winter and hot in the summer, with temperatures ranging from 13 to 47 degrees Celsius. The yearly rainfall averages around 1700 mm. In general, relative humidity is high, especially during the monsoon and post–monsoon months.Most portions of the District become impassably marshy during the rainy season, and major floods cut it off from the rest of the world. This district is located in a malaria-prone area.

According to the 2011 census, the average literacy rate in Malkangiri district is 74.53 percent, with males and females' literates at 83.40 percent and 64.91 percent, respectively. In the urban region, 31,825 individuals are literate, with 18,528 men and 13,297 women.

The Indian government announced the 'Transformation of Aspirational Districts' programme in January 2018 with the goal of creating a New India by 2022, with the goal of

improving India's Human Development Index ranking, enhancing residents' living conditions, and ensuring inclusive growth for all. But the areas of health and nutrition, education, agriculture and water resources, financial inclusion, skill development and basic infrastructure are under developed in these districts (NITI Aayog). The motivation toward taking these districts are to see the teacher management in the five aspirational districts that what is the status of teachers in that districts.

5.0. Research Design:

Descriptive Research:

A descriptive study's purpose is to characterize a phenomenon and its characteristics. In several areas, such as education, psychology, and social sciences, descriptive research methods are highly frequent procedures for doing research. This study is more interested in what happened than than how or why it happened. As a result, data is frequently gathered using observation and survey methods. Data may be collected intuitively in such studies, but it is frequently examined quantitatively, with frequencies, percentages, averages, and other statistical analysis used to discover relationships (Nassaji, H., 2015). Through secondary data acquired, this descriptive study describes in depth the instructor status, availability, and management on three aspects.

6.0. Sources of Data:

Table. 1

Objectives	Sources of Data	Method of analysis
To analyze the teacher availability in the aspirational districts of Odisha in terms of teacher recruitment	**Secondary Data:** UDISE+ Data, UDISE+ Reports, 2019-20 & 2020-21	**Simple Statistical analysis:** Percentage
To explore district wise status of teacher management in terms of recruitment, qualification and School category	**Secondary Data:** UDISE+ Data, reflective journals	**Simple Statistical Analysis:** Percentage
To compare teacher management status among 5 Aspirational Districts of Odisha	**Secondary Data:** Review of related literature	Reflections on the journals

The research strategy is based on quantitative techniques to gather data through secondary sources.

a) Secondary data collection: Available U-Dise+ data, articles, journal etc resources are expecting to use as secondary data sources and also internet or the public sources

The District Information System for Education (DISE), which began in 1994 and was maintained by NIEPA, New Delhi from conception to 2017-18, was a collaborative initiative to develop educational databases in India at the school level. Following that, the Department of School Education and Literacy, Ministry of Education, has given the duty to NIC, which has established an online portal, beginning in 2018-19.

Table.1: Growth of Literacy in Odisha VIS-À-VIS India

Year	Odisha (Literacy in percent)				India (Literacy in percent)			
	Male	Female	All	Growth (Previously Given)	Male	Female	All	Growth (Previously Given)
1	2	3	4	5	6	7	8	9
1991	27.32	4.52	15.8	-	27.16	8.86	18.33	-
1961	34.68	8.65	21.66	5.86	40.4	15.35	28.3	9.33
1971	38.29	13.92	26.18	14.52	45.96	21.97	34.45	6.15
1981	46.39	20.6	33.62	4.79	56.38	29.76	43.57	9.12
1991	63.09	34.68	49.09	8.12	64.13	39.29	52.21	8.64
2001	75.35	50.51	63.08	13.99	75.85	54.16	64.8	13.2
2011	81.6	64.6	72.9	15.57	80.9	64.6	74.4	9.24

Source: Census of India

India's literacy rate has been rising as more people acquire higher education, but it is still far from universal. In 2011, India's literacy rate was around 74.4 percent, with men accounting for the bulk of literate Indians. The growth rate of literacy rate from 1991 to 2011 is increased continuously from 18.33 percent to 74.4 percent in India and from 15.8 percent to 72.9 percent in Odisha. Literally, the literacy rate of female was less comparing to male literacy in India as well as in Odisha which is from 8.86 percent to 64.6 percent in India and 4.52 percent to 64.6 percent in Odisha.

Table.2: Literacy rate of of Odisha (2001 & 2011)

Odisha	Literacy Rate of Census 2001 (In Percentage)				Literacy Rate of Census 2011(In Percentage)			
Districts	Total	Males	Females	Gender Gap	Total	Males	Female	Gender Gap
Anugul	68.8	81.43	55.37	26.1	77.5	86	68.6	17.4
Balasore	7.6	81.69	58.9	22.8	79.8	87	72.3	14.7
Bargarh	64	77.41	50.26	27.2	74.6	83.7	65.4	18.3
Bhadrak	73.9	84.65	62.85	21.8	82.8	89.6	75.8	13.8
Boudh	57.7	76.23	39.2	37.2	71.6	83.3	59.8	23.5
Cuttack	76.7	85.82	66.89	18.9	85.5	91.1	79.6	11.5
Deogarh	60.4	73.33	47.18	26.2	72.6	81.9	63	18.9
Ganjam	60.8	75.22	46	28.8	71.1	81	61.1	19.9
Jagatsingpur	79.1	88.55	69.28	19.3	86.6	92.4	80.6	11.8
Jajpur	71.4	81.89	60.76	21.1	80.1	86.8	73.3	13.5
Jharsuguda	70.6	82.08	58.36	23.7	78.9	86.6	70.7	15.9
Kalahandi	45.9	62.22	29.28	33.4	59.2	71.9	46.7	25.2
Kandhamal	52.7	69.79	35.86	33.9	64.1	76.9	51.9	25
Kendrapada	76.8	87.11	66.76	20.4	85.2	91.5	79	12.5
Kendujhar	59.2	71.99	46.22	25.8	68.2	78.1	58.3	19.8
Khurdha	79.6	87.9	70.36	17.5	86.9	91.8	81.6	10.2
Mayurbhanj	51.9	65.76	37.84	27.9	63.2	73.8	52.7	21.1
Nabarangpur	33.9	47.04	20.67	26.4	46.4	57.3	35.8	21.5
Nayagarh	70.5	82.66	57.64	25	80.4	88.2	72	16.2
Nuapada	42	58.46	25.79	32.7	57.3	70.3	44.8	25.5

Puri	78	88.08	67.57	20.5	84.7	90.8	78.3	12.5
Rayagada	36.1	48.18	24.56	23.6	49.8	61	39.2	21.8
Sambalpur	67.3	79.01	55.21	23.8	76.2	84.4	67.9	16.5
Subarnapur	62.8	78.94	46.17	32.8	74.4	84.4	64	20.4
Sundargarh	64.9	75.34	53.88	21.5	73.3	81	65.5	15.5
Bolangir	55.7	71.67	39.51	32.2	64.7	75.8	53.5	22.3
Dhenkanal	69.4	80.57	57.89	22.7	78.8	86.2	71	15.2
Gajapati	41.3	54.71	28.42	26.3	53.5	64.4	43.2	21.2
Koraput	35.7	47.2	24.26	22.9	49.2	60.3	38.6	21.7
Malkangiri	30.5	40.14	20.91	19.2	48.5	59.1	38.3	20.8
Odisha	63.1	75.35	50.51	24.8	72.9	81.6	64	17.6

Source: Census Report of 2001& 2011, Govt. Of India

According to Table 1, Khurda district has the greatest literacy rate, with 79.6 percent in 2001 and 86.9 percent in 2011. In the 2001 census, Malakangiri had the lowest literacy rate (30.5 percent), while in the 2011 census, the literacy rate in the Nabarangpur district was the lowest 46.45 percent among all districts in Odisha. The highest male literacy rate is found in Jagatsinghpur district, with 88.55 percent in 2001 and 92.4 percent in 2011, while the lowest is found in Malkangiri with 40.14 percent in 2001 and Nabarangpur with 57.3 percent in 2011. (2011). Khurda district, on the other hand, had the greatest female literacy rate of 70.36 percent in 2001 and 81.6 percent in 2011, while Nabarangpur district had the lowest female literacy rate of 20.67 percent in 2001 and 35.8 percent in 2011. Boudh district has the largest gender-gap literacy rate (37.2 percent) among all districts, although Nuapada district has a higher gender-gap literacy rate (25.5 percent) in 2011. In the 2001 and 2011 censuses, the Khurda district had the lowest gender disparity in literacy rate, at 17.5 percent and 10.2 percent, respectively. In the census of 2001, the total literacy rate disparity between districts in Odisha was 49.1, however it was reduced to 40.5 in the census of 2011. From the 2001 to 2011 census, Nuapada district had the largest decadal rise of overall literacy rate (15.3), while Puri district had the lowest (6.7). Rayagada, Nuapada, Nabarangpur, Mayurbhanj, Malkangiri, Koraput,

Keonjhar, Kandhamal, Kalahandi, Gajapati, Boudh, and Bolangiri are in the bottom of all districts in terms of total literacy rate, with the exception of Boudh districts. In the 2001 census, the CV of overall literacy rate was 24.4, but in the 2011 census, it was 17.65. It means that between the censuses of 2001 and 2011, the occurrence of inter-district heterogeneity in overall literacy rate has decreased to some degree. In the censuses of 2001 and 2011, Table 1 also reveals a significant gender gap in literacy between male and females.

Table.3: Literacy rate in Odisha, 2001 & 2011

(Table In percentage)

Region	2001			2011		
	Male	Female	Total	Male	Female	Total
Aspirational Districts (10)	68.32	46.3	57.15	69.685	46.88	58.12
Non- Aspirational Districts (20)	80.25	55.84	68.24	86.26	69.92	78.1
Odisha	75.35	50.51	63.08	81.6	64.6	72.9
India	75.26	53.67	64.83	82.14	65.46	74.04

Source: Census of India, 2001 & 2011

From last one decade have also witnessed significant growth in female literacy rate (65.46 percent in 2011 as against 53.67 percent in 2001) in India. Like-wise the growth in female literacy rate (64.6 percent in 2011 as against 50.51 percent in 2001) in Odisha. Importantly the growth in female literacy rate (69.92 percent as against 55.84 percent in 2001) in the aspirational districts of Odisha. And the aspirational districts cover that the growth of female literacy rate (46.88 percent as against 46.3 percent in 2001) in the aspirational districts of Odisha.

Between 2001 and 2011, the literacy rate in India and Odisha was shown in table 3. The literacy gap between Aspirational and non-aspirational areas shrank from 57 percent in 2001 to 58.12 percent in 2011, owing to increased development in the aspirational districts literacy rate. Despite this, there are still significant disparities in literacy outcomes between aspirational and non-aspirational districts areas. The male–female literacy difference, like the aspirational and non-aspirational divide, has been shrinking over time. Groups with numerous advantages/disadvantages were established to get a more thorough picture of the inequitable

distribution of literacy across various subgroups of the population. Given a binary gender classification ("male" and "female") of the population. Figure 3 shows the literacy rate in each of these areas by gender. It shows that the literacy rate in all areas is moving in the same direction as the district cohort. Although there are variances in literacy rates between locations at the state and national levels, these differences are insignificant. As a result, the movement of literacy rates across population categories appears to suggest that disparities may vanish sooner than projected.

Table.4: Literacy Rate of Aspirational Districts of Odisha

S.No.	District Name	Population	Literates	Male	Female	Literacy
1	Bolangir	16,48,997	9,27,260	75.85	53.50	64.72
2	Malkangiri	6,13,192	2,44,706	59.07	38.28	48.54
3	Gajapati	5,77,817	2,62,537	64.38	43.18	53.49
4	Koraput	13,79,647	5,68,090	60.32	38.55	49.21
5	Dhenkanal	11,92,811	8,29,910	86.18	71.00	78.76
6	Literacy Rate of Odisha					72.87

Source: Census 2011

Table 4.1 has shown that the education sector is responsible for 30 percent of the overall index (NITI Aayog). There are eight indicators that focus on learning outcomes (transition rate from primary to upper primary, and then to secondary schooling, average math and language scores, and so on), as well as infrastructure (toilet access for girls, drinking water, and electricity supply) and institutional indicators (RTE mandated pupil-teacher ratio, timely delivery of textbooks).

According to the NITI Aayog's Delta Ranking for February 2022, Malkangiri in Odisha is ranked 2nd among the top five most improved Aspirational Districts in the education sector (Table.3.1).

From the five aspirational districts Dhenkanal is the highest in literacy rate compare to other districts in Odisha. Here, Koraput is the lowest in literacy which is 49.21 percent. The female literacy rate of this districts is also lowest in nature.

Table.4.1: **Delta Ranking on Education in India 2022**

Top			Bottom		
Rank	District	State	**Rank**	District	State
1	Muzaffarpur	Bihar	112	Garhwa	Jharkhand
2	Malkangiri	Odisha	111	Palamu	Jharkhand
3	Bhadradri-Kothagudem	Telangana	110	Purnia	Bihar
4	Chatra	Jharkahnd	109	Chitrakoot	Uttar Pradesh
5	Yadgir	Karnataka	108	Ramgarh	Jharkhand

Source: Champions of Change, NITI Aayog, 2022

According to the Delta rankings given by NITI Aayog for the month of March 2022, Malkangiri district has been declared as one of the most improved districts in the education sector throughout the country. In the education sector, Malkangiri is ranked second in the Delta Ranking for the Aspirational Districts in the country. NITI Aayog stated Muzaffarpur district in Bihar was placed first, while Malkangiri district in Odisha and Bhadradri-Kothagudem district in Telangana were ranked second and third in the list, respectively, ahead Chtra of Jharkhand.

