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 | 2021036 | SETH PHOOLCHAND AGRAWAL SMRITI COLLEGE | Asst. Prof | **CS** |
| 2 | 2021037 | Columbia College of Teacher Education | Principal | **AD** |
| 3 | 2021038 | Pragati College | Asst. Prof | **GS** |
| 4 | 2021039 | College of Teacher Education | Asst. Prof | **AS** |
| 5 | 2021040 | Pdt.Harishankar Memorial College | HoD | **PP** |
| 6 | 2021041 | Rawatpura Sarkar University | Asst. Prof | **SR** |
| 7 | 2021042 | District Institute of Education & Training (DIET) | Principal | **RV** |
| 8 | 2021043 | Institute of Advanced Studies in Education (IASE) | Asst. Prof | **RR** |
| 9 | 2021044 | Guru Ghasidas Vishwavidyalaya | HoD | **CV** |
| 10 | 2021045 | DIET, Bastar | Asst. Prof | **SJ** |

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

**CS:** Yes, Almost

**AD:** Yes

**GS:** Yes

**AK:** Yes

**PP:** Almost stable

**SR:** Around half seats are getting filled

**RV:** almost full

**RR:** almost full

**CV:** B.ED is full. M.ED is on the lower side for admissions and B.ED special education has good number of admissions

**SJ:** almost full

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

**CS:** Science students more than 75%, followed by Math, Biology, Hindi & social science. The least are from English

**AD:** More of science. From last 2 years: engineering and MBA. More freshers (recently graduate). 70% science 30% arts

**GS:** equal proportion for all 3 courses. Science and Arts more compared to Commerce in all 3 programmes

**AS:** 50% equivalent grade for passing. Engineering and technology specialization in science and math. Last 2 academic sessions, most candidates from engineering. More than 30% engineering graduates. Arts 40-45%. 30-35% science

**PP:** 40% and 50% arts and science respectively. Science and Engineering from last 2 years because merit-based admission system. 20-30 students from Arts.

**SR:** too many students from engineering students. Less from BA. More from Science. BBA- 4.

**RV:** 13 Math 36 biology arts= others. Soem from BE stream as well

**RR:** admissions happen based on merit and quote disclosed by the univeristy

**CV:** Science and Arts stream takes the higher compared to Math/Commerce. Other: Engineering students. BE/B.Tech from last 5 years. Last 1 year: law student, ayurvedic doc, Bio-technologyy

**SJ:** very few from commerce. Science (bio) are too many and arts. Other: Agriculture, ITI diploma, BCA, graduate students as well, but very little

**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)**

**CS:** 10 male- 90 women

**AD:** fewer boys, more women.70-75% girls in last 4 years at least

**GS:** female proportion is more in all 3 courses compared to men. 90-10% female-male

**AS:** 55% male 45% females in both courses. Not significant difference because tribal areas

**PP:** last one decade- women’s participation is more than men. 60-40% boys moved to another field for work

**SR:** 70% girls in B.Ed. 30% girls in B.Ped, 40% men

**RV:** 60% and above girls

**RR:** more men compared to women

**CV:** 50-50%

**SJ:** women are slightly more.

**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?**

**CS:** graduate students are more whereas postgraduate students are very less. average students take admission. In the year 2020, all 1st division rank students were from the General & OBC caste. Although we do have reservations- 55% and above. But we do make plans according to weak students- Learning resources & Peer education- weak and strong students sit in a mixed way

**AD:** merit-based qualification. Graduation % merit list during covid. 50-60/100 in B.ED. more from urban (Jharkhand, Bihar, UP, CG)

D.Led- 2nd division more students. Introverts (20-30%) face some difficulties, others are ok. Students who already have experience in teaching, or exposure, feel it good

**GS:** mostly 1st class ranks. B.Ed & M.ED don’t need much guidance as they have graduate or postgraduate degrees. D.Led need more attention is needed for them as they are less experienced

