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Status of Teacher Educators and Student Teachers in Eight States: A report based on SOTTTER 23 Survey.

Background Research Report 6: State of Teachers, Teaching and Teaching Education Report 2023 CETE: 2023

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Abstract: 68 Teacher Education Institutions in Eight States were visited and data were gathered from 269 teacher educators and 1481 student teachers, between April and August 2023, using two survey tools. This report presents analysis on various aspects including their social profile, educational qualification, professional experience, working conditions, perceptions regarding the profession. Student teachers were asked about their expectations regarding joining the workforce, their motivations for joining teaching. Both groups were asked regarding their experiences of education during COVID pandemic. They were asked about aspects of the curriculum and its quality. The data is analysed to bring out inter state variations, and wrt type of teacher education programme (BEd vs DEd), urban rural differences and gender differences.

Keywords: *pre-service teacher education, student teachers, self financed teacher education institutions, gender, rural urban, motivation, working conditions*

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1. CETE (2023). **Teachers in India in 2021-22: The picture from UDISE+.** Background paper 1: State of Teachers, Teaching and Teaching Education Report 2023.
2. CETE (2023). **Teachers in India: A snapshot from the Periodic Labour Force Survey.** Background paper 2: State of Teachers, Teaching and Teaching Education Report 2023.
3. CETE (2023). **Public and private sector contract teachers in India: An analytical research paper.** Background paper 3. State of Teacher, Teaching and Teacher Education Report 2023.
4. CETE (2023). **Quality of pre-service teacher education and teacher supply in India: An analysis of TET data from one state.** Background paper 4: State of Teachers, Teaching and Teaching Education Report 2023.
5. CETE (2023). **Status of teachers in the workforce in eight states: A report based on SOTTTER 23 Survey.** Background research report 5: State of Teachers, Teaching and Teaching Education Report 2023.
6. CETE (2023). **Status of teacher educators and student teachers in eight states: A report based on SOTTTER 23 Survey.** Background research report 6: State of Teachers, Teaching and Teaching Education Report 2023.
7. CETE (2023). **Teacher supply demand: A review of literature.** Background paper 7: State of Teachers, Teaching and Teaching Education Report 2023.
8. CETE (2023). **News coverage in Indian print media on teachers and teacher education January-December 2023.** Background research report 8: State of Teachers, Teaching and Teaching Education Report 2023.

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Abbreviations

B.Ed	Bachelor of Education
B.El.Ed	Bachelor of Elementary Education
B.P.Ed	Bachelor in Physical Education
B.Sc.Ed	Bachelor's of Science in Education
BST	Basic School Teaching
B.P.Ed	Bachelor in Physical Education
CV	Curriculum Vitae
D.Ed/D.El.Ed	Diploma course in Elementary Education
D.P.Ed	Diploma in Physical Education
ESI	Employees' State Insurance
ICT	Information and Communication Technology
M.A	Master of Arts
M.Ed	Master of Education
M.Phil	Master of Philosophy
NCTE	National Council for Teacher Education
NET	National Eligibility Test
NI	No Information
PG	Post-Graduate
PhD	Doctor of Philosophy
PT	Physical Training
PTR	Pupil Teacher Ratio
RTE	Right to Education Act
SLET	State Level Eligibility Test
SGT	Secondary Grade Teachers
Spl.Ed	Special Education
TE	Teacher Educators
TEI	Teacher Education Insitution
UG	Undergraduate

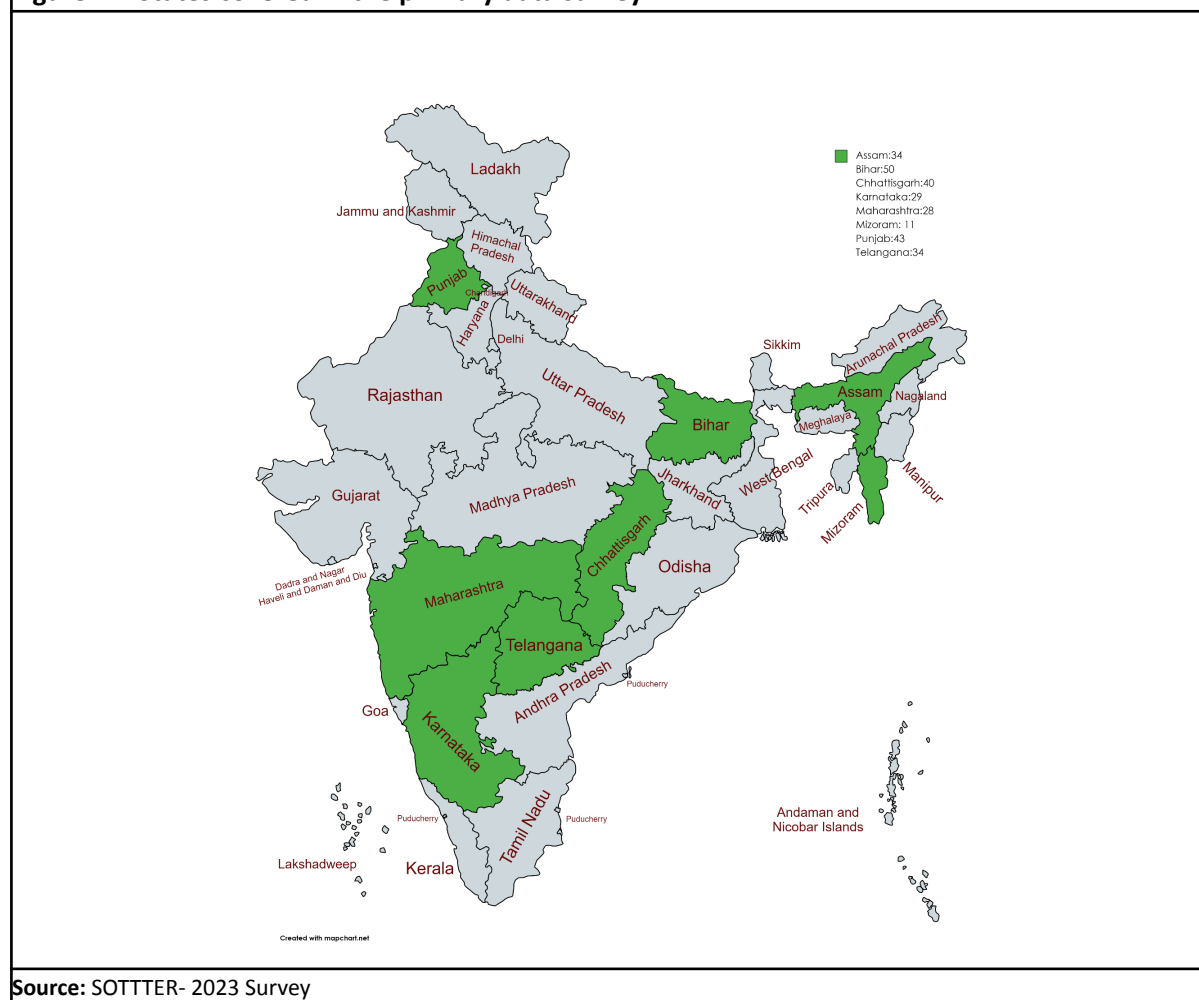
1. Introduction

The principal goal of a teacher education program is to nurture the necessary pedagogical abilities and proficiencies in aspiring teachers, according to their specialized subjects and anticipated levels of school engagement. The regulation of these programs is overseen by the National Council for Teacher Education (NCTE), which establishes the curricular structure and sets forth additional requirements for compliance. To have a comprehensive understanding of the current context surrounding teachers, it is imperative to thoroughly investigate and analyze the organizations responsible for providing teacher education programs. This section offers a concise overview of teacher education institutions, with a specific emphasis on teacher educators, student teachers, and the programme itself.

1.1 Sample

A total of 68 teacher education institutions, representing eight states, participated in the current study. 269 teacher educators and 1481 student teachers responded to the survey tools (Table 1.1).

Figure 1.1 States covered in the primary data survey



The proportion of urban and private institutions is relatively higher when compared to other kinds of institutions in terms of locale and management (Table 1.1).

Table 1.1 Institutions in terms of locale and management							
	N	Locale		Management			
State	Total	Rural	Urban	Government	Aided	Others	Private
Assam	10	8	2	5	0	1	4
Bihar	11	8	3	4	0	0	7
Chhattisgarh	10	3	7	3	0	2	5
Karnataka	12	2	10	1	5	0	6
Maharashtra	9	1	8	1	3	0	5
Mizoram	2	0	2	2	0	0	0
Punjab	7	3	4	0	1	0	6
Telangana	7	2	5	4	0	0	3
Grand Total	68	27	41	20	9	3	36
%	100%	39.71%	60.29%	29.41%	13.24%	4.41%	52.94%
Source: SOTTTER- 2023 Survey							

1.2 Tools

Three tools were primarily used in the study.

Tool 5: The teacher-educator survey tool and

Tool 6: The student-teacher survey tool.

Tool 7: Teacher Education Institution profile

Table 1.2 Fieldwork period of respondents covered				
State	Start Date (2023)	End Date (2023)	No. of Teacher educators	No. of Students - teachers
Assam	June 6th	August 5th	34	335
Bihar	April 25th	June 6th	50	192
Chhattisgarh	April 28th	May 12th	40	248
Karnataka	May 4th	July 7th	29	213
Maharashtra	April 20th	June 11th	28	179
Mizoram	July 11th	August 6th	11	40
Punjab	May 24th	July 7th	43	82
Telangana	April 10th	July 22th	34	192
Source: SOTTTER- 2023 Survey				

Table 1.3 Tool wise status of data gathered: Number of Respondents			
State	Tool 5	Tool 6	Tool 7
Assam	34	335	10
Bihar	50	192	11
Chhattisgarh	40	248	10
Karnataka	29	213	12
Maharashtra	28	179	9
Mizoram	11	40	2
Punjab	43	82	7
Telangana	34	192	8
Source: SOTTTER- 2023 Survey			

More details pertaining to the fieldwork process can be obtained from SOTTTER Background paper 5, annexures 1, 2 and 3.

2. Teacher Educators

Overview

A total number of 269 teacher educators (TEs) participated in this study and the number of male and female teacher educators was 152 and 114 respectively (Table 1.4). In Assam (70.59%), Chhattisgarh (65%), Maharashtra (57.14%) and Punjab (81.4%) there were a higher proportion of female TEs compared to the other states, where the proportion of male TEs was higher.

As seen in Table 1.4 below, of the total, approximately 61% were from urban Teacher Education Institutions (TEIs) and the rest from rural TEIs. Of the sampled states, Assam and Bihar have a higher proportion of TEs from rural TEIs compared to urban TEIs. Mizoram (100%) and Maharashtra have all TEs from urban TEIs, and in Karnataka (72.41%), Telangana (64.71%) and Chhattisgarh (75%) majority of the TEs are from urban TEIs.

Table 1.4 State-Wise Distribution of Teacher Educators									
State	Locale				Gender				Total
	Rural		Urban		Female		Male		
	N	%	N	%	N	%	N	%	Count
Assam	25	73.53	9	26.47	24	70.59	10	29.41	34
Bihar	28	56.00	22	44.00	22	44.00	28	56.00	50
Chhattisgarh	10	25.00	30	75.00	26	65.00	14	35.00	40
Karnataka	8	27.59	21	72.41	12	41.38	17	58.62	29
Maharashtra	0	0.00	28	100.00	16	57.14	12	42.86	28
Mizoram	0	0.00	11	100.00	5	45.45	6	54.55	11
Punjab	24	55.81	19	44.19	35	81.40	8	18.60	43
Telangana	12	35.29	22	64.71	14	41.18	20	58.82	34
Grand Total	107	39.78	162	60.90	154	57.25	114	42.75	269
Source: SOTTTER- 2023 Survey									

Table 1.5 below provides details of the sampled TEs based on the management-type of the TEIs. Overall, the highest proportion of sampled TEs work in private TEIs (56.88%), this is followed by 28.62% of TEs working in Government TEIs and 9.67% working in aided TEIs.

Type of Management	Rural		Urban		Total	
	Count	%	Count	%	Count	%
Aided	1	3.85%	25	96.15%	26	9.67%
Government	18	23.38%	59	76.62%	77	28.62%
Others	7	53.85%	6	46.15%	13	4.83%
Private	81	52.94%	72	47.06%	153	56.88%
Grand Total	107	39.78%	162	60.22%	266	100%

Source: SOTTTER- 2023 Survey

2.1. Social Profile

Caste

Table 2.1 below describes the caste-wise distribution of TEs in each of the sampled states. Among the total number, a majority of the teacher educators represent the general category, while their representation seems to differ from State to state. Overall, the highest proportion of TEs (53.53%) belong to the General caste category, followed by 28.25% of TEs belonging to Other Backward Classes. The least proportion of TEs belong to scheduled Tribes (8.55%) Scheduled Castes (5.20%), and Minority (4.46%) categories.

	General		Minority		Other Backward Classes		Scheduled Castes		Scheduled Tribes		Total
State	N	%	N	%	N	%	N	%	N	%	N
Assam	22	64.71%	0	0.00%	6	17.65%	1	2.94%	5	14.71%	34
Bihar	34	68.00%	2	4.00%	14	28.00%	0	0.00%	0	0.00%	50
Chhattisgarh	25	62.50%	0	0.00%	14	35.00%	1	2.50%	0	0.00%	40
Karnataka	6	20.69%	5	17.24%	15	51.72%	2	6.90%	1	3.45%	29
Maharashtra	11	39.29%	0	0.00%	11	39.29%	2	7.14%	4	14.29%	28
Mizoram	0	0.00%	0	0.00%	0	0.00%	0	0.00%	11	100%	11
Punjab	36	83.72%	1	2.33%	2	4.65%	4	9.30%	0	0.00%	43
Telangana	10	29.41%	4	11.76%	14	41.18%	4	11.76%	2	5.88%	34
Grand Total	144	53.53%	12	4.46%	76	28.25%	14	5.20%	23	8.55%	269

Source: SOTTTER- 2023 Survey

Further, in the States of Assam (64.71%), Bihar (68%), Chhattisgarh (62.5%) and Punjab (83.72%) a high majority of the TEs belong to the 'General caste' category. In Mizoram, all the TEs belong to the Scheduled Tribes category while in Maharashtra, an equal proportion of teachers belong to the General and Other Backward Classes categories (39.29%). In Karnataka (51.72%) and Telangana (41.18%) the highest proportion of TEs belong to the Other Backward Classes category.