Table. 4.2: District Education Performance Based on Monthly Delta Rank of Aspirational Districts of Odisha

District Education Performance Based on Monthly Delta Rank of Aspirational Districts of Odisha			
Districts	Month	Year	Rank
Malkangiri	March	2022	2nd
Nuapada	September	2021	4th
Koraput	November	2021	1st
Nabarangpur	July	2020	7th
Gajapati	July	2020	7th
Dhenkanal	July	2020	7th
Kalahandi	March	2019	3rd
Bolangir	April	2019	2nd
Kandhamal	August	2019	2nd

Source: Champions of Change, NITI Aayog

The Niti Aayog is overseeing the 'Transformation of Aspirational Areas' programme, which aims to quickly and effectively change some of the country's most undeveloped districts. This Delta ranking goes a step further by examining particular parts of the Sustainable Development Goals (SDGs) and examining how districts performed in the previous two months across key sectors. The district Collectors will be able to focus more on these sectors and increase their performance in the future as a result of this grouping and positioning.

Figure.1
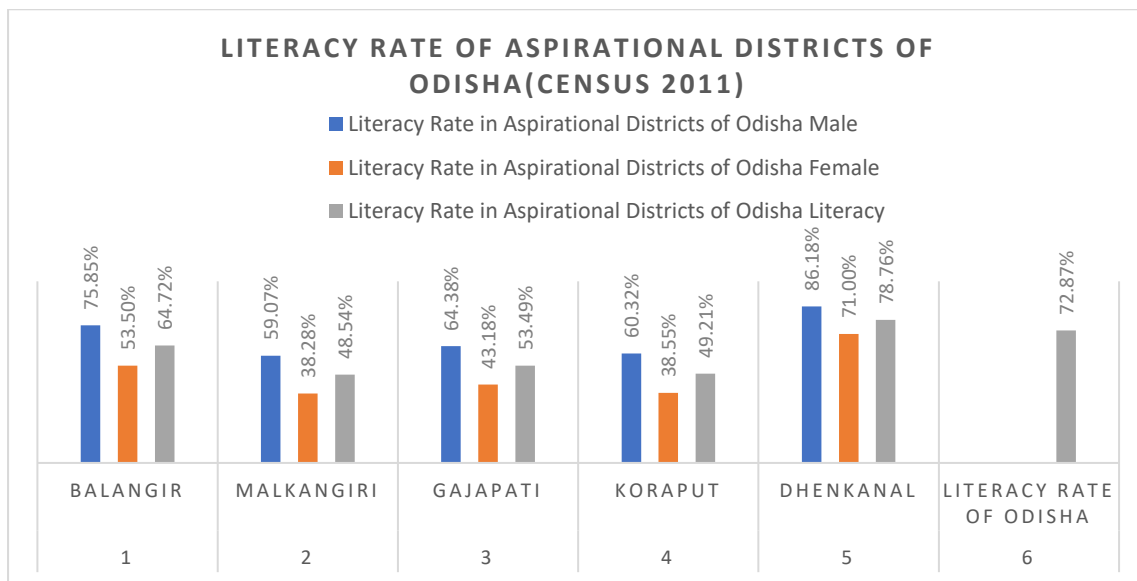
Figure 1 reported that the literacy rate of aspirational districts of Odisha. In this figure the male and female literacy are much more crucial to the nature while the total literacy rate of Odisha is 72.87 percent in 2011 census. Here, Malkangiri has the lowest literacy rate in the entire state with lowest male and female literacy followed by 59.07 percent and 38.28 percent. The literacy rate of these districts define itself that the districts are in underdeveloped educationally. But there are such similarity among Malkangiri, Gajapati and Koraput that they are also tribal districts and Bolangir is underdeveloped where its comes under KBK region.

Table.5: Percentage of Teachers in India

Academic Year	Govt.	Aided	Private	Other	Total
2019-20	51.00	8.50	37.20	3.40	**9687577**
2018-19	52.50	8.70	35.00	3.80	**9430839**
2017-18	53.90	9.10	33.10	3.90	**9247361**
2016-17	56.10	9.40	31.40	3.00	**8905811**
2015-16	56.80	9.70	30.80	2.70	**8691922**

Source: UDISE+ Reports

The total teacher population is about 99.96 million including government, aided, private and others schools (15.09 lakh schools). The percent of government teacher decreased from 2015-16 academic year continuously year wise but the percent of private teacher is increasing day by day. There is an increasement of teacher recruitment in the private sectors only.

Table.6: Percentage of Teachers in Odisha

Academic Year	Govt.	Aided	Private	Other	Total
2019-20	66.80	9.30	21.00	2.90	**357035**
2018-19	66.20	9.40	18.60	5.80	**340477**
2017-18	65.00	10.30	15.80	8.90	**344866**
2016-17	68.10	10.20	14.90	6.90	**340749**
2015-16	70.00	9.80	14.30	5.90	**326687**

Source: UDISE+ Reports

The total teacher population is about 3.5 million including government, aided, private and others schools (64185 schools). The percent of government teacher decreased from 2015-16 academic year continuously year wise but the percent of private teacher is increasing day by day. There is an increasement of teacher recruitment in the private sectors only.

The 3,197 schools make up 5 percent of the State's total 68,717 schools, with 3,40,477 instructors. Currently, 11,816 instructors are needed at 11,816 of these schools. The Right to Education (RTE) requires a pupil-teacher ratio (PTR) of 30:1 for primary grades 1 to 5 and 35:1 for upper primary grades 6 to 8. According to the report, this is a violation of the RTE.

Only 45 percent of the state's school instructors are female. While the percentage of women teachers in rural areas is lower than in metropolitan areas, early childhood education teachers are overwhelmingly female. According to the report, a significant percentage of teachers in pre-primary, primary, and upper primary levels across the country do not have an academic or professional degree. In Odisha, 2.86 percent of pre-primary teachers are under-qualified, and the percentage rises to 3.46 percent at primary level. The percentage of underqualified instructors in upper primary, secondary, and higher secondary schools is 1.61, 0.45, and 0.34 percent, respectively (The Indian Express, 2022). The report also mentions the Odisha government's habit of appointing teachers in an indirect manner. While direct recruiting involves new recruits joining the system, indirect recruitment may include promotions of existing instructors, regularisation of contractually employed teachers, or, in some situations, compassionate extension of employment. According to the UNESCO report, all recruiting in Odisha has so far been indirect, with existing contractual teachers being promoted and regularised. UNESCO's figures were compared to current reports from the Unified District Information System for Education, the Central Teacher Eligibility Test, and the Periodic Labour Force Survey for the study.

Table.7: Percentage of teachers by management and school category, 2019-20 (All Types of Management)

Country/State/District	Primary (1-5)	Upper Primary (1-8)	(6-8)	Secondary (1-10)	(6-10)	(9-10)	Higher Secondary (1-12)	(6-12)	(9-12)	(11-12)	Total
India	25.73	25.64	3.92	10.82	4.56	1.88	15.55	7.43	2.75	1.74	9696425
Odisha	23.65	40.14	2.15	15.21	8.32	4.57	2.32	0.76	0.00	2.89	355974
Bolangir	22.43	42.07	2.16	1.45	1.38	13.61	7.10	7.67	0.00	2.11	13082
Dhenkanal	19.14	46.49	0.93	2.72	0.24	14.49	8.05	5.69	0.00	2.25	9420
Gajapati	22.15	43.14	1.95	0.16	1.42	23.31	4.48	1.15	0.00	2.23	6112
Koraput	29.83	38.52	2.74	0.61	2.18	18.09	5.02	1.64	0.00	1.37	11741
Malkangiri	33.96	39.21	0.44	0.98	1.77	14.70	6.23	1.55	0.00	1.16	5410

Source: UDISE+ Report, 2019-20

Table 7 shows that the number of teachers by management and school category, from primary to higher secondary compare the teacher availability in among five of the above districts. Malkangiri district of Odisha has the lowest teachers in the state which is 5410 in number. In the primary section of the school the Dhenkanal district has the less percent of teachers which is 19 percent. In the Upper primary section of the school the Koraput and Malkangiri districts have the less percent of teachers which is 39 percent. In the Secondary section of the school the Bolangir and Dhenkanal districts have the less percent of teachers which is 14 percent. In the Higher secondary section of the school the Koraput and Malkangiri districts have the less percent of teachers which is 1 percent.

Figure.2: Percentage of teachers by management and school category, 2019-20
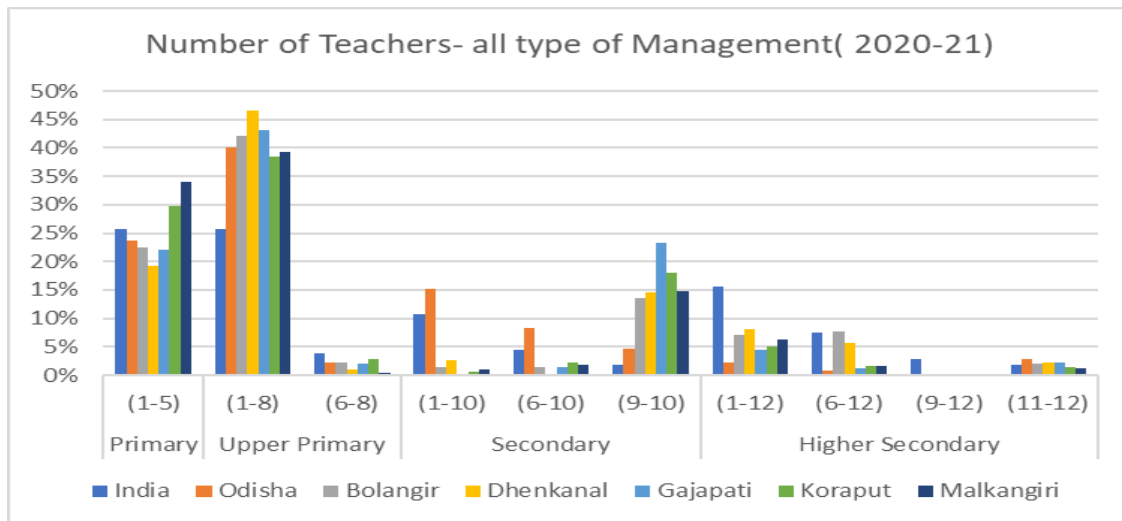
Figure 2 shows that the percentage of primary teacher is below 35, percentage of upper primary teacher is below 50, percentage of secondary teacher is below 25, and the percentage of higher secondary teacher is below 5.

Table.8: Teachers Availability in the Aspirational Districts of Odisha, 2019-20

(Table in Percentage, Total teachers in Number)

District	Total Teachers	Male	Female	schools without female teachers	Regular	Non-Regular Teachers	schools with single teacher	teachers above 35 age	teachers graduate	teachers post graduate and above	teachers without professional qualifications	Teachers Trained in computer
Bolangir	13238	63.46	36.54	35.46	75.28	24.72	0.40	11.66	48.21	13.30	14.59	7.27
Dhenkanal	9559	50.84	49.16	23.27	84.42	15.58	0.50	14.48	56.97	12.97	16.47	6.12
Gajapati	6369	63.78	36.22	37.15	68.49	31.51	0.16	9.28	45.86	15.70	14.96	9.14
Kalahandi	13326	71.33	28.67	48.91	75.78	24.22	0.38	12.0	45.34	13.21	13.95	9.58
Nuapada	6120	73.07	26.93	44.74	77.06	22.94	0.18	10.92	45.85	12.53	13.27	6.45
Rayagada	8817	62.03	37.97	41.71	74.10	25.90	0.81	11.17	46.82	13.69	15.33	3.69
Koraput	11796	56.88	43.12	37.03	71.62	28.38	0.58	12.30	45.92	15.18	13.45	8.45
Malkangiri	5499	70.09	29.91	53.86	69.07	30.93	0.58	11.26	45.50	9.37	12.66	4.38
Nabarangpur	9274	68.57	31.41	45.39	64.73	35.27	0.26	9.42	46.52	9.74	14	4.73
Kandhamal	8531	64.11	35.89	39.29	74.20	25.8	12.48	47.43	10.77	12.82	1.25	3.73

Source: OPEPA, Odisha

In the aspirational districts of Odisha, the average of male teacher is below 75 percent and the average of female teachers below 50. In Odisha, as many as 3,197 schools, both public and private, are operating with only one teacher. Worse, 88 percent of these institutions are in Odisha's rural areas. UNESCO reported this in their 'No Teacher, No Class: State of Education Report for India-2021', which was released on October 4, 2021.

