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Assessment of Ground Preparedness for EdTech (Round 2)

Teachers and teacher educators 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, which is a challenge. They are concerned about their own wellbeing and that of their students'. About 87% have contacted them regarding their studies and wellbeing. 20% of them are concerned about job security. 58% say they need access to teaching learning resources and 55% need support to use EdTech, and they can spend an average of 10 hours a week on professional development.

The MHRD has been advocating work arounds to the current situation caused by the pandemic COVID 19. It seems that most solutions need to incorporate technology meaningfully to enable schools to adopt systems with adequate physical distancing to ensure that students and teachers are not exposed to risks. In round 2 of the survey, we report findings from a larger pool of 106 respondents that includes 77 school teachers (government and private), head teachers and 29 teacher educators (see methodology and process details at end of report).

Respondent profile:

77 Teachers: Head teachers: 19; Teachers: 58 (19 English, 19 Maths, 13 Science, 8 All subjects, 6 Other languages, 5 Social Science, 7: Other) * **Type of school:** Government School: 62%; Private School: 34%; Aided School: 3% * **Gender:** 55% men and 45% women * **Age:** 51-65 years: 22%; 36-50 years: 53%; 18-35 years: 25% * **Education Qualifications:** Highest Education Qualifications: MPhil PhD: 12%; Post Graduation: 53%; Graduation: 30%; Senior Secondary: 5% * **States:** Telangana: 44%; Mizoram: 27%; Chhattisgarh: 10%; Maharashtra: 6%; Others (Andhra Pradesh, Uttar Pradesh, Tripura, Karnataka,) * **Location:** Urban: 75%; Rural: 25%.

29 Teacher Educators (TE): **Type of institution:** Government: 69%; Private: 27%; Aided: 4% * **Gender:** 45% men and 55% women * **Age:** 51-65 years: 10%; 36-50 years: 66%; 18-35 years: 24% * **Education Qualifications:** Highest Education Qualifications: MPhil PhD: 38%; Post Graduation: 59%; Graduation: 3%; * **States:** Mizoram: 38%; Maharashtra: 24%; Telangana: 21%; Others (Tamilnadu, Andhra Pradesh, Haryana, Puducherry) * **Location:** Urban: 83%; Rural: 17%.

KEY FINDINGS

Context:

- **Device:** Teachers: Smartphone: 94% (90% of men and 97% of women¹); laptop: 45% (33% of men and 60% of women) TEs: Smartphone: 93% (92% of men and 94% of women); laptop: 72% (62% of men and 81% of women)
- **Electricity:** Teachers: 92% have stable electricity used to charge devices. 7 teachers have power cuts for longer than 4-5 hours per day (5 Rural and 2 Urban). TEs: 97% have stable electricity used to charge devices. 3 teachers have power cuts for longer than 4-5 hours per day (2 Rural and 1 Urban).
- **Internet:** Teachers: 73% have good internet connection on which they can view a youtube video (without much interruption). 66% have more than 1GB data limit per day (68% of urban, 63% of

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.

rural). **TEs:** 79% have good internet connection on which they can view a youtube video (without much interruption). 76% have more than 1GB data limit per day (70% of urban, 62% of rural).

- **Online presence: Teachers:** 73% report spending 2 hours or more online, including 27% spending more than 4 hours (66% of men, 80% of women). **TEs:** 97% report spending 2 hours or more online, including 38% spending more than 4 hours
- **Online activities: Teachers:** Reading news: 66%; watching educational videos: 62%; social media: 43%; online courses: 40%. 16 teachers said they are conducting online classes (16% of government, 32% of private) and 11 teachers in creating academic content (13% of government schools, 11% of private). **TEs:** Online courses: 59%; reading news: 52%; watching educational videos: 41%; social media: 41%; 14 TEs said they are conducting online classes (39% of government, 70% of private) and 12 TEs in creating academic content (28% of government, 60% of private).

Teachers' assessment of their students' contexts:

- **Access to smart phone:** 'Most students have': 47% (33% of govt, 89% of private); 'some students have': 47% (58% of govt, 11% of private); 'none or hardly any have': 6% (9% of govt, none of private)
- **Stable electricity connection to charge devices:** 'most have': 62% (56% of govt, 84% of private); 'most have power cuts longer than 4-5 hours per day': 9% (13% of govt, none of private)
- **Good internet connection:** 'most students will have': 22% (13% of govt and 53% of private); 'only some students will have': 64% (69% of govt and 42% of private).

Concerns

- **Overall: Teachers:** Family's safety and well being: 87%; one's own health: 56%; availability of medicines and essential items: 47% and economic crisis that the country will face: 44%. **TEs:** One's own health: 76%; family's safety and well being: 48%; availability of medicines and essential items: 45% and economic crisis that the country will face: 31%.
- **Work related: Teachers:** Students will lose touch with the subject: 66%; Need for professional development: 49%; there will be a backlog of syllabus to be covered: 35%; Additional burden for students struggling with the subject: 29%; Inability to concentrate or work according to plan: 23% (14% of men and 34% of women); Job stability: 19% (16% of govt, 21% of private teachers). **TEs:** Need for professional development: 59%; students will lose touch with the subject: 55%; there will be a backlog of syllabus to be covered: 45%; Additional burden for students struggling with the subject: 31%; Inability to concentrate or work according to plan: 17% (15% of men and 19% of women); Job stability: 21% (16% of govt, 21% of private teachers).

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Professional development

Teachers: 84% said they would be able to spend an average of about 10 hours per week (range: 1-42 hours) on their professional development. Online courses/MOOCs (45%) and online video lectures (45%) were the more preferred modes of learning.

- Topics of general interest: personality development, communication skills and ICT based teaching (45%); English teachers: grammar, vocabulary; Science teachers: electromagnetism, biology, molecular biochemistry, health and safety; Mathematics teachers: subject improvement, pedagogy and Algebra.