As indicated in Table 2.2 below, irrespective of the type of management, the proportion of 'general' category teacher educators is maximum in all the four kinds of institutions. Of note, however, is that General caste category TEs form a higher proportion of TEs (60.31%) in Private TEIs, compared to their distribution within other management types of TEIs. Further, the percentage of scheduled tribe communities is highest in government institutions followed by others and aided institutions. However, those from the minority are minimal in these institutions.

Table 2.2 Caste-Wise Distribution of Teacher Educators Based on Management											
Management	General		Minority		Other Backward Classes		Scheduled Castes		Scheduled Tribes		Total
	N	%	N	%	N	%	N	%	N	%	N
Aided	12	46.15%	1	3.85%	7	26.92%	3	11.54%	3	11.54%	26
Government	34	44.16%	2	2.60%	23	29.87%	3	3.90%	15	19.48%	77
Others	6	46.15%	0	0.00%	5	38.46%	0	0.00%	2	15.38%	13
Private	92	60.13%	9	5.88%	41	26.80%	8	5.23%	3	1.96%	153
Grand Total	144	53.53%	12	4.46%	76	28.25%	14	5.20%	23	8.55%	269

Source: SOTTTER- 2023 Survey

Gender

Although the total number of female teacher educators exceeds that of male teacher educators, their proportion varies from state to state. In Assam, Chhattisgarh, Maharashtra, and Punjab, the proportion of women is relatively higher than that of males, whereas in Bihar, Karnataka, and Telangana, the proportion of women lower than their counterparts (Table 2.3).

Table 2.3 Gende-wise Distribution of Teacher Educators					
Location	Female		Male		Total
	N	%	N	%	N
Rural	60	56.07%	47	43.93%	107
Urban	94	58.02%	68	41.98%	162
Aided	16	61.54%	10	38.46%	26
Government	32	41.56%	45	58.44%	77
Others	8	61.54%	5	38.46%	13
Private	98	64.05%	55	35.95%	153
Total	154	57.25%	115	42.75%	269

Source: SOTTTER- 2023 Survey

Age

As indicated in Table 2.4 below, the majority of the teacher educators (42.01%) fall in the 31-40 years of age group followed by the 41-50 (31.23%) years group category. Further, while the majority of both female and male teachers belong to these age group categories, a slightly higher proportion of male teachers fall into these two categories, 45.22% and 33.91% respectively, compared to the female teachers.

Table 2.4 Age - Wise Category Teacher Educators						
	Female		Male		Total	
Age Group	N	%	N	%	N	%
Below 30	22	14.29%	3	2.61%	25	9.29%
31-40	61	39.61%	52	45.22%	113	42.01%
41-50	45	29.22%	39	33.91%	84	31.23%
51-60	21	13.64%	15	13.04%	36	13.38%
Above 60	3	1.95%	5	4.35%	8	2.97%
NI	2	1.30%	1	0.87%	3	1.12%
Grand Total	154	100%	115	100%	269	100%

Source: SOTTTER- 2023 Survey

2.2 Educational Qualification

Highest Formal Education

As regards the highest formal educational qualifications, as indicated in Table 2.5 below, highest proportion of Teacher Educators, 64.68%, have a Post-Graduate degree qualification. While PG-qualified TEs form the highest proportion of TEs across the location of TEIs and the sex of the TEs, a slightly higher proportion of male TEs (67.83%) compared to 62.34% of female TEs hold a PG as the highest qualification. Similarly, a slightly higher proportion of TEs in rural TEIs, 76.64%, have a PG as the highest formal qualification compared to the TEs from urban TEIs (56.79%). Of note, is that while a PhD is the highest qualification, overall is a distant second, with 23.79% of TEs having completed a PhD as their highest qualification, a slightly higher proportion of female TEs in the sampled TEIs (25.97%) have completed PhD compared to 20.87% of male TEs having completed the same.

Table 2.5 Highest Formal Qualification Acquired by the Teacher Educators										
	Female		Male		Rural		Urban		Total	
Degree	N	%	N	%	Count	%	Count	%	N	%
Phd	40	25.97%	24	20.87%	17	15.89%	47	29.01%	64	23.79%
Mphil	9	5.84%	11	9.57%	6	5.61%	14	8.64%	20	7.43%
PG	96	62.34%	78	67.83%	82	76.64%	92	56.79%	174	64.68%
UG	7	4.55%	2	1.74%	1	0.93%	8	4.94%	9	3.35%
NA	2	1.30%	0	0%	1	0.93%	1	0.62%	2	0.74%
Total	154	100%	115	100%	107	100%	162	100%	269	100%

Source: SOTTTER- 2023 Survey

As regards the TEI management-type, Table 2.6 below highlights that institutions with 'other' management type, have highest proportion of TEs with PG as their highest qualification. Private TEIs have the next highest proportion of TEs who have PG as the highest formal qualification (69.93%). Of note, is that in Aided institutions, the highest proportion of TEs have completed PhD as their highest qualification (53.85%) and in Government TEIs, TEs with PhD account for 24.68% of the TEs-both these being higher than the proportion of TEs in Private TEIs (18.95%). This suggests that in the sampled institutions, TEs with higher qualifications are employed in Aided or Government institutions.

Table 2.6 Management-Wise Distribution of Teacher Educators based on Highest Formal Qualification

Degree	Aided		Government		Others		Private	
	Count	%	Count	%	Count	%	Count	%
Phd	14	53.85%	19	24.68%	2	15.38%	29	18.95%
Mphil	3	11.54%	7	9.09%	0	0.00%	10	6.54%
PG	9	34.62%	47	61.04%	11	84.62%	107	69.93%
UG	0	0.00%	4	5.19%	0	0.00%	5	3.27%
NA	0	0.00%	0	0.00%	0	0.00%	2	1.31%
Grand Total	26	100%	77	100%	13	100%	153	100%

Source: SOTTTER- 2023 Survey

Professional Certification

Those aspiring to become teachers or teacher educators are expected to obtain appropriate certification based on the undergraduate (UG) or post-graduate courses offered by the teacher education institutions. Based on NCTE regulations, the teacher educators are expected to obtain a post-graduation degree; either M.Ed or M.A in education to join as a teacher educator.

Table 2.7 below highlights the professional teaching qualification/certification completed by teacher educators in the sampled TEIs. As indicated, the highest proportion, 71.75% of the TEs had completed MEd as their professional qualification degree. Further, this proportion remains similar across rural and urban TEIs and irrespective of the sex of the TEs.

Table 2.7 Professional Qualification of Teacher Educators by Gender and Location

Certification	Female		Male		Rural		Urban		Total	
	N	%	N	%	N	%	N	%	N	%
PhD	0	0.00%	2	1.74%	0	0.00%	2	1.23%	2	0.74%
M.Ed	108	70.13%	85	73.91%	79	73.83%	114	70.37%	193	71.75%
B.Ed	28	18.18%	15	13.04%	21	19.63%	22	13.58%	43	15.99%
D.El.Ed/Ded	5	3.25%	2	1.74%	2	1.87%	5	3.09%	7	2.60%
Spl.Ed	4	2.60%		0.00%	1	0.93%	3	1.85%	4	1.49%
None/Others	9	5.84%	11	9.57%	4	3.74%	16	9.88%	20	7.43%
Grand Total	154	100%	115	100%	107	100%	162	100%	269	100%

Source: SOTTTER- 2023 Survey

Table 2.8 below indicates that a similarly high proportion of TEs in Private TEIs (78.43%) and in Aided TEIs (76.92%) have MEd as their professional teaching qualification. Further, a slightly higher proportion of Govt TEIs have BEd as their teaching qualification (20.78%) compared to TEs in Private TEIs (15.03%).

Table 2.8 Professional Certification of Teacher Educators by Management-Type										
Certification	Aided		Government		Others		Private		Total	
	N	%	N	%	N	%	N	%	N	%
PhD	0	0.00%	2	2.60%	0	0.00%	0	0.00%	2	0.74%
M.Ed	20	76.92%	48	62.34%	5	38.46%	120	78.43%	193	71.75%
B.Ed	0	0.00%	16	20.78%	4	30.77%	23	15.03%	43	15.99%
D.El.Ed/Ded	0	0.00%	2	2.60%	0	0.00%	5	3.27%	7	2.60%
Spl.Ed	2	7.69%	1	1.30%	1	7.69%	0	0.00%	4	1.49%
None/Others	4	15.38%	8	10.39%	3	23.08%	5	3.27%	20	7.43%
Grand Total	26	100%	77	100%	13	100%	153	100%	269	100%
Source: SOTTTER- 2023 Survey										

Cleared NET/SLET

The NET (National Eligibility Test) and SLET (State Level Eligibility Test) exams are crucial examinations conducted at national and State levels annually to determine the eligibility of candidates aspiring to become faculty in teacher education institutions. Table 2.9 below indicates that only 38.66% of the sampled TEs had cleared NET or SLET. Further, a slightly higher proportion of male TEs (40.87%) compared to female TEs (37.01%) reported clearing the NET/SLET. A slightly higher proportion of TEs in rural TEIs (40.19%) compared to those in urban TEIs (37.65%) reported clearing the NET/SLET.

Table 2.9 NET/SLET Completion Status of Teacher Educators by Gender and Location										
Cleared NET/SLET	Total		Gender				Locale*			
			Female		Male		Rural		Urban	
	N	%	N	%	N	%	N	%	N	%
No	165	61.34%	97	62.99%	68	59.13%	64	59.81%	101	62.35%
Yes	104	38.66%	57	37.01%	47	40.87%	43	40.19%	61	37.65%
Grand Total	269	100%	154	100%	115	100%	107	100%	162	100%
Source: SOTTTER- 2023 Survey										

Table 2.10 below indicates that a higher proportion of TEs in Aided TEIs (69.23%) and Government TEIs (40.26%) have cleared the NET/SLET compared to the proportion of TEs in private TEIs (34.64%). This does indicate that government and aided TEIs tend to attract more qualified/competent Teacher Educators, compared to the private TEIs in the studied sample.

Table 2.10 NET/SLET Completion Status of Teacher Educators by Management										
NET/SLET Completion	Aided		Govt.		Others		Private		Total	
	N	%	N	%	N	%	N	%	N	%
No	8	30.77	46	59.74	11	84.62	100	65.36	165	61.34
Yes	18	69.23	31	40.26	2	15.38	53	34.64	104	38.66
Grand Total	26	100%	77	100%	13	100%	153	100%	269	100%
Source: SOTTTER- 2023 Survey										

2.3 Professional experience

Experience as Teacher Educator

The experience as a teacher educator, in terms of both geographical location and gender, appears to predominantly fall within the range of 5 to 15 years. However, it was observed that urban areas had a higher concentration of teacher educators with greater experience, but there was no significant disparity between male and female educators in terms of their level of experience (Table 2.11).

Years of experience	Rural		Urban		Female		Male		Total	
	N	%	N	%	N	%	N	%	N	%
<5 years	31	28.97%	31	19.14%	40	25.97%	22	19.13%	62	23.05%
5-15 years	65	60.75%	78	48.15%	79	51.30%	64	55.65%	143	53.16%
16-25 years	6	5.61%	41	25.31%	27	17.53%	20	17.39%	47	17.47%
26-35 years	2	1.87%	9	5.56%	7	4.55%	4	3.48%	11	4.09%
>35 years	2	1.87%	2	1.23%		0.00%	4	3.48%	4	1.49%
NA	1	0.93%	1	0.62%	1	0.65%	1	0.87%	2	0.74%
Grand Total	107	100%	162	100%	154	100%	115	100%	269	100%

Source: SOTTTER- 2023 Survey

When considering the management style, it is observed that teacher educators with extensive experience as educators are predominantly found in government institutions, followed by aided institutions. Private teacher education schools and other establishments tend to have a higher proportion of younger staff members. One possible explanation for the presence of more experienced instructors at government and assisted universities could be attributed to their earlier establishment in comparison to private institutions (Table 2.12).

Years of experience	Aided		Government		Others		Private		Total	
	N	%	N	%	N	%	N	%	N	%
<5 years	3	11.54%	16	20.78%	2	15.38%	41	26.80%	62	23.05%
5-15 years	7	26.92%	36	46.75%	8	61.54%	92	60.13%	143	53.16%
16-25 years	12	46.15%	14	18.18%	3	23.08%	18	11.76%	47	17.47%
26-35 years	4	15.38%	7	9.09%	0	0.00%	0	0.00%	11	4.09%
>35 years	0	0.00%	4	5.19%	0	0.00%	0	0.00%	4	1.49%
NA	0	0.00%	0	0.00%	0	0.00%	2	1.31%	2	0.74%
Grand Total	26	100%	77	100%	13	100%	153	100%	269	100%

Source: SOTTTER- 2023 Survey

Experience as School Teacher

Teacher educators commonly embark on their professional journey by initially securing positions in schools or those without a post-graduate concurrently with their tenure as school teachers seek opportunity to further their academic pursuits. Therefore, it is highly probable

that a significant number of teacher educators possess prior experience working in school systems. Table 16 below highlights that of the 269 Teacher Educators, 175 (65.06%) indicated they had previously taught in schools. Of these, the highest proportion (63.43%) stated they had experience teaching in Private schools. A quarter of them (25.71%) indicated they had previously taught in government schools and the least proportion of TEs had prior experience of teaching in both private and government schools (less than 1%).

Further, as indicated in Table 2.13 below, the highest proportion of TEs in government TEIs and aided TEIs tend to have had prior teaching experience in government schools (61.82% and 60%, respectively). Similarly, the highest proportion of TEs in private TEIs have had prior teaching experience in private schools (85.11%). A majority of the teacher educators in both urban (58.82%) and rural TEIs (69.01%) have had prior teaching experience in private schools, with a slightly higher proportion of TEs in rural TEIs having private school teaching experience.