**AS:** quality improved sue to entrance exams. And hence get more students from first class marks. 148 colleges for B.Ed in total; 2 are only govt. so competition is tough. Fees minimum. Fourteen thousand for 2 year course. Pvt colleges 30k one year. Research competency / aptitude area lacking in M.Ed students. Regularity in attendance

**PP:** facing issues when they have to teach under grad students. 65-70% have first class. Other is 2nd division. Technical (engineering) education students face difficulty in understanding content whereas general (science, commerce, arts) pass out students find it easy to understand the course. However grasping power is strong in engineering students. Clearing concepts becomes difficult for teachers for technical students as it takes more time.

**SR:** 60% is pass percentile of students. Students who are fresh pass outs are less compared to experienced students with post graduate degree

**RV:** Pre D.Ed exam. Merit list and max students are first class and fees are less.60% are first division this year 30% second division and rest are 3rd division. Weakness= computer training (ICT) and other where we take extra classes to strengthen these programs

**RR:** 50% are already teachers from the total students who get admitted. So the quality of teachers are highly qualified.

**CV:** 100% are 1st class students because more than 75% of students are PG students even in B.ED.. Weakness: Content knowledge is a little less within students of B.Ed

**SJ:** few are 1st class. Avg students are more. Assessment of academic strength: have been ambiguous in the last 2 years due to online teaching and no real examination has taken place. Before covid: very good students, esp batch of 2015-16-17 really smart students as a whole

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

**CS:** Rural background, Naxal areas as well. Middle-class socio-economic profile

**AD:**  most students are from the Vidhan Sabha (Tekari gaon. Mandhar colony)12-25kms from urban. 20% from other states.

**GS:** all categories in all 3 programmes. D.Led many students from rural areas.

**AS:** mixed but majority are from tribal areas. Reservation candidates and quota. Mostly from poor family as they need financial aid from colleges

**PP:** mix batch of students. Mostly are middle economic strata. 5-10% higher economic strata. Rest are lower

**SR:** children for farmers or daily wage workers

**RV:** Lower middle class, tribal students (ST), weaker sections of the society (SC)

**RR:** lower socio-economic strata students, rural areas, technologically challenged

**CV:** low socio-economic profile students

**SJ:** lower middle class who have scholarships. This year, few students are from English medium students as well

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

**CS:** Nursing

**AD:** engineer, competitive exams, banking sector

**GS:** Fine arts, music, NET/SET- coaching classes

**AS:** ITI courses, nursing, engineering

**PP:** depends on the interest of students. Commercial background like taking over the family business or developing their own.Science field. IAS jobs

**SR:** govt servants

**RV:** work as wage labourers in small factories. Agriculture/farming

**RR:** no alternative as such. They would either go for job or higher education

**CV:** competitive exams, railway or govt jobs, banking sector

**SJ:** Engineering, Medical, And Nursing

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

**CS:** skill development and being a good teacher. Self-motivation. Respect in society. Look up to their teachers who taught them and want to be like them

**AD:** max students come here because they have no other option. Hopefully, this changes after 4 years B.Ed. Only some students come into this program because of interest, internal motivation to teach

**GS:** overall development, govt opportunities, pvt opportunities, Ph.D. Wants to do teaching only

**AS:** like to become a teacher. Not stressful to become a teacher, easy to get into the program, lots of vacancies

**PP:** apart form instuition and its legacy, seminars and programs to motivate. F2F motivation from across disciplines to nurture students on why they should continue. Multi-disciplinary students taking up B.Ed

**SR:**  herd mentality.

**RV:** half: job opportunity, dedication to teaching profession (although it’s 1/4th of the total population). Rest of the half, at least some job will be available after the degree

**RR:** easiest way of getting govt job

**CV:** B.ED: depends on the job security, M.ED: Teacher Educator or want to work in the Research field

**SJ:** because they do not get through any other professional course, come into the Teacher Education program

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

**CS:** Activities and presentation of the same and scope for creativity. Understand the concept and interpret it in their own way while learning from the environment. Nai talim lesson plan

