



GOVERNMENT OF KARNATAKA

**MANPOWER PROFILE OF TEACHING PERSONNEL  
IN KARNATAKA**



**MANPOWER AND EMPLOYMENT DIVISION  
PLANNING DEPARTMENT  
BANGALORE  
DECEMBER, 1988**

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DECEMBER , 1 9 8 8.

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## P R E F A C E

This report is one of the efforts in studying the characteristics of teaching personnel prepared by the Manpower and Employment Division of the Planning Department in March 1982. The object of this study was to ascertain the general characteristics like age profile, emoluments received, qualifications, languages known and qualitative characteristics like mode of recruitment, nature of service and job satisfaction etc. Although the response from the teachers was about 93,000 out of total of 1.39 lakh teachers, the analysis has been restricted to 39,139 only due to non retrieval of information at Government Computer Centre. Therefore the results of this analysis has to be viewed as partial as information from a large number of schedules could not be analysed.

We are thankful for the assistance rendered in the processing of data by Director, Karnataka Government Computer Centre, Director, Economics and Statistics and Deputy Commissioner, Bangalore Urban.

Bangalore,  
Dated: 28th Dec. 1988.

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## INTRODUCTION:

Education has continued to evolve, diversify and extend its reach and coverage since the dawn of human history. Every country develops its system of education to express and promote its unique socio cultural identity and also to meet the challenges of the times. There are moments in history when a new direction has to be given to an age old process.

In this task India has reached a stage in its economic and technical development when a major effort must be made to derive the maximum benefit from the assets already created and to ensure that the fruits of change reach all sections. Education is the high way to that goal. In the task of developing the system of education; the status of the teacher is important. The status of the teacher reflects the socio cultural ethos of a society. It is said that no people can arouse above the level of its teachers. The Government and the community should always endeavor to create conditions which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community. In this task the methods of recruiting teachers, pay and service conditions of the teachers, setting up of a system of grievance removal mechanism for teachers, promotion of objectivity in the postings and transfers of teachers, setting up of a teacher evaluation system establishing norms of accountability with incentives for good performance and disincentives for non performance have to be



attended to with utmost urgency in the light of adoption of the national policy on education 1986.

For this task it is necessary to have a profile of the teaching manpower which gives the characteristics of the manpower i.e. available for utilisation. With this object in view an attempt was made to build a manpower profile of teaching personnel in Karnataka. The object of this study was to ascertain the general characteristics like age structure, emoluments, qualifications and the languages known and to ascertain qualitative characteristics like mode of recruitment, nature of service, job satisfaction, non teaching jobs held and management of teaching institutions have been studied.

There were 1.38 lakh teachers in the State. Information on different institutions was collected and a questionnaire to elicit information from individuals was drawn and the questionnaire was circulated to different institutions through the Commissioner of Public Instructions in Karnataka and the Deputy Directors of Public Instructions in different Districts. The response was very encouraging. About 93,000 teaching personnel sent the filled-in questionnaire. Due to large size of the number of the schedules to be processed and limited availability of manpower a decision was taken to process the data through the computer in the Government Computer Centre in November 1983.

The coded schedules containing the information so received was sent to the computer centre in May 1986. In the process of processing this data information of about 54,000 schedules could not be retrieved at the Government Computer Centre. As a result the present analysis is

confined to only schedules pertaining 39,139. The analysis reveals that 20,486 persons were pre primary and primary teachers (52%), 14,029 persons were higher primary school teachers (36%). The details of number of teachers at different levels of teaching (% to total) are shown in Table -1 below:

T A B L E - I

Level of Teaching and Number of persons.

Level of Teaching	No. of persons	% to total
Pre Primary and Primary	20486	(52%)
Higher Primary	14029	(36%)
Secondary	3339	(9%)
Junior Colleges	914	(2%)
Not stated	371	(1%)
Total:	39139	100.00

In what follows the general characteristics and qualitative characteristics of the teaching personnel analysed are highlighted.