Table 2.13 Experience as School Teacher by type of management										
TEI Management	Aided School		Government School		Private School		Private and Govt. School		Total	
	N	%	N	%	N	%	N	%	N	%
Aided	4	26.67%	2	13.33%	9	60.00%	0	0.00%	15	9%
Government	2	3.64%	34	61.82%	17	30.91%	2	3.64%	55	31%
Others	3	27.27%	2	18.18%	5	45.45%	1	9.09%	11	6%
Private	5	5.32%	7	7.45%	80	85.11%		0.00%	94	54%
Locale										
Rural	4	5.63%	15	21.13%	51	69.01%	2	2.82%	73	42%
Urban	10	9.80%	30	29.41%	60	58.82%	1	0.98%	102	58%
Grand Total	14	8.00%	45	25.71%	111	63.43%	3	1.71%	175	100%

Source: SOTTTER- 2023 Survey

Shift in Careers

Individuals may often choose to move occupations for a multitude of reasons, which might differ based on factors such as gender, geographical location, and personal interests. Table 2.14 below indicated that 113 teacher educators (42%) of the total 269 teacher educators reported having switched their previous career paths and pursued Education as a career. A higher proportion of teacher educators who switched from their previous career paths at present taught in urban TEIs (59.29%), compared to those in rural TEIs (39.82%). Further, the highest proportion of those who changed career to Education, currently teach in private TEIs (62.83%) followed by only 23.89% who currently teach in government TEIs. With regard to gender, their proportions are equivalent, since similar proportion of educators shifted their career to Education.

Table 2.14 Career Change Experienced by TEIs									
Response	Locale		Management				Gender		Total
	Rural	Urban	Aided	Government	Others	Private	Female	Male	
N	46	67	9	27	6	71	56	57	113
%	40.71%	59.29%	7.96%	23.89%	5.31%	62.83%	20.82%	21.19%	42.01%

Source: SOTTTER- 2023 Survey

2.4 Working Conditions

This section highlights the work conditions of teacher educators. Specifically, it covers the nature of the employment contract of the sampled teacher educators, salary received and other non-salary benefits. These are further highlighted by the location of TEIs, management type of TEIs and gender of TEs.

Type of contract

Overall, a majority (64.68%) of the sampled TEs, had permanent employment contracts. The least proportion (7.06%) of TEs, had long-term (greater than 3 years) contract. This indicates that, as such, in the sampled TEIs, the TEs had a stable nature of employment.

Table 2.15 below indicates that a higher proportion of TEs in rural TEIs (71.96%) have permanent contracts compared to the TEs teaching in urban TEIs. A slightly higher proportion of male TEs (67.83%) than female TEs (62.34%) have permanent contracts. Overall, the slightly more casual/precarious forms of employment contracts (yearly renewal, and part-time) were found to be more prevalent among teachers in urban TEIs (approx. 27% TEs) than in rural TEIs (approx. 10% TEs) and among female TEs (approx. 21%) than male TEs (approx. 19%). These dimensions of inequitable employment contracts and material conditions of work would need to be further investigated/researched to understand and address the causes of this gender-based and location-based inequity in employment conditions/material work conditions of teacher educators.

Table 2.15 Nature of employment contract Received Teacher Educators										
Type of Contract	Female		Male		Rural		Urban		Total	
	N	%	N	%	N	%	N	%	N	%
Permanent	96	62.34%	78	67.83%	77	71.96%	97	59.88%	174	64.68%
Long-term (> 3 years)	10	6.49%	9	7.83%	8	7.48%	11	6.79%	19	7.06%
Yearly renewal	22	14.29%	13	11.30%	10	9.35%	25	15.43%	35	13.01%
Part-time/ Guest faculty	11	7.14%	9	7.83%	1	0.93%	19	11.73%	20	7.43%
None of the above	15	9.74%	6	5.22%	11	10.28%	10	6.17%	21	7.81%
Grand Total	154	100%	115	100%	104	100%	162	100%	269	100%
Source: SOTTTER- 2023 Survey										

Table 2.16 below further highlights that TEs with permanent employment contracts form the largest proportion of TEs in Aided (88.46%) and government TEIs (76.62%) higher than the 54.25% of TEs in private TEIs with permanent contracts. Further, TEs with a less permanent nature of employment contracts form a larger proportion of TEs in Private TEIs (approx. 25%) compared to the Aided TEIs (approx 11%) and government TEIs (approx. 15.5%). This does seem to suggest that in the sampled institutions, the terms of employment in government and aided institutions for Teacher Educators is an important aspect of material work conditions and can be seen as a crucial dimension to ensuring quality teaching and learning.

Table 2.16 Nature of employment contract based on management of TEI								
Type of Contract	Aided		Government		Others		Private	
	N	%	N	%	N	%	N	%
Permanent	23	88.46%	59	76.62%	9	69.23%	83	54.25%
Long-term (> 3 years)	0	0.00%	0	0.00%	0	0.00%	19	12.42%
Yearly renewal	1	3.85%	5	6.49%	2	15.38%	27	17.65%
Part-time/ Guest faculty	2	7.69%	7	9.09%	0	0.00%	11	7.19%
None of the above	0	0.00%	6	7.79%	2	15.38%	13	8.50%
Grand Total	26	100%	77	100%	13	100%	153	100%

Source: SOTTTER- 2023 Survey

Salary Band

The salary band of those in teaching profession has always been flexible, erratic and hence a matter of concern. Table 2.17 also indicates that for the 269 sampled teacher educators, there is a variation in terms of the salary they earn. The highest proportion of TEs (29.37%) earn a salary of less than 20,000 (per month), while, 25.65% of the teacher educators received above 60,000 INR per month and the lowest proportion of TEs received less than 50,000 INR (11.15%). This does suggest that the salary of TEs in the sampled TEIs tends to vary. Of note is that a higher proportion of male TEs (30.43%) compared to female TEs (22.08%) earn above 60,000 INR monthly, while a higher proportion of female TEs (31.82%) compared to the proportion of male TEs (26.09%) earn the lowest band of 20,000 INR in the sampled institutions. A similar condition is noticed while comparing the salaries of those in the rural and urban areas. The highest proportion of teacher educators received the lowest salary band (31.78%), while in the urban areas, the highest proportion of TEs received the highest salary band (32.10%). This disparity/inequity in salary, another crucial dimension of material well-being and job satisfaction with work conditions would need to be noted and further investigated to address underlying causes for these.

Table 2.17 Salary band of Teacher Educators										
Salary Band	Total		Male		Female		Rural		Urban	
	N	%	N	%	N	%	N	%	N	%
Less than 20000	79	29.37	30	26.09	49	31.82	34	31.78	45	27.78
Less than 30000	56	20.82	18	15.65	38	24.68	32	29.91	24	14.81
Less than 40000	35	13.01	17	14.78	18	11.69	14	13.08	21	12.96
Less than 50000	30	11.15	15	13.04	15	9.74	10	9.35	20	12.35
Above 60000	69	25.65	35	30.43	34	22.08	17	15.89	52	32.10
Grand Total	269	100%	115	100%	154	100%	107	100%	162	100%

Source: SOTTTER- 2023 Survey

Further, Table 2.18 below shows that salary, as an important aspect of material work conditions, appears to be better for teacher educators in Aided and Government TEIs compared to Private TEIs. This is evident in the highest proportion of TEs in private TEI (46.41%) receiving a monthly salary of less than 20,000 INR and the lowest proportion of

Private TEI teacher educators receiving a monthly salary of above 60,000 INR. This is contrasted with the situation in the sampled aided and government TEIs, which have the highest proportion of their TEs receiving a salary of above 60,000 INR (57.69% and 64.94% respectively).

Table 2.18 Salary band of TEs by TEI management type								
Salary Band	Aided		Government		Private		Others	
	Count	%	Count	%	Count	%	Count	%
Less than 20000	1	3.85%	5	6.49%	71	46.41%	2	15.38%
Less than 30000	4	15.38%	2	2.60%	46	30.07%	4	30.77%
Less than 40000	3	11.54%	11	14.29%	18	11.76%	3	23.08%
Less than 50000	3	11.54%	9	11.69%	15	9.80%	3	23.08%
Above 60000	15	57.69%	50	64.94%	3	1.96%	1	7.69%
Grand Total	26	100.00%	77	100.00%	153	100.00%	13	100.00%

Source: SOTTTER- 2023 Survey

Non-Salary Benefits

Typically school teachers and teacher educators are entitled to selected non-salary benefits, depending on the state, management type and employment conditions. Table 2.19 below highlights the access to non-salary benefits of teacher educators by state. The table indicates that mostly PF and ESI are accessed as non-salary benefits and a lower proportion accesses paid maternity leave and health insurance. None of the TEs surveyed had access to gratuity and medical/sick leave. Of concern is that a high proportion of TEs in each state surveyed, report receiving no non-salary benefits. Overall, while there is variation in the nature of social benefits available to teacher educators, of concern, is the high reporting of TEs that they receive no social security benefit PF being the most reported in each state, the highest proportion of TEs receiving this is 54% in Maharashtra, raising the issue of coverage of PF as a non-salary benefit. Furthermore, gratuity, linked to the recognition of professional contribution to the place of work/institution/TEI is reported by none of the TEs in the study sample. These aspects would need to be further probed for policy-level intervention to ensure conducive material work conditions for teacher educators across all states.

Also, while looking at the non-salary benefits received by the teacher educators based on the type of management they associated with, the government institutions received better benefits like ESI, health insurance and paid maternity leave, while their percentages are relatively lower in the aided institutions. However, in private teacher educational institutions, it is interesting to note that more than 50 per cent of the teacher educators informed receiving PFs, while this percentage is low when compared to the Government and aided teacher educational institutions (Table 2.20).

There also seem to exist a distinct difference between teacher educators belonging to varied locations; rural and urban. From the responses of the teacher educators, it is evident that the urban teacher educational institutions enjoy better benefits when compared to those located in rural areas. Moreover, the percentage of teacher educators receiving these benefits is much higher when compared to those in the rural institutions. It may be noted here that the teacher educators from 'Other' teacher education institutions stated receiving none of the above-mentioned benefits in this survey and two benefits, 'gratuity' and 'medical/sick leave' are totally absent in the teacher educationally institutions.

Table 2.19 Non -Salary Benefits Received by Teachers Educators based on state							
State	ESI	PF	Gratuity	Health insurance	Paid maternity leave	Medical/ sick leave	None
Assam	3	11	0	1	9	0	14
%	9%	32%	0	3%	26%	0	41%
Bihar	2	15	0	8	7	0	29
%	4%	30%	0	16%	14%	0	58%
Chhattisgarh	2	15	0	1	3	0	25
%	5%	38%	0	3%	8%	0	63%
Karnataka	3	9	0	4	2	0	19
%	10%	31%	0	14%	7%	0	66%
Maharashtra	5	15	0	10	6	0	9
%	18%	54%	0	36%	21%	0	32%
Mizoram	0	2	0	1	2	0	7
%	0	18%	0	9%	18%	0	64%
Punjab	1	16	0	1	4	0	23
%	2%	37%	0	2%	9%	0	53%
Telangana	5	7	0	3	4	0	24
%	15%	21%	0	9%	12%	0	71%

Source: SOTTTER- 2023 Survey

Table 2.20 Non Salary benefits Received by Teachers Educators based on Management and location								
Management		ESI	PF	Gratuity	Health insurance	Paid maternity leave	Medical/ sick leave	None
Govt	N	9	32	0	14	18	0	27
	%	42.86	35.56	0	48.28	48.65	0	18
Aided	N	5	12	0	5	9	0	8
	%	23.81	13.33	0	17.24	24.3	0	5.33
Private	N	7	46	0	10	10	0	102
	%	33.33	51.11	0	34.48	27.03	0	68
TEI location								
Rural	N	1	33	0	9	11	0	65
	%	4.76	36.67	0	31.03	29.73	0	43.33
Urban	N	20	55	0	20	26	0	84
	%	95.24	61.11	0	68.97	70.27	0	56
NI	N	0	2	0	0	0	0	1
	%	0	2.22	0	0	0	0	0.67

Source: SOTTTER- 2023 Survey

The subject of Specialization

The nature of subject specializations prevailing among the teacher educators in the current teacher education institutions also reflect to what extent teachers of specific subjects are being supplied by these institutions. The data from the below table revealed that the majority of the teacher educators are specialized in 'Social Sciences', followed by 'Foundation courses' and 'Pedagogy of English'. The existence of more 'Social Science' specialized teacher educators is seen across all the states, except Punjab. Does this imply that there is a dearth of teacher educators specializing in science subjects and particularly 'mathematics'? This dimension of subject specializations of teacher educators need to be probed further to correlate their influence on the demand and supply of teachers for the schools (Table 2.21).

State	Physical sciences	Biological science	Social science	Pedagogy of English	Language pedagogy	Foundation courses	Others
Assam	2	1	14	5	6	12	5
Bihar	7	5	20	3	2	9	2
Chhattisgarh	4	4	11	3	7	2	9
Karnataka	1	4	9	6	1	1	8
Maharashtra	3	1	7	2	3	1	9
Mizoram	0	1	4	0	1	3	2
Punjab	2	4	13	9	2	4	9
Telangana	4	5	2	6	3	3	10
Frequency	23	25	80	34	25	35	54

Source: SOTTTER- 2023 Survey

Another specialization 'Other' subjects is also seen to be prominent among the teacher educators. However, it is difficult to identify which subjects these specialization are being referred to.

2.5 Perceptions of Teacher Educators

The perceptions of teacher educators were obtained on their vision for five years from now, about selected aspects of teachers and teaching, demand for teacher education programmes and trends noticed among enrollment of student teachers.

Future Vision

The career path and progress of every teacher educator also depend on the vision they create for themselves for the future. This also manifests the inspirations and ambitions of teacher educators in the near future. With this background, the teacher educators were also asked what their vision was five years from now.

Although a majority of the teacher educators opted for 'Good researcher', this was just a quarter proportion of them. The second opted vision was 'Government job', followed by 'Promotion' and 'Others'. Just 11 per cent of the teacher educators chose 'Better paying private Teacher Education Institution' as their future vision. The choice for 'Good researcher' may also reflect the commitment of teacher educators to towards enhancing their personal skills and desire to undertake research efficiently (Table 2.22).

Table 2.22 Vision of Educators Five Years From Now - Based on Management						
TEI Management Type	Better paying private TEI	Good researcher	Govt. job	others	Promotion	Total
Aided	0	11	2	8	5	26
%	0.00%	42.31%	7.69%	30.77%	19.23%	100%
Government	3	23	13	16	22	77
%	3.90%	29.87%	16.88%	20.78%	28.57%	100%
Others	1	5	2	4	1	13
%	7.69%	38.46%	15.38%	30.77%	7.69%	100%
Private	25	28	47	26	27	153
%	16.34%	18.30%	30.72%	16.99%	17.65%	100%
Grand Total	29	67	64	54	55	269
	10.78%	24.91%	23.79%	20.07%	20.45%	100%
Source: SOTTTER- 2023 Survey						

The above trend is however, not similar in the rural teacher educational institutions. The teacher educators here have preferred to seek a 'Government job' first, followed by other choices. The same vision was reflected among the teacher educators belonging to private teacher educational institutions (Table 2.23).

