

A STUDY OF TEACHER MANAGEMENT

(A Mini Internship Project)

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Foreword

Teacher management has emerged as one of the most critical issues in contemporary school education. Achieving Sustainable Development Goal 4 (SDG 4)—ensuring inclusive and equitable quality education for all—depends fundamentally on the availability of competent, motivated, and professionally supported teachers. While the adequate supply of teachers remains essential, teacher quality is the decisive factor in improving learning outcomes.

Despite remarkable advances in educational technology, technology by itself cannot transform the quality of education. Its effectiveness ultimately depends on how teachers integrate it into teaching and learning. Thus, teacher management remains central to educational improvement, encompassing teacher recruitment, deployment, professional development, performance management, motivation, and retention.

There is another compelling reason for giving high priority to teacher management. In most countries of the Global South, including India, staff salaries constitute over 90 per cent of the education budget, with teachers' salaries accounting for the largest share. Effective teacher management, therefore, is not only an educational imperative but also an economic necessity. Countries striving to overcome historical disadvantages arising from colonialism and underdevelopment cannot afford inefficient utilisation of their most valuable educational resource—the teaching workforce.

Recognising its importance, teacher management has attracted considerable research and policy attention at both national and international levels. In India, one of the most comprehensive studies on teacher management was undertaken by a team of scholars at NIEPA in 2016, alongside several other important studies. The distinctive contribution of the present internship project lies in its

comparative examination of teacher management practices in public and private schools. This comparison is particularly relevant as the private school sector continues to expand rapidly and is widely perceived as offering better quality education.

Another strength of this study is its effort to relate the experiences of large educational systems to evidence gathered from a carefully selected sample of schools. Given the limited duration of the seven-week internship, the study strategically drew upon the experiences of senior educational administrators. For example, insights from a senior functionary of the Kendriya Vidyalaya Sangathan reflect the management of a system comprising more than 1,300 schools. Similarly, the case of a government-sponsored school in West Bengal represents teacher workforce planning and recruitment practices operating

within a much larger state system of nearly 12,000 schools. Although private schools function with greater autonomy, they too exhibit common patterns shaped by market forces and the academic and regulatory frameworks of CBSE and NCERT. Consequently, even a modest sample provides valuable insights into prevailing teacher management practices across the private sector.

The study, conducted by Ms Adria Ghosh during her seven-week summer internship, is both strategically conceived and efficiently executed. While its findings cannot be generalised because of the limited sample, they possess considerable exploratory value. More importantly, they underscore the need for large-scale comparative research on teacher management, particularly as the private sector assumes an increasingly significant role in India's school education system.

The Educational Technology and Management Academy (ETMA), as a research-oriented organisation committed to promoting innovation in education, deliberately assigned Ms Ghosh an independent research project rather than attaching her to an

ongoing institutional study. Considering her limited field experience as an intern and the extremely short duration of the internship, she has completed the study with commendable diligence and intellectual maturity. The findings presented here deserve the attention of researchers, educational administrators, and policymakers alike.

I hope this report will be read with interest and will stimulate further research on teacher management across different sectors of school education. Such evidence is essential for strengthening educational policy and improving the quality and effectiveness of our schools.

I congratulate Ms Adria Ghosh on completing this study and wish her every success in her future academic and professional pursuits.

31st July 2026
ETMA: Gurgaon

Prof Marmar Mukhopadhyay
Chairman of ETMA

Preface

Teacher management lies at the heart of educational quality. It is not merely an administrative function but a comprehensive process encompassing teacher recruitment, placement, professional development, performance evaluation, motivation, and retention. The effectiveness of schools depends largely on how teachers are mentored, supported, and empowered throughout their professional journey. A thoughtful and humane approach to teacher management ensures that educators feel valued, motivated, and well prepared to meet the evolving demands of education.

This Internship Project reflects my academic journey from curiosity to clarity and from questioning to deeper understanding. It represents not only an intellectual endeavour but also a journey of personal growth and transformation.

I express my deepest gratitude to my research mentor, Professor Marmar Mukhopadhyay, whose wisdom, patience, and constant encouragement have guided me throughout this study. His mentorship has been instrumental in shaping both the depth and direction of this research and has inspired me to uphold the values of academic rigour, integrity, and innovation.

I am sincerely grateful to Professor Madhu Parhar and Dr Paramesh Roy for their valuable guidance, insightful suggestions, and unwavering support. I also sincerely thank Mr Vivek Pal for his contribution in making my workplace healthy, hygienic and comfortable.

Above all, I dedicate this thesis to my parents, Mr Swarupjit Ghosh and Mrs Shimul Paul Ghosh, whose sacrifices, unwavering faith, and unconditional love have been the foundation of all my achievements. Their blessings and encouragement have been my greatest source of

strength throughout this journey.

Finally, I offer my heartfelt gratitude to the Almighty, whose grace and guidance have sustained me through every stage of this work.

ETMA: 31 July 2026

Adria Ghosh

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Chapter 1

Teacher Management: An Introduction

Goal 4 of the United Nations Sustainable Development Goals calls for ensuring inclusive, equitable, and quality education for all. At the heart of this goal lies a major challenge: the world does not have enough qualified teachers and, equally importantly, is not managing the existing teaching workforce effectively. Current estimates suggest that an additional 69 million teachers will be needed worldwide by 2030 to achieve universal primary and secondary education, with more than 17 million of this shortfall concentrated in sub-Saharan Africa (UNESCO, 2016). The global teacher crisis has three major dimensions: an inadequate supply of qualified teachers, high rates of early-career attrition, and an unequal distribution of teachers across regions.

Nearly one-third of teachers worldwide do not possess the required qualifications, and in some countries, the proportion of unqualified teachers is considerably higher (NIEPA, 2016; UNESCO, & International Task Force on Teachers for Education 2030. (2024). The problem is further aggravated by teacher attrition. Between 30 and 50 per cent of new teachers in low- and middle-income countries leave the profession within the first five years (OECD, 2018), resulting in a significant loss of trained human resources as well as disruption to students' learning. Unequal deployment further compounds the problem. Urban schools often have more teachers than required, whereas rural and remote schools continue to face acute shortages. In some parts of India, student-teacher ratios exceed 60:1 against the recommended norm of 40:1, while the country continues to face nearly

one million teacher vacancies after accounting for attrition (NIEPA, 2016; *Times of India*, 2025; Saxena, 2026).

Despite substantial public investment in improving access to and the quality of education, learning outcomes in many countries remain below expectations (UNICEF, 2020). This suggests that the challenge is not merely one of financial resources but also of how teachers are managed throughout their professional care.

Teacher management extends beyond recruitment. It includes planning future teacher requirements, recruiting and deploying teachers fairly, supporting them during the early years of service, providing opportunities for continuous professional development, evaluating their performance constructively, and creating conditions that encourage them to remain in the profession.

These different aspects of teacher management are closely interconnected. Weakness in one area often affects the effectiveness of the others. For example, ineffective workforce planning may lead to shortages, poor deployment may create regional imbalances, inadequate induction may increase early-career attrition, and weak professional support may reduce teacher motivation and effectiveness. An effective teacher management system therefore requires all these dimensions to function together in a coordinated manner.

Accordingly, this study examines teacher management as an integrated system comprising eight interrelated dimensions rather than as a set of independent administrative functions.

The Eight Dimensions of Teacher Management

This study conceptualises teacher management as a continuous process consisting of eight interrelated dimensions, illustrated in Figure 1.1.



Figure 1.1. Layout of the Eight Dimensions of Teacher Management

The eight dimensions are presented as an interconnected system because decisions made at one stage influence the effectiveness of the others. Teacher management should therefore be viewed as an integrated system rather than a series of independent administrative functions.

Together, these dimensions cover the entire professional journey of a teacher, from estimating workforce requirements and recruiting suitable candidates to supporting professional growth, evaluating performance, and retaining competent teachers. Each dimension is briefly described below.

Teacher Workforce Planning

Teacher Workforce planning is the process of estimating the number of teachers required, the qualifications they should possess, and the distribution of teachers across subjects and school levels. It is the starting point of teacher management because decisions made at this stage influence recruitment, deployment, and the overall functioning of the education system. Effective workforce planning

helps prevent both teacher shortages and surplus appointments by forecasting future enrolment trends, demographic changes, and subject-specific requirements. However, many education systems continue to respond to vacancies only after they occur rather than planning proactively for future needs.

Recruitment and Selection

Recruitment and selection are essential for attracting capable individuals into the teaching profession. Effective recruitment seeks candidates who possess not only the required academic qualifications but also sound communication skills, professional ethics, commitment to teaching, and the ability to work effectively with learners. Selection processes serve as the first quality filter by identifying candidates who are best suited to the profession. Transparent, fair, and merit-based recruitment therefore contributes significantly to improving the quality of education.

Placement and Deployment

Placement and deployment involve assigning teachers to the appropriate schools, grades, and subjects so that their knowledge and skills are used where they are most needed. Merely appointing qualified teachers is not sufficient if they are not deployed effectively. Weak deployment policies often result in an oversupply of teachers in some schools and shortages in others, leading to unequal learning opportunities for students. Effective deployment therefore requires transparent policies, clearly defined procedures, and appropriate incentives to encourage teachers to serve in rural, remote, and other difficult locations. Such incentives may be financial, professional, or non-financial, including housing, transport, career advancement, or additional professional support.

Induction

Teacher induction refers to the structured support provided to newly appointed teachers as they enter the profession and adjust to school life. The initial years of teaching are often demanding

because new teachers face unfamiliar responsibilities, heavy workloads, and the challenge of adapting to the school environment. Effective induction programmes generally include orientation, mentoring, reduced teaching responsibilities where feasible, and continuous professional guidance. Such support helps new teachers develop confidence, improve classroom practice, and remain in the profession.

Work Allocation

Work allocation refers to the fair distribution of teaching and non-teaching responsibilities among teachers. In addition to classroom teaching, teachers are required to undertake lesson planning, assessment, administrative duties, record keeping, and co-curricular activities. When these responsibilities are not distributed fairly, they may contribute to stress, burnout, and reduced job satisfaction. Effective work allocation therefore includes manageable teaching loads, reasonable class sizes, transparent allocation of duties, and opportunities for teachers to participate in decisions relating to their work.

Capacity Building

Capacity building refers to the continuous professional development of teachers throughout their careers. Teaching is a dynamic profession that requires teachers to update their knowledge and skills in response to curriculum changes, technological developments, learner diversity, and changing educational needs. Effective professional development is continuous, collaborative, and closely linked to classroom practice. It enables teachers not only to acquire new knowledge but also to apply it through reflection, coaching, peer learning, and school-based professional support.

Performance Appraisal

Performance appraisal is the systematic process of evaluating teachers' work in order to provide constructive feedback, promote professional growth, and strengthen accountability. A well-designed

appraisal system supports teachers' professional development rather than merely assessing their performance. Effective appraisal should draw upon multiple sources of evidence, including classroom observations, student learning, professional reflection, and constructive dialogue. When implemented fairly, appraisal contributes to both improved teaching quality and higher teacher morale.

Incentives

Incentives and retention refer to the financial and non-financial factors that encourage teachers to remain in the profession. These include adequate salary, recognition, opportunities for career advancement, professional autonomy, supportive leadership, and a positive school culture. While financial incentives are important, teachers are also more likely to remain committed when they feel respected, professionally valued, and able to grow in their careers. An effective retention strategy therefore combines material benefits with professional support, dignity, and opportunities for continuous development.

Objectives of the Study

The following objectives guided the study:

- To examine how the eight dimensions of teacher management are practised across different governance structures of school education in India.
- To identify the strengths, challenges, and emerging issues in teacher management practices across these school systems.
- To derive practical and policy-relevant recommendations for strengthening teacher management in Indian schools.

Significance of the Study

Most studies on teacher management either examine education systems at a broad national or international level or focus on a single aspect of teacher management, such as recruitment, professional development, or performance appraisal. This study

adopts a different approach by examining all eight dimensions of teacher management through the experiences of educational leaders working within different governance structures in India.

The study is significant for three reasons. First, it provides a comparative understanding of teacher management practices across central government, state government, private chain, trust-managed, and independent private schools. Second, it offers insights from experienced educational leaders whose professional responsibilities range from managing individual schools to overseeing large school systems. Finally, it contributes qualitative evidence from the Indian context to a field that policy documents and quantitative studies have largely informed.

The findings of the study may be useful for policymakers, educational administrators, school leaders, and researchers interested in improving teacher management policies and practices.

Delimitations of the Study

- This study is confined to teacher management as a school-based human resource function, examined through eight dimensions: workforce planning, recruitment and selection, placement and deployment, induction, work allocation, capacity building, performance appraisal, and incentives and retention.
- The study does not examine the management of non-teaching personnel, such as administrative, clerical, or support staff. Student learning outcomes are discussed only where they are directly related to teacher management practices and are not analysed as independent outcome variables.
- The study adopts a qualitative research design and therefore does not attempt to produce statistically generalisable findings. Instead, it provides an in-depth and comparative understanding of teacher management practices based on the experiences of purposively selected educational leaders.

- Although international literature has been reviewed to provide the necessary conceptual and comparative context, the empirical investigation is limited to selected school leaders representing different governance structures within India. The study also excludes issues such as curriculum reform, school finance, infrastructure, and parental participation except where participants identified them as having a direct influence on teacher management.

Literature Review

Sustainable Development Goal 4 (SDG 4) commits nations to ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all (United Nations, 2015). Achieving this goal depends largely on the availability of qualified, motivated, and well-supported teachers. However, many education systems continue to face significant challenges in recruiting, preparing, deploying, developing, and retaining an adequate teaching workforce.

