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]**

| **ID of the Teacher** | **Name of the Teacher Educator & College** | **Code** |
| --- | --- | --- |
| 2021031 | Dr. Ajit Boro, Principal, Gosaigaon B.Ed College, Kokrajhar, Assam | **AB** |
| 2021032 | Prof. Mausumi Bordoloi, Principal, Government Banikanta College of Teacher Education , Guwahati, Assam | **MD** |
| 2021033 | Arup Deb, DIET Faculty, Dima Hasao, Assam | **AD** |
| 2021034 | Anamika Kar, DIET Faculty, Vivekananda College of Education, Karimganj, Assam (PVT) | **AK** |
| 2021035 | Barnali Bhattacharya, DIET Faculty, Nalbari.Assam (Rural govt DIET) | **BB** |

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

**AB:**  yes.

**MD:**There is a rush for admission in the concerned college since this is a government institution. Preferences are given to the deputed government teachers. Fresh candidates are offered admission (who have appeared for the entrance exam conducted by Guwahati University) only if there are vacant seats.

**BB:** The college has 100 seats for D.El.Ed and 50 seats for B Ed. In 2020, 79 students appeared for the D.El.Ed exam and 46 students appeared for the B Ed exam. In 2020, 71 students appeared for the D.El.Ed exam and 46 students appeared for the B Ed final exam.

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

**AB:** The affiliated University conducts the entrance exam and the students are selected on merit basis. As per the last few years’ trend, (he was requested to reply on his observation of the trend observed in the last two or three years) , 85% students enrolled are from Humanities background, 15% students are from Science and only 2-3% students enroll with Commerce background.

**MD:** As the preferences are given to the teachers deputed by the government (Director of secondary education), students from all streams take admission in the college and the ratio of Humanities, Science and Commerce background varies. In case of the fresh candidates, the admission depends on the score of the entrance examination. Students from all the streams take admission including students who have completed ph d etc.

Also, this is a science college (As mentioned) and not all B Ed colleges have science streams in their college. So, the college gets a lot of students who take up science subjects as their method topic.

**AD:**  In the D.El.Ed batch (current)only few students took up science. In B Ed there are 6-7 students with BSc background.

**AK:**  In B Ed, 50% seats are reserved for science subjects and 50% seats are reserved for arts and commerce. Though in Dl. ED there are no such categories. students prefer to take life science as a method subject rather than mathematics.

**BB:** In the B ED (last batch) , more than 10 students were from science backgrounds. In the current batch there are around 15 students from science background. One or two students in D.El.Ed are from commerce background. In D.El.Ed students from science background are lesser than B Ed (maximum 10 students ).

**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)**

**AB:** As observed in the last few years, the number of women taking admission in the concerned B.Ed college is more than men.

**MD:**  The ratio of men and women students is balanced. As the state deputes teachers, there is no such trend that has been observed.

**AD:** The number of women taking admission is more than men in both B ED and D.El.Ed.

**AK:** The number of women taking admission is more than men.

**BB:**  The number of women taking admission is more than men in D. El Ed. In B Ed the same trend is observed but the difference is not as much as in D. El .Ed.

**For III 3.2 and 3.3: What are the perceptions about the quality of students they are getting? Is the quality of students changing? In what way?**

**AB:**

**MD:** The admission requirement (As per NCTE) is 55 percentile (general category)/ 40 percentile (SC and ST) in graduation. Sometimes, students with a less percentile also take admission as the Government is trying to clear the backlog.

The B Ed entrance examination is held at the state level. It is not an easy task for the teachers who have passed college 10-20 years ago to get into the mode of study, but there has been 100% completion (as observed in the last few years') with the majority of the students securing first class.

Though the students come with years of experience in teaching, they lack the techniques and methods of teaching. The students confess that the course helps them learn the recent methods and trends in education which they were not aware about. Some students were not even aware of child psychology, role of technology in education etc.

**AD:**  Most of the B Ed students have Masters’ degrees. In D.El.Ed, some students are higher secondary pass and some are graduates as well. In case of D.El.Ed the quality of students are not upto the mark but the B. Ed students are good.

**AK:**  Since the last few years, there is a rush for D.El.Ed and B Ed courses. In the case of open category, almost all students have first class. Though the students come with good scores, it takes a lot of effort to make them learn and become competent. There are exceptions as well.