II. GENERAL CHARACTERISTICS:

In the proforma used for this study information on some general characteristics like age composition, salary structure, knowledge of languages have been collected. Information on general characteristics itself is not only interesting in itself but is also useful for the formulation of the personnel and educational policies. For example the distribution of the working stock among various age groups will indicate the future manpower

requirements on account of superannuation. Prospects of geographical mobility will also depend upon the persons knowledge of the language used in different places.

Age Structure:

The age composition of the teaching personnel shows that 13,451 teachers (34.4%) were in the age group 31-40 and another 12,482 teachers (about 32%) were in the age group 41 to 50 years. 849 Teachers (2% of the total) were below 20 years. Among the teachers working in the Government Departments 12,042 (34%) were in the age group 31 to 40. Similarly in the age group 41 to 50 years 11,582 teachers (above 93%) were in the institutions managed by Government. Among the personnel in the Government Departments 23,624 (about 67% of the personnel) were in the age group 31 to 50 and 3,866 (11%) were in the age group above 50. The replacement requirement of teachers therefore in the Government departments would be 3,866 (about 11%) in the near future. The age composition of the teachers is given in Table-2 and the details management wise, level of teaching wise and sexwise are given in Annexure-I.

T A B L E - 2

Age Structure

<u>Age group</u>	<u>No. of persons</u>	<u>% to total</u>
Below 20 years	849	2.17
21-30 years	8248	21.07
31-40 years	13451	34.37
41-50 years	12482	31.89
Above 50 years	4109	10.50
Total:	39139	100.00

Emoluments:

Salary has been defined as total monthly remuneration including dearness allowance, post allowance etc., but excluding house rent and locality allowance if any. The data collected from the teachers have been analysed in relation to qualification possessed. 20,486 (about 52%) of the respondents analysed were in the pre primary and primary level of teaching institutions, and 14,029 (about 36%) were in the higher primary level of teaching institutions. A large number of schedules received from the teaching personnel could not be analysed for the reasons explained earlier. Hence, the inferences drawn here have to be taken as applicable for the information that has been analysed only. 24,439 Teachers (about 62%) were in the salary group of Rs.601 to Rs.1,000/-, 392 teachers (1%) were in the salary group of Rs.300/- or less. 516 Teachers (1.32%) were in the salary group of Rs.1,501/- and above. However, a few teachers with higher qualifications like graduates and post graduates were getting lower salaries. This may probably be due to the fact that some of them might have been working as part time teachers or working in private institutions for lower salaries due to unemployment problem. The details are given in table-3.

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TABLE - 3  
Salary Group and Qualification

Salary Group	Qualification										
	Below SSLC with Trai- ning	SSLC/ PUC+ TCH	Gradua- te + B.Ed	Gra- duate + Pcst Gra- duate	Post Gra- dua- te+ B.Ed	Post Gra- duate * M.Ed	Gr-dua- te/Post Gradua- te + TCH	Others	Not sta- ted	Total	% age to total
Rs. 300 or less	31	128	42	49	5	3	12	115	7	392	1.00
Rs. 301 to 600	314	2488	147	184	21	24	132	922	68	4300	10.99
Rs. 601 to 1000	2433	15527	1656	748	284	136	1150	2120	375	24439	62.44
Rs. 1001 to 1500	205	3489	1302	583	353	46	444	568	90	7083	18.10
Rs. 1501 and above	13	55	162	103	136	17	9	17	4	516	1.32
Not Stated	237	1452	118	95	18	15	94	273	107	2409	6.15
<b>Total:</b>	3233	23139	3437	1762	820	241	1841	4015	651	39139	(100.00)
	8.26	59.12	8.78	4.50	2.10	0.62	4.70	10.26	1.66	(100.00)	

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Knowledge of Languages:

The languages known or of which the personnel have a working knowledge were ascertained from all the personnel in the study. 37,014 teachers (about 95%) of the teachers had the knowledge of Kannada though all of them may not be working in the institutions where Kannada was the medium of instruction 32,280 (82.48%) of the teaching personnel had the knowledge of English 21,109 (about 54%) of the teaching personnel had the knowledge of Hindi. The distribution of teaching personnel according to level of teaching and languages known is given in Annexure-II.