**AD:** both courses- training part- in school teaching and getting knowledge about school management. In connection with a school mentor who guides them well

**GS:** D.Led- work education, yoga education, practical courses

B.Ed- Other activities like internship, make model, making of teaching aids, inter competitions

M.Ed- Research, Data analysis, statistics, Dissertaion

**AS:** educational technology, pedagogical courses, lab work, practical part

**PP:** B.Ed course preferred most compared to other 2 courses due to job security. Training- school observation school training. Like to observe and learning by doing and share experinces. Higher Education and Ph.D level or work in training colleges, motivation take up M.Ed

**SR:** B.Ped- games one is specialized in, interest is towards that subject

8/10 games one has to know but one has to learn one specialised game

**RV:**  pedagogy subjects, arts-computer, internship (school experience program)

**RR:** nothing to like or dislike. Just complete what is offred. No choice.

**CV:** B.ED: Internships, School Exchange Program, Methodology courses, Reading and Development of texts, ICT, Braille and Sign Language courses

M.ED: Research Methodology, Specialization courses according to school hierarchy, Professional Development courses, Internship in DIETs, SCERTs

**SJ:** School Experience Program (School observation & internship)

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

**CS:** not really about the program. In schools when they have to teach, they cannot teach properly die to RTE rule of no scolding; students are not in their best behaviours, making it difficult to teach

**AD:** exams, prolonged internship (4months). But don’t get all 4months. Max 2-3.5months and the rest is back to college.

**GS:** D.Led- uniform (saree) attire. Time issues

B.Ed- uniform (saree) attire. Time issues

M.Ed-uniform (saree) attire, daily prayer makes one feel like going to school. Time issues

**AS:** school experience program (in-field teaching and observation) as the tenure is too much to observe and teach. Making lesson plans. Non guidnace from mentors (faculties) from college

**PP:** B.Ped- extra physical work and field work and no real options in field. Only sports so move to B.Ed. too much time goes in M.Ed, hence less students.

B.Ed- too long compared to one year. Want only physical/in school part not the conceptual part. More experience is needed compared to theory

**SR: -**

**RV:** Foundation courses e.g,: Philosophical and Psychological courses

**RR:** nothing as such

**CV:** Art & Drama and other programs that need stage appearance

**SJ:** they are not given the opportunity to write answers in their mother tongue as it was earlier given during D.Ed as opposed to D.Led.Subjects that are hard: English and Math

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

**CS:** compare with actual teachers and then feel good about 2 years, skill and concept building, school management system- community activities, field trip, everything is encompassed in the 2 years

**AD:** MBA, Engineer, M.Ed especially learn teaching the structured way and not haphazard and eventually overall changes in attitudes and behaviour.

**GS:** Mature, value education grows, skilled/trained teachers

**AS:** practical program, on field programs and practical courses and they want to learn and changes their perception of teaching and in-field education. More empowered.

**PP:** B.Ped total field program- not much theory. Same with B.Ed. Practical knowledge more needed than theory knowledge. External exam is only viva. So lack of theory practice connect

**SR:** B.Ed liked by girls and B.Ped by boys. Scope of Dl.Ed is low due to low vacancies.B.Ped more in favor and compared to B.Ed. Other activities also enrolled in here in B.Ed- so they like to choose within them

**RV:** Motivated teacher to teach students right in the field to make a considerable change.

**RR:** personality development and building of self image and confidence

**CV:** They like the education provided by the university and want to stay back in the education sector overall

**SJ:** Attitude and professional development is seen to be developing students for overall development to become a teacher

**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)?**

**CS:** positive feedback directly from the Principal. Various TLMs are being used while teaching

**AD:** sincerity and the kind of classes they take up. Pre-prep for teaching supervisors from schools also go in the field during visits

**GS:** not taken any specific feedback from school. Feedback given directly about students to the college. Not in terms of curriculum

**AS:** 4 feedback mechanism system. Students, schools, mentors during programs and changing/adjusting programs wrt the feedback. Schools come back and give feedback about students in terms of their teaching practice. E.g. *how to prepare blue print* to be strongly taught during the course. *How to use ICT* in teaching

**PP:** school teachers give feedback about students about time taken by them to complete the course in schools. Because it takes time to explain concept; however school teachers don’t teach to the point but B.Ed students do have too.

