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 | Respondent ID | designation | organisation |
| --- | --- | --- | --- |
| \*1 | 2021049 | professor | GHG Harprakash College of Education for Women. |
| \*2 | 2021050 | Assistant Professor | Punjab University, Regional Center Bathinda |
| \*3 | 2021051 | Professor | Punjab college: Master Mind College of Education |
| \*4 | 2021052 | Associate Professor, HOD, Dean | School of Education, Central University Punjab, Bhatinda |
| \*5 | 2021053 | Principal  | CTE Ludhiana |
| \*6 | 2021054 | Professor | SDS college |

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

\*1 B.Ed & MEd last two years PG diploma in Guidance & Counselling. B.Ed & MEd. Total intake 100 – B.Ed & 50 M.Ed. Admission is decreasing day by day it’s a big issue and challenging issue. From the last 4 to 5 years B.ED course is 2 years from then admission problems are there. Intake 70% only we are able to admit after putting lot of efforts. Only 70% only we are able to fill remaining seats are vacant. Admission is a big issue.

\*2 Two courses we have B.Ed and M.Ed 2 years course. We have 50 students for M.Ed and 50 students for B.Ed one unit each. MEd we have left some seats vacant. For B.Ed we have more than in applicants for eg: now we are working on admission process of B.Ed we have 50 seats but we have received almost 210 applications till now. We are actually planning to increase the unit but the problem with the teachers we don’t have the full strength of the teacher as required for the two units. MEd seats we have last time 2-3 years from we are facing challenges in filling M.Ed seats. 20-25 seats and last time we have only 10 seats in M.Ed course. Accordingly, after B.Ed, students if they are TET exam Punjab Teacher Eligibility Test TET and those who qualified they are employed in the jobs and they left their studies further I think. And the second reason the fees structure is very much high for the MED course for the SC students its free but for the general category and OBS is more than Rs.70000 per year.

\*3 B.Ed, ETT – D.El.Ed Course offered. B.Ed programme 100 seats total intake for B.Ed, 50 seats in D.El.Ed one unit in D.El.Ed. 2015-2017, 2016-2018 200 students, 2005 starting 100 seats 2008 some years we ran with 200 seats. Presently 100 seats for B.Ed. This is job less sector, in Punjab scenario actually there are so many other opportunities like students liking to go abroad planning to settle their life by doing the some other technical jobs. They just take reference in foreign university after 6-7 years they get PR and are comfortable. In our state, in Punjab there are so many portions in schools are lying vacant, government not ready to fill in the posts. There are going to rationalize government schools are not ready get filled the posts. Govt not ready to fill the posts. Students feel have no scope for such kind of course. We see students get admission to BEd after on e or two semesters they dropout. The reason because they say we are taking admission to fill in the gaps in our education actually we are trying to go abroad, preparing for……….., TOEFL, GRE. They complete the documents and get admission, finally in 3rd or 4th semester they go abroad and dropout. You can check the data from the official websites if we are seeking ratio 13:1 – ……. Some commission has recommended but there is no implementation or one more thing there firstly there is pre-practice is mandatory, subject paper is mandatory, these are the reasons students are not taking interest such type of course especially BEd course also no scope to get chance to get a govt job. In DLED, ETT presently 2020-22 batch we had applied the course we did not get a single student. Reason behind Govt had notified there is graduation is eligibility for DLED course, previously +2 was the criteria for admission, last year State Govt of Punjab said 50% minimum marks from graduation candidate can apply for DLED. Private college and some other go for High court and after 1 ½ years they notified that +2 candidates can apply and graduation is not mandatory Govt college elementary teacher training, there is also so many seats lying vacant.

Yes when firstly it was introduced 2 year course the admission were very low next year it was clear that 2 year course also mandatory but it cannot be removed or something. The students feel that one or two years……. Its ok. (to chalega) Initially it was poor next year we had good admission. In Punjab recently in 2020-22 now is going on for BEd fully in Punjab 30 to 40% and more than 40% seats is vacant we have 100 seats 75 seats in 20-22 previously 19-20 we had only 49 admissions.

When the batch started it was 55 and 6 or 7 students left the course within 1 year or 1 semester.

\*4 in M.Ed education we have 50 intakes In MA education also we have 50 intake PhD as per the availability of the seats 50 intake we have but this year is very good numbers we got and almost you know now we have 60 to 70% seats are filled. We filled 100% in between students drop out. Maybe they are selected or appointed teachers some where they have already completed B.Ed in education. Based on that also they can go for employments as a teacher educator 60 to 70% numbers in intakes in all the courses.

For M.Ed it is the professional degree so it is affiliated to university. approval have been given by NCTE. We are also planning M.Ed in learning disabilities, M.Ed in intellectual disability and professional B.Ed with RCI rehabilitation council of India. we are yet to start. it is under process we will see that all the formalities we need to fulfill.

\*5 100 seats, 2yrs pro one unit of 50 students. 2019, (49+42) 91 students and 2020- 50 admitted and now 92 total . They are admitted through entrance test conducted by centralized procedure. Every year university -chandigargh, Patiala and Amritsar. 210 colleges…common entrance test: objective questions, 150 marks, 30% qualifying. Last year 2020 entrance seats 47% remained vacant. Even in 2019 same . when course changed to 2 years program …decline in opting. Last year covid…waived entrance, on merit…still vacant, ..of 21000, no of applicants is very less. 2yer , school internship 16 weeks for 4-5 months… teaching practice…spend double expenditure, no stipend in practice teaching.

\*6 2007 it started. Total Intake 25 earlier. Now it is 50. Students are more aware, think about job profile, future of the institution, future of course. Not interested in teaching profession. Conditions and criteria of teachers profession. School teachers are suffering for payment, their pay scales, Government aided jobs not available, salary is very less. Job security, after working for so many years we got govt aided jobs, even we are under pressure if this goes or secure or our future. All these observed by students. For undergraduate colleges they have to move around, these students also think…even in B.Ed we are struggling to get students. There are so many colleges. MEd we are more struggling. After completing undergraduate Students not even willing to join and pursue with MEd. They want to have financial security first

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

\*1 I am admission in charge I can easily tell you. Here B.Ed centralized admission in Punjab based on the entrance tests, seats will be divided in the beginning itself as per the teachers availability which subject teacher available seats matric we make and give minor and major subjects. Admission is based on major subject like science, maths, economics, social science, Commerce. Language is minor subject. Minor subject college allots the seats.

No No majority students are coming social science maximum students are from social science, they will have minor subject English hindi or Punjab we can say assistant language combination students come. WE have introduced subjects like music, fine arts physical education very less students we get home science reason is after they complete BEd they will take up jobs. They will see which subject has weightage accordingly they select. Same is with Commerce students are less 2-3 year back admission for science stream admission was less because BSc students were not interested with BEd. But now the trend has changed. Science students are coming from BSC and MSC. all these depends on government placement policy i can say. Like Government Placement policy is there which school will have more placements children choose such subjects in their graduation and study and they select in BEd.

Government policies has not changed. Depends on post they release. They collect data in which are schools, which subject vacancies, are there. Two to three years back there were no openings. Children who passed BEd they did not get any jobs. They were all working in private schools. In government sector there were no placements. Now in Government sector posts are there. So many children working in government schools. That’s is the changed science stream children also taking admission for BEd. In Social Science stream admissions are going on. Maximum students are from social Science.

\*2 Most of the students opt for teaching SST and teaching of Punjabi regional language most of the students. I am giving you the exact data seats proportion in our college we have SST and language 25 seats then Maths and language 5 seats, then Science and Maths we have 15 seats and Science and language we have 5 seats in our department. Mostly students teaching SST and language Punjabi language we have lot of students teaching or science or Maths in this area. We don’t have subject combination Bio, we have subject only Science in our institution. No we don’t have any rather teaching of commerce or teaching of economics we don’t have combination in our subjects we don’t find any difficulty. … How much ever applications are received we make a merit list. In the Merit list in between 65% - 70% minimum it goes.

Mam reason I have said that the children who come rural institution, children lower status they have, deprived section children schooling will be from govt school. The Govt school children English or science they cannot understand, when they go for college they opt for Government College then they come to us for B.Ed. They opt for B.Ed in our Regional Center Punjab University. Many students who take Science they will be convent educated and those children will be from urban area. They will be from the convent schools - St. Xavier, Sliver Oaks …… convent schools in Bhatinda region and Bhatinda city. Most of them are locals of Bhatinda City and they mostly opt for Science and Math. Those children who come from far off places, some children travel 90 Kms to come to our college 100 kms they travel daily to come to college. Some children they will be in PG we don’t have hostel facility here in and around our institution PG and guest house are available, we work for 5 days Monday to Friday, the children who come from far off places they come on Monday and Friday they return and they live in PG. According to me those children jo unki roads hai, jo subjects hote hai pade hai they will be mostly from Government School products. Majority students do not opt Science subject. Majority children take SST and even they take Punjabi medium. Combination is SST & Punjabi

\*3 Yes actually the admission criteria depends on university notification if there is notified that we just get only admit 40 students in science then we cannot admit more than 40 students.

No they are lying vacant in all streams especially only one students from commerce stream. For Science stream students come lastly, in 18-20 batch How many students we had, all the students, most of the students get Govt jobs in this session. Recently Punjab Govt vacancies recruited science posts. I feel 20- 22 students from our college got job in maths and science.

Yes science and maths we get students and students from SST Punjabi language we get. Students adopted English teaching now we have 26 students coming presently batch. Last batch, we have two batches in BEd one is in final year fourth semester and 2nd batch are in second semester. The fourth semester, 1st batch we had 8 students from Arts stream teaching English. Total students 49 in that 9 english languages, Commerce stream 1 students, 26 students to teach English 74 total students. In all the streams children take admission., commerce is lower, life science combination also we get less number of fine arts we do not have home science also we do not have we get enquiries form one or two. Still we are not able to get admitted such students, there is no approval. The problem of faculty also there.

\*4 MEd: 50.approvl NCTE MA ed 50, PhD availability of seats. This year 60-70% seats filled. My be they had appointment elsewhere. I observed from 2 to 3 batches only in Central Univ we have a mix of groups if it is the number you know in terms number which number is high then it will come in social science, arts will be more than other streams. Actually, we have one or two students will be from those streams most of them are from B.Ed in education. From Arts streams social science people are more in that. Actually, in central univ there is a CU sat examination admission will be going on through proper channel all over India they conduct CUSAT examination through that our students appear and who comes in merit then we select the students and they no barrier only Central Univ allover India people apply and they get selected this is actually procedure of our admissions. Actually, science and math teaching that will be specialization in education there is no such kind of specialization in MEd in B.Ed it is there. MA and MEd it is only teacher education we are preparing professions and asst professors. They are going for internship for training D.El.Ed colleges and B.Ed college because they will be teachers …. B.Ed science stream, social science, maths streams. In M.Ed they must clear their B.Ed and once they are B.Ed they can come this is the eligible criteria. B.Ed to M.Ed they can come. In MA education they can directly come this is UGC programme in MA Education its univ programme through UGC they can come to MA with any graduation.

\*5 16 language, 20 social science, 18 math and physics and none from biology. Every year also getting 3-4 from BBA, B.Tech and Law students. Maths and science out of 50 students: 25 take… almost 50%...basic diff in qualification M.Sc and B.Sc…cannot say who is better..we train them at par…

\*6 Proportion of language, social science, biology & maths. All most all from social science or Punjabi language background. No maths background. The quality of student economicsbackground in statistics does not have quality simple question of mean or average they cannot solve. I facing lot of difficulty in teaching all of them.

Motivation: they have in their mind only for govt or aided posts, to be lecturer or professor no other motivation I see. No pressure from family but students not willing. No knowledge what they should do after M.Ed. MEd they may get promoted but they don’t understand.

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?

\*1 Dummy admissions you all know this is going on in a high rate. WE are proud that in our institution this is not done. IN our college the admission are less let me be frank, if some students approach us for dummy admission we refuse. They get the admission elsewhere, we never offer dummy admissions. Even our college management, our principal Mam do not encourage this dummy admission.

We do not have integrated BEd course in our college, whoever gets admission for BEd are graduates. Earlier trend was that we had 250 seats when BEd was annual system we used to get students from all over, like Ludhiana, students from Coastal area, In those days there was demand for BEd course. Now the BEd colleges are mushrooming and so many college have been opened. Now the trend is changed with children, they are not looking for the good college, they look for the college which is near to their home, convenient there are taking admission. No student will think I will go to that institution even it is far as that institution is a reputed one. The students coming to our college are from the nearby villages. This is the trend this is going on in Punjab.

\*2 To be honest, students are not hard working right now. From the last one and half year the online examinations are there online tests are there students are not paying much attention towards exams tests towards curriculum or co-curriculum this is all about online exams. They don’t even bother online viva they don’t bother many of the students majority are not doing very much towards getting quality education but yes they are getting marks. More than enough marks.