III. Occupational and Educational Characteristics:

Educational and training for teachers is organised through a network of teachers training institutes and B.Ed., Colleges. The lack of adequate training hampers the very process of imparting instructions to students. In what follows the mode of recruitment, nature of service, job satisfaction, non teaching jobs held and management of teaching institutions are the characters that have been discussed.

Type of Management and Educational qualifications of Teachers:

The teaching institutions are classified according to the management like Government, Government undertakings, local bodies, private aided and non aided institutions. The information on management and classification of the personnel analysed is given in table-4.

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T A B L E - 4

Management and Qualification

Management	Qualification									Total	% to total
	Below S.S.L.C. with Training	S.S.L.C./P.U.C. + training	Graduate + B.Ed	Graduate + Post Graduate	Post Graduate + B.Ed.	Post Graduate + M.Ed.	Graduate/Post Graduate + Training	Others	Not stated		
Government	3136	21885	2211	1406	557	201	1744	3662	537	35339	90.29
Aided	37	764	875	239	212	28	56	216	33	2460	6.29
Local body	3	29	93	15	15	7	4	23	3	192	0.49
Private	11	165	163	66	14	3	14	54	16	506	1.29
Govt. under taking	5	28	68	12	20	-	6	11	3	153	0.39
Not stated	41	268	27	24	2	2	17	49	59	489	1.25
<b>Total:</b>	<b>3233</b>	<b>23139</b>	<b>3437</b>	<b>1762</b>	<b>820</b>	<b>241</b>	<b>1841</b>	<b>4015</b>	<b>651</b>	<b>33139</b>	<b>100.00</b>
	8.26	59.12	8.78	4.55	2.10	0.62	4.70	10.26	1.66	(100.00)	

Out of a total of 39,139 teachers, 489 teachers (1.25%) have not reported the management of the institutions in which they are working. 35,339 (90.29%) of the teachers were working in Government institutions. 2,460 teachers (6%) were working in aided institutions and 506 teachers (about 1%) were working in private non aided institutions. In institutions run by local bodies 192 teachers (0.5%) were working. 3,233 teachers (8.26%) were below S. S. L. C. with training and 23,139 (59.12%) were S. S. L. C. / P. U. C.

with T.C.H. 4,015 (10.26%) who had S.S.L.C/P.U.C. had not undergone training in teaching. There were 1,762 (4.50%) graduates plus post graduates 820 (2.10%) were post graduates and B.Ed., and 241 (0.62%) were post graduates and M.Ed. 1,841 (4.70%) Teachers had either graduation or post graduation and were also having T.C.H. training. This was because after passing S.S.L.C. they might have completed their T.C.H. course and later on completed their graduation and post graduation.

Management and level of teaching:

Out of a total 35,339 teachers in Government schools 19,626 (52%) were in the pre primary or primary level of teaching. 12,988 (about 36%) were in the higher primary level of teaching. 2,085 teachers (9%) were in the secondary level of teaching. 522 Teachers (about 2%) were in the Junior Colleges. Among the aided institutions 523 teachers (22%) were in the pre primary and primary level of teaching. 691 Teachers (29%) were in the higher primary level of teaching. 887 Teachers (about 37%) were in the secondary education level. 351 Teachers (about 15%) were in the Junior Colleges. In the institutions managed by private sources 150 teachers (about 29%) were in the pre primary and primary level of teaching. 190 Teachers (about 38%) were in the higher primary. 130 Teachers (about 26%) were in the secondary level. 32 Teachers (about 6%) were in the Junior Colleges. Among the teaching personnel in the local bodies and Government undertaking 108 and 111 respectively were in the secondary level of teaching. The details are given in table-5.