Table 2.23 Vision of Teacher Educators Five Years From Now - Based on Location										
Location of TEI	Better paying private TEI		Good researcher		Govt. job		others		Promotion	
	N	%	N	%	N	%	N	%	N	%
Rural	15	14.42%	17	16.35%	32	30.77%	21	20.19%	19	18.27%
Urban	13	8.02%	49	30.25%	32	19.75%	33	20.37%	35	21.60%
Source: SOTTTER- 2023 Survey										

Perceptions about Teachers & Teaching

The perceptions of teacher educations towards teacher and teaching tells us a lot about their orientations towards the educational systems and their level of understanding of the profession itself. The opinion of the teacher educator was obtained towards selected aspects like- Trust, Pay, Influence, Inspiring, Respect, Status, Intelligence, Hard work and Care.

The data reveals that the majority, 70 per cent and above, of the teacher educators have rated all the aspects as 'high', while except for 'Pay' the ratings were distributed between 'high' and 'low'. This clearly reflects the dissatisfaction faced by the teacher educators with regard to the salaries they received currently (Table 2.24).

Table 2.24 Teacher Educator's Perceptions about Teachers / Teaching						
	High		Somewhat		Low	
Aspect	N	%	N	%	N	%
Trust	248	92	12	4	9	3
Pay	131	49	44	16	94	35
Influence	203	75	37	14	29	11
Inspiring	239	89	13	5	17	6
Respect	223	83	22	8	24	9
Status	188	70	43	16	38	14
Intelligence	237	88	19	7	13	5
Hard Work	249	93	11	4	9	3
Care	236	88	17	6	16	6
<i>Total N-269</i>						
Source: SOTTTER- 2023 Survey						

Demand for Teacher Education Programme

Ideally, the teacher education programmes are expected to meet the demands of the schools by developing the required number and subject teachers, based on the shortages revealed by different sources. These demands are examined in terms of the nature of enrollment in these programmes, like the participation of women candidates, and enrolment of students with other professionals like engineering, and technology. It is seen that certain programmes have received higher demands compared to other programmes and this inconsistency is also revealed in the data obtained from the teacher educators in the current study.

The data in the below table 2.25, shows that the demand for B.Ed has gone up in recent years when compared to D.Ed/E.El.Ed or the B.El.Ed or even the four-year integrated programme. The demand for D.Ed/D.El.Ed has however been uneven since its demand is stated to have both 'gone up' and 'gone down' along with 'no change', which does instigate us to probe further for the cause of such uneven demand. It may also be interesting to study how the demand for the four-year integrated teacher education programme varies in the coming years since this has been recently introduced at a large scale across the country as an innovative programme.

On the basis of location, the below table shows that the demand for B.Ed programmes has relatively gone-up, in both rural and urban areas, whereas the D.Ed/D.El.Ed programme demand has reduced in urban areas, but not in rural areas. Not much information could be gathered regarding the other programmes probably for the reason that the selected teacher educational institutions did not offer these programmes (Table 2.26).

Table 2.25 Trend of Admission taking Place across different TE Programmes					
Degree	Gone-down	Gone-up	No change	NA	Total
[B.Ed]	42	126	52	49	269
%	15.61%	46.84%	19.33%	18.22%	100%
[D.Ed/ D.El.Ed]	64	63	57	85	269
%	23.79%	23.42%	21.19%	31.60%	100%
[B.El.Ed]	34	39	30	166	269
%	12.64%	14.50%	11.15%	61.71%	100%
[BA/ BSC.Ed]	28	47	30	164	269
%	10.41%	17.47%	11.15%	60.97%	100%
[DPSE]	33	17	27	192	269
%	12.27%	6.32%	10.04%	71.38%	100%
[D.P.Ed]	39	27	29	174	269
%	14.50%	10.04%	10.78%	64.68%	100%
[B.P.Ed]	32	37	31	169	269
%	11.90%	13.75%	11.52%	62.83%	100%
[Others]	23	27	29	190	269
%	8.55%	10.04%	10.78%	70.63%	100%
Source: SOTTTER- 2023 Survey					

Table 2.26 Demand for Various Teacher Education Programmes Based on Locale								
Program	Locale	Gone-down		Gone-up		No change		NA
		N	%	N	%	N	%	
B.Ed	Rural	21	19.63	53	49.53	17	15.89	16
	Urban	21	12.96	73	45.06	35	21.60	33
D.Ed/D.El.Ed	Rural	19	17.76	31	28.97	27	25.23	30
	Urban	45	27.78	32	19.75	30	18.52	55
B.El.Ed	Rural	11	10.28	11	10.28	12	11.21	73
	Urban	23	14.20	28	17.28	18	11.11	93
B.A/B.Sc.Ed	Rural	9	8.41	18	16.82	9	8.41	71
	Urban	19	11.73	29	17.90	21	12.96	93
DPSE	Rural	11	10.28	4	3.74	11	10.28	81
	Urban	22	13.58	13	8.02	16	9.88	111
D.P.Ed	Rural	11	10.28	7	6.54	12	11.21	77
	Urban	28	17.28	20	12.35	17	10.49	97
B.P.Ed	Rural	9	8.41	11	10.28	12	11.21	75
	Urban	23	14.20	26	16.05	19	11.73	94
Others	Rural	8	7.48	15	14.02	11	10.28	73
	Urban	15	9.26	12	9.26	18	9.26	117
Source: SOTTTER- 2023 Survey								

Participation of Women Candidates

With regard to the participation of women candidates in teacher education programmes, a majority (86%) of the teacher educators have confirmed that the number of women has increased in the recent few years. This is an important trend that strengthens the capacity to recruit more female teachers and hence enhance girls enrolment in schools (Table 2.27).

Table 2.27 Trend of Incoming Female Students Over Past Few Years		
Trend Observed by Teacher Educators	N	%
I have not observed any change with respect to the number of women entering the institution	24	8.92
Number of women joining the institution has gone down	14	5.2
Number of women joining the institution has gone up	231	85.87
Grand Total	269	100
Source: SOTTTER- 2023 Survey		

Participation of other Degree Candidates

The presence of competitive environments and limited work opportunities in the labor market has necessitated graduates and post-graduate students to pursue employment opportunities outside their field of specialization, leading some to consider transitioning to alternative career paths.

There have been observed alterations in relation to the entrance criteria and student demographics within teacher education institutions in recent years. The teacher educators' responses indicate that individuals with degrees in fields such as engineering, business, and administration have also transitioned their careers to pursue teaching professions. This finding has been supported by a majority of the teacher educators, over 50 per cent (Table 2.28).

Table 2.28 Changes Observed in the Type of Students Entering TE Institutions					
Changes in Types of students entering the Institution	Students from other degrees have started joining (e.g.- BE, BBA, MBA, etc)	Students with work experience have started joining	Students who are shifting their careers have started joining	Students with passion have started joining	Others
N	152	85	81	84	27
%	56.51	31.60	30.11	31.23	10.04
Source: SOTTTER- 2023 Survey					

Motivating Factors

According to teacher educators, one of the most common motivating factors for enrolling in a teacher education programme is the perception that 'teaching is a well-respected profession'. At least 52 per cent of the teacher educators have stated this as the motivating factor, followed by 28 per cent indicating that 'teaching guarantees a stable job' as the subsequent motivating factor (Table 2.29).

Table 2.29 Motivating Factors for Enrollment in a Teacher Education Programme		
Motivating Factor to Enrol a TE Programme	N	%
Teaching guarantees a stable job	76	28.25
Teaching is a well-respected profession	141	52.42
They didn't get admission into any other course	15	5.58
Most students join based on recommendations from their families or peers	33	12.27
Married women are changing careers for convenience	24	8.92
Other	9	3.35

Source: SOTTTER- 2023 Survey

The Integrated Teacher Education Programme

The perspectives of teacher educators were also sought regarding the recently implemented four-year integrated teacher education program. When posed with the question regarding the potential impact of a 4-year B.A/B.Sc B.Ed program on the professionalization of teaching, a significant majority (70.26%) expressed agreement with the notion that such a program would indeed contribute to the professionalization of teaching. Conversely, approximately one-fifth of respondents remained uncertain about this matter, while 12% expressed disagreement with the statement (Table 2.30).

Table 2.30 Opinion Whether 4-year BA/ B.SC B.Ed will help to professionalize teaching		
Response	N	%
No	31	11.52
Not sure	49	18.22
Yes	189	70.26
Grand Total	269	100

Source: SOTTTER- 2023 Survey

In addition to obtaining the viewpoints of teacher educators regarding the efficacy of the integrated teacher education program, an attempt was made to acquire their perspectives on the program's capacity to recruit high-calibre individuals to pursue careers in teaching. The perspective of teacher educators on this matter has exhibited a range of viewpoints. A minority of respondents (17%) expressed the belief that it was too early to make a determination, while a smaller subset (14%) expressed uncertainty over the program itself. Nevertheless, a significant majority of respondents (62%) expressed the belief that the implementation of this novel initiative presents a favourable prospect for the recruitment of high-caliber individuals into the field of education (Table 2.31).

Table 2.31 Teacher Educators' Opinion on - if the 4-year programme will attract better students into teaching careers?		
Response	N	%
No, it is too early to decide	47	17.47
No, students may not stay in teaching	19	7.06
Not sure of the program	37	13.75
Yes, it is a good opportunity	166	61.71
Grand Total	269	100

Source: SOTTTER- 2023 Survey

Comparisons to the Programme they Attended

Teacher education programmes have experienced several modifications over the years, resulting in changes to both their content and structure. The present teacher educators, who were affiliated with a distinct era of pedagogical methods, were requested to draw comparisons between the current teacher education program and the program they themselves had undergone. With the exception of a marginal 12 percent, the remaining participants expressed the belief that the existing teacher education programs had demonstrated enhancements in specific areas such as the quality of methods courses, the strengthening of foundation and perspectives courses, an extension of the duration of the programs, and an increase in the inclusion of practical experience (Table 2.32).

Table 2.32 Comparison of current TE Programme with Theirs		
Aspect of the Programme	N	%
1. It focuses on teaching experience	147	54.65%
2. It has a lot more practicals	107	39.78%
3. Methods courses are better now	94	34.94%
4. Foundations and perspectives courses have improved	103	38.29%
5. One year course to two years course	120	44.61%
6. Not many changes	33	12.27%
Source: SOTTTER- 2023 Survey		

Budget Allocation

The teacher educators being one of the main anchors for teacher preparation were asked to respond if the budget were to be increased by 5 per cent, how would they rate the importance to be given to the selected spending priorities?

Based on the ratings made by the teacher educators, the highest priority was laid on - preparing good teachers through good quality teacher education programmes, followed by 'offering high-quality professional development for teachers and 'supporting students with special needs'. Some of the other priorities for funding were; 'improving teacher salaries', 'improving school building and facilities', 'investing in ICT' and 'investing in instructional materials' (eg. textbooks) (Table 2.33).

Table 2.33 Level of Importance to given for Spending the Selected Priorities						
Priority	Of high importance		Of moderate importance		Of low importance	
	N	%	N	%	N	%
Investing in ICT	159	59.11	78	29.00	32	11.90
Investing in instructional materials (e.g. textbooks)	146	54.28	93	34.57	30	11.15
Supporting students from disadvantaged or migrant backgrounds	128	47.58	89	33.09	52	19.33
Reducing class sizes by recruiting more teachers	136	50.56	89	33.09	44	16.36
Improving school buildings and facilities	166	61.71	67	24.91	36	13.38
Supporting students with special needs	172	63.94	65	24.16	32	11.90
Offering high-quality professional development for teachers	177	65.80	59	21.93	33	12.27
Improving teacher salaries	169	62.83	63	23.42	37	13.75
Reducing teachers' administration load by recruiting more support staff	139	51.67	84	31.23	46	17.10
Preparing good teachers through good quality teacher education programs	183	68.03	50	18.59	36	13.38

Source: SOTTTER- 2023 Survey

2.5 Teacher Preparation Processes

Several elements within a teacher preparation program contribute to the development of the essential skill set among aspiring teachers. Some of these elements or components that contribute to the overall structure of the program include curriculum areas, foundation courses, practical experiences, internships, and other input processes. The efficacy of each of these components is primarily reliant upon the human and material resources made accessible by the teacher education institutes. In order to get insight into the effectiveness of these components, the perspectives of teacher educators were also sought regarding the curriculum aspects and the quality of the training provided by the teacher education program.

Curriculum Aspects that Work Well

The majority of teacher educators expressed an optimistic attitude towards all components of the curriculum, with over 80 percent of respondents affirming this viewpoint (Table 2.34).

Table 2.34 Curriculum Aspects that Work Well in the Programme		
Curriculum Aspect	N	%
Curricular areas	247	91.82%
Foundation courses	230	85.50%
Methods	248	92.19%
Internship	246	91.45%
Work- experience	236	87.73%
Labs and Practicals	221	82.16%

Source: SOTTTER- 2023 Survey

Level of Preparation Achieved

The assessment of the teacher educators also included an evaluation of the extent to which the student teachers were equipped with the necessary preparation in various elements of the programme. The teacher educators' viewpoints were elicited using a three-point scale, consisting of the categories; "well prepared," "somewhat prepared," and "not prepared." As per the assertions of teacher educators, certain components of the programme that were deemed to be "well prepared" encompassed - content knowledge, pedagogy of subjects,

classroom practice, and teaching skills. The domains that necessitated greater efficiency or effort encompassed working with students with special needs, teaching in a bilingual classroom, enabling play, engaging in storytelling, arts, and music, conducting student assessments, and classroom management (Table 2.35).

