# UNESCO State of Education Report for India 2021: Teachers

## Teacher Educator Interview Responses

[This is a pre-analysis questionnaire to collate the responses. Please fill in the responses of each of the respondents for the following questions (for instance if there are three respondents, we enter all the three responses here). Give examples wherever relevant. Response for each question to be collated as a set so that summaries can be written later. Response to each question will be a paragraph of several responses]

| Code | ID of the Responder | designation | Institute |
| --- | --- | --- | --- |
| \*1 | 2021001 | Lecturer, management | Vijaya Teachers College |
| \*2 | 2021007 | Professor | Sharada Vilas College |
| \*3 | 2021004 | Professor | Hampi University |
| \*4 | 2021011 | Dean University | Bengaluru University |
| \*5 | 2021010 | Professor | NMKRV Teacher’s college |
| \*6 | 2021005 | Senior Faculty | St.Theresas D.El.Ed college, |
| \*7 | 2021002 | Senior Faculty | Pvt B.Ed |
| \*8 | 2021003 | Principal, aided | Vijaya Teachers College |
| \*9 | 2021014 | Principal in charge | Semi-Rural Pvt. Aided V Siddartha D.El.Ed, Tumakuru |
| \*10 | 2021015 | Principal in charge | Rural Pvt aided D.El.Ed, Tipturu |
| \*11 | 2021008 | Asst.Professor | Govt aided, RVTTI D.El.Ed college, Kananda medium, urban college with rural students |
| \*12 | 2021009 | Principal | Rural, BGS college of teacher education, PVT university, Mandya District, Adichunchanagiri group of institutions |
| \*13 | 2021006 | Till 2020 November Education officer, CTE Mysore. Since Nov 2020 in GTEC, Chamarajanagara | Govt TEC Chamarajanagara: Century old college |
| \*14 | 2021012 | Professor | RIE Mysuru. |
| \*15 | 2021016 | MD | Skanda Shikshana Samsthe. NTT |

\*12: is on out skirts. Their campus houses 1000 ICSE high school students, PU college with 450 students, a demonstration school of ICSE board (earlier it was 2km away, now shifted to the campus. So STs are conducting action research). STs get exposure to virtual classes which are conducted for ICSE and PU students and STs are conduction action research related to psychology and also for practice teaching.

\*15 Bharath Sevak Samaj this is a National Development Agency promoted by Planning Commission, Government of India this was started in 1954 when Nehru was heading Planning Commission. This is a private organisation. Under this there are thousands of courses are there from there I took up nursery training and diploma in education and I have taken BED through Bangalore University and tied up with a BED college. I have tied up with the college and I send the students there they attend the regular classes and take exams. Since most of the questions had to be different, it is placed as a separate file in the folder

Common issue across all interviews in Karnataka: shortage of regular faculty, hence despite permission to add more units, they cannot.

### For II: For each of the programs offered is full component of seats being filled? Is the admission stable/ decreasing or increasing?

| 2019-2020 and 2020-2021 | Pvt/self-financed | Govt | Aided  75Gov and 25mgmt |
| --- | --- | --- | --- |
| B.Ed . | \*7 1 unit each 50  \*12 1 unit each of 50 | \*13Rural Govt: 2 units each, 200 students | \*1Full 1 unit each 100,  \*2 Full 2 units each=200 students  \*8 Full 100 |
| D.El.Ed | \*6 very low strength: 9+12=21 total  \*9: 10 and 12 in 2019 and 20 and 8 in 2020  \*10: 8 and 6 in 2019 & 18 and 6 in 2020 |  | \*11: gov aided, 2019-15, 2020: 10 in 2nd year, first year 15. We have not received any intimation from NCTE. We assume it to be 30 /unit but any way admission is less. |
| BA/B.Sc B.Ed int | \*5 2018 start, 3rd batch. 2021-22: first batch yet to graduate. 1 unit. 47-50 science. Only 25 arts | \*14 Always 4 year integrated |  |
| M.Ed | \*8 last batch, closing-bec low strength (2-19-5, 2020-12)  \*12 M.Ed | \*4 Now trifurcated. one unit full 50 in usity. (earlier two units, have infrastructure too)) has 4 affiliated colleges offering M.Ed…has 35 each. |  |
| M.P.Ed |  |  | \*3 in 2019, 36,  2021 43 (only 75 applications) |

\*1M.Ed done for one year and being shut down due to no admission in a private aided college

\*4 MEd: . Because NCTE expects 10 regular faculties for one unit and yes if we go for 2nd unit we need to have a regular faculty that was the reasons we have almost 6 guest faculty and 5 regular faculty that is reason why we have maintained one unit so far. Bangalore being a metropolitan city many students from all over the state and thousands of students from Gulbarga, Karnatak University and other Universities we would see though there is one seat for other university we see 50 – 60 applications from the other universities

\*5: only two Integrated B.Ed colleges on Bengaluru. Both self-financed , one affiliated to Bengaluru university and other autonomous (NMKRV and Mount Carmel respectively). Minimum 50% is compulsory – maximum our students all are 1st class, in NMKRV PU college very good students are there. They score above 90, 97, 95, 93. Not only for NMKRV even other students other state and other college. 1st come 1st serve that’s. So far no entrance test we conduct. Our website we announce. Sometime someone will introduce our college, we are conducting webinar every year to PU teachers about integrated course and its importance. Through them we get students. Lot of competition is there.

\*6: they have infrastructure and sanction for 1 unit each for kannada medium and english medium with total intake for 200. But now they have 21 students in total. Last 5 years not a single admission for kannada medium.

\*8: last batch, closing-because of low strength (In 2019- only 5, In 2020- only 12)

\*9 and \*10: aided, since 1996 affiliated to NCTE. . In take only 50 per year (before 2014-it was 60 intake)

\*11: has 2 year program B.Ed, B. Ed Integrated 4 years and D.El.Ed. Only two DIETS have taken up ECCE in Karnataka, our lecturers involved in curriculum development of ECCE.

\*12: Not getting students because we demand strict attendance. As syndicate member: majority are running the college like correspondence course, no students attend, 100% attendance is promised for double amount. Ours is a non-profit, regular attendance, bec of this majority administration…67, 40 from first year still admn process going on. At the end the products of such college are not skilled…strict quality….By default ours is a composite college. We are using our own schools for practice teaching. We are waiting to start for integrated. As per NCTE … for pilot only for composite government colleges … as per NCTE requirement we are already composite.

\*13: KES, Earlier HM in a residential girls school, 8.5yrs in Mysore and Chamarajanagar DIET, 10 yrs in CTE-Mysore, Mangalore. Don’t like Admin work. Like only teaching. Right now GTTC last 7 months. As a teacher trainer, TEs in B.Ed college KES passed, in entire Kar of 6 CTEs- should have passed KES. Some are old, some have PhD, in our college 2-3 youngsters have done passed SLET with various experience. I am part of the programs that Government has offered -plenty of professional development programmes for teachers. I have been part of several such programmes and in cascade mode taken to teachers. I will share a few recent ones of these which gave me immense satisfaction. Example: *Nishta* training programme- It is a nationwide programme, I too participated …as per work got great rich field experience , *guruchetana* programme…we coordinated. Many content enrichment programme. I was in Chamarjanagara DIET for1.5 years…it was a beautiful experience of interaction with teachers, give training to teachers as per their expectations, eg: Master trainer IP (MTIP) by RIE Bangalore , we were trained as master trainers and in turn we took classes. ELEP training was cascade training, by RIE Bengaluru. Later we teach classroom teachers organised by DIET- Visiting rural schools, gathering their needs, then design training for their needs. One example was 15 day ELEP basic training for classes 1 to 5 while teachers of classes 6 to 8 ELEP advanced for 20days. HS DIET, Professional and Skill Development Programme(PSDP) training and several others. We will have the module and enrich it with local resources and information and offer it to teachers. The most happy thing about these is helping teachers as per their need

\*14: (is professor of special education and counselling.) RIE started integrated programs about 30 years ago. We started two-year B.Ed, but now stopped. With NCTE approval we have started 2yr B.Ed and 2 yr M.Ed its there since 1986. Special education is offered as an elective for M.Ed. Now inclusive education is a component of B.Ed. Nearly 6 students were awarded Ph.D in education. Spl education is offered by RCI. Our teachers are only inclusive teachers and general inclusion.

### For III 3.1: Is the college getting enough students from all streams(language, arts, biology, phy+math, commerce and any other stream)?

**The trend: In all rural colleges and in colleges who get rural students the common observation was their hesitation to opt english language pedagogy, despite knowing that they need english, that they are missing opportunity to teach in convent and high paying private schools. In a few D.El.Ed and B.Ed colleges, the promising students are forced to take English= Science and English language pedagogy respectively.**

\*1From arts for kannada. Past two years more science students. Get most for math and Physics and least for biology.(out of 48 science only 12 biology). In 2021 almost equal science and arts students Commerce 7-8 admitted this year

\*2: 60 : 40 ratio, Now its more like science students are 80%. Average will be 50% or 45% or 50% both arts and science stream are equal. Most of Arts students take up language, kannada, history, kannada geography combination, any language with history, geography in humanities, In science stream chemistry, biology, physics, math, and one language. Normally physical science is more. Say about out of 50 students, 30 students take physics and math while 17- 20 take chemistry and biology , especially girls with CBZ combination - in their mind set to go to BED, physics & math for – either PG or BED. Commerce is allowed in the last 4 years. We have almost 4 students were there last year and this year 2 students, for them we ask them to do self-study, supply course materials and hire teachers from outside.

\*3: For M.P.Ed, mostly arts stream. Only 5-10% from science and commerce stream.

\*5: for integrated B.Sc overwhelming response, full 50 seats get filled up. For arts it is difficult. Awareness is less. We are giving advertisements, conducting webinar for student and parents and PU lecturers. In science PCM is more. It is however about 26: 24. For arts: HES, HEP and now HEG. Because, What happens you know we are getting students from outside state also from Andaman Nicobar, West Bengal, Lucknow, Delhi, Madhya Pradesh, Jaipur- students come.. Maximum students from CBSE – and hence demand for Geography combination. Physical Education is there Theatre in Arts is there & Art & craft is there. In the second semester Physical Education, in the third semester Theatre in Arts and in fourth semester Art & Craft is there. Yes part of the curriculum. Theory examination, complete 50 marks internal only

\*6: 9 arts, 3 science in second year. First year all 9 arts.

\*7: Government quota CTE, social science stream majority are arts students, 20 to 22 science students, and a few commerce students. Since last 3 years, engineering students are also joining. Usually engineering students…take science subjects- physical science with math or computer science, Commerce students…take methodology commerce, language, english, business management. They have freedom to select subjects of their own choice.

They are given Commerce methods and for high school…a few topics in social science book has commerce. Approximately there was one engineering student last year, this year there are 6 commerce students. Generally, B.Sc. graduates, postgraduates also come. Out of 20 , 8-10 are Postgraduates

\*8: 50%-50% in Arts and Sc: less for mathematics, 8-10 commerce students

\*9 and \*10 Cannot take all PU students. As per directions from CET cell they must have studied at least two subjects subjects (in arts stream social studies and language, in science maths and science, even in commerce they should have studied maths or at least two arts subjects). For eligibility minimum marks 45% for SC and ST. For general stream it is 50% in PU.

Not getting any B.Sc students. In last three years we have had only one B.Sc. Only BA students apply. Very rarely we get students who have scored 70-80% in PU. No where will you get students who have scored above 60%. First of all such students with 70-80% never apply for D.El.Ed course. These are developments after 2014. Earlier rank students applied. For T.Ch then recommendation was from a PM. Lot of issues for rural colleges. At the ground level we all know where the problem is. But cannot do anything about it. Issue is 1-5th no segregation of stream. anyone can teach any subject.

\*11: arts more . in 2020 only one from science. All three commerce and arts, science. In D.El.Ed first year communication english and second year teaching methods in english are compulsory. science background take maths and science and arts and commerce have to opt for social studies

\*12 : it varies from year to year. Earlier of 100, generally about 22% language, 36% social science, 23% physical science and maths, 6% biology and 12% from commerce. Also 50% students come from kannada medium, they are not ready to take english. There is a severe shortage of biology and english teachers. If they study science in PU they take medicine or engineering and so no takers to do teacher training. As a solution we are training them in communicative english. There is salary part. In kannada medium where they get a salary of for eg: 8000 -10000, they will get double if they teach the same in english. students not ready to take english medium course, they are not taking risk. Partially this number is increasing. Every year we are forcing at least 5-6 students whose major is not english to take english pedagogy and they have proved doing very well in english methodology.

\*13: This is about a century old college. Offer 2-year B.Ed course. Since government B.Ed college, yet to fulfil NCTE norms for faculty to have cleared NET, done Ph.D. etc. We get only creamy layer students. Our intake is 50% science students and 50% arts students. 98% students have master’s degree. Only a few on Finger count are just graduates. Every year 99.9% only about 8-10 leave in between generally after 4-5 months. Out of 50 arts, 80% opt for kannada language and history, very few about 7 to 8 students take geography, very few who take english language pedagogy probably because of their rural background. They know that they need english but don’t have confidence, hence they hesitate to opt for english pedagogy. In science 50-50 PCM and Chemistry-biology, in commerce very few in number: 5-6 students out of 100. They take lang, opt english pedagogy and commerce related subjects in social science. Their knowledge in business study, they use that for practice teaching. All student would have scored above 80-95% range in their post-graduation.

all students irrespective of science or arts are equally good on par with each other. They just segregate for pedagogy classes. Otherwise they are together during general papers on psychology and philosophy.

### For III 3.2 and 3.3 (a few 3.6): What are the perceptions about quality of students they are getting? Is quality of students changing? In what way?

\*1 Most scored more than 60% marks, come with good communication skills. Even before training they are knowledgeable, confident, academically sound. “This is due to google access. So we feel we need to prepare more from our side… In the past even to introduce themselves they used to have low confidence.” Result wise our college don’t get ranks. But quality and placement wise our students stand out.

\*2: Its difficult to generalise that. By and large language deficiency is maximum. Normally linguistic competence is low, they use kannada. But tragedy even kannada teachers’ *bhasha samsakra*, is in sad state. …pronunciations are bad in even those who have done masters. They will not have language control … about english, don’t ask. Next normally out of 100 only 20 will have communication skill. Voice, voice modulation, 10 will be very good. 80 students don’t have these skills. Most are good in content. 90% are PG completed, last year 96 PG: because to become PU lecturer now B.Ed is compulsory.

\*4 I can’t say like we get very good students, like one thing I would like to say with regard to academic profile when it comes of college of education we get almost 50% of the students are PG holders. When it comes to MED programme most of the students who are in the university they would have completed one of the other PG course. **Almost nearly more than 80% students are PG holders who come to MED programme. There is another surprising thing that I could see since last year they are getting very good students and especially this year** because, when we were students there was, though the number was very very small only 25 students, though there was no NCTE and intake itself was 25 in the department, there is to be very very good students. Of late what happened **of course you know for teacher education not many takers they used to select BEd programme as a last resort and all that so quality had gone down.** **But I see in the past 4-5 years, again we can see that the students we are getting the better quality** since last year and especially this year the type of students have got are very very good and surprisingly many of them are city based. **Earlier we were getting almost rural students with regional language background and since last year and it is again coming back to this year we have got so many Bangalore city students** so many students have joined for the MED programme and almost I can say that if not it is 50-50 it is 40-60 40% of students we are getting. This we are seeing since last year and this year, the number has increased. That was something very pleasant surprise to us. That many students they want to take up the probably B.Ed and M.Ed programme from the quality of the students that we are getting now. Not just basically we were getting PG students maybe they were doing one or two PG that was not important **but quality of students in terms of their knowledge; language may be the ability to communication, ability to reflect that way we are getting. Since last 2-3 years we are getting especially better students surprisingly last year and this year quite a good number of students.**

**\*5:** Actually we have to mold them. Because PU students are not serious about the and all we have to develop such attitude among them through our training one year they are showing laziness and attitude and all then what ever we are conducting serious program then only they will understand this is a very good programme.. Even I am observing 3rd semester students, they are dedicated and how they are doing School Attachment Programme you know, wonderful. We sent our students to special schools RISE. In RIE campus there is special school there we sent, Bangalore so many special schools are there. How they are conducting activities they are presenting everything how beautifully conducting this programme really wonderful I am so happy. While they are presenting their activities through PPT presentation, how they are conducting interview in special school and handling special child with special technique they are using wonderful

\*6: There is no difference in Academic profile this is there throughout Karnataka. To take admission for D.El.Ed there is minimum requirement as per rules. Students from Arts and Commerce background, with minimum of 50% for general candidates, SC, ST and physical handicapped the minimum is 45% and this is common, one more thing is that students with commerce background if they want to do D.El.Ed they should have studied 2 papers in Arts subject. **We Get students with high percentage-up to 70% marks, but Now days the mentality of the students** is they feel reading books is enough, we have to force them, we have to extract 100% work from them. In this process students put only 70-80% effort…

\*7: Actual fact is whoever comes we take, there are lot of vacancies. Before we took them after screening and interview. Now usually they have a first class, no second-class category, good scores, more than 65%. No formal interviews, we just have informal interview. When they go for placements, organisational visits…from them our college students get feedback as they are great…they are good. Even when they come…they have told our college students are good.