This is blended procedure blended learning blended teacher learning process and that kind of procedure I think students are more comfortable and teacher are also more comfortable teacher you know are giving lectures but they are not even sure how many students are listening actually. So students have many excuses when you are rolling the attendances then they say yes mam I am here when you ask frequent question students or any roll number particular they did not answer being teacher in online teaching especially I feel you are giving lecture even i am not sure that how many of them are listening. They are doing their work there are roaming in the market and attendance is ok and in some cases rural areas there is issue of big issue of network also. Network connectivity problem is there and some students don’t even have a smart phone. We have another issue to take up with them and so .

The big difference which I feel that our students are regular students, there is a culture of dummy admissions, there is a dangerous culture of dummy admission in Punjab. Students are taking dummy admission in the private colleges they are paying particular fee charges and fee structure there is another fee structure if you are taking dummy admission and fee structure will be different. When students are doing in two streams at a time they are doing BEd and they are doing something else, they are attending ILS coaching institutions so this is the big difference. According to me our college Department of Education, we are strict 70% marks is mandatory for students and other education institution as you said especially private educational institutions, there is a dangerous culture of dummy admission. Only 10 or 15 students may be regular students and most of the students are dummy. And many students come I want to dummy admission in your college even same query I have received today because of parents pressure I want BEd admission, I have no interest in doing this nor I want to be a teacher, today morning I have received the call…This is a very open criteria here if you are visiting some schools even after 10th, after 10th actually Plus1 & 2 students who are science stream they opt more tuition instead of schools.

\*3 During 2005, 2006, 2007, 2012-13 when we talk about, Earlier it was 1 year course those children used to show more interest and were doing hard work (mehanat kar tha tha.) they were joining after qualifying entrance tests. Through Management quota also we used get admission 13 seats. Then the quality of the students were very good about their interest towards studies was good. The children were smooth (lavaris) waned to study well they knew if they study they get job and opportunities were also there with them. Now this is becoming a Job less sector it looks children think what we will do after completing BEd course which job we can go very low scope in such kind of course. But if we say Science Maths stream children are very good …… Children from Science and Maths stream, children are hard working, interested in studies, they know the concept. In BEd course what is there to study in the subjects of maths and science (me aisa pada nahi hota) there is methodology and also teaching skills is there, they attend exams subject master/mistress …. Inko kam ata hai Students from BSC BA Bcom what ever they have done those children are good. Quality is improved with science students. Students from Humanities especially those who have studied Physical education in their graduation and Political Science such students quality is down. They are having very good handwriting also, not very good in communication skill, some other if they feel what is psychology, whats the use of studying psychology, what happens if we study psychology, (manovijnan pado se kya hotitehy hai) what is the work of philosophy in education, why to study philosophy they have some doubts they are not satisfied with such things.

\*4 lack of passion in many

\*5 Usually this is area where our educationally backward area…lowest level in entire state, intl border with Pakistan. Not of high merit…60-70% marks. But As compared Nukstan district. This is only college of teacher education and the other 5 are self-financed college which Lay stress on activities. We are First top in this area. No significant difference. Only diff is they get lot of opportunities of cocurricular activities..nss, policies, anganwadis..both inside and outside institution. 16 weeks…8 to 2pm..learning everything in school, evaluating answer sheets, grants are coming, respond to queries from govt… can feel the school life. School allotted is by govt of Panjab.. purely they practice only in govt schools…as per policy of panjab, send only to govt schools.

\*6 Quality of students: not as good very poor even for B.Ed even in city the students are good, good background or exposure. Rural side very poor - in writing spelling, More than 50% can’t even to spell word like ‘college’ correctly. Their level of intellect is such that we can ask What type of teachers will they be in future?.

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

\*2 female candidates are more for BEd course. Male candidates are even - we have in 1 unit out of 50 almost 10 or 12 I think that the suitable number. Most of the girl students. Majority girls are more in BEd. MEd boys are more. If we have 8 students 4 girls and 4 boys. BEd girls are more get admitted. We have not other choice so we have joined BEd. They openly ask.

Girls are more committed they say we want to become good teachers. In one or two days they try to build repo and build relation with us. When we ask them why they joined B.Ed they say we want to be teachers so have joined this course. They say they want to become efficient teacher. Boys say we had no other choice and so we joined this course they openly say this. Girls have hesitation to speak.

\*3 Last 10 years I feel with us 100 seats are filled 23 – 24 boys will be there and remaining all are girls. When I did my B.Ed in 2005 from this college, that time we are 35 boys and 65 girls for B.Ed. This is not we can say in confusion I am surely saying declined in boys taking admission ratio to take B.Ed courses is very low. Reason boys looks like B.ED foreign going technical skill we are going another problem degree college is also their graduations are there DAV college, Indira college, government college earlier in DAV 5000 to 6000 students for graduation were there but now only 3500 or 3200 students are there now. B.Sc no students. B.Ed also we get less students. Yes exactly they are thinking that after B.Ed what to do. Most of the girls are doing B.Ed survey on 100 or 200 students from different college say that for matrimonial purpose they are doing. B.Ed is mandatory to get married or matrimonial. I failed to understand why they are saying this? this is there in Punjab where for matrimonial purpose when looking for alliance they ask if the girl has done B.Ed????

\*4 last year strength girls are more compared to boys. Intake appx 65:35 65 Women students and 35 Men Students In central univ NTC is conducting examination there are 14 to 15 universities central universities they are collaboratively conduct one exam students put on auction 1sr where they want to go and feasibility only candidates wanted to Central Univ Punjab they will opt 1st option if they will come to that merit Punjab they will get admission 2nd merit students will get 2nd option, this is over all structure I am telling in depth I am not part of that.

\*5 More than 85% are girls. Data of present batch: 50= 42: 22 boys and rest girls. Reason girls think profession of teaching is suitable, lot of time for household resp, catchy proposition. In Panjab, all B.Ed girls colleges

\*6

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

\*1 This is the biggest matter, children are coming form side by village they cannot afford fees some students they have reservation they belong to SC/ST they have Government scholarship where the government will pay the fees in the form of scholarship. This is a big help for the children because of this they can continue. Even those policies have been changing; some years back the whole course fee was given to the children as scholarship by the government so the whole fees they were able to pay. In between the amount was reduced. The big spout is there, the scholarship was a big support especially regards to fee matter, the students come from a family with a socio economic background. Quite a number of students I can say they belong from average number to the below average category. For them to pay the fee is very difficult, management also give scholarship like that there are many scholarships. Government has many scholarship, Punjab University also give scholarship, our management also give scholarship. We try to accommodate all the students from all the categories. The students who cannot afford to pay fees because of their socio economic status they cannot be a dropout. Efforts are made to get the admission.

Near about Rs.1 lakh fee the BEd course is completed. Stationary and other expenses are different but their entire fees are taken care of. This is what I am trying to say in the years course, this is the big problem. Fees problem.

\*2 Because in our college the students are from very lower status if you see our website this falls in rural area we cater to the needs of the rural students. The students come from very lower status. Yes they are coming from not a very good background some students are doing watchman duty night shift. I have 2 students in MEd doing night watchman duty they are doing night shift and attending college in the day time. Reserve category SC students are there because government aided its free for them and private schools collect some fees. In general category we have very few students. 210 students are coming to our institution, till yesterday I have the data of 210 students, we have 50 students and only 4 students are from general category. We don’t have any OBC till now, all other students are from reserved category, the reason they come to our institution is that there is no fee and its free and in private schools they collect some fees. The children are working somewhere in the evening or night shift. The students who are studying here are from either rural family or poor families.

 Yes Parents are either laborers or they have small shops or they work under MNREGA schemes, We have 2 students in M.Ed they do not have parents and they are independent. Yes, I have said earlier especially male children, they openly say I never wanted to be a teacher but I had no other choice so jointed B.Ed. Boys will have this perspective. In Punjab there is a culture in practice male candidates after plus 2 they are going abroad. They complete Plus2 in the colleges and do ILTES course, speaking course, they take bond and go abroad, there they have second life in foreign countries. Majority of the male students are going to foreign countries we can say the education migration is the biggest challenge in Punjab. They study there and get employed because here they don’t find employment the boys especially.

\*3 In our college most of the students are coming from village our college is located there 13 kms away from city. So, most of the students are from rural areas. They belong to farmer family normally we feel we face problem when we are getting fees normally most of the students we will submit after the exams we will submit when we get the money from the agricultural crops or some other sources. You can take a certificate; we will get the certificate after paying fees. I feel social economic status of the students not very low but they are not from very good families they can afford fees of the college easily. Our college charges fee of Rs.80,000 for two years , It looks like that as they are not from a good economic conditions we have lot of students ask us for a concession in the fees. Earlier metric scholarship was introduced then many colleges got lot of admission. Even we cannot run the institution free of cost. Most of the students who have moved out Government have not given any scholarship. Even we did not charge them as they are from the reserved category Most of the students make use and availed of this opportunity as they are from a social economically very low and backward level they too admission saying government will give fees etc. to them. Recently during elections time, they transferred some amount in the children bank account. If we see how their socio-economic status and about their families they say they are from middle families having 5 acres of land such status children also come to us.

\*4 Low Socio-economic profile in Central Univ because there is no fee ,very less or minimum fee in Central univ and of course many candidates those who cannot afford they generally come to Central University.

\*5 from lower socio-economic status, some taking loan for study, labour, MNREGA, small shop keepers. Ask for concession in fees. Ask for installments…total fees 50,000,

\*6 Present scenario is difficult for all. If there were 20 seats, then all could afford. But from the time admissions declined. Forcibly by hook or crook or motivation when we get admission from socio economically back, last session we had only 3 students and only one student is financially suffering got financial support. Other two are good and they can pay. During pandemic more tough for having admissions. We are offering 50% off /fee reduction of actual tuition fee. We have to manage with that instead of closing on admissions

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

\*1

\*2 -most of the male students…openly say don’t want to become teachers. Culture in Panjab..male students go to foreingn AILES, go to foreign…next…educational migration is a big challenge in panjab. Girls perspective is little different from boys. Girls are more focussed, more dedicagted. MA and BEd marriage culture. Parents suitable match. Very few do M.Ed. MA and B. Ed…

\*3: Apart from teaching, there is other jobs like students go to SPL or PSI It depends upon eligibility criteria and the age factor. In Punjab There are 28 or 29 years eligible for police job. While they are doing B.Ed in their age eligibility vacancies are coming they go for those jobs. but they don’t have the vision what they are doing and what they do if they go to police job while studying B.Ed teacher become I have seen mission or vision teaching regarding this is not there I feel. Any job comes in their way forest dept, banking the children they are ready to avail. Families are also facing financial crisis they are not holding so many expenses regarding the education for their children so students feel firstly I should get the job. Any job come in the way we have to go. Private or opportunity we get and another thing is we feel the children who are in job like army people they are working for government or army they are coming to B.Ed course they get permission, NOC they get and they will be in the job take salary and make admissions when they are retired from army then they can apply for teaching jobs also. For them age exemptions will be there otherwise 38 years is the age limit or 42 years in army and ex-service men age bar is not there. Such children also come and join here. The children who join teaching jobs, who study B.Ed they leave the profession and go. We have few students who have joined IELTS centers who are giving services in IELTS coaching. One of the students is giving service in immigration Consultancies. We can say they are doing as a counselor in immigration consultancies. We can also say students are doing some other things specially there is no information may be international bodies attached Teach for India, BYJUs, there are some institutions they have joined. They are creating YouTube channels, while working in schools they are doing. Doing YouTube channels for science they also record records. Even during lockdown our students have uploaded lectures in YouTube channel.

\*4 having B.Ed and he or she is not admitted in higher education for M.Ed then generally these students will go for teacher job they will join as a teacher because school and private school they will apply for open employment they can go to NGOs they will go to hospitals, they can go employment also but And they can also go for even other master degree master programmes if those who they don’t want to sit without education they go for their any other disciplines master degree. … many families having own businesses or traditional businesses they go for that. If they cannot go abroad, even in India people both girls and boys get married. marriage is an option as per their preferences. it varies from person to person and situation.

\*5 Other alternative MA, PG dip in computer. Nothing like denied. They join because they like it. A few like to become teachers. a few take it as last resort. Join B.Ed to go abroad. Recognised in Canada, UK. Make scores to join job…

\*6 Apart from teaching most of the students wish to pursue as college lecturer. 50% students they are in private institution, some get married and most of the students go abroad. Either foo further studies or for job purpose they use degree.

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

\*1 To get the Government job is the main motivation. This is the biggest motivation. They clear TET wants to take up jobs in government sector. In our institution we give training for TET exams. Even for the PG like, we give UGC course training also. College on its own is giving the training. Students also ask us how to do this, they get complete knowledge and practice tests they have and we give for TET test. The eligibility conditions are now lenient. It has increased substantially. Earlier there used to be doubt how many years TET tests are valid and 2nd time the tests have to be taken like that, If I am not wrong, TET tests now has life time eligibility. Students has the motivation they can set in government sector.