T A B L E -5

No. of persons by level of teaching and management

Level of teaching	Management						Total
	Government	Aided	Local Body	Pri- vate	Govt. under taking	Not sta- ted	
Pre-Primary/ Primary	19626	523	44	150	17	126	20486
Higher Primary	12988	691	33	190	23	104	14029
Secondary	2085	887	108	130	111	18	3339
Junior Colleges	522	351	6	32	-	3	914
Not stated	118	8	1	4	2	238	371
<b>Total:</b>	<b>35339</b>	<b>2460</b>	<b>192</b>	<b>506</b>	<b>153</b>	<b>489</b>	<b>39139</b>

Level of teaching and subjects taught:

At the pre primary, primary and higher primary level of teaching the teachers are not assigned to teach particular subjects except in the case of languages for which language teachers are specially recruited and appointed. But at the secondary level and Junior College level the teachers are appointed specifically to teach a particular subject. Even, here also the science graduates handle more than one subject like mathematics, physics, chemistry and biology. Similarly, the arts graduates teach history, geography and commerce etc. An analysis of the information received shows that 670 (20%) of the teachers at the secondary level were teaching Kannada, 873 (26%) English about 21 to 25% Science subjects including

mathematics and about 22% arts subjects. 344 (about 10%) were teaching Hindi and 46 (about 1%) Urdu. The number of teachers teaching Tamil, Marati and Telugu were less. In the Junior Colleges 119 (about 13%) were teaching Kannada 169 (18%) English, 60 (6%) Chemistry, 67 (about 7%) Physics, 93 (about 10%) Mathematics, 109 (about 12%) Social Science and 34 (about 4%) Commerce. In addition there were teachers who were teaching Hindi, Urdu, Marati and Sanskrit. The details are given in Annexure-III.

Level of Teaching and Nature of service:

The nature of service viz., whether permanent, temporary or casual of the respondent teachers were obtained and analysed. Out of 39,139 respondents except 1,055 teachers, others have furnished the information on the nature of their service. 36309 Teachers (about 93%) were permanent, 1655 Teachers (4%) were temporary, 120 and teachers (less than 1%) were casual. On relating the level of teaching and the nature of service it is seen that 19,247 teachers and 13,172 teachers respectively (about 94%) in pre primary and higher primary level were permanent. At the secondary level 2,881 teachers (86%) were permanent and at the Junior College level 779 (85%) were permanent. Among the temporary teachers at pre primary and primary level there were 683 teachers and at higher primary level there were 454 (about 3%), At the secondary level 399 teachers were temporary and among the junior college teachers 106 teachers were temporary (about 12%). There were also some casual teaching personnel among the respondents. The percentage of the casual teachers to the total personnel at each of the level of teaching was less. Out of a total of

120 casual teachers 67 (50%) were in pre primary and primary level. 28 Teachers were casual teachers (23%) at higher primary level. At the secondary level 23 teachers (19%) were casual teachers. The details are given in Table-6.

T A B L E -6

Distribution of teaching personnel according to nature of service

Level of teaching	Permanent	Temporary	Casual	Not stated	Total
Pre-Primary/ Primary	19247	683	67	489	20486
Higher Primary	13172	454	28	375	14029
Secondary	2881	399	23	36	3339
Junior College	779	106	2	27	914
Not stated	230	13	0	128	371

Mode of Recruitment:

In building up of the cadre of any service it is necessary to provide for incentives of promotions to its employees as well as for periodic induction of fresh blood. While the former will boost the morale and prompt higher performance standards and avoid frustration, the recruitment of bright young graduates would improve the quality of staff and tone up their service. While adopting for the second alternative also the mode of recruitment is important. The information on the mode of recruitment collected reveals that recruitment had taken place through Union Public Service Commission, Karnataka Public Service Commission,

