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** | 2021028 | **Professor** | **NERIE, Northeast RIE, Shillong** |
| **\*2** | 2021029 | **Professor** | **Dean, School of education,** **Northeastern Hill University****Earlier for 12 years in SCERT** |
| **\*3** | 2021030 | **Principal Father** | **Don Bosco CTE,Tura, West Garo Hills, Meghalaya** |

Central university expressed certain issues with **NCTE**. Recorded for \*2

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

**\*1:**One unit each year: out of 50, currently 48 and 46 present in first and second year respectively. Total 100 students. NERIE is small. Not like other RIEs, only 50 intakes. Because not enough infrastructure. Only B.Ed course offered since 2015. Earlier admission was through common entrance test. last year due to covid, took on basis of graduation marks, no entrance test last, this year committee is yet to decide. Whether to be in online mode or face to face. not in sept not yet finalized. Last year no exam. So admitted on basis of marks

**\*2:** Offer M.Ed and MA in Education. Intake minimum 50 in each with EWS. Present we have 48 in 2019 and 51 in 2020. We are the only university offering M.Ed and nowhere else it is offered.

**\*3:** 100.

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

**\*1** usually 25 seats from arts and 25seats from science streams are present. Admission based on graduation, 50% marks for eligibility to apply. 5% relaxation for SC and ST. Higher the marks, greater the chances for selection. This marks varied from state to state in the, Northeast. It depends on the seat matrix which is decided in HQ, NCERT, Delhi and it varies as per the vastness and the population of the states. For instance, Assam is very big so 20 seats for Assam, while Sikkim is a small state, so only 3 seats-one each for SC,ST and general category. There are other categories like EWS, …if no one fulfills a criterion, we then take from general list, Sikkim…to fill up seat, also take from general merit seat. Sikkim has no students,. It is decided to compare the quality of students between the streams.

**\*2** Hardly we have a few science students. Neither we have any commerce and engineering students. Students from all streams come. Mathematics we get but is very less.

**\*3 G**ovt has made B.Ed mandatory for secondary schools, earlier we did not get enough math teachers Now math and 32-33 % math students we get. hardly anyone from engineering or any other. Only one B.Com had joined from commerce. only one, from BSW. And now 70% are arts students. Earlier math students never came for B.Ed. they are in great demand even without B.Ed they used to get jobs.

**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 though located in Meghalaya, Meghalaya has only five seats. North East RIE…quality of students which we get in other RIEs are much better, percentage level much higher, NE not getting very good students,**

**\*2** Initially it depends on merit, before there used to be entrance test exam, final BA. For M.Ed we get applications from all over the state and all over the country and usually it goes up to 200 or 300. According to NCTE norms, only 50 seats. For MEd programme not so much change in students profile… they any way have masters. This we can say for B.Ed students, with enhancement to two-year program it has changed.

**\*3** B.Ed training, ratio first class 30%, others just eligible less than 50% third div, max 30% either ba, or Ma…come to do …some few simple pass,…because all together in Meghalaya only 4 bed colleges, merit basis to Shillong, govt college..merit basis. Those who do not…I am worried about marks. Other 75-80% actually weaker than from NEHU…B.Ed. …hardly anyone get KG , fluency good english, U’sity marks, font get …second.. but we give such a training.. 90% get fir class results…8-9 ranks…95% attendance mandatory, if they don’t come they miss a lot, so no force, they come. 365 days we conduct prayer, speak good englisj. My assessment…

Preference to rural students never go by marks, I interview and tell them to go back to the root and rural area will develop..that is my concept… that is entire rural area can come up…

**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** In NE region education is the last subject taken by boys. It has improved. Generally, 10 men out of 50. This year in Shillong 80% women, 20% boys. Usually it will be 70% women and 30% men because this is female dominated state. In NE ratio of higher education given to women, shillong shop keepers are women, vegetables, surprised…Men don’t figure here at all,

We need more hostels for women students from other 7 states.

