



Centre of
Excellence
in Teacher
Education

State of Teachers, Teaching and Teacher Education Report-2023

Review- Primary data collection- 23-01-2023



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Research Questions

This study aims to address the supply and demand of teachers (in government and private schools) and focus on the recruitment and deployment of teachers for comprehensive planning and forecasting of teacher vacancies through the following questions:

- 1) What is the supply of professionally qualified teachers, including subject and school levels?
- 2) What and where is the demand for qualified teachers?
- 3) How do supply and demand vary based on different factors?
- 4) How are RTE norms concerning teacher recruitment being fulfilled?
- 5) What is the quality of teacher supply?

Primary Data Collection-purpose

What do we want to understand from Primary Data?

- Teachers availability at the school level (adequacy of subject teachers, special educators, physical education, arts, music)
- Deployment of teachers, teacher vacancies, nature of the contract, students' and teachers' demographics
- Who is coming to TEIs- what are the opportunities and aspirations?
- Preparation of STs (specialisations, programs offered)
- Placement/Recruitment of the student-teachers
- Student-teacher language proficiency and link to the demography

Themes/ Issues for data collection

Themes for primary data collection

Teacher Educators- Who is coming and why?
profile of students(gender, social category, outside state, district , within state) trends in enrolment and completion, seats filled, subjects/ specialisation offered, chosen, trends among students(past and current), what motivates them and aspirations, what is their career path, feminisation of teaching, placement support, internship, TET qualifications, what did they do during COVID Profile of TEs- qualification, subject specialisation, subject taught, vacancies in TEIs

Student teachers- profile of students(gender, social category, outside state, district , within state)
qualification, qualifying marks, previous work experience, subjects chosen, placement expectation, year of joining and likely year of completion, TET attempts, completion, lang spoken, preference of employment(rural/urban, pvt/govt, salary expectation, who recommended the program, choice of college, preferred college, perceptions -status of profession, quality, career pathway, their motivation/aspiration, feminisation of teaching

HOD/ Chairperson-
Programs preferred, choice of institution, seat allotment, enrollment and completion trends, who comes to TEIs and why?

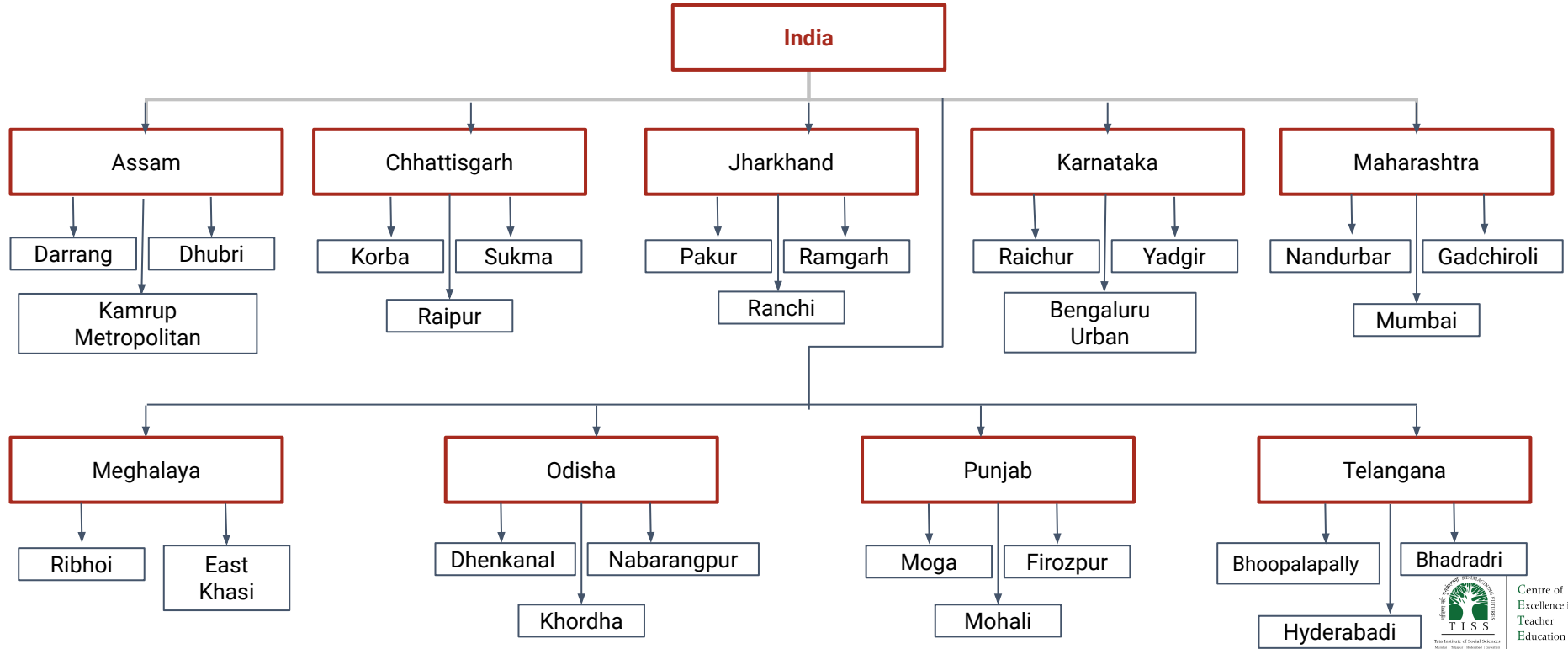
Schools- Type, level, school location, total no. of students, classes, total no. of teachers, PTR, Subject wise teacher availability, teacher vacancies