\*8 :Only merit students selected. Scored 80-95%, we get 100% results, no entrance. Come from govt quota. For management quota also based on merit

\*11: their expectation: economic background is poor so come for getting job, have interest, (20%) usually girls…work in schools and can take care of children.

As per rules of govt of Karnataka above 50% is must for eligibility. Even one percent less we can’t admit them.. We are asking for reducing this cut off. In engineering they admit in with 45% but for us they are not permitting. It is kannada medium. So criteria are 50% marks, must have studied First lang kannada, or studied in kannada medium. From rural we get students. But in urban this is difficult to get students who meet all these three criteria. Assessment of students, no poor students. We get 60% to 80% scored students. They might have chosen our college because of RV college label/ that it is an aided college.

\*12: eligibility min 50% for gen, for other 45. We get only second-class students. Considering marks there is demand. Our eligibility criteria minimum second class and admit all. Competency is very poor, not open to talk, lack interpersonal relationship. We are conducting induction programme, providing these skills. We have innovated a way to give need-based support using one set of questionnaires, we prepare questionnaire to classify them based on interest, lacune, and identify gaps, provide need based… weekly two hours.

\*13: The best creamy layer students come to do B.Ed. According to me 50-60 % of our students have a real interest , thirst for knowledge and keenness to learn teaching, they do all activities very well. For example the latest activity we have asked them make a presentation for the life skill topic on various aspects like “CT and TP/ Teacher Placement-life skill”, “Morarji schools, Kitturu Rani Chennamma schools, Adarsha shale, and we had guided them in a simple way on how and how much information need to be collected such as what are they? How they function? And so on.…like this we had distributed various topic and we had made 10 batches. Only yesterday their presentations got over, they did it so well that If I were to have given any topic I wouldn’t have done it this well. Suppose if it were the usual offline we would have done it in different way. Most live in hostels and I had oriented them for four days on how to go about gathering data-such as interviewing stakeholders, observing their classes, collecting some reports, reading them and summarizing and so on. Hence they had a variety of ideas to present-interview, role play , dramatize and other kinds of presentations. ***They were ready for offline, but in the meantime covid related lock down was announced. I just called them for a zoom meet and told them that this assignment cannot wait until offline mode is resumed. I just asked them to change their design of presentation. Hence they replanned and did fully offline***. They did it so well. Just for example, they took a life skill topic of their choice, had interviewed and video recorded a few people and later discussed the life skill component in it. Another example, they were given a topic “qualities and qualifications of a teacher” . For this they have chosen an efficient teacher in HD Kote, interviewed her for 20 minutes, and that teacher as best teacher herself became a source of motivation to find more about best teacher and the process to become a best teacher. I am amazed even though we did not give such idea, they themselves thought of it. In addition, they got more knowledge of team work on several life skills and ways on innovative presentations in a virtual mode.

Eg 2: Another example is of smart and quick students. An activity under CTPT is understanding an achiever. One of for our visually challenged students, was the first to interview *Snake Sham*: and sent it . almost all students are proactive. (Snake Sham is a skilled snake catcher in Mysuru district in Karnataka and educates people about conservation of snakes.)

\*14: 55% same eligibility, CET last 10 years, RIE levels, NCERT , KVs . Last year we waited…then decided not to conduct CET, but award seats based on

merit. Advertised in news paper

III-3.3: How do you compare your student’s academic profile with that of other colleges?

Generally, TEs did not want to compare their own students with other colleges. But they commented upon the ill effects of trends of virtual admission and awarding certificates even without attendance for a price.

Only in one college the TE claimed that the rural students who come from nook and corners of remotest villages were innocent, their bond with lecturer is beautiful. Their love is not fake, they are gentle and sincere. They exemplified what we call humane . However according to her the city students’ attitude is different. However academic profile of the students always improved according to every TE, would improve by the end of the course.

In RIE, cee, quota, karnataka..not more than 25 seats ..catered to general category , hyd 1-2 students representation. Our students are preferred, trained, every year get placement, all over country, get more salary than expected, one unit of bed

### For III 3.4: Are they getting enough men and women from all streams?(about proportion of boys and girls to each of the stream)

\*1 m:f=12:88 Mostly science students.

In Science: More postgraduates in science with good academic record. Commerce:7-8 B.Com

\*2: Again its not fixed. m:f = 88: 12 Even its not 20% only 12 Men enrolled this year. So generally it will be 20:80 range.

\*3: For B.P.Ed: f:m= 40:60

Women from kabaddi, khokho, volleyball, A few from hockey and basket ball. Very few from cricket. They play in college during graduation they play cricket. They do not turn to BPED, May be its costly. They need good quality Bat, shoes, dress and sports equipments for Cricket and Hockey which only rich can afford. They go to MA, MCom, MSc

\*4 We have a greater number of girl students than the boys. In MEd always we used to have a greater number of girls than boys but this year I could see almost the ratio is 60 : 40 girls are 60 boys are 40. **The number of boys have also increased.**

**\*5** 75 girls:25 boys,

\*6 Only girls, ladies college

\*7: Before last year only one boy. last year some 10 boys, this year about 14 men. Increase in number of boys is not due to pandemic, just men are more.

\*8: 9 men , all women. This year one man for math in science stream.

\*9: of 100 only 4 men in the last 4 years. Only ladies prefer this course

\*10: 95% women. Men are rare. Girls not allowed by parents. Rural side girls marry by 18 years. No interest, No aim, more focused on jobs. No mindset to be good teacher.

\*11: Only one boy. Rest is girls

\*12: men : Women: usually 1:2 or 1:3. More women as we provide security for women, from rural area, nearby to homes. 80% women prefer working in schools and colleges.

\*13: More women. Only about 10 boys in second year. Admissions are still going on for first year.

\*14: 60:40 =w:m. more girls , hostel, in M.Ed.. Then 50 seats, now only 10 students because of 2-year program……middle class or lower middle class, last year manage 35 quota. Problem till PUC,…regional medium, english medium, faculty from entire country. Initially one year. Humanities students face problem…overcome this…campus interaction with all over country, student counselling…throughout year…95% from different places, very residential, variety literary, tournaments, regional festivals. Not religious…north Indian and other students also show interest, cultural inclusion. Pandemic led to isolation.

### III-3.6: Do you think the profile of students has changed since the 2-year programme was introduced? In what way?

\*7: Both positive and negative. When we did B.Ed it was 10 month, say one year course. Now its two years, 4 semesters. But there will be rigorous activities. We give good training, very organised. Its good. But many do not get into it because of duration. We have heard students saying what prevents their choice for B.ED… fees, compulsorily attending classes, prefer to take a job, so they think twice thrice after graduating to join B.Ed

\*8: 2yr programme very good (including faculty’s opinion). Because of 2 to 2.5 months rigorous internship helps students to grow practically. They have to teach 20+20 in each pedagogy lessons excluding the additional four innovative lessons, interdisciplinary lessons, critical practice and interdisciplinary.

\*11: D.El.Ed is always a two-year program Have heard that our college students are better compared with other college products. They know that we conduct programmes properly. When they come they have no idea about how they learn. In these two years they learn this course is not about rote learning but they practice knowing. They realise that there is nothing to rote read and write and it is different from the way they did learning till class12. They give feedback that only after going out we realise what we have learnt. While going out they cry, that is the kind of emotional attachment we have with them.

\*12: yes. 2015 onwards, lot of scope for learning, more practically integrated activities , lot of scope in curriculum to enhance professional competence, earlier there was less platform to interact with different stake holders in education but now we have provided time for students to visit BEO office brp, brc, crc, ddPi, diff schools aided, unaided, special schools….bec of 2yrs all opportunities they are getting, for firsthand experience, May be because of this we are now getting master degree students who are getting admitted, also may be because as you know…..master degree with B.Ed is compulsory to teach in PUC (PGT for 9,10,11 and 12), Definitely my personal observation compared to 10 months programme two year programme is developing our kind of student’s competencies, their intrinsic scope is increased. Nowhere in any B.Ed college double evaluation is done. But to ensure best output we do both internal and external evaluation…for every answer script int and external. If the difference is 8 to 10, the answer script is sent for third evaluation. With all these our students have scored, min 8.9 and max 9.8 credit.

\*13: During one year programme time flew off. it used to be hectic and there was hardly any time left for other activities. Now 4 semesters, they have extra activities which was not there earlier. Now in each semester there are different activities, lang across curriculum, reading and reflection are all extra, life skills, CET and TP, technology based lesson preparationa re all need of the hour All these lay a strong foundation to give good teachers. to create good teachers, pro provides firm foundation. They become best, When there was two semester we could not give time.

Initially students felt about age, two yearlong etc. But now its 4 yrs integrated course. Only age is the problem. Most students are already 26-28 yr old. If course dragged they become 30 yr old studying itself. ..When will they get job, personal life , settling in life…Now no such discussion, they have to do. As lecturers we feel. They have not settled still. So they have become smart, while doing B.ED they keep looking for job, as soon as something clicks, they just leave and go away. At the end of the day everyone wants a job.

\*14: at puc level pcmb, most cbz, or pcm. For humanities eng and soc sciences, pu arts. Regional language is taught as one of the languages. Pedagogy of scoc sc .Equal arts and science streams. Science students are more chem 70 students, phy 35. Profiles of students has not changed in any way, and it is affiliated to Mysuru university.

### III-3.8: What are the Socio-economic profiles of students coming into the program?

\*1: Government quota students (75seats) are mixed socio-economic status. Low SES get hostel facility. But generally average socio-economic class. The candidates from management quota (25 seats) are affluent.

**\*2:** Irrespective of background admissions are given. Most of them from rural background, girls will be married or appointed else where these days even after PG. So they are joining B.Ed. Most of them are farmers with lots of land, economic conditions are really good. Out of 100 students 60 or 70% will fall in middle class status. Extremely High 2 or 3%. They normally don’t come to B.Ed, they select MBA, Engineering, Management upper cream they take. Middle class students 60%, Upper middle class 20%, Lower middle class 20%, only 10 students extremely lower middle class they are from North Karnataka, Bidar, Gulbarga, Raichur, Koppala, Shiggavi, Kundagola from these places. They come because of free hostel, attraction towards Mysore & Sharada Vilas is a good college. Many students I have paid fees - Examination fees of Rs.1000 – 2000 fees they are poor and cannot pay so I pay. College fees it actually Rs.18000. For Government aided it is 18000 fixed fees.

**\*3:** All fall below poverty line. 80 to 90%% rural and 10-15% urban

**\*5:** All are average, the parents are BUS conductors, they are working in BMTC KSRTC, very nominal lower-class background only. Few students – one Kendriya Vidyalaya principal sent her daughter here from Ranchi. She is in our 1st batch. They are from humble background. We are giving instalment facilities 1st instalment 50% at the time of admission and remaining at the time of during 1st semester examinations. We are giving time.

\*6: Almost all students come from poor background. The students study based on scholarships. One under SSP – State scholarship portal under this they have to apply and another one for minority students scholarship that they apply. Separate there were two scholarships. Since last two years under the state scholarship itself SC ST students and minority students have to apply. They have made options so this one scholarship they can apply. Last year one professional scholarship is started they get Rs.25000 per year. That is for minority students they get the scholarship amount within 2 months from the date they apply. We will inform our students in the alumni group that if they are getting any other scholarship to inform us. Interested students can apply

**\*7:** Come from different background, few are well to do. They are economically poor, not able to pay fees. All categories. It is a mixture. 30-35% are poor. Most management quota students are from urban areas. Some come from same **hostel.**

**\*8:** Below average. One or two above average. Labour class, orphanage. Both Rural and urban. Maximum 50% rural side only.

\*11: lower middle class. They come from other districts like Kanakapura, Ramnagara, Hebbal, Siddapura, city HQ, Sarjapura. No rich students to afford PG. they are from government hostels. Earlier we used to get from all over Karnataka. S ince 2006, D.El. Ed. colleges have started in every district.

\*12: we cater to ones who are economically poor. Management ready to take care of all expenses. We just have to look for deserving poor. We even approach MLA’s if they know in their constituencies who need teacher training. Because of pandemic, students are not coming. Despite this student compare with other colleges where attendance is not compulsory. Hence less admission. We are firm about process of the program.

\*13: Maximum 60% poor, Okay are 50%. Only about 20% are well to do. SC-ST all get free hostels, scholarship from minority department, Social Welfare department…our college is not expensive. 10K-12K, U’sity. Within 25K to 30K two-year course will be over.

\*14: All kinds enroll.

### III-3.8: What are the other jobs the students go to?

**General claim with illustrations by almost all TEs was that teacher training prepares them for several soft skills and life skills that they are ready for any kind of vocation in addition to teaching profession. It is natural that everyone aspires a settled government job. If it is not possible , only then they look out for private jobs. Though in the beginning they are not sure of why they are becoming teachers, soon after beginning practice teaching, they begin to like to teach and at the end of the training almost all decide to remain teachers.**

**\*2:** Most graduates and Postgraduates take up government exams join police department, as lecturers, anywhere may get appointed through competitive exams in banking section, Panchayat Development Centers exams or some government departments. Normally they inform, unwillingly both of us. They are appointed at the end of course without affecting their attendance if it is in the preview of the rules and regulations they are allowed to take exams. So that in the future they can become teachers. If they have completed attendance and appointed at the fag end of the course they are allowed to take exams.

\* 5: counsellors, start tuition centres, start school, police-already they are there,

TE claimed that “Once undergone this training then only they become real human being really they become human being. its 100% they are fit in to all professions.”

**\*6:** Everyone have got appointed. In our college during internship itself they are selected by schools we send them for internship During holidays they give demo and biodata to different schools as soon as they write the exams they join as teachers. Some schools even ask us, HM and other Asst teachers they give letter to us and inform students if they are interested. We have no such students who ask us to look for a job. One student is working as a manager in a Bank, she wrote bank exam and was selected then she promotions and now she is a manager. There are some students who have changed the professions from teaching. If the students say they are from our college their salary is fixed they get a minimum salary they get is Rs.10,000 to Rs.35,000 … In Government Urdu school they give advertisement in the local newspapers for Learning Teachers (Kalika Shikshakaru) that is they are appointed on Contract basis for so many months or one year they would be given an appointment. For staff monthly salary the Minority Office will give, the teachers get only Rs.8000, they go there because it will be near to their home. They feel Its better to work somewhere instead of sitting. Students from Bangalore or from other district stay in PG or Hostel and work in CBSE schools or private English medium schools they are working and they get a good starting salary and in some other schools they see the performance and fix the salary they get a minimum salary of Rs.20000 to Rs30000 or Rs.35000. Less salary means the reasons they cannot go too far off schools, they will be appointed as substitutes for few months then they get less salary.

**\*7**: Usually we ask this in introductory class. 65-70% they say they have come with their own choice, inspired by family aunt or inspired by their teachers. They have that inclination. Maybe they might have come with force or for job, but they start loving the course and the profession. They even said it’s the best course.

**\*8:** I have heard they are passionate about teaching . few say teaching profession is good for ladies. Even engineering students, say they have hectic work in engineering, so joined B.Ed. they are enjoying.

\*11: They join some small company, work and prepare home made products. some police, SDA, now three of them have done degree. They opt for FDC, warden, railways…none for banking. Some even got central government job based on PU. They went after completing D.El.Ed.

\*12: Usually after getting trained in B.ED I have seen them returning to teaching after trying other avenues. One of my students for example Tanvi soon after B.Ed got placement for police job, SDC post, teacher post, so many nearly 8-10 posts within a year. He even served as police sub-inspector for 6 months but left came back to teaching. B.ED programme gives lot of opportunity to acquire complete scholastic personality . Beauty of the concept of B.Ed all those students who have been dedicated is they at least become good parents because of 100% all round development with philosophical foundations. from root understand fit to any job. We have our students in icici bank as a clerk, curriculum designer, admin officer, subject inspectors, subject specialist, ,in big-bazaar, computer instructors, FDC,SDC. I am also suggesting them to specialise in guidance, and counselling

\*13: . Usually, our students come with the target of becoming PU or degree college lecturers. Earlier B.Ed was not needed to teach in a PU college. Now there is a hearsay that B.Ed is one of the mandatory eligibility criteria to teach in regular and engineering colleges. Probably since there are hi-tech schools, engineers are preferred and they can even teach physics and mathematics. Hence I have heard that some private colleges are getting engineering graduates to pursue B.Ed. Till now we have not got any engineer students. Also, all our students are master’s degree holders. Almost all take competitive exams with the aim to get government job. These are those who have master’s degrees. So they keep doing NET, SLET, if it clicks they leave B.Ed. We have examples of my students who have become IAS ,IPS, Income Tax officers.