**SR:** schools give detailed feedback to schools wrt each student who interns in a particular school.

**RV:** School Exp Program has given them good feedback during the internship. Although nothing specific

**RR:** schools give direct feedback to teachers and not in person at the institute/university

**CV:** 95% positive feedback

**SJ:** feedback is good and positive. But 1st-year D.Led students are asked to teach which is not allowed.

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

**CS:**

**AD:** This year a formal process will begin for receiving feedback

**GS:**  Feedback given in terms of curriculum as well as teaching that they apply in daily life.

**AS:** alumni association for more than 10 years and contribute to colleges as mentors to new students, e.g *how to conduct teaching aids.* Yes given feedback and incorporated into the program.

**PP:**One year students said now 2-year courses got more time to study. Two-year students said to include more physical time

**SR:** local students do keep in touch. Skill-based feedback is asked. B.Ped especially.

**RV:** Feedback is taken while students pass out after 2nd year. Types of feedback: the need for scholarship, hostel facility for boys

**RR:** nothing related to the syllabus. It’s just reflection on how well it helped them in their future

**CV:** nothing concrete

**SJ:** No systematic feedback wrt curriculum, but it’s mostly how the course has helped them in their teaching jobs

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

* **Student’s perceptions about TET**

**CS:** level to become good teachers in govt schools and it tests the conceptual understanding. More like a Refresher exam. If Govt jobs are a priority, the test must be given

**AD:** all students usually give the exam coz that is the only way to get through govt school. But they don’t want as they want to get directly placed and ask for management quota like other degrees.

**GS:** it is important so that it adds to their academic profile. TET makes them stand out in the crowd

**AS:**  compulsory as that’s the way to secure a teaching job

**PP:** extremely necessary. Most B.Ed students pass these TET exams. B.Ed most imp than TET because TET is only for admission process

**SR:** Take admission in B.Ed and start preparing for TET at the same time

**RV:** D.Led curriculum as embedded TET content, so good for preparation

**RR:** students so engage in these tests

**CV:** no idea. Never asked them on this matter

**SJ:** should be exempted from TET as they already give 2 years for D.Led. It kind of does not fulfil the eligibility criteria

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

**CS:** out of the 50% who apply, 30% qualify

**AD:** 60%, 10-15% qualify

**GS:** 20 students apply, and max 10 qualify

**AS:** More than 50% from B.Ed apply while a good number of 60-70% are eligible

**PP:** 55-60% applied, 20-25 passed

**SR:** No TET / CTET in B.PEd, NA for B.PEd

**RV:** CTET-2021 30 appeared 2019 75 appeared- 2021 20 qualified (2019) 30 qualified

**RR:** i don’t deal much with B.Ed now

**CV:** Almost all, at least 40% have qualified

**SJ:** almost all had given the entrance however qualified students data not available

**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**

**CS:** No idea

**AD:** no idea

**GS:** regularity of students, college facilitates for TET, personal interests of student

**AS:** less pass % don’t have access to content for TET.no guidance/inputs from institute

**PP:**  lack of interest students, lack of preparation and lack of guidance and not motivated seriously to appear for the exam

**SR:** NA

**RV:** pvt colleges don’t concentrate on discipline and attendance

**RR:** cannot say because i have no data

**CV:**  low attendance in pvt colleges and teachers don’t look for students participation

**SJ:** such disparity is not seen because data is unavailable.

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

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

**CS:** govt schools- *jan bhagidari* in rural areas. Or opt for higher education. Pvt and govt schools both. Schools let the institute know the vacancy and then redirect through placement cell in the institute