**\*2**

**\*3** 80% are ladies, only 20% men. Girls get more opportunities because of matrilineal system… Meghalaya…more education to girls…now I put extra effort…now 33%, little more percentage. They also do well, average 30% boys. Most ladies go to teaching profession. Boys business, coal mines, only last 10yrs came to college., earlier stopped after 10 or 12…private business. They See no future in teaching profession

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

**\*1** Usually a mix

**\*2** It is a mixture. Some from very good background and a few from remote rural background. Being a central university, they have to pay very minimal. Though a day program, for outstation students, hostel facilities are there

**\*3** Average, shillong town very small. Ordinary, not well of, 90% rural..dist HQ is little developed, thinly populated. Education is important in NE…all schools in remote area..too many studnts…too many children…90-93 per class. T:p 1:95…no dearth of students, lot of schools needed…most are tribals, attached to society…but tribal mentality don’t leave their tribe and move out…max shillong.

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

**\*1** they enroll for post-graduation or look for jobs near to their homes.

**\*2** we hardly ask this question because, we want to know why they joined M.Ed despite Masters in other subjects,

**\*3 students prefer not moving out of Meghalaya. Most 80% ladies..don’t ike to go anywhere…after many years of teaching they are appearing for B.Ed entrance, so they get…NCTE strict rule take only 50 in one unit…somehow its not going to help..demand high despite demand, we give preference two to three …if we don’t give seat in B.Ed, they go and teach without B.Ed**

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

**\*1** Not all have ambition to become a teacher themselves. Some due to economic necessity , some due to some enroll B.Ed course as it guarantees instant jobs in all subjects in the second year itself and they can earn nothing less than 20K.

**\*2** they say M.Ed is the only programme that helps them to be professionals in the field of education, develop love for this program and Some have even changed their subject, doing Ph.D in education instead of their subject stream.

**\*3 Passion about, tribals...really become good at teaching**

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

**\*1** They like internship, go to schools for 3 months, they get actual hands-on experience, how to teach. First week difficulty, we are attached to a school. There are other components micro teaching..they like the components of feel gaining confidence, self-esteem. Enjoy. Liking depends on Depends on class to class and teacher to teacher who inspires. cannot..generalise. some theory classes they bunk if its not interesting.

**\*2** Very difficult question, they enjoy coming to department, particularly who come from field, they like research, development, methodology of teaching, more they expressed that they like the second semester internship, academic writing presentation, . In third and fourth they do dissertation which they really enjoy

**\*3** Most because we are not just focusing theory, strict 365 daiy morn assembly, student conduct assembly, through out year daily assembly, all rounfd holistic formation of teachers, get feedback from those schools, our team of TE who focus, we train in every personal way…conducting assembly, and everything they need to do in school… 2yrs its dragging…curriculum not meant for two years, unless we are careful, distributed to ..some send them to schools of their … we sit with their HM and teachers…continue where they have stopped. When the original teacher comes back, no need for reteaching. HW done..other teachers are happy. Its not just substitution… all inf..chap 3-5 ..three total undestnding.trinees go..cover syllabus… real teacher…all HM last 15 years are happy with us..wow…cocurricular …like any other teacher… all round training…st Mary’s college…2000 students

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

**\*1** not many. Sometimes about internship regarding not getting classes they complain. They need to deliver 30+30 classes, in some schools don’t get sufficient classes, then they complain to us and worry about how to complete all classes within the allotted number of months.

We intervene and speak to HM, help student teachers, principal goes/ as dean I go…some how we convince the schools. We have tagged to 13-15 schools, and for each school we give about 5-6 students. This RIE doesn’t have any demonstration school…initially it started as just a teacher training institute, later on we started this B.Ed course

**\*2** No. they usually do not express that they have difficulties with academics. We have good team , good supporting staff who make themselves available to students at all times. They appreciate the support they got from faculty and supporting staff. In terms of academic also I don’t think they have problems. Even for petty problems they counsel and help. Only problem will be with new faculty who have just joined are yet to settle. But this is very minimal and temporary since we team teach and supplemented by senior faculty; the issues are resolved then and there and bridges the gap.