\*14: most of them opt for professional courses. Many meritorious students, join today, withdraw. Often to not take a chance of not getting prof course they join here.. teaching is not preferred by them

### III-3.10: What was their motivation to join TE training?

**Rural students in rural colleges are not motivated to pursue D.El.Ed as there are no recruitments in government schools since 2009. They instead prefer to do graduation course. In urban colleges D.El.Ed is taken by a few as jobs are guaranteed in private schools provided their communication in English is good.**

**TEs find that present students lack passion to be a teacher. They take this as a means of livelihood and if this option becomes inevitable and when there are no other options.**

**\*12 is making all efforts to convince ladies and home makers to join B.Ed course. He observes that though many ladies prefer to stay with their families and even if they work , to teach in lower classes, feels that B.Ed course will prepare them to teach in lower classes.**

**\*1:** teaching as passion, some employed in corporate, some women quit well-paid job and joined as it is secure for women. So far no one came as alternative. Some forced by parents or influenced,…but at the end of course their opinion is to be teachers

\*2: The students teachers attitude involvement not found here. The love for teaching profession its not here. Because of their family background, poor socio-economic status and education background, they look this as (becoming teacher) business. Practically thinking we need some job that’s the situation now, some students who want to be teacher but due to inevitability “*anivaryate*” they take up some other job. These days this *anivaryate* has created. To survive in the life they have to take up some job. They would take teaching as last profession, since its easy-to-get leave, no irritation, no problems attitude. Those who have merit come and join through CET Cell. In spite of all these things I have created interest in them. The students say Sir, my vision was totally different now its changed.

\*3: to get government job. Thos who get good percentage in academics choose B.Ed. others choose B.P.Ed. Here if they play well and get good percentage, they get government job.

\*5: motivated from friends, peer group, teachers and some other aspect. Maximum parents, teachers and peer group. See teaching profession why important, how we will get job through this? social status good for women she become a teacher everybody say ok she is a teacher. They lift their eye brows. They will ask two times. Any other profession engineers, doctor only but teacher some so far respect in society. Every body say it’s a noble profession specially for women.

\*6 some students with lots of interest have joined this course some students are pressurized by their parents, there is no risk, can get respect and can spend time with children, can give service to society, there is no risk factor, married students also can do

**\*7:** Before they used to say they came because it was just one year course and to get job. Even now they get job easily, earn. They get locally available jobs

\*8: I heard they are passionate in teaching . few say “madam teaching profession is good for ladies”. Even engineering students join B.Ed because of hectic work in engineering, so they say they have joined. B.Ed. they are enjoying.

\*9 : We go to PU colleges, address only eligible students and orient them to history of teacher training that earlier it was TCh, now D.El.Ed and tell them about importance of TET. We even tell them about incentives that we provide. We have stopped taking management fees. We provide 100% free. We go to nearby villages and orient them about importance of nursery schools, and how teaching method has changed, as per NCTE it is no longer old teachers. Those passed TET will get better salary. If village students do D.Ed they can provide good education to their village children in constructivist way. We even tell them it is no longer same teaching. Teaching has changed.

\*10: For the same course for which they used to pay donations, now no takers. No one interested in becoming teachers any more despite we are bearing the expenses that they incur in two years-fees, bus pass, uniform, stationery and almost everything. They want to do graduation after PU and ask whether they will get any job after this training? We call them ten times over phone, go to their houses a couple of times just to convince them to do D.El.Ed. By the time we approach them subsequently some one would have ‘brainwashed them” saying that D.El.Ed does not guarantee teaching job. Some time we even challenge them asking ‘what is the guarantee of getting a job after degree? But these arguments do not work. What we tell them is “even if government school do not recruit, you will get at least appointed in convents. So saying we are admitting them”

\*11: three reasons: like teaching are 20%. 85% come for quick job, Most women say they can manage home and work-comfort zone. They like students. Such students become good teachers. They have made up their mind to do something different. Some done KES and have come to DIET. My old student is my officer. Some are CRP,BRP etc.

\*12: initially Due to parental pressure, many don’t get any other job. 80-90% who come to us are not interested in teaching profession.

\*13: I doubt if all have the motivation to become teacher. It’s a matter of “*hotte paadu*”, a stand-by kind to make sure some job they will have. 98% students aim for some government job. B.Ed is an additional stand-by since it guarantees some job.

\*14: passion after joining. Many prefer to join RIE. Earlier the M.Ed and B.Ed colleges were less. Now most U’sity have these courses,, private universities are also offering..save money… Students are not from rich class. Rich class students do not apply…status wise teaching has lost its respect

### IV- 4.1 What do students like in the program?

**\*1:** Like the diversity of our programme activities…example: experience of ‘community living camp’, and internship. Community living camp - a camp for 3-4 days, to make them understand how to live in a community along with others.

**\*2:** They like practical aspects. Overall, our students like more of Practical than theoretical area, They like Camps, sports, teaching practices. Wherever there is hands on experience they enjoy, they should have been grounded, Perspective papers they don’t enjoy, because the perspective papers are not popularised, not brought or taught or seen in the normal (sahaja) condition.

\*3: . Maybe they like the job aspect, as they easily get jobs if not in Govt sector at least in Private sector. Also as they get to develop soft skills, personality development communication, computer capabilities, english speaking, personality development, bring overall performance grades.

\*4: **both in B.Ed and M.Ed students like field-based programs** than theory… also lot of field based programmes were introduced I have two weeks full-fledged program community based activity… social awareness, hygiene, gender perspective, vaccination, environmental awareness, social awareness like RTI, **35 activities have been listed out they do it under the supervision of one teacher…..** in a group 7 – 8 students will be there each day they go to one locality, they have to be there atleast for 7 to 8 hrs, street plays, doing door to door campaigning and report in reflective journal of each days’ work… one type of internship they can either go to special schools or innovative schools – Art of Living such type of innovative, ACT is there which are different from the normal schools, not affiliated to ICSC or CBSE or State level. Place of internship including some student we have asked them to work, because of we have introduced 2 levels of specialisation one at elementary level and one at secondary level. We have asked elementary level students go to even these Anganwadys…

\*5: very much they like about SAP programme. Practically they are facing and practically handling students you know, they are observing. Than in between four walls we are teaching they are enjoying in the field. Wonderful experience, they enjoyed see their body language, their expression, their motivation their presentation excellent SAP a wonderful programme. Even our Principal always appreciate us that SAP program is beautiful.

\*6: thing is they have to take part in all the programmes and activities and we insist that they have to participate in all the activities. They cannot say that “I don’t give speech or I don’t do skit”. Personally what I feel when I studied we never had such experiences in the schools, only the subject we used to read and take up exams and go forwards. I cant blame the teachers also because even I am also a teacher now. If we don’t provide exposure to the trainees, when they become teachers and the children trained under such teachers may become like me. If they do not gain any experience, not attended any competitions or do not know how to participate in the activities how will they participate in the activities because of this we have made it compulsory that all the children should take part in all the activities by force or by interest ultimately they learn everything. The students participate in all the programmes but we should give them freedom. We just say “The program is like this and how will you do it?”, if we ask them, you know how many ideas they give, they come forward and do the programme is a grand way, we have to give them opportunity, if we control them the children cannot come out of such ideas. We give them freedom. Before making any decisions we call all the students and discuss with them that there is a programme can we do it or how to do it only after that it will be decided. It is not that decisions are made only by Principal and staff. Last year we went on a NSS Camp to Maharashtra. We got sponsorship from Maharashtra, NSS OFFICE sponsorship that is from Gandhi Rese Foundation - GRF we got the sponsorship we took the students and stayed for totally 16 days. Our students paid only for their train tickets, including two-way train journey for four days journey and the stay it took totally 16 days. Apart from GRF sponsorship, we got some grants from Government and for remaining expenses under one scheme which NSS has that is every year NSS sponsor a programme trip to the state level college students and last year our students were selected. Whether it is programmes sponsored by NSS or any other programmes wherever our students get opportunity we look in to all the possibilities which help them and for all the programmes all the lecturers take initiative to go with children. They say, for eg even in NSS office say we inform all the colleges about the programmes for eg National Youth Day programmes or January 30th prince ….. day is celebrated but many of the colleges do not respond to them. But in our college we don’t do that as soon as we are informed about the programmes we take our children because they are exposed to such opportunities. Now from last year there are so many webinars they have been attending. Whatever helps the professionally we provide opportunities to all the students.

\*7: Like internship, in school. In the beginning they feel hectic later they enjoy. 50% they say its hectic, hard work. For internship, we usually take 6-7 schools, all in neighbourhood. We take both government and private schools. For we take prior permission from department. Some schools just allow us.

\*8: Like both scholastic curricular and co-scholastic, we engage them in both programmes. So they like. They enjoy the activities. Beginning they find microteaching, to be very difficult to understand because of different skills they learn and get everyday feedback. But they enjoy the most- seminar, ppt presentation and practice teaching. Also, Yoga, ICT practical, second semester experiments, they show dedication and enjoy doing it

\*9: Students like Teaching practice in schools. after teaching practice, they understand theory in D.El.Ed.. Initially they are confused with content in first year. Till PU they study subjects for content not as knowledge to teach. Since the content is different they take time to understand.

\*11: : we are like one family. This they like. Here they come with the mindset to learn to become teacher. hence they do not have any tension about exam, unlike other courses. They know that they just need to to take inputs for teaching. Boys or girls socialisation atmosphere, practice teaching with children, happiness in this culture- they like this culture. No fear, No stress. They are peaceful and calm.

\*12: Students like our induction program, communication skills program, microteaching skills. In general, they like activity-based aspects where they are involved. They like our SEED program and enjoy being in different committees- example technology usage committee…I created a team who enjoy messaging, taking photos etc. so we are using socio-metric techniques, strategies and as per their need we assign activities. They like practice teaching, internship, psychology. Most liked are our field visit program. Its free including bus facility, food and accommodation: Example routine yearly visit to our own blind school in Ramnagar, deaf and dumb school in Mysore, our B.Ed college in Mysore to exchange their learning, Ashram in Mysore, one residential school, . They are prepared and sent: format to observe, on how to observe, ask questions. All these help in emotional development.

\*13: they like the freedom we give for learning and perfom with full involvement. They like provisions for group discussion, freedom to discuss, give them a topic to dramatise, they are good organisers, if we give them tasks, in camp-CLC camp allocated tasks, they have competitive spirit and try to do.

They like practice teaching, they have competitive spirit to do innovatively, and not repeat usual method, they like to do things differently. After watching presentations, they want to do even more better. Even in practice teaching, I am noticing that they try to do differently from each other and make their class even more interesting than other. They have lot of idea. They love to explore. They want their teachers who can motivate, who can facilitate, they need good people who give guidance. “beralu thorisidare hasta nungthaare”(if you just show your finger they swallow your hand ). My students like if I say this is the usual method for you to know, now you improve it. They enjoy improvising and do it differently.

My learning from our students, In this world all students are good, good base to be given by teachers. To teach, we need not be qualified. But the teachers must love, motivate and inspire students. Tap their resources. In my last 27 years’ experience, even during teacher training I usually go beyond training module. I just give some idea with larger objective in mind. During ELEP last year, it is an english training, the teachers had to learn conversational english, so I said dramatize the lesson. textbook content to be dramatized because they have to use english. What I did is I just encouraged their idea, but all teachers including youngest to oldest teachers in the verge of retirement, joined and did a wonderful job. It was creative. They had sourced prompts from all over the venue. I was surprised to know that it was possible to dramatize some lessons. …I did not say because I am great…just sharing my experience. No where there is problem in Education system…just motivate the children and adults. Instill passion and love for profession. I think too much intelligence is not needed. T’s must love unconditionally and create wonders in classroom.

\*14: in fact, students aim for higher Education, use UG as ladder, national international exposure, campus atmosphere, chem MSc, research in the field, opportunities for future career they like it. They like all cocurricular. We offer a variety of opportunities and every gets a chance to be part of these, which they would sometimes have missed in their school days.

### IV-4.2 What are the difficulties the students face during/about the program?

\*1:Too Stressed and overburdened with the way curriculum is designed, they want more time to work (Even TEs feel though they restructure the curriculum they can’t do much as they have to stick to the regulation)

**\*2** I am seeing there is a lot of gaps between what we are filling in teacher education course and what schools and colleges are expecting, expectations and reality there are differences. We never teach our students how to handle how to manage conversion with parents who are not happy in parents meeting. For e.g. They never know manage meeting. How to manage the mindset of the parents, how to talk how to control, how to convince, how to negotiate with them. There are thousands of competencies which present teacher education system is unable to fill in. This even students realise when they become teachers.

\*5: For integrated 4 yr B.Ed: One thing is here, after three years or even degree is completed and after 4 years if they are quitting in between this programme they are not getting any degree that’s only the drawback. Next our academic council meeting or POS meeting we will discuss. In between they are quitting means they are not getting any degree they have to complete four years then only they will get degree. Otherwise so many drawback is there dropouts are there. Dropouts in the 3rd year they are not getting any degree. Nowhere it is mentioned

\*6: All the Students are very happy about the programme. One student has a child she is allowed to bring the child to the college. More than 90% take this. We have a period called zero hour, after all the regular classes are completed end of the day we will have and extra hour this zero hour period for 30 minutes. The total number of students are made into small groups and each teacher has to interact with one group. In that zero hour period we have to speak to them and discuss with regard to the problems they are facing may be studies or personal issues or family problems, they share with us and we help them, support them and some time we bring to the notice of the Principal. We encourage them, teach them endurance, like suppose the student want to discontinue studies we help them to come out of the problem and encourage them to complete the course. Later many students say that “if I would have taken the wrong decision and discontinued then what would have happened” Like this students share the problems, It is not mandatory that we have speak to the students from our group only we can even speak to other group students if the students of the other group can speak to me also. The students have the liberty to speak to any teacher they wish. Anything they can share problems or issues related to college, studies, family and personal they can discuss anything with any teachers. In our college they say out of the 1 hour class they ask us to take class for 50 minutes and remaining 10 minutes we are asked to speak the topics other than the subject and teachers are asked to focus on that and discuss everything with the students. For eg in our college we get a magazine Informative Thoughts….As far as possible we try to help them from the day they pay their fees to till they complete the course. Wherever they find it difficult we help them even after completing the course also we help them. But after the seminars and workshops we will have a feedback session and at that time they say that they wanted some more time. The time is allotted was very less and if they had more time, they could have made the session slowly and in a better way. They feel they are pressurized. They are open in disclosing the problem like what they face even if someone lets them out late is also discussed. Even in the small seminars and workshops students say it should have been extended for one more day. Because the session has already been completed we assure to arrange the same topic in next seminar or workshop

\*7: Usually, schools have routine. Their own time tables. When they(student teachers) go to classes, sometimes they say not possible or they say they can give two or three classes only. So all will not get a chance. In the beginning they feel disturbed and come and tell us these things. An in beginning if it is a big classroom, our students (student teachers) complain about students. They say government school children are difficult to manage. It is difficult. Yes because especially the slum dwellers, they don’t listen, mischievous, cannot concentrate etc.

\*8: Till to-day no issues. They enjoy both teaching and curricular and cocurricular.

\*11: none. Except after the programme. Some are happy after getting job. Unhappy if they don’t get a job. Sometimes they come and share the harassment they faced in private schools…these they share. Our students are well prepared in terms of lesson planning and managing. They can manage wherever they go. I want to share one plus point, which made me feel happy recently. One feedback our students say they guide the working teachers about blue print.

\*12: none about the program. They are not confident to take english pedagogy and not confident to teach in english.

\*13: there are many issues for students. We divide 8-10 students among our faculty. When we counsel we come to know that they have several personal problems. We have counselled them and if needed provide guidance. We have helped a few out of depression. . Parents not educated. Depression cases, mental health too high now.

### IV-4.5 What all do they learn from the program?

**\*1:** Build confidence, enormous confidence building happens., problem solving skills. Initially some feel stressful- get panicky, feels like quitting…but by end of course…even their confidence is increased…that kind of change is visible in every student.

\*2: If I see Entry level and exit level, in exit level there is some improvement. 10% improvement seen our students.

\*3: The focus and stress in B.PEd and M.PEd is on discipline. when they come here they are totally indisciplined according to me, After they become Physical Education Teachers they have to maintain discipline in their schools so initially we focus on discipline first, then slowly we shift their focus to academic aspect of Physical Education. We try to make them understand opportunity they have in front of them in Private and Government sectors. Once they are tuned and focus on discipline they adhere to rules, change behaviour and try to become good PE teachers. They become proficient in one or two games/sports -before it will be proficient in one. Spectrum of getting involved in various games and sports will increases, especially those who are very less proficient will be proficient in one or two games which will survive in future.

**\*4:** as it come to girls **we have more number of girls than boys** Most of girl the other profile that I would like to tell you all most I can say **90% are girls are married with families those who come to MED all are youngsters all are married and have kids** and they see that take up MED. **When it comes to BED also 50% of girls are married even in MED not boys but girls 85-90% are married but still they make it up**. I would like to say that it depends on the teacher how they would like to like their all the field work make it fun and create seriousness with regard to learning, the interest to be created regarding programme it all depends on teachers. Sometimes a student who comes to the course just get a degree also may get interested if the programme is make interesting but still I would like to say especially when it comes to PG degree MEd I would like to be very very sincere like to tell you **most of the time as I say the almost 90% of the students come to MED with minimum single PG or hold some time even double PG holders and MED they take it as very light not as seriously as their first degree as seriously as their first degree and that too being a very professional degree they need to devote more time on it so it is very very hard on our part to see their irregular attendance students** though they join the course every time every day we have to keep insisting that they should attend all class and as far as possible they put up every month shortage of attendance we will be put to assessment in case they have not submitted one assessment

**\***5: both disciplinary and pedagogy simultaneously are going on that’s why they will be very good subject teachers.

\*6: we prepare our students with everything needed. We even give extra support

**\*7:** They enjoy the activities. Beginning Microteaching, they feel very difficult to understand theory and confusing because we give different skills every day and give feedback. But they like seminar presentation and practice teaching. They even like Yoga, ICT practical, in second semester the experiments. With these they show dedication and enjoy doing it.