**BB:** The D.El.Ed students’ academic qualifications vary and some students’ academic scores are very low . The B ed students are first class mostly. Some students are also deputed teachers.

**III-3.8: What are the Soc-economic profiles of students coming into the program?**

**AB:** Most of the students are from Rural areas. As per the observation, 50% of the students are from poor economic background and 50% of the students are from middle class background.

**MD:** Most of the students are deputed teachers and they come from middle class backgrounds mostly. Being teachers they are salaried professionals and there are no financial problems observed. Although, the fresh students’ profile varies and the college has provided financial assistance to some of the students in the past.

**AD:** Most of the students are from tribal communities in the D.El.Ed course and they are not economically independent. The socio economic discrimination is more visible in D.El.Ed. The B.Ed students are from all communities and the group is more varied in terms of socio economic status.

**BB:**  The students are from a mixed background. 10% students are from economically lower backgrounds, 70% students are from Middle income backgrounds and 10% are from very rich backgrounds. The faculties personally provide financial help to some students to continue education.

The D.El.Ed students are from Nalbari district. But the B Ed students come from across states , Assam.

**III-3.9: What are the other jobs the students go to?**

**AB:** After the completion of the degrees, most of the students have taken teaching as a profession and they are appointed in both government and private schools . Some of the students are also trying for APSC, UPSC and other jobs as well.

**MD:**

**AD:** Most of them are interested in teaching. But some students are also interested in the civil service, banking sector etc.

**BB:**  In the B Ed course there are deputed teachers. But amongst the freshers,students seek teaching jobs as well as other government jobs . Some students even have their own business. The female students are more interested in taking teaching as their profession than the male students.

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

**AB:** Various programs are organised in the college and information about the same are published in the newspapers. Students and parents are aware about the reputation of the college and how students are nurtured even after the course ends.

The students know that to pursue a professional career in teaching B.Ed/ D.El.Ed is mandatory and that is the reason they join the program.

**MD:** The main motivation is the interest to teach. Also, the students apply for the B.Ed/ D.El.Ed courses as this is a mandatory requirement for TET.

But in some cases, students left the course half way for the Assam Civil Service (ACS) examination or Assam Public Service Commission (APSC ).

**AD:** In case of D.El.Ed, very few students join the program with the intention to become teachers. But the B Ed students come with a definite goal. The D.El.Ed students might join the course because there are not many options for other courses in the area.

Government has mandated that B.ED/D.El.Ed degree for the TET exam and which is a reason for students to apply for these programs.

The key motivation to join the program is to secure a job. In the case of the female students, they take admission in the course because they do not want to go out of their district.

**AK:**  Qualifying for the TET and getting a government job is the main motivation.

**BB:**  The female students feel that the teaching job is suitable for them as there is less pressure and it is safe as well.

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

**AB:** students who pass out from this institution, are in touch with the college. The students have a good relationship with the college. They appreciate the friendly environment of the college and the good relationship with the faculty, administration etc. The activities organized by the college during the course are very important and 100% participation from the students is ensured. Students also like the co curricular activities organized by the college.

**MD:** The best thing that the students like about the program is that it also focuses on co-curricular activities such as projects, yoga workshops etc along with the curricular activities. students also participate in the college orientation program where their participation in the co curricular activities are tracked. They really liked the way the program offers them a holistic approach.

**AD:** They like the program because through this program they come to know about the other aspects as well such as ICT, Art and physical education,understanding of self etc. They like these subjects because these help them uplift themselves.

**AK:** The students like the practical part of the program such as internship,community service, school experience program, co curricular activities.

The students feel that some of the theory components could be replaced and can be reduced.

**BB:**  The students like the school internship program a lot. The D.El.Ed students may not attend the classes regularly but they never miss the internship.

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

**AB:**

* Some of the students are not able to afford the fees. The fees in this college is higher than the government college.
* The other challenge is the medium of instruction which is english. Students come from different backgrounds and some of them have done their education in Assamese or Bengali medium. These students try their best to cope up and complete the course.
* Students who are already teaching in some private schools find it difficult to continue classes regularly as they cannot discontinue their jobs and regular attendance is a must for the course. This is not a challenge for the Government teachers as they are officially deputed.

**MD:**  The students were not comfortable with the medium of instruction (English). The students who take admission are government teachers and taking the course in english becomes a challenge for them. After considering the situation, the college has allowed students to write their examination papers in the local language.

