

Analytical Note

Rashtriya Madhyamik Shiksha Abhiyan Quality Support: Teacher Development in Secondary Schools

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Introduction

At 63 per cent, India has a much lower Gross Enrolment Ratio (GER) at the secondary education stage (Class IX-X) as compared to emerging market economies such as China, Thailand, Brazil and Indonesia.¹ There are 200,213 schools providing secondary education in the country (includes higher secondary schools).² The proportion of private schools at the secondary level is 44 per cent.³ In order to give a boost to secondary education, the central government launched the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in 2009 to universalise secondary education. In order to achieve this by 2017, the Working Group on Secondary Education has estimated that 19,946 additional secondary schools will be required.⁴

Regulation of secondary school education⁵

Government and private schools (recognised by respective state departments of school education), which conducts a public examination at the end of Classes X and XII has to be affiliated with a board or council conducting such examinations. There are three central boards:

- (a) Central Board of Secondary Education (CBSE),
- (b) National Institute of Open Schooling; (NIOS) and
- (c) Council for the Indian School Certificate Examination (CISCE).

Each state also has state boards such as the Andhra Pradesh Board of Secondary Education, Bihar School Examination Board and Maharashtra State Board of Secondary and Higher Secondary Education. The state boards are either statutory or under the state Department of Education. They vary considerably in terms of their quality, what they assess in terms of learning and how they are graded. The school boards set the syllabus and conduct the final evaluation.

Challenges for secondary education

Physical access to secondary schooling has improved considerably over the years. As of 2007-08, 83 percent of rural households and 99 per cent of urban households have access to a secondary school within five kilometres. However, the level of physical access varies widely across states. Therefore, it is necessary to carry out school mapping exercises in all states and union territories to assess the progress of universalisation of secondary education. There are also regional, gender and social disparities in access to secondary education.⁶

The other significant problem is the availability of quality secondary education. Good data on the quality of secondary education is scarce. Some assessments conducted in individual states, using internationally benchmarked assessments, suggest student learning is very low in India. Although information about shortage of teachers in government secondary schools is not centrally available, independent studies have estimated that only 30 per cent of secondary schools have a sufficient number of teachers in all five core subjects.⁷ Moreover quality of teacher training is a matter of huge concern.⁸

1. Gross Enrolment Ratio for Secondary Education (<http://data.gov.in/dataset/gross-enrolment-ratio-ger-secondary-education-states-select-countries-high-low-ger-states-in>). Accessed on July 17, 2013.

2. Secondary Education in India: Where do we stand? State Report Cards 2010-11, National University of Educational Planning and Administration (NUEPA) (http://14.139.60.147:8051/ReportCard/State%20Report%20Card/State%20Report%20Cards_2010-11_SEMIS.pdf).

3. Ibid

4. Unstarred Question no. 4479, Lok Sabha, answered on 21 December 2011.

5. World Bank. 2009. Secondary Education in India: Universalizing Opportunity. Washington, DC: World Bank.

6. Working Group Report on Secondary and Vocational Education: 12th Five Year Plan, Ministry of HRD, Oct 2011.

7. Linden, Toby, "Secondary Education," Chapter 12 in *Private Sector in Education*, India Infrastructure Report 2012, IDFC.

8. "India's Education System Fails to Make the Grade," Jan 13, 2013 (<http://knowledgetoday.wharton.upenn.edu/2013/01/indias-education-system-fails-to-make-the-grade/>); "Regulating Teacher's education in India," NCTE (<http://www.ncte-in.org/teachers-education>).

Key features of RMSA⁹

RMSA is a Centrally Sponsored Scheme which was launched in March 2009 to enhance access to secondary education and to improve its quality. The scheme is funded by both the central and state governments. The central government bears 75 per cent of the expenditure and the states bear 25 per cent. For North-Eastern states, the funding pattern is 90:10.

Key objectives

- Achieve an enrolment rate of 75 per cent at the secondary stage within five years
- Achieve universal access by 2017
- Achieve universal retention by 2020
- Ensure that all secondary schools adhere to prescribed norms
- Remove gender, socio-economic and disability barriers

Key interventions

Physical facilities: classrooms, laboratories, libraries, arts and crafts rooms, toilets, drinking water, residential hostels for teachers in remote areas.

Quality interventions: (a) appointment of additional teachers to reduce Pupil-Teacher ratio to 30:1; (b) focus on science, math and English education; (c) in-service training of teachers; (d) science laboratories; (e) ICT enabled education; (f) curriculum reforms; (g) teaching learning reforms.

Overview of the Policy Brief

This Policy Brief was prepared for the World Bank. It provides an overview of the current teacher recruitment policies across key states. The states and Union Territories were chosen by the World Bank according to the data provided by the Ministry of Human Resource Development, Government of India. They are: Andhra Pradesh, Assam, Arunachal Pradesh, Bihar, Haryana, Punjab, Madhya Pradesh, Kerala, Tamil Nadu, Nagaland, Uttar Pradesh, Uttarakhand, Himachal Pradesh, Goa, Gujarat, Karnataka, Manipur, Meghalaya, Mizoram, Maharashtra, Orissa, Rajasthan, Sikkim, Tripura, Chandigarh, Puducherry and Dadra & Nagar Haveli. Based on the available information, certain parameters have been chosen to compare the teacher recruitment policies across states. The key parameters include: number of teachers, minimum qualifications required, transfer policy, and in-service training provided.

This brief also provides an overview of the secondary school teacher recruitment policies in other countries such as UK and Sweden. Such information would give an understanding of how different teacher recruitment policies are in these countries and whether they impact quality substantially.

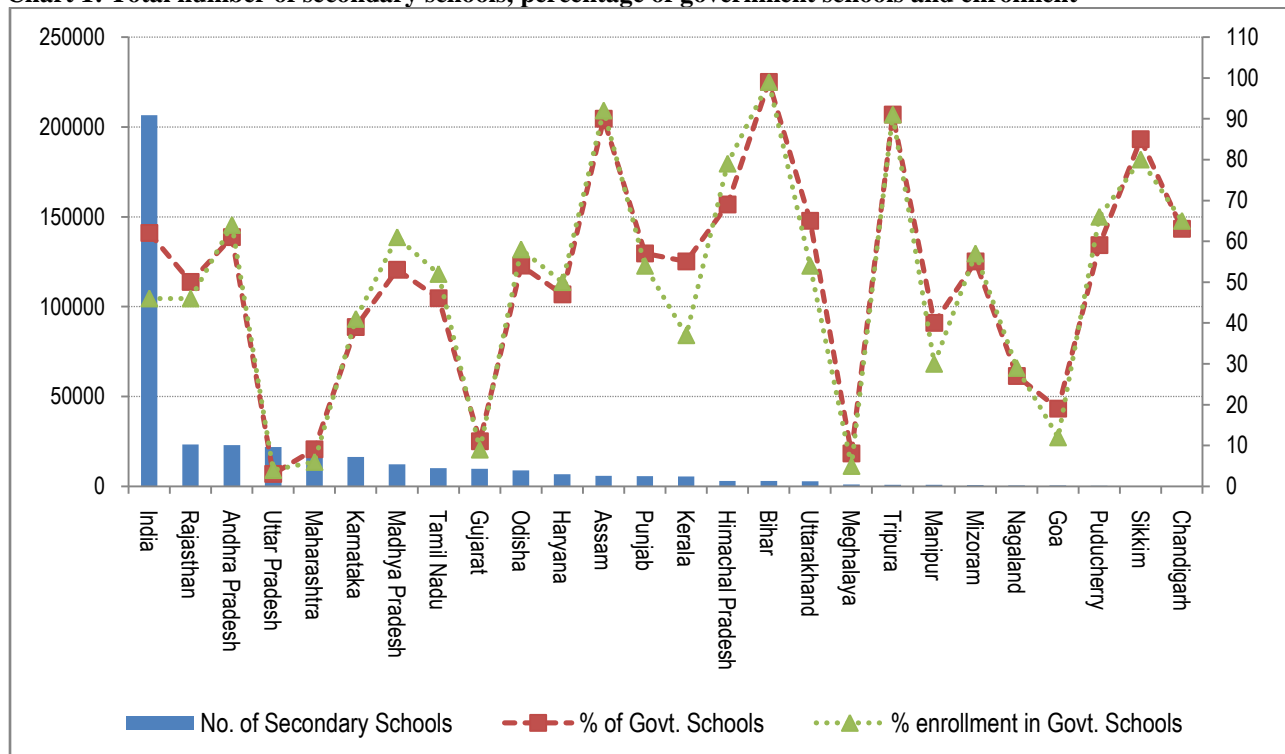
9. Rashtriya Madhyamik Shiksha Abhiyan (http://mhrd.gov.in/rashtriya_madhyamik_shiksha_abhiyan)