In every batch only few students will have that motivation to become teachers. They want to be teachers that urge is there and inner motivation will be there. I want to become a good teacher. Many need only degree that’s all. The motivation is they want to become good teachers this is their in few children.

\*2 Yes girls perspective little different from boys some students are very concerned about becoming a good teacher. Girls are more focused than boys they are dedicated in teaching profession, they complete their MA or BEd then they get married, marriage culture is the girls are MA, BEd and the parents will decide that the girls have completed studying and can get married Few students join MEd accordingly to their wish or else the parents will start finding suitable match. Us ka educational profile they poora manna jata hai. Its parent’s perspective. Very few students join BEd as per their wish otherwise most of the students say they had nothing else to do so joined BEd. Those who really wish to join BEd they study well and they get good jobs also. They clear PTET also and all the criteria, subject criteria and they know what it is and they are committed to their carrier and those children because they are from poor families and all can’t travel to foreign countries and they will have constraints. Those who come from urban area, try to go to foreign countries one time, but not all the students can go outside. The students who come to us will focus on their carrier, if they feel that are getting good opportunities in teaching profession, side by side they look for opportunities in banking, they know that they have to become earning hand they get themselves for competitive exams and after they join BEd along with BEd they prepare and complete PTET test or other competitive exams.

Actually they need employment. There are few children after BEd they join Law, we have third department LAW education they do BEd and they do LAW, when I ask them why you are doing law we have to take up a job, ee have to do the masters or we have to do LAW we can become lawyer. Ultimate aim is to get employment.

\*3 Another reason is motivation they get of job in science stream, they get job. They are motivated by others. Its ok we will do BEd its only 2 years course Government job are coming, for Science stream if we are selected they recruit teachers, in this on reason they get admission. There is another trend dummy admission also in presently all over India I feel this is going on. They take admission its ok only exams we have to attend presently during covid and lockdown time students took more admission for such courses, 2 years course and online exams we will take. This is what they think and some colleges have got a lot of admissions.

Motivation is that about the science teachers how much guidance they give they talk closely; this is also a motivation for them to decide we will take admission in B.Ed course. Secondly job less sector we will do ETT or DLED. For primary teachers do not get good salary in private schools. But B.Ed teachers are there private convent they will get the sufficient salary some of the teachers. This is also one of thinking decision and after completing BSc they don’t get admission for master’s degree so its ok we will join B.Ed. When they take up a job they get an opportunity to complete master’s through private or correspondence. In B.Ed they have no such provisions. Students will get the admission for B.Ed as a correspondence course.

\*4 many students say they have passion to work, to be a teacher, with interest and curiosity they come, definitely they will be employed. Need is attitude to be teacher, work with small kids, others say they do this for job.

\*5 …..

\*6

IV- 4.1 What do students like in the program?

\*1

\*2 they like most educational psychology, psychology is a different subject they get bored in philosophy, naturalism pragmatism this or that, they find some difference in psychology when we talk in the class about human psychology, child psychology, how child behave, the adolescent age, the problems of adolescent, solutions and discipline so many issues gifted students, special students, How will a teacher have to handle the room with a smile, physical handicapped, mentally handicapped students in a class so individual differences concept will look different for them. I feel these children learn educational Psychology with more interest

\*3

\*4 Curriculum flexible.. in M.Ed and MA engage with all aspects of curriculum.

\*5 Actually first thing is subjects which are taught. Some BSc students, Med or non-medical, philosophical, basis of education…all these subjects are new to students..interesting to them. Second activities conducted. Many activities, as per their potential, everyone gets opportunity for showcasing talents

\*6 MEd – present scenario they like to get only degree they don’t want to attend online classes. No interest to dissertation or research. They don’t want to study but have degree. I can say we are suffering a lot. as a Mathematics teacher, I am suffering a lot as there is no motivation to teach. there is no motivation. I must get govt or pvt sector, or agood cbse school where I can learn something. These students like to get good marks in the form of assessment. They like those teachers who don’t tell them to read, to study read, those who support them, and cheat during exam that they like. Don’t like teachers who are like me rigid, strict or punctual.

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

\*1 BEd and MEd programmes in these children have no problems. No certain problems they face. In my experience students from science background have to study our philosophical based education, these students find philosophy difficult for them; they are science background and find philosophy difficult. Like these problems students will definitely get but later they will be interested to study these subjects. Remaining subjects are not that tough, if you Punjab university syllabus – all universities will have different syllabus and different subjects, whatever the subjects are there, they are all planned and its useful for them. One new subject is introduced General School and society, earlier this was not there, this is a very important subject, earlier this was an optional subject later they made is compulsory subject. For one child this subject she has to study and learn, they have to become sensitive (sensitize) I am saying important subject, courses related as such they have no problem time to time they learn. In BEd, especially when they enter teaching phase, we tell them about lesson planning, they have to do lesson planning how they should to do it, developing question preparations, while formatting lesson plan they find it difficulty but they have to do it, When they do number of lesson planning like micro lesson plan, ICT based lesson plan, Diary based lesson plan, Model based lesson plan, when they are doing different lesson plans it will take some time to understand, but later on they will do.

\*2 they mostly complain about file work, paper work, assignment work, project work, they actually feel problem in doing some practical work, extra practical work now there is 40 lectures are there in one note books, 40 in another book, then observations lessons, discussions lessons, final discussions lessons are there so all these practically they find it difficult, especially 3rd semester teaching practice internship time these are little difficult. We have 9.30 to 4.30 working hours almost 7 to 8 hour working hours, the children who come from far complain that they have not time to do practical work or project work, they have to submit assignment, they have to make PPT, children daily travel 80 kms to 90 kms to come to college, they find it difficult to do paper work when we give the work to them. Some children do not have computer in their homes or other devices they will not have at home for them also it is difficult, they cannot collect information, we don’t have a very rich library, and infrastructure is very limited here. If 10 children come to one library at a time to study, we do not have infrastructure, the children come select the books and it will be issues to them that’s it. So this is the library constraint they have to search for the books or internet searching will be going on but time constraint is they cannot sit there for one hour or more because the classes start at 9.30 and ends at 4.30, for this they have less time, lectures will be there 2 hours, after 2nd lecture we give 10 minutes break. Wo bhi teacher leti hai wo bhi teacher milti hai. So these type of issues are there. This is a very difficult question, I feel one year bed students were there more active, more academically successful. In 2 year BEd course 6 months teaching practice is there schools are not there, if we get schools time table will not be proper there, when the children go for teaching practice, either 9th standard class will be busy or 10th standard students will have exams. How we can do teaching practice. 6 months teaching practice will be there, we are not getting schools, previously we used to get schools because teaching practice was only for 40 days. The teaching practice issue, I feel previously children were doing it with interest, because in 2 year BEd the assignment work, paper work, teaching practice will become monotonous for them. I am not seeing the same excitement in the children who are doing 6 months training programme, which I used to see in the children who were doing one year BEd programme. That excitement of I HAVE TO DO IT, I WILL DO IT was there when they were doing 40 days class. Now they say YOU GO TUM CHALE JAO MERI CLASS ME. This is what I am seeing.

Actually the problem is also schools we get, what happens is they relieve the teachers working there for 6 months in the Private schools and they put all the pressure on our children. Our children take 8 to 9 periods in a day instead of 2 periods. This is the ground reality we are facing a big challenge in Teaching Practice. We cannot even tell principal, Principal in the beginning ask us how many children we have deputed and for how many months?? Immediately they will relieve their teachers this is in Private institutions. They are losing passion in teaching, working full time in a particular one school for six months without salary or incentives. Adjustment in school, they don’t get proper timetable all these process they feel it’s monotonous. They feel bored to go over there. No Mam Many issues are there 2 year Bed and med there are many issues. MEd we have enhanced subjects and enhanced skills and children MEd they come and many students will not complete and they drop out, they would have already completed BED and after they join MEd they complete some tests, interviews and get a job in private school or somewhere and they leave in the middle and go away. If they get in government jobs then they will not be able to complete it as they will have to join immediately and they will not get permission to pursue MEd so they leave MEd. There are lot of challenges and problem in the school they visit. They will have trouble in the schools. They are overburdened,

During Teacher Practice training, one supervisor will have 12 students under them and frequently or monthly once they have to visit the school where their students are doing teaching practice we check their teaching aids, During the routine visit we have meet the school staff, principal, coordinator, we interact with them and we take their feedback – if the students are taking class properly, how they are doing In the private schools where our students go there will be CCTV cameras will be there the presence of the cc tv camera make students more alert if the camera is working or not their intact will be same. So the children aware that they have to do the good job. In private schools if the student do a good job and if its noticed by the principal and he like the methodology of the student they might say after completion of B.Ed you may come to our school and we will give the job. Its has happened for 5 to 10 SS students. If they don’t get the government jobs they will teach in the private schools.

\*3 Regarding B.Ed programme challenges: academically in subjects they have more problems. In our university, the philosophy paper. in that topics there they have to learn about pragmatism idealism in philosophy. challenges will be there like skills, teaching skills, in that they feel we how to teaching practice we have teaching practice children go to teach normally Punjab government, has said they can go to government school for practicing teaching, When they are going to government school they are facing challenges for teaching practice students are coming from rural area they are found very poor family they are not ready to study in the class because when they come to the school at 8 o clock. After 2 to 3 hours they are ready to move from the school. They feel we have to go for work family sake that’s why for home they should gather some sticks for fire wood because they are poor children and widows children, how can they concentrate on studies they cannot study, they say that we have to study, by studying what job we have to do, they have no vision We have to do physical work, laborer job, What vision shall we carry like this they face many challenges. When they go to college in college they face more challenges subject regarding, they feel that any stream they might be like BA, B.Com B.Ed is a different course, and assembly why we are doing why we are wearing uniform and com. like these some of the challenges are they are. They co-up with the challenges. For interaction we get time. We conduct lots of activities in the college’s seminars, professionals lectures, tours are arranged they enjoy activities and they feel they have school children like second time they have come to school. You see those children as if your children are being taught. They are children of some parents. Think that they are your children and how they expect from you. Otherwise, it will be a problem. It wont be good.

\*4. Many issues come up every year. Board of studies , school board…hire experts from other countries and do it Reframe curriculum restructure happens every year because based on student’s views. We cant satisfy every student…reg..repetitive , grade vs credit based, we try our level best to resolve, . before march 2020..everything disturbed…

\*5 16 weeks teaching program…lot of assignments …cognitive overload…this is their major point of contention. No time to relax, busy making teaching aids,

\*6 They have no motivation, no job security, degree is only degree this information they forward it to the next generation, negative thought not utilizing MEd degree, because no need of regular teachers. They want teachers whom they can pay less salary. One or two efficient teachers – in Punjab almost all pvt institutions do not want to have regular students they want dummy students. All students come during exams. They don’t appoint teachers. Govt aided institutions students motivated in the form of less tuition fes. Semi government they have to pay full fee.

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

\*1 In BEd, MEd programme, we have many of activities that the children miss them a lot and like it. Website is being updated if you visit our website new details we upload there. We have lots of activities like fine arts activities, dramatic activities, sports activities and literary activities this is for BEd course, in dramatic activity there are songs, skit, drama, folk dance, classical dance and many more number of activities is there. Students are divided in to houses and inter house competitions will be there. We select the office bearers of the society the children participate in intercollege competitions, youth festivals in the same way in the fine arts we have a long list of activities, in Fine Arts activity fine arts related, Punjab culture related activity like gudia patolia, traditional Punjab culture gudia dole banate hai, they make ball out of clothes like this there are many activities, Along with curriculum the children participate in all the activities they like and learn a lot. All round development is happening, any child after session when we evaluate then we see to it that in the entire group not even a single BEd student is left without participating in any one activity. They have to take part in the activities. Either she is participating in dramatic society or fine art society, or literary society or in sports society, The entire school culture is that when they go to other school or job or want to arrange dramatic activity or if they want to perform on the stage, they want to organize functions all these they learn. Those activities and participation they miss a lot.

Activities are there content is there, delivery method is there, There are qualified teaching staff, we have all Ph.D staff with good experience, they have good teaching method they use in the class, we have evaluation system, internal assessment task practical work is there, accessional work is there and they have to complete all the work, Children are participating and we have to internal assessment and give them marks, not like that, Whole set of programme is there, we have a dummy calendar everything is fixed, in our mind also everything is fixed, as per the time table we have to this on time. A planned programme is there accordingly everything goes on, there is no confusion. For children teaching methods are taught, visits are there number of visits are innovative school are there Children have to visit, charitable institutions are there children have to visit Ludhiana we took the children recently Manmadhudu Seva Charitable Institution that’s the name of the institution, charity they did they saw, they have to be make them sensitive (sensitize) towards the society. All these programmes they enjoy a lot.