**AK:** No such challenges

**BB:**

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

**AB:** Teacher education is a vast syllabus and it cannot be covered in one or two year. Introducing the two year B.Ed course has made the course very effective. In the one year course, it was not possible to offer everything. With the two year courses, there is scope to offer the knowledge about how to teach, to interact with the students.

**MD:** Earlier the students gave feedback that the course is very long . The two years B Ed program emphasizes so much on assignments, projects, workshops and self assessment that it is no longer a challenge for the students.

The students give feedback that they have learnt a lot from the program.

**AK:**  There is a huge change in the students when they finish the program. After they finish the course, students realise the shift in them and how they have evolved as a teacher.The program components help get a clear idea about how the school functions, different methodologies, creating lesson plans etc.

**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)?**

**AB:** students are deputed in schools for the 3 months internship program and their efforts have been appreciated. It has been reported that the students introduced methodologies which were not familiar to the teachers who are already teaching and the students became a part of the school in the three months internship duration.

**MD:** The college has received positive feedback from the principal of the schools where students went for practice teaching. The students were appreciated for their dedication, timeliness etc. The children of the schools have also appreciated the B Ed students and have shared that they would like to have them in school.

**AD:** In the first year, the students go to the schools and observe the teachers. In the second year, they take sessions. The students like this very much because they get a chance to practice.

**AK:**  There are certain schools who wait for these practice teaching sessions and also inform prior to the session about their requirements ( which subject teacher they need).

**BB:**  Some schools cooperate with the interns. But in some cases, it happened that the government teachers started to take the lead and the students could not perform as they should.

The college also received feedback that the students of the school liked the teaching very much,

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

**AB:**

**MD:** The college has an active alumni group and an alumni forum. The students share about their practice, career updates etc. in the groups. They also talk about their own practice and the challenges etc in the group. Example:

* In this college, students are encouraged to use technology in their teaching practice. But , students who teach in very interior places where access to technology and connectivity is poor, it becomes difficult.
* In another situation, the students shared their challenges about the practice of speaking in english in the class (Specific to English class). The syllabus takes care of the concept and developing writing skills, but this method helps children to develop their conversation (in english) skills as well. The students shared that the children from rural backgrounds do not understand the language hence it becomes difficult to teach. The students are advised to continue the practice as it might take long, but after a period of time, children will be able to understand and it will also help them in speaking english.

**AD:** Some students stay in touch and they inform them about their success in the other examination . After the exam, their attitudes towards the program changes. Their engagement is less during the first semester of the course. The attitude changes towards the end of the course and they shared that they have learnt a lot from the course.

They develop life skills which are very much relevant for today’s world which helps them become confident. Some of them also shared that the course helped them become confident to speak in front of large audiences.

**AK:** The students are very much in touch with the faculties. The students share how they evolved as a teacher, how much do they miss the college and faculty.

**BB:**  Some students stay in touch with the college. Students share their good experiences.

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

* **Student’s perceptions about TET**

**AB:** The students know that without B. Ed or D.El.Ed, appearing for the TET exam is not allowed, so they take it very seriously. The students also said that teachers should be qualified to provide quality education and TET helps maintain the same. Although, some students feel that B Ed and D.El.Ed should not be necessary to appear for TET.

**MD:** The students are very committed to become teachers and they are aware that they will have to appear for TET. So, they take TET very seriously.

**AD:** Because of the TET exam, the course is so much in demand. The D.El.Ed and B Ed is necessary to appear for TET.

**AK:** The students are very happy about it as the teacher appointment is now more transparent.

**BB:** 15 D.El.Ed students got govt jobs in 2020. All the students appear for TET.

* **Teacher educator’s perceptions about TET**
* **How have students performed in TET?**

**AB:** About 50% appeared for TET and the passing rate is 100%. The institute does not provide any support for TET preparation.

**MD:** Most of the freshers (students who are not deputed teachers) appear for the TET exam and the success rate is 75%.

**AD:** 30-40% students (minimum) were able to pass the TET exam. The students try on their own. Sometimes, guidance is provided to those students who ask. The college also conducts workshops on the preparation of TET.

**AK:** Almost all the students who appeared for TET passed

**BB:** 15 D.El.Ed students got govt jobs in 2020. 6 students passes TET in B Ed and received appointment letter

**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**

**AB:**  The pass percentage in the college is very high. The academic environment and professional exposure provided is even better than the government college.

**MD:** No response

**AD:**  This is the only teacher education college (government) in this district and there is one private B Ed college in the district. So it is hard to guess.