Dhenkanal is the highest district in the female teachers where the Nuapada is the lowest in female teacher availability in the state. In the district of Malkangiri 53.86 percent schools are there where there are no female teachers which is the highest among aspirational district of Odisha. There are above 60 percent are regular teachers in the aspirational districts but below 35 percent are non-regular teachers. In Kandhamal district, there is 12.48 percent schools with single teacher.

Table.8.1: Percentage of Teachers by Social Category, Gender and School Management (In Percentage)

Social Category							
India	General	SC	ST	OBC	ORC	Others	
Aacdemic Year	Total	Total	Total	Total	Total	Total	Total
2019-20	41.76	12.18	7.77	37.34	0.65	0.29	9687577
2018-19	42.20	12.30	8.08	36.52	0.65	0.26	9430839
2017-18	42.28	12.06	8.22	31.38	0.18	5.88	9247361
2016-17	41.67	12.12	8.26	34.80	0.21	2.95	8905811
2015-16	41.95	12.17	8.50	35.68	0.21	1.49	8691922
2014-15	41.93	12.30	8.51	34.53	1.20	1.54	8561921
2013-14	42.14	12.29	8.64	35.16	0.21	1.57	8269199
2012-13	41.65	12.42	8.72	34.56	0.21	2.44	7826733

Source: UDISE+ Reports, 2012-20

The following are the key results of the teacher management with reference from 2012-13 to 2019-20 academic year, which concern teachers and their social categories, gender, and management:

The total number of teachers employed is 9696425 in India in 2019-20 academic year, but it was 7826733 in 2012-13 academic year. Teachers of General category have decreased by 1 percent, whereas teachers of OBC have grown by only 3 percent. Between 2012 and 2021, the number of teachers 7826733 and teachers 9696425 in the country increased significantly. In compared to the academic year from 2012 to 2020, there is a modest rise in total teachers. The highest number of teachers are there from general category (41 percent) in the country. Following to general the number of teachers of OBC is 38 percent then SC 12 percent and ST is 8 percent.

Table.8.2: Percentage of Teachers by Social Category, Gender and School Management in Odisha

Social Category							
Odisha	General	SC	ST	OBC	ORC	Others	
Aacdemic Year	Total	Total	Total	Total	Total	Total	Total
2019-20	33.03	12.15	12.13	42.59	0.02	0.07	357035
2018-19	32.82	12.48	12.54	42.07	0.01	0.06	340477
2017-18	35.07	12.21	12.45	40.27	0.00	0.00	344866
2016-17	35.13	12.37	12.82	39.68	0.00	0.00	340749
2015-16	34.98	12.53	13.13	39.29	0.00	0.07	326687
2014-15	34.27	12.76	13.57	39.39	0.00	0.01	301521
2013-14	33.71	12.80	13.05	39.14	0.13	1.11	286180
2012-13	34.53	12.57	12.53	38.34	0.13	1.85	272514

Source: UDISE+ Reports, 2012-2020

In Odisha, the total number of teachers employed in the 2019-20 academic year is 355974, up from 272514 in the 2012-13 academic year. Teachers in the General category have decreased by 4 percent, while teachers in the OBC category have increased by only 8percent. Between 2012 and 2020, the number of teachers in the state expanded dramatically, from 272514 to 355974. There is a little increase in total teachers from 2012 to 2020 as compared to the previous academic year. The OBC category has the highest percentage of teachers (46 percent) in the state. Following to OBC, there are 31 percent of general teachers, 13 percent of SC teachers, and 12 percent of ST teachers.

Table.8.3: Percentage of Teachers by Social Category, Gender and School Management in Bolangir, Odisha

Social Category							
Academic Year	General	Sc	ST	OBC	ORC	Others	
	Total	Total	Total	Total	Total	Total	Total
2019-20	25.99	15.33	14.35	44.28	0.04	0.00	13238
2018-19	25.41	15.51	14.88	44.08	0.03	0.09	12672
2017-18	27.00	15.47	14.25	43.28	0.00	0.00	11817
2016-17	27.70	15.45	14.76	42.09	0.00	0.00	11644

2015-16	28.29	15.44	14.98	41.29	0.00	0.00	11154
2014-15	28.19	15.37	15.11	41.33	0.00	0.00	10699
2013-14	29.59	14.79	15.23	39.81	0.19	0.39	10117
2012-13	30.00	15.00	14.86	39.48	0.20	0.46	9847

Source: UDISE+ Reports , 2012-2020

The overall number of teachers hired in Bolangir district of Odisha for the 2019-20 academic year is 13238, up from 9847 in 2012-13. Teachers in the General category have decreased by 4 percent, while those in the OBC group have only increased by 5 percent. The number of teachers in the district increased considerably from 9847 to 13238 between 2012 and 2020. In comparison to the preceding academic year, there is a slight rise in total teachers from 2012 to 2020. In the district, the OBC category has the highest percentage of teachers (44 percent). General teachers account for 26 percent of all teachers, 15 percent of SC teachers, and 14percent of ST teachers, following to OBC.

Table.8.4: Percentage of Teachers by Social Category, Gender and School Management in **Dhenkanal**, Odisha

Social Category							
Academic Year	General	Sc	ST	OBC	ORC	Others	
	Total	Total	Total	Total	Total	Total	Total
2019-20	18.17	10.04	7.48	47.91	0.03	0.01	9559
2018-19	17.72	10.19	7.84	48.31	0.02	0.00	9251
2017-18	18.44	10.16	8.01	46.83	0.00	0.00	10663
2016-17	18.40	10.45	8.50	46.17	0.00	0.00	9976
2015-16	18.13	10.31	8.99	46.30	0.00	0.00	9328
2014-15	18.26	9.90	9.38	46.02	0.00	0.00	8405
2013-14	18.42	9.82	9.30	45.41	0.24	0.21	7946
2012-13	19.70	9.30	8.00	44.48	0.27	0.39	7525

Source: UDISE+ Reports, 2012-2020

The overall number of teachers hired in Dhenkanal district of Odisha for the 2019-20 academic year is 9559, up from 7525 in 2012-13. Teachers in the General category have decreased by 2 percent, while those in the OBC group have only increased by 4 percent. The number of teachers in the district increased considerably from 7525 to 9559 between 2012 and 2020. In comparison to the preceding academic year, there is a slight rise in total teachers from 2012 to

2020. In the district, the OBC category has the highest percentage of teachers (48 percent). General teachers account for 18 percent of all teachers, 10 percent of SC teachers, and 7 percent of ST teachers, following to OBC.

Table.8.5: Number of Teachers by Social Category, Gender and School Management in **Gajapati**, Odisha

Social Category							
Academic Year	General	Sc	ST	OBC	ORC	Others	
	Total	Total	Total	Total	Total	Total	Total
2019-20	24.73	11.74	31.26	32.16	0.05	0.06	6369
2018-19	23.88	12.28	32.01	31.84	0.00	0.00	5955
2017-18	26.16	12.72	32.38	28.73	0.00	0.00	5966
2016-17	26.32	12.87	31.66	29.15	0.00	0.00	5812
2015-16	45.09	15.82	19.70	19.38	0.00	0.01	10219
2014-15	26.07	13.62	33.31	27.00	0.00	0.00	5263
2013-14	28.52	13.41	29.98	27.34	0.15	0.60	5176
2012-13	29.28	12.95	30.16	25.32	0.23	2.07	4874

Source: UDISE+ Reports, 2012-2020

The overall number of teachers hired in Gajapati district of Odisha for the 2019-20 academic year is 6369, up from 4874 in 2012-13. Teachers in the General category have decreased by 4 percent , while those in the OBC group have only increased by 7 percent. The number of teachers in the district increased considerably from 4874 to 6369 between 2012 and 2020. In comparison to the preceding academic year, there is a slight rise in total teachers from 2012 to 2020. In the district, the OBC category has the highest percentage of teachers (32 percent). General teachers account for 25 percent of all teachers, 12 percent of SC teachers, and 31 percent of ST teachers.

Table.8.6: Percentage of Teachers by Social Category, Gender and School Management in **Koraput**, Odisha

Social Category							
Academic Year	General	Sc	ST	OBC	ORC	Others	
	Total	Total	Total	Total	Total	Total	Total
2019-20	41.42	14.74	17.13	26.64	0.02	0.04	11796
2018-19	40.86	15.15	17.81	26.17	0.00	0.01	11082
2017-18	46.20	15.16	17.90	20.74	0.00	0.00	10864
2016-17	46.18	15.64	18.51	19.68	0.00	0.00	10802
2015-16	45.09	15.82	19.70	19.38	0.00	0.01	10219
2014-15	45.93	15.88	19.30	18.88	0.00	0.01	9885
2013-14	46.80	16.17	17.09	18.37	0.37	1.19	9307
2012-13	48.52	15.62	16.76	16.82	0.36	1.92	8598

Source: UDISE+ Reports, 2012-2020

The overall number of teachers hired in Koraput district of Odisha for the 2019-20 academic year is 11796, up from 8598 in 2012-13. Teachers in the General category have decreased by 8 percent, while those in the OBC group have only increased by 7 percent. The number of teachers in the district increased considerably from 8598 to 11796 between 2012 and 2020. In comparison to the preceding academic year, there is a slight rise in total teachers from 2012 to 2020. In the district, the general category has the highest percentage of teachers (41 percent). OBC teachers account for 27 percent of all teachers, 15 percent of SC teachers, and 17 percent of ST teachers.

Table.8.7: Percentage of Teachers by Social Category, Gender and School Management in **Malkangiri**, Odisha

Social Category							
Academic Year	General	Sc	ST	OBC	ORC	Others	
	Total	Total	Total	Total	Total	Total	Total
2019-20	27.62	26.51	20.31	25.28	0.05	0.22	5499
2018-19	27.66	26.98	20.83	24.44	0.07	0.02	5405
2017-18	32.61	26.80	20.83	19.76	0.00	0.00	5406
2016-17	31.08	27.05	21.28	20.59	0.00	0.00	5959

			Upper Prima ry	Secon dary	Higher Secondary	Total
Types of Schools	Pre-Primary	Primary				
2015-16	31.10	27.34	21.36	18.75	0.18	1.26	5556
2014-15	31.15	27.29	22.00	19.56	0.00	0.00	4999
2013-14	32.52	27.99	18.98	18.06	0.20	2.25	4441
2012-13	32.17	28.68	19.09	16.83	0.31	2.93	4237

Source: UDISE+ Reports, 2012-2020

The overall number of teachers hired in Malkangiri district of Odisha for the 2019-20 academic year is 11796, up from 8598 in 2012-13. Teachers in the General category have decreased by 2 percent, while those in the OBC group have only increased by 8 percent. The number of teachers in the district increased considerably from 8598 to 11796 between 2012 and 2020. In comparison to the preceding academic year, there is a slight rise in total teachers from 2012 to 2020. In the district, the general category has the highest percentage of teachers (28 percent). OBC teachers account for 25 percent of all teachers, 27 percent of SC teachers, and 20 percent of ST teachers.

Table. 9: Percentage of qualified teachers: management-wise ((India- 2019-20)

Types of Schools	Pre-Primary	Primary	Upper Prima ry	Secon dary	Higher Secondary	Total
Central Tibetan School	1.32	28.57	25.93	29.89	14.29	378
Department of Education	5.86	43.35	25.72	16.84	8.23	4592290
Government Aided	0.61	21.09	24.88	36.69	16.73	880599
Jawahar Navodaya Vidyalaya	0.01	0.10	18.10	48.63	33.17	13871
Kendriya Vidyalaya / Central School	1.21	28.85	14.94	33.14	21.86	49293
Local body	0.81	63.46	23.75	11.50	0.48	835204
Madarsa recognized (by Wakf board/Madarsa Board)	1.50	65.05	27.04	5.27	1.14	89306

Madarsa unrecognized	6.60	65.13	21.09	6.39	0.79	19129
Ministry of Labor	0.28	97.25	2.48	0.00	0.00	726
Other Central Govt. Schools	1.50	26.60	26.36	33.42	12.12	3399
Other Govt. managed schools	3.45	21.95	42.31	14.58	17.71	9453
Private Unaided (Recognized)	3.95	34.12	35.46	17.32	9.15	4718211
Railway School	1.05	20.94	17.17	40.06	20.78	1805
Sainik School	0.86	22.48	15.71	42.00	18.95	2100
Social welfare Department	0.37	13.72	36.46	36.52	12.93	17391
Tribal Welfare Department	0.21	55.71	18.67	19.12	6.29	132096
Unrecognized	6.07	48.76	39.86	4.12	1.19	242824

Source: UDISE+ Reports 2019-20

This table 9 shows the percentage of qualified teachers in various types of schools. For example, competent teachers make up 1 percent of pre-primary, 21 percent of primary, 25 percent of upper primary, 37 percent of secondary, and 17 percent of higher secondary instructors at government-aided schools in India.