\*2 After BEd, students I think they talk about psychology subject, Before doing BEd we did not know like how make children understand, whats body language, individual differences between children every students is like different, they have lot of exposure to how psychology works, how Philosophy works, How teacher should teach SST students how it works, Science and Maths….. No doubt they will be confident. On the first day of the children when they joint and they go out there is lot of changes we note. Because in our educational institution, we give more weightage for both curriculum and co-curriculum. Children participate in sports, youth festival randomly they participate. The child who participate in activities is not good at curriculum or the child good at curriculum is not participating in activities it’s not like that. If the child falls behind in curriculum they will be excellent in co-curriculum activities. So, children will have the inner confidence, their self-esteem is improved communication skill will be improved.

When they go to school they become teacher they have to be given feedback saying beta now you are not a student now you are a teacher, behave like a teacher, if you are talking to each other then have some decorum and dignity because you are a teacher and now you are doing professional duty. When they go to school we see change in their behaviour they will know that they are performing duty of teachers. After they finish 6 months internship and come back to college for the last semester they again become students. So, they travel from distance, so the 1st class at 9.30 they say they are ladies and they come from distance bus late, they had work, but when they become teachers when they are allotted a school they see will not go late there they see some relation there. They stay there for 6 months in a PG or they make some arrangements but never go late to school. They go there 6.30 means 6.30 8.30 means 8.30 they will be never late, after coming back to college again they come late – reasons bus will be late they come back to student life they enjoy they say we will enjoy because it is last semester. But when they will be teachers this will be a plus point. They go to school as a teacher educator their behavior is changed, they prepare for the class and go

\*3 About children learning, what they learn about that. Its like that, see… the paper is there which is mandatory have to read all. Its important for course completion. From us we feel like we are organizing different extent of lecturing zone on different things, women psychology, social activities, in recently in our university there is a paper engagement with cumulative services, it’s a practical and there will be viva for that, regarding that we make children visit the cumulative services providing institution. From there children will get to learn many things like they go for blood banking, we organize blood banking programs. We are just trying to get social values among the students so that they can serve for society, we are trying. From my case I feel in 11 or 12 years I never organize function in college though which I can say vulgarity can be shone. Vulgar songs are not allowed in our college. Teaching in co education college. We feel that we don’t give anything against culture or system to children. We try best during sports meet, during other functions they should get the things, they should get values. We expect that they learn some things like that from us.

\*4 Changes are there. Because changes in terms of govt institutions 80% attendance is a must, students go to other colleges, they are much comfortable because know the purpose, internship. Privatization is not serving the purpose, high fee, many students are distributed degrees,

\*5 From day one, after B.Ed major change is level of confidence changes, various activities, conduct, how to organize, celebrate a day…planning, address the audience, manage stage, many hidden parts of their own potentialities, go with lot of unfolded

\*6 Co-curricular activities. They don’t learn any thing else. Every institution face this problem.

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)?

\*1 Earlier we used to allot students to different schools, we used to choose the school, we used to take permission from school and send the students for teacher practicing.

Now Government allot students to schools then children go to that allotted school for internship. One thing more is that the students have to do the lesson planning in written form they write, the on that comments are written. Earlier teacher educator remarks we used to give now school will have a mentor teacher that mentor teachers will write remarks in the student’s note books Students are practicing and they are under the control of a mentor teacher. They are guided when they are working, they have to work with a mentor teacher. No, mentor teacher from the school where the students to for internship. No we will not have any direct interaction with the student but only discuss with the students. When we pay visits we will just ask them if they are facing any problems otherwise students are divided and they are being helped, like if I have 5 students I will have to take care of them if they have any problems in internship, lesson planning, teaching, any type of problem students can discuss with me and I will help them but I will not be giving any marks. Mentor will take care of the teaching in the school how they teach in the class Mentor will give topics that’s type of assistant teacher, one teacher is there with her BEd students are attached the student will assist the teacher in all the tasks and also study. There is no repetition this is a joint effort, this is the syllabus is going on for this child and we have to do this topic that same topic is taught in the class, if the test has to be taken then that is also done. Whole day child is in the school from morning, they have to conduct the assembly, if it is an elementary school they have to keep record of midday meal. They learn how the records in the school are maintained: school record, fee records labs records how to maintain the record each and every activity the student will coordinate with the mentor teacher and learn and work.

\*2 when they go to school they become a teacher. Behave like ateacher. Hve some decorum, have some respect. Their behaviour as a teachers …in 6 months…they again become students. Some come late…but when thyey arre allotted, they don’t go late to schools. 6 moths make some arramngement and don’t go late. From school we don’t get any complaints. Pplus point they have responsibility, prepare for classroom.

One month routine we visit, check, school staff principal, coordinator, we hear only positive, sincerity, cc tv camera… student more alert, our students are aware, if they teach well, if prinipal likes, soon after B.Ed invite to give. 5-10 get a job in pvt

\*3 Always we get good feedback positive feedback from school heads actually during teaching practice they give assignment to student regarding library, cash book and book details, practical data from the student. Government duty to the teachers, when they organise survey in villages then they take the help of our students. Recently our D.El.Ed students and B.Ed students support the teachers for the admission process in government schools because in Punjab there is a slogan “each one bring one” That one should bring a student or a child to school hence we can see Punjab has become no.1 in education recently. They made a survey, DGPS survey in Punjab ….Rishi Kumar he has put a link which says Punjab is number 1 in education. I think it was lower than Delhi but state wise it was good. The feedback we get regarding the children its good. Specially Its not verbally but in university and there is SCERT and we have to produce documents. The number which you are giving for assessment, for their skill in teaching, for the experience, what the schools feedback and they give it in writing good feedback we get about our children. When they go for teaching our college faculties also give visit and check how they teach, check if any problems are there, how their notebooks are. Not only those teachers are happy with the students even our students are very comfortable during practice teaching. They said, “We enjoyed a lot there was mid-day meal, children respected us,” When children face new teachers, they make repo with the new teachers. So, students also saying that they feel very comfortable while in practice teaching.

\*4 Get good feedback about students from community representatives. They go through proper channel, services learning is compulsory, they have to do, no option but to serve, Initial inhibition will be there, Once they go, they learn to deal with panchayati, communicating in anganwadi, …they do these in groups,. Supervisors will be there. And they would have gone prepared through proper channel. They must show their feedback…initial stages feedback will be negative, later they report to have learnt, life learning they say,

Community representatives- sarpanch and members nobody goes to them, they are in village, when young educated people go there, of course they are happy, accept them, if our students attitude is good..

\*5 Practice schools. Give good feedback about our students. After sending them to schools, we don’t leave them, we keep monitoring, continuously …continuous observation, vigil we keep. Our students perform as per our stipulation and school vacant posts…joined as full-time teachers

\*6 All teachers are good, institution is good, they don’t want to go out from here.

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

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\*2 I am not able to say that majority of the students some students do. Out of 50 students, 10 students keep in touch, They try and get government job or they work in Department they talk to us over phone. They keep in touch with us. Last 5 to 6 years students are also keep in touch. Many students, after completion of BEd or MEd inform us and invite us for functions telephonically. Many of the students are doing. Because Phone is not there or phone changes with children we don’t have their contacts, there are not functions in the college or alumni function is not organized. The students try to keep in touch with us invite for their marriage or inform that they got govt jobs. We had one student, Hashima she got award from Govt of Punjab then there was agitation – to return the award so she was asking us what to do, she was in dilemma, then I told her you have to decide use your brains and decide because you are a teacher now. So some experiences will happen with students, they come to us with personal problems. Some students call us and ask us that I have started a tuition center and will you give ad. We will share with FB so it will help me and purpose will be different but they keep in touch

\*3 Regarding that we take student feed back form. We have got from university website and some other website we have arranged. It that most of children has given good feed back. In btech the bed course was more advantageous, there is teacher eligibility test, and sports regarding skills required to teach children has helped. Otherwise, if we talk ,we don’t get feedback regarding science, math other particular their subjects. Because we cannot make them. We can guide children on child pedagogy, we have test paper on that regarding. There will be many doubts like social life and life skills these topics will be cleared by external lectures and resource persons. On that they talk positively like this was good, function was good, external lecture was good.

Also informally, on this regarding we have Alumni association in college so.. we give that membership to children lifetime member ship is 100 rupees. So, we maintain the data. And it’s also mandatory for NAC from the university also its mandatory. Some colleges may not follow. It’s in profile and its important so we do that. When children finish the course for years they’ll be in touch with us. After that the girls when they get marry they move on to some other place we lose many children touch. Otherwise, the alumni in our account who are there in social media and what sup groups so they r in touch. If we talk about their ratio in 80 students who have completed the 30 to 40 students keep in touch. Later it depends on teachers who have many students in their touch. But under my touch there are no students. In general, out of 100 students 30 40 students will be in touch it will reduce over period of time. New students come to college

\*4 We have alumni group, conduct alumni meet, mixed response…some are employees, preparation for UGCNET, family business, …feedback masters ..survey…my student said, ”communication skills we learn from U’sity only”. Master helping in PhD. Some say because of MEd program we understand and our own children say, “I am getting positive and wonderful feedback.” I want to hear more and more positive things.

\*5 Students don’t keep in touch. Few who are very studious we try to keep in touch… when they join school, they try to apply knowledge and skills gained in B.Ed …non-teaching work, create and use opportunities

\*6 PSTD – 50 apply to PSTD. 3 years back we were providing support. Now students are not interested. They want to have information and material and they want to learn at home. – BED course.

Pass PSTD – we are offering 3 types of course diploma in elementary education, BED and MED - Very few counting on fingers clear.

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

* Student’s perceptions about TET

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\*2 PTET they take. CTET, PTET is tough. CTET, Many got job. 4 of them shahpur. CTET PG coaching UGC also take that…prepare

\*3: Students they get admitted to this course they are 21-22 year old. If they complete BEd in two years, there are so many years to avail opportunity for taking up govt job. They will think there are so many students are doing this course, everyone cannot be good teachers and everyone will not get government job their perception while doing BED we can take up training ….. They don’t keep BEd as priority during BED course but they give more preferences for their Masters In this regard they feel that there is opportunity we will use this and take up a job as early as possible or this is good else in this crowd getting merit is difficult and while in the race of merit they may get less number in BSC BA it’s a chance for them they can use it. Transparency is there this is good they feel.

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* Teacher educator’s perceptions about TET

\*1 PSTET Exam:

Exactly we keep the records in the college from the point of NAAC, NAAC they have mentioned that how many applied, how many appeared and how many cleared those details. We keep that in the college. I don’t know that, most of the students clear this.

Every child apply to this. They take the Test. Actually that data is not available. TET data is like that the children will clear the TET and move out. The contact with them also will be rare. When they contact we ask them the details and record. But data I can;t say, to be very frank I will not know this which college, how many clear TET

Yes Mam I am alumni coordinator. An alumnus association is there the meet is there since long time and every year this happens. Earlier before the day of convocation, we did not called as alumni but it was called as old students gathering. Old students used to gather and we used arrange everything for them including night stay, the children used to stay in then night and then the next day used to be the convocation; this is how the programme was arranged. We used to keep entertainment programme for them in the evening. Then it was called alumni meet, Every year different batch is there for alumni meet. Last year we had meet in January. We named it as SAMYOG, it was virtual, earlier we have planned to meet during March but because of covid and lockdown it did not happen. Otherwise every year we will organize an alumni meet.

Yes, alumni we take the placement records and alumni feedback also we collect. Children do share, mostly, As I said our institution is a reputed one and we never compromise on the quality, the children say whatever we learnt during the course that come in our present profession. When I was asked to give a demo I did as I learned here. These feedback the students share.

Yes time to time we do imply many changes we have implemented. Like, if the children feel that we have to use more of technology, these days it is easily available (sasti hi hoti hamareliye), we have implemented the changes like methodology, evaluation, testing like monthly test we have brought the changes based on the feedback we received from children. We can implement the positive feedback. And we implement.

\*2 When we are getting for the training for TET or CTET they both are giving tests they think Punjab TET is easy or central TET. They think Central TET is easier than Punjab TET. CTET is they pass they get jobs in Navodaya schools, in the last 3- 4 years there are about 4 students who got government jobs, I am aware of this. They are working in Shapur, They have UGC tests and PTET if they are taking tuitions, training or doing self-study, the PG students prepare for all the three tests and take the tests. In the college we do not have a separate period but individually we help them any child wants to clear PTET or TET we give booklets. After they finish the tests I personally college the booklets and distribute it to the new batch students. Because they can appear for the exams after 2nd sem. Many students will not be able get previous year paper for them we distribute. MEd students who want to take UGC test and PTET we have made some overhead projectors for PPT, I have made some comparative education breaks in the education made some layouts. For MEd students I take one period regularly. If the test is in Dec then during Nov or Dec I take the classes.