**\*3One yr programme..hectic time..students report…internship. Arts students don’t get as many classes, when our students our students conduct.. they are fully involved in school activities, last classes allotted involved ten students.. next state assam, max number of classes. Arts 80% are …don’t get many classes. But maths and sc too many classes they get bec there are only 30% students.. that’s why we plan.. 9 students we can accommodate… involved…do other activities**

**IV-4.3 What do students think about this 2-year B.Ed program?**

**\*1** Never complained, knowingly they have applied, they feel that all the areas, all papers are fulfilling, cater to wholesome and composite kind of B.Ed programme. Theya re aware of the vastness and know that Course content cannot be completed in one year.

**\*2** For MA. Ed, they say its too long because. We are not concerned with teaching in schools. There are many people who call us up and say we have heard that MA. Ed will be reverted to one year, please call us and inform, we want to do the course…because those who want to do MA. Ed in-service teachers. two year isa constrain.

As a faculty I think two year is better because they have to do all the practicals, do dissertation…if one year we will have to rush through. Now we have time

**\*3**

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

**\*1** Acquire self-confidence, in presenting lessons. When they enter they are nervous and shaky. Before sending to teaching practice and internship. Gradually after 8-10 months they become evolved into confident individuals. We give feedback while they learn to teach,…body language, black board work, we don’t have students, simulated condition, there is big change

**\*2** After they come to this program, when they come we give them orientation one day..By that time we come to know that they are very not equipped as such but by the time they leave the department, they..very matured, confident, students who come out from this program they have their placements immediately.

**\*3**

**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**.they are happy with our students. Just about 5-6 may not be good. We get good feedback. Thye are happy to take our students…if they had not performed well then students of that school would have complained, then probably parents also would have objected to our presence in their school in the following year.

**\*2**

**\*3**

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

**\*1** They do keep in touch, they whats app us, sometimes if they need any help about which school should they join, guidance for applying for higher education. They give feedback that because of 2 yrs course they are benefitted, they are being appreciated in their schools, the school authorities are happy with them. The students are happy when the experiences of these two years are valued and useful in the schools they joined. We get constant feedback…take our opinion on academic issues about choice of schools. They even ask things like how to introduce a lesson?, How to go about a particular concept? How to make a class interesting.

**\*2** Yes very much. They keep in touch. They come every now and then, WhatsApp messages or , telephone. It is touchy. They really respect us and miss the dept. their expression is that they are more professional, they can take lead in any institution they have been appointed. Even when we go for college inspection we can claim that the product of ours is really in the front. they are more efficient. When they come to interview as an observer from university for appointment you can tell the difference seen in the interview. Their skills communications are different when they are able they will surely get appointed. …we also observe when they join they become leaders

**\*3**

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

* **Student’s perceptions about TET**

**\*1** Can’t tell you the number at the moment. Every batch they do take TET. Exams, side by side appear for even CET, for getting their jobs. Time to time they apply for such exams.

**\*2 Of course they take.**

**\*3**

* **Teacher educator’s perceptions about TET**

**\*1**They prepare for these exams on their own. We do not give any special preparation. Sometimes we won’t even know that they are appearing. After qualifying they share the information with us.

**\*2**. Our students are equipped, get appointed. They are happy with TET. This course has equipped them to perform well in TET. No special coaching is offered as such. It is Meghalaya TET, conducted by DERT (earlier SCERT)…Director of higher education. The name DERT has a history for this that time felt need that this education wing should be headed by the technical educational people and not MCS or IAS…they wanted of technical people…with education specialists. But once again it is now reverted to Ibe civil service people. Present director is also an IAS. The problem with them is by the time they learn about education in the state, they are transferred.

**\*3** 90% complete the Meghalaya TET. No one takes CTET

* **How have student performed in TET?**

**\*1** Little less than half about 40% got through in first attempt itself

**\*2** Last batches…availability… more than 100 qualified TET and passed out…what we know is more than 50% immediately got appointed in the Meghalaya state

**\*3**

**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 no idea about other colleges. I know for sure that pass percentage of other RIEs is much higher than Shillong students.

**\*2**

**\*3**

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

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

**\*1** Some get into private schools, JNVs that is Jawahar Navodaya Vidyalayas on contractual basis, KVs also contractual. These are all permanent posts. So there will be an exam. They are advertised, called for interview etc. they take long time. most of them become TGTs. Most of them get into private schools.