\*8: mainly whatever needed in teaching profession like discipline and patience, they are learning everything here. Everyone tells that their learning is shown in behaviour like change is maximum…patience.

\*9: there will be lot of improvement in students personality-communication skills, and skills to reflect on their work.

\*10: There will be lots of changes, communication, their behavior, their nature, attitude everything is changed before they complete the course. Because we train them to be good teachers. Despite low admission we have never compromised on the quality. We strive to ensure that the reputation and the demand for our students from our college have is not diluted. Whatever needed to be good teachers we provide.

\*11: they develop emotional attachment and hence enjoy learning

\*12: Already mentioned in detail in what they like. They learn all practical field-based skills if they focus and are dedicated and ready to implement. Along with B.Ed course they also get trained in communication and technology skills.

\*13: B.Ed does not teach only syllabus. Here during the course, they learn several life skills. This is helpful in any career they might choose apart from the teaching career. It is these aspects in the program which keeps them motivated. We try our best for all round humane qualities, life skills, art education,. This year we have a highly talents music teacher who motivates students. We get external resource persons to provide career counselling… while leaving they say that their innocence is gone and that they have develop responsibility, begun to take risk, developed life skills. Better everyone must do B.ED. whether they become teacher or not.

\*14: attitude, interaction with others… remember. Those days…1980—10-15 yr ago more love and affection, general trend I see is they are little bit aloof, accept that self-centered, one semester..other TEs also agree,. Earlier students greeted GM sir. Now they are on their own, don’t greet and now we don’t expect any formality. Now when they go to next semester, they don’t approach us…bonding which was there earlier, is not seen in any one. such things seem to be a general trend. Juniors trend among faculty..diminishing..now we have accepted

### IV-4.6 Feedback from the schools: What feedback TEs get from school about their student teachers/ newly recruited ones? Are there any comments about their Industry readiness (examples if any)?

**Every respondent said that they get encouraging response that they have sent them well prepared, and some even get appointed in the same school. Private schools approach to recommend their student teachers for other schools where there are vacancies.**

**General complaint from schools is accommodating 20+20 classes for each student teacher. A few feels that it takes away their regular teaching time. Two TEs however said that in the government schools where their students go are happy with the preparation of student teachers and sometimes they do not have to reteach the same.**

**\*1:** Many schools personally inform…They say our students did very well, some are yet to prepare well etc…which we accept, improve them before they go back. Eg: the way they transact…being bilingual. Being bilingual is necessary. Our English medium students…are sent to teach in EM schools. But they need to know kannada. So we advise our students to know kannada. They can communicate in normal kannada. But the students need to learn technical words. We also get Feedback on teaching aids. All schools are usually happy with our students, some get appointed in same private aided schools.

**\*8:** we go to 12-15 schools regularly. They say your students are very good and regular. In other college also they say our students are comparatively good. There, their faculty never go regularly to observe. But schools feel difficult giving 20+20 classes… .They say “we give more classes. how can we complete our portions? However, they specially they give classes to our students, they say our students prepare attractive tlm, they have good communication skill, know how to engage especially 6,7 8 and 9th students. No exact problems…okay definitely they welcome. Some schools are like our mother’s house.

\*10: schools ask us when we will send our students. Our students are prepared hence they have good opinion about our students

\*11: We generally send our students to government schools. Send about 5-10 students per class. They not only teach but they accept to do what ever work they assign…engage their classes and help them cover portions, they participate in organizing program. Students studied in government schools or who have practised in government school face challenges. Because in government schools the rules are flexible and strength will be less and manageable. In private school there will be rigid rules and class strength will be high. In private school they assign one subject and what ever they do they have to get good results for all students in exam. My students tell me that in the private school where they are appointed no one asks for a good language development, develop students into good writers or orator. The syllabus needs to be covered. They want good results in examination. The good thing is some school have asked them to use innovative ways to teach the same syllabus. They provide facilities.

Government schools do not provide such facilities. In terms of learning in TEI is no issue but they find it difficult to transact in english if they are placed in english medium schools.

\*13: Schools welcome our students because they go prepared and match their plans to their timetable. If our students need any resources they share. If they need anything from us, we share our resources with them for use.

### IV-4.7 What kind of feedback do students give to TEs after the completion of the program/after entering the industry

**Except two cases nowhere passed out students keep in touch with their TEs. In a few cases they return to say only if they have got good placements or are getting married and they come to invite for their weddings. In the first year soon after appointment, very few call to share the differences/ issues in terms of expectations in their appointed schools from the management or seniors. Often they are surprised that all that they learnt are of no use in their regular schools. Sometimes they share their personal issues, incompatibility with older faculty and so on. Two TEs said they convince their students saying these differences in understanding will reduce in due course.**

**\*1:** only in first year they say B.Ed has helped. Most useful is ICTE integration in curriculum. Last year who ever recruited had to start using ICT…It really empowered them to handle any calls with innovative ways. Rigors of lesson planning is hated. But same recall that it has helped to organise and design their class better. Skills in B.Ed has helped.

**\*7:** For some queries, they keep in touch with us. Some time I am fed up, we may not find time to give more time. They share personal issues, or when not in position to cope with course and homework, ask many queries and for preparation for TET they ask over phone. For example, one old student, he sent screen shots of TET question paper for clarification. I feel happy to share my knowledge . All got jobs. Some are placed abroad… In Riyadh, UAE…I feel nice to be in the field. They say they want to become like me. I feel happy. That is all what we expect.

\*9: passed out tell us where they are working in pvt schools. TET exams only. Not about classroom help. 80% will be in touch with me. If they have any doubt in class , reading for other exams, teacher post choice, how to apply to govt job, dist. category wise, who gets more opportunity…to know about dist. wise teacher allocation.

\*10: students did guruvandana program… some have more respect for teaching profession, and are in touch. But those who are money minded forget us. Eg: They just greeted when met in a function

\*13: With each team, a TE will be there. We would have given clear instructions to our students. So, they get good feed back from schools. Our students do not unnecessarily intervene in the schools’ work. But are well prepared and support learning activities. Hence they’re welcomed.

### V- in the section on TET collate about what are the views about TET?

**\*3:** Not concerned to physical education.

#### Student’s perceptions about TET

**\*1:**very few inform only if they have cleared TET

**\*5:** I do not know actually, TET is for 2 year BED only. We are planning to take permission from government approval or high education and all next year we are planning. Next year students are going out know we have to take permission, 2 year BED students allowed to take TET and other examinations likewise for 4 years also we have to do something with government we have to get permission from government.

**\*6:** We advise them to take STET. But no idea who applied and who passed I don’t know where this is centrally documented

**\*7:** In past 2-3 batches…It comes to my notice only when they come and tell us and they cleared we come to know…we won’t know before. About 10-15 students cleared. Not more than that.

**\*8:** We train them for TET exam. Call faculty from other colleges and train . Depends upon student interest. How many have taken the exam, I have no accurate idea. Some called and will intimate us saying “madam I cleared”. May about 10-20students, more than that I don’t know.

**\*10:** We orient our students to the need for TET, its life-long validity (earlier it was 7-years)We give coaching for TET during free time. So present students will not find it difficult to pass TET. Five DIETS prepare QP for TET and finally consolidated by DSERT.

**\*11:** Almost 80% students have taken TET in the beginning and 100% passed. But in last four-five years number of students who passed reduced. Only those who passed will come and tell us. This time 4-5 cleared TET and placed in government school.

**\*12:** majority students believe that TET is for primary and Higher Primary. Till now for HS no TET. But NEP 2020 has solved that problem now. It is clear now. It is only CET which our students have appeared till now. The latest data for our college TET pass % rate very less. 2017-45 , 40 17 cleared, 17-18, 67, 40,26; 56,45,18. Total 61 out of 115…completed TET.

**\*14:** TET , CTET…many try, interested , they try…they apply leave, to prepare for these exams. After CET many come and stay in hostel…prefer, try the exam, to get appointed in a govt school. No special course/ classes provided by RIE. But U’sity offers.

#### Teacher educator’s perceptions about TET

**\*2:** TET, CET its compulsory curriculum component even in colleges. After the two years course how to train them for TET and CET we have the syllabus, 50 marks one paper is also there. Another college has taken another step of training them. Give syllabus and conduct exams and interview how the selection will be there is also guided. After that they take private coaching and take TET or CET. Some of the colleges give free coaching also. We are now trying to do it. State government Retd professors may prepare these TET papers. In these, application-level questions is more. In that teaching aptitude, psychology, general mental ability, content and pedagogic, because they take exams only after completion of the course difficult to take statistics. With the help of Alumni association can collect data. We keep our students informed to keep in touch and intimate college as and when they get appointed through TET or CET. May be our bondage is not so strong, So they will not inform. Every year 5-6 students get appointed. One year 12 students cleared TET.

**\*7:** Actually, we should keep it confidential …I am RP for these exams. I know what areas and what type of questions we ask in TET. We should not reveal . But when I teach psychology, I relate those areas, some students gave feedback that it has helped them to clear…I take care of telling them what all I know that is needed for this exam. I don’t tell directly but cover them.

**\*9:** I have been to QP preparation at DIET level. It will complete in three levels. PSTE wing in DIET prepare questions. But we don’t get any question paper. It is available in net loaded by private people. Government has not loaded. It is no secret, but they have not cared. Even NET we don’t get original papers. So collect from students soon after exams. I have the question paper of all three sets of exams. To our college we get Psychology teacher to teach them. If they learn the content they can do well in tet. As per aspiration of State and National level experts we tell them constructivist has the psychology component built into it.

**\*10:** D.El.Ed syllabi does not compare with their TET. Example there is no subject of educational psychology for D.El.Ed, but that is included in TET paper 1. In T.Ch and D.El.Ed there used to be a separate paper for educational psychology and was considered a must for all teachers. But since 2016, in D.El.Ed they claim that educational psychology is embedded across entire syllabus. Remotely there is just one chapter. But in TET there is a separate section for 30 marks exclusively on educational psychology. They can attempt 30 marls question only if they are prepared for 100 marks worth syllabus. Even in maths there will be question on both content and methods, thus D.El.Ed syllabus does not compare with the expectations of TET. I personally feel some one sitting in AC chamber has formulated these syllabi without knowing the practical difficulties. No one asks us about the field level situation.

\*9 and \*10:  Students have to study according TET oriented if they study education psychology to clear TET. Education is commercializing. NCTE has to take action against colleges who are running without students attending the classes. In the NET there is no mention of DLED college. There is a point by 2033 there will be not courses with basic SSLC and PUC. About integrated course four-year course degree.

\*11: Earlier passing TET was difficult. all passed. Recently last 4 years no of students passed has reduced. If they tell they passed 2-3 after TET, CET recruitment in govt school… no data. I have no idea about other subjects. In kannada, because I am handling this subject, if they have participated in our course work properly with all the activity-based learning, the can easily perform well in TET. Easy to face TET if they were sincere with 100% involvement in the course. One of my colleagues took TET to experience. Even she was not eligible in a few subjects. She took exam without preparation. She is from PCM. In language she did well. Lost one or two marks. While writing it seems exam is easy. But in result, they have not scored. I have no idea if there is negative marking. We orient students to TET, in our own subjects on what would be asked, how to prepare and so on. its not as elaborate as IIT coaching.

\*12: Not to train for TET but train them hand in hand, faculty member spends 5-10 mins on TET after completing each concept. They prepare set of questions on all aspects memory, skill, understanding, application, analyse, knowledge and tell students how to be prepared. We even go as trainers whenever government provides these training, We identify missing questions, we also know the strength and weakness of students with regards to TET. So able to prepare our students. We get nearly 60% pass in TET. But state level result is only 3-4%,. Due to pandemic last two years it has not been possible to conduct government training

\*13. If they pass they come and tell us. (This TE had no idea about CTET. She knew only about STET, and SLET) No special training given for TET. But every day during assembly, team wise, one team at a time /day have to ask ten TET question as quiz. Anyone can answer. So over a period of time they gather several questions and write it down in a note book. Next day these questions are also displayed on the notice board along with answers.

\*14: sorry to say. many tet % is very less. Some have to work for some years, hard reality, so much difficulty, bed med students, working during night, lorry driver students, study loan, madam clear loan, parents depend any more, marry girls, work 2-3 years. Attraction towards CET..very less. NET they are very keen, can go for HE, can become HE faculty, many pass NET JRF.. .. TET not teaching not even 20%

#### How have student performed in TET?

**\*1:** No idea

**\*10:** 2 students passed, many students have cleared when they are in 2nd year and after completion of course.

**\*11?** Most have not cleared TET.

**\* 13:** No idea of exact numbers

### V 5.4: What were TE’s response to TET pass rate in comparison of their college with others. Comment on answer for 5.4

**Except one college no one had any idea how many appear for TET, who passes and where they are appointed . In fact, they did not have any idea about the preparation of questionnaires too. More challenge for D.El.Ed students since their D.El.Ed syllabi does not compare with their TET. Example there is no subject of educational psychology for D.El.Ed, but that is included in TET paper 1.**

**One TE commented saying that in IIT-JEE CET,NIIT etc they display their pass percentage and rankings in banners to attract students for admission. Such propaganda has not yet begun for TETs**

**\*1:** No idea

**\*11:** No idea

**\*13:** cannot compare

**\*14:** Very poor results

### VI section: each question is important:

**VI 6.1: Where are the students employed after completion? How do they look for jobs? And VI 6.5: All about campus interviews. Affiliation to private schools. About selection and appointment.**

**Generally in private schools, some students either are not selected or given lower classes based on their performance in written test, demonstration and interview. Allocation of classes and salary are based on performance and experience of the candidate. Strong preference for good communication skills, and language efficiency for higher class and less efficient for lower classes is the trend. This is illogical. Best quality teachers are needed for the lower classes. However, this is the trend in different organisations. Also appointing someone with quality compromised just because they accept lower salary. This is what is deteriorating our education system. Compromising on the quality of teachers. Wonder why they struggle in tenth standard. According to me if they say their criteria is to get people with high patience for lower class but not compromise on other qualities is okay.**

**\*1:** 75% get job thro placement cell…we approach/ they approach. We organise campus drives. About 18-20 private schools employ our students- like National public school, Orchid. Even rural schools…like *Badrikashrama vidya shala*…Tumkur and Kolar seek our students, they select and recruit in 4th sem. Some may not get selected during drive, some get recruited in colleges …with masters they get recruited for PU.

\*2: I myself is a placement co-ordinator. We collect details from various sources, Private schools contact us. campus interview we conduct. This year also we planned but due to covid this year its stopped

**\*3:** Most of them, almost 95% of students in our university are absorbed in Private or Government institutions. Some of the alumni who have placed in Central Govt institutions like Sports Authority of India, some are placed in other universities in Karnataka Govt as Assistant Director of Physical Education, Asst Professor in Govt High Schools, Govt aided schools. Most of them got jobs in Pvt colleges BPED students in schools and MPED students in colleges - Engineering, Medical, Paramedical, physiotherapy colleges and BEd colleges and many other colleges. Most of the students find placements on their own, those who cannot find placements they refer to university we have a placement cell in our university which will help them.

\*4: most of the students are getting into these secondary teacher level teacher education institutions. Most of them are getting self-financed institutions may be some aided but even majority I could see they are getting job i.e. high school Head Masters even as EOs and some of students that they are there in DSERT of course as few students not directly in to the teaching also of course gone in to some other apart from teaching field. …

Recommendation: **Job openings are less for M.Eds**. they can introduce education as one of the optional but till it is yet to happened like if it happens some other colleges few colleges are having right from PU to degree if education is introduced as an optional paper as any other disciplinary paper then the opportunities for these Postgraduates will be much more compared to what is now. Most of them are into self-financed colleges.

\*6: Or students apply seeing advertisements. Some schools post their vacancy on our notice board. If we come to know of any vacancy we tell them to apply. If they are good, even the schools to which they go for internship take them if there is any vacancy.

\*7 As member if interview committee in some private schools, If I am not free to interview, I give questions, suggest what kind of questions can be asked. Our students apply there. We have a placement cell. We even take a few to other places to interview. After so many years we have their (alumni) phone numbers. We call them and even old students attend. Many get government job and I know because they bring sweets. A few are working in private because of age. They join this course after marriage, children …gap of 10 years. Even then they are too good. We also secured rank because of these older students despite gaps. They manage both course and home, they get a job. No one left without a job. More than 10, or 10-15 students have got government job itself. We may not know. From each batch 15 students get government job.

\*8: Have placement cell. Many primary and HS come to us seeking. More than 70-80% are placed both in private and aided. Not for aided posts. Maximum only private

\*9: The passed-out students tell us that they have joined schools. All the students join convent schools. 80% students are in touch with us.

\*10: Our students get best training and they have joined many schools in our district. Our college name itself is reference for them. WE refer the, to the schools known to us. We send the profiles. No campus interview is conducted.