\*3 all students apply for PSTET exams after a year. because all are eligible. our college help in such preparations as per the need of students. We don’t run any special tutorial or classes, when students seek help to prepare for such course then we provide help in both online and offline. Other notes also. After second year they are eligible, the qualifying ratio from 10 : 12 is increased to 30 : 40. After that there is a paper that is subject paper that can only be given after the completion of B.Ed course. On that we don’t have any data. We get information only they come here to collect character certificate or if they have any back log at that time we get data. As government has introduced in 2011. In that it was good. To create merit, they have made test . In my perception its ok. the government is not interested to check students. Government is not checking students. It’s like government does not has enough posts it is putting a filter. They say how to filter. The bed was qualification but now they say exam paper has leaked. Every time Punjab government is revising the results. Now after 5 years they r giving grace marks, by then the person is over aged. If a person completed B.Ed in 2011-12. There was no post advertisement. When in 2013 post advertisement was released the person was over aged. Bed is good, it has to there, but I am thinking if there is no job after 3 years there should not be any over age. What a person is not getting job especially teaching there should not be any over age. If he is finishing then he should apply. If he is qualifying means he should be eligible for job. Its not like that he is 38 years of age and he should not apply for government job

\*4 TET is not a big problem, interested, concerned to qualify TET, after qualifying, again asked to pass through test subject test. Testing through tet…again testing. Multiple testing… than that there should be only one level. Couldn’t pass subject test…may be level of difficulty is high, agenda govt is to get less number. Pass % is low. They work in pvt school., digital platforms. English medium, own academy…

\*5 Institute provides support for TET preparation. our faculty on day to day basis, discuss issues of education from entrance exam also, tet, subject, how questions can be framed, offer spl time, preparation groups, numerical provide lot of material question banks…regularly we prepare them. Some qualify in second semester itself

\*6 If they are in government…MEd, facing same problem. If city background, city, they will have zeal to acquire. Rural students have no motivation. If we ask them to do actual research, no student is interested in pursuing research

* How have student performed in TET?

\*1

\*2 Official record actually I don’t know exact number but approximately in the last 2 or 3 years almost 50 students, during last month Master test was there in that 10 students from one batch are qualified and they are jointing. During last 2 to 3 years 100 students would have passed. They have cleared CTET for government jobs. Students joined Private schools the number will be more. This is not important only DED is criteria in private schools. After PTET there will be another test subject related test, two tests are mandatory for getting government jobs. PTET is the common test for all the BEd students and 2nd one subject related tests language, science, maths which is also mandatory for getting government jobs. Govt jobs very less students get, during last 2-3 years only 50 students have got. Even after passing PTET students are not getting govt jobs. There is an agitation going on in Punjab the students say they have passed BEd, then PTET and then subject test that also cleared but they are not getting government jobs. This is the agitation going on in Punjab. Mohali, Punjab and Chandigarh this agitation is going on. Students say they have passed BEd, then PTET and then subject test that also cleared but they are not getting government jobs. This is going on since 12 days. Punjab Government Intention is not clear. I feel they should have kept these exams before BEd course because then they will decide if they want to be teachers after spending 2 years in an institution for the 2 years programme if they have to clear two tests its difficult. Even after clearing the tests they don’t get government jobs some students will not clear PTET or Subject test then they have to go to private schools there the salary is very less. Very low even starting 5,000 or 6,000 per month. Worst part is students are happy they say they are getting 5000 per month. They get sweets even if we don’t ask they say their salaries. It will be different from school to school some convent schools give handsome salary to the teachers. Some senior teachers take good salary. Where our students are going they are getting less salary, due to corona they have reduced the teaching staff This is the fact. If the good school or convent they give good salary but not the staff or reduced or give half school because of corona. Because physical teaching in one class one teacher used to take. But online one teacher can teach 100=150 students. Per subject one teacher is enough for 100 or 150 students, Mass classes are going on they give one link and one teacher is enough but in physical class for 60 students one teacher is required because of this teachers are having crisis.

\*3 In that passing rate, if we consider 74 students, 3 to 4 students has no interest in it like to join PSET.. Even before BEd they’ll be working as teachers in private colleges, they will be having good salary its essential to have BEd to become REGULAR or permanent staff, 10 12 students will be like that. If 60 students have applied in first year that is in second semester only 10 will be able to qualify.

\*4 Actually is for B.Ed and diploma Ed, whereas those in master programs do UGC- NET\_JRF, to become teachers in higher education. UGC or NET is needed to become asst professor

\*5 60% qualified

\*6

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

\*1……

\*2

\*3

\*4

\*5 May be in Chandigarh…colleges don’t share these data… their schooling, college good base students… if they start mental ability since school level…

\*6

VI section: each question is important:

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

\*1

\*2 Agitation going on…..bed, done all test not getting jobs. Last 12 days…Intention Punjab intention not clear, B.Ed 2yr… when they become teachers, they took exam later. Pvt salary

\*3

\*4: Varied job. Course is helping deal with other people, How to do farming, because I am educated I am systematically doing my work, communication skills, dealings…I am a good human being, helping attitude. There is a Placement satellite centre, as per dept alumi meet we conduct interviews..some selected through that, as per req pvt institution. But govt not possible. Placement cell, guidance and counselling we guide on necessary steps, advts are displayed on notice board, put their brochures,

\*5 usually in our area…practice of sending resume to schools, credential, resume of best students 10% we recommend our students, subj matter knowledge as asset. . campus recruitment is not there. New paper advts, local newspaper carries information about vacancies. In Panjab, when post is advertised, these post for elementary level..D.ElEd, if post in HS or sr. sec schools, lecturer posts Masters…preschool Nursery, NTT…categorization is there. It is the individuals’ choices..

\*6 They want govt jobs, they have no capability, knowledge base is less to prepare for exams. Basic eligibility UGS NET depends of thorough knowledge students do not have.

We have a placement cell, records of all students who have placed. Few years ago before 2015 good placement got. We had 80 students 20 students in MED. In MED 8 and BED 10 got govt jobs. After 2016 there is a huge decline in the level learning deficit.

Course fee increased. Its doubled, financial position is same. Many other courses, After 2013 no student want to study in India. Even student from poor family, mid socio economic students come to study. The teachers are facing problem jobs, rights, job security, status of appointment.

VI 6.3: What proportion seek government jobs?

\*1 almost all

\*2 all

\*3 all

\*4 everybody

\*5 majority

\*6

VI 6.4: And what proportion got government jobs?

\*1 Not all can get into government jobs. After completion of B.Ed exams is there TET test is there they have to be qualified and they will not get job for quite some time and wait for the government announcement then they have to apply attend interview, then placement will be there. Not all children get government jobs. All the students take TET exams. When they join for B.Ed they will be very clear that they have to complete B.Ed and get government jobs. Aspiration is there for government jobs they will not be fit in to government jobs. Then they try for private schools and there are good schools they have got placements and well settled. That is the second priority. 1st priority is only government jobs.

\*2

\*3 Now last year 2020 government had advertised for vacant posts. From our college more 22 students availed the government job. The student ratio is 79. At that time, we had 79 students we have the records they came to collect character certificate. They would have collected the character certificate earlier but if it is required for some specific posts, we will not have the details in our data 20 25 students its ok. Especially teaching they have gone, they came to us, previous batch one or two from 2015-17 they get jobs in English post also. This is how it is the children come to us, it depends on the government especially regarding recruitment for those who have completed the course in 2020 and 2020-21 if the vacancies arise they will be eligible for the same. From our college at least 10-12 students definitely get the jobs. If the vacancies are announced 2 to 3 years late like 2023-24 they students will not be in touch with us. I don’t have the authentic data to share with you.

\*4 Scenario of govt jobs as per AI increasing, jobs decreasing, both gov and pvt jobs. Policy makers need one person who work on five tasks. One person five tasks, in terms of govt jobs decreasing. Those with talents, passion can survive in govt job. Matter of ICT, other sectors personal view bec of AI..

My point of view…important what is the use of the existing courses.. with no traditional business…so education curriculum esp. in MEd, entrepreneurship, skill based and entrepreneur-based education. Based on the skills practical and theory students can create their own jobs. Skill development more important than traditional teaching. It is important for skill-based education, though govt is keen NEP 2020 has emphasised that. We are also implementing stage of NEP 2020, school board studies, skill based , entrepreneur-based papers we are introducing. Students can get jobs. Inter and multi and trans disciplinary knowledge is important… inter and trans ..are working. Even though NEP 2020 emphasize, curriculum we are inculcating so that students get employment

\*5 approx….I think 50% got

\*6

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

\*1 We have placement cell. We have started a Placement Cell, there is an incharge for the placement cell. We conduct campus interviews, other college principals visit our campus and they select students and give placements. Satyabharathi schools in Punjab they are paying good salary, they also visit us whenever they have job placement advertisements time to time they will share it with us.. We have made whatsapp group in that we post all the job vacancies. Who so ever is interested they can apply and get job. Moreover the employment office of Punjab Government we have tie ups with them. Jo employment fear karta hai our teachers visit the employment office and we have registered in their web portal also. Earlier there was a campaign and they had asked the children to do spot registration. Employment office had also created awareness among the children whenever there are vacancies they will send for interviews, this also happens regarding employment. Sometime even Principals of other schools call us or our teachers directly saying “there is a vacancy for such and such a subject, if you have good candidates you can suggest. We need a good Maths teacher if you have good students you can send her.: Like this also children get employment. Secondly internships are there na, What Punjab government has done, students will have 6 months internship and they go to government schools, The education ministry will allot the students to various government schools. The students have to fill up the choice of nearby school and start going for the internship. That is the internship in the government schools. There they lot of information about vacancies how to fill up the data form.

They are not going to private schools for internship last two years. It is the Punjab government policy that the BEd students have to go to government schools for internship. The government will collect the list and allots the school for children. They have a portal and through that they allot, The government will select the schools near by to the children’s residences and as per the subject vacancies available they allot the children for internship.

\*2 No campus recruitment we have, the students who come to us finish their MEd then take up job. In our university the recruitment is their policy. In our university last 12 years they have not done any recruitment. Punjab University, Patiala is running under crisis, even the staff salary earlier, Staff are not getting regular salary is not getting because admissions are less. Above all the trend in students is changing in all the areas I am not talking with regard to education only BTech, Engineering Business and in all areas, all the students, they want to go foreign. Education migration is going on, Children after 12th standard are going to foreign countries to study their courses. In Punjab this is the most dangerous culture. This crisis is there in Punjab University and in our Regional Center, Professor Arabind, ISRO, Mohali has joined as VC and he is restructuring everything. We will hope that it will be better in the coming days. We do not have even a single campus recruitment

\*3 We have created a WhatsApp group of students whenever the advertisement is released we share that. Specially, in ……… there is district employment officer and one of the faculty members if I say I am also a Nodal officer this thing. If Punjab government has announced any vacancies in the District Employment Office he will share the posts advertisement details in the group created – which school - Private School, government school, police vacancies, whatever the vacancies details are received from all our faculty members data will be shared. otherwise, we do not have placement cell. Among the children who ever comes to us we will fill the forms, if they enquire by phone or if they contact us we will inform them like that there is a vacancy and the criteria. There was a scheme in Punjab GHAR GHAR ROJAGAR every home there is opportunity to get the job but they are just in the advertisement government is announcing lot of job advertisements and they are organizing big big job fares during lockdown all things are failed. We do not have….. repetition. of the above para

\*4 no

\*5 no

\*6

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

\*1 Depends on school to school. When students visits our schools we will ask them There are reputed schools and normal schools are also there, the different schools like Sacred Heart schools, DCM School, DAV School, Ryan international schools, Satya Bharati School, Convent schools are there The children working in those they are working may be getting good salary. But starting salary depends on the management. Skill the students has acquired, depends on the interview, their performance, there are no set criteria, according to the each individual’s capacity ay is fixed. Its not like education college like I did in the college and this is the minimum salary A grade me milega, its not like that.

Exploitation in private schools – work, salary etc:

A Fresher, just BEd passed will say that sometime they say the I am a postgraduate and I have got junior classes many a time they have said this, I expect that I am eligible to teach +1 and +2 because I am MA economics but I was asked to teach junior classes. Immediately on joining no body will them a chance to teach +1 or +2 initially they will be asked to teach in junior classes later on they will be given higher classes. Again, that depends on the students efficiency, knowledge, skill. Junior classes they get. I can say anything exactly about the salary its all varied.

\*2 5000pm… students are happy. Some sr teachers get handsome . Established schools, even they have relieved staff, halved the salaries. One teacher can teach 100-150 students at a time. In physical it was 1:60, now 1:150. So relieved.

\*3: When they are fresher it depends on candidates fluency, subject knowledge, It depends on individual how they attend interview, Schools conduct interview and declare which classes should be allotted. If the student is very good and his subject knowledge is very good they may get into the high school 9th and 10th , usually they avoid 10th they will be having board exams for that they need to prepare so otherwise they give 9th, Plus one. Where they are appointed where the teacher goes it depends on the expense of the school. If school has budget they give salary Rs.20000, Rs.21000, Rs.18000. Most of the schools we see that especially in Bathinda we say that Rs.7000 Rs.8000 per month they give salary even if they are of Science subject teachers. Most of the things we are seeing in private colleges also even if they are from UGC NET candidate they get 13000 most of the college if the candidate subject is master in science or even if they have studied BED they get 13000, 14000, otherwise if they teach in degree college even if they has MSC chemistry or MSC Bio oir whatever they are being paid a salary of Rs.8000.00

\*4 it depends

\*5 Varies from school to school. Small school on a street or mohalla one can negotiate. No slabs. Hands of management…7000pm can go up to 25000pm

\*6 Only 8000 rupees they are getting. Even I was getting 7 or 8 that situation is not changed.