Number of Secondary Schools and Teachers

Before designing an intervention to enhance the access and quality of secondary education, it is essential to get accurate data on the current status of secondary education in the country. From 2007-08, NUEPA started collecting data related to secondary schools and teachers across all states and Union Territories through its Secondary Education Management Information System (SEMIS). After launching RMSA, the government requested NUEPA to extend the coverage of District Information System for Education (DISE) from elementary to secondary and higher secondary education. The 2012-13 Annual School Census to be conducted by DISE will also include information about secondary schools.

Chart 1 depicts the total number of secondary schools in each of the selected states (includes higher secondary schools). The Chart also gives the percentage of secondary schools, which are government funded and the enrolment rate in the government schools.

Chart 1: Total number of secondary schools, percentage of government schools and enrolment



Source: Flash Statistics, Secondary Education in India: Progress Towards UEE, SEMIS 2010 – 11, NUEPA.

Key observations

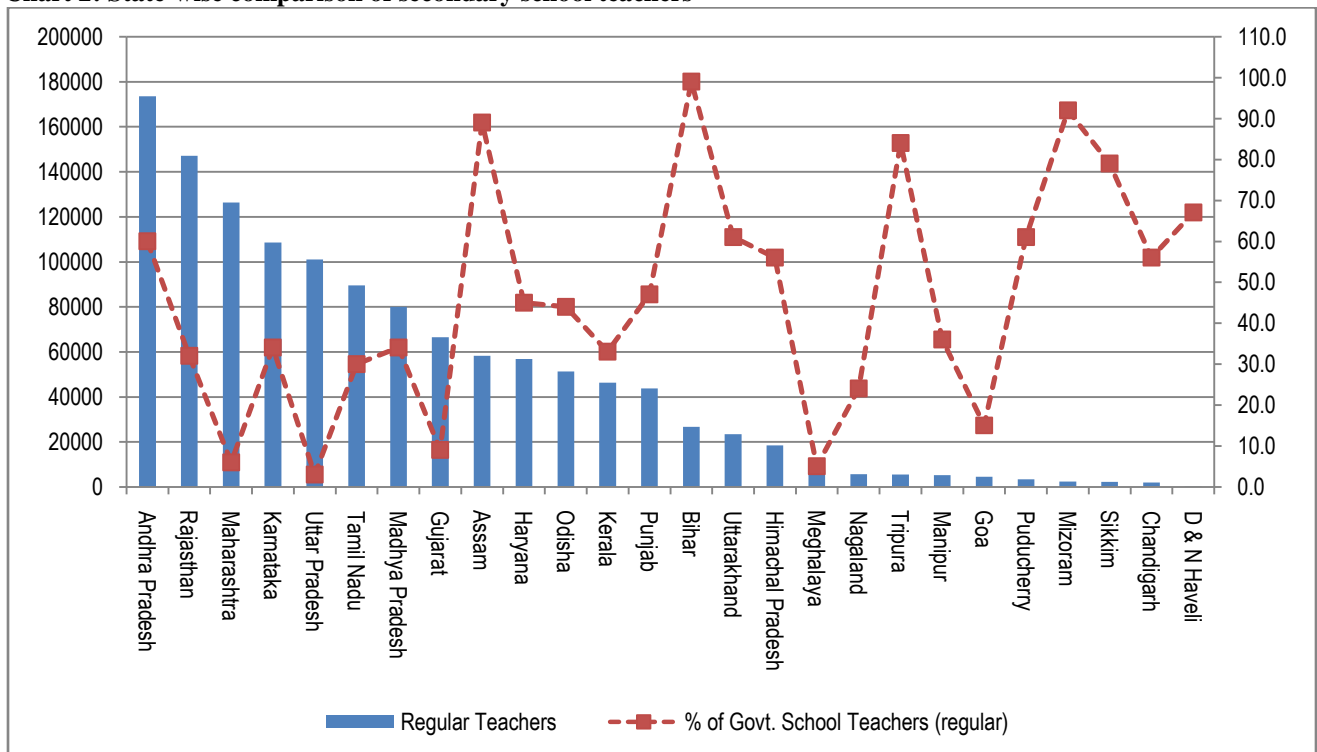
- At the all-India level, about 62% of the secondary schools are run by the government. About 46% of the students enrolled in secondary schools study in government schools. However, there is wide variation among states. Uttar Pradesh has the lowest share of government schools at the secondary level while in Bihar there are only government schools at the secondary level.
- In direct contrast to Bihar, Uttar Pradesh (3%), Maharashtra (9%), and Gujarat (11%) mostly have private schools at the secondary level. Their corresponding enrolment share is 4%, 6% and 9% respectively.

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- In Himachal Pradesh (69%), Uttarakhand (65%), Punjab (57%), Odisha (54%), Madhya Pradesh (53%), and Rajasthan (50%), over half of their secondary schools are government run. The enrolment share of government schools in these states vary between 46% and 79%. Punjab, Uttarakhand and Rajasthan have a lower proportion of students enrolled in government schools as compared to the percentage of government schools in these states.
- Among the four southern states, Andhra Pradesh (61%) has the highest percentage of government schools, followed by Kerala (55%), Tamil Nadu (52%) and Karnataka (39%). The enrolment rates also correspond to the share of government schools in the states except Kerala where the share of enrolment in government schools is only 37%.
- Among the north-eastern states, while 90% of the secondary schools in Assam and Tripura are government run, the corresponding figure in Meghalaya is only 8%. The percentages vary between 85% in Sikkim to 27% in Nagaland.

Chart 2 depicts the total number of regular teachers at the secondary level for the selected states. The number of government school secondary teachers is shown as a percentage of the total number of secondary school teachers in the respective states.

Chart 2: State-wise comparison of secondary school teachers



Source: Flash Statistics, Secondary Education in India: Progress Towards UEE, SEMIS 2010 – 11, NUEPA.

Table 1 depicts the number of regular teachers and contract teachers in secondary schools, the total number of teachers in secondary schools and the percentage of contract teachers.

Table 1: Total number of regular teachers, contract teachers and total number of secondary school teachers

States/UTs	Regular Teachers	Contract teachers	Total secondary school teachers	% of contract teachers
Mizoram	2438	3975	6413	61
D & N Haveli	298	294	592	49
Odisha	51375	43505	94880	45
Bihar	26781	20468	47249	43

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Uttar Pradesh	102013	60396	162409	37
Chandigarh	2087	1107	3194	34
Uttarakhand	23560	12530	36090	34
Punjab	43806	21793	65599	33
Andhra Pradesh	175080	88877	263957	33
Rajasthan	147285	67986	215271	31
Gujarat	66557	25732	92289	27
India	1435138	547679	1982817	27
Himachal Pradesh	18472	6767	25239	26
Kerala	46713	15856	62569	25
Nagaland	5682	1844	7526	24
Tamil Nadu	89735	29371	119106	24
Madhya Pradesh	79960	24132	104092	23
Meghalaya	7874	2315	10189	22
Sikkim	2266	523	2789	18
Maharashtra	126440	25822	152262	16
Haryana	56842	8824	65666	13
Karnataka	108844	17658	126502	13
Puducherry	3483	396	3879	10
Goa	4603	458	5061	9
Manipur	5193	408	5601	7
Assam	58418	2378	60796	4
Tripura	5625	21	5646	0.37
India	1435138	547679	1982817	27

Source: Flash Statistics, Secondary Education in India: Progress Towards UEE, SEMIS 2010 – 11, NUEPA.