Teacher management has therefore emerged as a critical area of educational policy and administration. Ingersoll (2001) conceptualises teacher management as a continuous process encompassing workforce planning, recruitment, deployment, induction, professional development, performance appraisal, and retention. The effectiveness of an education system depends not only on the quality of individual teachers but also on how these interconnected functions are managed throughout a teacher's professional career. Figure 1.2 presents the teacher management cycle adopted in this study.

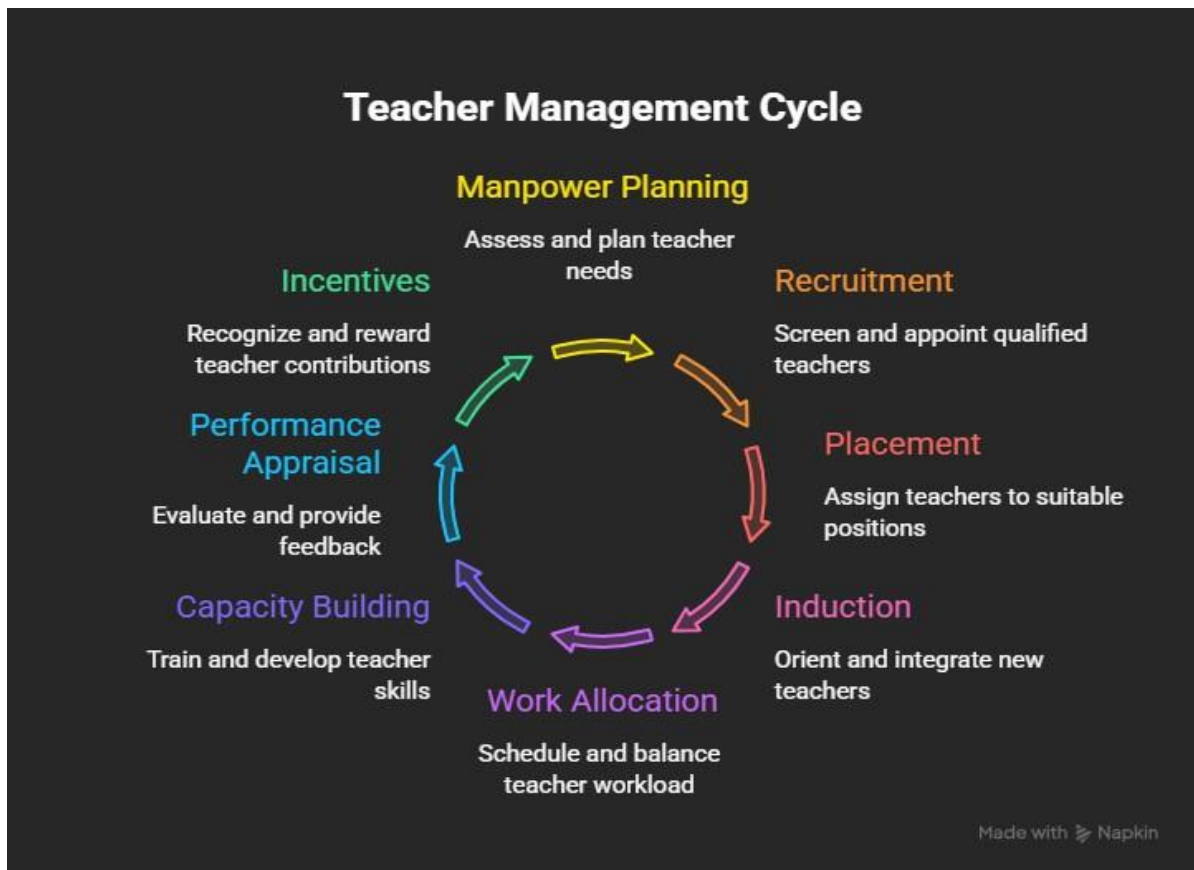


Figure 1.2. The Teacher Management Cycle

Research consistently shows that teacher quality is among the strongest school-related factors influencing student learning and educational outcomes (Hanushek & Rivkin, 2010; OECD, 2018). Despite this evidence, many education systems continue to manage teachers reactively rather than strategically (OECD, 2019). Earlier studies also suggest that effective teaching depends not only on initial qualifications but also on structured professional support, reflective practice, and continuous professional development (Bowers, 1986; Freeman, 1989).

The following sections review the literature relating to each of the eight dimensions of teacher management that form the conceptual framework of this study.

Teacher Workforce Planning

Workforce planning forms the foundation of teacher management because it determines whether qualified teachers are available in the right subjects, the right schools, and at the right time (UNESCO, 2023). At its simplest, it involves matching the supply of teachers with projected student enrolment, subject requirements, and the staffing needs of individual schools (DFAT, 2020). Without systematic planning, education systems often experience teacher shortages in some locations and oversupply in others, resulting in both inefficiency and inequity (TNTP, 2026).

In practice, however, manpower planning in many countries remains largely reactive. Recruitment is frequently initiated only after vacancies arise rather than being based on long-term projections of enrolment, retirement, and demographic change. NIEPA (2016) reported that teacher workforce planning in India has largely been driven by recruitment cycles instead of systematic forecasting. This has contributed to an estimated national teacher vacancy rate of around 8.5 per cent, with student–teacher ratios exceeding 60:1 in some rural areas, compared with UNESCO's recommended norm of 40:1.

The shortage extends across both central and state education systems. Central institutions reported more than 12,000 vacant teaching positions, including 7,765 in the Kendriya Vidyalaya Sangathan and 4,323 in the Navodaya Vidyalaya Samiti. State governments together accounted for more than 846,000 teacher vacancies, particularly in Uttar Pradesh, Bihar, Jharkhand, and Madhya Pradesh (NIEPA, 2016; Chaudhary, 2025). Some estimates suggest that, after accounting for attrition, the actual number of vacancies may approach one million. Similar planning challenges have also been reported in neighbouring countries such as Bangladesh, where shortages persist in particular subjects and geographical regions despite an adequate overall teacher supply.

The literature consistently recommends several measures for

strengthening manpower planning. These include forecasting future teacher requirements, preparing teachers for shortage subjects such as mathematics and science, providing incentives for service in underserved areas, strengthening recruitment systems, and maintaining reliable databases on teacher vacancies and deployment (NIEPA, 2016; Mukhopadhyay, 2023). Overall, the literature suggests that proactive workforce planning remains the exception rather than the norm in many education systems (DFAT, 2020; UNESCO, 2023).

Recruitment and Selection

Recruitment and selection determine who enters the teaching profession and therefore have long-term implications for the quality of education (OECD, 2010). Weak or non-merit-based recruitment practices are difficult to correct after appointment and may affect school performance for many years (Whitworth et al., 2016).

The literature reveals considerable variation in recruitment practices across countries. In India, teacher recruitment has at times been influenced by political considerations, seniority, and administrative practices rather than purely merit-based criteria. In some states, approximately 40 per cent of teachers have been employed on temporary or contractual appointments, often with limited professional preparation and substantially lower salaries than regular teachers (Mahapatra, 2016; NIEPA, 2016). Mukhopadhyay (2023) further observes that many members of teacher selection committees receive little formal preparation in recruitment and selection, which may affect the consistency and fairness of selection decisions.

International experience highlights similar challenges. Kenya continues to experience more than 85,000 vacant teaching posts, largely because salaries are insufficient to attract well-qualified applicants (Jonyo & Jonyo, 2017). Turkey has also experienced regional disparities in teacher recruitment and qualifications (Kaya & Baki, 2023).

In contrast, Finland is widely recognised for its rigorous teacher recruitment system. Entry into teacher education is highly competitive, with only a limited proportion of applicants being admitted to teacher preparation programmes (Lavonen, 2026; OECD, 2010; Eurydice, 2024). The literature suggests that successful recruitment systems combine transparency, merit, professional competence, and the assessment of both subject knowledge and pedagogical skills rather than relying on a single selection criterion.

The literature therefore indicates that transparent, merit-based, and professionally managed recruitment systems provide the foundation for developing a competent and motivated teaching workforce.

Placement and Deployment

Placement and deployment involve assigning teachers to the appropriate schools, grades, and subjects so that their knowledge and skills are utilised effectively. Even the most rigorous recruitment system cannot achieve its intended outcomes if teachers are not deployed where they are needed most. Effective deployment therefore plays an important role in ensuring equitable access to quality education.

The literature highlights significant imbalances in teacher deployment across many education systems. Jonyo and Jonyo (2017) reported that some counties like Kenya face teacher shortages exceeding half of their staffing requirements, while parts of Nairobi experience a surplus of teachers. Similarly, Mahapatra (2016) observed that teacher transfers in India are often influenced by personal preferences and administrative practices rather than educational need. As a result, approximately 30 per cent of rural teachers are required to teach multi-grade classes. Durdukoca (2018) also found that teacher deployment in Türkiye often fails to correspond with regional staffing requirements.

A common finding across the literature is that teachers are generally reluctant to accept postings in rural and difficult locations because

of limited professional support, inadequate facilities, and the absence of appropriate incentives. Studies suggest that deployment policies are more effective when they combine transparent and objective procedures with financial, professional, and non-financial incentives that encourage teachers to serve in hard-to-staff schools (UNESCO literature synthesised in NIEPA, 2016; Tournier, 2015).

Overall, the literature indicates that equitable deployment is as important as teacher recruitment in ensuring that all learners have access to qualified teachers.

Induction of New Teachers

Teacher induction refers to the structured support provided to newly appointed teachers during the early years of their professional careers. The literature consistently identifies this period as critical because many beginning teachers experience heavy workloads, emotional stress, and difficulties in adjusting to the demands of school life.

OECD (2018) reported that between 30 and 50 per cent of teachers in many countries leave the profession within the first five years of service. In India, NIEPA (2016) found that fewer than one-fifth of newly appointed teachers received any formal induction or mentoring support. Mukhopadhyay (2023) argues that induction should be viewed as a long-term investment rather than an optional administrative activity, as replacing teachers who leave the profession imposes considerable financial and educational costs.

Similar challenges have been reported in Türkiye, where induction programmes remain uneven and often lack adequate institutional support (Durdukoca, 2018). In contrast, Finland provides beginning teachers with structured mentoring and a reduced teaching workload during the first one or two years of service. This approach has been associated with significantly lower levels of early-career attrition (Lavonen, 2026).

The literature therefore suggests that systematic induction

programmes not only improve teachers' professional confidence but also contribute significantly to teacher retention.

Capacity Building and Professional Development

Capacity building refers to the continuous professional learning that enables teachers to improve their knowledge, skills, and classroom practices throughout their careers. The literature consistently shows that professional development is most effective when it is continuous, collaborative, and closely connected to classroom practice rather than being limited to occasional workshops.

Bowers (1986) argued that professional learning should encourage reflection on classroom practice, while Gudeta (2022) found that sustained in-service professional development contributed to measurable improvements in instructional quality. Similarly, Nuraeni and Heryatun (2021) demonstrated that reflective practice supports more effective classroom decision-making.

However, several studies also highlight important limitations in existing professional development programmes. Durdukoca (2018) observed that teacher education in Türkiye often places greater emphasis on theory than on classroom practice, leaving many teachers insufficiently prepared for the realities of teaching.

Finland provides a contrasting example, where research-based practice forms an integral part of both initial teacher education and continuing professional development. Teachers regularly participate in collaborative professional learning as part of their normal professional responsibilities rather than as an additional requirement (Lavonen, 2026).

Overall, the literature suggests that effective capacity building requires sustained professional learning opportunities, collaborative school cultures, adequate institutional support, and sufficient time for teachers to engage in continuous professional development.

Performance Appraisal

Performance appraisal is an important component of teacher management because it provides opportunities to recognise good performance, identify areas for improvement, and support teachers' professional growth. Contemporary literature emphasises that appraisal should be developmental rather than punitive and should encourage continuous improvement in teaching practice.

Research indicates that effective appraisal systems combine multiple sources of evidence, including classroom observations, professional portfolios, self-reflection, peer review, and student learning outcomes, rather than relying on a single measure of performance (OECD, 2018). Such approaches provide a more comprehensive understanding of teachers' professional practice and help identify their developmental needs.

However, the literature also points to several challenges. In many education systems, appraisal is viewed primarily as an administrative requirement rather than as a professional learning process. Mukhopadhyay (2023) argues that appraisal systems often focus on compliance instead of professional development, thereby limiting their effectiveness. Similar concerns have been reported in several developing countries where appraisal is conducted irregularly or is weakly linked to professional support and capacity building.

Internationally, countries such as Finland have adopted developmental approaches in which appraisal is closely integrated with mentoring, professional dialogue, and continuous learning rather than being treated as an isolated administrative exercise (Lavonen, 2026).

Overall, the literature suggests that performance appraisal is most effective when it supports teachers' professional growth while maintaining accountability for educational quality.

Work Allocation

Work allocation refers to the distribution of teaching and non-teaching responsibilities among teachers within a school. In addition to classroom instruction, teachers are often expected to undertake lesson planning, assessment, record keeping, administrative duties, co-curricular activities, and interactions with parents and the wider community.

The literature consistently reports that excessive workload has become a major concern across many education systems. OECD (2018) found that teachers in several countries spend a substantial proportion of their working time on administrative responsibilities, reducing the time available for lesson preparation, professional learning, and individual support to students.

Studies conducted in India similarly indicate that teachers are frequently assigned duties unrelated to teaching, including election work, census operations, and various government surveys (NIEPA, 2016). Such responsibilities increase workload and may reduce the time available for instructional activities.

The literature therefore recommends that work allocation should be fair, transparent, and balanced. Teachers should be provided with adequate time for lesson planning, assessment, collaboration with colleagues, and professional development in addition to their classroom responsibilities.