Departmental Recruitment Committees, Employment Exchanges and other agencies etc., (mostly directly by private institutions). 24,267 Teachers (about 62%) were recruited through departmental recruitment committees, 5,831 Teachers (about 15%) through K.P.S.C. 2,671 Teachers (about 7%) through the Employment Exchanges and 348 teachers (less than 1%) through Union Public Service Commission. 12,862 pre primary and primary teachers (about 58%), 8,774 teachers (about 63%) at the higher primary level, 1,904 teachers (about 57%) at the secondary level were recruited by the departmental recruitment committees. In the Junior Colleges 538 teachers (59%) were recruited through departmental recruitment committees. But these Junior Colleges are mostly composite Junior Colleges where the teaching personnel were recruited for higher secondary level of education are working. The details are given in table-7.

T A B L E - 7

Distribution of teaching personnel according to mode of recruitment

Level of teaching	UP SC	KP SC	By department	Emp-loy-ment Exchange	Othe-rs	Not stated	Total
Pre-Primary/	217	2859	12862	1264	19	3265	20486
Higher Primary	117	2163	8774	1021	9	1945	14029
Secondary	9	600	1904	287	2	537	3339
Junior College	1	188	538	88	0	99	914
Not stated	2	21	189	11	2	146	371
<b>Total:</b>	<b>348</b>	<b>5831</b>	<b>24267</b>	<b>2671</b>	<b>32</b>	<b>5992</b>	<b>39139</b>

Job satisfaction:

While collecting the information the opinion of teachers about the satisfaction or otherwise of the teaching job that they were discharging and the reasons for dissatisfaction in the jobs that they were discharging were obtained. The reasons for dis-satisfaction were over qualified for the job, student problems, no aptitude for teaching, administration/ management not satisfactory, not qualified for the teaching job and others. 508 Teachers (about 1.3%) had reported their dis-satisfaction in the profession. When related to the level of teaching, 142 at the higher primary level, 30 teachers (3.28%) at the Junior College level, 56 teachers (about 1.68%) at the secondary education level and 271 teachers (about 1.32%) at the primary and pre primary level had reported dis-satisfaction in the profession. A large number who had reported dis-satisfaction had not given the reasons for their dis-satisfaction. Out of the total numbers who had given their reasons for dis-satisfaction, 42 teachers (about 8%) had given the reasons as over qualified, 17 teachers (about 3%) had administrative reasons, 16 teachers (about 3%) had stated that they were not qualified for the job. 4 Teachers each had given student problems and the job not suited to their aptitude, as reasons for their dis-satisfaction. The details are given in table-8.

T A B L E - 8

Distribution of teaching personnel according to  
job dis-satisfaction by reasons

Level of teaching	Over qualified	Student problem	Administrative	No aptitude	Not qualified	Others	Not stated	Total
Pre-Primary/ Primary	19	1	5	3	9	1	233	271
Higher Primary	13	0	10	1	6	1	111	142
Secondary	9	3	2	0	0	0	42	56
Junior Colleges	1	0	0	0	0	0	29	30
Not stated	0	0	0	0	1	0	8	9
<b>Total:</b>	<b>42</b>	<b>4</b>	<b>17</b>	<b>4</b>	<b>16</b>	<b>2</b>	<b>423</b>	<b>508</b>

Non teaching jobs held by teachers before recruitment as teachers:

The information about whether the teachers were holding any non teaching job at any time before their appointment to the teaching post and the duration for which the non teaching job was held and the salary drawn by them was collected and is presented in table-9.

