

ALWAYS LEARNING

PEARSON

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Learner outcomes have always been important to Pearson – our purpose is to help people make progress in their lives through learning.

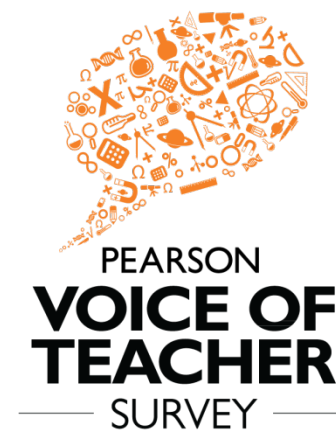
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Pearson Voice of Teacher Survey 2014

Driving Learner Outcomes

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Pearson Voice of Teacher Survey 2014

Snapshot

1

Current Skills of Students



Teachers in India feel that only 50% of the students entering a class/ level have the required skills

2

Benchmarks of Learner Success



94% of the teachers consider skills/ personality development as the most critical benchmark of learner success; significantly more than exam results (57%)

3

Satisfaction with Stakeholders



Teachers are least satisfied with the support from parents and policy makers in driving learner outcomes

4

Changes in Learning Environment



Majority (79%) of teachers believe that the learning environment has improved over last 10 years

Pearson Voice of Teacher Survey 2014

Survey Introduction

Pearson Voice of Teacher Survey was conducted in July – August 2014 among teachers in schools and higher education institutions across India

The **objective** was to gauge teachers' perspective on:

- Learning Environment – evolution and outcome centricity
- Benchmarks of learner success
- Enablers and inhibitors to achieve outcomes

The **survey represents the views of 5,145 teachers** from:

- North (1,580; 31%), South (1,910; 37%), East (768; 15%) and West (853; 17%) regions
- 247 cities and towns
- Schools (1,918; 37%) and Higher Education Institutions (3,227 teachers; 63%)

The **partner for this survey is Spire Research and Consulting**. Spire is a leader in strategic market research and consulting with focus on customized, strategic research studies.

Pearson Voice of Teacher Survey 2014

Summary of Findings

India's learning environment

Only 50% of the students entering a class/ level are perceived to have the required skills.

This could be because:

- 92% of teachers believe that India's assessment framework focuses more on exam results and less on skill development
- Learning is highly 'exam-oriented' rather than 'outcome-focused'

Lack of skills/ personality development

- Teachers consider skill/ personality development the most critical factor (94%) but the education system is more focused on examinations and less on holistic learning

In driving the 'desired learning outcomes', **teachers are least satisfied with support from...**

- **Parents** (54%)
- **Policy makers** (55%)

Pearson Voice of Teacher Survey 2014

Summary of Findings

Enablers and inhibitors in driving outcomes

Majority of teachers perceive that **India's learning environment has improved** (79%) over the past decade - more at schools (93%) than higher education institutions (71%)

According to teachers, the **factors that allow them to drive learning outcomes** are:

- Real-life/ practical exposure (63%)
- Technology integration into teaching (51%)
- Training on new methodologies (49%)