Incentives

Teacher retention has become a major concern in many countries because retaining experienced teachers is generally more cost-effective than continually recruiting and training new ones. The literature suggests that teachers remain in the profession not only because of salary but also because of supportive leadership, professional respect, opportunities for career progression, and positive working conditions.

OECD (2018) reports that competitive salaries alone do not guarantee

teacher retention. Rather, teachers are more likely to remain committed when they experience professional autonomy, constructive leadership, meaningful professional development, and recognition for their work.

In India, Mukhopadhyay (2023) argues that many teacher retention strategies continue to emphasise financial incentives while giving comparatively less attention to professional support, recognition, and career advancement. Similar observations have been made in other developing countries where poor working conditions contribute to teacher attrition despite improvements in salary structures.

The literature therefore indicates that effective retention policies require a balanced combination of financial incentives, supportive school leadership, opportunities for professional growth, and positive organisational culture.

Conclusion of the Literature Review

The literature reviewed in this chapter demonstrates that teacher management is a multidimensional and interconnected process. Although each dimension has been discussed separately for analytical purposes, the evidence consistently suggests that weaknesses in one area often affect the effectiveness of the others. Effective manpower planning supports equitable recruitment and deployment; systematic induction strengthens professional confidence and retention; continuous professional development enhances teaching quality; and constructive performance appraisal contributes to both accountability and professional growth.

The review also reveals that many education systems continue to face common challenges, including teacher shortages, unequal deployment, inadequate induction, limited opportunities for continuous professional development, excessive workload, and difficulties in retaining experienced teachers. While different countries have adopted a variety of strategies to address these

issues, no single model provides a universal solution. Teacher management practices need to be adapted to the institutional, administrative, and policy contexts in which schools operate.

Finally, the literature identifies a significant gap. Although individual dimensions of teacher management have been widely studied, comparatively few studies have examined these dimensions together as an integrated system across different governance structures. This study seeks to address that gap by analysing teacher management through eight interrelated dimensions and comparing practices across selected school systems in India. The next chapter describes the research methodology adopted to investigate these issues.

It is a comparative study of teacher management across different governance structures in Indian school education, analysed through an integrated framework of eight interrelated dimensions.

Chapter 2

Research Design and Methodology

Introduction

This chapter describes the research design and methodology adopted to study teacher management across different types of schools. It explains the planning of the study, the selection of participants, the methods of data collection, and the procedures used for data analysis. The chapter also discusses the ethical considerations, limitations, and practical constraints encountered while conducting the study within a seven-week timeframe.

Research Design

This study employed a qualitative research design because its primary objective was to gain an in-depth understanding of teacher management rather than to measure it quantitatively (*Creswell, 2018*). It examined how school leaders dealt with different aspects of teacher management within their institutions and the challenges they encountered in carrying out these responsibilities. The study also compared teacher management practices across the micro, meso, and macro levels of the education system. This comparative approach helped to develop a broader understanding of teacher management practices at the classroom, school, and system levels.

Although the study focused on a relatively small number of cases, the selected schools represented different governance structures and administrative contexts. A qualitative comparative approach was therefore considered appropriate because it enabled the researcher to examine how teacher management practices were implemented in

different institutional settings and to identify both common patterns and distinctive practices. Rather than seeking to establish universal conclusions, the study aimed to develop a contextual understanding of teacher management by comparing the experiences and perspectives of school leaders working at the micro, meso, and macro levels of the education system. This enabled the researcher to explore how teacher management was practised across different governance structures and organisational contexts, leading to a broader understanding of similarities, differences, and emerging issues.

Sample and Sampling Design

Purposive sampling was adopted. I purposively selected highly experienced educational leaders occupying key positions in different governance structures. Their professional responsibilities extended from individual schools to large school systems, enabling the study to capture teacher management practices at both institutional and system levels. Accordingly, the sample comprised school principals and senior administrators from government, centrally governed, and private or trust-managed schools. These participants were selected because they were directly involved in key aspects of teacher management, including teaching workforce planning, recruitment, placement, induction, work allocation, capacity building, performance appraisal, and incentives. Their professional experience enabled them to provide informed insights into these areas.

The sample was intentionally kept small because the purpose of the study was not to generate statistically generalisable findings but to obtain rich, detailed, and context-specific information from experienced practitioners. In addition, the study was conducted as a seven-week mini-project, which limited the number of participants that could be included.

The participant profile presented in Table 2.1 provides a clear summary of the respondents and their professional backgrounds. It highlights the relevance of each participant to the study and

facilitates comparison across different institutional settings.

Table 2.1. Participant Profile

School Type	School Name	Designation	Experience	School Size	Stakeholders (Approx.)
Government of India	Kendriya Vidyalaya	Additional Commissioner (Academic)	24 years	1,334	13,70,674 students & 56,810 employees
		Senior officer	4 years		
Government of West Bengal	Bira Ballavpara High School (H.S.)	Head master	20 years	1	1,868 students & 35–39 employees
Private Schools	Ramjas school	Principal	More than 43 years	1	~2,000 students & 100 employees
	DAV and HDFC School	Principal	30 years	1	DAV - 3,566 students & 284 employees. HDFC School- 638 students & 239 employees –
	Salwan Public Schools	Principal	15+ Years	1	~2,900 students & ~220 employees
	Bharatiya Vidya Bhavan's R. K. Sarda Vidya Mandir	Principal	More than 26 years	1	1,980 students & ~158 employees
	Seth M.R. Jaipuria Group of Schools	Vice-President	4+ years	60 + years	Around 3,000 employees & 55,000 students

Although the number of participants was limited, each participant represented extensive professional experience within a particular governance structure of school education. For example, the senior officers from the Kendriya Vidyalaya Sangathan (KVS) shared perspectives based on experience of managing teacher-related policies and practices across a nationwide network of more than 1,334 schools. Likewise, the respondent associated with the Government of West

Bengal reflected experience of teacher management policies relating to over 12,000 government and government-sponsored schools, particularly in the areas of workforce planning, recruitment, and placement. Similarly, respondents from franchisee, trust-managed, and independent private schools, numbering 78, brought insights drawn from managing individual institutions as well as networks of schools. Consequently, although the number of participants was small, the breadth of their professional experience provided valuable system-level

Data Collection Instrument

A semi-structured interview schedule was developed around the eight dimensions of teacher management, namely teaching workforce planning, recruitment, placement, induction, work allocation, capacity building, performance appraisal, incentives, and related issues. The interview schedule also explored the major challenges school leaders face in managing teachers.

Three separate interview schedules were developed for the micro, meso, and macro levels of analysis (Appendix I). The micro-level schedule was designed for school leaders responsible for managing individual schools and overseeing both classroom- and school-level activities. The meso-level schedule was intended for experienced administrators responsible for managing a network of schools, enabling them to provide insights into organisational processes across different institutional contexts. The macro-level schedule was designed for senior leaders responsible for managing large school systems.

The macro-level schedule was designed for senior leaders responsible for managing large school systems, specifically the Jaipuria Group of Schools (62 schools) and the Kendriya Vidyalaya Sangathan (KVS – 1334 schools), one of India's largest school systems.

Data Collection Process

Data were collected primarily through semi-structured interviews. A common set of interview questions was prepared for all participants.

However, participants were encouraged to elaborate on their responses wherever appropriate, allowing sufficient flexibility to explore issues in greater depth.

Interviews were conducted face-to-face with three principals available in the NCR. The rest were interviewed online. All face-to-face and online interviews were recorded on a smartphone, complemented by notes taken by the investigator manually.

In addition to the interviews, relevant policy documents, institutional reports, published literature, official websites, and other credible online resources relating to the cases discussed during the interviews were consulted. The study therefore drew upon multiple sources of evidence (triangulation) to corroborate the interview findings, thereby enhancing the credibility and comprehensiveness of the analysis.

Data Analysis

The interview data were analysed using the framework of the eight dimensions of teacher management. The analysis focused on understanding the practices followed by the participants, identifying the strengths of their approaches, and examining the gaps and challenges in their existing systems.

The analysis was carried out in two stages. First, each case was analysed individually to understand its unique practices and characteristics. Subsequently, the cases were compared to identify common patterns, similarities, and key differences across different school systems. The findings have been presented in comparative tables to highlight both the common features and the variations among the cases.

Trustworthiness and Ethical Considerations

The responses collected during the study have been presented as the personal perspectives of the participants. Where the participants were well-known educational leaders, their names and official designations have been mentioned with their consent, except in one case where the

participant requested anonymity. Information that could not be independently verified has been reported as the participant's opinion rather than as a fact.

The study adhered to accepted ethical principles by obtaining informed consent from all participants and ensuring honesty, transparency, and integrity in collecting, analysing, and reporting the data.

Owing to the limited duration of the seven-week study, it was not possible to conduct school visits, classroom observations, teacher or student surveys, or focus group discussions. To strengthen the findings despite these limitations, the interview data were supplemented with information obtained from relevant policy documents, institutional reports, official websites, and published literature wherever appropriate.

Limitations of the Study

As a small-scale qualitative investigation, this study has certain limitations. The findings cannot be regarded as statistically representative because they are based on the experiences and perspectives of a limited number of participants. However, the participants were purposively selected because of their extensive professional experience and their responsibilities within different governance structures of school education. Consequently, the study provides broad system-level perspectives while recognising that the findings are context-specific.

The seven-week duration of the study did not permit school visits, classroom observations, teacher or student surveys, or focus group discussions. Furthermore, the researcher's internship period coincided with summer holidays in the schools. Hence, school visits and data collection from teachers were also not possible. As a result, the study relied primarily on semi-structured interviews, supplemented by information obtained from policy documents, institutional reports, official websites, published literature, and other relevant secondary

sources.

Another limitation is that the findings are based largely on the views and experiences shared by the participants. Although every effort was made to corroborate these views through secondary sources wherever possible, some observations could not be independently verified and have therefore been presented as the participants' perspectives rather than as facts.

Despite these limitations, the research design was appropriate for achieving the objectives of the study. The interviews provided valuable insights into teacher management practices across different governance structures, while the supplementary sources helped to strengthen the interpretation of the findings.

Conclusion

This chapter has described the research methodology adopted for the study. A qualitative comparative research design was used to examine teacher management practices across different governance structures in school education. Purposive sampling was employed to select experienced educational leaders working at the micro, meso, and macro levels of the education system. Data were collected primarily through semi-structured interviews and supported by relevant documentary sources.

The interview data were analysed using the eight dimensions of teacher management, and each case was examined individually before being compared to identify common patterns, distinctive practices, and key differences. Although its small sample and short duration limited the study, it provides valuable insights into teacher management practices across different educational contexts. The methodology adopted was therefore appropriate for addressing the objectives of the study and provides the foundation for the analysis and discussion presented in the following chapters.

Chapter 3

Case Studies of Teacher Management

Introduction

The current state of the Indian education system presents a critical challenge regarding the quality of educational achievement. While substantial progress has been made in school infrastructure, access, enrollment, and funding, these gains have not consistently translated into improved academic outcomes. For example, a school may feature modern classrooms, superior buildings, and digital boards, yet its students may still struggle with foundational reading, writing, and problem-solving skills. This disparity indicates that the core issue extends beyond physical infrastructure to encompass systemic challenges in teacher management.

Given the study's limited timeframe and exploratory orientation, a primary data sample was collected from a purposively selected group of key educational stakeholders in India. Participants included five distinguished principals and leaders from private schools, one headmaster of a government-sponsored school, and two senior educational administrators of a centrally managed chain of schools. Among the administrators, one previously served as an Additional Commissioner (Academics), while the other held a senior leadership position within Kendriya Vidyalaya Sangathan (KVS)—India's largest centrally administered school system.

A case study research design was adopted, utilising structured interviews as the primary data collection instrument. Primary findings were supplemented by secondary data from credible online sources, policy reports, organisational records, and scholarly

literature. This triangulation of primary and secondary sources provided a contextualised and comprehensive understanding of teacher management practices.

Case Study 1: Ramjas School, R.K. Puram, New Delhi

Background

Established in 1974, Ramjas School, R.K. Puram, is a well-regarded co-educational institution with an enrollment exceeding 1,900 students and a teaching staff of approximately 100 on roll. The school operates three sections per grade from foundational years through senior secondary level. Maintaining a pupil-teacher ratio of roughly 27:1 to 29:1, it balances academic structure, classroom discipline, and values-based holistic development.

The primary interview for this study was conducted with *Ms Rachna Pant*, Director of Ramjas School, who previously served as its principal for many years. She has been recognised with the Radhakrishnan Millennium National Teacher Award, the State Teachers Award, the National Child Care Award, the Lifetime Achievement Award, and the Rex Karma Veer Award.

Teacher Workforce Planning

Teacher Workforce planning at Ramjas School begins by identifying subject-specific and class-specific staffing requirements. Vacancies are advertised across print newspapers, the school website, and social media platforms. Requirements are determined by total student enrollment, the number of sections per class, and emerging curriculum additions such as AI, computational thinking, and updated board requirements.

While this practice represents a practical planning model, it focuses primarily on immediate demand rather than long-term forecasting. However, because Ramjas is a long-established institution, sudden enrollment shifts are rare, making present-demand planning relatively stable.

Recruitment

Recruitment at the institution follows a carefully structured, multi-step process designed to balance subject expertise with organisational fit.

- **Written Assessment:** Candidates sit for a two-hour test that evaluates subject knowledge, pedagogy, methodology, teaching mindset, and awareness of policy.
- **Shortlisting:** Based on performance, applicants are shortlisted at a ratio of roughly four or five for one post.
- **Interviews:** Shortlisted candidates then face a first-round interview with subject experts and the principal/director, followed by a final interview with the management board.