Teachers- profile (Age, experience (previous and current), year of joining, qualifications and over qualifications, subjects and classes teaching, TET qualification, gender, social category, lang spoken), teacher's hometown, distance travelled, nature of contract, turnover, nature of recruitment, transfers availed, views on workload and stress, part of union/school networks, last visit of CRC/BRC, feminisation of teaching. If temporary (all the above), salary, nature of recruitment, other employment sought

Students- profile (gender, Social category, lang spoken), students with disabilities, distance travelled by students

DEO/ BEO- PTR, subject teacher availability and vacancies , surplus teachers, rationalisation, teacher recruitment processes and challenges, when was it carried out, no. recruited, contract/ permanent ratio, teacher transfer, teacher deployment (process and challenges)

Primary Data Collection Plan



Primary Data Collection Plan

Interviews and surveys with

- Teacher Educators
- Student-Teachers
- District Education Officer/ BEO
- Head Teachers and Teachers
- University Dean/Director/Chairperson- Department of Education

FGD

- Student- Teachers

Case Studies of

- Selected schools
- Selected private B.Ed colleges and DIETs

Primary-Data collection plan

Unit	Participants	Sample size	Tools
Schools <ul style="list-style-type: none"> Govt- 1 Aided- 1 Pvt- 1 Others- 1 4 in the Headquarters of the District 4 in rural areas	Teacher/ Headteachers (2 each)	8 schools in a district $8 * 26 = 208$ schools Teachers- $8 * 2 = 16$ 16 in each district $16 * 26$ districts = Total- 416	Survey and structured Interview
DEO/BEO	One DEO/BEO	26	Discussion
Teacher Education Institutions B.Ed D.EL.Ed Private Private Govt. Govt. Aided Aided Others- Physical education, Special education, ECCE, Arts/Music Total – 10 TEIs in each district	Teacher educators (2 each) Student- Teachers	10 TEIs in each district 2 TE per TEI Total- 20 TE in each district $20 * 26$ districts = Total- 520 TEs 100- STs 3 FGDs in each district/ each state?	Structured/semi-structured interviews Google Forms FGDs
HOD of the education dept in universities		3 HODs at the state level	

Thank You