Table 2.35 Extent of Preparation Achieved among Student-Teachers							
Program Aspect	Well prepared		Somewhat prepared		Not prepared		NI
	N	%	N	%	N	%	
Content Knowledge	206	76.58	52	19.33	8	2.97	3
Pedagogy of subjects	212	78.81	50	18.59	4	1.49	3
General pedagogy	187	69.52	68	25.28	12	4.46	2
Classroom practice	213	79.18	40	14.87	12	4.46	4
Teaching in a mixed ability class	165	61.34	87	32.34	15	5.58	2
Teaching in a multilingual class	166	61.71	71	26.39	29	10.78	3
Teaching skills (problem solving, creativity etc)	196	72.86	54	20.07	15	5.58	4
Use of ICT	178	66.17	74	27.51	13	4.83	4
Managing student behaviour and classroom management	185	68.77	61	22.68	20	7.43	3
Students' assessment	188	69.89	56	20.82	21	7.81	4
Working with special needs	159	59.11	68	25.28	39	14.50	3
Facilitating play	170	63.20	74	27.51	22	8.18	3
Storytelling/ arts/ music	162	60.22	80	29.74	23	8.55	4
Source: SOTTTER- 2023 Survey							

2.6 Impact of COVID-19

The COVID-19 pandemic has presented unusual hurdles for both student and teaching communities across the country. The conventional mode of instruction in teacher education institutions was severely interrupted, resulting in a simultaneous deprivation of possibilities for face-to-face student engagement and the ability to pursue internships during this period. The ongoing pandemic had a profound impact on the practices of teacher educators as well. Several factors that influenced the teacher educators were the transition to online instruction and the timely preparation of the syllabus.

Affect on Teacher Educators' Own Practices

A significant majority of teacher educators, over 95 percent, reported being comfortable with engaging in online teaching practices. Furthermore, they did not face limited access to necessary technological devices and data networks, which further did not hinder their ability to effectively deliver instruction. As a result, these educators were not compelled to reduce the scope of the syllabus. A significant majority, comprising 82 percent of the participants, expressed the belief that online teaching was effective and expressed their engagement with pupils was not absent during this period. Nevertheless, a significant majority of the teacher

educators, up to 86 percent, expressed their belief that they were not capable of accessing valuable internet resources under the ongoing crisis. A significant percentage (54%) also felt they did not become better equipped with ICT despite shifting to online mode and a small percentage (23%) did miss students' interactions (Table 2.36).

Table 2.36 Affect of COVID on Teacher Educators' Own Practices				
Affect on Practice	Yes		No	
	N	%	No	%
I have become better equipped with ICT	123	45.72	146	54.28
Online teaching was not effective	47	17.47	222	82.53
I was not comfortable using online teaching	12	4.46	257	95.54
I missed students' interaction	63	23.42	206	76.58
I found useful online resources	38	14.13	231	85.87
I had to cut down the syllabus	6	2.23	263	97.77
I did not have access to devices and data network	6	2.23	263	97.77
Others	13	4.83	256	95.17
Source: SOTTTER- 2023 Survey				

Affect on student teachers' motivation and performance

COVID is expected to have affected student teachers' motivation and performance. However, according to the majority of the teacher educators, the student teachers' attendance was not reduced during this period (73%), nor their motivation became low (71%). Less than forty per cent felt that their students did not have access to devices or networks (38%) and a little more perceived their students' performance deteriorated (44%). However, one of the aspects denied by most was 'some students found online learning better (71%)' (Table 2.37).

Table 2.37 Affect of COVID on Students' Motivation & Performance				
Affect of Covid on Students	Yes		No	
	N	%	N	%
1. Students' performance went down	119	44.24	150	55.76
2. Their motivation has become low	78	29.00	191	71.00
3. Some students found online learning better	77	28.62	192	71.38
4. Many students did not have access to a device/ data network	102	37.92	167	62.08
5. Student attendance was poor	73	27.14	196	72.86
6. Others	3	1.12	266	98.88
Source: SOTTTER- 2023 Survey				

3. Student Teachers

The student teachers selected for this study were especially those who were currently in the second year of their teacher education programme. They largely were enrolled for B.Ed /

D.Ed/D.El.Ed programmes depend on the teacher education institution they were affiliated to. As earlier mentioned, a total of 68 teacher educational institutions participated in this survey.

3.1 Background of Student Teachers

A total of 1481 student teachers participated in the current study. Programme-wise and, state-wise distribution of the student teachers are displayed in the tables below (Table 3.1).

Table 3.1 Programme-wise Distribution of Student Teachers													
	B.Ed	B.ED in Spl. Edn.	B.El.Ed	BA/ B.Sc. ED	BPED	D.Ed	D.El.Ed	DPED	DPSE	ECEP	M.Ed	NA	Grand Total
Female	717	6	4	1	14	27	241	1	3	1	4	3	1022
Male	269		1	3	32	9	140				5		459
Grand Total	986	6	5	4	46	36	381	1	3	1	9	3	1481
	66.58 %	0.41%	0.34%	0.27%	3.11%	2.43%	25.73%	0.07%	0.20%	0.07%	0.61%	0.20%	100%

Source: SOTTTER- 2023 Survey

Table 3.2 Statewise distribution of Student Teachers				
State	Gender	Rural	Urban	Total
Assam	Male	104	40	14
	Female	155	36	191
Bihar	Male	47	35	82
	Female	44	66	110
Chhattisgarh	Male	17	66	83
	Female	44	121	165
Karnataka	Male	9	25	34
	Female	20	159	179
Maharashtra	Male	0	51	51
	Female	0	128	128
Mizoram	Male	0	16	16
	Female	0	24	24
Punjab	Male	1	16	17
	Female	24	41	65
Telangana	Male	7	25	32
	Female	69	91	160
	Total	541	940	1481

Source: SOTTTER- 2023 Survey

Management Wise Distribution

In terms of management, the majority of student teachers are mostly affiliated with private teacher educational institutions, followed by government and aided teacher education institutions. Approximately 50 per cent of the student teachers included in this survey are enrolled in private teacher educational institutes, while one-third of them are attending government institutions and just 14 per cent are from aided institutions (Table 3.3).

Table 3.3 Management wise Distribution of Student Teachers				
Management	Rural	Urban	Total	%
Government	113	376	489	33.02
Aided	16	185	201	13.57
Others	2	16	18	1.22
Private	410	363	773	52.19
Grand Total	541	940	1481	100.00
B.Ed	429	557	986	66.53
D.ED/D.El.Ed	108	309	417	28.16
BPEd	0	46	46	3.11

Source: SOTTTER- 2023 Survey

Age Group

The majority of student teachers are between the ages of 20 and 29, regardless of gender. Approximately 80 per cent of student instructors belong to the age bracket of 20-29 years, while nearly 10 per cent fall within the age range of 30-39 years. In the remaining age groups, their representation is less than 6 per cent (Table 3.4).

Table 3.4 Age-Wise Distribution of Student Teachers										
Age Group	Total		Male		Female		B.Ed		D.Ed/D.El.Ed	
	N	%	N	%	N	%	N	%	N	%
16-20	146	9.86%	40	8.71%	106	10.37%	0	0.00%	128	30.70%
21- 25	840	56.72%	260	56.64%	580	56.75%	585	59.33%	217	52.04%
26 - 30	323	21.81%	118	25.71%	205	20.06%	250	25.35%	59	14.15%
31-35	83	5.60%	14	3.05%	69	6.75%	71	7.20%	8	1.92%
36-40	35	2.36%	13	2.83%	22	2.15%	29	2.94%	2	0.48%
41-45	26	1.76%	7	1.53%	19	1.86%	24	2.43%	1	0.24%
46 & Above	12	0.81%	2	0.44%	10	0.98%	11	1.12%		0.00%
NA	14	0.95%	5	1.09%	9	0.88%	10	1.01%	2	0.48%
NI	2	0.14%		0.00%	2	0.20%	2	0.20%		0.00%
Total	1481	100%	459	100%	1022	100%	986	100%	417	100%

Source: SOTTTER- 2023 Survey

Marital Status

Out of the entire cohort of 1481 student teachers, less than a quarter percentage (21.61%) are married and remaining unmarried (78.39%). The proportion of those married is relatively

higher among women student teachers when compared to the male students. In relation to geographical location, urban educational institutions exhibit a higher number of married student teachers, constituting at least 25 per cent of this group.

It is interesting that in terms of management, there is a higher proportion of married student teachers in aided and private teacher education schools compared to government institutions, where their representation is low. Programme-wise the percentage of married students is highest among those enrolled in B.Ed programme, followed by B.El.Ed and BPED (Table 3.5).

Table 3.5 Marital Status of Student Teachers					
	Married		Unmarried		Total
Locale	N	%	N	%	
Rural	83	15.34%	458	84.66%	541
Urban	237	25.21%	703	74.79%	940
Total	320	21.61%	1161	78.39%	1481
Management					
Government	73	14.93%	416	85.07%	489
Aided	49	24.38%	152	75.62%	201
Others	5	27.78%	13	72.22%	18
Private	193	24.97%	580	75.03%	773
Gender					
Female	270	26.42%	752	73.58%	1022
Male	50	10.89%	409	89.11%	459
Programme					
B.Ed	255	25.86%	731	74.14%	986
D.El.Ed	53	12.71%	364	87.29%	417
BPED	1	2.17%	45	97.83%	46

Source: SOTTTER- 2023 Survey

Table 3.6 Proportion of Out-of-State Candidates		
Context	N	%
Rural	17	3.14%
Urban	94	10.00%
Management		
Government	24	4.91%
Aided	22	10.95%
Others	2	11.11%
Private	63	8.15%
Gender		
Female	81	7.93%
Male	30	6.54%
Total	111	7.49%

Source: SOTTTER- 2023 Survey

Out of State

Student teachers at times move to other states to pursue their teaching career. In the current sample, 111 students (7.49%) enrolled for the teacher education programme were not from their native state. The proportion of out-of-state candidates are noticed to be more in urban (10%) when compared to rural (3.14%) (Table 3.6).

3.2 Social Profile

Gender and Location

The analysis reveals a higher proportion of female student teachers compared to their male counterparts in terms of representation. The statistics presented in the table below illustrates that the percentage of women is approximately 70 per cent, whilst the percentage of men is just 30 per cent. In relation to geographical distribution, urban student teachers constitute a higher percentage compared to their rural counterparts, accounting for around 36 per cent and 64 per cent respectively (Table 3.7).

Table 3.7 Gender and Location Wise Distribution of Student Teachers				
	Gender		Locale	
Total	Female	Male	Rural	Urban
N	1022	459	541	940
%	69.01%	30.99%	36.53%	63.47%
B.Ed				
N	717	269	429	557
%	72.72%	27.28%	43.51%	56.49%
D.Ed/D.El.Ed				
N	268	149	108	309
%	64.27%	35.73%	25.90%	74.10%
Source: SOTTTER- 2023 Survey				

Caste

The social representation of student teachers exhibits significant diversity across the states under consideration. The data presented in the table indicates that in the states of Assam, Karnataka, Maharashtra, Punjab, and Telangana, the majority of student teachers are classified under the 'general' category. The states of Bihar and Chhattisgarh exhibit the highest levels of representation for backward communities, and the level of representation of this community is nearly equivalent to that of the 'general' category, particularly in the states of Karnataka and Telangana. Additionally, this community is the second highest in the state of Assam. In the state of Mizoram, the student-teacher population is predominantly from the Scheduled Tribes (ST) community, accounting for approximately 97% of the total.

The representation of 'general' and 'backward class' community student teachers are relatively higher in all the four kind of management institutions. However, the representation of ST category is more prominent in government teacher education institutions when compared to other management kinds (Table 3.8).

Table 3.8 Caste Wise Distribution of Student Teachers Across Selected States							
State		General	BC/OBC	SC	ST	Minority	Total
Assam	N	168	99	24	40	4	335
	%	50.15%	29.55%	7.16%	11.94%	1.19%	100%
Bihar	N	68	93	21	3	7	192
	%	35.42%	48.44%	10.94%	1.56%	3.65%	100%
Chhattisgarh	N	59	106	34	40	9	248
	%	23.79%	42.74%	13.71%	16.13%	3.63%	100%
Karnataka	N	76	75	32	11	19	213
	%	35.68%	35.21%	15.02%	5.16%	8.92%	100%
Maharashtra	N	82	32	20	42	3	179
	%	45.81%	17.88%	11.17%	23.46%	1.68%	100%
Mizoram	N	0	0	1	39	0	40
	%	0	0	2.50%	97.50%	0	100%
Punjab	N	61	5	13	2	1	82
	%	74.39%	6.10%	15.85%	2.44%	1.22%	100%
Telangana	N	47	46	43	29	27	192
	%	24.48%	23.96%	22.40%	15.10%	14.06%	100%
Total	N	561	456	188	206	70	1481
	%	37.88%	30.79%	12.69%	13.91%	4.73%	100%

Source: SOTTTER- 2023 Survey

Table 3.9 Caste-wise Distribution of Student Teachers based on Varied Context						
	General	BC/OBC	SC	ST	Minority	Total
Management						
Government	145	168	66	103	7	489
%	29.65%	34.36%	13.50%	21.06%	1.43%	100%
Aided	88	51	33	13	16	201
%	43.78%	25.37%	16.42%	6.47%	7.96%	100%
Others	9	6	1	2		18
%	50.00%	33.33%	5.56%	11.11%	0.00%	100%
Private	319	231	88	88	47	773
%	41.27%	29.88%	11.38%	11.38%	6.08%	100%
Gender						
Male	148	161	49	92	9	459
%	32.24%	35.08%	10.68%	20.04%	1.96%	100%
Female	413	295	139	114	61	1022
%	40.41%	28.86%	13.60%	11.15%	5.97%	100%
Location						
Rural	227	176	63	58	17	541
%	41.96%	32.53%	11.65%	10.72%	3.14%	100%
Urban	334	280	125	148	53	940
%	35.53%	29.79%	13.30%	15.74%	5.64%	100%

Source: SOTTTER- 2023 Survey

In terms of gender distribution, the proportion of male and female student teachers across social categories is nearly comparable. However, there is a relatively higher proportion of male student teachers in the Backward class and ST community, whereas, in other categories, the percentage of female student teachers is relatively higher when compared to males.

Parents Background

The study also investigated the educational and occupational backgrounds of the parents in order to ascertain the social position of the student teachers. The educational background of the mother mostly encompasses educational attainment ranging from below the tenth grade to the twelfth grade. The educational attainment of the fathers varied from completion of twelfth grade to graduation. The prevalence of illiteracy among the mothers of these student teachers was higher in comparison to that among their fathers. Nevertheless, individuals lacking formal schooling exhibited similar proportions among both mothers and fathers (Table 3.10).