This layered process demonstrates rigour by combining academic knowledge with pedagogical understanding and institutional alignment. At the same time, its reliance on written tests and formal interviews may privilege candidates who excel in structured assessments, while undervaluing those with strong classroom rapport, creativity, or adaptability. In practice, the model ensures consistency but risks overlooking softer qualities that are equally vital for effective teaching.

Placement

Placement is aligned with academic qualifications and subject expertise, requiring relevant degrees (e.g., Graduation, Post-Graduation, and B.Ed.) appropriate to the grade level. Placement retains strategic flexibility: for instance, a highly qualified Hindi teacher was assigned to Classes 3 through 6 to strengthen foundational learning before taking on higher grades.

Placement is sensible, skill-based, and leadership-driven. While thoughtful, the lack of a formal periodic placement review policy means suitability relies primarily on administrative oversight rather than standardised metrics.

Induction

Induction utilises an overlapping appointment model whenever feasible, allowing outgoing teachers to hand over duties directly to incoming staff. Regular orientation sessions occur on Wednesdays and Fridays for general and subject-specific guidance. New hires are mentored by the principal, academic coordinators, and subject-group experts to acclimate to school routines and culture.

Mentoring and peer orientation provide strong initial support. The primary constraint lies in unexpected teacher departures, where overlapping transitions are impossible, causing new hires to miss direct peer handholding.

Work Allocation

Teachers are responsible not only for classroom instruction but also for co-curricular clubs, examination duties, discipline, and administrative roles. Allocation is done with attention to individual strengths and preferences—for instance, a mathematics teacher may be given skill-relevant responsibilities rather than unrelated activities.

This considerate approach helps maintain morale and respects teacher expertise. However, adding multiple non-instructional tasks increases the risk of burnout, showing the need for balance between teaching and extra duties.

Capacity Building

The school meets CBSE's mandatory training hours while also offering internal, need-based programs. Professional development covers areas such as student wellness, inclusive education, advanced mathematics, assessment updates, OMR scanning, and fire safety. Practical sessions, like mock OMR scanning, ensure that training translates into usable skills.

Training is tailored to operational needs rather than just compliance, which makes it meaningful. Yet, there is little formal evaluation of how consistently these programs improve classroom

outcomes, leaving their long-term impact uncertain.

Staff Appraisal

Teacher performance is assessed through Annual Confidential Reports (ACRs), diaries, coordinator reviews, classroom observations, and CCTV monitoring. Feedback is usually given after three months to evaluate classroom management, instructional delivery, and consistency.

The appraisal system is data-driven and observation-based, but it relies heavily on leadership judgment. Without structured rubrics, peer reviews, or student feedback, the process risks being more subjective and supervisory than developmental.

Incentives

Motivation is fostered through appreciation, personal gestures (such as birthday messages), peer recognition, and public acknowledgement in assemblies or staff meetings. The school culture emphasises emotional connection, belonging, and a supportive environment that encourages teachers to experiment and grow.

This personalised system builds warmth and morale, but the absence of performance-linked financial rewards or clear career progression limits its effectiveness for teachers seeking structured advancement.

Major Challenges

The school faces several operational challenges that directly affect teacher management and classroom effectiveness:

1. *Teacher Resistance* – A small but persistent group of underperforming teachers resists expectations despite repeated counselling and formal warnings. This creates friction in maintaining consistent standards across the faculty.
2. *Short-Notice Absenteeism* – Sudden staff absences disrupt academic continuity, forcing daily substitutions and stretching available resources. Managing this unpredictability remains a constant strain on scheduling and workload balance.

3. *Pedagogical Shifts* – Transitioning teachers from traditional rote-learning methods to modern, competency-based approaches requires sustained guidance and support. Resistance to change slows the adoption of innovative teaching and assessment frameworks.

These challenges highlight the human dimension of teacher management. Beyond systems and policies, schools must navigate resistance, unpredictability, and shifts in pedagogical culture. Addressing them requires not only administrative discipline but also empathetic leadership, continuous mentoring, and a supportive environment that encourages adaptation.

Case Study 2: Bira Ballavpara High School (H.S.), West Bengal

Background

Founded in 1948, Bira Ballavpara High School is a government-sponsored, co-educational institution in Habra-II, North 24 Parganas, West Bengal. Serving Classes 5 through 12, the school plays a key role in providing accessible secondary and higher secondary education to the regional community. Maintaining an enrollment of approximately 1,868 students and a student-teacher ratio of roughly 29:1, it focuses on discipline, accessible learning, and community development.

The primary source for this case study was *Dr Ajoy Kumar Manna*, who served as Headmaster for many years prior to his superannuation shortly before this interview.

Teacher Workforce Planning

Teacher Workforce Planning requirements are calculated strictly according to state government norms and student enrollment. For an enrollment of 1,868 students, official norms mandate approximately 89 sanctioned teaching positions. The school administration does not determine its staffing quota; it operates

entirely within state-prescribed allocations.

While official norms make workforce planning predictable on paper, centralised bureaucratic procedures make it slow and rigid. Delays in government recruitment leave positions vacant for long periods, straining remaining staff despite high student enrollments.

Recruitment

Recruitment is fully centralised under the Government of West Bengal. Candidates for teaching and non-teaching positions sit for state-level examinations and undergo interviews by expert panels appointed by the West Bengal School Service Commission (WBSSC). Local school leadership, including the headmaster, has no involvement in recruitment.

West Bengal has a provision for appointing para teachers in schools. Although fully qualified, para teachers are engaged at lower salaries to fill vacancies among regular teachers. Unlike regular teachers, they are selected by the school managing committee and recommended to the District Education Officer (DEO). With the DEO's approval, para teachers are appointed to the recommending schools. The WBSSC has no role in their selection.

Centralisation eliminates local patronage and ensures statewide standardisation. However, it disconnects hiring from local school needs, preventing leadership from selecting candidates based on specific subject mixes or institutional culture. Furthermore, recent systemic delays in state recruitment have severely impacted staffing levels.

Placement

Placement is managed entirely by state authorities. The District Education Officer (DEO) collects vacancy reports from schools and forwards them to the West Bengal School Service Commission (WBSSC) through the Directorate of Education. Once the WBSSC issues a candidate panel, the DEO finalises posting orders and oversees joining formalities, service records, and district-level

monitoring. Within the school, teachers are assigned primarily on the basis of subject specialisation.

Placement quality depends more on the availability of candidates than on local choice. Chronic vacancies often force schools to assign teachers outside their specialisations or grade strengths, which undermines classroom effectiveness and continuity.

Induction

There is no formal policy for transition or overlap. New appointments are sanctioned only after a post becomes vacant, typically due to retirement or transfer. As a result, incoming teachers receive no structured induction, orientation, or peer shadowing, and must assume full classroom responsibilities immediately on joining the duty.

The absence of a structured induction process creates operational friction. Without orientation, new teachers struggle to adapt quickly to school-specific needs and administrative routines, reducing their initial effectiveness.

Work Allocation

Teachers are responsible for classroom instruction, homework correction, examination preparation, grading, and portal mark entries. Usually, a teacher teaches 28 to 30 periods a week. In addition, they are frequently assigned state-mandated non-academic duties such as election management and census enumeration.

While these non-academic tasks are framed as part of a teacher's civic responsibility, they divert significant time and energy away from lesson preparation and instructional delivery. This dual burden risks diluting the quality of classroom teaching.

Capacity Building

Capacity-building initiatives align with National Education Policy (NEP) 2020 guidelines, emphasising continuous professional

development, competency-based instruction, early childhood pedagogy, and digital integration. State-level programs are delivered through SCERT, DIETs, and institutional partnerships (e.g., ECHO India). Dr Manna noted that educational management training should extend to all teachers rather than remaining limited to headmasters.

A significant gap exists between official policy and practical implementation. Severe teacher shortages and limited digital infrastructure often turn professional training into a formal compliance exercise rather than an impactful developmental tool.

Staff Appraisal

Performance appraisal is administrative and supervisory. Headmasters evaluate staff based on syllabus completion, homework oversight, examination management, and online grade submissions.

The evaluation framework lacks structured classroom observations, peer reviews, standardised scoring rubrics, or clear pedagogical metrics, relying largely on general administrative oversight.

Incentives

As public-service employees, teachers enjoy complete job security; however, no performance-based financial incentives exist. Motivation relies almost entirely on personal commitment, professional ethics, and student relationships.

While moral motivation and job security sustain basic performance, the absence of formal rewards or performance-linked career progression limits incentives for pedagogical innovation or exceptional effort.

Major Challenges

1. *Chronic Staff Shortages:* Long delays in state-level recruitment leave vital teaching posts vacant.
2. *Unfavourable Class Sizes:* Adverse pupil-teacher ratios

hinder individualised student support.

3. *Resource Constraints:* Inadequate digital technology and instructional tools constrain modern teaching practices.

Case Study 3: DAV Public School & The HDFC School, Gurugram

Background

This case study evaluates two institutions built by founding principal *Ms Anita Makkar*, recipient of the National Award for Teachers, the CBSE National Award, the Computer Literacy Award, and the Woman of the Year Award:

- **DAV Public School, Gurugram (Est. 1985):** A large, highly ranked CBSE-affiliated institution with nearly 3,500 students and over 150 faculty members. It features comprehensive modern infrastructure, including smart boards, advanced science labs, sports facilities, and creative arts studios.
- **The HDFC School, Gurugram (renamed Knowledge Habitat):** A newer institution with 967 students and 112–123 faculty members, maintaining a low student-teacher ratio. The school focuses on inquiry-based learning, holistic development, and modern educational technology.

Teacher Workforce Planning

Teacher Workforce Planning is guided by actual institutional demand, taking into account section counts, age groups, and curriculum requirements. The school maintains a favourable student-teacher ratio of about 12:1, with class sizes ranging from 25–30 students in regular grades and around 20 students in junior grades, supported by both an educator and a helper.

Staffing expands dynamically as new sections are introduced, reflecting responsiveness to growth. However, reliance on immediate

demand rather than long-term forecasting underscores the fluid, often unpredictable nature of the private school market in Gurugram.

Recruitment

Recruitment draws on multiple channels, including school websites, national job portals, print media, and social networks. Shortlisted candidates undergo subject-specific interviews and demonstration lessons to assess their knowledge, communication skills, and classroom management.

This process is comprehensive and allows for nuanced evaluation, but it depends heavily on panel judgment. The absence of standardised testing or objective scoring rubrics can reduce consistency. Introducing uniform comparative metrics would strengthen fairness and reliability across candidate selection.

Placement

Placement is structured around student developmental stages and teacher capabilities:

- *Junior Classes:* Assigned to patient, warm, and nurturing educators skilled in early childhood care.
- *Senior Classes:* Assigned to teachers with deep subject mastery, strong communication skills, and technological proficiency.
- *Career Progression:* Less experienced teachers are often assigned lower grades initially, moving to higher classes as their confidence and subject expertise grow.

Matching individual teacher temperaments to specific developmental age groups reflects a thoughtful, learner-centric placement model.

Induction

New teachers participate in a structured 6- to 7-day induction prior to taking full charge of classes. Orientation covers institutional

philosophy, lesson design, digital tools, administrative protocols, and parent communication guidelines. Outgoing teachers hand over class registers, student records, and curriculum status whenever feasible. The principal conducts regular follow-up mentoring sessions during the initial weeks.

The induction model provides thorough structural and emotional onboarding, though handover efficiency remains dependent on the outgoing teacher's availability.

Work Allocation

Teachers work approximately 40 hours per week, divided roughly equally between direct classroom instruction (50%) and non-instructional academic tasks (50%), such as lesson planning, assessment, notebook evaluation, and student counseling. Daily substitutions are distributed among available staff to prevent instructional disruption.

Formalizing non-instructional planning time acknowledges that preparation is essential to effective teaching. However, heavy substitution loads and administrative tasks can encroach on time meant for self-reflection and creative lesson design.

Capacity Building

Professional development is treated as a continuous process. Faculty complete CBSE programs, DIKSHA modules, and subject workshops, complemented by expert-led sessions from outside bodies such as IIT Gandhinagar for experiential science instruction. Training focuses on instructional design, growth mindsets, and active learning strategies.

The school moves beyond routine training by incorporating post-workshop classroom observations and practical handholding to ensure implementation.

Staff Appraisal

Appraisal relies on classroom observations, self-appraisals, lesson

plan audits, and qualitative evaluations of teacher contributions. Feedback is continuous and informal rather than restricted to end-of-year reviews. Student academic outcomes are considered alongside teacher effort and institutional engagement.

While supportive and developmental, the appraisal process lacks standardised rubrics, structured scoring metrics, or formal linkages to promotion and compensation structures.

Incentives

Salaries meet or exceed government standards. Non-monetary incentives play a central role, including administrative trust, professional autonomy, public appreciation, and opportunities to lead new initiatives.

Autonomy and recognition build professional confidence, though the absence of a standardised, performance-linked bonus system means rewards depend largely on leadership discretion.

Major Challenges

Teacher management is a connected system that requires careful planning, fair recruitment, proper placement, ongoing support, professional development, balanced workload, clear evaluation, and strong retention strategies. These efforts ensure that schools have qualified teachers in the right positions, which directly supports school quality.

Management must be both structured and human-focused. Planning should be proactive, recruitment transparent, workload shared fairly, and evaluation aimed at improvement. At the same time, teachers should be encouraged, motivated, and given opportunities to grow throughout their careers.

Case Study 4: Salwan Education Trust & Salwan Public Schools

Background

Founded in 1941 by Late Pt. Girdhari Lal Salwan, the Salwan Education Trust operates eight institutions dedicated to value-based, holistic education. This study focuses on Salwan Public Schools in Rajendra Nagar and Gurugram—co-educational institutions known for disciplined environments, robust academic facilities, smart classrooms, and strong co-curricular programs.