Table. 9.1: Percentage of teacher by Gender, Professional qualification, classes taught, school category and school management

Academic Year:2019-20				National												
	Pre-Primary			Primary			Upper Primary			Secondary			Higher Secondary			
Professional Qualification	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Total
Bachelor of Elementary Education (B.El.Ed.)	56.12	43.88	3.86	54.57	45.43	47.61	50.00	51.05	30.78	41.71	58.29	14.83	38.01	61.99	2.92	426929
B.Ed. or equivalent	74.57	25.43	1.16	61.99	38.01	24.30	50.00	48.08	33.14	45.05	54.95	28.36	43.12	56.88	13.04	5369117
Diploma or certificate in basic teachers	48.96	51.04	7.90	49.94	50.06	65.27	50.00	59.37	23.12	41.79	58.21	2.93	36.58	63.42	0.78	2992296

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Professional Qualification	Pre-Primary Female	Male	Total	Primary Female	Male	Total	Upper Primary Female	Male	Total	Secondary Female	Male	Total	Higher Secondary Female	Male	Total	Total
training of a duration not less than two years																
M.Ed. or equivalent	69.21	30.79	1.00	61.83	38.17	17.02	50.00	43.23	29.17	48.80	51.20	28.89	45.20	54.80	23.91	277893
Others	62.53	37.47	8.36	56.66	43.34	43.50	50.00	53.67	26.96	42.72	57.28	13.65%	41.20	58.80	7.52	879532
None	72.28	27.72	6.00	58.43	41.57	41.84	50.00	53.70	31.35	39.65	60.35	12.72	36.95	63.05	8.09	1368845
Pursuing any relevant professional course	57.42	42.58	4.80	47.21	52.79	51.81	50.00	68.80	30.46	32.70	67.30	9.78	36.56	63.44	3.16	131699
Diploma/ degree in special education	69.27	30.73	3.82	56.96	43.04	42.20	50.00	56.77	32.99	39.31	60.69	14.74	35.44	64.56	6.26	161764

Source: UDISE+ Reports, 2019-20

This table 9.1 shows the percentage of qualified teachers in various types of schools. For example, B.Ed. qualified teachers make up 3.86 percent of pre-primary, 47.61 percent of primary, 30.78 percent of upper primary, 14.83 percent of secondary, and 2.92 percent of higher secondary instructors at government-aided schools in India.

Table.9.2: Percentage of Teachers by Gender, Professional Qualification, Classes Taught, School Category and School Management

Academic Year:2019-20				State Name :Odisha												
Professional Qualification	Pre-Primary			Primary			Upper Primary			Secondary			Higher Secondary			
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Total
B.Ed. or equivalent	0.01	0.00	0.01	14.67	15.62	30.29	16.61	22.38	33.22	11.84	22.73	34.56	0.66	1.25	1.91	138067
Diploma/ degree in special education	0.03	0.00	0.03	26.93	19.36	46.29	19.14	21.20	38.29	3.80	9.35	13.15	0.67	1.56	2.24	6075
M.Ed. or equivalent	0.02	0.00	0.02	5.21	6.93	12.14	6.54	10.59	13.08	9.07	16.74	25.82	17.59	31.36	48.95	10505
Others	0.00	0.00	0.00	18.15	11.00	29.15	13.19	17.91	26.38	9.65	28.21	37.86	1.93	4.68	6.61	28814

Academic/Professional Qualification	Pre-Primary Female	Pre-Primary Male	Pre-Primary Total	Primary Female	Primary Male	Primary Total	Upper Primary Female	Upper Primary Male	Upper Primary Total	Secondary Female	Secondary Male	Secondary Total	Higher Secondary Female	Higher Secondary Male	Higher Secondary Total	Count
Bachelor of Elementary Education (B.El.Ed.)	0.00	0.00	0.00	29.02	21.22	50.25	16.29	16.30	32.59	5.52	10.91	16.43	0.39	0.35	0.74	8562
Diploma or certificate in basic teachers training of a duration not less than two years	0.00	0.00	0.00	33.11	36.83	69.93	14.10	15.57	28.20	0.63	1.21	1.84	0.01	0.02	0.02	204690
None	0.01	0.00	0.01	35.79	22.72	58.51	13.51	11.22	27.03	3.29	6.64	9.94	1.44	3.08	4.51	35994
Pursuing any relevant professional course	0.12	0.00	0.12	33.81	9.87	43.68	18.93	12.41	37.85	4.21	9.35	13.56	1.79	3.00	4.79	1733

Source: UDISE+ Reports 2019-20

This table 9.2 shows the percentage of qualified teachers in various types of schools. For example, B.Ed. qualified teachers make up 0 percent of pre-primary, 30 percent of primary, 33 percent of upper primary, 35 percent of secondary, and 2 percent of higher secondary instructors at government-aided schools in Odisha.

Table. 9.3: Percentage of Teachers by Gender, Academic Qualification, Professional Qualification, Classes Taught, School Category and School Management in Bolangir, Odisha

Academic Year:2019-20	State Name :Odisha		District Name :BOLANGIR		Block Name :none											
Professional Qualification	Pre-Primary			Primary			Upper Primary			Secondary			Higher Secondary			
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	
B.Ed. or equivalent	0.00	0.00	0.00	37.95	62.05	38.87	50.00	93.20	35.04	24.40	**75.60**	45.33	15.79	84.21	2.11	

Diploma/degree in special education	0.00	0.00	0.00	42.11	57.89	86.36	50.00	74.39	53.25	20.69	79.31	18.83	100.00	0.00	1.30
None	0.00	0.00	0.00	53.11	46.89	96.99	50.00	70.51	46.99	24.87	75.13	28.46	28.57	71.43	1.05
Others	0.00	0.00	0.00	56.35	43.65	29.89	50.00	81.86	26.81	18.70	81.30	58.36	25.00	75.00	1.42
Pursuing any relevant professional course	0.00	0.00	0.00	65.31	34.69	51.04	50.00	58.62	60.42	44.44	55.56	9.38	0.00	0.00	0.00
M.Ed. or equivalent	0.00	0.00	0.00	28.26	71.74	12.99	50.00	132.14	7.91	20.00	80.00	35.31	26.74	73.26	52.82
Diploma or certificate in basic teachers training of a duration not less than two years	0.00	0.00	0.00	39.31	60.69	190.50	50.00	75.57	63.49	26.32	73.68	4.59	40.00	60.00	0.17
Bachelor of Elementary Education (B.El.Ed.)	0.00	0.00	0.00	50.00	50.00	78.26	50.00	68.57	43.48	25.00	75.00	34.78	0.00	0.00	0.00

Source: UDISE+ Reports 2019-20

This table 9.3 shows the percentage of qualified teachers in various types of schools. For example, B.Ed. qualified teachers make up 0 percent of pre-primary, 39 percent of primary, 35 percent of upper primary, 45 percent of secondary, and 2 percent of higher secondary instructors at government-aided schools in the Bolangir district of Odisha.

Table: 9.4: Percentage of Teachers by Gender, Academic Qualification, Professional Qualification, Classes Taught, School Category and School Management in Dhenkanal, Odisha

Academic Year:2019-20				State Name :Odisha			District Name :DHENKANAL								
Professional Qualification	Pre-Primary			Primary			Upper Primary			Secondary			Higher Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
B.Ed. or equivalent	0.09	0	0.09	51.10	48.90	27.30	50.00	75.38	33.74	29.54	70.46	37.73	15.00	85.00	1.15
Others	0.00	0	0.00	78.37	21.63	32.60	50.00	69.44	29.13	20.38	79.62	36.30	11.76	88.24	1.97
Pursuing any relevant professional course	0.00	0	0.00	82.35	17.65	39.53	50.00	40.00	23.26	37.50	62.50	37.21	0.00	0.00	0.00
None	100.00	0	0.10	71.66	28.34	60.08	50.00	36.21	28.38	33.67	66.33	9.59	5.26	94.74	1.86
M.Ed. or equivalent	0.00	0	0.00	68.18	31.82	8.80	50.00	86.84	15.20	31.67	68.33	24.00	29.23	70.77	52.00
Diploma or certificate in basic teachers training of a duration not less than two years	0.00	0	0.00	56.28	43.72	68.01	50.00	46.34	30.51	31.25	68.75	1.44	50.00	50.00	0.04
Bachelor of Elementary Education (B.El.Ed.)	0.00	0	0.00	70.08	29.92	58.80	50.00	80.00	27.78	13.79	86.21	13.43	0.00	0.00	0.00
Diploma/degree in special education	0.00	0	0.00	64.29	35.71	48.28	50.00	61.76	39.08	18.18	81.82	12.64	0.00	0.00	0.00

Source: UDISE+ Reports 2019-20

This table 9.4 shows the percentage of qualified teachers in various types of schools. For example, B.Ed. qualified teachers make up 0.09 percent of pre-primary, 27.30 percent of primary, 33.74 percent of upper primary, 37.73 percent of secondary, and 1.1 percent of higher secondary instructors at government-aided schools in the Dhenkanal district of Odisha.

Table. 9.5: Percentage of Teachers by Gender, Academic Qualification, Professional Qualification, Classes Taught, School Category and School Management (In Percentage)

Academic Year:2019-20			State Name :Odisha			District Name :GAJAPATI									
Professional Qualification	Pre-Primary			Primary			Upper Primary			Secondary			Higher Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
B.Ed. or equivalent	0	0	0	41.46	58.54	40.04	50	67	33.05	38.47	61.53	24.70	45	55	2.22
Diploma/degree in special education	0	0	0	47.06	52.94	56.67	50	107	23.33	28.57	71.43	11.67	20	80	8.33
M.Ed. or equivalent	0	0	0	28.00	72.00	20.83	50	130	16.67	34.09	65.91	36.67	39	61	25.83
Others	0	0	0	44.26	55.74	21.25	50	150	13.24	21.26	78.74	44.25	36	64	21.25
Bachelor of Elementary Education (B.El.Ed.)	0	0	0	63.64	36.36	47.83	50	40	43.48	0.00	100.00	4.35	0	100	4.35
Diploma or certificate in basic teachers training of a duration not less than two years	0	0	0	31.13	68.87	76.12	50	87	22.27	32.20	67.80	1.56	5	50	0.05
None	0	0	0	47.64	52.36	66.59	50	44	20.99	40.91	59.09	5.31	36	64	7.12
Pursuing any	0	0	0	83.33	16.67	25.00	50	13	33.33	50.00	50.00	8.33	25	7	33.33

Source: UDISE+ Reports 2019-20

This table 9.5 shows the percentage of qualified teachers in various types of schools. For example, B.Ed. qualified teachers make up 0 percent of pre-primary, 40.04 percent of primary, 33.05 percent of upper primary, 24.70 percent of secondary, and 2.2 percent of higher secondary instructors at government-aided schools in the Gajapati district of Odisha.

Table.9.6: Percentage of Teachers by Gender, Academic Qualification, Professional Qualification, Classes Taught, School Category and School Management in Koraput, Odisha

Academic Year:2019-20			State Name :Odisha			District Name :KORAPUT									
Professional Qualification	Pre-Primary			Primary			Upper Primary			Secondary			Higher Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
B.Ed. or equivalent	0	0	0	51.16	48.84	33.99	50	52	34.87	39.39	60.61	28.56	30.65	69.35	2.58
Diploma/degree in special education	0	0	0	55.22	44.78	51.54	50	36	33.85	38.89	61.11	13.85	0.00	100.00	0.77
M.Ed. or equivalent	0	0	0	46.81	53.19	15.88	50	75	18.92	39.29	60.71	28.38	29.36	70.64	36.82
Others	0	0	0	64.07	35.93	31.39	50	70	28.26	29.26	70.74	36.68	48.15	51.85	3.67
Bachelor of Elementary Education (B.El.Ed.)	0	0	0	66.95	33.05	48.16	50	27	43.27	23.81	76.19	8.57	0.00	0.00	0.00
Diploma or certificate in basic teachers training of a duration not less than two years	0	0	0	40.00	60.00	72.97	50	64	25.71	44.00	56.00	1.29	0.00	100.00	0.03
None	0	0	0	44.17	55.83	66.58	50	64	21.31	57.47	42.53	7.42	34.55	65.45	4.69

Pursuing any relevant professional course	0	0	0	82.86	17.14	38.89	50	15	51.11	57.14	42.86	7.78	50.00	50.00	2.22

Source: UDISE+ Reports 2019-20

This table 9.6 shows the percentage of qualified teachers in various types of schools. For example, B.Ed. qualified teachers make up 0 percent of pre-primary, 33.99 percent of primary, 34.87 percent of upper primary, 28.56 percent of secondary, and 2.5 percent of higher secondary instructors at government-aided schools in the Koraput district of Odisha.