T A B L E - 9

Non-teaching job held by duration

Duration	Salary group						Not sta ted	Total
	Less than Rs. 300	Rs. 301 to Rs. 600	Rs. 601 to Rs. 1000	Rs. 1001 to Rs. 1500	Rs. 1501 to 3000	Above Rs. 3000		
Less than 6 months	-	5	8	8	-	-	3	24
6 Months to 1 year	-	3	27	13	5	-	5	53
1 - 2 years	-	-	12	10	2	-	2	26
More than 2 years	-	9	51	22	7	-	2	91
Not stated	-	-	3	-	-	-	1	4
<b>Total:</b>	-	17	101	53	14	-	13	198

91 Teachers (46% of the total) of those who had worked in non teaching jobs before being appointed as teachers had worked in non teaching jobs for more than 2 years. 53 Teachers (about 27%) had worked in non teaching jobs for a duration of 6 months to one year, 26 teachers (about 14%) had worked in non teaching jobs for a duration of one year to 2 years and 24 teachers (about 13%) had worked in non teaching jobs for a period of less than 6 months. 101 teachers (about 51%) while in the non teaching jobs were drawing a salary between Rs. 601/- to Rs. 1,000/-. 53 Teachers (about 27%) were drawing a salary between Rs. 1001/- to Rs. 1,500/-. 14 Teachers (about 7%) were drawing a salary between Rs. 1,501/- to Rs. 3,000/-. No teacher who had worked in a non teaching job before taking to the teaching job had drawn a salary above Rs. 3,000/-.

SUMMARY OF THE FINDINGS

1. The replacement requirement in Government Departments for teachers would be 3,866 (about 11%) in the near future. 25,933 Number of teachers (66%) were in the age group of 31 to 50 years.
2. 20,486 Teachers (52%) were in the pre primary/primary educational institutions. 24,439 Teachers (62.44%) were drawing a salary in the range of Rs.601/- to Rs.1,000/-. 37,014 Number of teachers (95%) had a knowledge of Kannada although all of them might not be working in institutions where Kannada was the medium of instruction. 32,280 Number of teachers had a knowledge of English. 21,109 Number of teachers had a knowledge of Hindi.
3. 35,339 Teachers (90%) were working in Government institutions and 2,460 teachers (6.3%) in aided institutions. 23,139 Number of teachers (59%) had studied upto S. S. L. C. /P. U. C. with T. C. H. training. 3,437 (9%) were graduates with B. Ed.
4. At pre primary and primary level of teaching the teachers teach all subjects except those who are appointed for teaching languages only. At secondary level a science graduate teacher teaches most of the science subjects and arts graduates teacher teaches most of the arts subjects. 670 Number of teachers (about 20%) taught Kannada 873 (26%) English, about 21 to 25% science subjects including mathematics and 22% arts subjects.
5. In the Government institutions a majority were teaching at pre primary and primary level followed by higher primary level of teaching institutions, Whereas in aided



institutions a majority were teaching in secondary level followed by higher primary and pre primary/primary level.

6. 36,309 Teachers (93%) were permanent. At the secondary level 2,881 (86%) were permanent and in Junior Colleges 779 (85%) were permanent.

7. In the mode of recruitment a large number of teachers had been recruited through the departmental recruitment committees.

8. 508 Number of teachers (1.3%) had reported dis-satisfaction in the profession. Although many had not given reasons for their dis-satisfaction in the profession, 42 (8%) had reported over qualification as one of the reasons for dis-satisfaction and 17 (about 3%) administrative reasons for their dis-satisfaction.

9. 198 Teachers (0.51%) had a non teaching job prior to their recruitment as teachers 91 (46%) of those who were employed earlier had held non teaching jobs for more than 2 years. 101 (about 51%) of them were drawing a salary between Rs.601/- to 1,000/- in the non teaching jobs.