Students do not refer Navodaya Vidyalaya since they are located in far off villages , it is residential requiring 24/7 work. Then they will not have any personal time for themselves and no weekends. Unless they are in dire need of a job and have no other alternative no one prefers to go to Navodayavidyalaya.

**\*2** no campus selection. Students apply. Advt is put up by Meghalaya PSC. In college we encourage them to visit colleges in person , check for vacancies and apply.

**\*3:** No need for campus interview, most students…without B.Ed many go back to their own schools, hardly 10 out of 100 students. During internship they get personal feedback they are appointed. No question of roaming looking for job after B.Ed. Everyone gets placement. Actually Need 4000 teachers needed…

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

**\*1**

**\*2** almost all seek government jobs. Only very few have their own schools or trusts. Many still go for government job.

**\*3** If they get they go. Else prefer private schools

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

**\*1**

**\*2** We don’t have data. We have very less govt schools. Though east Khasi hills is big district, we have few government institutions, five secondary level institutes

**\*3**

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

**\*1**

**\*2** No campus selections

**\*3**

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

**\*1** Salary…around 40k. Those who get 30-32k get free accommodation on some twin sharing basis. But it will be nothing less than 30K

**\***2 Govt aided… salary paid by government.. in private school they are paid less. …I wont know..it differs from one institution to others..established institutions they pay well.

**\*3**

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

**\*1**No. Exclusively teachers teaching from class 6 to 10

**\*2 We don’t have as such NGOs in education**

**\*3**

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

**\*1** They sometimes appear forBanking exams, higher studies MPhil, Competitive exams. It depends on their interest. It is not that once they complete B.Ed they necessarily become teachers. Among them nearly 30% don’t become teachers and go to other professions as well.

**\*2** many of our students qualify for civil service, they go for management area, also in all educational institutions DERT,, all are mostly our products. They are doing well.

**\*3**

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

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

**\*1** In Bhubaneshwar I did not face much challenge because the students were very good. They were bright and intelligent students, and I did not have any problem. But here I find in Shillong, some come from very backward regions and from different northeastern states. Our medium of instruction is english, and when they are going to be trained as teachers, often they are not able to speak fluently. In B.Ed course communication is a must. After taking B.Ed course they have to speak with clarity. For that we found we have to labour a lot. Here we feel bad about not being able to improve them may be because of their background, the place they come from. I do not want to use the term below average, but they are very poor in communication. We cannot expect any batch with 100% students very good.. in a class at least 10 are not good,

**\*2** Yes . initially 4 different courses we had. masters MA ed, MPhil, PhD, and since 2007 M.Ed. At the moment only 9 teachers (should have been 15 for MA- now 5 sanctioned for MA. 2 appointed, for MED..retired not repalced… need nine more) to teach all courses we have.,M.Ed is very time consuming. Our TE work from 9am to 8pm…when I headed the department, I called meeting at 5pm, all the faculty attended. pressure is so much. Interesting part is they work whole heartedly without grumbling. Team work is very important, we work we helping each other. Otherwise, they are over stressed. Some time they do job,,,From some family, their husbands called them back…pressure is so much. Now we have done away wih mphil. Ph.D we have a big group od students. We recorded most Ph.D students in our department. We recorded more students more than 10 graduated this year.

**\*3**

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

**\*1** No. we don’t have such problems

**\*2** We don’t have that kind of challenges. Being a central university, we are well paid. The facilities which we have in NEHU cannot be compared. I think we are blessed to be in this university. Faculty development program anyone who wants to do is given an opportunity. No problem as such.

**\*3** Major challenge  **:** Being **a** pvt college we don’t pay high salary. So, turnover of faculty is our challenge Some do PhD, level and ..problem turnover, going out after go to U’sity, 4-5 years they stay and leave…natural. We dont regret… many are even attached, and for job satisfaction stay back…: 4 left, some got job in DIET,

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

**\*1** No not much

**\*2** We got appointment sanctioned 5 for M.Ed programme. 2 appointed. 3 yet to be appointed. From MA programme we have those who have retired and also who passed away, total 9 vacancies. It is unfortunate that selection committee did not take place because of pandemic. In fact, NCTE regulation that day when regional director called to tell me about your call, he also mentioned about our programme that NCTE has issued show cause notice to us about infrastructure. NCTE wants us to be as specified as in their norms. This is really challenging. We do have infrastructure but, they insist that it should be according to the norms. But university is trying to do as per norms, now we have built a new building separately for M.Ed programme. It is still under construction. In the meantime, the dept has been given the facilities to qualify for all norms. And we have achieved.