Table.9.7: Percentage of Teachers by Gender, Academic Qualification, Professional Qualification, Classes Taught, School Category and School Management in Malkangiri, Odisha

Academic Year:2019-20			State Name :Odisha			District Name :MALKANGIRI									
Professional Qualification	Pre-Primary			Primary			Upper Primary			Secondary			Higher Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
B.Ed. or equivalent	0	0	0	27.49	72.51	37.42	50.00	159.20	25.38	22	78	35.89	11.11	88.89	1.31
Diploma/degree in special education	0	0	0	37.04	62.96	45.00	50.00	58.33	40.00	33	67	15.00	0.00	0.00	0.00
M.Ed. or equivalent	0	0	0	21.43	78.57	16.09	50.00	266.67	6.90	19	81	24.14	23.91	76.09	52.87
Others	0	0	0	40.68	59.32	23.98	50.00	103.70	21.95	26	74	53.25	0.00	100.00	0.81
Diploma or certificate in basic teachers training of a duration not less than two years	0	0	0	29.96	70.04	76.18	50.00	76.94	22.63	40	60	1.17	0.00	0.00	0.00

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None	0	0	0	36.50	63.50	73.92	50.00	63.46	18.71	34	66	6.83	0.00	100.00	0.54
Bachelor of Elementary Education (B.El.Ed.)	0	0	0	39.74	60.26	62.40	50.00	142.31	20.80	10	90	16.00	0.00	100.00	0.80
Pursuing any relevant professional course	0	0	0	75.00	25.00	80.00	0	0	0.0	100	0	20.00	0.00	0.00	0.00

Source: UDISE+ Reports 2019-20

This table 9.7 shows the percentage of qualified teachers in various types of schools. For example, B.Ed. qualified teachers make up 0 percent of pre-primary, 37.42 percent of primary, 25.38 percent of upper primary, 35.89 percent of secondary, and 1.3 percent of higher secondary instructors at government-aided schools in the Malkangiri district of Odisha.

Table. 10: Percentage of Underqualified Teachers in Odisha

Total Schools in Numbers	Total Teachers in Numbers	Pre-Primary Teachers (%)	Primary Teachers (%)	Upper Primary Teachers (%)	Secondary Teachers (%)	Higher Secondary Teachers (%)
68717	340477	2.86	3.46	1.61	0.45	0.34

Source: UNESCO 2021: file:///C:/Users/DELL/Downloads/379115eng%20(2).pdf

The table 10 depicts the percentage of teachers who are underqualified at various levels of schooling among states. In Odisha, for example, approximately 2.86 percent of pre-primary, 3.46 percent of primary, 1.61 percent of upper primary, 0.45 percent of secondary, and 0.34 percent of higher secondary teachers were underqualified. As the level of education rises, the proportion of such teachers drops.

Table.11: Percentage of Teachers by Social Category, Gender and School Management

Gender Gap Analysis (2019-20 Report) In Percentage								
Category	Gender & Total	India	Odisha	Bolangir	Dhenkanal	Gajapati	Koraput	Malkangiri
General	Female	2307722	2.83	2.78	2.86	1.17	4.19	0.84
	Male	1738061	3.02	3.09	2.72	1.55	4.09	1.85
	Total	4045783	2.91	2.92	2.80	1.34	4.14	1.29
SC	Female	500559	3.37	3.68	2.74	1.39	3.52	2.54
	Male	679853	3.90	5.32	1.88	1.94	4.32	3.88
	Total	1180412	3.68	4.68	2.21	1.72	4.01	3.36
ST	Female	311415	5.25	3.79	1.72	3.67	3.71	1.62
	Male	441562	6.10	4.75	1.61	5.16	5.25	3.16
	Total	752977	5.75	4.39	1.65	4.60	4.67	2.58
OBC	Female	1760510	3.50	2.88	3.38	1.15	1.85	0.64
	Male	1856732	4.87	4.52	2.76	1.48	2.21	1.10
	Total	3617242	4.20	3.85	3.01	1.35	2.07	0.91
ORC	Female	20679	0.22	4.44	0.00	6.67	2.22	0.00
	Male	42058	0.10	7.32	7.32	0.00	2.44	7.32
	Total	62737	0.14	5.81	3.49	3.49	2.33	3.49
Others	Female	15054	1.16	0.00	0.57	0.57	1.72	5.17
	Male	13371	0.60	0.00	0.00	3.75	2.50	3.75
	Total	28425	0.89	0.00	0.39	1.57	1.97	4.72

Source: UDISE Report, 2019-20

Women teachers are highest in general category. However, why are there more female teachers in Indian classrooms? Is it only a stereotype, or are there other factors at play? It is undeniable that women are disproportionately overrepresented in the teaching profession. According to UDISE+ Report 2019-20, women make up more than 80 percent of all teachers in kindergarten through high school. The gender divide is most visible in category wise, where women make up more over two-thirds of the teaching staff. But why, we wonder? Is it only a stereotype, or are there additional factors at play that go beyond pigeonholing roles? Due to society's inability to break free from ideas of a man being harmful, male teachers in India may not be as much

acclaimed and revered. This tendency is fueled by the fact that school schedules make it easier for women to balance work and family life. As a result, women who are ambitious and career-oriented while also caring for their families find teaching to be the most practical and valuable vocation. In the classroom, male and female teachers may act differently, and students may react differently to their teachers' actions. It's possible, though, that what appear to be gender variances are simply differences in teaching techniques. So, in essence, a teacher's gender may have an impact on the various teaching approaches. Female teachers are thought to be more supportive, communicative, nurturing, easygoing, and open toward students, similar to a woman's inherent nature.

Table.12: Comparison of Teachers by Social Category, Gender and School Management, Odisha

	General		SC		ST		OBC		ORC		Others	
Districts	2012-13	2019-20	2012-13	2019-20	2012-13	2019-20	2012-13	2019-20	2012-13	2019-20	2012-13	2019-20
Bolangir	30	26	15	15	15	15	39	44	0	0	0	0
Dhenkanal	20	18	9	10	8	7	44	48	0	0	0	0
Gajapati	29	25	13	12	30	31	25	32	0	0	2	0
Koraput	49	41	16	15	17	17	17	27	0	0	2	0
Malkangiri	32	28	29	27	19	20	17	25	0	0	3	0
Odisha	34	31	13	12	13	12	39	46	0	0	1	0

Source: UDISE+ Reports, 2012-13 & 2019-20

A comparison of a few significant teacher availability in schools from 2012-13 to 2019-20 is shown in Chart 12. It illustrates that in 2019-20, teacher management have improved over the previous year in the OBC category but there is a gap in the category of general, SC and ST interms of increasing in numbers of teachers by social category, gender and school management in Odisha. Table 10 depicts the overall changes of the teachers in each category. It is demonstrated that the percentage of other backward classes's teachers are high in the district of Bolangir and Dhenkanal comparison to other districts of the aspirational districts.

During 2012-13 to 2019-20, number of teachers of general, SC, St, OBC and others category increased at an annual basis.

Table.13: Percentage of Teachers by Nature of Appointment, India

Academic Year	Regular Male	Regular Female	Contract Male	Contract Female	Part Time Male	Part Time Female
2019-20	51.00	49.00	40.00	60.00	50.00	50.00
2018-19	51.00	49.00	41.00	59.00	45.00	55.00
2017-18	53.00	47.00	40.00	60.00	53.00	47.00
2016-17	0.00	0.00	0.00	0.00	52.00	48.00
2015-16	0.00	0.00	0.00	0.00	53.00	47.00
2014-15	0.00	0.00	0.00	0.00	53.00	47.00
2013-14	0.00	0.00	0.00	0.00	54.00	46.00
2012-13	0.00	0.00	0.00	0.00	54.00	46.00

Source: UDISE+ Reports, 2012-20

According to UNESCO, having contractual rather than regular teachers "adds to the complexity." "In both private and public schools, the problem is equally frightening. "An alarmingly high proportion of teachers in private schools report working without a contract, with 69 percent reporting doing so." "recent," according to the report.

Table 13 has shown that from 2012-13 academic session the contractual teachers are there while the female teachers reached to 60 percent. The research comes nearly 11 years after the passage of the Right to Education Act, and it will be critical for academics and policymakers at a time when India is progressively implementing a new education policy that includes significant structural reforms.

There is no increase of appoint of teachers in India from 2017-18 academic session except female teacher appointment in the regular basis. There is no such appointment of contract teachers from 2019-20 academic year.

According to the study 'Contract Teachers in India — Recent Trends and Current Status' conducted by Vimala Ramachandran, Deepa Das, Ganesh Nigam, and Anjali Shandilya in 2020, 12.7 percent of the total number of teachers in government schools in India were on various forms of such contracts in 2017-18. Between 2012 and 2018, the number progressively

climbed from 5,62,504 to 6,32,316. Three states (Mizoram, Jharkhand, and Arunachal Pradesh) have more than half of their teachers on contract; two states (Odisha and Sikkim) have more than a third of their teachers on contract; and four states (Mizoram, Himachal Pradesh, Delhi, and West Bengal) have more than a quarter of their teachers on contract.

Table .14: Percentage of Teachers by Nature of Appointment, Odisha

Academic Year	Regular Male	Regular Female	Regular Total	Contract Male	Contract Female	Contract Total	Part Time Male	Part Time Female	Part Time Total	Total
2019-20	45.00	35.00	80.00	9.00	9.00	18.00	1.00	1.00	2.00	357035
2018-19	42.00	34.00	77.00	11.00	11.00	22.00	1.00	0.00	1.00	340477
2017-18	3.00	30.00	69.00	16.00	15.00	31.00	0.00	0.00	1.00	344866
2016-17	NIL	NIL	NIL	NIL	NIL	NIL	57.00	43.00	100.00	340749
2015-16	NIL	NIL	NIL	NIL	NIL	NIL	57.00	43.00	100.00	326687
2014-15	NIL	NIL	NIL	NIL	NIL	NIL	58.00	42.00	100.00	301521
2013-14	NIL	NIL	NIL	NIL	NIL	NIL	59.00	41.00	100.00	286180
2012-13	NIL	NIL	NIL	NIL	NIL	NIL	59.00	41.00	100.00	286180

Source: UDISE+ Reports, 2012-20

Table 14 shows that the total number of teachers are increased in 2019-20 continuously from 2017-18 where the data is not available from 2012-13 in UDISE+ completely. In 2012-13 the nature of appointment shows that about part time teachers in UDISE+ but there is increasement on that basis. The total percent of regular teachers is 78 percent in the state where the male teacher's 44 percent and female teachers 34 percent. The total percent of contract teachers is 20 percent in the state where the male teacher's 9 percent and female teachers 11 percent. The total percent of part time teachers is 2 percent in the state where the male teachers 1 percent and female teachers 1 percent. From the 2017-18 the part time teachers increased by 1 percent in 2029-20 in the state.

Table. 15

Number of Teachers in India					
Academic Year	Govt.	Aided	Private	Others	Total
2019-20	51.00	8.50	37.20	3.40	9687577
2020-21	50.80	8.30	37.60	3.20	9696425

Source: UDISE+ Reports

In comparison to 2019-20, the total percentage of teachers has increased in 2020-21. In these two years, **Table. 15** indicate the percentage of teachers, while Charts 5 and 6 show the share of different levels of education in total teachers. In 2020-21, the total percentage of teachers was 96.96 lakh, an increase of almost 8,000 above the total percentage of teachers in 2019-20. (96.87 lakh**). Table. 15** has shown that the decreasing of teachers in government schools are there but the increasing in private schools.

The percentage of teachers who solely teach elementary (36 percent in 2020-21, down from 37 percent in 2019-20) and upper primary (22 percent in 2020-21, down from 23 percent in 2019-20) has decreased. The percentage of teachers teaching secondary and higher secondary (4 percent in 2020-21, up from 3 percent in 2019-20), primary and upper primary (8 percent in 2020-21, up from 7 percent in 2019-20), and primary and upper primary (8 percent in 2020-21, up from 7 percent in 2019-20) has largely compensated for the decrease in share. Combining all of the classes offered, the number and percentage of teachers by gender. For the 2018-19, 2019-20, and 2020-21 academic years. In 2018-19, there were 47.1 lakh female teachers, rising to 49.5 lakh in 2020-21. Male teachers, on the other hand, numbered 47.2 lakh in 2018-19, rising to 47.5 lakh in 2020-21. As a result, female participation in school teaching will once again outnumber male participation in 2020-21. From upper primary school onwards, however, the number of male teachers outnumbers the number of female teachers. Over the years 2018-19, 2019-20, and 2020-21, the percentage of teachers has increased at all levels of education (UDISE+ Report, 2020-21).

Table. 16: Percentage of Teachers in Odisha

Percentage of Teachers in Odisha					
Academic Year	Govt.	Aided	Private	Others	Total
2019-20	66.80	9.30	21.00	2.90	357035
2020-21	65.50	9.20	22.50	2.90	355974

Source: UDISE+ Reports

The total percentage of teachers has also shown a decrease in 2020- 21 compared to 2019-20. **Table 16** shows the percentage of teachers in Odisha while comparison of previous year and current year of academic session with different variables of government, aided, private and others teachers in the state. The total percentage of teachers in 2020-21 was 3.5 lakh, a decrease of more than 1000 over total teachers in 2019-20 was 96.87. **Table 16** has shown that he total percentage of teachers of government schools has decreased but there is increasing in private schools. In comparison to the 357035 teachers covered in U-DISE 2019-20, a total of 355974 teacher were covered in 2020-21, spread across 30 districts in Odisha.