Table 3.10 Educational Background of the Student Teachers' Parents								
Context	Illiterate	No formal	Less than class X	X	XII	UG	PG	Total
Mother								
Total	234	25	376	303	270	200	73	1481
	15.80%	1.69%	25.39%	20.46%	18.23%	13.50%	4.93%	100%
Rural	69	16	138	113	104	77	24	541
	12.75%	2.96%	25.51%	20.89%	19.22%	14.23%	4.44%	100%
Urban	165	9	238	190	166	123	49	940
	17.55%	0.96%	25.32%	20.21%	17.66%	13.09%	5.21%	100%
B.Ed	140	15	226	208	187	165	45	986
	14.20%	1.52%	22.92%	21.10%	18.97%	16.73%	4.56%	100%
D.Ed/ D.El.Ed	65	10	139	82	70	28	23	417
	15.59%	2.40%	33.33%	19.66%	16.79%	6.71%	5.52%	100%
Father								
Total	133	15	283	229	302	355	164	1481
	8.98%	1.01%	19.11%	15.46%	20.39%	23.97%	11.07%	100%
Rural	42	12	93	86	107	145	56	541
	7.76%	2.22%	17.19%	15.90%	19.78%	26.80%	10.35%	100%
Urban	91	3	190	143	195	210	108	940
	9.68%	0.32%	20.21%	15.21%	20.74%	22.34%	11.49%	100%
B.Ed	74	6	167	158	187	267	127	986
	17.75%	0.61%	16.94%	16.02%	18.97%	27.08%	12.88%	100%
D.Ed/D.El.Ed	41	9	99	63	98	74	33	417
	9.83%	2.16%	23.74%	15.11%	23.50%	17.75%	7.91%	100%
Source: SOTTTER- 2023 Survey								

3.3 Educational Profile

Highest Formal Education

The highest formal education received by the student teachers ranged between class 12 pass to a Ph.D. However, majority of these teachers were either graduates or post graduates. Higher proportion of post-graduates were observed among those studying in private and other teacher educational institutions. Maximum number of Ph.D holders were associated with urban private teacher education institutions. Ironically at the same time, maximum number of students with highest formal education of class 12 were also observed in urban and Government institutions and the proportion of girls is higher when compared to their counterparts. Among the B.Ed student teachers, majority were post-graduates followed by graduates and among the D.Ed/D.El/Ed, they were predominantly graduates followed by XII pass (Table 3.11).

Table 3.11 Highest Formal Education Received by the Student Teachers							
Context	NA	Class 12	Grad	PG	M.Phil	Ph.D	Total
Total	8	147	696	589	11	30	1481
%	0.54%	9.93%	47.00%	39.77%	0.74%	2.03%	100%
Rural	5	22	261	242	4	7	541
%	0.92%	4.07%	48.24%	44.73%	0.74%	1.29%	100%
Urban	3	125	435	347	7	23	940
%	0.32%	13.30%	46.28%	36.91%	0.74%	2.45%	100%
Govt	0	62	254	154	4	15	489
%	0.00%	12.68%	51.94%	31.49%	0.82%	3.07%	100%
Aided	1	21	101	75	1	1	200
%	0.50%	10.50%	50.50%	37.50%	0.50%	0.50%	100%
Private	7	64	334	349	6	13	773
%	0.91%	8.28%	43.21%	45.15%	0.78%	1.68%	100%
Others	0	0	7	11	0	1	19
%	0.00%	0.00%	36.84%	57.89%	0.00%	5.26%	100%
Female	0	109	463	425	6	14	1017
%	0.00%	10.72%	45.53%	41.79%	0.59%	1.38%	100%
Male	3	38	233	164	5	16	459
%	0.65%	8.28%	50.76%	35.73%	1.09%	3.49%	100%
B.Ed	4	4	454	509	6	9	986
%	0.41%	0.41%	46.04%	51.62%	0.61%	0.91%	100%
D.Ed/D.El.Ed	9	132	194	61	4	17	417
%	2.16%	31.65%	46.52%	14.63%	0.96%	4.08%	100%
Source: SOTTTER- 2023 Survey							

Completed other Professional Degree

Even though the student teachers are working toward a professional degree, it was crucial to find out if they had previously earned a professional degree. Based on the data, it can be observed that 109 student teachers (7.36%) have already earned another professional degree. For example, individuals who are currently enrolled in the B.Ed program have already finished any one of the following degrees- D.El.Ed/NTT/D.Ed/CPE/B.Ed special

education. Conversely, those who are enrolled for D.El.Ed have completed any one of the following degrees; B.Ed./B.El.Ed./D.Ed./DCE/B.P.Ed. programs.

Methods Subject Currently Specialising

Among the total sampled student teachers, the subjects of specialization/methods course predominantly chosen by them are 'Language and social science' pedagogy (21.88%) and 'Physical sciences and Maths' pedagogy (20.66%), followed by 'Biological sciences' (14.45%) and 'All subjects' (12.36%). However, while comparing the subjects chosen by female and male student teachers, the majority among female student teachers are 'Language and social science pedagogy' (22.80%) and 'Physical science and maths' pedagogy (18.88%) and viceversa among the male student teachers. Their percentages are 24.625 and 19.83% respectively. It is interesting to notice that the 'Physical education' subject is chosen by a significant percentage of male student teachers (7.84%), while their proportion is minimal among women student teachers (1.96%) (Table 3.12).

Table 3.12 Teaching Methods' Subject Chosen by Student Teachers								
Subject of Specialisation	Female		Male		Grand Total		B.Ed	
	N	%	N	%	N	%	N	%
All subjects (Primary/ Nursery)	131	12.82%	52	11.33%	183	12.36%	4.77%	4.77%
Biological sciences	171	16.73%	43	9.37%	214	14.45%	17.04%	17.04%
Physical science and Maths pedagogy	193	18.88%	113	24.62%	306	20.66%	25.96%	25.96%
English Pedagogy	86	8.41%	39	8.50%	125	8.44%	9.84%	9.84%
ICT education	12	1.17%	9	1.96%	21	1.42%	1.32%	1.32%
Language and Social science pedagogy	233	22.80%	91	19.83%	324	21.88%	25.56%	25.56%
Commerce Pedagogy	52	5.09%	13	2.83%	65	4.39%	5.68%	5.68%
Music/Arts education	28	2.74%	13	2.83%	41	2.77%	1.83%	1.83%
Physical education	20	1.96%	36	7.84%	56	3.78%	0.91%	0.91%
Special education	22	2.15%	4	0.87%	26	1.76%	1.72%	1.72%
Vocational education	5	0.49%	6	1.31%	11	0.74%	0.61%	0.61%
Not applicable	69	6.75%	40	8.71%	109	7.36%	4.77%	4.77%
Grand Total	1022	100%	459	100%	1481	100%	100%	100%
Source: SOTTTER- 2023 Survey								

3.4 Work Experience

Based on the home socio-economic conditions, certain students are compelled to study and as well as go for work to support their family.

Worked in School/College

The student teachers in the current sample were also enquired if they had to work while studying in school or college. From the responses received it is noticed that one-third of the

sample went for work either full-time or part-time while studying in school or college. Their proportion did not vary much when the rural and urban student teachers were compared. However, the proportion of males and those from urban areas was more when compared to their counterparts. During this period, the majority of student teachers were primarily engaged in part-time employment, with only a minimum fraction working on a full-time basis (Table 3.13).

Table 3.13 Proportion of Students Teachers Who Worked in School or College					
Context	Did not work	Worked	Full-time	Parti-time	Total
Total	989 (66.78%)	492 (33.22%)	110	382	1481
Rural	373 (68.95%)	168 (31.05%)	35	133	541
Urban	616 (65.53%)	324 (34.47%)	75	249	940
Gender					
Female	735 (71.92%)	287 (28.08%)	73	214	1022
Male	254 (55.34%)	205 (44.66%)	37	168	459
Programme					
B.Ed	672(68.15%)	314(31.85%)	72	242	986
D.Ed/D.El.Ed	273(65.47%)	144(34.53%)	28	116	417
Source: SOTTTER- 2023 Survey					

Total Work Experience

The experience of the student teachers ranged between 1 year to more than 5 years. The below table provides the distribution of students' years based on the total years of work experience (Table 3.14).

Table 3.14 Total Work Experience Among the Student Teachers					
	No Experience	With Experience	Less than 3 years	3-5 Years	More than 5 yrs
Total	877	604 (40.78%)	398	115	91
Rural	325	216 (39.93%)	150	42	24
Urban	552	388 (41.28%)	248	73	67
Management					
Government	276	213 (43.56%)	131	44	38
Aided	125	76 (37.81%)	54	12	10
Others	8	10 (55.56%)	6	2	2
Private	468	305 (39.46%)	207	57	41
Gender					
Female	623	399 (39.04%)	268	74	57
Male	254	205 (44.66%)	130	41	34
Programme					
B.Ed	524	450(53.14%)	216	130	104
D.Ed/D.El.Ed	248	165 (59.47%)	88	52	25
Source: SOTTTER- 2023 Survey					

Table 3.15 Type of Experience Gained by the Student Teachers					
	Part-time/ guest faculty	Regular teaching	Tuition teacher/ tutoring	None of the above	Total
Total	78	198	607	598	1481
	5.27%	13.37%	40.99%	40.38%	100%
Rural	31	47	267	196	541
	5.73%	8.69%	49.35%	36.23%	100%
Urban	47	151	340	402	94
	5.00%	16.06%	36.17%	42.77%	100%
Management					
Government	30	68	206	185	489
	6.13%	13.91%	42.13%	37.83%	100%
Aided	9	24	73	95	201
	4.48%	11.94%	36.32%	47.26%	100%
Others	0	3	10	5	18
	0.00%	16.67%	55.56%	27.78%	100%
Private	39	103	318	313	773
	5.05%	13.32%	41.14%	40.49%	100%
Gender					
Female	42	140	397	443	1022
	4.11%	13.70%	38.85%	43.35%	100%
Male	36	58	210	155	459
	7.84%	12.64%	45.75%	33.77%	100%
Source: SOTTTER- 2023 Survey					

Type of Experience

The student teachers have experience in teaching, either through offering private tutoring or teaching on a regular or part-time basis. A significant proportion of student teachers, regardless of their demographic characteristics, have engaged in private tutoring. With regard to tuitions, the proportion of male student teachers is higher when compared to female student teachers and location-wise the proportion of rural student teachers were more involved when compared to urban students. Further, highest proportion of student teachers from urban areas were engaged in regular teaching followed by female students and those from government and private teacher education institutions (Table 3.15).

Shift in Career

Among the total student teachers, a quarter percentage have shifted their career from another profession to teaching. In this regard, the proportion of male student teachers is higher (32.46%) when compared to female student teachers (22.31%) and with location, the urban students proportion (27.13%) is higher than rural student teachers (22.55%). Management wise, this proportion is highest among students teachers from government teacher education institutions (25.10%), followed by private (24.38%) and aided institutions (Table 3.16).

Table 3.16 Proportion of Student Teachers who Shifted Careers					
Shifted Career	No		Yes		Total
Locale	N	%	N	%	
Rural	419	77.45%	122	22.55%	541
Urban	685	72.87%	255	27.13%	940
Total	1104	74.54%	377	25.46%	1481
Government	357	73.01%	132	26.99%	489
Aided	152	75.62%	49	24.38%	201
Others	16	88.89%	2	11.11%	18
Private	579	74.90%	194	25.10%	773
Male	310	67.54%	149	32.46%	459
Female	794	77.69%	228	22.31%	1022
B.Ed	733	74.34%	253	25.66%	986
D.Ed/D.El.Ed	304	72.90%	113	27.10%	417
Source: SOTTTER- 2023 Survey					

Aspirations

The student teachers were asked to respond which of the given set of statements applied to them during their graduation. The responses of the students teachers are displayed in the following table. A majority (57%) of the student teachers express they always wanted to be a teacher, while the other wanted to be in a government service (26%) or even unsure the career they wanted to pursue (7%) (Table 3.17).

Table 3.17 Student Teachers Responses to Aspiration						
Statement	Total		B.Ed		D.Ed/D.El.Ed	
	N	%	N	%	N	%
I always wanted to be a teacher	844	56.99%	573	58.11%	240	57.55%
I wanted to be in a government service	387	26.13%	246	24.95%	109	26.14%
I wanted to be an entrepreneur	40	2.70%	28	2.84%	10	2.40%
I was not sure of my career/ job	105	7.09%	76	7.71%	25	6.00%
I wanted to work in a private company and earn well	37	2.50%	28	2.84%	7	1.68%
Others	68	4.59%	35	3.55%	26	6.24%
Source: SOTTTER- 2023 Survey						

3.5 Admission Aspects

The admissions process, in particular the type of fees paid to enroll in teacher education programs, reflects the costs incurred by prospective teachers to enroll in them. In general, the structure of expenses is determined by the type of management and the admissions quota.

Nature of admission seat

Teacher education institutions often offer two types of admission quotas; government and management quota. The allocation of seats for each of these categories of quotas may vary

depending on the specific management framework in place. Table 57 presents the various types of quotas via which student teachers have been admitted to the teacher education institution.

The data shown in Table 57 indicates that a significant proportion of student teachers enrolled through the government quota, regardless of the various groups represented. However, in the context of private management institutions, the proportion of management quota is at its highest (44.76%), followed by rural locations (34.38%) and aided institutions (30.55%). Under the above circumstances, it can be inferred that student teachers must allocate additional funds to secure entrance into the chosen teacher education program (Table 3.18).

Table 3.18 Distribution of Student Teachers based on Type of Admission Quota						
Gender	Management Quota		Government Quota		NA	
Female	339	33.17%	617	60.37%	66	6.46%
Male	102	22.22%	344	74.95%	13	2.83%
Total	441	29.78%	961	64.89%	79	5.33%
Management						
Government	29	5.93%	433	88.55%	27	5.52%
Aided	61	30.35%	111	55.22%	29	14.43%
Private	346	44.76%	408	52.78%	4	0.52%
Others	5	27.78%	9	50.00%	4	22.22%
Locale						
Rural	186	34.38%	355	65.62%	0	0.00%
Urban	255	27.13%	606	64.47%	79	8.40%
Source: SOTTTER- 2023 Survey						

Fees paid

The provision of information regarding the fee structure offers a deeper understanding of the specific costs borne by students seeking admission into teacher education institutions. The tuition costs paid by the student teachers varied between a minimum of Rs.1200 to a maximum of 6 Lakh. Based on the analysis of the sampled

student teachers, it is evident that the majority of students made payments within the fee range of Rs.50,001 to Rs.1,00,000. This was followed by the second largest group of students who paid fees within the range of Rs.5001 to Rs.25,000. However, a considerable proportion of participants (n=308) also made payments within the range of Rs. 25,001 to Rs. 50,000 (Table 3.19).