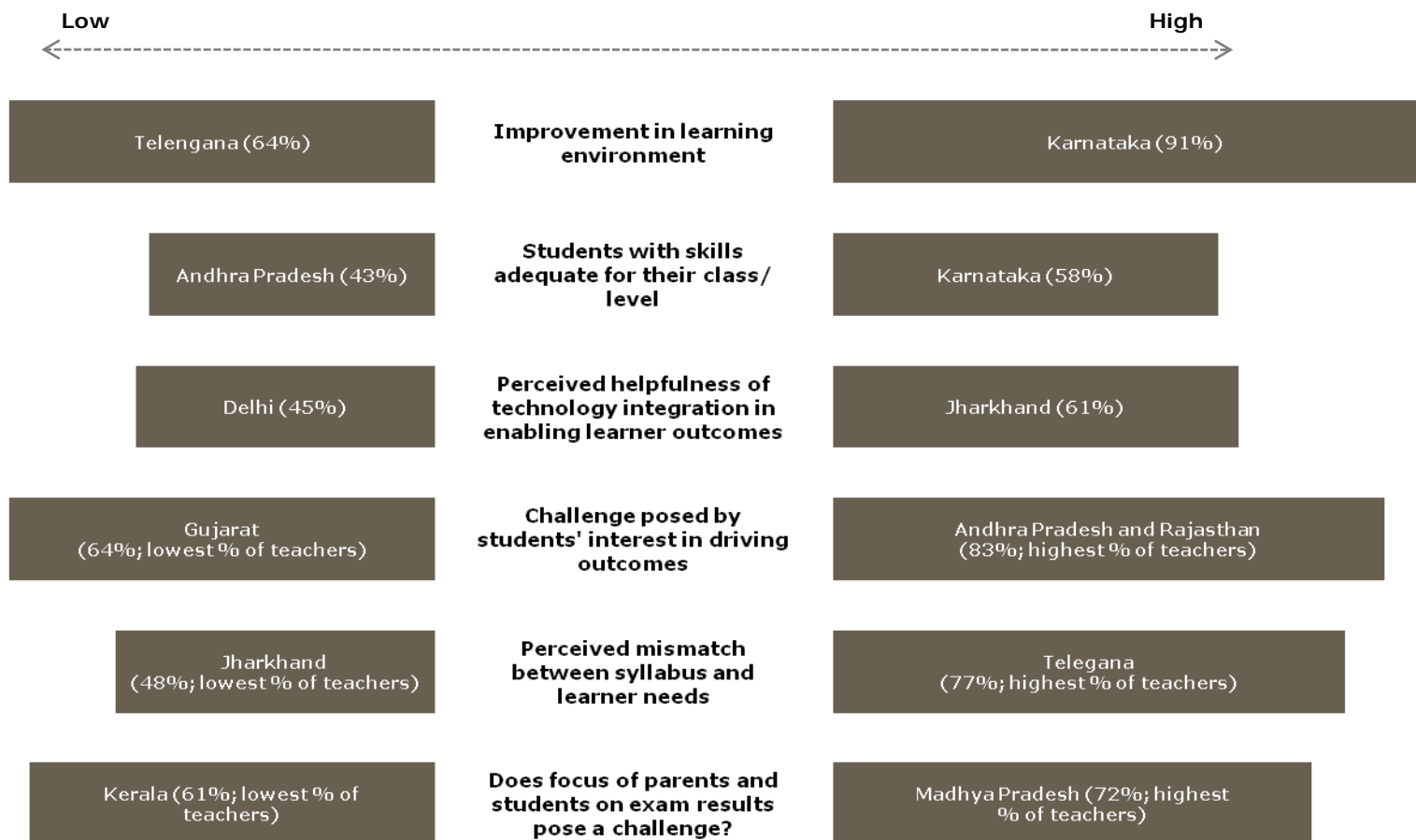
Whereas, the **factors that inhibit them** are:

- Declining student motivation and interest (76%)
- Mismatch between syllabus and learning needs (65%)
- Focus of students and parents on exam results (65%)