**AD:** local students get admitted in local Pvt schools. Another option is Shiksha Karmi although it’s been 3-4 years that no posts have been out from govt. Whatsapp group posts vacancies, a consultancy agency for a placement agency

**GS:** schools, colleges. All try for govt because it gives more salary & less work load. If not then pvt. Some search on their own or use teachers contacts

**AS:**  govt and pvt- both institutes. Placement cell in the college. Pvt schools approach the college for recruitment. Govt vacancies are also notified through this cell. Guidance courses (2hrs) for placement conducted by institute

**PP:** shiksha karmi (govt portal) CBSE schools, M.Ed in pvt training colleges, ICSE and state board. Govt schools don’t have vacancies. Pvt schools are also options. Self looking for placement. Display vacancies on college notice board

**SR:** 20% in govt and 50-55% in pvt get jobs. Whatsapp groups post vacancy and they apply accordingly.

**RV:** small business, factories, agriculture areas, pvt organizations. Pvt schools as well but due to covid, pvt jobs have also lowered hiring

**RR:** last 2 years, I have no idea because of covid pvt schools have closed and govt has not come out with vacancies for the past couple of years. They might be taking care of the family business. Before covid, employment opportunities were there from govt.

**CV:** 75% look for jobs. CG has govt vacancies that come out every 2 years (8000-10000 vacancies). Pvt schools have advt put up in newspaper and also contact the university and come up for campus interview while the university also has a placement cell

**SJ:** mostly students go for higher education. Few opt to assist teachers in govt primary schools

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

**CS:** 100%

**AD:** 70%

**GS:** all

**AS:** majority

**PP:** almost all

**SR:** 100%

**RV:** almost all

**RR:** almost all

**CV:** almost all

**SJ:** everyone

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

**CS:** 20%

**AD:** depends on vacancy. B.Ed pass out from 1st division and 40% get through govt jobs and rest depends on graduation marks

**GS:** 1 -3

**AS:** 50% - 50%

**PP:** But only 5-10 % get through as vacancies are extremely less. Govt policies are also haphazard

**SR:** students run after wherever there are more jobs because there are less vacancies from govt

**RV:** almost nil

**RR:** 40-50%

**CV:** 30-40%

**SJ:** very few

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

**CS: No**

**AD:** pvt school- in relation to school, or internship schools, or post ads from these schools

**GS:** No

**AS:**  not formal affiliations but informal affiliations do happen when they do have final year students, they do inform schools

**PP:** no

**SR:**  no campus recruitment no affiliations with school

**RV:** good point. could be seen as a new venture

**RR:** we do have a guidance and counselling cell. Or get placed in schools where they do internshiops. Pvt schools/org also come for placement interviews in the college

**CV:** no

**SJ:** no

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

**CS:** 14k

**AD:** pvt- 15-18k. gets better with experience.

**GS:** big schools pvt- 30-40k small schools pvt- very less

**AS:** depends on primary teacher or high school teacher.Pvt 10-15k

**PP:** CBSE schools- 20k starting.

**SR:** 10k

**RV:** 8-10k

**RR:** 8-10k Depends on locality and educational qualification

**CV:**  varies from school to school and their management. CBSE that have a chain of schools- give at par or more than govt salary. Low pvt schools- very less. 15-20k. Depends on the medium of instruction as well

**SJ:**  varies. 5k-8k

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

**CS:** not really

**AD:** SCERT one sir who works in an NGO. They seek B.Ed students for research work. Otherwise no

**GS:** child gender, social work, training. Not really in education sector.

**AS:** yes. APF, R2R. but not a large number. Teaching is more preferred in schools. Pvt NGOs demand more skills

**PP:** no idea

**SR:** used to but NGO got shut due to covid

**RV:** No. not really

**RR:** some do. But not really sure

**CV:** Yes. B.ED: Special Education courses- students get through a lot of NGOs that are for specially aided students

**SJ:** One NGO had a tie-up with DIET Bastar earlier for 2-3 years and they had 5-6 subjects extra in the D.Led curriculum and students who passed these subjects had the opportunity to join but nobody took up as the workplace was very far. NGOs do not even look for just D.Led pass students. They need someone with a Graduate degree