ANNEXURE -I

DISTRIBUTION OF TEACHING PERSONNEL ACCORDING TO MANAGEMENTWISE INSTITUTIONWISE AND AGEWISE

MANAGEMENT/ INSTITUTION	BELOW 20YRS		21-30 YRS		31-40 YRS		41-50YRS		ABOVE 50		NOT STD.		TOTAL	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
<u>(1) GOVERNMENT</u>														
PRE-PRIMARY/ PRIMARY	236	191	2521	1403	4723	1555	5454	985	2273	285	0	0	15207	4419
HIGHER PRIMARY	103	102	1486	1032	3597	1158	3702	670	989	149	0	0	9877	3111
SECONDARY	51	17	433	100	657	142	499	84	91	11	0	0	1731	354
JUNIOR COLLEGES	3	0	127	22	155	19	136	8	47	5	0	0	468	54
NOT STATED	2	3	9	8	26	10	39	5	15	1	0	0	91	27
<u>(2) AIDED</u>														
PRE-PRIMARY/ PRIMARY	8	16	71	144	57	94	38	55	16	11	0	0	190	320
HIGHER PRIMARY	5	13	67	130	123	105	78	76	23	18	0	0	296	342
SECONDARY	3	2	78	80	243	116	142	67	31	22	0	0	497	287
JUNIOR COLLEGES	3	3	70	12	141	12	69	8	15	1	0	0	298	36
NOT STATED	0	0	1	1	1	1	2	2	1	0	0	0	5	3
<u>(3) LOCAL BODY</u>														
PRE-PRIMARY/ PRIMARY	1	0	10	7	13	3	5	2	3	0	0	0	32	12
HIGHER PRIMARY	0	1	2	2	4	12	3	6	1	2	0	0	10	23
SECONDARY	0	1	5	9	19	27	20	18	4	5	0	0	48	60
JUNIOR COLLEGES	0	0	0	0	3	1	2	0	0	0	0	0	5	1
NOT STATED	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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## DISTRIBUTION OF TEACHING PERSONNEL ACCORDING TO MANAGEMENTWISE INSTITUTIONWISE AND AGEWISE

MANAGEMENT/ INSTITUTION	BELOW 20 YRS		21-30 YRS		31-40 YRS		41-50 YRS		ABOVE 50		TOTAL			
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE		
<u>(4) PRIVATE SECTOR</u>														
PRE-PRIMARY/ PRIMARY	1	9	2	11	1	6	2	2	2	0	0	0	8	28
HIGHER PRIMARY	0	1	10	7	4	8	4	4	0	0	0	0	18	20
SECONDARY	0	0	6	6	7	2	2	1	1	0	0	0	10	9
JUNIOR COLLEGES	0	0	2	0	6	1	0	0	0	0	0	0	8	1
NOT STATED	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<u>(5) AIDED PRIVATE</u>														
PRE-PRIMARY/ PRIMARY	1	0	0	6	0	2	2	1	1	0	0	0	4	9
HIGHER PRIMARY	1	0	3	15	4	23	3	3	0	1	0	0	11	42
SECONDARY	1	1	14	10	27	13	26	7	2	2	0	0	70	33
JUNIOR COLLEGES	0	0	4	1	8	0	4	0	0	0	0	0	16	1
NOT STATED	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<u>(6) UNAIDED PRIVATE</u>														
PRE-PRIMARY/ PRIMARY	3	8	9	43	7	27	3	8	2	1	0	0	24	87
HIGHER PRIMARY	0	7	11	76	11	28	4	10	0	5	0	0	26	126
SECONDARY	2	0	20	22	16	18	6	12	8	7	0	0	52	59
JUNIOR COLLEGES	0	0	15	0	7	0	1	0	0	0	0	0	23	0
NOT STATED	0	0	0	2	0	1	0	1	0	0	0	0	0	4

## ANNEXURE-I

●ontd.