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Summary of Findings

State-level Perspective



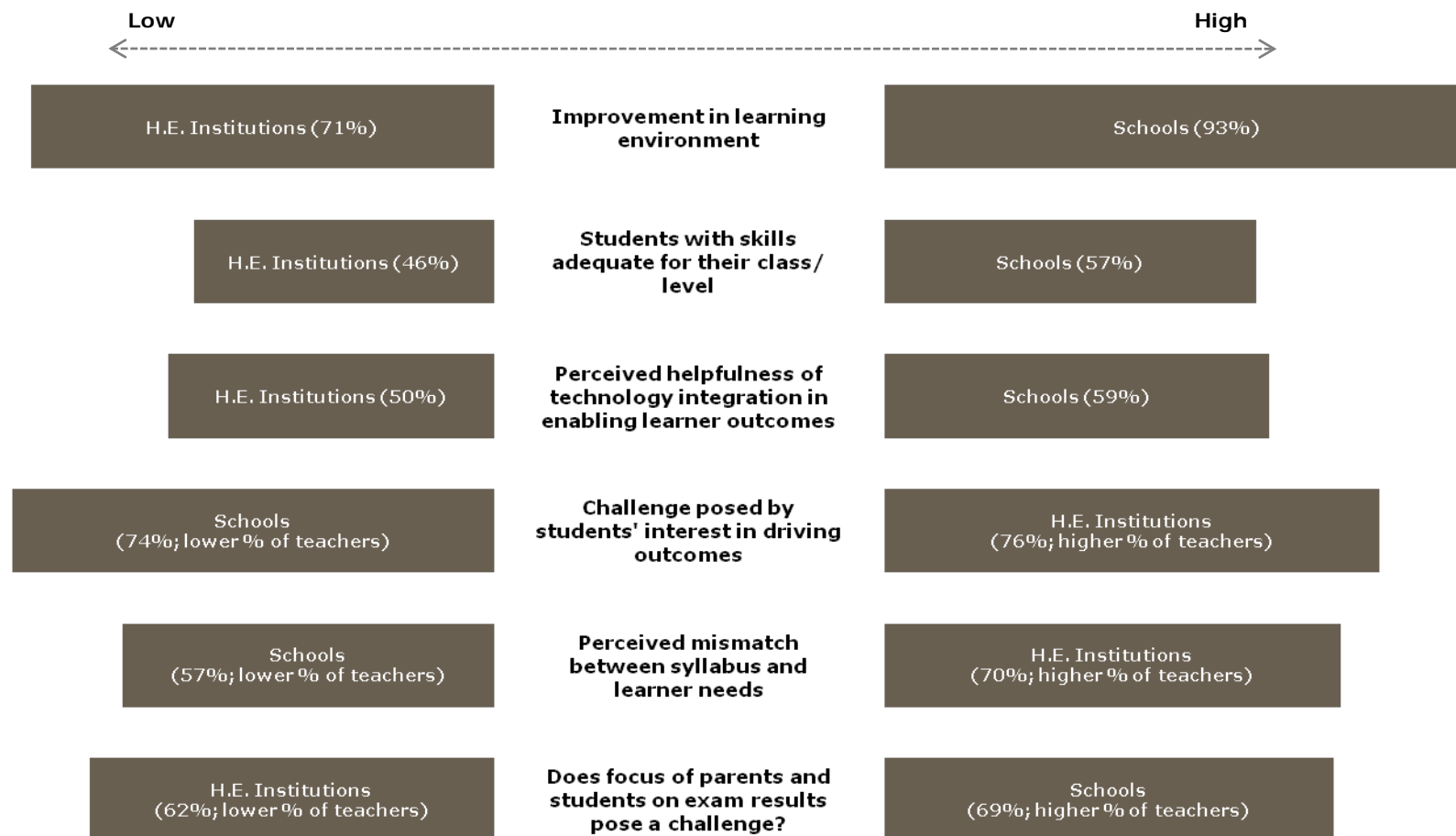
Note: % figure indicates the response of teachers at state level

Research Partner: Spire Research and Consulting

Pearson Voice of Teacher Survey 2014

Summary of Findings

Institute-level Perspective



Note: % figure indicates the response of teachers at Schools and Higher Education (HE) Institutions

Research Partner: Spire Research and Consulting

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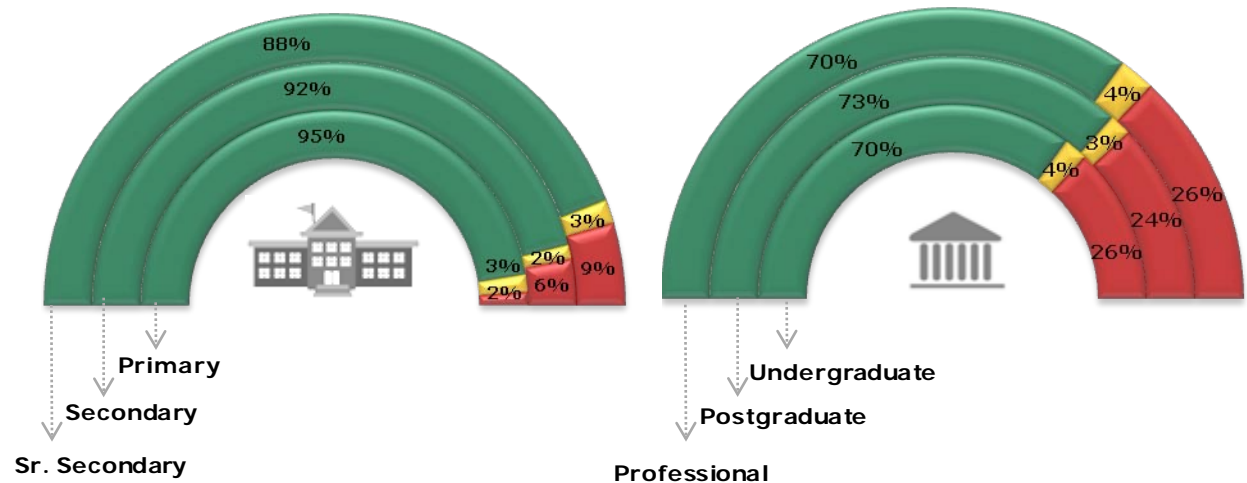
Learning Environment