**BB:**  The TET passing rate is higher than the other institutions in this district and nearby district.

**VI section: each question is important:**

**VI 6.1: Where are the students employed after completion? How do they look for jobs?**

**AB:** 90% of the students opt for teaching profession whether government or private.

**MD:** The fresh candidates prefer government jobs. But some of them also started teaching in private schools, started their own tutorial centres (APSC, ASC) etc.

**AD:** Most of them go to Government jobs. But all of them prefer to go into teaching.

**AK:**  Most of them get employed in government schools. The rest are employed in private schools, kendriya vidyalayas.

**BB:**  the students find the job on their own, but they consult with faculties for suggestions.

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

**AB:** 90% of students seek government jobs.

**MD:** Most of the fresh candidates prefer government jobs.

**AK:** 100% seek government jobs.

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

**AB:**30% of the students go for government jobs.

**MD: in 2019,** out of 25 students 14 students secure job in different schools in assam

**AD:** no clear response

**AK:** Majority of students.

**VI 6.5: All about campus interviews. Affiliation to private schools. About selection and appointment.**

**AB:** There is a placement cell in the college. The faculties gather and discuss the availability of job opportunities in different schools and colleges. The alumni students also get in touch and share information about the availability of opportunities. There is also a local newspaper and news portal.

**AK:** The college has some connections with the private schools and the recommendations are sent to the schools.

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

**AB:** It starts from Rs. 5000/- in the lower or secondary grades.

**MD:** The joining salary is very low and it starts from 8000/- to 12000/-.

**AD:**  the starting salary is 8000/- to 10000/- or less.

**AK:** The starting salary varies from 6000/- - 12000/- and for Post Graduate teachers it is 17000/- -18000/-.

**BB:**  The starting salary is 6000/- to 8000/- or less.

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

**AB:** Only few opt for NGO jobs.

**MD:** Some of the students are working in Samagra Shiksha as consultants.

**AD:**  Some of them take NGO jobs

**AK:** very few of them opt for NGO jobs

**BB:**  Some of the students opt for NGO job.

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

**AB:** some go to Universities to pursue higher education such as LLB, MA, M SC, M ED etc.

**MD:** There are few students who are interested in higher studies and go for higher studies such as M.Ed, Ph D.

**AD:** The students also apply for the clerical post jobs in different government organizations.

**AK:** Mostly the students seek teaching only. Some students try for contractual jobs at Samagra Shiksha.

**BB:**  Many male students opt for business as well. One of the D.El.Ed students has his own pharmacy (the student has a degree in pharmacy).

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

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

**AB:** The college tries to maintain a balance in terms of attendance. There is no challenge to share.

**MD:**  The major challenge was regarding the language but that has been solved.

**AD:** 80% attendance is a must for students. So no challenge

**AK:**  Most of the students want readymade notes. If notes are provided then the option for discussion is not there in the classroom.

**BB:**

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

**AB:** The faculty salary is a challenge. The source of salary is completely dependent on the admission of the students. So, that becomes a challenge for the faculties sometime.

**MD:** The college has a faculty shortage and to start the M Ed course the faculty capacity will have to be increased.

The college has started the practice to integrate technology in teaching practice but there is a need for capacity building for the same. Government has taken initiative but it is not enough.

**AD:**  there is a need for continuous professional development for the faculties. Sometimes SCERT conducts some training and some take initiative on their own, but that is not enough. Also the faculties need to be guided towards the right course or professional development. The faculties face challenges when there are new concepts to be introduced.

**AK:** Being a private institution, salary is an issue. But the college is one of the highest paid institutions and the faculties get a salary raise every year. Teacher Professional development is another challenge. There are fewer faculty and it is difficult to go for refresher courses as there is no one to fill the gap if one faculty is absent.

**BB:** Infrastructure challenge is there. Also, the faculties are struggling with the resources. The link of resources do not work.

The language challenge is also there.

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

**AB:** The college has received a letter notifying that the college fulfills all the requirements of NCTE regulations.

**MD:** the college fulfils all the requirements of NCTE regulations.

**AD:**  No such challenges

**AK:** The private colleges have more restrictions than Government colleges. The faculties should be M Ed qualified, but in some cases the government colleges appoint faculties who do not have M Ed.