\*11: till now none of D.El.Ed students got class 8. They get classes only from one to 5th or 6th. There are cases of appointment in nursery. Two joined in anganwadi as their personal choice. Class 8 is reserved for graduates with a B.Ed certificate.

\*12: Some students either are not selected or given lower classes based on their performance in written test, demonstration and interview. Allocation of classes and salary are based on performance and experience of the candidate**. Strong Preference for good communication skills, and language efficiency for higher class and less efficient for lower classes is the trend. This is illogical. Best quality teachers are needed for the lower classes. However, this is the trend in different organisations. Also appointing someone with quality compromised just because they accept lower salary. This is what is deteriorating our education system. Compromising on the quality of teachers. Wonder why they struggle in tenth standard. According to me if they say their criteria is to get people with high patience for lower class but not compromise on other qualities is okay.**

\*14: : one or other teaching they will join… recently one med, opted for IE , small kid, easy preferred, many already job in reserve, campus placements, some are in international school

### VI 6.3: What proportion seek government jobs?

**\*1:** I think some try… *don’t know*… two got recruited…

\*3: Everyone wants to seek a government job.

\*7: no vacancies, no appointments happening. Some I heard have got contract jobs

\*8: last 5 years more than 30 students. In government approximately 20-30%- about 4—50 students are placed (Researcher observation: She considered contractual engagement as placement in government schools)

\*11: everyone

\*12: everyone

\*14: most of them desire and try.

### VI 6.4: And what proportion got government jobs?

**\* this question was redundant since there have been no recruitments in government since 2009. Some TEs mentioned appointment as contractual jobs in government and corporation schools. Others mentioned non-teaching jobs for the D.El.Eds as police, FDC and B.Eds as SDC, railways, banks, police sub inspectors in government sectors. Some hope that those who have cleared TET might get appointed in government schools if they call for appointments.**

**\*1:** In the last two years back 4-5 have been appointed in government school

\*2: Out of 100 students 10 to 15 students get appointment Govt schools & PU colleges. Government yet to announce for appointment.

\*3: Past 3-4yrs no appointment in Govt. Govt has to call and all. Before 4 years a handful of them have got appointment in universities and colleges. As far as Schools are concerned no appointment in the Govt schools in the last 6-7 years as there are no openings.

\*4: I would like to say sometimes as **you know what is the employment condition in our country, some of our students who had completed their PG and one of the students working under me for her PhDpart time, Ph.D she is going to complete but she has gone as an elementary level government school teacher**. Many of the M.EdS have gone at elementary level like those who have are whenever it was called for the recruitments for elementary level many students they applied they went even as elementary level they never wanted to lose the opportunity. They went as elementary teacher. Very recently that the state government and Maulana Azad, Hyderabad they had called for Head Master post and secondary level teachers many of these B.Eds and MEds especially M.Eds they have a better opportunity passing those entrance exams (TET, CET) because of their cognitive knowledge.

\*12: Almost 1:10 get appointed in government schools.

\*14: Navodaya…last 4-5 years agreement for internship to Navodaya, two years back, as a dean, Dharwad, letter came, details of all internships, one year 20000-25000, we screened at our level. Marks and their teaching methodology, selected…internship. Govt they try, there also recruitment is not taking place, last even in our own schools no recruitments, supreme court, now contractual job, or guest faculty. Have to accept poor salary. That is painful…I have seen they adv.… U’sity also no recruitment, underemployment is an issue.

### VI 6.6: What is the starting salary in private schools?

**\*1:** 20K and above/pm…below that even students not willing

\*2: Some corporate schools in Mysuru pay between 30 to 40K/pm. In those schools only students who can speak english and active fit there. Low profile BED students are joining for 5000 or 6000 salary. If they can speak English and be active they get 20000 salary, if they are good they get 40000 salary they have to develop soft skills and language. They will never be running coin. Some of them score 95% 9.5 CGPA or 9.95 CGPA they take. Even after this they will be in their village not doing anything. They say I did not get any job anywhere so I am at home. This is because of inferior complex, insecurity, uncertainties. Its pathetic to see them.

**\*3:** About 18 to 20k. good schools pay 25 to 38K

\*6: very less madam: 5000 to 12000pm

\*7: Range…few with 8k to 10k. Some go up to 35k to 45k. Renowned organisations offer 35k in beginning that too for primary classes. For a few students if their skills not good, and for some if they are not aware of market, they accept for 8k itself. Rural ones feel that itself is high. When I ask them, I guide them to quit job and get many placed in other institutions. Some explain about workload, beginning they are not aware. For example, one more student, a rank holder, was directly appointed as HM. But in the beginning it is too much. That too for just 8k. She complained of workload and even went to depression. I told her to quit because they extracted more work than for what they paid. So, she quit that. So, I see range of payment…some pay well, some less, some both less and exploit

\*8: our students in great demand. They do not accept any offer below 20000 to 25000. Salary depends upon their communication skill and content. Salary range is minimum 18K and maximum 40K.

\*9: 11000 in one school, in another near Nelamangala get 24000. Depends on students’ performance…they get almost like PU college, some give in cheques…there is name for teacher, but for livelihood salary will be very poor.

\*10: Private schools Rs.10,000.00 minimum. Some time it depends on the strength of the schools and school management. Our students are getting Rs.25000 and Rs.15000 also.

\*11: the main problem some of our students are facing is salary in private schools either too less or not paid on time. Now in the last three-four years they get approximately, 10000K. Some get even 35 K after doing B.Ed , master degrees to 60000 in NGO …after bed, masters

Govt job: according up to 2006 above 90% for appointed. no recruitment in government. There are many with TET. If they open appointment, most of our students will get appointed. So they can go only to private schools. On an average increased to 10K from earlier 5K. One corporation school is paying 17K to 18K for a teacher on contract basis.

\*14: Some accept the private schools terms and conditions, accept the task and salary compromising to stay near to their place of residence. For convenience.

### VI 6.7: Entry into NGO who are working in education sectors

**\*1:** few -less than 10 joined NGOs- as content writers/content developer: less than 10.

\*8: yes. In placements only IT for change, an NGO working with us. They take our students. No idea about any other NGOs

\*11: Many take up jobs in NGO. Some are still in contact and said they are working with Dhwani, Swami Vivekananda. Some were In RVEC. Now its closed

\*12: almost all are teachers mostly in private schools, a few in RMSA schools. Some are working with NGOs as in-service trainers, curriculum developers etc.

### VI 6.8: Are there examples where students are pursuing other careers related to education?

**\*1:** Graduates prefer to do Post Graduation, some return to corporate field, some own tutorials. Majority go to teach in school or PUC

\*8: many get govt job in police. (says 40-50 got appointed in govt college)

**\*11**: Some students are there If they make up their mind, they can be better resource persons or advisors in other school using technology. They can prepare activities and distribute. Thye can prepare with knowledge…can prepare creative school. Can run their own publication. D.El.Ed is one step… they can find gaps in their school life, in teacher training and what not found in schools where they are. These gaps can be filled. One of our students is teaching kannada in creative school drawing 40K

### \*14: Rarely students keep in touch. Hence no idea.

### VII: Information about TE’s institutional experience

#### 7.1: kinds and extent of challenges from students: (for example quality of students)

**The stark comment by old especially rural colleges: culture of virtual students in new colleges, who do not attend classes but are permitted to take exams and are awarded certificates. Good colleges and TEs are not approving of this. Hence according to them some colleges which stick to ideals of compulsory attendance are not a choice for most students who want only certificates. According to them this is one of the reasons for low admission.**

**Second problem is shortage of faculty since government is not filling the aided posts. Retaining both management faculty and those on contract is a challenge. Some managements pay regularly. But those on contract do not get any salary during vacation. Irrespective of them bearing the same workload as that of permanent teachers, they get lower pay and have no other benefits.**

**Absence of government recruitment of teachers in schools has affected the takers for D.El.Ed. Until 2014 it used to be full-fledged. People used to bring influence from even ministry. Now no takers for D.El.Ed. We bring the students forcefully. This is a statewide problem. Last call by government was in 2009. After that a few backlog vacancies were filled in 2014.**

**The new pattern of bifurcation of TGT and PGT is discouraging rural students.**

**\*1:** Face issues: irregular students, heterogenous groups with different problems…e.g. : some conceived, childbirth, can’t come to college, a few faces health issues.. off late these issues are more. Those who are regular easy to resolve their challenges.

For us, allotting internal marks …number of activities during pre and post internship need compulsory attendance in first semester theory and second semester activities. If two or three batches are there, if university doesn’t start batches on time then becomes hectic for teachers with all semester students. Each semester will have different activities…like for some internship we accompany them for observation classes, these are challenging for TEs…3 month with in two years. 3rd semester actual internship. As observers we go out with third semester students…then come back to college for second semester activities…this we do… so need shuffling between two semesters. In additional Third batch added, it becomes challenging.

\*2: Any institution will have a lot of challenges. I have to speak neutral keeping away from college, as a teacher trainer and educationist - most of aided colleges are value based – MES, RV teachers college, BES college, ST Josephs, aided college from the olden days they are bound to be with certain principles certain code of ethics, conduct , conventional practices we follow even today. Eg Compulsory attendance, Influence, they need admission, pay donation but do not come to college, we don’t want donation economic prosperity we want min 85% attendance is required. We are growing with difficult. Survival itself is difficult. Only 25% students belong to management quota. We cannot take more money, only 20000 can be taken. How do you manage? how do you run the show and staff members min 10 people only 3 people are aided staff and for remaining staff management has to pay. Economic conditions are deteriorating like anything, they cannot manage you take any college. The tragedy is ethics and principles and conditions in this. This is a generalised. Very few colleges give admission with other kind of moto in their mind. They make money without considering quality and get same result like us and they survive more. But we cannot. This is the problem with all the aided colleges, aided colleges are getting closed for new regulations and policies. We have extreme policies and regulations; the ethics and conventional practices are breaking and almost drowned. I hope you understand. “Sasmpradayastha hale moulyagannu ittukondu” teacher should be like this attendance is compulsory and students have to be like this etc, Students themselves do not want and parents also do not want this. They want some institutions with no attendance, where nothing is rigid, where everything can be bought or purchased without saying. Very flexible in such places admissions are full, donations are collected more, infrastructure will be good.

**\*3:** Secondly, As far as students are concerned, it’s a 2 years of BPED and 2 years MPED programme is long after graduation. Ladies especially find it difficult. But still they are regular, Few tend to be irregular but we force them, punish them and when we streamline everything them come regularly with lot of hiccup. Without 75% attendance we will not let them to get the examination this is the criteria we follow from the university. As far as teaching practice is considered, they go to schools nearby which are tied up with our university and they give full cooperation to our students and go for practice teaching, That way we are very particular that they have to complete specified number of classed for teaching practices.

**\*6** One from academic side we were asked to study or do some courses for the professional development. From many years they have forced us to do any course. We all have passed NET though it is not compulsory or mandatory as per NCTE and based on qualification we have been appointed, even KSET also we have passed. Then two of colleagues are doing Phd one Premkumari and other is Jagdeesh. Myself and Prema had to join in Mysore university, we wrote entrance exams also but we could not go for the admission because of Covid. For any training programmes our college sent more than one person. Because its useful for the institution. In other college either they send only one person and will not sent any one. Our college is different. They call the concerned and find out if they can send more number and then they send.

This time creating google forms or e-certificates and updating that I never knew. Earlier the portion were not completed that tension was there during last March / April how to do the lessons. During April middle department asked us to take online classes and complete the portions. Before that I had taken permission from college principal for google meet and zoom meet then I took online training, how to install, it was difficult in the beginning but then I learnt everything and taught students installed and trained them for 3 days by sharing PDF files and tried to take classes. We did lot of trial and error then I started taking classes. Much before we received information from department I had completed the portion and even others also took online classes. We got lot of time to revise. It was very challenging. Lot of things we had to try and they also asked us to try, like I never knew how to do google forms or e-certificate they said you try, so we had to try and learn. Anything that is new for us we have to learn and give it a try. That initiation will be from our principal. Mam I had heard about others doing all these but when I personally attended webinars and took e-certificates, but when I had to do it that ECEE was there for student that is earlier child hood when I did that and issued e-certificate for students it was an experience I got, like how to teach online, how to conduct tests, how to correct test papers all these were challenging. In a way in every step we have to this type of things Our college ask us how we do it and they ask us to plan if there is any confusions we are also conducting meetings through google meet and through discussions we plan and do it. If someone has learned old things and thinks I have been trained and on the basis I will do it, it is wrong Mam, any new thing is introduced and every year one new thing is introduced and we are also learning and doing. When we were doing whole years College reports, what was happening, we used to write but our principal said why this report can’t be computerised it can be done with photos. It was difficult initially to do report with photos but in the entire district our college was the first one to do. Even other colleges are asked to do in the same way. Our principal gets new ideas or any one of the staff members get, we meet and discuss if found it is good and if students are benefitted we do it. Some time I feel it is risky. People say its lockdown you all have enjoyed spent time with family but I have never felt like that during lockdown I had lots of classes to be conducted and have to make different extra preparations I will have to make so I have never felt I am in lockdown. I have not gone out that’s the only one thing. We need to learn a lot from the opportunities we get wherever we come to know we are trying to learn and make use of it.

**\*7:** A few are from rural background, don’t have language skills though good in content. communication is obstacle or challenge. We have communication skill as a separate program. Its not meaningful to conduct 2-3 days. Not in position to speak english they offer low salary. We help them to speak. They are intelligent. They learn and converse in english. Sc students feel its more of theory class. Apart from teaching even when I did bed, had felt sociological foundation, wondered where are …her we tell them that it’s a different course and they will get different experience.

Internal marks: each put efforts, dedicated. When we give marks..i.e. they see our register they may ask why we gave more marks. They do so much…not matching with marks we give. Internal marks should be more. Give less for external

**\*8: Faculty cooperative, don’t have any problems. Very big problem is government is not filling aided posts. we have 2 units, as per NCTE norms we should have 16 faculty. Now aided is only 3 faculty. 3 faculty part time (music, fine arts and physical education), 13 teachers are management faculty. We always request the Karnataka government to please fill these posts. But they are telling their problem. We are running …Our management staff also ask, “ when will we become aided staff?” Government. They are not telling properly and positively.**

**\*9 and \*10: Absence of government recruitment of teachers in schools has affected the takers for D.El.Ed. Until 2014 it used to be full-fledged. People used to bring influence from even ministry. Now no takers for D.El.Ed. We bring the students forcefully. This is a statewide problem.**

**\*10: lack of passion in students for the profession. Their end goal is to procure a job. They directly ask whether they will get a job or not. My experience is students have no interest to teach well. Problem is with curriculum too. There is lot of propaganda on constructivist learning. It means students will construct their knowledge. But nowhere they get to learn on how to achieve constructivist learning. What the students understand is, earlier teacher was the source of information and so they taught the subjects. Now children gather information from internet so they construct their own knowledge, teacher just facilitates the learner.**

**\*12: the challenge for us faculty is students are not able to understand our vision. Might be due to lack of awareness. Even though we are conducting online classes, students are not responding. Education should reduce negativity, reduce errors, motivate. This can happen with interaction and response. But students are not ready to open up. If students respond it will be easy for the teacher to guide. They are not happy, not motivated, contented with Facebook and WhatsApp**

**\*14: actually, selected at national level. All qualified, motivation factor up to our era, less okay, youngsters promotion quickly, easy, a professor was great, now a days they become professors early, they know they can’t grow, motivational problem, good team, good universities , outside, iit science teachers, academically excellent, some stray cases, their own majority, nearly 90% ..so students are attracted to our institute, on line class once in a while… Nagaland, covering so many clothes, ready to come to institute, waiting list, they get disappointed, study in RIE, join later age.**

#### 7.2:Employment related challenges.(tenure, salary, and Faculty development opportunities)

**\*1:** Tough , No motivation because we management recruited employees…salary is too low ()compared to UGC scale. I get 25000K/pm. For management recruited like us. no career mobility, no promotion (government or aided ones they get) Our management are caring. Financially they cannot match the aided staff . With respect to work we work more , even Faculty development programme…university appointed ones get more opportunity, It is needed for their promotion and salary hike. If we attend FDP we can do better . But have no other benefit by attending them. We don’t get opportunity to attend any either.

\*2 Aided staff don’t have any problem. Unaided staff have problem, in all the colleges. School Teachers can get 30 to 40 thousand a month whereas a lecturer in an aided college hardly gets 15 to 20 thousand. Look at this. The teacher in a B.Ed college will be getting 20 thousand but their students who teaches in schools get 30 to 40 thousand in schools. Here problem is the money with management. There are no sources of income for aided college management. Our management is good they don’t expect any profit and are running. They are spending money to pay salary to unaided staff and office staff. Once upon time where there were very good colleges. Now only one or two are there. They cannot collect donations; they don’t compromise with policy matters. If we compromise it will be good, we are rigid we never compromise. You ask anyone it’s a controversial issue. Somebody who is very good and sound should solve this problem. The good Aided colleges MES or RV, do a survey how many aided staff are there how many are closing, we want somebody to recruit at least 10 lecturers immediately, see the quality. If Management do not have economic burden we can run good college.