Changes in learning environment

All India: Teacher Perspective



■ Improved
■ Neither Improved nor Deteriorated
■ Deteriorated



- Majority of teachers in India (79%) believe that the **learning environment has improved** over the past decade
- However, the perception varies by segment/ level:
 - **School teachers view the changes more favorably** (93%) vis-à-vis their counterparts in higher education (71%)
 - **Primary teachers perceive the most improvement** in learning environment (95%)

Question: How much has the learning environment changed over the past decade?

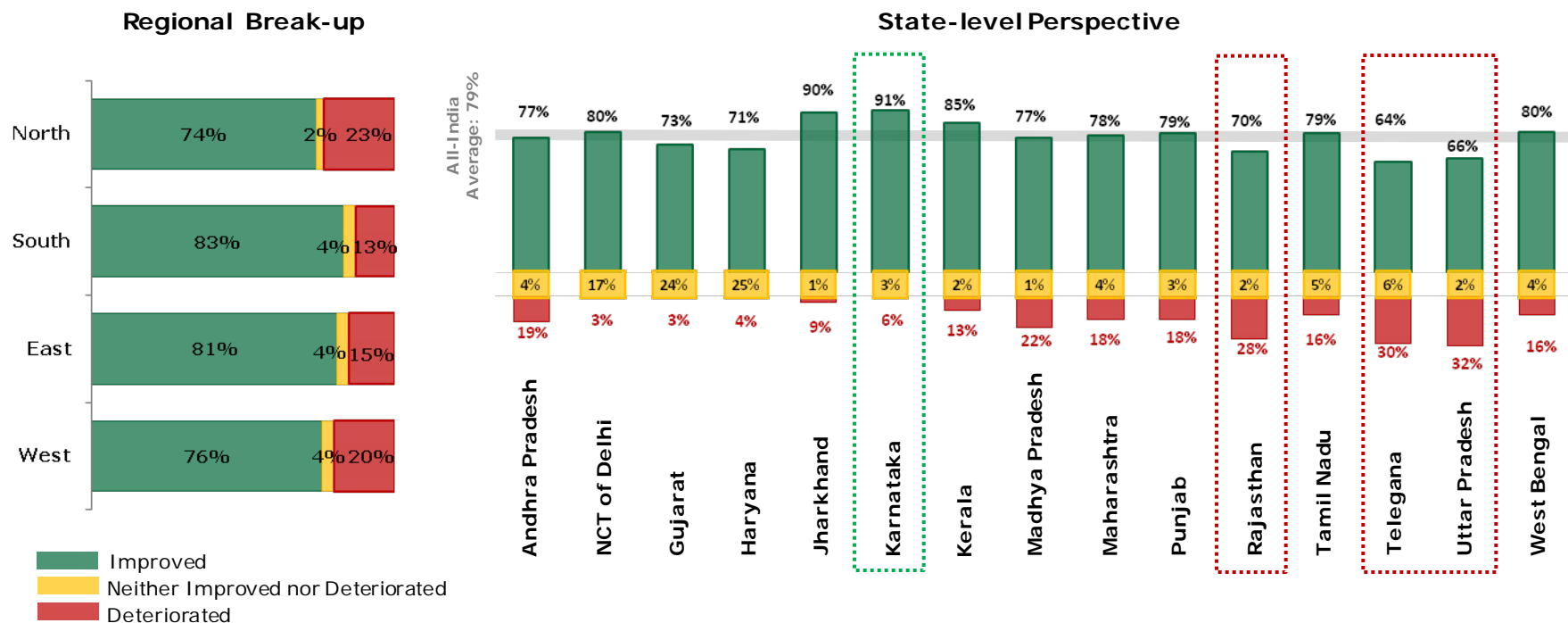
Base (N) = 5,087 teachers

Research Partner: Spire Research and Consulting

Pearson Voice of Teacher Survey 2014

Learning Environment

Changes in learning environment



- **Teachers in South India perceive the most improvement** (83%); counterparts in North the least (74%)
- **Most teachers in Karnataka perceive an improvement** in learning environment (91%); nearly one-third of teachers in Telangana, U.P. and Rajasthan believe that the environment has deteriorated

Question: How much has the learning environment changed over the past decade?