The primary interviewee was *Dr Indu Khetarpal*, Secretary of the Salwan Education Trust and former Principal of Salwan Public Schools. She is a recipient of the National Award for Teachers (2005) and the ICT State Award (2005).

The table 3.1 depicts the difference between central governance at the Trust level and practices at the school level. As the Salwan Education Trust formulates vision, standards, and system priorities, it is up to each school to implement them through daily practices in areas such as teacher workforce planning, recruitment, placement, induction, Work Allocation, capacity building, Performance appraisal, and incentives. (Table 3.1)

Table 3.1. Comparative Framework: Trust Level vs. School Level

Domain	Salwan Education Trust (Central Governance)	Salwan Public Schools (Operational Level)
Workforce Planning	Aligns long-term human resource strategy with institutional expansion, vision, and quality standards across all trust schools.	Calculates immediate staffing needs based on class strength, section counts, period loads, and weekly departmental period caps.

Recruitment	Establishes overall candidate standards, quality benchmarks, and professional expectations.	Advertises vacancies via media, websites, and networks; screens applications; conducts subject panels and principal/management interviews.
Placement	Oversees overall institutional hiring standards without direct involvement in specific school placements.	Assigns staff by professional category (PRT, TGT, PGT) and subject specialisation; navigates operational pressures.
Induction	Provides general governance guidelines; does not run centralised induction programs.	Conducts a one-week orientation involving peer-shadowing, timetable setup, and familiarisation with school practices.
Work Allocation	Frames the holistic role of educators as contributors to character building, curriculum, and leadership.	Assigns timetable periods, club oversight, event planning, cross-section alignment, and remedial support for struggling students.
Capacity Building	Sets continuous professional development as a core priority to maintain quality standards across the trust.	Enforces CBSE's 50-hour mandatory annual training; tracks implementation through teacher diaries and classroom observations.
Staff Appraisal	Focuses on institutional accountability and maintaining systemic educational standards.	Evaluates student results, activity management, written feedback, and behaviour; utilises periodic performance reviews.

Incentives	Fosters an institutional ethos based on respect, shared identity, and professional pride.	Grants annual teacher awards, financial prizes, school-funded travel, international exchanges, and promotion pathways.
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Major Challenges

The main challenge lies in balancing procedural efficiency with human-centred management. While the Trust provides long-term vision, individual schools must balance workloads, prevent teacher burnout, and ensure that professional development translates into measurable classroom improvement.

Case Study 5: Bharatiya Vidya Bhavan & BCM Group of Schools

Background

This case study draws on insights from *Sri Amitava Ghosh*, Founder-Principal of Bharatiya Vidya Bhavan's R.K. Sarda Vidya Mandir (Raipur) and current Director of three BCM Schools in Ludhiana. Sri Ghosh is a recipient of the SOF Best Zonal Principal Award (2019–20) and the Jury Award for Innovation and Excellence in Education.

- **Bhavan's R.K. Sarda Vidya Mandir (Raipur):** Established in 2010, serving ~1,979 students with 85 teachers (student-teacher ratio ~23:1). Features modern laboratories, rich libraries, well-equipped classrooms, an innovative staffroom where every teacher has a cubicle with internet connection and overhead storage for teacher's belongings and students' homework copies and class notes for review, and excellent co-curricular activity facilities.
- **BCM Schools (Ludhiana):** A network of CBSE institutions employing ~550 teachers with an average student-teacher ratio of 30:1, focusing on academic rigour, discipline, and holistic

development.

Teacher Workforce Planning

Teacher workforce planning takes place each January. Schools review retirements, resignations, and section expansions, enabling the Trust to issue unified recruitment advertisements based on projected group-wide needs.

This proactive system reduces mid-session vacancies, though long-term projections for demographic shifts or niche subject demands remain reactive.

Recruitment

Recruitment follows a four-stage process:

1. *Written Test* – subject knowledge, pedagogy, lesson planning.
2. *Classroom Demo* – teaching methods and student engagement.
3. *Computer Skill Test* – basic digital literacy.
4. *Panel Interview* – adaptability, professional qualifications (B.Ed., TET, CTET).

The structure ensures rigorous validation, though it can miss highly adaptable candidates who excel in non-traditional formats.

Placement

Placement criteria are defined in vacancy notices. Candidates are deployed by grade, subject specialisation, and growth potential, with preference for adaptability and a positive learning curve.

Clear alignment between selection and placement provides role clarity, though periodic re-evaluation systems are lacking.

Induction

New hires are paired with peer mentors and, where possible, attend handover sessions with outgoing staff. Peer mentorship eases adjustment and reduces anxiety, though induction outcomes are not

formally tracked.

Work Allocation

Responsibilities are divided into teaching and administrative duties. Beyond instruction, staff manage mentorship, timetables, examinations, and co-curricular programs. Workloads for new hires are phased in gradually.

Phased allocation prevents overload and balances preparation with administrative tasks.

Capacity Building

Alongside CBSE's 50 mandatory hours, the Trust adds 25 hours of theme-based training per year. For example, lesson-planning deficiencies are addressed through focused modules reviewed throughout the year.

Targeted training addresses weaknesses effectively, provided classroom implementation is monitored.

Staff Appraisal

Appraisal is split evenly between:

- *Scholastic (50%)* – teaching execution, homework, paper design, HOTS integration.
- *Co-Scholastic/Systemic (50%)* – event participation, timetable execution, exam management, and administrative support.
- *Analysis:* The balanced framework works well, though student feedback and peer reviews could enhance transparency.

Incentives

Motivation is built on intellectual engagement, autonomy, structured appraisals, and growth opportunities rather than financial bonuses alone.

Challenging roles sustain ambition, though success depends heavily on strong leadership.

Major Challenges

1. *Transitioning Pedagogy:* Overcoming teacher resistance when shifting from traditional rote-learning formats to competency-based instruction.
2. *Preventing Stagnation:* Keeping long-serving faculty intellectually motivated to prevent routine teaching practices.

Case Study 6: Seth M.R. Jaipuria Group of Schools

Background

The Seth M.R. Jaipuria network comprises one corporate school and over 60 franchisee schools across India, primarily in north Indian states, serving about 55,000 students with 3,000 teachers. The network combines traditional values with modern pedagogical techniques.

This study incorporates insights from *Sri Arijit Ghosh*, Vice-President of the group and recipient of the Global Teacher Accreditation Award from the Cambridge Foundation (2014).

Teacher Workforce Planning

- *Franchisee Schools:* Assess annual staffing needs based on class enrollment, section expansion, and local co-curricular requirements.
- *Corporate Office:* Reviews network expansion plans, ensuring staffing strategies align with organisational growth.

Recruitment

- *Franchisee Schools:* Like all other private schools, teachers are selected for the school by a selection committee appointed by school management. The school collect applications, conducts preliminary subject tests, hosts demo classes, and interviews shortlisted candidates.
- *Corporate Office:* Advertises openings on national portals, maintains a centralised candidate database, provides standardised screening rubrics, and joins final interview

panels for quality assurance.

Induction

- *Franchisee Schools:* Conduct campus orientations, assign peer mentors, and introduce local administrative procedures.
- *Corporate Office:* Deliver group-wide orientation modules, introducing the IDEAL 2.0 pedagogical framework, digital tools, and standardised curriculum guidelines.

Work Allocation & Capacity Building

- *Franchisee Schools:* Manage daily timetables in accordance with CBSE/state board limits, balance administrative duties, and run peer observations. Academic coordinators oversee lesson planning.
- *Corporate Office:* Trains academic coordinators in instructional leadership, designs Continuous Professional Development (CPD) modules, and conducts leadership programs for principals.

Staff Appraisal & Incentives

- *Franchisee Schools:* Conduct local classroom evaluations and review daily operational contributions.
- *Corporate Office:* Provides standardised appraisal rubrics, conducts leadership audits, offers performance-linked increments/bonuses, hosts annual "Best Teacher/Principal" awards, and funds corporate study tours.

Major Challenges

1. *Geographic Constraints:* Recruiting top-tier teaching talent in smaller Tier-2 and Tier-3 cities.
2. *Cultural Hesitancy:* Overcoming staff reluctance to challenge underperformance constructively.
3. *Normalising Mediocrity:* Encouraging teachers to push beyond comfortable, "good-enough" performance levels toward instructional excellence.

Case Study 7: Kendriya Vidyalaya Sangathan (KVS)

Background

Established in 1963 under the Ministry of Education, Kendriya Vidyalaya Sangathan (KVS) is India's largest centrally managed school system, operating over 1,300 schools, serving 1.3 million students, and employing more than 40,000 teachers. KVS provides standardised, bilingual (English/Hindi) CBSE education primarily for children of transferable central government and defence personnel.

Data for this case study were gathered through interviews with *Dr U.N. Khaware*, former Additional Commissioner (Academics), and one more senior KVS educational leader.

Figure 3.1 represents the hierarchical process of governance in the Kendriya Vidyalaya Sangathan (KVS). The diagram indicates that the strategies and policies made at the Central Headquarters move down the hierarchy via the Regional Office and ZIET to reach the individual Kendriya Vidyalayas.



Figure 3.1. Centralised Operational Framework of KVS

Teacher Workforce Planning

Teacher Workforce Planning is centralised at the national headquarters. Systemic requirements are calculated using nationwide databases accounting for sanctioned strength, subject demands, retirements, transfers, and new school openings. Individual schools operate within centrally allocated teaching posts. Centralised planning ensures equity across nationwide branches, though individual schools cannot adjust their core staffing structure independently.

Recruitment

Recruitment is conducted through national computer-based examinations, followed by interviews and practical evaluations. Successful candidates are assigned to an all-India cadre, making teachers transferable across any Kendriya Vidyalaya nationwide.

Nationally standardised recruitment guarantees meritocracy and transparency, effectively eliminating local hiring.

Placement

Initial posting and subsequent transfers are governed by formal organisational rules, post categories (PRT, TGT, PGT), subject needs, and national transfer guidelines.

Systematic placement maintains academic uniformity across regions, though geographic transfers can occasionally disrupt individual school stability.

Induction

Induction is delivered through Zonal Institutes of Education and Training (ZIETs) and regional offices, introducing hires to service rules, academic standards, and pedagogical approaches. At the school level, principals and senior staff provide local orientation and peer support.

Combining institutional policy orientation at the zonal level with practical school handholding eases regional transitions for incoming staff.

Work Allocation

Duties encompass classroom instruction, exam invigilation, central assessment, co-curricular club management, and administrative responsibilities. Teachers are also deployed for public duties, such as national elections.

While duties are clearly structured, administrative workloads can be heavy, and staffing levels vary between urban schools (which may be fully staffed) and remote postings (which often face shortages).

Capacity Building

Capacity building is the cornerstone of KVS. Managed via ZIETs and regional Offices, continuous professional development aligns with NEP 2020 mandates, covering pedagogy, digital platforms,

assessment strategies, and subject enrichment.

Centralised training infrastructure ensures equal access to high-quality professional development for teachers across all geographical locations.

Staff Appraisal

Appraisal uses structured metrics tied to student learning outcomes, board exam results, periodic inspections, and pre- and post-test training evaluations. Underperforming staff are placed on probationary review and directed to targeted training programs.

Performance monitoring is systematic and tied directly to learning data, though administrative documentation demands can be significant.

Incentives

Motivation relies on clear career progression pathways (e.g., movement from TGT to PGT or administrative roles), job security, standardised pay scales, national teacher awards, and professional visibility across a large network.

Standardised promotion frameworks offer clear long-term career security, though immediate financial bonuses for exceptional short-term performance are limited.

Major Challenges

1. *Transfer Continuity:* Managing staff turnover resulting from nationwide transfer policies.
2. *Regional Imbalances:* Addressing staffing shortages in remote or hard-to-staff postings compared to urban centres.
3. *Procedural Friction:* Navigating centralised administrative processes when handling urgent local operational needs.

Summary

Teacher management requires a combination of policy approaches and humanistic approaches. Through a comparative analysis of the management of publicly, privately, corporately, and trust-managed education systems, one identifies strengths and weaknesses in each system across different areas of management. Collectively, the above analysis demonstrates that an ideal management system arises from balanced governance where policies blend with empathy.

Key Conclusions

1. *Balancing Structure and Agility:* Centralised public systems deliver fairness, scale, and consistency, yet often struggle with responsiveness to local needs. Private and trust-run schools adapt quickly, but risk uneven standards when appraisal and incentives depend heavily on individual leadership.
2. *Expanding Teacher Roles:* The modern teacher's role extends far beyond syllabus coverage. Responsibilities now include mentorship, co-curricular leadership, digital integration, and competency-based assessment. Managing these demands carefully is essential to prevent overload and burnout.
3. *Focused Professional Development:* Capacity building is most effective when it tackles real classroom challenges—such as lesson planning or inclusive practices—and is reinforced through follow-up observations, rather than relying solely on lecture-style workshops.
4. *Integrated Management Approach:* Sustainable educational quality requires alignment across all stages of teacher management: strategic workforce planning, transparent recruitment, supportive induction, continuous professional development, and fair, objective appraisal with an incentive system.

Chapter 4

Teacher Management Findings

Introduction

This chapter presents a comparative analysis of findings derived from eight interviews, supplemented by evidence from journal articles, official websites, and other relevant documentary and online sources. The findings are organised around eight dimensions of teacher management. The purpose is to examine how school heads perceive and manage teachers within their respective institutional contexts while identifying common patterns, differences, strengths, and challenges across institutions. By synthesising interview findings with evidence from the literature, the chapter highlights the similarities and differences in teacher management practices across government and private schools, thereby providing a broader understanding of prevailing approaches to teacher management.