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

**CS:** networking in pvt companies to get more income along with teaching

**AD:** Bank, competitive exams

**GS:** tuition coaching

**AS:** taking up other courses outside education with TE degree does not help

**PP:** industrial reason, marketing area

**SR:** very less chances outside teaching

**RV:** other than teaching, nothing really available

**RR:** course is not designed as such that they can do anything else than teaching. Quite a sad notion, but it’s the truth

**CV:** NGOs for Spl Education

**SJ:** no options

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

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

**CS:** No worries as such. B.Ed is not just a concept but it’s a skill as well. This needs motivation for students to let them know that B.Ed is not just theory

**AD:** 2-year course- too much attendance problem. 80% in theory at least.90% in practical at least. But they do face challenges in gaining their confidence.30-40% of students need attention for attendance. Motivation and interest levels are also down. This requires more time and dedication from teachers, especially for the experienced students who come in after their post-graduation

**GS:** motivate students for regularity

**AS:**  regularity in attendance is an issue because they have frinds in pvt who are not attending college regularly, they want the same in this institute. Less professional attitude. Poor academic background.

**PP:** children from technical education takes time to understand and teachers take time to teach. Old age students in these courses and coordination becomes difficult but only in the beginning.

**SR:** no issues in teaching and whenever necessary, we provide seminars to improve motivation of students

**RV:** no challenges really as these are right out of 12th, it’s still school-like and quite disciplined.

**RR:** no challenges as such

**CV:** want to add a lot more aspects of *what it takes to be a good teacher* but have no space in the curriculum to introduce these aspects. ICT is an area that needs to be re-structured from students and faculty points of view.

**SJ:** No challenges wrt teaching students. However, other challenges: students collect NASS surveys, ASER, and a lot of time goes into collecting data. Faculties lose time in mentoring students as they are busy collecting data for large scale assessment tests

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

**CS:** No

**AD:** too many responsibilities esp in Pvt colleges. selection criteria changed in 2018 and have now come up with more criteria to be selected at prof. Hopefully, this will help in getting better faculties

**GS:** salary is low and opportunities as well. All of the above mentioned

**AS:** Faculties are taken into other academic and administrative work and less time to teach. Professional development people need to grab opportunities for themselves

**PP:** economical yes, issues for professional development

**SR:** little problems. Not to be shared!

**RV:** no challenges as such but opportunities to grow are too many. For e.g.: Professional Development courses are available for faculties on Leadership development through SCERT and other organizations as well. Collaboration with SCERT for module making/TLM making and courses such as these

*Chai pe Charcha*: E.G Distributed NEP chapters amongst faculties and discuss their learnings. English Language Development Program- to be introduced soon in collaboration with SCERT. ICT related skill upgrading happens in regular intervals

**RR:** we work in school education but are expected to work for the higher education department. Salary is less compared to work. UGC norms are not applied to us. But professional development courses are next to negligible and it hampers the quality in the long term

**CV:** no time within the routine to develop professionally.

**SJ:** no DIET cadre in terms of hierarchy. DIET has a lot of opportunities for professional development but they are hardly interested in growing professionally.

#### **7.3:Comments about NCTE regulations if any?CS:** No

**AD:** no

**GS:** no

**AS:** no

**PP:** not really. I am a visiting member of NCTE committee

**SR:** more issues in D.Led wrt NCTE regulation

**RV:** not really. although transfer of teachers is a little problematic.

**RR:** being compromised because affiliated to school education but are supposed to work for higher education

**CV:** not really

**SJ:**  not really. Everything is smooth as DIET is also a govt institute and NCTE is also govt. so no worries as such!

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

**CS:** No

**AD:** although basic guidelines given by NCTE for course guidelines, the affiliating body Pt. Ravishankar introduced *Nai Taleem* as well

**GS:** higher authorities know this well

**AS:** no

**PP:** no

**SR:** no

**RV:** No issues

**RR:** not really

**CV:** We are theCentral university so we set papers and timelines

**SJ:** no worries

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

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

**CS:** absolutely necessary. Will aim for 4 years at university by applying for NCTE. The quality of teachers will increase. Primary school teachers will get enough time to learn concepts and skills to teach lower grade students as that’s the toughest.