The districts were graded on the following sectors: health and nutrition (30 percent), education (30 percent), agriculture and water resources (20 percent), financial inclusion and skill development (10 percent), and basic infrastructure (10 percent). (8 points). Odisha's three districts ranked first in the NITI Aayog and UNDP India's Aspirational Districts rankings. In the NITI Aayog & UNDP Performance Ranking of 112 Aspirational Districts of India based on change in net resilience from March 2018 to March 2020, Nabarangpur was ranked 13th, Rayagada was 16th, and Koraput was 17th. The other 112 Aspirational Districts in Odisha, including Malkangiri (Rank-103), Nuapada (Rank-76), Bolangir (Rank-75), Kalahandi (Rank-63), Kandhamal (Rank-58), Gajapati (Rank-46), and Dhenkanal (Rank-32) must strive hard to improve their rankings next year (NITI Aayog).

After Virudhunagar in Tamil Nadu, Nuapada has showed the biggest development in education. In comparison to the National Achievement Survey 2017, students in Nuapada improved their average marks in both Mathematics and Language. The average grade for children in Class III has improved significantly, demonstrating that elementary education standards are improving (The Indian Express, 2018).

Profile of Teachers in India:

Table.17: Distribution of schools, teachers, single-teacher schools, schools with vacancies, and teacher requirements (total number and percentage share of rural areas)

Country /State	Total Schools		Total Teachers		Total Women Teachers	Single Teacher School		Schools with Vacancies		Teacher Requirement	
	N	% Rural	N	% Rural	%	N	% of Total	% Rural	%	N	% Rural
India	1551000	84	9430839	72	50	110971	7	89	19	1116846	69
Odisha	68717	91	340477	84	45	3197	5	88	11	28816	67

Source: Source: UNESCO 2021: file:///C:/Users/DELL/Downloads/379115eng%20(2).pdf

The report shows that The Right to Education Act establishes guidelines and standards for estimating and planning teacher availability (see Table 17). The pupil teacher ratio (PTR) for grades 1 to 5 (primary) is 30:1 and for grades 6 to 8 (middle school/upper primary) is 35:1. The act also establishes full-time topic teachers for grades 6 and 8, as well as part-time art, physical, and work education instructors. During the preparation of this paper, the states contacted reported utilising the 35:1 ratio to estimate teacher requirements in government schools during recruitment.

There are 110,971 single-teacher schools, or 7.15 percent of all schools (see Table 17). Rural areas account for 89 percent of these single-teacher schools.

UDISE collects information on available teachers in each school (see Table 17). However, while sanctioned postings for each school are not provided, vacancy-related information is deduced from a school's teacher population. A PTR of 35:1 (also stated as the one used by states to estimate vacancies) gives an indication of teacher adequacy and prerequisites for estimating vacancies. According to this, the total number of schools with openings in the country is anticipated to be 301,166, or 19 percent of all schools.

The report describes the current teaching workforce and highlights features of teacher availability, growth, and status using data from the Unified District Information System for Education. The unaided private sector employs 30 percent of teachers, while the government

sector employs 50 percent (UNESCO, 2021). While there has been an increase in the percentage of teachers available. Furthermore, no information on the availability of special education, music, art, or physical education teachers is available. Subject instructor availability and deployment are also poorly documented and tracked. Women make up about half of the teaching workforce, however there are considerable differences between states and between urban and rural areas (UNESCO, 2021).

In India, the teaching profession has a fair reputation, although it is a popular choice among women and young people from rural areas. Teachers in private schools and early childhood education programmes are particularly vulnerable, with many working without contracts for little pay and no health or maternity leave benefits. To increase teacher quality, several governments have implemented the teacher eligibility test as part of their recruitment processes. Technology-assisted teacher deployment has also been implemented in several states. Teacher governance, which accounts for 70 percent of the governance metric score in the Performance Grading Index, remains a focus for systemic improvement (UNESCO, 2021).

Table. 18: **Sections of the RTE Act prescribing norms and standards pertaining to teachers**

The Schedule: Norms and Standards for a school (See Sections 19 and 25)		
Sr. No.	Item	Norms and Standards
1	Admitted Children	Number of Teachers
A	For first class to fifth class	
	Up to sixty	Two
	Between sixty-one to ninety	Three
	Between ninety-one to one hundred and twenty	Four
	Between one hundred and twenty-one to two hundred	Five
	Above one hundred and fifty children	Five plus one head teacher

	Above two hundred children	Pupil teacher ratio (excluding head teacher) shall not exceed forty
B	For sixth class to eight class	At least one teacher per class so that there shall be at least one teacher each for • science and mathematics • social studies • languages
	For every thirty-five children	At least one teacher
	Where admission of children is above one hundred	One full-time head teacher • Part-time instructors for ~ art education ~ health and physical education ~ work education

Source: The Right Of Children To Free And Compulsory Education Act, 2009, Government of India. https:// legislative.gov.in/sites/default/files/The%20Right%20of%20 Children%20to%20Free%20and%20Compulsory%20 Education%20Act, %202009.pdf

Table 18 shows that The Right to Education Act establishes the PTRs that must be maintained at the school level and mandates that governance be aligned to ensure that these PTRs are not jeopardised. In order to address curricular needs, the timetable also defines the quantity and types of teachers to be hired depending on student enrolment statistics. The competent government and local authority shall ensure that the pupil teacher ratio, as defined in the schedule, is maintained in each school beginning on the date this Act takes effect. No teacher assigned in a school shall be forced to serve in any other school or office or deployed for any non-educational purpose other than those mentioned in Section 27 in order to maintain the pupil teacher ratio required by sub-section (1).

Teacher's Policy in Odisha:

The National Policy on Education (NPE) of 1986 marked a watershed moment in the field of teacher education in India, and specifically in Orissa. In 2006 Odisha government passed a resolution and stated that For C.T. applicants, selection will be made only on the basis of percentage of marks obtained in Matriculation/+2 and C.T. examinations, and for B.A./ B.Sc/ B.Com examination and B.Ed. examination for B.Ed. students. If two or more applicants receive the same marks, the candidate older by age will be placed ahead of the other in the select list, and if the ages are the same, the candidate who passed the matriculation examination

first will be placed ahead of the other. In the event that CT/B.Ed. trained candidates are not available in the SC and ST categories, only untrained matriculate/+2 applicants from that category would be considered. Non-SC/ST candidates, on the other hand, will not be considered for the SC/ST quota. Candidates must have passed the H.S.C./+2 test and the C.T. exam, or the B.A./ B.Sc./ B.Com. exam and the B.Ed. exam.

Only Doploma Education and B.Ed. a course recognised by the Rehabilitation Council of India (RCI) shall be accepted in terms of recruiting in Odisha, according to a decision passed by the state's school and mass education department on August 23, 2010. Odisha is regarded for teacher recruitment based on a list of B.Ed. degrees issued by various universities and recognised by Berhampur University. And the list of boards that administer the 10+ (Secondary Examination), which has been declared comparable to the Odisha Board of Secondary Education's High School Certificate Examination, will be considered for teacher recruitment in the state. But Candidates for B.Ed. must have registered their names in either the Vani Vihar, Jyoti Vihar, Bhanja Vihar (Bhubaneswar, Sambalpur, Berhampur) special job exchange or the State Employment Exchange in Bhubaneswar. Candidates for the C.T. must have registered their names in the Education District's employment exchange. So, from the last two decades the qualifications of the teachers is same as today where the teacher recruitment is to be considered.

Chapter. 5: Summary and Conclusion

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1.0.Introduction:

One of the most important inputs to the education system in order to fulfil the Millennium Development Goals for education and the larger Education for All goals is the school teacher. Effective teachers are crucial to reaching the Millennium Development Goals in education, yet good teaching thrives only in a supporting environment. While evidence of improved education funding in the form of aid and national education spending exists, these gains have not been accompanied by improvements in school administration systems. Because most choices impacting teachers are made outside of the school with minimal involvement from direct teacher managers, the administration of the overall educational system has an impact on teacher morale. Preparing qualified teachers is a global concern as all nations aspire to education to heal social ills and boost nation building (Goodwin, 2013).

India's school education system is one of the world's largest, with over 15 lakh schools, including 10 lakh government schools, almost 97 lakh instructors, and nearly 26.5 million students from pre-primary to higher secondary levels from varied socioeconomic backgrounds. The system attempts to preserve national standards and homogeneity while allowing the country's rich culture and traditions to thrive (UDISE+, 2020-21).

Ensuring a sufficient and equitable supply of personnel, recruiting trained teachers or providing training after recruitment, optimally assigning and using teachers, motivating them and those who will support, manage, and supervise them; and and paying teachers while controlling and curbing salary costs are the optimal teacher management must therefore meet several imperatives. As a result, routine day-to-day management of teaching staff is insufficient. Teacher management must be included in the structure (Ramachandran, 2016).

In response to teacher recruitment, teacher availability and teacher professional qualifications, the literature reviewed found that there is deficit of teachers in in India, Odisha as well as aspirational districts of Odisha. Teacher management factors are crucial while it is talking about teacher quality and sufficient number of teachers in the schools. From this the motivation towards teacher management came into existence and came to the topic called " A Study of Teacher Management in the Aspirational Districts of Odisha".

1.2.Research Questions:

1. What is the current status of Teacher Management in terms of teacher recruitment, availability and qualifications in Odisha?

2. What are the key issues of teacher management in the Aspirational Districts of Odisha in terms of availability and professional qualifications and social groups?

3. What is the trend of teacher's policy in Odisha?

1.3.Research Objectives:

1. To analyse the Teacher Management in terms of teacher recruitment, availability and qualifications in Odisha

2. To explore district wise status of teacher management in terms of recruitment, qualification and availability in the aspirational districts of Odisha

3. To compare teacher management status among Aspirational Districts of Odisha

4. To explore the teachers policies related to recruitment, transfer, promotion, leave and continuous professional development in Odisha

1.4. Operational Definitions of the Key Concepts

1. Teacher Management:

'Teacher management is a subset of human resources management, defined as the quest for the best feasible quantity and quality match between human resources and an organization's demands. Recruitment, training, and motivation of personnel, their deployment and establishment of staffing norms, wage negotiations and organization of pay, follow-up and evaluation of performance, planning for future needs, development of communication systems, and making opportunities available for personal and professional development are all functions of teacher management (Best, Tournier, and Chimier, 2018: 2).

In this study teacher management is assessed in terms of teachers recruitment, teachers availability, teacher policy and teacher qualifications.

2. Aspirational Districts:

Districts that require additional assistance to attain essential socioeconomic outcomes in five theme areas: health and nutrition, education, basic infrastructure, financial inclusion and skill development, and agricultural and water resource management (NITI Aayog).

In this study five aspirational districts viz. Bolangir, Gajapati, Dhenkanal, Koraput and Malkangiri have been considered.

1.5.Delimitation of the Study:

The focus of this study is on teacher management of Odisha's five aspirational districts: Bolangir, Dhenkanal, Gajapati, Koraput, and Malkangiri.

2.0. Key Findings:

Teacher Deficit:

There is division of all types of management in India, Odisha as well as aspirational districts of Odisha. But there is less percentage of higher secondary teachers which comes under 11 and 12 grade (1.74 percent). Approximately, the percentage of primary teachers is higher than other types of management which is 25.73 percent.

Like that Odisha has the highest number of upper primary class which is 40.14 percent comparing to other types of management. But the percentage of higher secondary (9-12) is 0.00 percent. Likewise, aspirational districts follow the same pattern of Odisha in the higher secondary (9-12) level.

Malkangiri district has the lowest in teacher's availability where the total teachers are 5410 in number with 33.96 percent in primary, 39.21 percent in upper primary; 0.44 percent in secondary(6-8), 0.98 percent secondary(1-10), 1.77 percent in secondary(6-10), 14.70 percent in secondary(9-10); 623 percent in higher secondary(1-12), 1.55 percent in higher secondar(6-12), 0 percent in higher secondary(9-12), and 1.16 percent in higher secondary(11-12).

Schools without female teachers:

Dhenkanla district has the highest literacy rate among all the Aspirational districts and the percentage of schools without female teachers is lowest which is 23.27 percent. Malkangiri district has the highest percentage of schools without female teachers which is 53.86 percent. Nuapada district has the highest schools with male teachers which is 73.07 percent.

Teachers with professional qualifications:

In Odisha, the minimum qualification of a teacher is B.Ed. of equivalent where the total B.Ed or equivalent qualified teachers is 13867 but there is 0.00 percent male, 0.01 percent female

from pre-primary, 14.67 percent female, 15.62 percent male from primary, 16.61 female, 22.38 percent male from upper primary, 22.73 percent male, 11.84 percent female in secondary and 0.66 percent female, 1.25 percent male in higher secondary level.

Dhenkanal district has the highest in teachers without professional qualifications which is 16.47 percent. Kandhamal has the lowest in teachers without professional qualifications which is 1.25 percent.

Teachers by Social Category:

General category has the highest percentage od teachers in India which is 41.76 percent and the ST has the lowest in percentage which is 7.77 percent. There is increasing in teacher recruitment from 2012-13 to 2019-20 of general and OBC but there is no increasing of SC and ST teachers.

OBC category has the higher percentage of teachers in Odisha and it is continuously increasing from 2012-13 to 2019-20 from 38.34 percent to 42.59 percent. There is no increasement of teacher recruitment in general, Sc and ST category in Odisha.

OBC has the highest percentage of teacher in Bolangir where there is an increasement of teachers from 39.48 percent (2012-13) to 44.28 percent (2019-20). There little bit increases Sc teacher's recruitment from 2012-13 to 2019-20 in Bolangir.