Key observations

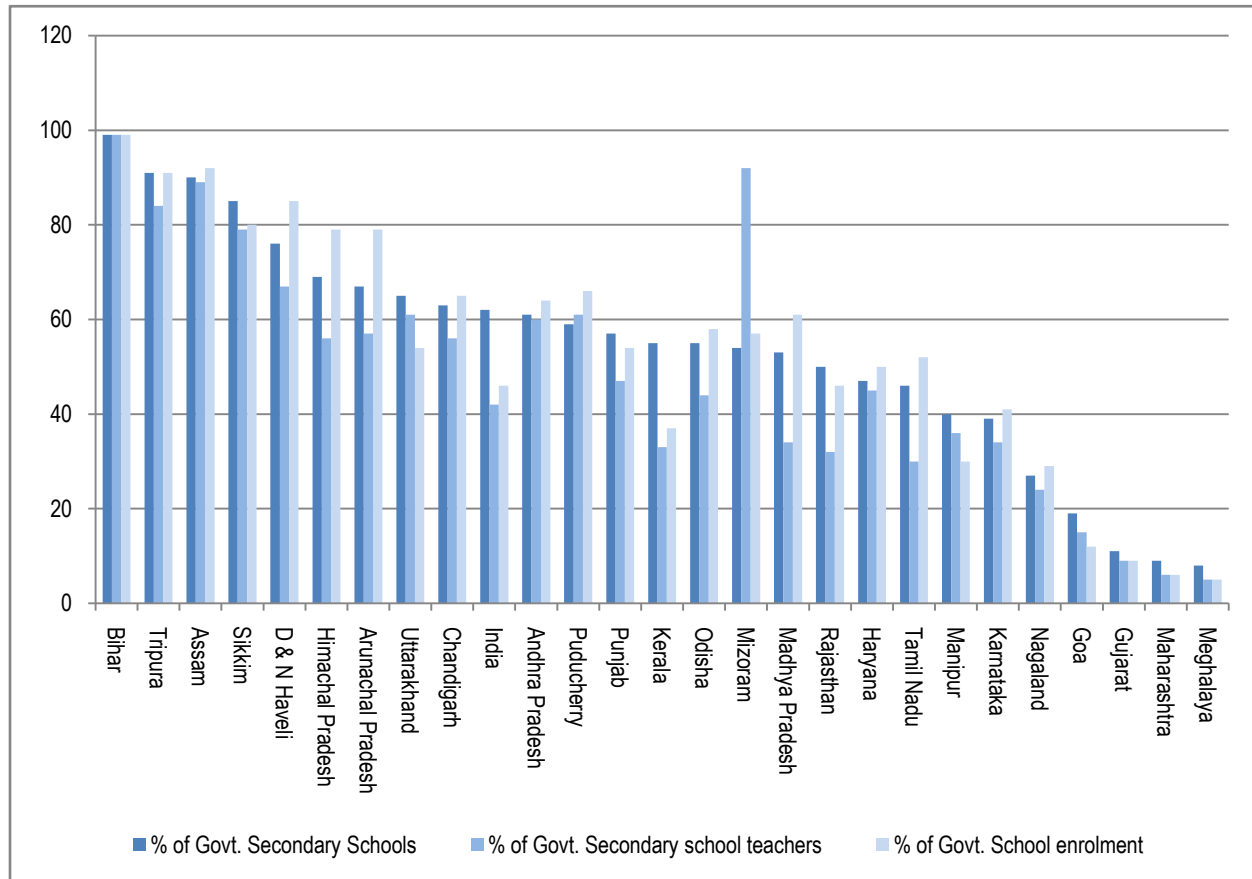
- The share of government school teachers among the total number of secondary teachers range between 3 to 99 per cent in the states. Uttar Pradesh has the lowest percentage at 3%, followed by Gujarat at 9%, Maharashtra at 6% and Meghalaya at 5%. This is not surprising given that the share of private schools in these states is also very high. On the other end, Bihar has the highest percentage of government school teachers at 99%, followed by Mizoram (92%), Tripura (84%), Assam (89%) and Sikkim (79%).
- However, compared to states such as Rajasthan, Gujarat, Madhya Pradesh, Maharashtra and Odisha, Bihar has a relatively fewer number of secondary school teachers. It may be noted that it also has fewer number of secondary schools as compared to states such as Rajasthan, Madhya Pradesh, Gujarat, Haryana and Punjab. This indicates that there may be a shortage of schools at the secondary level in Bihar.
- The national average of contract teachers is 27%. While all states have employed contract teachers, the proportion varies between 0.37% in Tripura to 61% in Mizoram.
- Over 40% of teachers in Odisha and Bihar are contract teachers. The proportion of contract teachers in Rajasthan, Gujarat and Maharashtra is lower but the proportion of government schools is also low in Maharashtra and Gujarat.

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- Among the southern states, Andhra Pradesh has the highest proportion of contract teachers followed by Kerala, Tamil Nadu and Karnataka.

Chart 3 provides state-wise data about the percentage of government secondary schools, the share of government school teachers and the percentage of students enrolled in the government schools.

Chart 3: State-wise percentage of government secondary schools, teachers and enrolment



Source: Flash Statistics, Secondary Education in India: Progress Towards UEE, SEMIS 2010 – 11, NUEPA.

Remarks: These charts and table are based on the 2010-11 SEMIS reports and Flash Statistics, which are based on data received from over 240,000 schools spread over 642 districts across 35 States and Union Territories.

Key observations

Schools

- Out of the total number of secondary schools in India, 62% are government schools. The rest (38%) are private schools.
- The share of enrolment in government schools is 46%, which is lower than the percentage of government secondary schools in the country.
- There are wide variations in the share of government schools in the states. While Maharashtra and Gujarat have a very small share of government schools, states such as Bihar, Andhra Pradesh, Madhya Pradesh, Rajasthan and Odisha have a larger share of government schools.

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Enrolment

- Out of the total students enrolled in secondary schools, about 46% are enrolled in government schools while 56% are enrolled in private schools. This is lower than the overall share of government schools in the country.
- In Kerala, although 55% of the schools are run by the government, only 37% of the students study in government schools. The enrolment in private schools is 53% while there are only 45% private schools in the state. In all other states, the share of government schools more or less corresponds with the share of students going to the government schools.

Teachers

- The share of government teachers at the secondary school level is 42% of the total secondary school teachers in the country.
- In Tamil Nadu, 46% of schools are government funded but only 30% of its teachers teach in government schools. Similarly, in Rajasthan and Madhya Pradesh, over 50% schools are government, but less than 40% of the teachers teach in the government schools. These figures may indicate shortage of teachers.
- The reverse is true for Mizoram where 54% of schools are government funded but 92% of the secondary school teachers are employed by the government. Other north-eastern states have lower proportion of government teachers than the government funded secondary schools.

Shortage of teachers

The central government does not have state level data regarding shortage of government teachers at the secondary stage.¹⁰ However, various newspapers have reported the acute teacher shortage in some states.¹¹ According to a World Bank study (2012), only 30 per cent of schools (Class IX and X) (includes government and private) have a sufficient number of teachers in all five core subjects (English, Maths, Social Studies, Science and Hindi/Local language).¹² The particular challenge in secondary education is that teachers are subject specialists so the demand for and deployment of teachers is much more complex compared to elementary education.¹³ Also, recruitment is done by State Education Boards and not the schools themselves, which cause delays in filling vacant positions. There is also wide variation among states as well as rural and urban areas on the availability of teachers.