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

\*1 No student has taken any employment in any NGO. The NGO will be visiting our campus, even our students visit NGOs we can say for a different purpose. We have not tie up with NGOS, because we are aided institution, In aided institution as such donations, we cannot accept donations it becomes a huge liability so we do not have much tie ups with NGOS. Last year one student was there she was a great aspirant, she said “Mam I want to work in an NGO, I want to work like a JOGI, it my dream to work in an NGO and start an NGO for education I would now like to do service for the society. Even we also work like an NGO, but we are community service organization. In our institution this session we are conducting two community courses free of cost one is basic computer course that there is no age restriction and from all the communities’ students come. We use our computer lab and teachers. Many students from various sector has join this programme. The second community course is embroidery this we had kept it for girls. This is also free of cost and student have learnt from this stitching and embroidery course. WE have NSS and students give service under NSS. That is how we are involving the community.

\*2 We have few NGOs in Bathinda and some students have joined there. We have many students in MEd they are little social activists. Even now we have one student and he is from Rajasthan and he is working for Child Marriage society and he has rescued many children from child marriage. He is in MEd 2nd semester and taking online classes and he said he is working for an NGO. Students are working with SMILE foundation in Bhatinda. Some students are associated with NGOs.

\*3 I have not data / information about students working for NGOs Now we don’t have any data. During teaching practice we have seen Prayas International school and Red Cross Indian Society school is runnning this. private institutions in Bathinda who prepare competitive exams they undertake schools. They adopt schools like Prayas International School, We have seen our 2-3 children are sent for practice teaching. They join with NGOs and work. We do not have any data about the students who have jointed NGOS I have no information about it. For Teaching practice we always try and to send our children to NGOS we attach them with NGOs.

\*4 yes

\*5 Very few. NGOs are not functional because culture of NGO not here. Only Pratham is working. Last 8 years 304 joined and did ASER surveys

\*6 The family background is not such that they cant join NGOs. Its is possible in cities. Some students have to go to field to work with parents

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

\*1 Apart from schools, they are not pursuing jobs in any other sector. Only students from commerce background pursue jobs in banking sector. They have the option of clearing banking exams and they have taken up the jobs in Banking sector. Some students are teaching in ILTES centers those who are good enough in communication. Immediate option is tuition work. They prefer to take tuition either in the tuition centers or give home tuitions.

\*2 There are actually most of the students not getting jobs in pvt or govt they have opened their own tuition centers. Science and Maths subject students are mostly. Teaching SST and Punjabi language are doing competitive exams repeatedly till they get job. If they don’t get job they change the stream, they Mtake up jobs in tuition centers or call centers. Many children change the stream they study MA or any other course. They feel PTET is tougher than CTET. Now students complete MEd and clear UGE so they will be eligible to get job in private Colleges.

Boys I have to say they have to suffer 2-3 or 5 years to settle down for their future, lively hood. Girls after MA BEd will be eligible for marriage. After Marriage some girls who have family issues or family constraints cannot opt for jobs.. I feel for girls opportunities will be less but they are dedicated than boys. After they complete MA BEd and clear CTET they get jobs, but do continue in the jobs or not is different. It depends on the family. Girls major issues is Punjab is divided in to three regions Malwa, Doaba and Majha Malwa is an backward regions. Bethinda is in Malwa region here the trend is girls have to get married in certain age. While doing BEd they get married. After marriage the girls cannot decide on their own about their jobs. Government jobs they are allowed private jobs they have constraint. Boys are not dedicated if they are not getting jobs they change their stream. Some children are aware that job is important.

\*3

\*4

\*5

\*6 Short term courses they take, stitching. No other profession. Out of education or for teacher. They are staying at home. Girls are prefering BED only for their marriage matrimonial benefits.

Trend changed no motivation other than having degree. Situation critical every body want money earn while learning. They are not attending online classes. We wait for 40 minutes for students.

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

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

\*1 Problems related with students: Some time language challenge is there, The children studied in Punjabi medium we will have challenges. The students studied in Punjabi medium till their graduation will face problems, for them to shift from Punjabi medium to English medium they find it difficult. No doubt in BEd they can do in Punjabi also. But somehow especially in MEd there will be problem, in BEd they can do it in Punjabi and books are also there. In MEd books for specific subject in not available in Punjabi, Secondly, in MEd they have to dissertation, In MEd research work is there, so in Punjab University its compulsory. The students have to compulsorily opt for dissertation. When they are making reports that time they get language problem. To write in English like that this is the problem.

\*2 we are comfortable. infrastructure problem is there. Constraints, no lang lab, resources less. Senior- junior differences,

\*3

\*4

\*5 Yes. Last march 2021 students are relaxing mode, they do what they wanted. At any point we asked them to college in grp of 10…some would come at 8am go 12 pm, next batch …students laid back. They are now conditioned to be at home, study in their own way… now they ask they have taken things as granted. It is damaging..Online we tried our gardening we tried social reconstruction. Saddest part..they are not understanding that it is their loss. They can’t deliver

\*6

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

\*1 We in our Institution never have any of those problems. But if we talk about professional growth, ours is an aided college and time to time we get so many opportunities for professional growth like if I have to attend any workshop or seminar we get duty leave, we attend orientation or refresher course programmes time to time we get duty leave. Lots of benefits we have for teachers, maternity leave, PF, what are all the work is there for teacher welfare, everything is in our college. If we have to apply for FTT we get leave, or even if we have to attend any seminar or workshop and there any expenditure we make that is also reimbursed. There is limit that in a year we can attend 2 seminars and Rs.1000 we get. This policy is written and we are getting, a proper record is there. Like, when I did my Phd while working here. Many teachers have done this. If we want to pursue further qualification management will permit us and they also will give NOCs. After completion of further qualification, maximum teachers have completed Phd being in the job. All these are accommodated, we have no salary issue as ours is an aided college, 95% grant in aided college, salary issue is not there or issue regarding benefits is also not there. Like in other colleges, leave problem will be there. Seminars funds problem will be there we don’t have any problem.

\*2 Not as such we are comfortable. group teaching is there, teacher to teacher relation is good. Though we have some challenges, like we don’t have infrastructure like we don’t have common room or gymnasium to sit and talk to children. We have less infrastructure like we don’t have language lab. Playground not there, resources are less. Senior and Junior issues are there. This type of common challenges. Not a big challenge. We can say that salaries now in Punjab University because of crisis we are getting salaries late. Like last three months we have not received our salaries. Faculty development we have to take leave. If 2 or 3 faculties approach they seniors get the chance, I wonder if chance should be given to the required persons. It should be need base to whoever is requirement every time seniors get the chance and juniors never get opportunity. Even for online programmes we have to take permission from university. They see the rank and seniors get the chance. Sometimes it happens like for workshop or refresher course which we are not interested we get chance.

\*3 Most important challenges I feel when one of our faculty members is trying to go for a seminar in university or some other colleges and our management does not feel comfortable to allow the teacher. Most of the time and not for every all teachers this happens but many teachers because there some teachers are adhoc some are on regular basis they are saying we are going for refresher course university and it is very clear colleges will not charge, not liable to pay such thing. Universities where we are going to attend that university will pay TA DA and some other expenses. Again, sometimes we are facing such challenges. Sometimes we have to say that its good, good for the college. When you fill NAAC profile there is advantage for college also. Some of the things they understand when we say. That’s why then they allow. Otherwise, normal challenges for the faculty are as they wish to go for Ph.D there will be course work you should go they tell that they should go for 6 or 7 months and without pay, no salary and some other things incentive give to you then when you are somewhere else. There will be some of such challenges. Otherwise, it is good we say that we have to invite teachers for external lecturer for children, conduct seminar indeed, in 11 years I have organized 2 or 3 national seminars in our college, I was the organizing secretary and at that time my experience is very good. Some of the challenges we are facing likewise salary and some other thing also.

Faculty development opportunities are very low in such type of organisations. Salary is also one issue because of colleges are charing very high fees to students when they are on part of giving salary to them then they can say you should take 9000 10000 for adhoc teachers may be is he/she is UGC NET in such type of things and sometimes the faculties ready to suffer low salaries, when they go for 3 day leave for some other might liability or family things she goes for an exam or refresh course attending seminar they will allow very easily some time they make them feel guilty. Psychologically they torcher the person.,

They are saying you should be responsible for students you should be ready to provide service to the students, you cannot care for your family, what to do after studying. You r staying in college, especially when some one ask leave for their children exam, they say what will u do for children here. They try to hinder the processes because, somebody say I go for 3 day seminar and someware they feel that why you are gong for this thing, what you do going there, what to do, for 3 day exam here . actually there wont be any disturbance, most of the times they will be saying if you want go you go but you wont get any TADA. Go at your personal expense. Where ever they are going there will be advantage for college, it will be added to profile. What you do for faculty development, what you do for research, there are some these kind of challenges otherwise its all good.

\*4 Issues : challenge, govt total post..central recruitment not happening 1:10 not matching..practical it is different..long process to hire the persons, because in my dept less faculty… we have good attitude and aptitude to contribute. Second issue student intake, not able to fill 100% , reason is privatization. Earn 2-3 certificte by paying 50000.00…so not able to provide quality education. Only education is the asset. If pieces of papers will not work. Third challenge is about resources- sometimes it is observed lack of resources, not able to contribute…harder to get it becomes a hazard.

\*5 For faculty develop no problem. No restriction, refresher, short term course, we pay salary on time. Concerned with faculty, course. Online and off line UGC trainings

\*6

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

\*1

\*2 NCTE infrastructure is a problem is here, I don’t know when the NAAC has visited, I am not aware of their requirements and I do not know their criteria. As we have less faculty we cannot one more unit. In our university, we have one unit for 50 students we received 210 applications, if we take 2 units for 100 students, more faculty are needed. Faculty appropriate criteria should be there. university will not do anything. so we are taking only one unit. Even for one unit we are not complete faculty team is not there even for MEd courses. As per NCTE rules for one unit we should have three teachers. I do not know exactly but lacking is there. We have 2 contract teachers and some part time teachers not in our department but university has appointed in Law department and PG Department

\*3 NCTE is a regulating body which works on regulations of institutions. but Sometimes when introduce rules most of the time it wont be clear for the college that what NCTE is trying to say. Secondly its autonomous body in which college is affiliated. Sometimes there are contradictions between NCTE and University norms. Recently they have asked to upload data to online portal, web site. I remember that it was in Delhi, it was in Punjab, I remember that it was in Jaipur. Many colleges from Punjab went there. They have allotted the days. I personally went there they required the digital signature of principal, college profile latitude and longitude and we uploaded all the information. Recently they have asked similar data. They tell that what’s the criteria for 100 seats, for 200 jobs this will be that criteria. With that if we go to university they tell something else, that according to university criteria these are the norms for recruitment, these are eligibility criteria. It won’t say that NCTE is not working properly, it should not be there. It should be an regulatory body which provides books and magazines, which publishes journals which is mandatory in collages. Many of the colleges has their subscriptions, even we have their subscriptions. There is no much check on that like how colleges are working, if any candidate wants to pursue PhD there shod be some provisions in NCTE for scholarships and incentives. The faculty could develop themselves. Its interfering in college. Its not that NCTE should punish the college, it should take notice of college. It should be supportive in improvements. If they are running NCTE to develop regional institutes. If u are working on a project all the institute should take the responsibilities. They should participate in such kind of things.

Our college is affiliated to university when university tells something to give mandatory proforma before commencing new session. In the mandatory proforma in their parameters such as who many regular faculty do you have, how many principle you have or you don’t have, what are the facilities you have to continue the course. We fill all these things which they give after that the mandatory proforma is signed by Dean, it will be submitted to university which conduct entrance exam. Due to this the proforma is not filled and signed in concerned body. These are the issues and university itself in a problem due to this many things will be delayed. Like last year there was an on-gong exam for B.Ed. Then we got a notification from Punjab university Patiala that till this date you can do for new divisions also. We didn’t understand this that if there is an ongoing semester exam how can we take a new division when will be their exam. They told they’ll take 3rd semester exam along with 1st semester. There are these things which we have issues and face challenges. Suddenly they started online that you fill the examination form in examination portal. We had purchased offline forms from university, they asked to return them. We returned them and there is no renversements from them. Likewise, there are few financial difficulties from university. All universities have these issues. Like Punjab university Patiala which is in huge financial crises. It lacks clarity for few things. We know only about this university. the criteria for application who will regulates this. Sometimes they say you can only appoint faculty for M.Ed. It would only approve for one year. Later we get new notification

\*4 None. once they give affiliation no challenges. It is for teacher development

\*5 NCTE was basically to regulate TEI, ensure quality, it has not played its role. Now they just ask this or that data, documents. It seems they are not bothering about TE. Exact needs of institution. Ground level they are not bothered

\*6 NCTE 4 years BA BEd we will not get that admission, we have problems in undergraduate and more problems for MEd. We will not have students for those courses. Most of the rural area they want to send students abroad. They take loan and send abroad. They will not send them here. What is the use of such course. How many govt jobs are available every teacher on road. This is the situation I don’t think four years we will not get even a single admission. We are facing problem in admission for undergraduate course and postgraduate it was almost closed. We hardly get 10 admissions.