In Gajapati, OBC has the highest teachers in social category in 2019-20 and it is increasing from 2012-13 to 2019-20 which is from 25.32 percent to 32.16 percent. There is no increasing of general teachers, for example; 29.28 percent was in 2012-13 but it is 24.73 percent in 2019-20.

In Koraput, there is continuous increasing of teacher's recruitment of OBC category for 2012-13 to 2019-20. The slide increasing of ST teachers are there from 2012-13 to 2019-20 which is from 16.76 percent to 17.13 percent. There is continuous decreasing in teachers of SC and general from 2012-13 to 2019-20.

In Malkangiri, the continuous increasing of teachers of OBC from 2012-13 to 2019-20 which is from 16.83 percent to 25.28 percent. But there is no such increasing of SC and general category from 2012-13 to 2019-20.

3.0. Conclusion:

When we compare the data of high literacy districts (such as Khordha, Cuttack, and Angul) with those of aspirational districts, we discover that the former districts have more schools, teachers, and other educational facilities. When compared to Aspirational districts, the pupil teacher ratio is also high in those districts. The NITI Aayog has announced educational development measures in 117 districts through the Aspirational Districts Programme. This leads to a crucial realisation: instead of outlays, schemes should be outcome-oriented. As a result, it must be assured that the projects are not expensive and benefit no one.

To summarise, this study replicates and expands on a 2012 study that found that teacher rank and availability are critical considerations for governments around the world. Status is not just a pleasant to have; it may also be a direct contributor to better student achievement by increasing the likelihood of more effective teachers entering and continuing in the field. While teaching has a high prestige in certain nations, it is still a mid-ranking profession in others, posing a real and present challenge to governments seeking to increase the teaching profession's capabilities.

The research covers the existing teaching workforce and highlights features of teacher availability and status from 2012 to 2020, using data from the Unified District Information System for Education. According to the literature, there is a need for teacher management in education to develop educational facilities and build educational institutions with quality education in order to improve the education of children. However, a scarcity of instructors and facilities in Odisha's tribal areas, particularly in the mining tribal belts of Malkangiri, Gajapati, and Koraput, as well as non-tribal districts such as Dhenkanal and Bolangir, has reintroduced the need for an Aspirational Districts Program in education.

The acknowledgement that all teachers must be qualified in accordance with NCTE rules following RTE 2009 and the NCTE guidelines on teachers has bolstered the case for parity amongst teachers with equal qualifications doing similar tasks. The issue for policymakers is to develop chances for new teachers to advance their careers in ways that promote more motivated and effective teachers to stay on the job, enhance their skills, and feel responsible for enhancing student learning.

4.0. Limitations of the Study:

The limitations of the research study are as following;

Due to COVID 19 lockdown it was difficult to collect primary data from the various officials of school education where it was planned for primary data collection.

The primary data has been collected telephonically which may not give a holistic picture.

There are a number of parameters to take on teacher management but it was restricted following parameters; teacher recruitment, teachers' availability and teacher professional qualifications

5.0. Educational Implications and suggestions:

The study's findings led to a number of district-specific, gender-specific, and social-group-specific conclusions that should be considered as part of state planning strategies for teacher recruitment, availability, and professional qualifications. Furthermore, these circumstances necessitate a thorough examination of the current teacher management structure. However, the key findings have been used to derive wide inferences and implications.

Policy for teachers should be made for maintaining a pupil teacher ratio in the school. Gradually the teacher's recruitment is much more needed in the aspirational districts of Odisha particularly in the district of Malkangiri where the smaller number of teachers are there compare to other aspirational districts.

The continuous teacher recruitment should be maintained by the state government because from 2012-13 to 2019-20 there is no such consistency of recruiting categorically.

However, it's worth digging deeper into these complaints because several of the rulings concerning ad hoc or contract teachers have broader policy ramifications, even if some were overturned in the Supreme Court.

State governments will have to consider carefully about how to replace gaps as teachers appointed before to the contract teacher phase depart. While econometric research suggests that contract teachers may be motivated to work more in the short term, there is little indication that they will do so in the long run, especially in the absence of the promise of regularization in Odisha's state and aspirational districts.

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Appendix

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S.No.	District Name	Population	Literates	Literacy
	Orissa Literacy Rate			
1	Khordha	22,51,673	17,49,936	**86.88%**
2	Jagatsinghapur	11,36,971	8,89,027	**86.59%**
3	Cuttack	26,24,470	20,11,469	**85.50%**
4	Kendrapara	14,40,361	10,89,265	**85.15%**
5	Puri	16,98,730	12,91,939	**84.67%**
6	Bhadrak	15,06,337	10,94,140	**82.78%**
7	Nayagarh	9,62,789	6,88,362	**80.42%**
8	Jajapur	18,27,192	12,90,455	**80.13%**
9	Balasore	23,20,529	16,21,232	**79.79%**
10	Jharsuguda	5,79,505	4,05,879	**78.86%**
11	Dhenkanal	11,92,811	8,29,910	**78.76%**
12	Anugul	12,73,821	8,69,456	**77.53%**
13	Sambalpur	10,41,099	7,03,691	**76.22%**
14	Bargarh	14,81,255	9,83,783	**74.62%**
15	Subarnapur	6,10,183	3,98,421	**74.42%**
16	Sundargarh	20,93,437	13,42,322	**73.34%**
17	Debagarh	3,12,520	1,97,819	**72.57%**
18	Baudh	4,41,162	2,71,612	**71.61%**
19	Ganjam	35,29,031	22,10,050	**71.09%**
20	Kendujhar	18,01,733	10,52,518	**68.24%**
21	Balangir	16,48,997	9,27,260	**64.72%**
22	Kandhamal	7,33,110	3,99,786	**64.13%**
23	Mayurbhanj	25,19,738	13,69,397	**63.17%**
24	Kalahandi	15,76,869	8,02,036	**59.22%**
25	Nuapada	6,10,382	2,99,383	**57.35%**
26	Gajapati	5,77,817	2,62,537	**53.49%**
27	Rayagada	9,67,911	4,07,735	**49.76%**
28	Koraput	13,79,647	5,68,090	**49.21%**
29	Malkangiri	6,13,192	2,44,706	**48.54%**

30	Nabarangapur	12,20,946	4,70,379	**46.43%**
Literacy rate in Orissa				**72.87%**

Literacy Rate of Aspirational Districts of Odisha						
S.No.	**District Name**	**Population**	**Literates**	**Male**	**Female**	**Literacy**
1	Balangir	16,48,997	9,27,260	75.85%	53.50%	**64.72%**
2	Malkangiri	6,13,192	2,44,706	**59.07%**	**38.28%**	**48.54%**
3	Gajapati	5,77,817	2,62,537	64.38%	43.18%	**53.49%**
4	Koraput	13,79,647	5,68,090	60.32%	38.55%	**49.21%**
5	Dhenkanal	11,92,811	8,29,910	86.18%	71.00%	**78.76%**
6.	Literacy Rate of Odisha					**72.87%**

Number of Teachers by management and school category, 2019-20

Number of teachers by management and school category, 2020-21										
Number of Teachers – all types of management										
Country/State/District	Primary	pper Primary		Secondary			Higher Secondary			
	(1-5)	(1-8)	(6-8)	(1-10)	(6-10)	(9-10)	(1-12)	(6-12)	(9-12)	(11-12)
India	2494640	2486110	380023	1048751	441759	181934	1507937	719999	266211	169061
Odisha	84182	142871	7639	54154	29623	16253	8265	2709	0	10278
Bolangir	2934	5504	283	190	181	1781	929	1004	0	276
Dhenkanal	1803	4379	88	256	23	1365	758	536	0	212
Gajapati	1354	2637	119	10	87	1425	274	70	0	136
Koraput	3502	4523	322	72	256	2124	589	192	0	161
Malkangiri	1837	2121	24	53	96	795	337	84	0	63

Number of Teachers by Social Category , Gender and School Management

Number of Teachers by Social Category , Gender and School Management							
Social Category							
Aacdemic Year	Total	Total	Total	Total	Total	Total	Total
2019-20	4045783	1180412	752977	3617242	62737	28426	9687577

Year							
2018-19	3980029	1159723	761569	3443901	60852	24765	9430839
2017-18	3910050	1115453	759990	2902028	16185	543655	9247361
2016-17	3711332	1079264	735308	3099076	18386	262445	8905811
2015-16	3646529	1057781	738891	3101483	18055	129183	8691922
2014-15	3589610	1053111	728434	2956154	102566	132046	8561921
2013-14	3484244	1015883	714517	2907351	17232	129972	8269199
2012-13	3260127	971722	682718	2704702	16733	190731	7826733

Number of Teachers by Social Category, Gender and School Management

Number of Teachers by Social Category, Gender and School Management							
Social Category							
Odisha	General	SC	ST	OBC	ORC	Others	
Academic Year	Total	Total	Total	Total	Total	Total	Total
2019-20	117924	43382	43313	152076	86	254	357035
2018-19	111744	42498	42705	143248	66	216	340477
2017-18	120938	42104	42941	138883	0	0	344866
2016-17	119690	42158	43699	135202	0	0	340749
2015-16	114274	40923	42881	128351	18	240	326687
2014-15	103337	38467	40921	118777	3	16	301521
2013-14	96480	36640	37345	112017	520	3178	286180
2012-13	94089	34247	34146	104493	497	5042	272514

Number of Teachers by Social Category, Gender and School Management, Dist-Bolangir, Odisha

Number of Teachers by Social Category, Gender and School Management, Dist-Bolangir, Odisha							
Social Category							
Academic Year	General	Sc	ST	OBC	ORC	Others	
	Total	Total	Total	Total	Total	Total	Total
2019-20	3441	2030	1900	5862	5	0	13238

2018-19	3220	1966	1885	5586	4	11	12672
2017-18	3191	1828	1684	5114	0	0	11817
2016-17	3225	1799	1719	4901	0	0	11644
2015-16	3155	1722	1671	4606	0	0	11154
2014-15	3016	1644	1617	4422	0	0	10699
2013-14	2994	1496	1541	4028	19	39	10117
2012-13	2954	1477	1463	3888	20	45	9847

Number of teachers by social category, gender and school management, Dist- Dhenkanal, Odisha, 2020-21

Number of Teachers by Social Category, Gender and School Management, Dist-Dhenkanal, Odisha							
Social Category							
Academic Year	General	Sc	ST	OBC	ORC	Others	
	Total	Total	Total	Total	Total	Total	Total
2019-20	3300	960	715	4580	3	1	9559
2018-19	3112	943	725	4469	2	0	9251
2017-18	3732	1083	854	4994	0	0	10663
2016-17	3480	1042	848	4606	0	0	9976
2015-16	3208	962	839	4319	0	0	9328
2014-15	2917	832	788	3868	0	0	8405
2013-14	2783	780	739	3608	19	17	7946
2012-13	2827	700	602	3347	20	29	7525

Number of Teachers by Social Category, Gender and School Management, Dist-Gajapati, Odisha, 2019-20

Number of Teachers by Social Category, Gender and School Management, Dist-Gajapati, Odisha							
Social Category							
Academic Year	General	Sc	ST	OBC	ORC	Others	
	Total	Total	Total	Total	Total	Total	Total
2019-20	1575	748	1991	2048	3	4	6369
2018-19	1422	731	1906	1896	0	0	5955
2017-18	1561	759	1932	1714	0	0	5966
2016-17	1530	748	1840	1694	0	0	5812
2015-16	4608	1617	2013	1980	0	1	10219
2014-15	1372	717	1753	1421	0	0	5263

2013-14	1476	694	1552	1415	8	31	5176
2012-13	1427	631	1470	1234	11	101	4874

Number of Teachers by Social Category, Gender and School Management, Dist-Koraput, Odisha

Number of Teachers by Social Category, Gender and School Management, Dist-Koraput, Odisha							
Social Category							
Academic Year	General	Sc	ST	OBC	ORC	Others	
	Total	Total	Total	Total	Total	Total	Total
2019-20	4886	1739	2021	3143	2	5	11796
2018-19	4528	1679	1974	2900	0	1	11082
2017-18	5019	1647	1945	2253	0	0	10864
2016-17	4988	1689	1999	2126	0	0	10802
2015-16	4608	1617	2013	1980	0	1	10219
2014-15	4540	1570	1908	1866	0	1	9885
2013-14	4356	1505	1591	1710	34	111	9307
2012-13	4172	1343	1441	1446	31	165	8598

Number of Teachers by Social Category, Gender and School Management, Dist-Malkangiri, Odisha

Number of Teachers by Social Category, Gender and School Management, Dist-Malkangiri, Odisha							
Social Category							
Academic Year	General	Sc	ST	OBC	ORC	Others	
	Total	Total	Total	Total	Total	Total	Total
2019-20	1519	1458	1117	1390	3	12	5499
2018-19	1495	1458	1126	1321	4	1	5405
2017-18	1763	1449	1126	1068	0	0	5406
2016-17	1852	1612	1268	1227	0	0	5959
2015-16	1728	1519	1187	1042	10	70	5556
2014-15	1557	1364	1100	978	0	0	4999
2013-14	1444	1243	843	802	9	100	4441
2012-13	1363	1215	809	713	13	124	4237