According to SEMIS data (2010-11), the Pupil-Teacher Ratio (PTR) in secondary schools (all types of schools) is 25:1. The approved RMSA norm is to provide a minimum of five subject teachers for a secondary school with upto two sections in each class. RMSA also recommends that schools should have PTR of 30:1.

Since the RMSA scheme envisages a Student Classroom Ratio (SCR) of 40:1, a two section school (i.e two sections each for Class IX and X) would normally mean an enrolment of 160 students. A minimum of five subject teachers will have to be provided even if the enrolment is less than 160. Any short fall in such schools will be made good under RMSA. For every incremental enrolment of 30 students, one additional teacher may be provided as per the RMSA norm of PTR of 30:1.¹⁴

Table 2: Selected state-wise indicators of government schools

States	Pupils enrolled	No. of teachers	No. of Schools	Pupil Teacher Ratio	Teachers per school	Student Classroom Ratio
India	17714855	582692	92195	30	6	56
Andhra Pradesh	2069237	104332	14096	20	7	72
Bihar	1916382	26753	2948	72	9	113
Rajasthan	1224518	47651	11526	26	4	48
Madhya Pradesh	1202621	26999	6466	44	4	51
Tamil Nadu	1200503	27339	4700	44	6	51
Assam	1118915	52033	5227	21	10	71
Karnataka	1037316	36662	6399	28	6	55
Odisha	979896	22673	4792	43	5	78
Kerala	498843	15484	2979	32	5	56
Punjab	370719	20457	3194	18	6	37
Haryana	370311	25529	3131	14	8	37
Maharashtra	310915	7188	2021	43	4	71
Uttarakhand	256373	14321	1825	18	8	58
Gujarat	210427	5908	1093	35	5	52
Himachal Pradesh	198227	10406	2080	19	5	34

10. Shortage of Teachers, Unstarred Question no. 2623, Lok Sabha, Answered on March 13, 2013.

11. "At 3lakh, UP faces largest teacher shortage in India," Times of India, May 6, 2013.

12. Linden, Toby, "Secondary Education," Chapter 12 in *Private Sector in Education*, India Infrastructure Report 2012, IDFC.

13. Ibid.

14. "Frequently Asked Questions on RMSA in respect of Quality," Ministry of HRD, (http://mhrd.gov.in/sites/upload_files/mhrd/files/FAQ_0.pdf). Accessed on July 17, 2013.

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Uttar Pradesh	144762	3416	741	42	5	37
Tripura	121030	4694	758	26	6	64
Puducherry	38776	2132	181	18	12	43
Manipur	31624	1881	329	17	5	54
Mizoram	28059	2242	359	12	6	41
Chandigarh	20373	1153	85	18	13	44
Sikkim	16905	1797	154	9	12	41
Nagaland	16868	1354	143	12	9	54
D & N Haveli	7036	194	25	36	8	43
Goa	6933	714	84	10	8	54
Meghalaya	5844	384	75	15	5	54

Source: Flash Statistics, Secondary Education in India: Progress Towards UEE, SEMIS 2010 – 11, NUEPA.

Remarks: (a) Note that only PTR may not give the full picture of the availability of teachers because at secondary levels both the subject specific requirement of the state and the PTR has to be kept in mind for calculation of teachers required. SEMIS report cards (2010-11) did not provide data about teachers in each subject at the state level.

(b) Student Classroom Ratio (SCR) is for all schools (government and private). Since the SEMIS report cards did not provide data about the total number of classrooms in government schools, it was not possible to calculate the number of classrooms per government school.

Table 3: Selected state-wise indicators of private schools

States	Pupils enrolled	Teachers in schools	No. of schools	Pupil Teacher Ratio	Teachers per school
India	21469763	835337	113318	26	7
Uttar Pradesh	4819243	97659	21114	49	5
Maharashtra	4764852	118493	19524	40	6
Gujarat	2117278	60305	8594	35	7
Karnataka	1493517	71245	9852	21	7
Rajasthan	1401356	98284	11628	14	8
Andhra Pradesh	1132016	68791	8801	16	8
Tamil Nadu	1096198	61394	5448	18	11
Kerala	830398	30485	2408	27	13
Madhya Pradesh	757326	51505	5593	15	9
Odisha	687361	28314	3943	24	7
Haryana	359639	30823	3469	12	9
Punjab	301468	22518	2331	13	10
Uttarakhand	203928	8656	952	24	9
Meghalaya	103297	7019	882	15	8
Assam	81936	5459	538	15	10
Manipur	70179	3190	475	22	7
Goa	48303	3809	358	13	11
Himachal Pradesh	47925	7712	886	6	9
Nagaland	40381	4222	371	10	11
Mizoram	21069	167	292	126	0.6
Puducherry	18987	1322	126	14	10

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Tripura	10873	822	70	13	12
Chandigarh	10706	877	48	12	18
Arunachal Pradesh	7192	817	71	9	11
Sikkim	3337	412	22	8	19
Bihar	1349	28	2	48	14
D & N Haveli	1000	81	7	12	2

Source: Flash Statistics, Secondary Education in India: Progress Towards UEE, SEMIS 2010 – 11, NUEPA.

Key Observations

- The PTR at the national level in government schools is 30:1 and for private schools it is 26:1. The PTR of government schools is slightly worse than the national average in all schools (25:1). The PTR of private schools is however similar to that of the national average. PTR in private schools are better than the requirement under RMSA. Government schools, on average, have PTR as required by RMSA.
- At the all India level, the average number of teachers per government school is 6 while the corresponding figure for private schools is 7. RMSA requires schools to have five core subject teachers. Therefore, private schools on average have higher number of teachers per school than government schools. It also exceeds the requirement under RMSA.
- The government school data shows that relatively smaller states such as Himachal Pradesh, Assam, Manipur, Sikkim, Goa, Meghalaya and Tripura have better PTR as compared to bigger states such as Rajasthan, Karnataka, and Gujarat. In fact, many of the bigger states have a lower PTR than the requirement under RMSA.
- Government school PTR of Bihar, Gujarat, Kerala, Uttar Pradesh, Madhya Pradesh, Tamil Nadu, Maharashtra and Odisha are worse than the national average as well as the RMSA norm.
- For private schools, Mizoram has the worst PTR at 126, followed by Uttar Pradesh (49%), Bihar (48%), Maharashtra (40%), and Gujarat (35%).
- The national average SCR of 56 is worse than the RMSA norm of 1:40. Karnataka, Gujarat, Madhya Pradesh, Haryana, Punjab and Uttar Pradesh have a better SCR than the RMSA norm. Among all the states, Bihar has the worst SCR at 113. Note that Bihar also has the highest number of government schools (99%). Therefore, this indicates shortage of schools in Bihar. However, it has a high number of teachers per school (both government and private).
- Other states and Union Territories such as Assam, Sikkim, Chandigarh and Puducherry have high number of teachers per school (government). However, Rajasthan, Maharashtra, Tamil Nadu, Uttar Pradesh and Madhya Pradesh have only 3-4 teachers per government school.
- In private schools, other than Mizoram which has 1 teacher per school, all other states either fulfil the RMSA requirement or have a higher number of teachers per school than the requirement under RMSA.

Minimum Qualifications of Teachers

The National Council of Teacher Education (NCTE), the apex body for determining standards of teacher education, stipulates the minimum qualification of a teacher in a secondary school: (a) Graduate with Bachelor of Education (B.Ed.) or its equivalent; or (b) Four years integrated B.Sc., B.Ed. or an equivalent course.¹⁵ These minimum qualifications are applicable for all schools recognised by the central and state governments.

Since recruitment of teachers is carried out at the state level, each state also has its own minimum qualification criteria for teachers (based on the NCTE regulation). Table 2 maps the minimum educational qualification required for secondary school teachers in the selected states.