Table 3.19 Fees Paid by the Student Teachers					
Fees Category	Total	Female	Male	Rural	Urban
>= 5000	206	122	84	73	133
5001-25,000	424	281	143	75	349
25,001-50,000	308	239	69	96	212
50,001-1,00,000	452	328	124	254	198
1,00,001-1,50,000	14	10	4	14	
Above 1,50,000	7	3	4	2	5
NA	70	39	31	27	43
Total	1481	1022	459	541	940
Source: SOTTTER- 2023 Survey					

One notable observation is the disparity in fees between rural and urban student teachers. It is evident that a higher proportion (47%) of rural student teachers pay fees ranging from Rs. 50,001 to Rs.1,00,000, whereas the majority (37%) of urban student teachers pay fees ranging from Rs. 5001 to Rs. 25,000. This finding indicates that rural students have incurred higher costs in comparison to their urban counterparts.

On the basis of management, maximum number of the private, aided and B.Ed student teachers paid fees in the fees slab of Rs.50,001 to Rs. 1,00,000 category (Table 3.20).

Table 3.20 Management-wise Fees Paid by the Student Teachers						
Fees Category	Government	Aided	Others	Private	B.Ed	D.Ed/D.El.Ed
>= 5000	194	2	2	8	14	191
5001-25,000	215	84	3	122	267	135
25,001-50,000	45	32	4	227	252	25
50,001-1,00,000	7	77	6	362	415	29
1,00,001-1,50,000				14	4	10
Above 1,50,000	2	4		1	2	
NA	26	2	3	39	32	27
Total	489	201	18	773	986	417
Source: SOTTTER- 2023 Survey						

Table 3.21 State-wise Fees Paid by the Student Teachers								
	>= 5000	5001-25,000	25,001-50,000	50,001-1,00,000	1,00,001-1,50,000	Above 1,50,000	NA	Total
Assam	96	48	2	184	1		4	335
%	28.66%	14.33%	0.60%	54.93%	0.30%	0.00%	1.19%	
Bihar	6	34	8	118	13		13	192
%	3.13%	17.71%	4.17%	61.46%	6.77%	0.00%	6.77%	
Chhattisgarh	55	63	110	7	0	0	13	248
%	22.18%	25.40%	44.35%	2.82%	0.00%	0.00%	5.24%	
Karnataka	2	78	39	87	0	0	7	213
%	0.94%	36.62%	18.31%	40.85%	0.00%	0.00%	3.29%	
Maharashtra	5	106	44	23	0	0	1	179
%	2.79%	59.22%	24.58%	12.85%	0.00%	0.00%	0.56%	
Mizoram	14	17	5	0	0	0	4	40
%	35.00%	42.50%	12.50%	0.00%	0.00%	0.00%	10.00%	
Punjan	0	8	35	25	0	7	7	82
%	0.00%	9.76%	42.68%	30.49%	0.00%	8.54%	8.54%	
Telangana	28	70	65	8	0	0	21	192
%	14.58%	36.46%	33.85%	4.17%	0.00%	0.00%	10.94%	
Source: SOTTTER- 2023 Survey								

State-wise, the highest fees slab paid by majority of the students teachers is noticed in Assam, Bihar and Karnataka. The fees category here is in the range of Rs. 50,001 to Rs. 1,00,000 (Table 3.21).

Programme-wise, the fees paid by BPed student teachers is relatively higher when compared to the B.Ed and D.Ed/D.El.Ed student teachers (Table 3.22).

Table 3.22 Programme-wise Fees Paid by Student Teachers						
Fees Category	B.Ed	%	D.Ed/D.El.Ed	%	B.PEd	%
>= 5000	14	1.42%	191	45.80%	0	0.00%
5001-25,000	267	27.08%	135	32.37%	2	4.35%
25,001-50,000	252	25.56%	25	6.00%	24	52.17%
50,001-1,00,000	415	42.09%	29	6.95%	5	10.87%
1,00,001-1,50,000	4	0.41%	10	2.40%	0	0.00%
Above 1,50,000	2	0.20%		0.00%	5	10.87%
NA	32	3.25%	27	6.47%	10	21.74%
Total	986	100%	417	100%	46	100.00%
Source: SOTTTER- 2023 Survey						

Additional Fees Paid

Additional fees are occasionally taken by institutions under special provisions. From the student teachers responses it is confirmed by 30 per cent of them that additional fees were taken by their teacher education institutions and this proportion is highest in rural, private and aided teacher education institutions (Table 3.23).

Table 3.23 Additional Fees Paid by the Student Teachers					
Response	Total	Female	Male	Rural	Urban
N	449	312	137	176	273
%	30.32%	30.53%	29.85%	32.53%	29.04%
Total	1481	1022	459	541	940
Response	Government	Aided	Others	Private	Total
N	115	68	3	263	449
%	23.52%	33.83%	16.67%	34.02%	23.52%
Total	489	201	18	773	1481
Source: SOTTTER- 2023 Survey					

Table 3.24 Additional Fees Paid by the B.Ed and D.Ed/D.El.Ed Student Teachers		
Response	B.Ed	D.Ed/D.El.Ed
N	292	150
%	29.61%	35.97%
Total	986	417
Source: SOTTTER- 2023 Survey		

3.6 Personal Orientations

The student teachers' orientations in terms of what motivated them to pursue the selected degree, reasons for choosing teaching career, and choosing the particular teacher education institutions were examined.

Motivation to pursue the selected degree

One of the top reasons stated by the student teachers for pursuing the selected degree is because - they like children, followed by the reason that - teaching is a well-respected profession and - to get a stable job. This is common across all categories, irrespective of gender and location (Table 3.25).

Table 3.25 Reasons by Student Teachers for Pursuing the Selected Degree								
Reason		Total	Female	Male	Rural	Urban	B.Ed	D.Ed/D.El.Ed
To get a stable job	N	610	402	208	221	389	416	159
	%	41.19	39.33	45.32	40.85	41.38	42.19%	38.13%
To be an education entrepreneur (coaching centre, tutorials, guide book etc)	N	273	191	82	74	199	191	15
	%	18.43	18.69	17.86	13.68	21.17	19.37%	3.60%
My family or peers suggested	N	240	165	75	86	154	150	81
	%	16.21	16.14	16.34	15.90	16.38	15.21%	19.42%
I like teaching children	N	737	519	218	270	467	475	227
	%	49.76	50.78	47.49	49.91	49.68	48.17%	54.44%
Teaching is a well-respected profession	N	659	462	197	237	422	448	174
	%	44.50	45.21	42.92	43.81	44.89	45.44%	41.73%
I didn't get admission into any other course	N	54	30	24	20	34	25	24
	%	3.65	2.94	5.23	3.70	3.62	2.54%	5.76%
The college is conveniently located	N	98	64	34	32	66	52	38
	%	6.62	6.26	7.41	5.91	7.02	5.27%	9.11%
Teaching is convenient for women	N	180	159	21	55	125	119	54
	%	12.15	15.56	4.58	10.17	13.30	12.07%	12.95%
I wanted to shift my career	N	137	91	46	34	103	88	39
	%	9.25	8.90	10.02	6.28	10.96	8.92%	9.35%
I wanted to teach higher classes	N	304	205	99	109	195	228	56
	%	20.53	20.06	21.57	20.15	20.74	23.12%	13.43%
I am looking for a government teaching job	N	504	351	153	177	327	350	123
	%	34.03	34.34	33.33	32.72	34.79	35.50%	29.50%
I wanted to make teaching my career	N	538	377	161	191	347	376	132
	%	36.33	36.89	35.08	35.30	36.91	38.13%	31.65%
Other (please specify)	N	63	33	30	23	40	37	18
	%	4.25	3.23	6.54	4.25	4.26	3.75%	4.32%
Source: SOTTTER- 2023 Survey								

Importance to choose Teaching as a career

The level of importance laid by the student teachers for a given set of statements for choosing to teach as a career varied to some extent. However, the highest importance laid for three sentences were in the order; Teaching will allow me to provide a contribution to society, Teaching will allow me to work with children and young people and Teaching will offer a steady career path (Table 3.26).

Table 3.26 Importance Given by Student Teachers for Choosing Teaching as A Career								
Response	High		Moderate		Low		Not Important	
	N	%	N	%	N	%	N	%
Teaching would offer a steady career path	851	57.46	358	24.17	159	10.74	113	7.63
Teaching would provide a reliable income	560	37.81	528	35.65	234	15.80	159	10.74
Teaching is a secure job	803	54.22	375	25.32	193	13.03	110	7.43
The teaching schedule (e.g. hours, holidays, part-time positions)	629	42.47	452	30.52	231	15.60	169	11.41
Will fit with responsibilities in my personal life.	781	52.73	398	26.87	187	12.63	115	7.77
Teaching will allow me to work with children and young people	932	62.93	296	19.99	154	10.40	99	6.68
Teaching will allow me to provide a contribution to society	938	63.34	283	19.11	143	9.66	117	7.90
Source: SOTTTER- 2023 Survey								

Reasons for choosing the teacher education institution

The primary factor influencing the selection of the teacher education institution among the majority of student teachers is the convenient location of the college. This phenomenon was observed across all categories, including total, gender, and location. The second often cited reason is the college's outstanding reputation, with additional factors including parental or peer recommendations. However, male student teachers specifically attribute their third choice to the college's track record of generating students who acquired lucrative employment opportunities.

Was the Institution their First Choice?

When queried about their preference for the chosen teacher education institution, a significant majority of student teachers, regardless of gender and region, indicated that the institution was indeed their primary selection. The recorded percentages were as follows: the overall proportion was 84.13%, with 84.05% for females, 84.31% for males, 83.55% for individuals residing in rural areas, and 84.47% for those residing in urban areas (Table 3.27).

Table 3.27 Reasons for Joining the Selected Teacher Education Institution										
	Total		Female		Male		Rural		Urban	
Response	N	%	N	%	N	%	N	%	N	%
The college is conveniently located	701	47.33%	469	45.89%	232	50.54%	286	52.87%	415	44.15%
My parents or peers suggested	455	30.72%	328	32.09%	127	27.67%	162	29.94%	293	31.17%
My in-laws and husband suggested	110	7.43%	89	8.71%	21	4.58%	34	6.28%	76	8.09%
The college has a strong reputation	500	33.76%	334	32.68%	166	36.17%	171	31.61%	329	35.00%
Students passing out from this college get good jobs	380	25.66%	249	24.36%	131	28.54%	111	20.52%	269	28.62%
I can afford the fees	322	21.74%	205	20.06%	117	25.49%	95	17.56%	227	24.15%
In this college, I can manage studies and working	284	19.18%	183	17.91%	101	22.00%	99	18.30%	185	19.68%
I can manage studies and home	354	23.90%	251	24.56%	103	22.44%	125	23.11%	229	24.36%
Other (please specify)	124	8.37%	86	8.41%	38	8.28%	44	8.13%	80	8.51%
Source: SOTTTER- 2023 Survey										

3.7 Programme Characteristics

In order to get insight into the process of the course, the perspectives of student teachers were sought regarding several dimensions of the programmes, including attendance, internships, regularity, working hours, and degree of preparedness.

Perceived Attendance

The student teacher's response to the percentage of attendance in their programme varied between less than 50 per cent to above 90 per cent. Based on the provided data, it is apparent that the attendance of the class was predominantly within the range of 75 to 90 per cent for the majority of student teachers, regardless of their geographical location and the kind of management (Table 3.28).

Table 3.28 Perceived Attendance during the Programme by Student Teachers					
	Response	Less than 50%	50-75%	75-90%	Above 90%
Total	N	37	170	810	464
	%	2.50%	11.48%	54.69%	31.33%
Rural	N	16	74	302	149
	%	2.96%	13.68%	55.82%	27.54%
Urban	N	21	96	508	315
	%	2.23%	10.21%	54.04%	33.51%
Government	N	8	33	271	177
	%	1.64%	6.75%	55.42%	36.20%
Aided	N	3	14	94	90
	%	1.49%	6.97%	46.77%	44.78%
Others	N		4	10	4
	%		22.22%	55.56%	22.22%
Private	N	26	119	435	193
	%	3.36%	15.39%	56.27%	24.97%
Source: SOTTTER- 2023 Survey					

Regularity of their Classmates

As noted in the attendance, the extent of regularity of the student teachers also was seen to be dominantly presented in 75-90 per cent range in all the categories (Table 3.29).

Table 3.29 Extent of Regularity of the Classmates						
Response		Less than 50%	50-75%	75-90%	Above 90%	NA
Total	N	87	342	799	238	15
	%	5.87%	23.09%	53.95%	16.07%	1.01%
Rural	N	27	155	293	64	4
	%	4.99%	28.65%	54.16%	11.83%	0.74%
Urban	N	60	187	506	174	11
	%	6.38%	19.89%	53.83%	18.51%	1.17%
Government	N	25	93	264	102	6
	%	5.11%	19.02%	53.99%	20.86%	1.23%
Aided	N	5	40	107	46	3
	%	2.49%	19.90%	53.23%	22.89%	1.49%
Others	N	1	4	10	2	1
	%	5.56%	22.22%	55.56%	11.11%	5.56%
Private	N	56	205	418	88	5
	%	7.24%	26.52%	54.08%	11.38%	0.65%
Source: SOTTTER- 2023 Survey						

Time Spent in College

The majority of the student teachers spent at least 3 to 5 hours in their institutions daily, irrespective of location and type of management. However, nearly one-third of the student teachers also admitted staying for more than five hours (Table 3.30).

Table 3.30 Time Spent Daily by Student Teachers in College				
Response		3 hours	3-5 hours	More than 5 Hours
Total	N	113	914	454
	%	7.63%	61.72%	30.65%
Rural	N	20	361	160
	%	3.70%	66.73%	29.57%
Urban	N	93	553	294
	%	9.89%	58.83%	31.28%
Government	N	19	308	162
	%	3.89%	62.99%	33.13%
Aided	N	10	122	69
	%	4.98%	60.70%	34.33%
Others	N	0	11	7
	%	0	61.11%	38.89%
Private	N	84	473	216
	%	10.87%	61.19%	27.94%
Source: SOTTTER- 2023 Survey				

Internship School

Information on the kind of school the internships were conducted reflected on the accessibility of the schools and as well as the choice of schools made by the institutions. Data in Table 65 shows that the choice of schools for internships was predominantly the government schools (Table 3.31).