Teaching Workforce Planning

Teacher workforce planning emerged as one of the most significant dimensions of teacher management across the participating schools. Although both government and private schools seek to maintain an adequate supply of teachers, their planning approaches differ considerably in terms of governance, autonomy, and responsiveness to institutional needs (Table 4.1).

Table 4.1. Teacher Workforce Planning in Government and Private Schools

Governance	Observed Practice	Strength	Challenges
Bira Ballavpara High School (WB State sponsored Govt.)	Teacher workforce planning is determined by government policies and the number of students; roughly 89 positions for almost 1868 pupils.	The structure is predictable and based on rational principles	The recruitment process is slow and inflexible, resulting in positions remaining vacant for long periods.
KVS (Central Govt.)	Teacher workforce Planning is carried out for specific subject areas and at centralised schools, with respect to retirements, transfers, and new school openings.	The approach is rigid and systematic at the national level.	Numerous positions remain unfilled because of delays in recruitment.
Bharatiya Vidya Bhavan's R. K. Sarda Vidya Mandir	Staff planning is based on projected retirements and resignations, with advertisements usually issued in January.	More forward-looking than many government systems.	Planning remains turnover-driven rather than truly long-term.
DAV and HDFC School	Teacher workforce planning is based on the number of students, classes, and age groups, with a student-teacher ratio of approximately 1:12.	Grounded in actual classroom demand.	Teacher workforce planning is a reaction to the need only. It is reactive and adjusted only when needs arise.
Salwan Public Schools	Teacher workforce planning is done based on sectioning, the number of subjects, and departmental period standards.	Demand-oriented and organised.	Less flexible for adapting to any immediate enrollment problems.

Ramjas school	Vacancies are identified through student strength, class divisions, and curriculum changes.	Responsive to changing academic needs.	Planning is present-demand driven rather than predictive.
Seth M.R. Jaipuria Group of Schools	Teacher workforce planning is associated with classroom allotment and the opening of new campuses.	Systematic and growth-oriented.	More attention is given to expansion than to subject-wise balance or workload.

In government schools, teacher workforce planning is governed primarily by official norms and student enrolment. Sanctioned teaching posts are determined according to prescribed student–teacher ratios and government regulations, leaving little scope for school-level discretion. Consequently, workforce planning is centralised, systematic, and, in principle, predictable. However, the recruitment process is often slow and inflexible, resulting in prolonged vacancies and delays in filling sanctioned posts. As a consequence, teacher shortages persist even when student enrolment increases, weakening the relationship between planned staffing levels and actual classroom requirements. Although the sanctioned establishment exists on paper, it does not always translate into the timely availability of teachers in schools.

In contrast, private schools adopt a more decentralised and demand-driven approach to teacher workforce planning. Staffing decisions are based primarily on student enrolment, the number of sections, age groups, and the range of subjects offered. During the initial stages of school establishment, more teachers are recruited to support institutional expansion. Subsequently, additional appointments are made only when new sections or programmes are introduced. The average teacher–student ratio across the participating private schools was approximately 1:12. Regular classes generally comprised 25–30 students, while lower primary classes typically accommodated around 20 children with the support of one teacher and one classroom assistant.

Unlike government schools, private institutions do not operate with fixed annual vacancies. Instead, staffing requirements are adjusted in response to institutional growth, enrolment trends, and staff attrition. Consequently, workforce planning is flexible, practical, and responsive to immediate needs, although it is generally not based on long-term forecasting. Well-established schools reported relatively stable enrolment patterns, reducing the likelihood of sudden changes in staffing requirements.

Recruitment

The other major aspect of teacher management in the participating schools concerns teacher recruitment. Both public and private schools try to attract competent teachers, but the processes, authority, discretion, and school receptiveness vary (Table 4.2).

Table 4.2. Recruitment in Government and Private Schools

Governance	Observed Practice	Strength	Challenges
Bira Ballavpara High School (WB State-sponsored Govt.)	Recruitment is managed through state-level assessments, and neither the schools nor any local authorities are involved.	Eliminates bias at the local level and assures uniformity.	Recruitment is no longer in line with local demand, and the lag in hiring has only worsened the vacancy situation.
KVS (Central Govt.)	The recruitment process involves a merit examination and interviews, and selection is made through a computerised process.	The system is transparent and impartial, so it cannot be affected by any wrongful means.	The head teachers are not in a position to affect the local appropriateness.
Bharatiya Vidya Bhavan's R. K. Sarda Vidya Mandir	The procedure consists of an examination, a teaching presentation, a computer test, and an interview panel.	Strict and school-centred.	It may benefit individuals who excel in a conventional examination environment.

DAV and HDFC School	Recruitment consists of screening, candidate interviews, and, occasionally, a demonstration class.	In addition to qualifications, the focus is on communication skills and interest in extracurricular activities.	There is no established scoring system, and it heavily relies on discretion.
Salwan Public Schools	After a department-level interview, there is an interview with a principal and management; the test is optional.	Quick and convenient.	Too much dependence on interview judgment can lead to differences in quality.
Ramjas school	The recruitment process involves a written test and shortlisting, followed by two interviews.	The recruitment method is multi-stage and balanced.	The results from the tests conducted may be given more weight than the relationships formed with the teacher.
Seth M.R. Jaipuria Group of Schools	The recruitment procedure consists of a public notice, screening CVs, conducting an interview, taking an eligibility test, and negotiating salary.	Evaluation possesses a common structure, stability, and acts in a fair manner.	Might overlook some soft skills, such as empathy and flexibility.

Recruitment practices differed substantially between government and private schools, reflecting differences in governance structures, institutional autonomy, and decision-making processes. While government schools followed highly centralised recruitment systems designed to ensure fairness and transparency, private schools exercised greater autonomy in selecting teachers according to their institutional priorities and educational philosophies.

In government educational institutions, recruitment is conducted through a centralised system at either the state or national level. Candidates are selected through prescribed examinations and interviews, with final appointments made through officially established procedures. School heads and local authorities have

little or no role in the selection process. This centralised approach promotes transparency, consistency, and impartiality by minimising the possibility of local bias or favouritism. However, it also limits schools' ability to recruit teachers who best meet their specific institutional needs. Moreover, delays in recruitment frequently result in prolonged vacancies, thereby affecting the timely availability of qualified teachers.

Private schools, in contrast, manage recruitment at the school or trust level. Recruitment procedures typically include screening applications, written tests, interviews, teaching demonstrations, and, in some cases, computer-based eligibility assessments. Several institutions also negotiate salary and service conditions during the recruitment process. These schools have developed recruitment procedures that reflect their organisational requirements and educational objectives. In addition to academic qualifications, many schools place considerable emphasis on communication skills, classroom performance, co-curricular competence, and alignment with the school's institutional culture. Consequently, recruitment tends to be more flexible and responsive to local needs than in government institutions. However, the absence of standardised evaluation criteria in some schools may increase the scope for subjective judgement during teacher selection.

Placement

Placements form one of the critical areas of workforce planning in that they determine how well teachers are placed in classrooms. Whereas all schools endeavour to place their teachers in places that will enable them to do well, there exist differences in terms of methodology (Table 4.3).

Table 4.3. Placement in Government and Private Schools

Governance	Observed Practice	Strength	Challenges
Bira Ballavpara High School (WB State sponsored Govt.)	The basis of placement is in the choice of subject specialisation and in the choice of a subject area of interest.	Subject interest and effectiveness in the classroom are promoted.	Not adequately optimised and likewise limited due to the limited availability of teachers.
KVS (Central Govt.)	Teachers are assigned to different levels according to a hierarchy: primary teachers teach in primary, trained graduates work at middle and secondary schools, and postgrads teach at senior secondary.	It is efficient, systematic, and predictable.	It does not provide enough scope for flexibility or choice.
Bharatiya Vidya Bhavan's R. K. Sarda Vidya Mandir	It was clearly stated in the announcement what class level and subjects would be taught.	There are clear expectations from day one.	One can easily argue that the guidelines for the given position rely more on formal classifications than on school values or the needs of the students.
DAV and HDFC School	A good teacher will belong to the same age group as the children they teach; for instance, patient teachers will be involved in teaching young children, while teachers with strong knowledge of a subject will teach in higher classes.	Careful matching of temperament and level of development.	The procedure is based on the leadership's perception of their readiness.
Salwan Public Schools	Placement is arranged in order of pupils' counts, TGTs, and PGTs according to the subject and stage of education.	Placement is organised logically according to the stage of education and the expected learning outcome.	Sometimes placement is influenced by budget constraints.
Ramjas school	Placement does not rest on qualification but rather is always	An ability-focused placement system that is flexible.	No actual formal review system to evaluate

	installed based on need analysis of the subject, with room for changes in placement if required.		placement suitability.
Seth M.R. Jaipuria Group of Schools	Teachers are placed according to subject specialisation and depending on need concerning the grades. Additional responsibilities are added according to the teacher's preferences.	It is operated effectively.	Concentrates on management requirements rather than teachers' development in the long run.

Teacher placement is a critical component of teacher management, as it determines the alignment between teachers' qualifications, expertise, and the instructional requirements of schools. Although both government and private schools seek to place teachers according to their professional competence, they differ considerably in the degree of flexibility exercised in assignment decisions.

In government schools, teacher placement is primarily determined by subject specialisation and prescribed qualification levels. Teachers are assigned to different stages of schooling according to established professional categories.

For example, primary teachers are deployed at the primary level, trained graduate teachers generally teach at the middle and secondary levels, while postgraduate teachers are assigned to senior secondary classes. This hierarchical system promotes consistency, administrative efficiency, and predictability in teacher deployment. However, the rigid nature of the system provides limited flexibility to accommodate teachers' individual preferences, emerging institutional needs, or changing classroom contexts.

Private schools adopt a more flexible approach to teacher placement. In some institutions, the classes and subjects assigned to teachers are communicated during recruitment, thereby establishing clear expectations from the outset. Other schools consider teachers' personal characteristics, pedagogical strengths, and temperament

when making placement decisions. For example, teachers demonstrating patience and strong interpersonal skills are often assigned to younger children, whereas those with greater subject expertise are allocated to higher classes. Student enrolment, curriculum requirements, subject demand, and periodic needs assessments may also influence placement decisions. Some schools retain the flexibility to reassign teachers when institutional requirements change, thereby enabling more responsive deployment of staff. In many cases, subject specialisation is combined with consideration of teachers' abilities and learners' developmental needs.

Induction

Induction is an integral aspect of teacher management since it facilitates the adaptation of teachers to the school setting and their roles. While governmental systems emphasise continuity and stability, private institutions offer orientation or shadowing programs. Nevertheless, many approaches are temporary or not regulated by any mentoring process. Overall, induction shows the importance of consistent follow-up and support (Table 4.4).

Table 4.4. Induction in Government and Private Schools

Governance	Observed Practice	Strength	Challenges
Bira Ballavpara High School (WB State sponsored Govt.)	Teacher overlap from both previous and new teachers should be considered optimal because it ensures the stability of the school process.	The system recognises the importance of continuity for achieving stability in classrooms.	In the absence of induction, the process does leave new teachers to their own devices.
KVS (Central Govt.)	The regional training initiatives and prepared-trainer system of teachers serve the purpose of adhering to the continuity principle in schools.	There is a wider support structure existing at the level of the system.	There are differences in the strength of initiation practices used at various schools.
Bharatiya Vidya Bhavan's R. K.	In theory, any newly employed teacher must be provided with	The model in question turns out to be one of	The time frame and evaluation of induction have not

Sarda Vidya Mandir	orientation and mentoring services.	those with the highest effectiveness rated by the authors of the article.	been clearly stated, so inconsistencies are present in the process.
DAV and HDFC School	The new teachers are trained for 6 days in the orientation program focusing on vision, curriculum, technology, communication, and administration.	The training process is structured and practical, thus providing elementary knowledge and exposure to teachers.	Nonetheless, the induction program is short and lacks continuous follow-up.
Salwan Public Schools	New teachers are equipped with basic knowledge by spending about one week for guidance and shadowing an experienced co-worker.	This process is valuable for emotional and practical adjustment.	Nevertheless, the process is still informal and limited, as it does not lead to an established mentoring cycle.
Ramjas school	The new teachers are trained for 6 days in the orientation program, focusing on vision, curriculum, technology, communication, and administration.	The training process is structured and practical, thus providing elementary knowledge and exposure to teachers.	Nonetheless, the induction program is short and lacks continuous follow-up.
Seth M.R. Jaipuria Group of Schools	New teachers are equipped with basic knowledge by spending about one week for guidance and shadowing an experienced co-worker.	This process is valuable for emotional and practical adjustment.	Nevertheless, the process is still informal and limited, as it does not lead to an established mentoring cycle.

Teacher induction plays a crucial role in facilitating the professional and organisational adjustment of newly appointed teachers. The findings indicate considerable variation in induction practices across government and private schools, particularly with respect to the structure, duration, mentoring arrangements, and follow-up support provided to recruits.

In government schools, induction practices are generally intended to promote continuity and consistency in school functioning. At Bira Ballavpara High School, continuity is facilitated through the overlap

between outgoing and newly appointed teachers, enabling recruits to become familiar with school routines and classroom practices. However, in the absence of a formal induction programme, new teachers receive limited structured support during the transition period. In Kendriya Vidyalayas (KVS), induction is supported through regional training initiatives and a structured system of trainer preparation. This provides a stronger institutional support framework and promotes consistency across the organisation. Nevertheless, the implementation and quality of induction practices vary across schools, resulting in differences in the support available to newly appointed teachers. Overall, government institutions emphasise continuity and institutional stability, although the depth and consistency of induction practices remain uneven.