It is to be noted that under the Right to Education Act, which is applicable to Class I-VIII, the minimum qualification of teachers teaching in Class VI-VIII are as follows:

1. (a) BA/B.Sc. and 2 year Diploma in Elementary Education; or (b) BA/B.Sc. with at least 50% marks and 1 year B.Ed.; or (c) BA/B.Sc. with at least 45% marks and 1 year B.Ed. in accordance with NCTE norms; or (d) Senior Secondary with at least 50% marks and 4 year Bachelor in Elementary Education; or (e) Senior Secondary with 50% marks and 4 year BA/B.Sc. Ed. Or BA Ed./B.Sc. Ed. **And**
2. Pass in Teacher Eligibility Test to be conducted by appropriate government.

Table 4: Minimum qualification of teachers in secondary schools in selected states

States	Min qualification for Secondary School Teachers
Andhra Pradesh	Required: AP Teacher Eligibility Test Pass Certificate/Memorandum of Marks (60% score); Intermediate Certificate issued by Board of Intermediate Education; Bachelors degree with specialization as per subject and B. Ed in the relevant subject.
Chandigarh	Required for TGT: Bachelors Degree with 50% marks in the concerned subject (Sciences, Math, English, and Social Studies) and B.Ed. Required for PGT: Master's Degree from a recognized University with 50% marks in the subject of study and a B.Ed. Only candidates who have passed Punjabi subject in Matriculation or above or shall pass Punjabi equivalent to Matriculation within one year of appointment are eligible to apply.
Goa	Required for Assistant teacher: Degree of a recognised university in the concerned stream and Degree in Education/Teaching. Proficiency in English and knowledge of Konkani. Desirable: Knowledge of Marathi
Gujarat	Required: Graduate degree in concerned subject with B.Ed. Desirable: Post graduate degree with M.Ed.
Manipur	Required: a) A graduate in the concerned subject; (b) B.Ed.; (c) for tribal language, in addition to a and b, candidate's mother tongue has to be concerned tribal language. Desirable: Honours degree, Masters degree, Knowledge of Manipuri, certificate of training in tribal language
Meghalaya	Required: Graduate in arts/science with B.ED, or Masters Degree in the subject. If a Graduate without a B.Ed. is selected, he has to obtain the degree within 2 years otherwise his contract will be terminated. Desirable: Knowledge of computers and involvement in sports, art and culture.
Odisha	Required: Have HSC or equivalent higher secondary examination with Oriya as a language subject/must have had oriya as a medium of examination in non-language subjects at the HSC or equivalent exam. For TGT on contract basis, the candidate must have a Bachelor's degree in arts/science along with a B.Ed degree from a recognized university. Higher qualifications are not given any weightage during the preparation of the merit list for all contractual posts.
Punjab	Required: TGT: Bachelors degree in relevant subject with 50% marks; for PGT: Master's degree with 50% marks in the relevant subject with B. Ed. from an institute recognized by the UGC. Candidates who have passed Punjabi subject in Matriculation or shall pass Punjabi equivalent to Matriculation within one year of appointment is eligible to apply.
Rajasthan	Required: For English, Hindi, Math and Third Language, graduation in concerned subject and Degree or Diploma in Education recognized by NCTE required. For science, graduation from UGC recognised university with at least two of the following subjects as the optional: Physics, Chemistry, Zoology, Botany, Microbiology, Bio-tech and

15. NCTE (Determination of Minimum Qualifications for Recruitment of Teachers in Schools) Regulations, 2001.

	Bio-chemistry and Degree or Diploma in Education recognized by NCTE. For social science, graduation with at least two of the following subjects: History, Geography, Economics, Political Science, Sociology, Public Administration and Degree or Diploma in Education recognized by the NCTE.
Sikkim	Required: Bachelors degree in the respective subject/language with B.Ed. / BT of any recognized university.
Tripura	Required: Master's degree in any subject with at least 45% marks from any recognized university with academic records. A relaxation of 5% marks shall be allowed to the SC/ST candidates. BT/B. Ed from any recognized university or T. Ed (6 month abridged course certified by Tripura University) or CETE from IGNOU (6 month certificate course). Knowledge of Bengali or Kak-Barak is a prerequisite.
Uttar Pradesh	Required: Bachelors in relevant subject and B.Ed./Licentiate in Teaching Diploma
Uttarakhand	Required: Bachelors in relevant subject and B.Ed./Licentiate in Teaching Diploma
Tamil Nadu	Required: Bachelors in relevant subject and B.Ed.
Haryana	Required: Bachelors in relevant subject with 50% marks and B.Ed./Licentiate in Teaching Diploma
Bihar	Required: Bachelors in relevant subject with 45% marks and B.Ed.
Nagaland	Required: Bachelors in relevant subject with 45% marks and B.Ed within 2 years of appointment
Madhya Pradesh	Required: Masters in relevant subject and B.Ed.
Arunachal Pradesh	Required: Masters (2nd Class) in relevant subject and B.Ed.
Assam	Required: Bachelors in relevant subject with 50% marks and B.T./B.Ed. (not pre-requisite till 2015)
Dadra & Nagar Haveli	Required: Bachelors in relevant subject and B.Ed.
Karnataka	Required: Bachelors in relevant subject and B.Ed. Preference given to candidates trained under 'half a million jobs'

Source: Documents provided by MHRD

Key observations

- Among the selected states, the minimum qualification for secondary school teachers range from a Bachelors degree to a Masters degree with Bachelor of Education (B.Ed.) as a requirement.
- The minimum qualification required for teachers of Class VI-VIII is not significantly different from qualification required to teach in secondary school.
- Most states have similar requirement for teachers .i.e graduate with B.Ed or equivalent degree. Some states such as Bihar, Haryana, Punjab, Assam and Tripura have also specified the minimum marks required in the courses. However, Assam does not require candidates to have a B.Ed. till 2015. In Nagaland, candidates can be inducted without a B.Ed. but they have to get the degree within two years of joining.
- States such as Madhya Pradesh, Tripura and Arunachal Pradesh require secondary school teachers to have a Master's degree in the relevant subject.
- Some states also have language requirements in which case the applicant must know at least one (or more) state languages. For e.g. Orissa requires teachers to be conversant in Oriya, Chandigarh, Punjab and Haryana require a working knowledge of Punjabi. Some states (e.g. Gujarat, Meghalaya) also give preference to applicants who have knowledge of some computer applications.

Entry to B.Ed. and M.Ed. Programme

There are also minimum qualifications required to enter a B.Ed. or M.Ed. programme.¹⁶

Eligibility for Secondary Teacher Education/Bachelor of Education Programme

The Bachelor of Education programme (B.Ed) is a professional course that prepares teachers at various levels. The B.Ed. programme is generally for a duration of at least one academic year or two semesters.

1. Candidates with at least 50% marks in the Bachelor's/Master's Degree or any other equivalent qualification are eligible for admission.
2. Admission shall be made on merit on the basis of marks obtained in the qualifying examination (Bachelors/Masters/equivalent) and/or in the entrance examination or any other selection process as per the policy of the State Government/UT Administration and the University.

Eligibility for Master of Education Programme

The Master of Education (M.Ed.) programme is meant for candidates desirous of pursuing postgraduate programme in education. Besides preparing teacher educators, it also aims at preparing educational administrators, supervisors and researchers. The M.Ed. programme is generally for the duration of one academic year.

1. Candidates who have obtained at least 55% Marks in the B.Ed. degree are eligible for admission.
2. Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the State Government/UT Administration and the University.

Eligibility for Secondary Teacher Education/Bachelor of Education Programme (open and distance learning system)

The Bachelor of Education programme (B.Ed) is a professional course that provides serving teachers with the opportunity to pursue a B.Ed. course. The institutions specially established for offering Open and Distance Learning programmes like the National Open University, State Open Universities and the Directorates/School of Open and Distance Learning in the Central or State Universities shall be eligible to offer teacher education programmes. The B.Ed. programme is generally for a duration of at least two academic sessions/year or four semesters.

1. Candidates who have obtained at least 55% Marks in the Bachelors or Masters degree are eligible for admission.
2. Two years teaching experience in a government or government recognized school.
3. A state university will only admit those candidates who are working in schools located in the territorial jurisdiction assigned to it by the University Act.