Table 3.31 The Type of Schools Internships were Conducted						
Response		Govt School	Aided school	Private School	Others	NA
Total	N	1019	64	232	124	42
	%	68.80%	4.32%	15.67%	8.37%	2.84%
Rural	N	423	14	82	15	7
	%	78.19%	2.59%	15.16%	2.77%	1.29%
Urban	N	596	50	150	109	35
	%	63.40%	5.32%	15.96%	11.60%	3.72%
Government	N	421	12	23	20	13
	%	86.09%	2.45%	4.70%	4.09%	2.66%
Aided	N	84	26	32	54	5
	%	41.79%	12.94%	15.92%	26.87%	2.49%
Others	N	10	2	3	3	
	%	55.56%	11.11%	16.67%	16.67%	0.00%
Private	N	504	24	174	47	24
	%	65.20%	3.10%	22.51%	6.08%	3.10%
Source: SOTTTER- 2023 Survey						

Aspects of Course Useful

Among the various aspect of the course, student teachers have highlighted 'internships' as the course more useful by majority of them, except from other institutions. The second most useful aspect considered by them is 'work experience (Table 3.32).

Table 3.32 Extent of Usefulness of Various Course Aspects						
Response		Foundation	Internships	Labs	Methods	work experience
Total	N	185	570	9	293	424
	%	12.49%	38.49%	0.61%	19.78%	28.63%
Rural	N	71	187	4	123	156
	%	13.12%	34.57%	0.74%	22.74%	28.84%
Urban	N	114	383	5	170	268
	%	12.13%	40.74%	0.53%	18.09%	28.51%
Government	N	48	186	2	87	166
	%	9.82%	38.04%	0.41%	17.79%	33.95%
Aided	N	34	83	2	40	42
	%	16.92%	41.29%	1.00%	19.90%	20.90%
Others	N	2	5	1	2	8
	%	11.11%	27.78%	5.56%	11.11%	44.44%
Private	N	101	296	4	164	208
	%	13.07%	38.29%	0.52%	21.22%	26.91%
Source: SOTTTER- 2023 Survey						

Extent of Preparedness Developed in the Programme

The level of preparedness gained through the programme has been uneven based on the responses of the student teachers. Although a majority have rated all the aspects as 'Well prepared', a significant percentage have also rated selected aspects as 'somewhat prepared'. These aspects are 'general pedagogy', 'teaching in a mixed ability class', 'teaching in a multilingual class', 'use of ICT', 'working with special needs', 'facilitating play' and 'story telling/arts/music'. This would imply that these are some of the areas that need attention and require intense training (Table 3.33).

Table 3.33 Preparedness Level of Different Aspects of the Programme								
	Well Prepared		Somewhat Prepared		Not Prepared		NI	
Response	N	%	N	%	N	%	N	%
Content knowledge	1076	72.65%	338	22.82%	30	2.03%	37	2.50%
Pedagogy of subjects	1041	70.29%	370	24.98%	42	2.84%	28	1.89%
general pedagogy	955	64.48%	441	29.78%	51	3.44%	34	2.30%
Classroom Practice	1096	74.00%	311	21.00%	39	2.63%	35	2.36%
Teaching in a mixed ability class	870	58.74%	473	31.94%	109	7.36%	29	1.96%
Teaching in a multilingual class	879	59.35%	456	30.79%	115	7.77%	31	2.09%
Teaching skills (problem solving, creativity etc)	1043	70.43%	351	23.70%	53	3.58%	34	2.30%
[Use of ICT	839	56.65%	511	34.50%	98	6.62%	33	2.23%
Student behaviour and classroom management	1012	68.33%	391	26.40%	42	2.84%	36	2.43%
Students' assessment	1019	68.80%	383	25.86%	43	2.90%	36	2.43%
Working with special needs	820	55.37%	484	32.68%	145	9.79%	32	2.16%
Facilitating play	831	56.11%	512	34.57%	104	7.02%	34	2.30%
Story telling/ arts/ music	884	59.69%	461	31.13%	99	6.68%	37	2.50%
Source: SOTTTER- 2023 Survey								

Other Perceptions

The opinion of the student teachers were also obtained on other aspects - like what was the best duration for a B.Ed programme? A majority of the student teachers both across location and gender voted for 2 years, rather than one year or 18 months.

When asked if a four-year integrated B.A/B.Sc.Ed programme will help to improve the status of teacher education, 60 per cent and denied to this statement.

3.8 Employment Opportunities

The majority of student teachers expressed a preference for seeking employment in government schools, with a percentage above 80% and above. This was seen across location and gender. Moreover, a significant proportion of individuals (62%) tend to prioritize work opportunities inside their respective state, followed by seeking employment within the teacher education institution where they are presently enrolled (34%). This trend was similar in the other student teachers categories too.

Most of the student teachers plan to get the desired employment through the teacher educational institution placement(58%) and then would approach family, friends or other contacts.

Support Expected by Student Teachers

The kind of support expected by the student teachers from their institutions in finding employment is displayed in the following table 3.34.

Table 3.34 Nature of Support Expected by Student Teachers from their Institutions						
	Response	Placement	Reference	Support in Demo/ Interview	Helping with CV	No Support
Total	N	531	277	356	125	192
	%	35.85%	18.70%	24.04%	8.44%	12.96%
Rural	N	155	93	145	42	106
	%	28.65%	17.19%	26.80%	7.76%	19.59%
Urban	N	376	184	211	83	86
	%	40.00%	19.57%	22.45%	8.83%	9.15%
Female	N	361	183	242	96	140
	%	35.32%	17.91%	23.68%	9.39%	13.70%
Male	N	170	94	114	29	52
	%	37.04%	20.48%	24.84%	6.32%	11.33%
B.Ed	N	332	191	246	92	125
	%	33.67%	19.37%	24.95%	9.33%	12.68%
D.Ed/D.El.Ed	N	160	67	99	31	60
	%	38.37%	16.07%	23.74%	7.43%	14.39%

Source: SOTTTER- 2023 Survey

The data in the above table indicates that majority of the student teachers expect their institutions to provide support in terms of placement, followed by support in demonstration or interview. Close to one-fifth also expect them to provide reference and less than 10 per cent support in terms of developing their CV.

Expected Salary Range

The salary range expected by majority of the student teachers lay in the range of more than Rs. 40,000. This was seen to be common across all categories. However a significant percentage also desire between the range of Rs.30,000 to Rs.40,000 (Table 3.35).

Table 3.35 Salary Range Expected by the Student Teachers						
Response		Less than 10,000	10,000- 20,000	20,000-30,000	30,000- 40,000	More than 40,000
Total	N	41	194	310	390	546
	%	2.77%	13.10%	20.93%	26.33%	36.87%
Rural	N	9	63	89	152	228
	%	1.66%	11.65%	16.45%	28.10%	42.14%
Urban	N	32	131	221	238	318
	%	3.40%	13.94%	23.51%	25.32%	33.83%
Female	N	26	151	233	265	347
	%	2.54%	14.77%	22.80%	25.93%	33.95%
Male	N	15	43	77	125	199
	%	3.27%	9.37%	16.78%	27.23%	43.36%
B.Ed	N	17	112	220	269	368
	%	1.72%	11.36%	22.31%	27.28%	37.32%
D.Ed/D.El.Ed	N	20	67	81	99	150
	%	4.80%	16.07%	19.42%	23.74%	35.97%

Source: SOTTTER- 2023 Survey

Cleared Teacher Eligibility Test

On average, the proportion of student teachers who pass the state or central teacher eligibility test was 29 per cent. This percentage is however among male student teachers (37%) and among those in government teacher education institutions (36%). The pass percentages in the rest of the categories is as follows; rural- 27%; female- 26%; aided institutions - 29%; other institutions- 33% and private institution- 26%. By and large more than 65 per cent of the student teachers cleared this test in the first attempt only.

Out of the 986 B.Ed student teachers, only 270 (27%) cleared the Central or State eligibility test, and among these 218 (22%) cleared the test in their first attempt itself. While among the D.Ed /D.El.Ed student teachers, out of the total 417, 142 (34.05%) cleared the teacher eligibility test and 95 (23%) among these cleared in the first attempt.

Perceptions on Teaching/teachers

The nature of the rating given by the student teachers towards different aspects of teaching or teachers is displayed in the below table. The data in the table shows that the majority of them have rated all the aspects as 'high', while a smaller percentage (18-20%) have rated the aspect -pay as was 'somewhat' or 'low'. However, with respect to 'pay', 'status' and 'influence' their opinion differs when compared to the other aspects, in terms of their distribution of proportions (Table 3.36).

Table 3.36 Student Teachers Perceptions towards Teaching/Teachers

Response	High		Somewhat		Low	
	N	%	N	%	N	%
Trust	1374	92.78%	65	4.39%	42	2.84%
Pay	893	60.30%	280	18.91%	308	20.80%
Influence	1178	79.54%	160	10.80%	143	9.66%
Inspiring	1338	90.34%	72	4.86%	71	4.79%
Respect	1379	93.11%	44	2.97%	58	3.92%
Status	1186	80.08%	169	11.41%	126	8.51%
Intelligence	1318	88.99%	86	5.81%	77	5.20%
Hard-working	1400	94.53%	59	3.98%	82	5.54%
Care	1290	87.10%	92	6.21%	99	6.68%

Source: SOTTTER- 2023 Survey

Table 3.37 B.Ed Student Teachers Perceptions towards Teaching/Teachers

Response	High		Somewhat		Low	
	N	%	N	%	N	%
Trust	917	93.00%	45	4.56%	24	2.43%
Pay	595	60.34%	181	18.36%	210	21.30%
Influence	790	80.12%	108	10.95%	88	8.92%
Inspiring	903	91.58%	47	4.77%	36	3.65%
Respect	936	94.93%	23	2.33%	27	2.74%
Status	809	82.05%	106	10.75%	71	7.20%
Intelligence	896	90.87%	47	4.77%	43	4.36%
Hard-working	904	91.68%	31	3.14%	51	5.17%
Care	863	87.53%	57	5.78%	66	6.69%

Source: SOTTTER- 2023 Survey

Table 3.38 D.Ed/D.El.Ed Student Teachers Perceptions towards Teaching/Teachers						
Response	High		Somewhat		Low	
	N	%	N	%	N	%
Trust	389	93.29%	14	3.36%	14	3.36%
Pay	247	59.23%	82	19.66%	88	21.10%
Influence	335	80.34%	44	10.55%	38	9.11%
Inspiring	371	88.97%	15	3.60%	31	7.43%
Respect	375	89.93%	17	4.08%	25	6.00%
Status	323	77.46%	50	11.99%	44	10.55%
Intelligence	364	87.29%	27	6.47%	26	6.24%
Hard-working	368	88.25%	23	5.52%	26	6.24%
Care	363	87.05%	28	6.71%	26	6.24%
Source: SOTTTER- 2023 Survey						

In all, both B.Ed and D.Ed/D.El.Ed students have shown high orientation towards all aspects related to teaching or teachers (Table 3.38).

Vision - Five years from now

Most of the student teaches (above 70%) desired to worked in a government school five years from now. This was noticed in all the categories of student teachers, location, gender and the type of teacher education programme (Table 3.39).

Table 3.39 Student Teachers Vision Five Years from Now							
Response		Working in Govt school	Working in Private school	Apply for other government jobs (SSA, bank, railway, police etc.)	Starting an education business (coaching centre, tutorials etc)	Others	None of the Above
Total	N	1108	103	86	78	40	66
	%	74.81%	6.95%	5.81%	5.27%	2.70%	4.46%
Rural	N	430	17	29	20	16	29
	%	79.48%	3.14%	5.36%	3.70%	2.96%	5.36%
Urban	N	678	86	57	58	24	37
	%	72.13%	9.15%	6.06%	6.17%	2.55%	3.94%
Female	N	758	92	46	53	29	44
	%	74.17%	9.00%	4.50%	5.19%	2.84%	4.31%
Male	N	350	11	40	25	11	22
	%	76.25%	2.40%	8.71%	5.45%	2.40%	4.79%
B.Ed	N	717	82	50	60	34	43
	%	72.72%	8.32%	5.07%	6.09%	3.45%	4.36%
D.Ed/D.El.Ed	N	340	15	26	10	5	21
	%	81.53%	3.60%	6.24%	2.40%	1.20%	5.04%
Source: SOTTTER- 2023 Survey							

3.9 Impact of COVID-19

The student teachers response to experiences to online classes during the COVID-19 period was predominantly as - 'it helped and was useful'. However those from the aided institutions, a majority expressed that- they 'did not learn much online'. Although this statement was not expressed by a majority in the other categories, a significant percentage (above 20%) did indicate this statement as one of their experience (Table 3.40).

Table 3.40 Student Teachers Experiences to Online Classes during COVID-19						
Response		It helped and was useful	Better equipped with ICT	Lost motivation	Did not learn much online	Missed practicals and internship
Total	N	586	216	115	352	212
	%	39.57%	14.58%	7.77%	23.77%	14.31%
Rural	N	198	78	37	153	75
	%	36.60%	14.42%	6.84%	28.28%	13.86%
Urban	N	388	138	78	199	137
	%	41.28%	14.68%	8.30%	21.17%	14.57%
Government	N	179	83	42	122	63
	%	36.61%	16.97%	8.59%	24.95%	12.88%
Aided	N	61	28	21	67	24
	%	30.35%	13.93%	10.45%	33.33%	11.94%
Others	N	8	2	2	3	3
	%	44.44%	11.11%	11.11%	16.67%	16.67%
Private	N	338	103	50	160	122
	%	43.73%	13.32%	6.47%	20.70%	15.78%

Source: SOTTTER- 2023 Survey

Access to equipment

The availability of technology such as laptops and smartphones for student teachers was also confirmed. The table presented below illustrates the availability of several types of equipment. The majority of individuals possessed a smartphone, whilst those in possession of a laptop constituted fewer than 50 per cent. Nevertheless, there was a higher percentage of male student teachers and those from rural colleges who possessed a personal laptop (Table 3.41).

3.10 Self-Assessment

The student teachers when asked how they would rate themselves on ICT teaching skills. The average rating obtained by total student teachers and from the rest of the categories is 8.

Table 3.41 Student Teachers Access to Types of Equipment			
	Response	Personal Laptop	Smartphone
Total	N	580	1427
	%	39.16%	96.35%
Rural	N	244	529
	%	45.10%	97.78%
Urban	N	336	898
	%	35.74%	95.53%
Female	N	371	980
	%	36.30%	95.89%
Male	N	209	447
	%	45.53%	97.39%

Source: SOTTTER- 2023 Survey