UDISE+ Report 2019-20	India	Odisha	Bolangir	Dhenkanal	Gajapati	Koraput	Malkangiri
Category	India	Odisha	Bolangir	Dhenkanal	Gajapati	Koraput	Malkangiri
Number of Schools by School Management and School Category	1507708	67020	2668	1839	1257	2725	1413
Number of Teachers by School Category and Management	9687577	357035	13238	9559	6369	11796	5499

UDISE+ Report 2019-20(In Percentage)	India	Odisha	Bolangir	Dhenkanal	Gajapati	Koraput	Malkangiri
Category	India	Odisha	Bolangir	Dhenkanal	Gajapati	Koraput	Malkangiri
Number of Schools by School Management and School Category	1507708	4%	4%	3%	2%	4%	2%
Number of Teachers by School Category and Management	9687577	4%	4%	3%	2%	4%	3%

Number of Teachers by Social Category, Gender and School Management

Category		India	Odisha	Bolangir	Dhenkanal	Gajapati	Koraput	Malkangiri
General	Female	2307722	65383	1819	1873	763	2738	547
	Male	1738061	52541	1622	1427	812	2148	972
	Total	4045783	117924	3441	3300	1575	4886	1519
SC	Female	500559	16884	621	462	234	595	429
	Male	679853	26498	1409	498	514	1144	1029
	Total	1180412	43382	2030	960	748	1739	1458
ST	Female	311415	16362	620	282	600	607	265

	Male	441562	26951	1280	433	1391	1414	852
	Total	752977	43313	1900	715	1991	2021	1117
OBC	Female	1760510	61655	1775	2081	706	1142	395
	Male	1856732	90421	4087	2499	1342	2001	995
	Total	3617242	152076	5862	4580	2048	3143	1390
ORC	Female	20679	45	2	0	3	1	0
	Male	42058	41	3	3	0	1	3
	Total	62737	86	5	3	3	2	3
Others	Female	15054	174	0	1	1	3	9
	Male	13371	80	0	0	3	2	3
	Total	28425	254	0	1	4	5	12

Number of Teachers by Nature of Appointment, India									
Academic Year	Regular Male	Regular Female	Regular Total	Contract Male	Contract Female	Contract Total	Part Time Male	Part Time Female	Part Time Total	Total
2020-21	4185949	4118396	8304345	517079	782395	1299474	46323	46283	92606	19392850
2019-20	4192849	4078525	8271374	534627	793108	1327735	44162	44306	88468	19375154
2018-19	4179736	3944078	8123814	492891	716339	1209230	43980	53815	97795	18861678
2017-18	4255042	3702387	7957429	485612	715129	1200741	46993	42198	89191	18494722
2016-17	0	0	0	0	0	0	4658416	4247395	8905811	17811622
2015-16	0	0	0	0	0	0	4579645	4112277	8691922	17383844
2014-15	0	0	0	0	0	0	4546359	4015562	8561921	17123842
2013-14	0	0	0	0	0	0	4443191	3824878	8268069	16536138

2012-13	0	0	0	0	0	0	4243399	3582152	7825551	15651102

Number of Teachers by Gender, Academic Qualification, Professional Qualification, Classes Taught, School Category and School Management   Report Id : 2004
Academic Year:2019-20, India

Professional Qualification	Pre-Primary			Primary			Upper Primary			Secondary			Higher Secondary			Total
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Total
Bachelor of Elementary Education (B.El.Ed.)	9246	7230	16476	110919	92348	203267	65705	67090	131410	26403	36893	63296	4744	7736	12480	426929
B.Ed. or equivalent	46513	15862	62375	808738	495985	1304723	889540	855452	1790080	685976	836602	1522578	302020	398341	700361	5369117
Diploma or certificate in basic teachers training of a duration not less than two years	115770	120711	236481	975266	977780	1953046	345901	410717	691802	36598	50977	87575	8557	14835	23392	2992296
M.Ed. or equivalent	1929	858	2787	29244	18057	47301	40535	35043	81070	39179	41105	80284	30036	36415	66451	277893
Others	45997	27565	73562	216784	165840	382624	118544	127238	237088	51291	68786	120077	27264	38917	66181	879532
None	59407	22780	82187	334660	238057	572717	214568	230435	429136	69010	105047	174057	40923	69825	110748	1368845
Pursuing any relevant professional course	3626	2689	6315	32214	36015	68229	20057	27597	40114	4210	8665	12875	1523	2643	4166	131699
Diploma/degree in special education	4277	1897	6174	38878	29380	68258	26684	30298	53368	9372	14472	23844	3587	6533	10120	161764
	286765	199592	486357	2546703	2053462	4600165	1721534	1783870	3443068	922039	1162547	2084586	418654	575245	993899	11608075

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Number of Teachers by Gender, Academic Qualification, Professional Qualification, Classes Taught, School Category and School Management(In Numbers)																
Academic Year:2019-20 State Name :Odisha Block Name :none																
	Pre-Primary			Primary			Upper Primary			Secondary			Higher Secondary			
Professional Qualification	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Total
B.Ed. or equivalent	17	0	17	20251	21572	41823	22933	30901	45866	16342	31376	47718	915	1728	2643	138067
Diploma/degree in special education	2	0	2	1636	1176	2812	1163	1288	2326	231	568	799	41	95	136	6075
M.Ed. or equivalent	2	0	2	547	728	1275	687	1112	1374	953	1759	2712	1848	3294	5142	10505
Others	1	0	1	5231	3169	8400	3800	5160	7600	2781	8127	10908	557	1348	1905	28814
Bachelor of Elementary Education (B.El.Ed.)	0	0	0	2485	1817	4302	1395	1396	2790	473	934	1407	33	30	63	8562
Diploma or certificate in basic teachers training of a duration not less than two years	7	1	8	67766	75378	143144	28864	31874	57728	1283	2480	3763	14	33	47	204690
None	3	0	3	12882	8179	21061	4864	4037	9728	1186	2391	3577	517	1108	1625	35994
Pursuing any relevant professional course	2	0	2	586	171	757	328	215	656	73	162	235	31	52	83	1733
	34	1	35	111384	112190	223574	64034	75983	128068	23322	47797	71119	3956	7688	11644	434440

Number of Teachers by Gender, Academic Qualification, Professional Qualification, Classes Taught, School Category and School Management Report Id : 2004					
Academic Year:2019-20	State Name :Odisha	District Name :BOLANGIR		Block Name :none	
	Pre-Primary	Primary	Upper Primary	Secondary	Higher Secondary

Professional Qualification	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Total
B.Ed. or equivalent	0	0	0	532	870	1402	632	1178	1264	399	1236	1635	12	64	76	3607
Diploma/degree in special education	0	0	0	56	77	133	41	61	82	6	23	29	2	0	2	154
None	0	0	0	342	302	644	156	220	312	47	142	189	2	5	7	664
Others	0	0	0	142	110	252	113	185	226	92	400	492	3	9	12	843
Pursuing any relevant professional course	0	0	0	32	17	49	29	34	58	4	5	9	0	0	0	96
M.Ed. or equivalent	0	0	0	13	33	46	14	37	28	25	100	125	50	137	187	354
Diploma or certificate in basic teachers training of a duration not less than two years	0	0	0	2168	3347	5515	919	1389	1838	35	98	133	2	3	5	2895
Bachelor of Elementary Education (B.El.Ed.)	0	0	0	63	63	126	35	48	70	14	42	56	0	0	0	161
	0	0	0	3348	4819	8167	1939	3152	3878	622	2046	2668	71	218	289	8774

Professional Qualification	Pre-Primary			Primary			Upper Primary			Secondary			Higher Secondary			Total
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Total
B.Ed. or equivalent	3	0	3	487	466	953	589	888	1178	389	928	1317	6	34	40	3491
Others	0	0	0	221	61	282	126	175	252	64	250	314	2	15	17	865
Pursuing any	0	0	0	14	3	17	5	4	10	6	10	16	0	0	0	43

Professional Qualification	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Total
relevant professional course																
None	1	0	1	440	174	614	145	105	290	33	65	98	1	18	19	1022
M.Ed. or equivalent	0	0	0	15	7	22	19	33	38	19	41	60	38	92	130	250
Diploma or certificate in basic teachers training of a duration not less than two years	0	0	0	2125	1651	3776	847	785	1694	25	55	80	1	1	2	5552
Bachelor of Elementary Education (B.El.Ed.)	0	0	0	89	38	127	30	48	60	4	25	29	0	0	0	216
Diploma/degree in special education	0	0	0	54	30	84	34	42	68	4	18	22	0	0	0	174
	4	0	4	3445	2430	5875	1795	2080	3590	544	1392	1936	48	160	208	11613

Number of Teachers by Gender, Academic Qualification, Professional Qualification, Classes Taught, School Category and School Management Report Id : 2004																
Report Generated By NIC						Report Export Date :07 Jun 2022 12:10 PM										
Academic Year:2019-20			State Name :Odisha			District Name :GAJAPATI				Block Name :none						
	Pre-Primary			Primary			Upper Primary			Secondary			Higher Secondary			
Professional Qualification	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	
B.Ed. or equivalent	0	0	0	449	634	1083	447	601	894	257	411	668	27	33	60	2705
Diploma/degree in special education	0	0	0	16	18	34	7	15	14	2	5	7	1	4	5	60
M.Ed. or equivalent	0	0	0	7	18	25	10	26	20	15	29	44	12	19	31	120
Others	0	0	0	27	34	61	19	57	38	27	100	127	22	39	61	287
Bachelor of Elementary Education (B.El.Ed.)	0	0	0	7	4	11	5	4	10	0	1	1	0	1	1	23
Diploma or certificate in	0	0	0	896	1982	2878	421	734	842	19	40	59	1	1	2	37

																8 1
basic teachers training of a duration not less than two years																
None	0	0	0	263	28 9	55 2	87	76	17 4	18	26	44	21	38	59	8 2 9
Pursuing any relevant professional course	0	0	0	5	1	6	4	1	8	1	1	2	2	6	8	2 4
	0	0	0	167 0	29 80	46 50	100 0	15 14	20 00	339	61 3	95 2	86	14 1	22 7	

Number of Teachers by Gender, Academic Qualification, Professional Qualification, Classes Taught, School Category and School Management Report Id : 2004																
Academic Year:2019-20			State Name :Odisha				District Name :KORAPUT			Block Name :none						
	Pre-Primary			Primary			Upper Primary			Secondary			Higher Secondary			
Professional Qualification	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Total
B.Ed. or equivalent	0	0	0	835	79 7	16 32	837	86 7	16 74	540	83 1	13 71	38	86	12 4	48 01
Diploma/degree in special education	0	0	0	37	30	67	22	16	44	7	11	18	0	1	1	13 0
M.Ed. or equivalent	0	0	0	22	25	47	28	42	56	33	51	84	32	77	10 9	29 6
Others	0	0	0	148	83	23 1	104	14 5	20 8	79	19 1	27 0	13	14	27	73 6
Bachelor of Elementary Education (B.El.Ed.)	0	0	0	79	39	11 8	53	29	10 6	5	16	21	0	0	0	24 5
Diploma or certificate in basic teachers training of a duration not less than two years	0	0	0	225 7	33 85	56 42	994	12 81	19 88	44	56	10 0	0	2	2	77 32
None	0	0	0	345	43 6	78 1	125	15 9	25 0	50	37	87	19	36	55	11 73
Pursuing any relevant	0	0	0	29	6	35	23	7	46	4	3	7	1	1	2	90

	Pre-Primary			Primary			Upper Primary			Secondary			Higher Secondary			Total
professional course																
	0	0	0	3752	4801	8553	2186	2546	4372	762	1196	1958	103	217	320	15203

Number of Teachers by Gender, Academic Qualification, Professional Qualification, Classes Taught, School Category and School Management Report Id : 2004																
Academic Year:2019-20			State Name :Odisha				District Name :MALKANGIRI									

Professional Qualification	Pre-Primary			Primary			Upper Primary			Secondary			Higher Secondary			Total
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Total
B.Ed. or equivalent	0	0	0	141	372	513	174	554	348	109	383	492	2	16	18	1371
Diploma/degree in special education	0	0	0	10	17	27	12	14	24	3	6	9	0	0	0	60
M.Ed. or equivalent	0	0	0	3	11	14	3	16	6	4	17	21	11	35	46	87
Others	0	0	0	24	35	59	27	56	54	34	97	131	0	2	2	246
Diploma or certificate in basic teachers training of a duration not less than two years	1	0	1	936	2188	3124	464	714	928	19	29	48	0	0	0	4101
None	0	0	0	150	261	411	52	66	104	13	25	38	0	3	3	556
Bachelor of Elementary Education (B.El.Ed.)	0	0	0	31	47	78	13	37	26	2	18	20	0	1	1	125
Pursuing any relevant professional course	0	0	0	3	1	4	0	1	0	1	0	1	0	0	0	5
	1	0	1	1298	2932	4230	745	1458	1490	185	575	760	13	57	70	6551