## DISTRIBUTION OF TEACHING PERSONNEL ACCORDING TO MANAGEMENTWISE INSTITUTIONWISE AND AGEWISE

MANAGEMENT/ INSTITUTION	BELOW 20YRS		21-30 YRS		31-40 YRS		41-50 YRS		ABOVE 50		NOT STD.		TOTAL	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
<b>(7) INDIVIDUAL</b>														
PRE-PRIMARY/ PRIMARY	0	0	0	0	0	0	2	0	1	0	0	0	3	0
HIGHER PRIMARY	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SECONDARY	0	0	0	0	0	0	0	0	0	0	0	0	0	0
JUNIOR COLLEGES	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NOT STATED	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>(8) GOVT. UNDERTAKING</b>														
PRE-PRIMARY/ PRIMARY	0	0	1	1	5	6	2	0	2	0	0	0	10	7
HIGHER PRIMARY	1	0	2	8	1	6	1	1	2	1	0	0	7	16
SECONDARY	0	0	10	10	35	18	24	8	3	3	0	0	72	39
JUNIOR COLLEGES	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NOT STATED	0	0	0	0	1	1	0	0	0	0	0	0	1	1
<b>(9) NOT STATED</b>														
PRE-PRIMARY/ PRIMARY	4	2	11	15	29	11	33	9	9	3	0	0	86	40
HIGHER PRIMARY	0	0	10	7	27	13	29	12	6	0	0	0	72	32
SECONDARY	1	0	3	1	2	4	4	2	0	1	0	0	10	8
JUNIOR COLLEGES	1	0	1	1	0	0	0	0	0	0	0	0	2	1
NOT STATED	37	4	24	18	35	18	60	15	21	6	0	0	177	61

ANNEXURE -II

DISTRIEUTION OF TEACHING PERSONNEL ACCORDING TO LEVEL OF TEACHING AND LANGUAGE KNOWN

LEVEL OF TEACHING	LANGUAGES									NOT STD
	KANNADA	ENGLISH	HINDI	TELUGU	TAMIL	URDU	MARATHI	MALYM	OTHERS	
Pre-Primary/Primary	19413	15977	10980	1856	454	1760	546	80	147	157
Higher Primary	13237	12078	7296	1403	468	1108	491	86	161	62
Secondary	3171	3086	2033	231	175	188	139	48	102	5
Junior Colleges	884	885	612	32	10	44	28	7	37	4
Not Stated	309	254	188	16	7	31	10	1	4	29
<b>TOTAL:</b>	<b>37014</b>	<b>32280</b>	<b>21109</b>	<b>3538</b>	<b>1114</b>	<b>3131</b>	<b>1214</b>	<b>222</b>	<b>451</b>	<b>257</b>

ANNEXURE-III

DISTRIBUTION OF TEACHING PERSONNEL ACCORDING TO SUBJECTS TAUGHT AND STANDARDS HANDLED

LEVEL OF TEACHING	SUBJECTS TAUGHT												
	KAN	ENG	TAM	URD	HND	MAR	TEL HIS	PHY SAN	CHE COM	MAT STS	S.S OTR	BIO NST	ECO
<u>Pre-Primary/</u> <u>Primary</u>	**												
<u>Higher Primary</u>	**												
Secondary	670	873	17	46	344	18	2 161	703 24	625 2	818 0	718 0	182 55	14
Junior Colleges	119	169	0	22	45	8	0 58	67 9	60 34	93 3	109 0	32 28	61
Not Stated	65	48	0	11	16	2	1 0	3 1	4 0	51 0	55 0	5 41	0

\*\* They teach all subjects

KAN = Kannada; ENG = English; TAM = Tamil; URD = Urdu; HND = Hindi; MAR = Marathi;  
 TEL = Telugu; HIS = History; PHY = Pysics; SAN = Sanskrit; CHE = Ehemistry;  
 COM = Commerce; MAT = Mathematics; STS = Statistics; S.S. = Social Sciences;  
 OTR = Others BIO = Biology; NST = Not stated; ECO = Economics;

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 National Institute of Educational  
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 Dr. B. Sanjay Kumar Murthy, Director  
 DDC, No. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100  
 Date: 11/11/17