Eligibility for Master of Education Programme (open and distance learning system)

The M.Ed. programme through Open and Distance Learning System provides an opportunity to serving teachers, teacher educators, policy makers, educational administrators, educational researchers, curriculum and material developers and others in educational system to pursue M.Ed. course for professional development.

1. Candidates who have obtained at least 55% Marks in the B.Ed. degree are eligible for admission.
2. Two years teaching experience in a government or government recognized school.

Table 4 provides a state-wise comparison of the requirements to enter a B.Ed. programme and the certification process, which generally includes a test and some hours of practical work.

16. NCTE (Recognition of Norms and Procedure) Regulations, 2007 (<http://www.ncte-india.org/regulation/RegulationsE-2009.pdf>). Accessed on July 17, 2013.

Table 5: State-wise selection criteria for teacher training and the certification process (test & practicum)

States	Selection criteria to teacher training programme	Test	Practicum Duration
Andhra Pradesh	BA or MA with 50% marks & B.Ed. Common Entrance Test	Yes	100 days
Goa	BA with 45% marks	Yes	20 hours
Gujarat	BA with 50% marks	Yes	2 semesters
Manipur	BA	NA	NA
Meghalaya	BA	NA	NA
Mizoram	BA	NA	NA
Maharashtra	BA with 45% marks	Yes	12 classroom lessons, 2 weeks internship
Orissa	BA with 50% marks	NA	NA
Rajasthan	BA with 45% marks; Pre-Teacher Education Test	Yes	Teach 40 lessons in 2 subjects (20 in each subject)
Tripura	BA with 50% marks	NA	NA
Madhya Pradesh	BA with 50% marks	Yes	Yes
Bihar	BA with 50% marks	Yes	NA
Kerala	BA with 45% marks	Yes	30 days teaching practice & 60 days internship
Tamil Nadu	BA with 50% marks (for subjects like Eco, Commerce, Pol Sc, Sociology, Post Grad is mandatory)	Yes	525 hours
Assam	BA with 50% marks	NA	Yes
Nagaland	BA with 45% marks	NA	Yes
Uttar Pradesh	BA with 45% marks	NA	NA
Uttarakhand	BA	Yes	NA
Haryana	BA with 50% marks	Yes	2 subjects: 15 lessons per subject
Punjab	BA with 50% marks	Yes	4 hours

Sources: AP: <http://www.apedcet.org>; <http://www.osmania.ac.in/BEd/B.Ed%20Syllabus-1.pdf>; Goa: <http://www.way2college.com/bed-admission-process-in-goa.htm>; http://www.unigoa.ac.in/uploads/syllabus/84_syllabus_BEEd.pdf; Gujarat: <http://www.eduvidya.com/Universities/Gujarat-University/Courses/Gujarat-University-BEd>; Meghalaya: <http://www.aictpolytechnic.com/cmj.html>; Mizoram: <http://www.minglebox.com/college/Mizoram-University-MZU-Mizoram-Aizawl/courses>; Maharashtra: http://www.unipune.ac.in/syllabi_pdf/revised/education/1.b.ed.revised_syllabus.pdf; Odisha: <http://www.orissalinks.com/archives/category/other-colleges/non-traditional-colleges/teachers-training/bed-med>; Rajasthan: <http://www.way2college.com/bed-admission-process-in-rajasthan.htm>; <http://www.uniraj.ac.in/syllabi/BEd/bed.html>; Sikkim: <http://sikkim-hrdd.gov.in/Notices/BEd%20Admsn.pdf>; Assam: http://www.rmsaassam.in/pdf/TET_Advertisement.pdf; Uttarakhand: http://cm.uk.gov.in/files/Transfer_Act_English.pdf; <http://cm.uk.gov.in/pages/display/1146-annual-transfer-act>; Punjab: <http://www.thesarkarinukri.com/?p=5546>; Madhya Pradesh: <http://helloguwahati.com/eduindia/madhya-pradesh-bhoj-open-university-bed-distance-education-admission-procedure-eligibility-criteria>; Bihar: <http://www.edumate.edu.in/education-articles/b.ed-admissions-open-in-bihar-2013-14-%7C-admission-open-in-bihar-2013-14-%7C-top-b.ed-colleges-in-bihar-1173-9-1>; Kerala: http://education.mathrubhumi.com/php/news_events_details.php?nid=11745&slinkid=3; Tamil Nadu: <http://www.inteu.in/pdf/Regulation%202009-2010.pdf>; Nagaland: <http://www.aiaer.net/ejournal/vol19107/14.htm>; Uttar Pradesh: <http://www.recruitmentnote.com/2013/04/uttar-pradesh-b-ed-entrance-exam.html>; Uttarakhand: <http://www.eutaranchal.com/education/colleges/bed-colleges-uttarakhand.php>; Haryana: <http://gurgaon.ox.in/admission-open-for-b-ed-regular-2013-2014-from-mdu-rohtak-ii-477532689>; Punjab: http://www.bedpunjab.org/pdf/admission_procedure_and_instructions.pdf

Key Observations

- All the selected states require a minimum of a Bachelors degree to enter a B.Ed. programme. Some states also specify a minimum cut off marks (such as Andhra Pradesh, Gujarat, Odisha, Rajasthan, Madhya Pradesh, Kerala and Tamil Nadu).
- The practicum duration for states vary widely between 4 hours in Punjab and 525 hours in Tamil Nadu.

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Recruitment Process

Secondary schools teachers are generally recruited at the state level by the State Education Boards. Each state has its own recruitment practices. Many states split their recruitment of secondary teachers for government schools into two quotas, promoting 50 per cent from lower grades and recruiting 50 per cent directly. Till recently, interviews were the prevalent method of recruitment. Now many states have adopted merit-based recruitment through examinations. State level examinations are either conducted by the civil service commissions or the departments of education. However, problems such as lack of qualified candidates and political interference exist in the recruitment process.¹⁷ This has led to law suits on the method of recruitment (for example, whether it is appropriate to use the same examination to recruit teachers for upper primary and secondary education), or on the conversion of contract teachers' jobs to established positions. These cases are holding up the hiring of thousands of teachers.¹⁸

Based on the documents given by the Ministry for selected states, we map the recruitment process in the states in Table 6.

Table 6: Method of recruitment of teachers in selected states

States	Regular	Contract	Direct recruitment by interview	Direct Recruitment by test	By promotion
Andhra Pradesh	Yes		No	Yes	Yes
Arunachal Pradesh	Yes	NA	NA	Yes (50%)	Yes (50%)
Assam	Yes	NA	Yes	Yes	NA
Bihar	Yes	Yes	NA	Yes	NA
Chandigarh	NA	Yes	No	Yes	No
Dadra & Nagar Haveli	Yes	NA	NA	Yes (50%)	Yes (50%)
Goa	NA	NA	NA	Yes	No
Gujarat	NA	NA	No	Yes	NA
Haryana	Yes	Yes	NA	Yes (67%)	Yes (33%)
Madhya Pradesh	NA	Yes	NA	Yes (50%)	Yes (50%)
Manipur	Yes	No	No	Yes	No
Meghalaya	Yes	Yes	Yes	No	No
Nagaland	Yes	NA	NA	Yes (70%)	Yes (30%)
Orissa	No (since 2005)	Yes	Yes with merit of previous qualifying examination factored in	No	No
Punjab	NA	Yes	No	Yes	No
Rajasthan	NA	NA	NA	Yes	NA
Sikkim	NA	NA	Yes (60%)	NA	Yes (40%)
Tamil Nadu	NA	NA	NA	Yes	NA
Tripura	NA	NA	NA	Yes	NA
Uttar Pradesh	Yes	NA	NA	NA	NA
Uttarakhand	Yes	Yes	NA	Yes	NA

Sources: Documents provided by Ministry of HRD.