\*3: About excessive workload and vacancies: Our Physical Education Department had 6 permanent faculties and now reduced to only 3 permanent faculties, we depend upon 8 guest faculties, they have outnumbered permanent teachers. It is a big challenge to get job done by these 8 members. Although we get them on the basis of merit and other criteria there are some reservation criteria which we cannot overcome, getting. And those who have got admission to and quality guest faculty is one big challenge and managing 2 Year BPED, 2 Year MPED and Phd students with 3 permanent faculties is a big challenge, course work for Phd, we have to guide Phd students, Associate Professors can guide 4, Assistant Professor can guide 6 members and Professor cadre can guide 8 members. It is quite difficult to run all the programs with 3 permanent teachers. Apart from this last 10 yrs our university is running a PG diploma course in Yoga is add on course the PG students take this add on course. Obviously it improves increases employability of the students is unquestionable. But justifying is difficult, as though we have two guest faculties for yoga specifically as Yoga Instructors and they take care of PG Diploma in Yoga, still then we need permanent teachers in this department. we are overloaded with the admin and academic work.

**Guest Faculty are given 16 hrs of teaching per week and paid around 20k to 22 k per month for 10 months**, We have leave and exams **2 months we don’t take their service and they don’t get paid**. **Because of this particular reason, why we don’t get quality guest faculties**. They want 12 months salary so they go to private schools and colleges where they get 12 months salary, with much higher salary than they get here. **Moreover, we cant give them experience certificate**. Because their appointment is temporary basis since there is workload in the department we take them. That reasons we cannot give them experience certificate and their experience is not counted any where and they don’t get any advantages in their future appointments. So we don’t get quality guest faculties.

Permanent faculties career developments : We get ample opportunities for our personal development and no regrets. We can attend 2 seminars/conferences in a year anywhere in India for which we get full payment from the university. They give all benefits, to purchase of equipment university releases funds every year, setting up of Laboratories etc university gives free hand. As far as Personal developments are concerned our increments in salary are on time, and University gave all academic and administrative backup and has given full freedom including finances to create MOOC We have a studio here.

\*4**: Earlier another 14 staff were there. So we had two units. Now 9 staff retired, 4 went abroad, one expired after that no recruitment, we now work with 6-7 guest faculty**. **Major challenge is infrastructure second challenge is you are talking of staff, staff itself is a challenge because of the long time for almost 2 decades or more than that we did not have the recruitments at all. No recruitments since 1990. Like in 1994, 1998, 2004 we had and very recently in 2020 we have certain recruitment but they are all backlog. But all general posts are vacant 8 to 9 and we have no recruitment that itself is a big challenge if at all I want to expand the department,** we wanted to department of leadership and training, we wanted to have educations, administration leadership and training, we wanted to have department of educational technology, we wanted to have a centre for lifelong education such things we wanted to expand research this one we cannot do unless until we have a regular faculty because guest faculties are supposed to handle research guidance. So they can only teach at MED level they can guide, but not doctorate level and these centres we require some senior faculty to handle that centre. But lack of staff lack of infrastructure itself and when we talk about infrastructure, of course no doubt all the faculty members we do have independent phones, laptops given by the university, we do have desktop we do have even VHP individually as well as given to us LCDs are all there to all the classrooms… departments where they had a full-fledged faculties 50 to 60 Professors, Associate Professors and Asst. Professors, even there the number has come down to 20 to 23 some 20 25 guest faculties they are running now such is the infrastructural lack of regular faculty such things and you know when it is public institution certain things if you want to have it does not happen immediately takes a long time procedural delay if at all. **If you want to have guest faculty for next year you should start approaching the authorities this year. May be start approaching get permission make the university to notify and then call for it and do this scrutiny send the eligible list and ask for permission invite experts conduct interview then getting a letter whole process take 5 months, yes**. Procedural delays will be there every section say that no we are handling so many departments, so many centers it is not just your department so we only take up in order of whichever files have come. Procedural delay happens though in fact **especially Vice Chancellor of course is a good academician himself and there is a lot of academic support and that way Registrar has facilitated**, But All the files should go to them through these sections and section says they do not have adequate human resource carry out all that work.

**\*6** We have no problem earlier Treasure – 1 (khajane 1) we used to get our salaries. Then we had to draft bill and submit then final bill we had to write and taken then it was approved. It used to time, this month salary we used to get next month 1st week. We used to get salary late. Later HRMS Treasure – 1 (khajane 1) we started to get salary. But earlier we had to provide lot of official details used to be correct and there were not errors but we used to get salaries little late that all. But now we get salaries from Treasure – 1 (khajane 1) from the institutions, we submit only the draft bill primary bill is generated in DIET they have some keys clerk key principal key to log in to HRMS so final bill they generate and every college principal has to go there personally and sign the bill. There they have made one person responsible and that person takes all the bills to Treasury through the Treasury the salaries are deposited to our savings bank account. Earlier we, staff at colleges had to do these along with our college work, we had to go there which some staff used to go or group D, we have problem with Group D staff, or when group D is irregular, see its many months the Group D staff is not coming to college. In such situations the staff assigned had to go.

I am getting Rs.73000.00 per month. We have unaided teachers also. We have to see because they have separate attendance register is maintained I think they may get Rs.15000 to Rs.18000. In that one teacher works part time she may get little less. We are 4 lecturers. We should have 5 lecturers as per NCTE one lecturer is retired now. Principal is transferred from our college and that Principal post is vacant appointment process is going on. One teacher is retired who used to teach English that subject social science teacher takes that subject because she has good knowledge of English and she used to share the subject with the retired teacher also so she teaches English, she studied social science and English methodology. Even part time teachers teach english. Other languages Hindi, Urdu, Tamil, Telugu we have part time teachers for teaching. Physical education part time teacher is there. Totally part time teachers are 3 teachers, then we have librarian, clerk. Group D staff is aided. We are 4 staff plus group D only five of us are aided. Remaining staff are recruited through management.

\*8: Management bears the salary of unaided faculty from the fees which 25% students who pay 30000.00 p.a. The rest 75% from government quota pay 17500.00. Since most of our students are from poor social, geographic, and economic background management is giving scholarship to them also. And an NGO Rotary is giving scholarship to poor students.

\*9:Teachers not getting training. Very less training. ICT Action research training is required. For D.El.Ed teachers on subject Syllabus ICT is there but teachers are not getting training. Make students adjust to the course, college.

\*10: for us training very less…neither in state level nor district level…we need ICT,AR training. They must involve us in whatever training they give to HS and PS teachers. They never give us any training. Even if they give RP not good. Even we want to teach improved methods to our students. Even we need more training on how to retain students, because we have brought students, they have not come on their own. Biggest challenge is student retention. The students first question is will I get a job? We need to learn what should be our response to such a question because in the end job is also essential.

\*11: No challenges. We are not discriminated by the management, no pressure to wait for government support. Management supports us to do anything creative. The only challenge is to increase the strength. School secretary himself visits , sees our student’s work. They even provide economic support. We get all opportunities for FIP. We are at State level RPs, go to guide even DIET faculty

\*12: We are lucky. The fees paid by students is not enough for three months salary. But management is paying full salary even during this pandemic. Management justified the strength of our faculty , not to worry about numbers but service minded and not compromise on quality. We can’t get more students because of two more B.Ed colleges in the same vicinity. Management does not pressurize us to get more students but provide quality service to those who have joined us.

\*14: No problems. We get adequate opportunity as FIP, our faculty attend refresher courses, where ever they want to go, we are in same U’sity campus, ugc, hrdc, anywhere allow them to go, academic leave or permission, no status to give

#### 7.3:Comments about NCTE regulations if any?

**\*1:** . Not sure. They have criteria, based on that they grade.

\*2: Please don’t ask. No use talking about it.

\*3: Two years back they called for academic audit. We filled it and submitted affidavit and whatever details they sought , have given and its going on smooth.

\*4: no comment

\*6: I do not know much. Whatever I have heard I can share. NCTE norms, appointment, AISHE online application, National level, from DIET we get mail, concerned office we get mail, fill form and give details, along with pictures. Generate certificate. They NAAC was earlier, we paid some amount. That was not successful. Last three years’ it seems they will return. AISHE- I have seen order copy…they give order. In 2012 intake they gave…to increase strength, but we are not getting students. (Only D.Ed in 1954, 67 yr. old. Eng medium aided, km unaided.)

\*8: According to NCTE we should have 16 faculty. Again and again, we are reporting to NCTE saying that Government is not providing however with management we are managing. Till now we are managing like this. Now NCTE has not yet come for inspection. They ask details via mail.

\*9: No problem from NCTE

\*10: NCTE never focuses on quality. Several unaided colleges are permitted to function. Students never attend classes. They are awarded certificates. How can you expect quality teachers? NCTE focuses on building, infrastructure, NCTE never checks whether students are attending or not. Their biometric never worked. In fact T.Ch was better….one year content and one year method. Now D.El.Ed has no importance on content . Only method.

These students submit assignments without attending college. This is disheartening for those whoa re serious about teaching profession.

\*11:Academically no issues from NCTE. But they must not insist on 50% marks as eligibility. I f they reduce we can get more students. We have asked for conversion of our college to change it to english medium. It is in progress.

\*12: None. We have fulfilled the requirements of NCTE, UGC and also NAAC with B+ grade. This year it will end.

\*14: NCT is better, prog wise it is better, we have to see internship is added . if situation was good it was better, internship…we are over worked, guide other faculties, now we have one model, our school are ready to take …if we have to go to other schools, safety

#### 7.4: Comments about the affiliating body to which they are attached to.

**\*1:** Affiliated to Bangalore University . They come for LIC visit. I don’t know what is LIC. They come for inspection. Their criteria are same as NCTE or NAAC.

**\*5:** Whatever this is completely Bangalore University follow Bangalore University norms… Very big challenge (is) Bangalore University syllabus is difference from NMKRV syllabus. See Mam NMKRV autonomous they are giving liberal thing you know see only 20% change do all are doing according to their set up. NKMKRV 1st year BSc 1st year chemistry syllabus is different from our BSC syllabus. Not clubbing some whichever units are common we are teaching whichever is separate by then they are taking separate classes. Both are same means both are in autonomous or both are in Bangalore University is good. No problem at all 50% our headache is reduced. Because same means it is autonomous. Mount Carmel is autonomous they are not facing this much problem. We are struggling because Bangalore University change and NMKRV syllabus = 1st go to – 2nd semester - 2nd sem go to 3rd sem. That’s why even teachers also. we have to take some separate teachers.

They are doing their …. is separate. According to now their syllabus modified BU. they set up standard syllabus that syllabus even if autonomous follow the same syllabus they are giving little liberty is there they can change 20% changes is absolutely possible.

**\*8:** Only Bengaluru University has come for LIC inspection. We are affiliated now to bifurcated Bengaluru City University. Affiliation: we do coordination with Bengaluru city University. On a Letter basis, hard copy. Now-a-days they prefer soft copy and we send it through e-mail. Using soft copy, we communicate. They run examination.

#### 7.5: Comments about affiliating schools for practice teaching

**All respondents said they were never refused by the schools but taking away their classes would result in loss of their classes except in three cases where the student teachers were a welcome to not only teach prescribed potions but also other co-scholastic subjects like drawing, performing arts, conduct revision and so on that was a help for regular teachers to attend to other programs and training.**

**\*13: practice teaching within 10km radius. Most of the time we send them to government schools and tell their Hm that our students are poor. So even Mid-day meals are also provided for nearly 1.5 months. When we go. We get good feedback because our students are disciplined.**

#### 7.6a:Views on 4- year program as per NEP 2020

**Some colleges fear closure of D.El.Ed due to 4-yr integrated training especially if elementary B,Ed begins. In Karnataka as of now approval for only two colleges to run integrated secondary B.Ed: NMKRV and Mount Carmel College-both in Bengaluru.**

**A few D.El.Ed faculties are doing or have applied for a Ph.D. since they are expecting the mandatory requirement of Ph.D. required to be teacher educators.**

**\*1:** For that management. has to decide, they even run degree college. As per NEP 2020, degree colleges have to offer 4yr integrated courses. If we start, we have infrastructure…we will have to restructure our labs etc. and other infrastructure…there was a talk about tying up…4yr integrated…then TE…its only news. No idea of latest developments

**\*2**: I cannot give you a matured answer. Policy makers have designed are at higher level. We are all practitioners working at lower level. If they can include practitioners and taken our representations we could have made in a good way I feel. 4-year integrated programme is good. If a student gets Content competence and pedagogical competence, attitude soon after PU 2nd year, he will be good teacher. The basic vision is soon after PU 2nd year is over then you should decide that you are becoming a teacher. Once you decide you get a content BA, B.Sc. which is content along with pedagogy it will be 4-year course– teaching methods will be taught. Here the question is who will decide that this student should become a teacher. Neither the students will have known that after 2nd PU he will be a teacher and even we will never know I will be a teacher nor the parents can decide that his son or daughter will be a teacher. It’s too early in one thing. There are options, it’s not mandatory to do BSc – B.Ed in four years. After completion of BSc, they can go to another course. In my opinion, teacher education is a different set of competence. Once content competence is done during graduation, it is better to be separate than integrated. If the separation is done only the willing will join. I have studied BSC I know the content and I can go to another course. Only the interested students will join B.Ed then it is easy for us to mold. Integrated what happens if he is interested or not they are forced to learn. No one accepts my answer like this but as a practitioner, as I have collected opinions from other and my opinion it should be as before. Its been postponed… data collection and opinion collection is not done due to covid, in the NCTE circular they have postposed opinion collection and less number of entries and applications. There are 2 colleges in Bangalore running this. Integrated course is not new. We feel it is not focused. In Teacher education we should give input only on the teachers like treatment. If start giving treatment for 4 -5 diseases first clear it then take up other care this approach is better. Integration approach separation approach is good – in my opinion.

\*3: Presently 4 years integrated BEd planning is done. Syllabus, Curriculum are ready, This should have brought in this year itself due to covid 19 not brought in. Its being planned to bring it to effect sometime during next year. Blueprint and all background work is ready. Only implementation is pending,

As far as BPED is concerned, although outcry it will be done for 4 years nothing is done till now, no communication, no planning is done in this regard. In near future we hope it will be done for 4 years. Now still in two year mode.

\*4: **About M.Ed:** What I feel ours like the MHRD has made an announcement probably in 2017-18 that they are going to what we call discard all the 2 year teacher education programmes…recommendation on behalf of this one and so many colleges were anxious whether these colleges who have started 2 years programme very recently whether they are like whatever that course has been started very shortly because one year programme was there for a long time and this programme which we had stated it was not even 3 years by that this **announcement that had created lot of anxiety among the colleges**… there was another important aspect I would like to tell you, that standalone colleges who MHRD had said they are going to like close down. All the standalone colleges we had many of the very very old institutions which are aided institutions and also the government institutions, age old institutions, many existing for last 60 or 70 years, government aided institutions they were independent teacher education institutions known for its quality what should happen to such type of institutions ….. closing down if at all if it is private institutions immediately they convert building and infrastructure in to nursing college pharmacy this and that What about these grant in aid institutions? what would do? what should happened to human and supporting staff and these are all the that also some of the concern I had raised in this one and another thing we had also wrote to MHRD copy to NCT all these standalone institutions which are and NCERT grant in aid government institutions which are not less than 4 or 5 decades they should be allowed to start with 3 year BED and MED programme and may had sufficient number of teachers, with PHD degree and all that remaining number they can take up on management quota that was also one of this one. I learnt from institution next year after announcement of MHRD that they are going to make all the standalone institutions going to be closed and 2 BED programme is going to be discarded from 2019-20 and every institution especially in Bangalore I learnt whether it is a self financing or aided they all got whether they had one unit or two unit completely full. Because I could find what the institutions and the Principals said this is one thing which created anxiety fear among graduates who are sitting back and relaxed, they had not thought of till now and they think once it is going to become 4 years atleast they can get into institution in 2019-20 if they completed 2 year programme they will have one additional degree. ….So all most all the graduates…. Government of Karnataka another important thing I would like to say they had relaxed their regulations any graduate is eligible for a BED degree earlier to that only like BSC and BA graduates were eligible then it was made like that, they started getting so many engineering students enrolled including some of the other institutions medical students, pharmacy students enrolled not only BSC, BCOM, BBA, BCA students even several institutions said Al-Ameen said they have 2 medical students and St Anns said and even Kaveri institutions said students in so many college innumerable, so many like when it was relaxed there many graduates enrolled, all types of graduated enrolled. When I was approving in spite of fact the fact that any graduate I did not want to approve fashion technology students because in order to cater to the need of all types of graduate that’s why I introduced in my 2 year BED programme 16 pedagogies to cater to the needs of all these like computer application, management , commerce languages like Hindi, Marathi, English Sanskrit apart from Physics, Chemistry, Mathematics, Biology apart from that and also for the first time in the country as you know even Bombay also Bangalore so many institutions especially ICSE, CBSE, many private institutions they are offering German, French and all and may degree colleges also offering keeping that in my mind, keeping our English pedagogy I invited some experts from Mumbai even French what we all it as even from Bangalore made a pedagogy in German and French pedagogy of teaching were interested we prepared teachers. Guidance our Department of Global Languages of Bangalore University HOD is a Professor Head in French. Under her leadership these people from Mumbai and Bangalore were invited on the lines of English we developed pedagogy of French and German also. Yes because when Government of Karnataka relaxed that any graduate is eligible and when all these graduates entered, they should be given a proper pedagogy where they should go for practice teaching and teach something whether it is +2 level or like 8-9 or 10 or 11 something in order to carter to these once they are given admission they should have a proper pedagogy. We were offering 1+1 pedagogy atleast even if he is an engineering student Maths and Physics if he is a Medical student Biology & Chemistry and also allowed many Biology with–English, Chemistry with English, Physics with English, Management with English, Commerce with English pedagogy so such combinations were also given. Lot of combinations that is what I heard and I am trying to be very sincere rather than the demand genuinely in do not know for teacher education, but as soon as that the announcement was made earliest in 2017 Feb so that from 2019 onwards there is going be 4 year integrated programme, in 2018, 2019, 2020 - almost 18 -19, like almost all college they have their full quota otherwise the number had reduced to 20, 30, 40 even where they had 100 intake. …

(About closure of several TEIs: As a Chairman of the Department and as task force committed member like we had 150 institutions under Bangalore University as member task force committee we closed all most 50 institutions which were almost offline. They were all getting schools from North - West Bengal Jharkhand Rajasthan and somewhere and all they were there only on papers and they are coming to write only exams and institutions physically they run multiple programmes and the university ---go up--- and turns into bed programme and such many institutions were closed down.)