**AD:** graduation students will be more focused and subjects will be based on what they take in 12th . The base will get much stronger for students. Teacher quality will be improved because the base/foundation will be stronger. The selection process will be unique

**GS:** it’s good. Direct after 12th and can pursue higher studies. Not thought deeply about this change. Teacher quality will increase because long duration. But can increase fatigue.

**AS:** Multidisciplinary is not the current scenario as the whole institution needs to revamp.

Belongs to School Education and NOT Higher Education department.

Inservice and pre-service both are conducted at the institute. Too much workload

Eligibility of faculties will be an issue

However, quality of teachers will be better compared to what we have now and will strengthen the TE courses. Increase in Research and CPD skills

**PP:** we’ll only know when it gets implemented. No difference in admission intake in 2 or 4 year based on experiences of other colleges.

What are the options after 4 year education- from students perspective

Don’t think it will improve teacher quality. Too much in their plate to complete 4 year as it has concepts and B.Ed content as well. Integration won’t be fruitful

Psychological issues as these students will be almost of similar ages with +2 students and the integrated course will also be of similar age group

**SR:** far-sighted plan like engineering. Specialized in their subjects as a teacher might be tiring. Four years to learn overall-too much time frame. B.Ped is not seen in this discussion.No improvement in the quality of teachers as such because it will begin right after 12th.

**RV:** Good decision. NCTE 2014 also has this regulation. Pvt stand-alone institutes to stop and convert into govt B.Ed programs. Students will be better equipped as they’ll have more time

Challenges: Recruitment of staff as per NCTE staff. Prepare staff as per the revised curriculum.

Improved quality of teachers after 4 years of rigorous training.

**RR:** there needs to be proper integration of concept and pedagogy subjects, else it will fail miserably and will be difficult to go back. Quality of teachers will improve but at the same time will have to look at better recruitment process to be in line. School curriculum is only problematic, so teaching students to become teachers and teach curriculum that is already problematic will not serve the purpose

**CV:** 4 years should be there. It’s a good thing to be implemented

Challenges: infrastructure availability, human resources to teach the integrated courses. The quality of teachers will eventually improve because it has a lot of commitment right after the 12th boards

**SJ:** it should be good. Selecting the right candidate could be an issue based on temperament. It will definitely lead to improving the quality of teachers but if there are strings attached as to opt-out after a 2-year course, then it could lead to quality issues

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

**CS:** Both should be available. 2 year- deadline to be kept for 10 years- for existing or new candidates who have passed graduate. Eventually should focus only 4 year

**AD:** 2-year course should not end. Let it continue for those who have already graduated.

**GS:** Both 2 year and 4 year, should continue. But don’t know how to manage

**AS:** Both should run as per the needs and prior experience of applicants

**PP: -**

**SR:** Confusion on admission process in between 2 years and 4 year B.Ed

**RV:** Let the 2-year course run for some time for those who have already passed BA. Later can remove the 2-year course completely

**RR:** both programs should work together as to what will happen to the ones who have completed their graduation.

**CV:**  if so many options are given (1 yr, 2yr, 4 yr), the matter of subjectivity comes in during the job selection process. Stick to 1 course to rule out subjectivity

**SJ:** Just stick to one system and not give options of 1 / 2 or 4 year

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

**CS:** online classes and hybrid classes when relaxation was issued. Vaccination drive organized for students. Students and faculty- Network problem due to face to face teaching compromised. No financial issues. Affected in -ve way as we were not advanced in digital teaching and learning to use digital resources.