17. "Secondary Education in India: Universalising Opportunity," World Bank, January 2009 (http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2009/05/18/000333037_20090518002803/Rendered/PDF/485210v10SR0wh10Box338913B01PUBLIC1.pdf).

18. Ibid.

This study is sponsored by The World Bank and partly funded by Department for International Development, UK

Key Observations

- As can be seen from Table 5, most selected states recruit teachers through a test. The test is either held by the Department of Education or the state Public Service Commission.
- The recruitment of contract teachers seems to be a widely adopted practice. States such as Madhya Pradesh, Bihar, Meghalaya, Orissa, Chandigarh and Punjab employ teachers on a contract basis. These teachers are generally paid less than the regular teachers and are not eligible for various benefits. Orissa was the only state that cited the grim situation of the state finances as a reason for recruiting contractual teachers. In some states, contract teachers are sometimes regularized after a number of years of teaching.
- Since the standards of teacher training institutes vary recruitment by examination has the advantage of providing some minimum assurance of a teacher's academic capability. However, recruitment examinations are not necessarily specific to the education level and subjects that the applicants are expected to teach. Therefore, quality assurance is not completely guaranteed.
- In states such as Madhya Pradesh, Sikkim, Arunachal Pradesh and Haryana, recruitment is done both directly as well as through promotion.

Pre-Service and In-Service Training

Pre-service

Training of teachers at secondary level is conducted primarily by College of Teacher Education (CTE) and Institutes of Advanced Study in Education (IASE) in the government sector as the larger number of seats are available in the private sector. In districts where CTEs are not available in the government sector, District Institute of Education and Training (DIET) or District Resource Centres (DRCs) provide training to secondary stage teachers also (along with elementary level teachers). Table 7 gives a snapshot of the training institutes in the states. Most states have established all the sanctioned number of institutes.

Table 7: State Wise No. of DIETS, CTEs & IASEs Sanctioned and Established

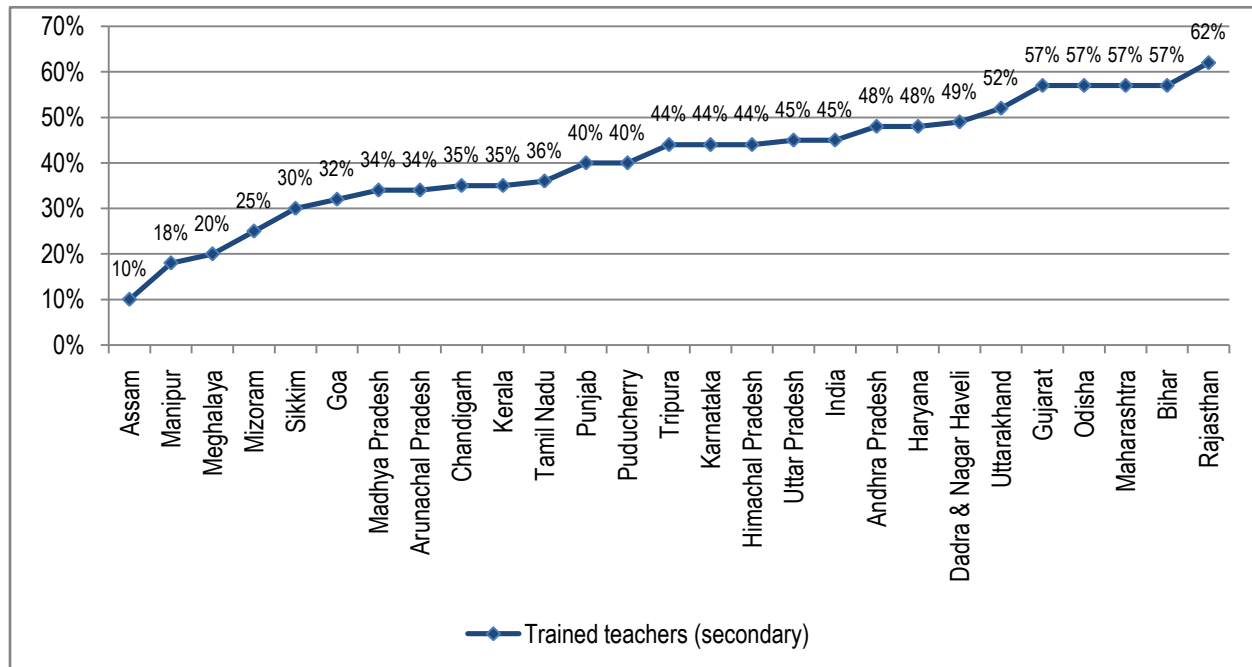
	Sanctioned					Established			
	No. of Districts	DIETs/DRCs	CTEs	IASEs	Total	DIETs/DRCs	CTEs	IASEs	Total
Andhra Pradesh	23	23	8	2	33	23	8	2	33
Arunachal Pradesh	15	11	0	0	11	11	0	0	11
Assam	23	23	8	2	33	18	8	2	28
Bihar	37	24	6	0	30	11	0	0	11
Chandigarh	1	0	0	0	0	0	0	0	0
Dadra & Nagar Haveli	1	0	0	0	0	0	0	0	0
Goa	2	1	0	0	1	1	0	0	1
Gujarat	25	26	8	2	36	26	8	2	36
Haryana	19	19	0	1	20	19	0	1	20
Himachal Pradesh	12	12	1	0	13	12	1	0	13
Karnataka	27	27	9	2	38	27	9	2	38
Kerala	14	14	3	1	18	14	3	1	18
Madhya Pradesh	45	45	6	3	54	45	6	2	53
Maharashtra	35	34	12	2	48	34	12	2	48
Manipur	9	9	1	0	10	9	1	0	10
Meghalaya	7	7	2	0	9	7	2	0	9
Mizoram	8	8	0	1	9	8	0	1	9
Nagaland	8	8	1	0	9	6	1	0	7
Odisha	30	30	10	2	42	30	10	2	42
Pondicherry	4	1	0	0	1	1	0	0	1
Punjab	17	17	2	1	20	17	2	1	20
Rajasthan	32	32	9	2	43	30	9	2	41
Sikkim	4	3	0	0	3	1	0	0	1
Tamil Nadu	30	29	5	2	36	29	5	2	36
Tripura	4	4	1	0	5	4	1	0	5
Uttar Pradesh	70	70	3	3	76	70	3	3	76
Uttarakhand	13	13	3	1	17	13	3	1	17

Sources: Annual Report 2011-12, Department of School Education & Literacy, Department of Higher Education, Ministry of Human Resource Development

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Chart 4 depicts the secondary school teachers (both public and private) who have pre-service training (B.Ed or M.Ed.). This is expressed as a percentage of the total secondary school teachers for each of the selected states. (Note that the SEMIS data does not mention whether this includes both regular and contract teachers).

Chart 4: Selected state wise comparison of trained Secondary School Teachers



Source: Secondary Education in India: Where do we stand? State Report Cards 2010 – 11, NUEPA.

Key observations

- Overall, in India, about 45% of secondary school teachers have a B.Ed. or M.Ed. degree. However, the break-up of trained teachers by government and private schools as well as contract and regular is not provided in the SEMIS state report cards.
- States such as Assam, Madhya Pradesh, Kerala and Tamil Nadu have trained teachers in the range of 10% to 40%. This is much lower than the all India figure of 45%.
- This is in variance with the minimum qualification laid down in the states. However, studies have shown that due to scarcity of trained teachers, schools allow teachers to join and then acquire the B.Ed. degree within a certain time period. Also, states with lower number of training institutes may have less trained teachers such as Assam, Madhya Pradesh and Kerala.
- Although CTEs are supposed to train secondary teachers, almost all the states have very few numbers of CTEs. Therefore, the DIETs and DRCs in these states, which are primarily equipped to train elementary school teachers, have to train the secondary school teachers also,

In-Service Training

In- service training is provided by the DIETs, CTEs and IASEs. According to RMSA guidelines, in-service teachers and heads of schools will be trained for five days in a year on specific subjects such as English, Mathematics, Science and Social Studies. According to the FAQ on RMSA, in-service training is aimed at continuing the education of the teacher to keep them in tune with changes in theory and practice of education. The aim is also to upgrade the qualifications of teachers.