\*8: discussed with both colleagues and management. As per NCTE, they mentioned integration with aided degree college. Ours B.ED college is aided college and our degree college is upgraded college not aided. In case we integrated our B.ED with Degree college, then the question for us is who will head this? Unaided degree college principal or aided B.ED college principal? Managing a composite integrated unaided and aided will be difficult to manage for management also.

\*11: If four-year integrated programme is initiated by government students will automatically go there, they get double benefit-government scholarship and free education. No need to pay fees like here. Plus, whom will leave an opportunity to get a double degree in four years and want to do two year D.El.Ed. I think D.El.Ed course will be affected. Currently only those who are well off economically go to NMKRV campus for integrated course. They have started secondary B.Ed. this will not affect our admission. They have plan to start elementary B.Ed. Once it starts, this two-year course will get affected. It costs more than 50K per year for integrated course,. It will be 2 lakhs for four years integrated course. Here within 20000.00 they complete two years. Lecturers will not be affected if they have requisite qualification like Ph. D or they have cleared NET.

\*13: We have not discussed. But we feel from one angle of their age for completion of one stage of education and become job ready by 22 years instead of extending it to 25 or 26 years as it is age. CTEs do not come under its purview. By 2030 probably our B.Ed course might wind up or if they plan to continue 2-year B.Ed for those who decide to become a teacher later in life after their graduation or post-graduation.

\*14: integrated programme…already ..everything…otherwise they go for engineering medical law… Need to catch them young for integration and develop. For art subject is okay. For science we require lot of infra structure. if mandate. Have to switch.. opposition Karnataka govt, once RIE does.. 2yr bed, U’sity some okay. Saibaba institute Gulbarga interaction, ready to offer well established NGO, little bit coordination. For smaller institution with min infrastructure, it will be a major challenge, govt has to give some grant for a few years to stabilize , then become independent

#### 7.6 b: What is their say on present two-year B.Ed? should it be continued or not?

**\*2:** Two years programme, there are difficulties. Students have told…if we had more time for practicals. Out of 4 months …we get only 2 months.…What is the use of sharing? who will bell the cat? but I got no such feedback..

**\*3:** Initially not happy with 2 years felt uncomfortable, intake reduced to 20-35 now coming up. Now people got used to it, they have joined, after joining they want to leave now and then. Most of them are from poor background, have commitment at home, they prior go to job earn from job for 1 or two years and then join the course. … most of them from SC, ST category get lots of benefits from Government and they utilise the benefit and they are happy now and complete the course, they don’t mind

\*4: **Number of years alone does not matter. We need to get student who are genuinely interested in becoming teachers, we need good TE-lecturers**…2 year programme also many teacher education institutions catering partially only partially many be I feel that the institutions which are genuine which are very good very old institutions and doing best of the service in the field of teacher education whether it was 1 year or two year programme but still I believe as we speak about the type of teachers we require they type of field work we require and all round development the students we need to have to quality teachers and that the quality teachers should share with the of professions of teachers from the teacher education institutions **until and unless you rehabilitate the teacher education institutions right, bring changes in teacher education institutions in the curriculum pedagogy the practices in the evaluation in the selection of the students right, in the assessment of the students and may be giving apart from the just giving cognitive knowledge what is required - skills which are required, confidence is required until unless you see to it that all these things are done by teacher education institutions we cannot prepare good teachers we can only speak about such things on paper it does not happened whether it is NEP 1986 or NEP 2020 makes no difference right from 1986 we are speaking all commission secondary education commission**  UNIST education commission and Indian education commission everybody is speaking. So it does not happen until unless it is very of course important that **teacher education program should be really sincerely implementer should be sincere the teach educator should be sincere and the type of students we select we should see that the student tin is genuine and students are not coming to get the degree, they are coming get educated and to become serious teachers**.

\*8: According to me one- or two-year B.Ed degree should continue.

**\*10:** Lack of awareness and absence of propaganda about all the changes brought about as per NEP 2020 and the new NCTE guidelines.: Government has made provision that now graduates are eligible to teach 6 to 8. They should have B.Ed or D.El.Ed with graduation they can teach lower classes 3rd to 5th . So, we focus on degree students. But students feel why do D.El.Ed after graduation. People are not yet aware of TET, about the need for PG with B.Ed to teach in high schools. B.Ed colleges are commercialized. In many B.Ed colleges students don’t go to college. In Tumakuru except aided colleges, students never go to college,. There are packages for B.Ed one lakh two lakh for a B.Ed certificate. Good schools will not recruit them. But students are not able to understand this aspect of quality.

\*10: D.El.Ed has always been 2 yr program. Here we get only socially backward people. Their main attraction is government scholarship. Academically they will be very poor. They have no idea about careers except nursing, engineering and medicine. After first year they begin to get an idea on what it means to be a teacher.

#### VIII: About COVID related issues: (Preparation, learning using technology, access to technology for self and students? Any novelty brought in and so on)

**THIS SECTION HAS SEVERAL INTERESTING CASES/EPISODES as required in SOER about the way TEs and department coped the pandemic situation.**

**\*1:** No challenge with technology. But it was not effective with online…difficult in virtual…as no additional facility…they use personal resources…effectiveness not reached expected level.

For internship college was functioning, did not go to schools, made groups and just conducted peer teaching for three weeks. Last 10-12 days 9th and 10th class were functioning. We took them, had experience of teaching real classroom situation. Criticism classes also we did . but pre internship was online…it was not effective…usually peer teaching should have happened then. At least for 10-12 days that semester batch got real class experience

Technology during covid: We used to zoom initially. zoom free basis has only 45 min. college could not purchase. Now shifted to google meet. We have what’s app meet, I used to google classroom…sharing materials and assignment on google

**\*2**: I am sitting like a patient, even at home it’s the same. We don’t enjoy our life without teaching. I personally …… . I go to my college, teach, interact with my students, spend time among them, keep teaching, training, inspiring them this happens only in physical setup – face to face this virtual platform we have inevitably embraced this. Regular classroom is better. Online classes we are taking. What I do is I make power point presentations slide and teach, some do it with videos, some do it theoretically, some develop e-content and teach. E-content is separate it is in NAC. We are plugging technology into education, videos, power point all we are plugging can be done and is good but infrastructure is not with children. Network, facilities are not there, they will not have data, no money to buy mobile there are many students, the whole family will have one mobile. Network problem is a serious issue. Those who are in village, sophisticated gadgets are not in aided college also. We can reach if we have good facilities. We should not be complaining of the problems. Never show resistance also. Whatever is possible we are doing. I am doing my level best to make it as good as regular class, as good as physical class. Medical issues their parents are infected, some staff are infected. Covid context anybody can be infected, Primary source secondary source asymptomatic person, the chances of getting infected are more that’s why we are confined to home only Medical problems are definitely are there. See they have got mentoring system. mentor system is there in our college. Saturday 30 minutes we have mentor system programme. 10 students we attach to teacher as guidance and counselling cell is there through that we attach 25 students each to the teachers. Any problems they can be in tough, it’s a continuous process and integral part of our college. Students can contact us is they have any problems, Main thing what we are telling them not to panic don’t go to depression, if they are infected asking them advice their parents also. Take protocol treatment and get isolated, avoid social gathering sanitize, keep distance we are as usual we are saying.

\*3 All teachers are taking online classes. **Its quite difficult to take physical education practical class online**, We have not made up our mind to take any practical class, its not suggestable also we cannot suggest students to go to field and do some activities and all. We have not instructed them anything. As far as theory subjects are concerned, all faculties and guest faculties are taking regular online classes.

As far as purchase of smart phones are concerned**, all most all have Smart phones with good internet.** In campus lot of GB available with good connectivity. As students have **moved to native 10 to 15% are finding it difficult for connectivity issues.** Not able to login, after class is over they call to inform me then we make a pdf file of power point is sent to the group for their reference and on their return we will guide them. Examinations online exams not possible

because we cannot keep vigilance on them. There are some tools like (kahut), we are taking quizes with respective to our subjects. Effectiveness of ( valuation) is not upto the mark

In previous semester (this semester yet to decide) as per university guidelines, university took a decision in a concerned body took previous year semester marks and internal assesment marks, based on the ratio promoted all students without examination

**All permanent faculty are provided laptops, free of cost from university, with good internet connection, completed 2 online classes, absolutely wonderful internet connection and lap top working fine.** We use **Google meet**, some staff are confident with **zoom, it is limited to 40** min. So we use **google meet as there is no time limit**. **Most of the students connect to our class, and participate in class, very few of them who are not able to attend get in touch with us later on however we send PowerPoint file on what’s app group.**

Practical class: we have instructed them to keep fit first priority in our PE, Everyday they have to some activity stair climbing, skipping, surya namaskar, yoga, weight lifting, aerobics, stairs, house hold chore and many more indoor activities and we instruct them to be active and physically fit.

Concern: permanent faculty is the biggest matter of concern, should be resolved as early as in order to keep up the standard of higher education. It is difficult to run the show with only three permanent faculty, This Dept of Physical Education, there is B.P.Ed, M.P.Ed, Ph.D., PG Diploma in Yoga along with Directorate of Physical Education attached to this Department. And other two faculties who are with me are running the show there also. This Directorate of Physical Education have inter-collegiate competition, inter university team selection, inter university competition participations, inter university camps, many other course and have to conduct inter departments sports inside campus. These things have to be taken by the three permanent faculties, however, my designation is Assistant Professor purely involved in teaching and administration work. Other two have additional responsibility of running sports section

MPED: since it is a long duration after completion of BPED number of admissions have considerably reduced in last few years. First year its 31 and 2nd year its 24. Intake is 40. Phd lot of tough demand is there. For 4 opening, there are 100-150 applications received. We can take only for the opening positions which are vacant i.e. Professor can take 8, Associate Professor 6 and Assistant Professor 4.

\*4: Yes May be **like with the second lock down we were probably prepared partially as compared to first wave.** The first wave came so suddenly whether teachers students everyone were unprepared. There were also teachers even teacher educators who were not used touch a computer and where to put on was not known. That way. Ok and there were students of course in our university there was a visionary Vice Chancellor in 2000 who introduced computer education in all most all the departments irrespective of arts, science, humanities Sanskrit, Urdu kannada irrespective of it made it mandatory to have a computer education paper as well as to have a practical every week one department for 3 hours as well as an examination, so that way students were coming from rural areas under Bangalore University and all that because of computer education they became familiar with the use of computers when they go back to their homes I definitely say that neither they have that desktop nor laptops and at least if not the students, some body at home or a friend someone who has got the smart phone. This pandemic when we started with the online just because of the availability of smart phone students could join. But still, they are instances where to start with many students even today we do not get 10% or 15% of students not joining for the classes where they are in very remote areas where they don’t get connectivity more than that there are some 5% of the students where the family or neighbor or family not having smart phone. The number is less. Somehow they make manage some sort of adjustments but still there is lot dysconnectivity throughout the class we keep admitting the students they get disconnected the students keep rejoining and we keep admitting the students and same thing happens probably with teachers also. **In Bangalore not only because of the internet connectivity because of Wi-Fi we have make sure that we have double connectivity see to it that we connect with the students online but still hat this covid has affected**. 2nd wave has affected especially in the 2nd wave not in the first wave it has affected very badly some of the non-teaching staff in BU 4-5 expired, teaching staff 1 or 2 and of course we did not see much such things with regard to the students though some students were affected, of course university when the students come for exam they were all asked to be quarantine for 10 days in the hostel before they take exams and they were given tests and then they were allowed write the exam then only they were allowed to write exams and in engineering some 4 – 5 students home positive but they had come all way form Kashmir they were under quarantine they did not want the students as they were asymptomatic, they did not want to moves their morality they were made to stay away and they were made to write exams from a separate centres and all such precautions were taken and all departments were sanitized and all posters were put and now in the 2nd pandemic all hostels have been vacated students have been asked, we have 11 hostels and almost having 3 to 4 thousand students on the campus we have asked the students all the hostels have been vacated but in in spite of all that now in the second wave the teachers have learned to be online and we also give materials to students apart from these online classes I have created google class rooms and we upload all the materials we will give them supplementary materials we will give them tests we will ask them to upload in the google class rooms the tests and practicum and all these but still some students says he is not able to do it in the google room and ask us may I send it to whats app we will allow them facilitate them until they come and submit hard copies **there are problems and still the teacher in spite of fact that we do our work we do see the students virtually still I feel we some where we feel lost we feel until and unless student face and face that bondage cannot be especially socio emotional bondage cannot develop that way we give guidance to students when they are face to face when we see their expressions, whether he is getting it, whether he is annoyed, or whether he is unhappy, anxious we are unable to see online and probably give guidance counselling to the students anything it is as good as like may be sending arrow in a dark it is face to face virtually one or four period if we are with 50 students not that as good as may be you are seeing the students** of course, it has so many issues may be with regarding connectivity, access to devices, may be with regard to teachers use of handling such devices and preparing for the classes and some time the teachers felt insecured not only the students but also parents, kit and kin they also though they dont log in directly they all will be all such type of fears. anxiety are also seen in the 1st weave. Now they have become familiar to such things now more cautious and try to go more prepared I can say that they go more prepared that is one thing that I can say on part of teachers have developed accountability as they are exposed otherwise. In spite of all that of course we should laudable the services of the teachers like front line workers because when I saw definitely the services of doctors or police are laudable and I wanted to tell if possible to the Prime Minister you should include teachers also because wherever they are working …… Private university, public university, private school public institutions or may be innovative institution like yours everywhere teachers have taken education to the door steps of children in the pandemic otherwise things should have become very very worse if the children were not given education and parents should have panicked and they also warned us like any to the front line worker during these pandemic so many teachers who are poorly paid under paid they have somehow made it get access to device even to get connections to get internet to pay from his pocket they have borne that burden and taken the education to the door steps of the student teachers I have appreciation during the pandemic in spite of all these difficulties I would like to appreciate that all of us put together we have done but nothing can substitute a directly interaction of a teacher. Every seminar national inter why they are forgetting teachers also as front line workers. They have taken education to the door steps right from primary or higher education or professional or vocations teachers services should not e forgotten they should become they should also be included front line workers.

As a teacher educator or as basically teacher I would like to say In teacher education if we really want to bring quality in our education system what to better teachers we leave our isolation go back to the field concentrate not only the theory but see that it develop competences, skills and abilities required to equip the teacher like completely It has to be 360 degree. And evaluation should become 60 degree right evaluation have to become 360 degree and teachers selection should always be very very rigorous until & unless they are serious we should not take them just to fill vacancies. Only then they can prepare and teacher education institutions whether at elementary level, secondary level or tertiary level we all need to be very sincere to ourselves may be in implementing the programmes what is expected of us so only then we can think of preparing good teachers supplying It to the society and then making our education systems may be on par atleast may be if not to the top sometime this sincerity may also reach definitely the top if we develop this sincerity that is what I wish to say.

\*5 So far SAP is run as per RIE pattern only. What they are doing same thing only. Students are experienced really good. Now they are in 6th semester because covid now they are not going to SAP programme school attachment programme. all schools are closed how it is possible, that why we are just taking for only Education paper Theory paper & Disciplinary papers those papers they are concentrating due to COVID we can’t daily come, how can, they are struggling. Students not coming for campus all parents are really scared Disciplinary papers Theory classes are going on - online mode only -we are conducting tests whatever internal test, seminars, field visit - instead of field visit students are not going to any lab or something- all are closed. Instead of this we are giving some other assignments then convert it to internal marks.

Fees related:payment of fees is challenging now. They are paying at their convenience. Even time wise we give little relaxation also, they can’t because see now during covid parents are suffering. We are giving moral support. we are telling “No need to worry”, “we are with you”. They say “shall we drop here we can’t pay fee” We tell them “no need to drop we will convince our office staff, everybody know what is the problem. I will convince even the parents.