I don’t wasn’t that should continue 2 years course no quality. Students who have quality they get bored with 4 semester they feel its like headache during those 9 months we were indulged in the supervision, internship we were involved. New admission or new sessions internship how can we leave behind. They are not learning there. Schools don’t have responsibility involvements for two-year course has deteriorated the quality. Less staff its difficult to supervise two sessions.

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

\*1 Government aided college that is affiliation is to Punjab University and finances are controlled DPI Colleges. Punjab University as such there are no problem we get curriculum, time to time curriculum revision meeting will be there, time to time we give inputs, like how we need or how they need, curriculum revision meeting is there, exams are smoothly running, With affiliating body we have no problem. Our job is to provide the curriculum that is being done.

\*2 Mother university is Punjab University, we do not any much issues with the university. But some crisis are there some last couple of years crisis regarding appointments of teachers regular appointment salaries and some promotions, ….. these are the common challenges emerged in Punjab University.

\*3

\*4

\*5 No issues, Panjab exam conducting agency

\*6

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

\*1 Challenges are not there. But the issue is that we have lost the control over our students. That looks like a problem, otherwise internship time period is increased. It is good thing that students have a complete semester for practice teaching. Otherwise it was only 40 days teaching practice was there. But now they have one full semester for teaching practice and for internship,. And even 1st and 2nd semester 10-15 days pre internship is there like to give an overview of happening in a school, what happens in a school that a pre internship programme this is good. But when the go for internship, they will be under the control of the mentor teacher, so the control on them will be less with us. Because they have to work according to the mentor teacher.

\*2 mentioned under student challenges

\*3

\*4

\*5

\*6

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

\*1 WE have been hearing about four year programme. We hope so that programme will be commenced. There is an issue, like our college is an independent BEd and MEd college. For BEd and MEd teaching colleges will not get permission na. Degree college are getting NOCs, there are getting affiliations so what is the future of BEd and MEd colleges. Right na, One time talk is there that what is the future of BEd and MEd colleges. NEP has written for merger saying strength is less and institution will be merged. There are many points which are clear till now. We do not have any clear cut path like whats going happen in future. Specially the issue with BEd and MEd colleges, they are independently doing BEd and MEd what will happen to them. If we are starting with integrated BA BED or BSc BED programme.

\*2 No doubt challenges are there 4 years is a big time. Degree colleges are there they want to do this. 4-year integrated programme is better after plus 2 will give fruitful result as compared to 2 year BEd programme. Our VC professor Dr Arvind is structuring, there is talk about collaboration also. There is some planning, whether it is implanted or not I do not know. They may want to shift the degree college they many plan for 4 year integrated programme. But nothing is decided. Some planning is going on. tough, T\_L process entirely changed, educational physical classes collapsed, within one month,….competition among TEs, did not lot of , students cooperated.

Senior faculties…cannot even operate even email. More challenge for Tes,

For 5-6 students notes did not reach , passage, online exams, first batch…online exams…open book system, firs semester it was…even hard working have become lenient… online ---U’sity guidelines…second sem..they have reduced…

Teaching is active process…not even sure whether they are listening…online job, frustration…they have become casual, even our students tolerance level become less, no need of preparation.

Internship 2 months… online lessons…our students. Peer teaching. ..they went to school before second wave… internship…proposal.. 4th semester…

\*3 You are talking about the new policy that is B.Ed after BA. If I talk about this I have to read on this. I have read the new policy of education. Even I was thinking of discussion with experts. Otherwise, whatever is there on new policy on education. Whatever is therein it, I totally discarded. I’m not in the favour of NPE which is new. Recently on June 30 there was a survey which was going on. There is an application to send to the President of India. They are asked to sign under, Whether you in support or against NEP. They have mentioned many points by professors of New Delhi they have stated many things which are not good in the policy. That four-year thing is also not good. Even if it comes that four-year thing it will close many colleges who are running single course of B.Ed and M.Ed., it will be harmful for them.

\*4

\*5 4-year program introduced in P-U’sity, 4-5 colleges. Could not get candidates, 4-5 students opted. Reason it starts after plus 2… students not yet clear what to do, after degree they decide. At plus two no clarities of vision, very few parents encourage students to become teacher. No two…after doing B.Ed, qualify TET, subj test, ultimately offered only a contractual job 10000.00 only. After that no guarantee of …not lucrative, not something that attracts…student saves only one year but job… with only BA multiple options open up… this may not take far… moreover it is their last option,… when we are converting one yr to 2 yr, now designed integrated. Program, before drastic changes, top … possibility at ground level challenges, can this course be run, need planning, deliberations needed, don’t drop from top, what actually happens, there were recommendations already sent to MHRD. This kind of interactions needed, gov Maharashtra,,,spoken education, why not ncte, do pass base resolutions, …

\*6

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

\*1 2 Year B.Ed course : It was ok because of my long experience, Generally within 8 or 9 months course of BEd training programme used to be completed fast that’s all about BEd. After its 2 year BEd is increased with regard to duration its increased, cost effective, fees is also doubled 2 years fee children have to pay the fees na. Children’s problem is there. Teaching pointing of view 3 semester and new subjects have been introduced, previously 9 subjects were there for children to study. One full semester now we have internship is there quality wise 2 year programme is good. I support this.

Students opinion: As such students don’t compare anything. They are mentally prepared for 2 years course and take admission. We people can compare that they have studied in one year course or two year course what is good this course like that. Students cannot compare. Or cant have any opinion they cannot compare between two. Reaction is there from students one is duration, fees. Our institution has only girls, they have to study for one more year extra instead of one year course and secondly funds, resources till they complete BEd everything is doubled. Duration and funds is doubled.

\*2 : students have not faced this. The students who are studying in 2nd year, they have heard about but they have not got any experience. They just say we have seniors we have done all these in one year but you are doing this in 2 years, you are doing this in extending mode. We have done all these jobs in one year. We also got the jobs and you will also get Job, we got jobs one year early than you. There is not criteria that you get government jobs those who have done 2 years BEd they will not have any extra weightage that the students who did 1 year BEd. They have heard all these from their seniors and the students who are doing 2 Year BEd feel that they are victims. They really feel that they are the victims of 2 Year BEd programme and victims of 2 Year MEd programme, what the seniors did in 1 year we are doing it in 2 years in a extending mode we are doing.

MEd as a institutional issue we don’t have much applications from the last 2 or 3 years. From the day it is 2 year MEd from then we have problems. Med 1 year problems we had not issues. We have 50 seats and 38 seats used to be filled, 50 seats were not completed but one unit is there 50 seats are there but we now have only 10 seats. From the time MEd is 2 years since then we are facing this problem. Children interest towards MEd is reduced after its 2 years programme. BEd they are doing with not much issue. Earlier BEd one year and MEd one year, in two years both the courses would be completed. But now BEd 2 years and MEd 2 years, here in Punjab, Bathinda, ours is a central university. Now children have a trend we are getting less students after 2 years BEd for further studies they opt for central university. So 5 to 6 KMs distance, so we are getting less number of MEd seats. Many students are there they taken admission in central university when they come to us we interact with them why did not take admission here then they say we wanted to central university exposure so we joined. That’s how we come to know that the students are moving to central university for MEd course

\*3 I feel that there is no big advantage of 2-year B.Ed program. Its very clear from 4 -5 years. When it was started in 2015 we didn’t know how to say in a single year. Now in 2-year course there is no much advantage rather children are charged more fee, secondly if we talk about 2 years. They haven’t introduced anything new. They have just added teaching practice of one year. If they are going for teaching practice in a government school. They are getting advantage of free teachers for 6 months. Hence they are not recruiting any new teacher. They are doing this every year and they’ll continue this for next year and they are managing on children. They are sending school teachers for different job, what is the necessary for new vacancy. We were teaching some papers like 5-6 year back that development of Indian education in that black board paper was mandatory now its not there. There is no black board writing in bed. In our Punjab there is no black board writing. We don’t know its added to which semester, instead they have added art education paper which has no benefit. The art education which in the syllabus. I feel that there is no advantage of 2-year course. Earlier it was 9 months if they make it 1 year its ok. If they make into two semesters or of 1 yr. now the advantage of semester is to university. in 2 semester they will make the children repeaters or fail. Then they will fill recheck and revaluation. It’s an earning for university.

\*4 candidates have accepted two years course. no one is questioning. In M.Ed. 2-year programme, difference as per students feedback..i was in advisory committee of RCI, to solve their queries, in one yr course…we gave conceptual learning. Two-year master’s programme we are expecting lots, we need real evaluation of curricular, cocurricular and implications.

\*5 When they compare syllabus of one yr and 2 yr programme except expansion there is no difference at all... they just spend money for two years, face exam 4times..

\*6

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

\*1: When during the month of March lockdown was imposed, we had to conduct online classes. WE did not have much experience to conduct Online classes. …… I joined one month course and 2 FDPs on massive open online course MOOCS This is very vast course but I learnt how to do video how to edit it, how to interactive material preparation, like that, they taught us all that’s, so that’s how we enriched our knowledge in technology. We learnt to use latest technology what is going on presently. The staff are going to college and taking online classes. In College we took LMS this is a E-platform in which we have to enroll the students and teach them how to use it. Even tests can be conducted using LMS, Assessments can be given, announcements can be made and classes can also be taken using LMS. College has hired the LMS and upgraded and enriched. We required WiFi connections to ensure there are no network issues in the college. We conducted many online webinars in this phase. We created College youtube channel, live streaming was there, we were taught all these, even children learnt. We gave Demonstration lessons online, when the children go for demonstration for their internship then they have to learn demonstrations lessons. They prepared for this online teaching how to give demonstration lesson online that also we taught them. Starting it was personal choice; I thought I should learn the new thing. What is new I wanted to learn – …. In Delhi Ramanujan College I joint for one month course. International course certificate course also I attended. I wanted to learn so I learnt. Later on in our college they imposed FDPs, Faculty Development Programme. In FDP they taught us all these through college. All these we learnt.

Online classes we had challenges from students side network connectivity issue is the main one. The children are from villages and network is a big issue. Children say we cannot on video network issue, network used to get disconnected, cannot see the video only audio they were able to hear. Again and again it gets disconnected. Second is the daily package - network package. I don’t know how many GB data we get, daily we used to taken 6-7 online classes each class duration of 40 minutes then the daily data pack will be exhausted. We had to keep this mind while taking online classes, how much data pack they have, if the child should not get this problem, this is challenging.

Regularity issue also was there. To be frank, Some children said, if they sit with the mobile parents think they are just sitting with mobile they don’t understand that online classes are going on. Parents say that whole day you are sitting with mobile. Parents don’t understand that they will have classes from this time to this time and its study time. This was a challenge initially many students said this, we want to study but parents are not understanding.

Another one challenge was Girls na, if girls are at home they have to the domestic work also. Then they are saying “Mother does not understand that this is my online class time and I have to study and Mom ……… will give some work”. She is available in the home and she can do the work.

Children are dependent on brother or father, for data pack recharge, they have to depend on brother or father. If the data pack is not recharged then they cannot attend the classes. This was also issue. This is the main problem for girls. Only boys get access to go out, if they go out only girls can get recharge. These are the challenges girls have faced. Moreover, research work they have and they have to submit dissertation if the mobile data pack is not recharged how will they collect data. That was a big issue they have to make the google form, college the data it takes time na. We have taught them about google in the class how to create google forms, everything is streamlined now google form creation data collection, otherwise it was a big issue. Earlier all these were not known now its too easy, like this we can work. That’s what we say now but earlier it was difficult. All these challenges are there for children,.

One more thing is mobile storage problem, we are sending pdf files, notes, they have no storage. How will they see, they cannot take printout also. We have sent the study materials, but how long the child can see the mobile and study. Most of the children do not have laptop or desktop, they study using mobile. How long they can study, like this there were many issues faced by the children. They wanted to study but these were the challenges they faced.

Now and then teaching influence was there on the Programme, along with we were thinking how to cope up with this. I am not saying that online teaching is a very good one or quality teaching one. So college teaching was good children regularity was there, everything was there, there were no problems for children. No doubt for children teaching we have done our best efforts but secondly I want to relate this with efficiency, children had online exams. So online exams they gave names but I am saying it was open book exam. No doubt the open book exam was the need of the hour. That was necessary and they had to take up that, but the sincerity children had they had to compromise, they children who were sincere, discipline, who wanted to learn also have become lenient they say ok challo what we will do after studying, These issues are there. Those children who did not study, who were below average they also scored well. The children who are in competition spirit and who study well will feel bad that I have studied so much to score good marks but even this student has scored these marks. In regard to these we can say that we have checked the efficiency we can see the achievement, we have studied, power points were made and good recordings done. Kahi na Kahi hui hai.