**AD:** Theory classes have happened. Attendance is average however, cannot be controlled. Fee recovery did not happen as they were asked to not take fees from students. Faculties faced issues in salaries being credited. Internship/practical was an issue. In and around schools helped in accepting children for internships. Students who stay in remote areas had no bandwidth, no device.

*Mohalla class* (outside in the verandah and teach there. Record and send DVD) were started as an alternative for the school internship program.

External for the viva in 2nd year happened in 2nd year. Some were able to submit their copies-some weren’t. If students have secured 80%, is it really worth it? - The biggest question that remains unanswered during these times. Quality of education has been the most affected. Physical experience was 0.

**GS:** everything ran online. Exam by university online. Internships also happened online. *Mohalla classes* happened in some part. Students faced economic and medical issues due to covid and losses from jobs.

Faculties were also ok. Only who were medically unfit faced little challenges. Covid not affected the course alot. Nothing affected lot.

**AS:** institute engaged in many online and offline programs

PTD- Padhai Tuhar Dwar *Teaching at their Doorstep* Teaching app teachers and students joined trough this

Jugad studio- no/less internet connection converted all tb’s in audio form and all activities converted into video form. Video lessons uploaded on PTD portal and shared with students and teachers

*Mohalla Teaching*

PLCs’ Professional Learning Communities based on subjects for teachers

Hamare *nayak* sharing innovative practices conducted by teachers.

Mechanism for feedback for all from faculties and students

Competencies were pulled out from school subjects and developed activities to train these competencies and uploaded on PTD portal

Overall affected: a lot But alternatives are in place so managed to sail through.

**PP:** hybrid model of working. Tech online resources. Study materials sent to them online. Virtual classes not the option for F2F classes. Motivate them to still move ahead and let covid go by.

Release students from mental pressure. Only videos shared to teach is not enough. Students needs to face reality themselves and not online. F2F is highly compromised

**SR:** very less education has taken place due to little availability of broad band connection

No education happened because salary reduced to 50% and pressure because of pvt college

These courses are in demand everywhere, but because of Covid education has impacted a lot.

**RV:** rural area students= network issue, no mobile phones

Alternative: Mohalla classes. *Padhai Tur Dwar* classes to be taken by taking in surrounding students and sending recorded DVD to the institute. Improved ICT skills

How as covid affected as a whole?

Try to make the online classes effective by making more content related audio-videos for better engagement. Assignments submitted through PDF to support online mode. However, F2F engagement is compromised big time

**RR:** content is made available to students and being taught through online mode. However, F2Fis highly compromised because teaching is a profession that is highly dependent on body language and if that is missed then becoming a teacher is questionable. What is necessary is the *how* part of the teaching and the *what* part which is highly compromised leaving the role of teachers to be marginal. Network and bandwidth have bene the excuses given throughout the online mode.

**CV:** Professional courses have an internship angle that has been badly affected as the F2F component has been not completed. What will happened when they go to the actual class?

What worked? ICT friendly both students and faculty

Difficulties faced by students: bandwidth, electricity,

Faculties: working hours have no start and end time

How has it affected overall? F2F component has no alternative, especially in Teaching Courses. No room for doubt solving and a lot of excuses have come in from students wrt teaching-learning process

Reliability of answers/assignment of students is a question mark

**SJ:** Mohalla classes throughout the pandemic: Shala avlokan (school observation) in 1st tear

2nd-year students could not *teach* in actual school environments

Online classes are conducted through WebEx.

Videos of classes along with notes were sent to students to learn

Offline exams will begin from 30th July

Difficulties faced by students: significant student’s financial background is low. No smartphones, bandwidth, shared phones among house members.

Difficulty faced by faculty: F2F has been compromised. The engagement has dropped through online classes.

How has Covid affected the Overall program: not concerned about the concepts taught through the curriculum. What has affected what is the School Experience program and the internship because that is the soul of teacher education programs