**Examination issues:** Challenges due to affiliated university: Actually see so far what we are planning according to BU instructions we are following. What they are doing you have to come and take theory classes we are doing theory, 1st Sem exams are pending but already started 2nd sem classes. Exams not over already came to 2nd Sem online classes. That examination is pending. We had to do exam means only offline its completely descriptive 20 marks paper. Students have to come and write. There are pending exams. We are waiting for Bangalore University instructions they do not know because one college only, they do not know if we are telling also, several time, only one college forget it. Always I am going “ma, sir” still pending our exams practicals are pending tell them forcibly we are doing, then they are telling even our degree exams are pending no need to worry we will conduct according to their instructions. We are following theory classes whatever internal marks aspect is there you know how best we are doing, how to conduct seminar how student teachers are presenting, their assignments no field visit, sometime we have to give books review, movie review, some important training whichever is possible we are doing assignments how to interact, always we are interacting with students otherwise they will forget. Weekly once or twice we have to take project works, what is going on what extent they have completed, surveys not possible, then how they are conducting project, and practicals not possible how they are project work really problem because of Covid they have to go to lab, have to go to field then only through that only they collect survey information then only they are completing their project - 50 marks projects compulsory paper that too arts stream their practicals. Students of BSc practicals are there in BA projects is there. Even history, economics, sociology, political science maximum they are doing whatever possible, library work online this one reference work they are doing. Such type of work only we are allotting survey. We are assigning our students they are not going to field it is not possible. Theory whatever is possible we will complete test internal everything the new are waiting in the June many be college keep open then ;we will conduct whatever programme simultaneously we are planning, once students come to college we are very happy.

**\*6 Last year we had different type of students some had laptop, android handsets some had basic hand sets were there. So before receiving department instructions we had started online classes. Whichever area where teachers lived had lock down we teachers took online classes from house, and others we went to college and took online classes, but classes never stopped one student was in Chamarajanagar and another student from Andaman lived in some island they had network issue. I used connect them on phone. Some students attended google meet and other attended on conference call. I used to ask them to log in and attend classes, I used to be upset, irritated was initially when they did not respond. All students used to login at the same time. But some students joined as per the time scheduled while other students joined late by 10 -15 minutes. some students would tell the truth about network issues. But again and again if they say about poor network even when I scheduled the classes either in morning or evening or any time. They question us like why you are taking classes now you should have taken in the morning itself like this they used to talk. I was disturbed by one student, that student created a lot of problem, that student used to attend one training programme. When the student had no training that time the student expected me to take the online classes. They demanded that I should take the class at the convenience of the student. For eg evening I used to take the class from 4 to 8 pm. One girl from Charmarajanagar, had to take the cattle and sheep for grazing the place will be like forest and in the afternoon I can’t attend the classes. I used to take opinion of other students then only l used to take the classes. Then I was troubled by the other student. Despite scheduling after taking opinion, a few started asking for different timings as per their convenience with negotiable problems. This was the only one bitter experience.**

**Technical problem I had to login in two devices, one for Google meet and another one from android phone to login for conference call. For the students sake I purchased a new mobile. There is a limit in this, we can connect only 5 students at a time. When I get a message that I cannot add them I used to ask another student to call them. So, every day I used to connect if not possible is used ask other to connect and then we used to take classes. Personally, our children used to attend online classes because of that in all the 3-4 mobiles the data used to be exhausted. Students had problem and even we had problems. We used to frequently recharge all the mobiles for data but it used to exhausted soon. Then we got Wifi from that time I never had problem or disturbances. Any time I am able to connect with students. Only last year there was problem compared to that this year students are regular. For the 10.30 am class at 10.20 am itself students message me saying “let me in please Mam” This change I have noticed compared to last year this year its better. But this year there are no students whom I have to connect on a conference call. Everyone attends on google meet. One student from Gulbarga, only she will have problem when its raining or something. Then she will let me know. She will be on google meet, sometime later if her name disappears then we will know that she has network issues. Either she will call or will message me. Some students were waiting for us to call, some students have that attitude, and this may be because of call charges. Now all have unlimited call charges or data even if I have to take classes for 1 to 1.45 I took the classes so some time some students even if I say I will call they say no problem we will call., network issues are not there now, they will have unlimited calls charges and unlimited data is also helping them. This year I never faced any sort of problems. Another advantage in google meet is how we do in the college using LCD projector, all the options we have in google meet also. So we can use all options and do the class we ask them to compulsorily on the video because some students will on the video and go somewhere such issues are not there. Some students say they are sharing the room and dress is not good they message us or in my room I am like this so I cannot on the video then we permit them. Interaction will be more. I will be asking them questions, there will be seminars, presentations, PPT presentations. When they are doing this I would have giving them the instructions if they dont give me answers, I don’t expect them to give me immediately I can understand when they speak I am able to hear them late but I ask them to take time and answer even after 5 minutes but they are attending class. I will remove them from the group after informing the other students. I did this for 2 to 3 times in the beginning now all are actively participating. Even I will have the satisfaction I feel I am able to reach all the students and they are alert. If I leave them then they will on the video and leave the place.**

**We completed the internship. Now last March, if I see the report I will know it’s in my WhatsApp. One meeting held in DSERT they said - CSE and board for DED and pre-primary those college 2 government cells is going and that college principal, from the Board and from the Cell and DSERT Director and SADPI and from three DED colleges three lecturers were called, from DIET also they had come. There then they said what are the pending programmes are there and how to complete them they gave guidance and to plan they had called. As per that actual practice teaching all the colleges have completed. practice teaching test, pre test, practicing teaching, internship, everything has to done. But when it should be done was there in the time table, at that time our students were doing internship. I informed them, I did not say to director, but brought it to the notice of SADPI. Even the other colleges are aware of this. In our college little early means for 2nd year we never had any problem because they for 6th and 7th standard they went. DSERT director also said the same, what we thought 1st year students can complete teaching all the lessons like that of simulated teaching Because 1 to 5th schools have not been commenced but later DSERT director (was in a meeting and later he came} what he said was simulated teaching if you do how students get the experience of teaching a real children? Instead of that they can teach 6 or 7th standard students. The 1st year students have to complete 12 lessons in 12 periods he asked us to reduce the number of period finally he said they have to go the school and teach there to get practical experience. Practice teaching in 5 periods one subject has to be completed, for this also he said number of periods may be reduced. Instead of not doing the practice teaching, they should go to the schools get the exposure. If you want to reduce the periods you may do so. We felt it was difficult for them. But director said why do you want to underestimate your children, You check how they do the lessons, the students may feel that the content may be heavy, you give them guidance. But our students had already written lesson theories for the class 2nd and 5th but we made them to write to again 6 to 7th lesson plan. They wrote and I told you before attending the meeting our students were going 1st year students in Physical Education 15 activities they will have to do. Activities require movements. That 6 and 7th class children they took 2nd year 6 and 7th subject lessons DSERT they said like this and again we called them for 1 week and again we oriented them for lesson plan and made them to write the lesson plan, test papers and unit test papers again they were sent back to school. Compared to previous years this year it was difficult. Some schools one day 6th standard children come and one day 7th stand children come. In other places all the classes students come section wise. Because of this our students were troubled, they have to teach to the same ground even that school teachers have to complete the portions. Once for three days that school teachers went for covid duty. Those three days we got remaining 3 days the teachers came to school and took classes. 2 to 3 schools we went and students completed the internship. They have not completed the internship in one school instead they have gone to two schools. In a way they got 2 – 3 schools experience. We arranged to get letters from all the schools because DIET we have to submit and collect permission letter and letter from our college for sending our students and from school experience letter for having completed internship. We have taken all the letters.**

**WE have given them. Difficulties were not there which taking theory classes. It was difficult when it came to micro teaching, simulated teaching then ECCE programme fine model skills workshop. It may with regard to microteaching or fine skills, there was no problem to give input session. But to give demo time that too microteaching within 6 minutes we have to complete one skill - the students were giving online response. It was challenging. While one teacher was giving demo one more teacher had to admit that teacher and reverse camera and used to hold to the other side and the order teacher was tallying. Sometimes, due to network issues students were not able to give response. Again and again it the teachers tried and continued in the middle, instead of taking 6 minutes to complete one skill we took 7 to 8 minutes to complete the skill. There is one Desirable behaviour and undesirable behaviour we should not repeat students response from one skill with another skill. When 2 to 3 students respond in google meet, we are able to make out from the video but we will not be able to hear the voice so we had to ask them to repeat the answer this was the practical problem we faced and this we adjusted. Because of time constraint was there because everyone of them we met on google meet. One or two persons gave live demo and other two sat and recorded the demo and we shared the video with children. So in that one person completed the demo and that we record and share the demo. In that one person give demo and other person records the complete demo and then share it with students. In another one used movie maker and camcorder app, in that they first completed recording of pictures and videos pertaining to the subject related points and gave demo as it they are showing pictures in the live demo. Then another time they adjusted videos and the pictures properly, for eg if they say right the picture is there then they have to adjust the picture to their right side like that they gave demo within 6 minutes with sources they have used. They did all that and sent the recordings to the students. Now how In January February and till March the students same type we showed them how to do the video lessons, we gave demo lessons also, there videos made by the older students, how they have done is also shown. Our teacher made the video and gave them demo of how to do it we have shown to them. One complete lesson plan was made in soft copy and how the children should be taught online or this is how they have to teach children like that also we have given training and they have to do it in the same way and submit to us. We have the videos of teachers now.**

**\*8: We are working with covid last one year. Initially very difficult. Now adjusted to virtual teaching. Rural ones have network issue, can’t attend regular classes, some come out of home, some come to field to away from home. Maximum are attending. Financial issues, Yeah some asked related to purchase of data…how to take connection? For some we provide economical facility personally we are giving data pack etc. Many of our faculty don’t have personal laptop. They are teaching using mobile. Whatever lap tops our college provided, we distributed to faculty.**

**Practice teaching…last time we had completed PT. some lessons simulated they virtually did peer teaching in simulated condition they did. Last time in the three weeks, when schools reopened briefly they went to school as they need exposure in school situation.**

**In this covid situation, now we can tell anything about classes. All are facing the same problem. We are, and have to manage, engage them, motivate students, they have to take care of themselves and their family members. We did election and talents day they did virtually. Only two day they attended, later it was bus strike, then close down. We decided should not postpone…virtually we did. It was successful.**

**\*9 and \*10:** We are now aware how to take online classes. Even members of DIET attend the online classes. We did a meeting and trained ourselves and students also about online teaching. Students from rural background they will not have smart phone. Data problem like the students cannot spend Rs.200 – Rs.300. In spite of the internet, data and phone problem we are conducting online classes. Students are also learning. We have given notes to students, we call them over phone and brief them about the class and ask them to study. There are poor students who cannot afford smart phone or they have one phone for many children.

If the student does not have smart phone or we will have their friends or relatives and we call them. We ask them to give us a missed call and we return the call.

We sanitized the office and college. We are following all the guidelines given by the government.

\*11: from institution they have given SAP/software Application Programme. Using it we are marking attendance online; all have mobile and a laptop. Management provided all these and they have also given projector. Last May 5th  2020 we went to college. After that every transaction has become online.

At home lecturers have no problem. Students have network problem: eg today I gave one activity unit lesson plan do hard and soft copy…lap top okay. Those with mobile..i called individually over phone and ask them to note down hard copy, conference call, give recorded videos, you tube links, for a few we ask them to go to relatives house where network is good. All have a personal smart phone or use at least from relative. One girl in an orphanage. We had planned to buy her one phone, but abalashrma people got it. We pooled some money for one or two . We have even pay fees as it is basic need. Practice teaching we finished…it should be live. For high school students, it was online practice, some we even did off line. Corona time some of our previous two-year students lost job in private school, a few died due to corona, how they are leading, struggling for life, some gone and joined amazon, online marketing. Even our present students are struggling.

\*12: We have always provided firsthand experience with all stake holders and in all kinds of schools. They get first hand experience even in inclusive schools. Since due to pandemic our students had missed these field visits. So what we did was we declared the results of students as instructed by the department. But I requested the students to still get first hand experience and since we have our own organisation and we also know the department officials BEO and BRC offices we sent them to get this experience. We told them, “ In future nobody is going to appoint you seeing your certificate. They see your skills and it matters and not just the certificates, we can print many certificates. Tell me I can give you 7-8 certificates. Without skill what is the use? Our faculty cooperated” Even after declaring the results we called them back , for first year students for one and a half month we took extra classes, we trained them with communication skills, integration of lessons, micro-teaching skills practical oriented tasks skills,. This we conducted on-line. They may feel it is a force. But they will realise only after entering the field and will come to know of its value.

Our students are never appointed in elite schools, CBSE and ICSE schools. We are striving so hard because despite trying these our students are not acquiring that level of competencies needed in best schools. Those with good education would have been trained in colleges like ACT or RIEs. So, our aim is to make our students also get appointed in good schools. For this before pandemic we conducted one week finishing program. We invite eminent persons in the field to orient our students. For example, by Gururaja Kharajagi on how to prepare and face interviews, presenting their knowledge etc. Last two years it has not happened. Alternatively, now we have scope for redesigning curriculum. In last year pandemic faced problem of online classes. now we redesigned 20% of curriculum to include how to teach methodology on : on-line using ICT gadget. There is a particular procedure to follow, formats to be filled.. We follow same procedure as others. But plus point for us is we can take decision fast.. as an independent constituent college.

Actually since 2005, NCF designed new curriculum in constructivism approach. Even in our own schools teachers are still not following 5E based lesson plan. But here we tell our students it is not just Herbartian steps they have to follow the recommendations in NCF 2005. What we tell our students is to feel bold to carry out innovative methods in their schools. If they take bold step the result will be positive. Not to follow fixed methods followed by everyone even if they are seniors.

Another example ,there are many of our students working in NGO , 3yr back, taking this advice on of my students working in an NGO sent me a message , “Sir, this is NGO we provide in-service training for regular teachers. There teachers with 15- and 20-years’ experience come for training. There they raised questions about constructivism and 5E lesson plans. Even after 10years they said they had not understood. Because of you, I was the only one who could explain both constructivism and demonstrated the steps for 5E lesson plan with examples. There everyone appreciated and asked how and where I learnt these and got best trainer award”.….. **We believe application of knowledge is essential. What ever we teach here is not enough unless it is applied on the field and we get the feedback. This is our strength**

Unless they use the skills in their in-service as regular teacher there is no use at all if they are not ready to teach. That is what everyone in our country and even UNESCO is talking about. 21st century skills are also talking about these. UNESCO has already given learning to do, learning to be, learning to live together. Most of us know about these as slogans, But, in the real sense majority of us teachers, facilitators are not doing so. Most probably in education there are gaps because we have not yet touched heart of students…no interpersonal skills, learning to be-UNESCO’s personal abilities, our teacher is not reaching that level. This is my observation as an administrator and coordinator visiting various schools, talking to different school heads and observing various classroom at different levels I have seen the gaps. So as a head of institution I am still trying to fill these gaps through our students. If they know the gaps and bold enough on how to fill, using the skills and innovative practices they learn here.

Since this is a constituent college of adichunchanagiri with attached engineering college, even before pandemic we had been using technology. Engineering faculty help getting technical support was easy. Management has always insisted on use of technology. Got the software support. We had earlier appointed one technical support person even before pandemic. He helped with, good preparation to teach using ppts, flash for video lessons, study materials for teaching and question papers. Before classes we are sharing these on in WhatsApp. We have every student’s email id to maintain their profile , attendance and progress. Minimal use of technology to save time had always been there. All our classroom, have lcd projector.

Challenge was till now within 4 walls they used to teach, had no clear idea on how they used the technology facility inside classroom…positive thing is…last year one month it was difficult, did not do anything initially, later did 500 online classes by the time even VC gave orders that as per UGC guidelines we should start online classes. By this time majority had learned how to use …initially used times…zoom not was not purchased one…later our university developed their own software and we recorded 1700 online classes . Only 85% attended, other 15% could not attend due to network problem. Our target students are from Chamarajanagra district who live in remote area where their major problem is connectivity, network issues. We send the materials, notes, and we have also arranged one on one contact with needy students.

\*13: Actually, students in remote, all have smart phone, but connectivity is difficult. They tell us that they are on hill, field.etc. ….Unfortunate thing this year is we are giving online theory, practicals become difficult, microteaching, lAC we have not yet started. All classes are running at a loss. We are Not able to give 100% justice. But classes have to be turned into a virtual mode. So, we are yet to discuss. All theory complete. But courses like micro-teaching and language across curriculum should at best happen outdoors and face to face. We are still thinking. If this epidemic situation continues, we can’t give 100% justice. Last year we got some time when lockdown ended. So, we did offline practice peer teaching for 4th semester practice teaching . Since schools were not open, peer teaching was the only way out. There were 10 groups, coordinator, all lessons they did in peer group, even simulation lesson we did online. Online classes 80% attendance. The problem is with rest 20% very far in their native different remote districts. We have tried to contact but they are not available.

\*14: very very difficult, residential set up, close down all hostels. Typical eg: last month exams were there. 12 announced lock down, order came ..leave campus today only, our students from all over partially low vision.. helped her, but that she was supposed to leave, no mess facility, 2-3 students in one room, faced lot of problem, regular mhrd, meetings, out in service program, our students not there with us…UNCERTAINITY is the problem, students eager to come, govt extending one week by one week… after ad hoc basis is causing lot of problem. A few had covid.. lot of problem, Maharashtra,,,