**\*3** Yes challenge with NCTE strict norms: With reference to NCTE regulation: NE India, impossible to get MSC M.Ed.…when they get good job elsewhere they don’t come to teach, frankly with NCTE norms for MSc..M.ED… they get better job..we lose them, they don’t stay to teach B.Ed in private college, as ours is not money making institution we can never pay more

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

**\*1**

**\*2**

**\*3**

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

**\*1**

**\*2**

**\*3**

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

**\*1** I think that4-year course is a better B.Ed course. In RIE Mysore and RIE Bhubaneshwar, already have 4-year B.Ed course. Here this RIE did not start as an educational institution offering degrees. It was mainly for in service training of teachers. As our infrastructure is not so equipped to run a four-year B.Ed, which requires lot many classrooms, and offer lot many optional subjects. We cannot offer 4-year B.Ed here since we require much more infrastructure and hostel facilities. I think in our country people will continue the two-year program unless it is phased out. All other RIEs have 4-year program and I think it is any time better because entry point is plus two.. but 2-year they apply after graduation. .Plus-two students who come there are very bright, we get very good bunch of students for BA-B.Ed.

**\*2** General comment..very good program..if it can be implemented in the true spirit. We got permission to start one govt college for 4-year integrated program. But challenge is since 2020 this permission has been given, till now NCTE has not been able inspect the college and so programme could not be started. Another challenge is the syllabus. Through our department, we conducted a series of workshop with all college teachers to frame the syllabus of 4-year integrated programme so that we could integrate it with the general college. But yet we could not finalise that because we were told that NCTE is bringing up the model syllabus which has to be followed by all institutes.…but till today that model syllabus is not in place…which really puts us in difficult situation whether to wait or go ahead with what we have developed. …no clarity… as a policy statement that is very good. But when it comes to the implementation part is a challenge. Unless we come up with a Programme of Action, it will be difficult to implement.

**\*3** 4-year course no problem, Teachers will become better qualified but M.Ed should not become not mandatory

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

**\*1**

**\*2**

**\*3**

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

**\*1** First thing that has affected is we vacated hostels, and conducting online classes, second is online classes are not so effective as offline mode. Students continuously complain about network is poor, we cannot hear and so on. Every day out 50 only about 30-35 attend. In this covid we had to ask them to vacate the hostel since we cannot take the responsibility since even if one student is covid affected, then entire hostel gets infected. Since month of April this year, students returned to their hometown. Still cases are coming up. Lock-down protocols are there. Exam will be online mode so are the classes. We could not have practice teaching … final teaching exam is going on online mode. They demonstrate teaching from their homes and we observe from here. Situation is not so conducive in the sense we are just doing it. But that is not real teaching. They have to demonstrate their skill before the students and doing demonstration virtually in 20 min. … it’s just been finished. But they will definitely lose out a lot on this issue, not having classroom interaction. They are deprived from what would have been holistic B.Ed programme..

**\*2** Covid related: nothing to be compared with face-to-face interaction. But we should say that we have been doing well with online classes, online examination. There are challenges for students residing in remote parts of the state. Challenge of not having good connectivity. As faculty we take care of their problem and adjust accordingly and we are doing well. We have different strategy like, WhatsApp group. Sometimes when students express about poor connectivity, we send message through WhatsApp, we have also group of students where we have a class representative who check with the problems that their colleagues are facing, and they report it to the teachers and accordingly we solve the problem. example: the only problem they express only connectivity. Yes connectivity is really a challenge for rural students. And unless and until we Improve in this it remains a challenge for our students.

**\*3** 2019-2020… 25 spaced out we called, them, govt was strict, later following google class…4 studrts final taching.. not in school, record 30 min watch performance, record in school, 4 studrts ..from home they bring, ask questions..protocol, online regular, finished, in college campus..degree college.. google tchrs come zoom calls.. **.**