Private schools generally provide more structured induction programmes, although these vary in duration and comprehensiveness. Bharatiya Vidya Bhavan's R. K. Sarda Vidya Mandir has established an orientation and mentoring programme for newly appointed teachers. While this represents a strong induction model, the duration of the programme and the criteria used to evaluate its effectiveness are not clearly specified. DAV, HDFC, and Ramjas Schools conduct approximately one week of orientation covering institutional vision, curriculum, educational technology, communication, and school administration. These programmes provide valuable initial preparation and practical exposure but offer limited opportunities for sustained professional support beyond the initial induction period.

Salwan Public Schools and the Seth M.R. Jaipuria Group of Schools adopt a different approach by assigning new teachers to experienced colleagues for approximately one week. This shadowing process facilitates both emotional adjustment and practical familiarisation with school routines. However, the process remains largely informal and does not develop into a structured mentoring programme. Among

the participating institutions, Ramjas School demonstrates one of the more comprehensive induction models by combining orientation, mentoring support, and a structured onboarding process extending over three, six, and twelve months. Although this provides sustained support for new teachers, its effectiveness depends substantially on the availability and commitment of experienced teachers to mentor recruits.

Work Allocation

A teacher's work allocation is a key aspect of teacher management because it includes not only classroom teaching but also other activities. In governmental systems, there are civic duties and co-curricular activities as well, which help teachers serve society but put them at risk of being overloaded. In private educational institutions, orientation and mentoring are key aspects that help teachers adjust, but they are often temporary and informal in nature. Thus, it is clear that the balance between the two is essential (Table 4.5).

Table 4.5. Work Allocation in Government and Private Schools

Governance	Observed Practice	Strength	Challenges
Bira Ballavpara High School (WB State sponsored Govt.)	The combination of teaching, assessing and managing adds to civic work such as taking part in voting and conducting the census.	The roles in question are said to be an obligation of an educator towards society as a whole.	The question of how these roles are being compensated, attenuated or balanced remains unclear, thus implying the threat of overloading.
KVS (Central Govt.)	Teachers' duties seem to focus more on teaching, assessing, and co-curricular activities than on outside government tasks.	Co-curricular tasks add to the experience of teachers in addition to their work in the classroom.	The presence of extra responsibilities may sometimes interfere with the teaching process, leading to poor planning in terms of workload.

Bharatiya Vidya Bhavan's R. K. Sarda Vidya Mandir	Orientation and mentoring are given to every new teacher, making this one of the strongest induction models in the study.	The length and evaluation of this induction model are not specified.	The process of orientation lasts for six to seven days and includes vision, curriculum matters, technology, communication, and administration.
DAV and HDFC School	The program itself can be called well-structured and practical, but the induction term is short and has no follow-up.	Newcomers also spend around a week helping and imitating experienced colleagues.	Such an approach naturally helps a person adjust emotionally and practically.
Salwan Public Schools	Nevertheless, the whole process is informal and does not develop into a mentoring cycle.	Emotional and practical adaptability is being carried out, and helped with the process of shadowing and consulting.	The activity is informal and does not take the form of an official mentoring program.
Ramjas school	There are overlapping providers, orientation two times a week, and mentoring support offered.	This makes it one of the most multifaceted induction systems. It relies on the availability of outgoing teachers.	The onboarding plan is followed in a structured way during 3, 6, and 12 months of involvement.
Seth M.R. Jaipuria Group of Schools	This creates one of the most layered induction systems.	It makes the activity long-term and well-structured.	It is not always necessarily distinguished between people with no experience and experienced teachers.

Work allocation emerged as an important aspect of teacher management, reflecting differences in the responsibilities assigned to teachers across government and private schools. While all teachers are expected to undertake instructional, assessment, and administrative duties, the scope and nature of additional responsibilities differ considerably between institutional contexts.

In Bira Ballavpara High School, teachers undertake classroom teaching, student assessment, school administration, and a range of civic responsibilities, including election duties and census work. These additional assignments are generally regarded as part of teachers' broader social responsibilities. However, the findings do not indicate whether these duties are accompanied by appropriate workload adjustments or additional compensation. Consequently, the cumulative workload has the potential to reduce the time and attention available for teaching and other professional responsibilities.

Teachers in Kendriya Vidyalayas primarily undertake teaching, assessment, and co-curricular responsibilities, with comparatively fewer external government assignments. Participation in co-curricular activities contributes to teachers' professional development and enriches school life. Nevertheless, the combination of instructional and co-curricular responsibilities may occasionally create workload pressures and reduce opportunities for effective instructional planning.

Among the participating private schools, approaches to work allocation vary considerably. Some institutions allocate responsibilities according to teachers' qualifications, subject expertise, and professional interests, while others distribute duties in response to organisational needs and institutional priorities. Several schools also assign additional responsibilities, such as coordination, student support, event management, or administrative duties, depending on teachers' experience and demonstrated capabilities. In certain cases, work allocation is

periodically reviewed and adjusted to respond to changing institutional requirements. This flexibility enables schools to utilise teachers' strengths more effectively. However, the process may depend heavily on the judgement of school leaders and may not always follow clearly defined allocation criteria.

Capacity Building

Capacity Building is one of the most critical components of teacher management because it helps in achieving professionalism and classroom success. In government structures, training and national-level policies exist to ensure that teachers keep learning throughout their careers and hence become effective in class. Private institutions tend to concentrate on orientation, mentoring and accompanying, which help teachers get accustomed to their jobs but are mostly temporary. In general, training practices reveal the need for a balanced training process involving proper planning and follow-ups (Table 4.6).

Table 4.6. Capacity Building in Government and Private Schools

Governance	Observed Practice	Strength	Challenges
Bira Ballavpara High School (WB State sponsored Govt.)	The training program covers managing, assessing, attendance tracking, scheduling, and identifying where students need more help.	This shows a comprehensive and well-considered approach to what training should involve.	Implementing these plans is difficult because there aren't enough teachers and the digital setup isn't strong enough.
KVS (Central Govt.)	According to NEP 2020, teachers need 50 hours of continuous professional development each year, which will be handled by ZIETs and local offices.	Creates a strong, institutionalised training pillar at the national scale.	Risk that training becomes routine compliance without much classroom impact.

Bharatiya Vidya Bhavan's R. K. Sarda Vidya Mandir	Orientation and mentoring are provided to all new teachers.	It is regarded as one of the most effective induction models.	The duration and evaluation criteria are not specified.
DAV and HDFC School	There is a six-to-seven-day orientation that covers vision, curriculum, technology, communication, and administration.	It has a structured and pragmatic approach	The induction period is too brief and lacks extensive follow-up.
Salwan Public Schools	New teachers shadow experienced teachers for about a week.	It is appropriate for socialisation and becoming accustomed to the school environment.	The process is informal, and there is no continuation into a formal mentoring program.
Ramjas school	Overlapping appointments, twice-weekly orientation, and mentoring support are provided.	One of the most layered induction systems.	Structured onboarding roadmap followed across 3, 6, and 12 months.
Seth M.R. Jaipuria Group of Schools	The most comprehensive induction system created.	A Long-term and rigorous process.	The need to differentiate between rookies and veterans may not arise.

Capacity building is a critical component of teacher management, as it enables teachers to update their professional knowledge, strengthen pedagogical competencies, and respond effectively to changing educational requirements. The findings reveal notable differences between government and private schools in the planning, organisation, and implementation of professional development programmes.

In Bira Ballavpara High School (West Bengal State Government),

capacity-building initiatives focus on school management, student assessment, attendance management, timetable preparation, and identifying students requiring additional academic support. This reflects a broad approach to teacher development. However, implementation is constrained by teacher shortages and inadequate digital infrastructure, which limit teachers' opportunities to participate fully in professional development activities.

In Kendriya Vidyalayas (KVS), capacity building is institutionalised through the implementation of the National Education Policy (NEP) 2020, under which teachers are expected to complete 50 hours of Continuous Professional Development (CPD) annually. These programmes are organised through the Zonal Institutes of Education and Training (ZIETs) and regional offices, thereby establishing a structured and nationally coordinated system of professional learning. While this framework provides consistency and nationwide coverage, participation may become compliance-oriented, reducing its impact on classroom practice if learning is not adequately contextualised or followed up.

Capacity-building practices in private schools are generally integrated with teacher induction and ongoing professional support. Bharatiya Vidya Bhavan's R. K. Sarda Vidya Mandir provides orientation and mentoring to all newly appointed teachers, representing one of the more comprehensive induction models among the participating institutions. Nevertheless, the duration of the programme and the criteria used to evaluate its effectiveness are not clearly specified.

DAV and HDFC Schools conduct structured orientation programmes lasting six to seven days, covering institutional vision, curriculum, educational technology, communication, and school administration. Although these programmes provide valuable initial preparation, their relatively short duration and limited follow-up may reduce their long-term effectiveness.

Salwan Public Schools adopt a mentoring approach in which newly appointed teachers shadow experienced colleagues for approximately

one week. This facilitates professional socialisation and familiarisation with school routines but remains informal and does not develop into a sustained mentoring programme.

Among the participating schools, Ramjas School demonstrates one of the most comprehensive professional support systems by combining overlapping appointments, regular orientation sessions, mentoring, and a structured onboarding programme extending over three, six, and twelve months. Similarly, the Seth M.R. Jaipuria Group of Schools has established a long-

term and systematic induction process. However, the available evidence does not clearly indicate whether the programme differentiates between newly qualified teachers and experienced recruits with prior teaching experience.

Performance Appraisal

The Performance Appraisal of teachers is an essential part of the process of managing teachers since it involves the performance assessment and development of teachers. Government schools evaluate teachers through the performance of their duties, records, and examination results; hence, the process is easy and standardised, but it may ignore creativity and classroom performance. In private schools, teachers are evaluated using supervision, observation, and mentoring, hence providing developmental feedback, although the process may lack transparency (Table 4.7).

Table 4.7. Performance Appraisal in Government and Private Schools

Governance	Observed Practice	Strength	Challenges
Bira Ballavpara High School (WB State sponsored Govt.)	Judged mainly through duty completion: classroom responsibility, homework checking, exam conduct, and results maintenance.	Simple and easy to understand.	Weak on structured observation and professional growth.
KVS (Central Govt.)	Based on performance records, exam outcomes, and compliance with duties.	Standardised and administratively clear.	May not capture classroom creativity or student engagement well.
Bharatiya Vidya Bhavan's R. K. Sarada Vidya Mandir	Annual review through observation, input from coordinators, and follow-up discussions.	More developmental than purely compliance-based.	Lacks a fully transparent scoring format.
DAV and HDFC School	Observation, Supervision, Self-appraisal & Contribution to School	Continuous & Supportive	Still relies heavily on Leadership
Salwan Public Schools	Appraisal Based on Results, Participation, Attendance, Written Output & Behaviour	Both Academic & Behavioural Indicators are included	More Supervisory rather than Analytical; Limited use of Formal Rubrics
Ramjas school	ACRs, Diaries, Coordinator Reviews, Principal Observations, CCTV Monitoring etc.	Data-Oriented & Closely-Monitored	Strong Surveillance may lead to Compliance Over Commitment

Seth M.R. Jaipuria Group of Schools	Reflection Journals, Classroom Audits, One-To-One Review, Professional Learning Communities, etc.	individualised & Improvement-Oriented	Resource-Intensive & May Become Uneven Across Campuses
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Performance appraisal constitutes an essential element of teacher management by providing a systematic mechanism for evaluating professional performance, recognising achievement, and supporting continuous improvement. The findings indicate marked differences between government and private schools in the objectives, methods, and scope of teacher appraisal.

At Bira Ballavpara High School (West Bengal State Government), teacher appraisal focuses primarily on the completion of assigned duties, including classroom teaching, student evaluation, examination administration, and the maintenance of academic records. This approach is straightforward, administratively efficient, and easy to implement. However, it places relatively limited emphasis on classroom observation, professional reflection, or teachers' ongoing professional growth.

Similarly, in Kendriya Vidyalayas (KVS), appraisal is based largely on service records, examination results, and compliance with prescribed responsibilities. The system is standardised and administratively transparent, thereby ensuring consistency across institutions. Nevertheless, it may not adequately capture important dimensions of effective teaching, such as classroom innovation, learner engagement, instructional quality, and student-centred pedagogical practices.

Private schools employ more diverse and developmental approaches to performance appraisal. Bharatiya Vidya Bhavan's R. K. Sarda Vidya Mandir conducts annual appraisals through classroom observations, coordinator feedback, and follow-up discussions, thereby emphasising professional development rather than mere

compliance. DAV and HDFC Schools utilise a combination of classroom observation, supervision, self-appraisal, and teachers' contributions to overall school life, creating a continuous and supportive appraisal process.

Salwan Public Schools evaluate teachers using multiple indicators, including student achievement, participation in school activities, attendance, written work, and professional behaviour. This multidimensional approach recognises both academic performance and professional conduct, although formal appraisal rubrics remain limited.

Ramjas School adopts a highly structured appraisal process incorporating Annual Confidential Reports (ACRs), teachers' diaries, coordinator reviews, principal observations, and, where applicable, CCTV-supported classroom monitoring. This provides extensive performance data and close supervision but may encourage compliance rather than intrinsic professional commitment.

The Seth M.R. Jaipuria Group of Schools places considerable emphasis on reflective practice through the use of reflection journals, classroom audits, individual review meetings, and Professional Learning Communities (PLCs). This developmental approach encourages continuous professional learning and self-improvement. However, it requires substantial institutional resources and may not be implemented uniformly across all campuses.

Incentives

Incentives play an important role in motivation and management by influencing how teachers perceive their status as professionals. In the government framework, incentives tend to be oriented towards ensuring job security and stability and establishing an appropriate service structure, providing protection and value for one's deeds, although without individualised incentives or appreciation. In private

institutions, however, the emphasis is placed on appreciation, trust, recognition, and opportunities as a way to motivate people both financially and non-financially (Table 4.8).