\*2: Personally actually it is depend upon teacher to teacher and how teacher tackle the problem even some time even some paper work or some discussion which is very important for BEd course we help to come to the college and give physical lecture if you don’t have smart phone if you don’t have device or a network issue then we invite them to the college and ……. During covid time is very tough situation especially teacher learning process is entirely changed for the last 1 or 11/2 years. The students who are studying here for them educational system is completely collapsed. Within in a month e received new guidelines teaching guidelines, the 8 months guidelines; it took nearly one month to make the children understand, what are platforms are there, university had given us a proposal for free platform, to make conference calls to students some teachers took classes on google meet or zoom meet. Initially children had problems after one month they overcome the problem the online process created interest in them. Being a teacher you must be always be a challenging person. The syllabus was huge but to prove ourselves we were doing hard work making up strategies. There was competition between teachers. They are using that so I must use this. The children used to say he did this and he did that. Even the children co-operated. We had problems but we overcame all the problems. In our college there are senior teachers who cannot teach on online. In my Department there is a teacher who cannot open email on her own. Email account we have to have an email as per NCT and University rule, The more challenges were with teachers, we have to share the screen, notes we have shared, out of 50 students only 4 students have not received the notes because they had no smart phones and they had network issues. Only 4 students were not in touch with us. We called them separately last 15 Jun college started and we called those children and worked with them. But with the passage of time everything was going on fine. The children who did online classes in the 1st batch had online exams too. The 1st batch students were dedicated but they were little disturbed with online exams. (This is the third batches who are taking online exams) They though they have studied notes made, they had 4 hours time as per university guidelines they had to make a pdf file and send us the paper. It was open book system, they had done a hard work (mehanat kiya) but the online system was unclear to them, because we could not do any thing. With the passage of time children became lenient. Initial batches the students and teachers did a great job. After that children became lenient, even the students who were doing hard work because the paper was online. So now in my perceptions those who were doing hard jobs they left. It was open book system and students did not had any one to see them. So many problems smart phones they don’t have, net work problem. We were doing everything as per University guidelines. During 2nd semester the students was reduced. 1st semester they responded well but 2nd semester also teaching strategies were same, online attendance, screen sharing etc were going on. But children response was less. Because of online exams. Even their presence in the online classes is less. They join the class but don’t listen. They are not actually the video lecture. Teaching is an active process if the teacher is asking questions only one or two students responding and other don’t even open and you don’t even know if they are listening. This is a big problem. It looks problematic for me. After that the children have become more casual I am seeing behavioral change in them not only BEd students even school children, they are all frustrated with this. They are not coping up, lot of behavioral changes we are seeing, BEd students, their tolerance is becoming less. They say we are doing lot of paper work, why should do so much paper work any way its online exams. No need to write 40 lesson plan this is not required no one is checking these kind of problems.

We have opened our department for two months, in that we did internship for children in the two month internship did the classes but after that in simulation mode they have having online classes. No not for the school students we have made 2 or3 groups of our children and they delivered lecture in simulation mode. Only two months physical teaching. Initial two months. Schools were opened in our Punjab before 2nd wave. Actually before corona started they had completed internship., We sent a proposal to University that we will complete 4th semester before 3rd semester we had only practical tests pending. During the 2 months they did internship physically and then again schools were closed.

\*3: What is the criteria of admission in your college – presently this is like this. last year entrance exams were there. Actually our college cannot decide on its own. They are different university ….. affiliated to Punjab University, Patialia university the State university, are there GND University, Gurunanak university, Punjab university, Chandigarh University and Punjab University Patiala. They conduct the admission criteria term wise. previously Punjab University admitted children they made them apply online or they made centralized merit, They allotted colleges and children came to college. Advertisement was given for Entrance test because of Covid entrance test was not possible, it was not possible. Even this year they have planned similarly children. In website, Punjab university website let them apply online. It has some fee, I feel this formality is just for taking the fees from the students actually in a we can say financial crisis is there they are facing financial crisis how we can charge fees from the students Students applied on the Punjab university website univ charged 2200 from students. They are not giving any prospects books and some other thing they are just charging fees for the application. And those students who have not applied on the university portal and college admitted such kind of students who have admitted on their own behalf then University say that college will pay remaining fees for such kind of students those who are not allotted by the University so the criteria depends on the affiliated university. Kaise kehte hai online 30 seats directly fill kar sakte hai. Remaining Management seats

When the covid start in March 20, at the notification of government we shut down the class on month of May. I think we remembered in month of May 12 we started online classes for the students. We feel like that in 2-3 months there will be relaxation in the society. Students are appearing in the exam after that there was a notification that there will only online exams. At that time we conducting online exam, we guide student and time to time we are conducting the seminars especially on covid how they can save their selves, how they can protect their family from such a pandemic. Our experience we can say good , not good because good is not suitable when we are facing challenges life challenges during the pandemic but I feel that due covid 19 we didn’t feel we couldn’t guide children we felt that the real teaching cannot be substitute of online teaching. Children have faced many issues but the news was that children should give online exam otherwise if they should take offline exams it would be a bigger problem. Now the children have given online exams from home, they wrote with camera on, they told to give question paper in whatsapp or email , they make video and send you take it. And college invigilators had to evaluate it

During pandemic most of the students were facing economic problems. They have no smart phones. Three of four families I know they cannot afford Smart phones. especially in covid when jobs were left. Economic cut down their salary. We can say getting food is more challengeable than. As we can say that getting food is more challengeable to children when midday meals was stopped more than 3 crore to 4 crore children are malnutrition during pandemic. We had some children for them lively hood was more challenging we are saying to arrange a phone for online classes for these students it was challenging. During pandemic there was internet connectivity issue, which was a heavy challenge faced by students. The important point is that in the classroom children will understand on black board, they’ll be having few queries which will be clarified in class. On phone most of the students r shy they r not able to talk on zoom or google meet. we feel that they r very shy to switch on their camera they’ll just attend the class. If we consider we have 40 students in class all of them were not attending class. Even if they r coming they used to leave class after attendance. They feel attendance is important. I have seen this more in college students, in school students class with children was good. If I talk about my daughter all the students were attending the online classes. School students are more sensible. we don’t know about college students, why they were taking it lightly. There were some challenges economically as you were telling but all over we have done our job and responsibility. But we cannot say that we did justices with our children. Online teaching is not a good way.

Yes, even faculty had issues like some faculty didn’t have wifi connectivity in their home. Even faculty does not have smart phone, there wasn’t much data to use, over using smartphone caused hanging, class used to get disconnect. Children used to say principle didn’t take class. Teachers were coming to college on pandemic. College had wifi connectivity so they were conducting class in college. Likewise the challenges were faced by everyone.

We cant say the pandemic has affect the course, children’s papers were handled easily. All students had got best results. The Punjab university didn’t conduct exams for repeaters. They prompted without online or offline exams. The students had loss on concepts, we are not in the position to teach them properly as they have expected but still but over all the students academics and progress according to marks were satisfactory. They got good numbers they went home. Out of 4 semester they covered 2 semester at home. They did only one exam offline, second, third they did online only forth semester practical which is there in next week it will be conducted online.

\*4: It has affected whole program. But in initial stage we wondered what to do. Thank god, we were already used to technology devices we gave training to students, google classroom, U’sity made circulars, created google classrooms, google meets, these all devices we used, but from my side I can use resources. Students from Kerala, Jharkhand, J and K, . Many students got disturbed, J and K.. because military going on, 370 articles withdrawn, indo-pak reln, particular HP, Punjab, internet is poor, . Now slowly they understood, internet can work. They made an alternative. We collected money we availed phone for students. Oxygen cylinder 3 lakh rupees worth to civil hospitals, smart phones. Not 100% we resoled. Some we resolved. Whats app, telephone calls, we record we send it to their mail…flexible time to attend classes,

With challenge there is a solutions..big challenge was evaluation. Then our U’sity made policy… from objective type questions, google form through that we gave exam. 10% easy que, easy to higher order ques based on blooms taxonomy , google forms they filled in stipulated time. evaluation

Again issues cant control 100% cheating… if they are cheaters cant complete even 50% questions

All students passed. Wea re not 100% fully satisfied.

 We gave library access, e-content, e-modules, e journals access at home, or at least from café. Dissertation and research…we allotted topics. Data collection was a problem. s schools was closed…we gave google based data collection reduce sample size. For PhD extended time, projects we did online viva. 99% satisfactory. 5% in my mind..maybe my expectation is higher.

Even though lock down, we went to society. From our salary we distributed food and sugar, .

Now all apps are there…my computer is full of apps, communicate from office, accessibility increased. Board and meetings . saved time money, public money, saved papers, cost reduced, saved envt-increased greenery, . Positive things happened, project in digital form. Quality has been effected. Challenges and possibilities which we came across.

Personal side I see for all faculties were at home. It depends on person. Some worked, some stayed back. God has assigned give and take roles. We accepted these challenges. A few are working. Some are enjoying. Ony mind set to which we need to make as a issue. or a solution. It is a possibility, challenge learning.

\*5 Tough time for all of us. Govt of Panjab…ordered to go online, we had not prepared, hunter land, no connectivity, only 10-15 joined the class. It was not equal or level playing field, could not share content with students,

Internet speed was problem, faculty were also not trained, they were not comfortable, initially it was difficult, cope up with situation, switch off video, content sharing suffered, no activity, students learned at their own level, open book exam, write without comprehending subjects, no concept.. they may not shape up into good subject teachers, quality of interaction, molding fruitful human

\*6 They have no technical issues. They have excuses to make. Most of them have excuses and some are working in pvt institutions. Because they have online classes of their own school. But they don’t attend the online classes. One day they are attending and other day they are not.

Socio economic background All students have android phone and have good internet facilities. One or two students cannot afford a phone but all have but don’t want to attend the classes.

Challenges of teachers – MOTIVATION is the main issue, to create interest in them. With love sympathy, we have good rapport. For that type of interaction they will be punished and give more assignments if they don’t attend. They do not bother about this. Last year it was new to them. They don’t know pros and cons of the situation, now they know that everything but we can’t to do anything they know anyhow they pass the exam and as this is online exam they will get good scores.

Prepared for online classes – In rural area have not good internet and electivity issue is a major issue. We use mobiles some time our PCS college provides supports. They wish us to conduct classes they want students to attend. Our college is supporting.

We are trying our best sometimes we are available they provide us time we are not asking like some over time they are paying for that that’s not being giving. Its part of……

Teachers : From the last 1 1/2 years we are getting much opportunity for quality development. Earlier we were not allowed to go to refreshers, we were not allowed to pursue PhD. I was shocked to know how an institution can stop faculty member progress. It is progress of institutions. They have very less staff. Perhaps due to less admissions we are only 10 people. Out of 10 , 9 are under aided post and one is on unaided. We are running three courses. College managements are facing problems to pay 25% of our share or pay for the recruited staff. This is the situation. When admission was not an issue we have lot of staff. Lot of adhoc/part time and regular staff. There were almost 25 faculty members. Now only 10. Salary is also an issues 2 months back we received our salary March and April received in July May & June we get after two months. This is the fact, situations are very tough, in both government and private. National policy 2020 we are also under more pressure from NAAC to have merger with other institutions we are under more pressure

For internship, We cannot approach government schools. We have to go through protocols, approach our district education office or they provide. Students have to provide their preference and their location address and they allocate all those institutions as per students location.

Feedback from school : some schools have very good response they want some of our students to pursue after degree. Many students, they face lots of problem disciplinary, regularity, punctuality problem. They say its ok because its their problem. They have to allow because that are being ordered by the authorities for their internship. For only that purpose they allow us otherwise many don’t want our students to pursue teaching in their schools. Some students who are good in teaching they want our students to pursue teaching after their graduation.

NCTE regulations I must say that as per intake they have described proper number of teachers should be appointed but on the other side I can say that if we watch the situation of the institution we are wrong. NCTE has put regulation not by collection of actual data. They are getting that. They have number of teachers to be appointed for this much intake, we have 82 students 16 teachers we cannot appoint. It’s not possible by institution. To have admission we have to offer 50% tuition fee only. Very tough with the students to manage with less fees and pay more.

No other any other aided party only Punjab university.

It is out of state university- there are 3 state univ gurunanak, Punjab university…. Out of all the three in the position Punjab university is number one but I don’t think they too have maintained some norms. if somebody is working… any univ the situation is same. I can’t say this univ is best. All the situation is different every house. According all the institutions they have to solve all the problem.s but problems for solutions but is has quite good numbers rather than other two univ. Being an employee, the situation is same no different. I have not worked in the other univ. I can’t compare with others.

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