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

**AB:** No such challenges.

**MD:** no such challenges.

**AD:**  no such challenges.

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

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

**AB:** This is a very important step taken by the Govt . Most of the colleges offering 2 year B.ed degree programs are not eligible to run the integrated B.Ed course. The existing b.ed colleges will have to be a composite educational institution to run the program. Every existing B. ed colleges recognised by NCTE should be allowed to run the 4 year program. Otherwise, the present B.ed colleges may have to close by 2030.

**MD:**  It is a wonderful initiative taken by the government. It will help create a cadre of professionals who are ready to dedicate themselves in the teaching profession .

The college will soon start the 4 year in B Ed program. To start the 4 year program, the college will require additional faculty members, administrative staff and technology infrastructure. There is no assurance from the government about the same and that is a challenge.

**AD:**  The college has received a letter from the SCERT regarding the 4 year B ed program. But the college is not ready. There is a need for infrastructure development and the faculty capacity is also less and the faculty development is also needed. So the college might need time.

**AK:**  From one point of view it is good as students can now take decisions right after their 12th examination. But for a private college it will be very difficult. The college has faculty, but the infrastructure cannot be improved without government support.

**BB:**  The college is considering the option. The college body wants to integrate it but many of the faculties are not qualified to teach as per the academic qualification requirement as per NCTE norms to teach degree courses.

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

**AB:**  The two year B.ED should continue but it will be non-functional by 2030.

**MD:** The present B ED program should also continue in order to clear the backlog.

**AK:**  The two year B. ED should continue

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

**AB:** online classes are being conducted but it is not sufficient. Most of the students are not attending the classes. As everything is available online, they do not find it a compulsion to attend the session. The faculties are in touch with the students and they have motivation to attend class, participate in exams etc. Also, poor connectivity is one of the challenges that students are facing .

As observed, online teaching is also not of quality and teachers are only able to use lecture methods. Also, all teachers are not comfortable with the online teaching methods and the technology .

**MD:**  Teaching has not stopped due to the pandemic. The faculty members are conducting classes online. The pandemic has helped everyone to become tech savvy ( as mentioned by her).

The main challenge is regarding technology. Most of the students are not very used to the technology and it becomes difficult to submit assignments, attend classes etc. and many of them do not have smartphones. The faculty members have encouraged them to buy smartphones.

Earlier, the students who took admission had no knowledge about technology. The B.ed curriculum now has a paper in ICT where the students learn about use of ICT and it has been of great help.

The face to face teaching provides scope to interact with students directly and there is no time limit and the students can go to the staff room anytime and clear their doubts.. The online classes have a time limit and after the online classes students have to either message or do a voice call to the teacher if they have any doubt.

For the practice assignment, the pre test is done. The students have been prepared to conduct their post test online in case the school does not open. The students are also conducting their practice classes online.

Some of the students were COVID positive and the faculty members motivated them and also did a campaign on the same.

**AD:**  The students and faculties are trained on how to conduct online sessions (By Mr Arup Deb as he is the ICT faculty). The practice teaching has stopped since last year. The internship activities have been redesigned at state level so that it can be completed at home.

In terms of B Ed students there are not many issues, but 15-20% of D.El.Ed students have technology issues. So they have been asked to contact the faculties so that they can be helped.

The examination has not been conducted yet. The online exam will be done through google form. The exams will be conducted when the college reopens.

**AK:** During the beginning of the pandemic, the students and faculties faced a lot of challenges regarding the online classes. The college is now open so the offline classes are continuing.

The students are affected a lot financially due to the pandemic. The college had to provide options for paying the fees in installment. Students also faced technology challenges. One of the students goes to the nearby government primary school and attends the online classes.

Due to COVID, the students could not complete their practice assignments and the exams were also conducted in micro teaching mode.

**BB:** Due to the COVID, the majority of the students do not have smartphones and also are not able to afford the data cost. A lot of students have connectivity issues. Some students also skip the classes as they are not interested in the class.

The internship program could not happen in 2020. A virtual internship program was organised where mock classes were conducted. The examination was not conducted in 2020 and students were graded as per their marks in the first and second semester.

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**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)**

**For III 3.2 and 3.3: What are the perceptions about quality of students they are getting? Is quality of students changing? In what way?**

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

**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)?**

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* **Student’s perceptions about TET**
* **Teacher educator’s perceptions about TET**
* **How student have performed in TET?**

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

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

**VI 6.5: All about campus interviews. Affiliation to private schools. About selection and appointment.**

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

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

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