Table 4.8. Incentives in Government and Private Schools

Governance	Observed Practice	Strength	Challenges
Bira Ballavpara High School (WB State sponsored Govt.)	Job security and teacher-student relationship.	Stability and moral values.	Few incentives for outstanding performance or innovations.
KVS (Central Govt.)	Stability, service structure, and public security.	Stable and safe system.	Lack of personalised motivation.
Bharatiya Vidya Bhavan's R. K. Sarda Vidya Mandir	Appreciation, sense of responsibility, scope for experimentation.	Encouragement of initiative and professional self-respect.	No defined incentive policy.
DAV and HDFC School	Pay, respect, trust, appreciation, sense of responsibility.	A combination of financial and non-financial motivation.	No established system for periodic recognition.
Salwan Public Schools	Awards, recognition, overseas trips, lunch/tea, career opportunities.	Extensive and motivating system of incentives.	Still informal and culturally oriented.
Ramjas school	Appreciation, birthday celebrations, public recognition, and emotional connection.	Building up morale and strong school culture	May not suit teachers preferring formal rewards.
Seth M.R. Jaipuria Group of Schools	Recognition, Trust, and Leadership Opportunities at Campuses.	Motivates responsibility and professional respect.	It very much depends upon leadership styles and network cultures.

Teacher incentives constitute an important dimension of teacher

management because they influence motivation, professional commitment, job satisfaction, and organisational performance. The findings reveal notable differences between government and private schools like incentives provided to teachers and the underlying philosophies that shape motivational practices.

In government schools, teacher motivation is derived primarily from job security, stable service conditions, and professional responsibility. At Bira Ballavpara High School, teachers identified job security and positive teacher–student relationships as important sources of professional satisfaction. Similarly, teachers in Kendriya Vidyalayas (KVS) highlighted the stability of the service structure, employment security, and clearly defined career pathways as significant motivational factors. These institutional characteristics foster continuity, accountability, and trust within the education system. However, the findings also indicate that government schools provide relatively few formal incentives to recognise exceptional performance, innovation, or professional excellence. Consequently, opportunities for personalised recognition and performance-based motivation remain limited.

Private schools adopt a broader and more diversified approach to teacher motivation. Bharatiya Vidya Bhavan's R. K. Sarda Vidya Mandir encourages teachers through appreciation, professional responsibility, and opportunities for experimentation in teaching. Although these practices promote initiative and professional self-esteem, they are not supported by a formally defined incentive policy.

DAV and HDFC Schools combine financial and non-financial incentives by recognising teachers through competitive remuneration, professional trust, appreciation, and increased responsibility. However, they do not appear to have a systematic mechanism for periodic recognition of outstanding performance.

Salwan Public Schools provide one of the most comprehensive incentive systems among the participating institutions. Teachers are

recognised through awards, formal appreciation, overseas educational visits, hospitality initiatives, and opportunities for career advancement. These incentives contribute to a positive organisational climate and strengthen teacher motivation, although many of these practices remain informal and are closely linked to institutional culture.

Ramjas School places considerable emphasis on emotional recognition through appreciation, birthday celebrations, public acknowledgement, and efforts to foster a strong sense of belonging within the school community. Such practices contribute positively to staff morale and organisational culture, although they may not adequately satisfy teachers who prefer formal performance-based rewards.

Similarly, the Seth M.R. Jaipuria Group of Schools motivates teachers by providing recognition, professional trust, and leadership opportunities across its campuses. These practices encourage professional responsibility and leadership development but depend substantially on institutional leadership and organisational culture for their effectiveness.

Conclusion

The findings from the seven participating schools demonstrate that teacher management is a multidimensional and interrelated process encompassing teacher workforce planning, recruitment, placement, induction, work allocation, capacity building, performance appraisal, and incentives. These components operate as an integrated system in which decisions in one area influence the effectiveness of the others.

Government institutions, such as Bira Ballavpara High School and Kendriya Vidyalayas (KVS), demonstrate particular strengths in standardisation, transparency, procedural fairness, and administrative accountability. Their systems promote consistency and equity through centrally prescribed policies and clearly defined

procedures. However, these strengths are often accompanied by reduced institutional flexibility, slower decision-making, and limited opportunities for recognising individual initiative and innovation.

In contrast, private schools—including Bharatiya Vidya Bhavan's R. K. Sarda Vidya Mandir, DAV and HDFC Schools, Salwan Public Schools, Ramjas School, and the Seth M.R. Jaipuria Group of Schools—demonstrate greater flexibility, responsiveness, and contextual adaptation in managing teachers. Institution-specific recruitment practices characterise their approaches, more structured induction programmes, developmental performance appraisal systems, and a wider range of motivational strategies. These practices enable schools to respond more effectively to local needs and promote teacher engagement. However, the absence of common standards may also lead to inconsistencies across institutions and greater reliance on leadership capacity and organisational culture.

Taken together, the findings suggest that neither model, in isolation, provides a comprehensive framework for effective teacher management. Rather, the most effective systems are likely to combine the procedural fairness, transparency, and stability associated with government institutions with the flexibility, professional support, and developmental orientation evident in private schools. Such a balanced approach would promote equitable recruitment, appropriate teacher deployment, sustained professional development, supportive performance appraisal, and meaningful recognition of teacher contributions. Ultimately, effective teacher management depends on creating organisational conditions in which teachers feel professionally supported, fairly treated, motivated to improve, and empowered to contribute to institutional goals and student learning outcomes.

Chapter 5

Discussion and Recommendations

Introduction

Teacher management is an integral component of effective school governance. Rather than being a stand-alone administrative function, it is a coherent system encompassing workforce planning, recruitment, induction, placement, workload allocation, professional development, performance appraisal, and motivation. Interviews conducted with Bira Ballavpara High School, Kendriya Vidyalaya Sangathan (KVS), Bharatiya Vidya Bhavan's R. K. Sarda Vidya Mandir, DAV and HDFC Schools, Salwan Public School, Ramjas School, and the Seth M. R. Jaipuria Group of Schools revealed that each institution has its own strengths and limitations. Despite these differences, all shared the common objective of ensuring that teachers perform effectively and contribute meaningfully to student learning.

Government schools generally demonstrate strengths in consistency, transparency, and standardisation. Private and trust-managed schools tend to be more flexible, responsive, and innovative in teacher management and professional support. These findings suggest that effective teacher management requires a balance between well-structured administrative systems and supportive human-resource practices.

The following sections present recommendations based on the findings, followed by a discussion of their implications.

Recommendations

Based on the analysis of teacher management in the selected schools, a few recommendations are made to improve teacher management and enhance teacher effectiveness (Table 5.1).

Table 5.1. Recommendations for Improvement of Teacher Management

Domains	Recommendations
1. Teaching Workforce Planning	KVS and SSC, West Bengal, should develop a blueprint for teaching workforce planning to reduce prolonged vacancies and learning loss. Though in well-established private schools, annual recruitment is minimal, planning can ensure an overlap between outgoing and incoming teachers.
2. Recruitment	Recruitment processes should be fair, transparent, and merit-based to ensure that competent and committed teachers enter the profession.
3. Placement	Teacher placement should align with subject expertise, pedagogical competence, and institutional requirements to maximise instructional effectiveness and teacher confidence.
4. Induction	Schools should establish well-planned, comprehensive induction programmes to facilitate a smooth transition for newly appointed teachers into the profession.
5. Work Allocation	Teacher workload should be carefully planned to ensure a balanced distribution of responsibilities and prevent stress, burnout, and reduced job satisfaction.
6. Capacity Building	Professional development should be continuous, relevant, and responsive to teachers' needs to strengthen their professional competence, confidence, and motivation.
7. Performance Appraisal	Performance appraisal should primarily serve a developmental rather than a purely administrative purpose. It should provide constructive feedback that recognises teachers' strengths while identifying opportunities for professional growth.
8. Incentives	Teacher incentive systems should combine financial rewards with professional recognition, career advancement opportunities, and emotional support to enhance motivation, commitment, and job satisfaction.

Discussion

Government schools demonstrate considerable strengths in fairness, transparency, and standardisation, which contribute to organisational stability and accountability. Institutions such as Bira Ballavpara High School and Kendriya Vidyalaya Sangathan (KVS) exemplify structured administrative systems that clearly define teachers' roles and responsibilities. However, these systems may offer limited opportunities for personalised motivation, innovation, and professional flexibility.

In contrast, private schools—including R. K. Sarda Vidya Mandir, DAV and HDFC Schools, Salwan Public School, Ramjas School, and the Seth M. R. Jaipuria Group of Schools—are generally more adaptable and responsive to schools' and teachers' individual needs. These institutions often promote innovation through recognition, appreciation, professional development opportunities, and greater institutional flexibility. However, such practices may appear inconsistent, as teacher management is contextual and aligned with the organisational culture and leadership of individual schools (*Boyd et al., 2011*).

The most effective approach to teacher management lies in integrating the strengths of both systems. A balanced model would combine the administrative rigour and accountability characteristic of government schools with the flexibility, professional support, and motivational practices commonly found in private institutions. Such a model would include transparent recruitment, systematic induction, appropriate workload allocation, developmental performance appraisal, continuous professional development, and meaningful incentive mechanisms.

The study further suggests that effective teacher management extends beyond rules, regulations, and administrative procedures. It also depends on cultivating a professional culture based on respect, trust, motivation, collaboration, and continuous learning. Such an environment enables teachers to perform to their full

potential while contributing to improved educational outcomes.

Conclusion

The analysis of teacher management practices in Bira Ballavpara High School, Kendriya Vidyalaya Sangathan (KVS), Bharatiya Vidya Bhavan's R.

K. Sarda Vidya Mandir, DAV and HDFC Schools, Salwan Public School, Ramjas School, and the Seth M. R. Jaipuria Group of Schools demonstrate that teacher management is a multidimensional process involving recruitment, placement, induction, workload allocation, professional development, performance appraisal, and incentive systems. These interrelated components collectively influence teacher satisfaction, professional effectiveness, and ultimately the quality of teaching and learning.

The study highlights that government schools are generally designed to maintain fairness, transparency, and standardisation. In contrast, private schools tend to be more flexible, innovative, and responsive to teachers' professional and personal needs, and to be situated within school culture. Both approaches offer valuable strengths but also have inherent limitations.

An effective teacher management system should therefore integrate the strengths of both models. Administrative rigour and institutional accountability should be complemented by supportive leadership, professional autonomy, meaningful recognition, and opportunities for continuous learning. Such an integrated approach not only enhances teacher motivation and professional growth but also improves student learning outcomes and overall school effectiveness.

Ultimately, effective teacher management should be viewed not merely as an administrative responsibility but as a strategic investment in educational quality. Schools that successfully combine transparent governance with a supportive professional culture are better positioned to develop motivated teachers, foster innovation, and sustain excellence in teaching and learning.

Disclosure of Delegation to Generative AI

The author declares the use of generative AI (GAI) tools during the research and writing process. In accordance with the GAIDeT Taxonomy (2025), the following tasks were delegated to GAI tools under the author's full supervision:

- Proofreading and language editing
- Refining and adjusting the tone of the writing
- Reformatting and presentation

The GAI tools used were Grammarly, ChatGPT, Google Gemini 2.5 Flash, Eureka AI, Perplexity, and Microsoft Copilot. Responsibility for the content, accuracy, interpretation, and conclusions presented in this manuscript rests entirely with the author. The GAI tools are not listed as authors and bear no responsibility for the work or its outcomes.

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Appendix – I

Teacher Management – Micro Level

Background Info-

Name –

Age –

Gender-

Occupation-

Institution –

Experience –

Q1. How did you hire teachers?

Q2. How many teachers did you need to hire each year?

Q3. In your experience, what qualities matter most in a teacher? Did interviews and exams help you identify them?

Q4. What factors did you consider while assigning teachers to classes and subjects?

Q5. How many hours a week do teachers work, and how much of that time is spent teaching versus doing paperwork and meetings?

Q6. When new teachers joined, what support was given to them?

Q7. How many new teachers quit in their first 3 to 5 years, and why did they leave?

Q8. How did you help teachers learn and improve, and what challenges stopped you from doing more?

Q9. How did you check the work efficiency of teachers, and how did you reward the best ones?

Q10. What motivated teachers at work—was it the pay, job security, praise, or something else?

Q11. What were your three biggest challenges while managing teachers?

Q12. What advice would you give to a new principal?

Appendix – II

Teacher Management – Meso and Macro Level

- Q1.** How many teachers do you currently have across all your schools?
- Q2.** Do you think you will need to hire more teachers next year, or fewer?
- Q3.** What is your step-by-step process when you hire a new teacher?
- Q4.** Have you ever hired a teacher who was not a good fit? If so, what happened?
- Q5.** How do you decide which grade or subject each teacher gets?
- Q6.** What extra responsibilities do teachers have outside of normal classroom teaching?
- Q7.** How do you help new teachers get used to your school in their first few weeks?
- Q8.** On average, how many new teachers leave your school within their first two years?
- Q9.** What kind of training or workshops do your teachers get?
- Q10.** Do you see teachers successfully using that training in their actual classrooms?
- Q11.** How do you evaluate your teachers to see if they are doing a great job?
- Q12.** What steps do you take if a teacher is struggling or underperforming?
- Q13.** How do you keep your teaching staff motivated and happy?
- Q14.** On average, how many teachers are absent or call in sick each week?
- Q15.** What are the top three biggest challenges you face when managing your teachers?
- Q16.** If you could change just ONE thing about how teachers are managed, what would it be?