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Assessment of Ground Preparedness for EdTech (Round 1)

Teachers have reasonably good access to devices and internet quality. They are of the view that most of their students do not have access to devices, internet. Teachers are concerned about their own wellbeing and that of their students'. About 75% have contacted them regarding their studies and wellbeing. 20% teachers are concerned about job security. 69% say they need access to teaching learning resources and 58% need support to use EdTech, and they can spend an average of 9 hours a week on professional development.

Schools across India have been closed since March 23, 2020. While in South Indian states, the academic sessions had nearly come to a close, in other regions, the academic session has been disrupted. MHRD and state governments are exploring use of technology to tide over this period and enable learning to continue. But what is the situation on the ground with regards access to devices, internet and electricity? What is teachers' preparedness for online teaching? Will students of government schools be able to participate in online schooling? As a part of the Connected Open and Online Learning response to COVID 19 Pandemic, we are undertaking dip-stick studies to understand the ground scenario, through head teachers, teachers and teacher educators: their situation, the challenges faced by their students and their professional development needs. This report shares key findings from our preliminary study (Round 1 of the survey) covering 55 school teachers (government and private) (see methodology and process details at end of report).

The profile of 55 Respondents: Head Teachers: 8, Teachers: 33, Teacher Educators: 10; (18 Maths, 13 English, 11 Science, 12: other); Teacher educators: 10 * **Type of school:** Government School: 67%; Private School: 31%; Aided School: 2% * **Gender:** 73% men and 27% women * **Age:** 51-65 years: 22%; 36-50 years: 51%; 18-35 years: 27% * **Education Qualifications:** Highest Education Qualifications: MPhil PhD:4%; Post Graduation: 76%; Graduation: 26%; Senior Secondary: 4% * **States:** Telangana: 58%; Chhattisgarh: 24%; Others (Maharashtra, Rajasthan, Tripura, Andhra Pradesh) * **Location:** Urban: 86%; Rural: 14%.

KEY FINDINGS

Teachers' context:

- **Device:** Smartphone: 91% (88% of men and 100% of women¹); laptop: 53% (48% of men and 67% of women)
- **Electricity:** 98% have stable electricity used to charge devices. 5 teachers have power cuts for longer than 5 hours (3 Rural and 2 Urban).
- **Internet:** 78% have good internet connection on which they can view a youtube video (without much interruption). 60% have more than 1GB data limit per day (62% of urban, 50% of rural; 62% of men, 53% of women).
- **Online presence:** 80% report spending 2 hours or more online, including 35% spending more than 4 hours per day online (12 of 40 men and 7 of 15 women).

¹ Note on calculation of the break up percentages here and elsewhere in this report, explained wrt smartphone access as illustration: Men constitute 73% and women constitute 27% of the overall sample. 88% of men and 100% of women have smartphones. Together $(88 \times 0.73 + 100 \times 0.27)$, they constitute 91% of the sample that have access to the device.

- **Online activities:** Reading news: 71%; watching educational videos: 69%; social media: 56% and online courses: 49%. 3 teachers said they are conducting online classes (2 from private schools) and two are involved with creating academic content (both from government schools).

Teachers' assessment of their students' contexts:

- **Access to smart phone:** 'Most students have': 36% (19% of government (rural & urban) and 76% of private); 'some students have': 56% (70% of government, 24% of private).
- **Stable electricity connection to charge devices:** 'most have': 67% (57% of government and 88% of private); 'power cuts are longer than 5 hours per day': 13% (11% of urban and 25% of rural).
- **Good internet connection:** 'most students will have': 26% (16% of government and 47% of private); 'only some students will have': 64% (68% of government and 53% of private).

Teachers' concerns

Overall: Family's safety and well being: 87%; one's own health: 65%; availability of medicines and essential items: 56% and economic crisis that the country will face: 47%.

Work related: Students will lose touch with the subject: 85%; Need for professional development to respond to this situation: 64%; there will be a backlog of syllabus to be covered: 36%; Inability to concentrate or work according to plan: 27% (25% of men and 33% of women) 'happiness is lost somewhere'; Job stability: 20% (14% of government, 29% of private teachers).

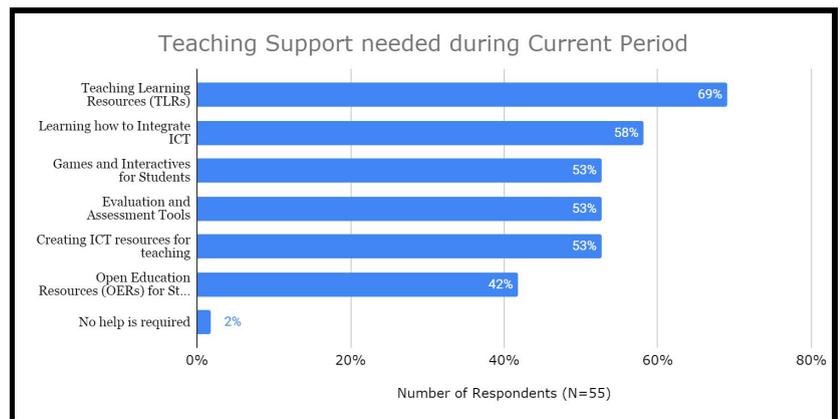
40% of teachers had contacted their students for teaching or assignments and 35% to check on their wellbeing. 15% had not contacted their students. To contact their students, teachers had used WhatsApp (38%) followed by Google Meet (33%) and Google Classroom (24%).

Professional development

During lockdown: 76% of the teachers said they have found time for professional development and spend about 10 hours (range: 2-35 hours) per week on online video lectures (42%) or taking online/MOOC courses (35%; and most teacher educators).

Needs: 87% said they would be able to spend an average of about 9 hours per week (range: 1-42 hours) on their own professional development. Online courses/MOOCs (67%) and online video lectures (58%) were the more preferred modes of learning.

- Topics of general interest: personality development, mental wellbeing, ICT based teaching (58%); English teachers: grammar, vocabulary; Science teachers: electromagnetism, optics, molecular biochemistry, health and safety; Mathematics teachers: subject improvement and general pedagogy.
- Things that are likely to be difficult to teach in online mode: writing skills, introducing new topics, practicals. Teacher educators: pedagogy courses, evaluation.



METHODOLOGY: The survey tool was designed for school teachers, school heads, and teachers educators, and included 38 Questions, (26 close ended and 12 open ended, 9 questions to profile the person) self-administered through an online survey form in Hindi and English, question types: (i) current key concerns (personal and professional), (ii) access to devices and internet, (iii) the nature of online activities, (iv) professional development so far and in the near future during the Covid times, (v) support needed towards teaching and (vi) opinion regarding ease and difficulty of teaching topics online. The sampling was by snowballing through known contacts on the field with the survey link shared via whatsapp and Telegram. Responses obtained between 22 -24April 2020 have been taken for this analysis.

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