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Andhra Pradesh, on its Ministry of Education website has given a detailed plan for training of teachers who are in service for 2011-12. This data provides a snapshot of the number of days of training that is to be provided for various categories of teachers. However, there is no information whether this plan has been carried out.

Table 8: Plan for training to be provided to teachers in Andhra Pradesh

	Activity	Programme Description	No. of Head Masters/School Assistants to be trained
1	In-service Teacher training for Head Masters/Principals	5- day Residential Training to the Head Masters on leadership skills and Academic monitoring	10,531
2	In-service Teacher training for Newly recruited/Promoted	10-day Residential Training to the Newly Recruited and Promoted Secondary school Teachers (in a split model i.e. 7+ 3 days)	10,873
3	In-service Teacher training of English Medium schools	5- day Training to the Secondary school Teachers (subject wise) handling English medium classes	66,789
4	In-service Teacher training in all school subjects	5 -day Residential Training to the Secondary school Teachers (subject wise)	42,709
5	In-service Teacher training for PET/PDs	5- day Residential Training to the Physical Education Teachers of Secondary schools on promotion of life skills in children-training to PET/PD	10,531
6	In-service Teacher training for Art/Music/Dance teachers	5- day Residential Training to the Art/Music/Dance and Craft Teachers of Secondary schools	10,129
7	In-service Teacher training for Science teachers	5 -Day Residential Training programme to the Science Teachers on conducting practical	12,936
8	Capacity Building to teachers to conduct action research	5- Day Residential Training to Secondary School Teachers to conduct action research	10,430
9	Capacity Building for teachers on Guidance and Counseling	5- Day Residential Training to Secondary School Teachers on Guidance and Counseling	1,128

Salaries and Pay Scales

In 2008, the Sixth Pay Commission upgraded the pay scales of teachers because it was of the view that the role of teachers is very important and a higher incentive needed to be extended to this category. Presently, three different grades of Teachers exist i.e. Primary School Teachers (PSTs), Trained Graduate Teachers (TGTs) and Post Graduate Teachers (PGTs). For secondary schools, only TGT and PGT is applicable. Table 6 provides the pay bands for the various teacher categories (Grade pay changes after certain years of experience as a teacher).

Table 9: Recommendation of Sixth Pay Commission for Teacher Salary

Designation	Grade 3	Grade 2	Grade 1
TGT	Rs 8700-Rs 34800 (grade pay Rs 4200)	Rs 8700-Rs 34800 (grade pay Rs 4600)	Rs 8700-Rs 34800 (grade pay Rs 4800)
PGT	Rs 8700-Rs 34800 (grade pay Rs 4800)	Rs 15600-Rs 39100 (grade pay Rs 5400)	Rs 15600-Rs 39100 (grade pay Rs 6100)
Vice Principal		Rs 15600-Rs 39100 (grade pay Rs 5400)	Rs 15600-Rs 39100 (grade pay Rs 6100)
Principal			Rs 15600-Rs 39100 (grade pay Rs 6600)

While states are mandated to follow the recommendations of the Sixth Pay Commission, some states do not follow them due to financial constraints. A World Bank study calculated that in Rajasthan government school teachers in Class 9 get paid Rs 10,300 pm while in Orissa they get paid Rs 9,718 pm. According to the information provided by the Ministry, Punjab, Andhra Pradesh, Sikkim, Manipur, Chandigarh, Goa and Gujarat follow almost a similar pattern of teacher compensation. A TGT is compensated generally in the pay band of Rs9,300/10,300-Rs 34,800. The Grade pay of a TGT oscillates between Rs3600-Rs4600 from state to state. A PGT too is compensated on a pay band similar to that of a TGT.

Table 10: Pay scales in states

States	TGT	PGT	Others
Orissa	Rs 9300	NA	Rs 5200pm to non-TGTs
Manipur	Rs 3300	Rs 4000	TGT: Rs 600 (academic allowance); PGT: Rs 800
Chandigarh	Rs 10,300-Rs 34,800	NA	NA
Goa	Rs 9,300-Rs 34,800	NA	NA
Gujarat	Rs 9,300-Rs 34,800	NA	NA
Punjab	Rs 10,300-Rs 34,800	Rs 10,300-Rs 34800	TGT: Rs 3600; PGT: Rs 4200 (grade pay at entry level) TGT: Rs 4600; PGT: Rs 4800 (grade pay at entry level)
Andhra Pradesh	Rs 9,300-Rs 34,800		TGT: Rs 4600 (grade pay at entry level)
Sikkim	Rs 9,300-Rs 34,800		TGT: Rs 4600 (grade pay at entry level)
Madhya Pradesh	Rs 5000-175-8500		Contract: Rs 4500
Bihar	Rs 6000 (trained) Rs 5500 (untrained)		
Arunachal Pradesh	Rs 9,300-Rs 34,800	Rs 9,300-Rs 34,800	Rs 4600 (grade pay)
Uttarakhand	Rs. 8000 - 13500		Rs. 7450 - 11500 (academic allowance)
Haryana	Rs 9300-Rs 34800		Rs 4600 (grade pay)
Dadra & Nagar Haveli		Rs 10300-34800	Rs 10300-34800

Sources: Documents provided by Ministry of HRD.

Key Observations

- In Orissa due to the grave situation of the state finances, only contractual teachers are being engaged since 2005 as per information available. TGT's(arts& science) shall be paid Rs 9300 and Hindi teachers having lesser qualification shall be paid Rs. 5200.
- In Meghalaya, Assistant Teachers are engaged in addition to regular teachers at a fixed level of Rs.15,000 a month. Also, the pay scale of a regular teacher in Meghalaya is different (Rs14,100-Rs 27,510).Four out of 28 government schools fall under the category of special governmentschools(Pine Mount Girls School, Shillong Public school for boys, Jowai public school and Tura Public school). The pay scales for graduate teachers in these 4 schools are Rs14,700-Rs28,760, and for post graduatesRs15,700-30610.
- The pay scales of PGTs is in most cases is very marginally more than that of a graduate teacher(grade pay).Perhaps this could be an obstacle to getting more qualified teachers in the form of PG's who have more expertise in an area of study.

Table 11 gives a comparison of state per capita income on a monthly basis with pay scales of secondary school teachers on a monthly basis.

Table 11: Comparison of per-capita income of selected states with salary pay bands of teachers

States	Per Capita income at current prices(in Rs)		Pay Bands(in Rs)
	2010-11	2011-12	
Meghalaya	4202	4720	NA
Orissa	3367	3845	9300
Manipur	2473	2690	9300-34800
Chandigarh	10,719	NA	10300-34800
Goa	14,047	16,054	9300-34800
Gujarat	6259	NA	9300-34800
Punjab	5811	6514	10300-34800
Andhra Pradesh	5128	5961	9300-34800
Sikkim	6763	NA	9300-34800
Madhya Pradesh	2685	NA	Rs 5000-175-8500
Bihar	1725	2056	Rs 6000
Arunachal Pradesh	4649	5184	Rs 9,300-Rs 34,800
Uttarakhand	5530	6300	Rs. 8000 - 13500
Haryana	7890	9102	Rs 9300-Rs 34800
Uttar Pradesh	2196	2451	NA
Kerala	5952	6977	NA
Tamil Nadu	6082	7004	NA

Source: Public Information Bureau, Govt of India (<http://pib.nic.in/archieve/others/2012/mar/d2012032902.pdf>), Accessed 16 July 2013.

Key observations

- The per-capita income ranges from Rs 2056 in Bihar to Rs 16,054 in Goa.
- States such as UP, Orissa, Meghalaya and Manipur have a much lower per-capita income than the salary of a secondary school teacher.

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