**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]

| **S.N** | **ID of the Responder** | **Organisation** | **Designation** | **Code** |
| --- | --- | --- | --- | --- |
| 1 | 2021046 | A R S B.Ed. College | Director | **FP** |
| 2 | 2021047 | Elite Public B-Ed College | Asst. Prof | **AT** |
| 3 | 2021048 | Patel B.Ed College | Principal | **AK** |

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

**FP:** almost full admissions take place every year

**AT:** almost full in both the courses

**AK:** Full

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

**FP:** more of science students compared to others. Math-Science is 60%. Commerce is 30%. Arts is 10%. We do have 2-3 students from IT, BBA, MCA. but very few numbers. Vocational courses students are also joining the course

**AT:** mix group. Physics/chemistry. More in arts, science, commerce. Biotech, B.Tech, Polytechnic

**AK:** 2011-2015 had a quota.. 2015 onwards no regulation for how students are enrolled. .Math & Science 60/100. Others are Arts

**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)**

**FP:** more women (70%) compared to men (30%)

**AT:** Mix. D.Led more females and B.Ed (mix)

**AK:** 90% women and 10% are male

**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?**

**FP:** 40% is the passing marks. 60% is 1st division and above 70% is the distinction and mostly students pass in distinction and 1st division marks. Students are engaged in all sorts of classes and activities round the year

**AT:** Merit list. 90% above students. We Ask questions according to their graduate subject to understand their content knowledge

**AK:** majority as 1st class marks candidates. . 75% and above are admitted, General. SC category 50-65% marks. Other extra-curricular activities are carried on apart from the course structure for the overall development of their students

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

**FP:** more of SC community students. Rural background is higher and so are students from BPL families as well depending on scholarship

**AT:** middle-class family. Not high class. Lower class as well who get a scholarship from govt

**AK:** SC/ST/OBC- (E-Kalyan Scholarship) 38k per year. More of SC community

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

**FP:** cannot say

**AT:** depends on their interest. Competitive exams, sports, arts, dance/sing

**AK:** Competitive Exams, or agriculture-related work

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

**FP:** they want an easy and secure job

**AT:** those who have interest in teaching line, job security- self-dependency, social work by educating the society

**AK:** Become a teacher.

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

**FP:** nothing specific

**AT:** Skill-based teaching-learning. Campus programs to develop students. All subjects should be equally given weightage. Pedagogic subjects were given more importance

**AK:** Internship- teach in schools. School experience program

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

**FP:** not really. Nothing is difficult

**AT:** not really any difficulties

**AK:** Extra-curricular activities because of compulsory participation

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

**FP:** they like the programme and want to be a part of the college. Confidence is high and so is their pedagogy is really good

**AT:** overall development and more seriousness towards education as a whole. Are more competent towards competitive exams

**AK:** confidence-building and overall personality development happens in 2 years

**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)?**

**FP:** feedback is +ve and give directly to students. Feedback given to us at institute level is very generic

**AT:** not really

**AK:** direct feedback on student teaching comes to the mentors of these teachers. Counsellor in the college for the Internship program

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

**FP:** no specific feedback wrt the program.

**AT:** not really feedback but Students get in touch when they qualify further in life and get back to teachers to thank them for all that they have taught.

**AK:**  Feedback related to the curriculum is less, implementation more

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

* **Student’s perceptions about TET**

**FP:** no idea as have not discussed with them

**AT:** need to qualify as this is the only way to get jobs in Govt college

**AK:** they want to give as they want to become teachers

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

**FP:** 50% would have applied for CTET and 100% applied for TET. no idea about pass %

**AT:** 70% appeared and around 50% students qualified

**AK:** 90% have appeared, 50% have qualified

**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**

**FP:** no idea as I have no data

**AT:** not good faculty, less faculty, teaching is not up to the mark. Where teaching is fearful, the pass rate is low. Time given to students is less

**AK:** under-qualified teachers

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

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

**FP:** some schools directly ask for teachers with specific subjects. The majority of students look for jobs by themselves.

**AT:** teaching profession only. Govt jobs-vacancy.Pvt schools (net, newspaper ads) lookout for vacancies. Done by individual

**AK:**  40% in jobs. Rest in search of jobs or go for further education. Pvt, IB Schools and CBSE Schools. Less in Govt. Placement cell in college: vacancy is announced in newspaper and schools come in for an interview

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

**FP:** almost all

**AT:** all

**AK:** almost all

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

**FP:** 80% get through whenever there is vacancies

**AT:** very less

**AK:** 25

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

**FP:** no organised placement cell

**AT:** no

**AK:** no affiliation

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

**FP:** 7k-30k depends on management of the school

**AT:** 10k

**AK:** 20K. Depends on School management

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

**FP:** no

**AT:** not really

**AK:** Yes. Students get through NGOs and work as teachers in schools that have less teacher capacity.

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

**FP:** it’s mostly teaching only. Else, go for higher education and apply for govt jobs

**AT:** official work (admin work) schools and colleges, librarian,

**AK:** Competitive Exams, Police

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

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

**FP:** Classroom management and attendance is something that they struggle in the beginning of the year. Nothing long term

**AT:** attendance, some students do have very low motivation so teachers need to take extra activities to boost their motivation by giving extra merit

**AK:** Attendance and Regularity is an issue. Motivation dips for students in some months. Motivational talks organized and so Marks are compromised

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

**FP:** salary is always an issue; but they are satisfied.

**AT:** all good

**AK:** If needed promotion- work on their own self profile. Professional Development courses are organized in this college and other colleges. Need to attend that

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

**FP:** no issue

**AT:** all good

**AK:** Everything is maintained as per the norm

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

**FP:** no issue.

**AT:** nothing

**AK:** The inspection body is sent by Ranchi University to check on the guidelines

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

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

**FP:** since it’s coming for the 1st time, I cannot say much. But students who have aptitude or interest in becoming a teacher will join the program at a very lower age and better teachers will emerge. 4 years time is enough for them to learn concepts and pedagogy and be trained in their won subjects. So, we’ll get better quality teachers to teach the students as compared to earlier times when they used to come with different subjects but get trained in other subject at pedagogy level

**AT:** good, 2 degrees at once and get through govt colleges at a low cost. No challenges were seen as such. Implementation needs to be strict to improve the quality of teachers

**AK:** 12th std too early in years to know what to do in life to take up the 4-year course. Teacher quality will increase as focused education will be provided

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

**FP:** both should continue without any issues.

**AT:** Both 2 year and 4 years should remain 2year good for students who already have completed BA degree and 4 years for fresh 12th pass students

**AK:** 2 years and 4 years should continue for students who have already passed B.Ed and post-grad. So, a composite program should run

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

**FP:** in times of total lockdown, we couldn’t teach anything online. The teachers & students were eventually trained for online teaching and then began with the teaching-learning process. Network and smartphones were also an issue. So is the home setup that was not conducive for the learning environment. Internships were highly compromised.

**AT:** online classes were ongoing. They were in constant touch with content. Physical classes were not able to continue so not able to complete the internship.. No issues for faculties

**AK:** Online classes were completed. However, bandwidth and internet was an issue for 20% of students who were from the rural belt as they did not even have mobile phones. The faculty had no issues as such. They got used to online teaching

Overall: F2F has been highly compromised and since it’s a teaching program where students learn highly from *the body language* at teachers; this aspect has been compromised