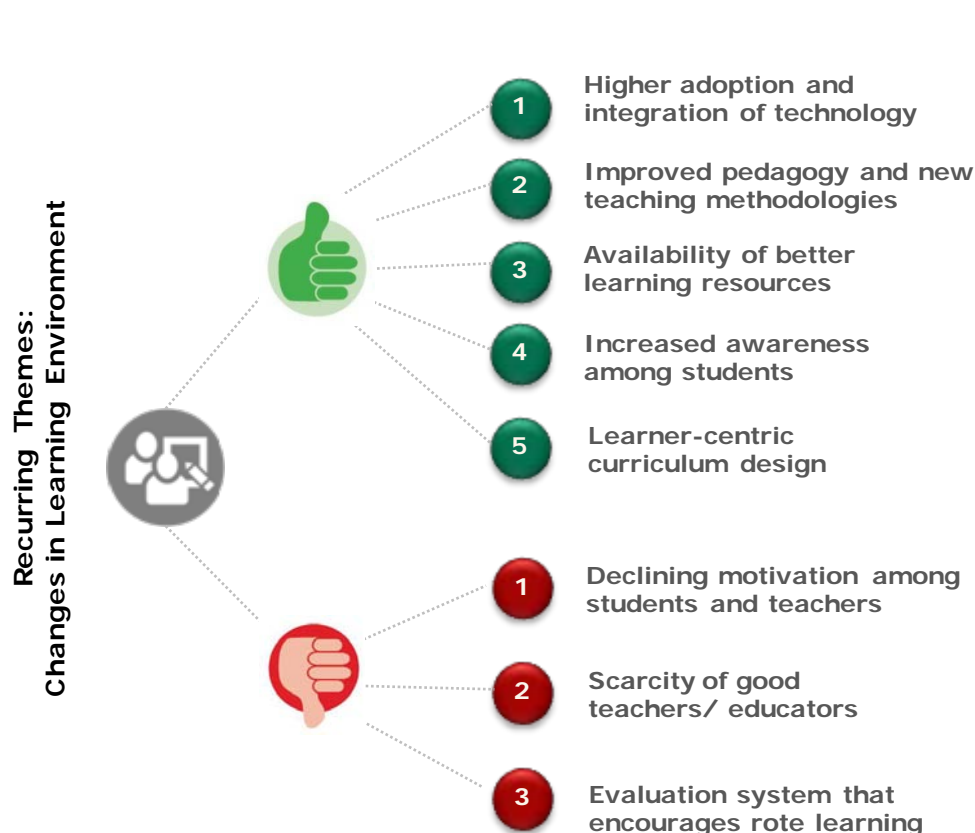
Base (N) = 5,087 teachers

Research Partner: Spire Research and Consulting

Pearson Voice of Teacher Survey 2014

Learning Environment

Changes in learning environment



"The major changes that the learning environment has seen over the past decade are: 1. The teaching-learning process has become more fun 2. The curriculum is child centric 3. The emphasis is given to overall development of child 4. Structured syllabus 5. Friendly atmosphere 6. Activity based teaching enhances student performance 7. Well educated and experienced staff 8. More choice given to select the Extra curricular activities 9. Transparency in management and parent 10. Safety and Security given priority"

- School Teacher, Pune, Maharashtra

"1) Role the computer and the Internet impacting the positive changes in Teaching and Learning Environment. 2) Interdisciplinary approach. 3) Student-teacher's exposure to the every part of the world. 4) Indian Government's role in creating minimum educational infrastructure 5) Formation of the National Assessment and Accreditation Council (NAAC)."

- Faculty, Kolkata, West Bengal

"Learning and subject knowledge among teachers and students has become superficial only. Concept building and through study is now going to be obsolete in most of the learners. Teachers and students focus only to fulfill the examination requirements. Learning is not at all of importance now a days"

- Faculty, Bhopal, Madhya Pradesh

Question: How much has the learning environment changed over the past decade?
Indicate the major changes.

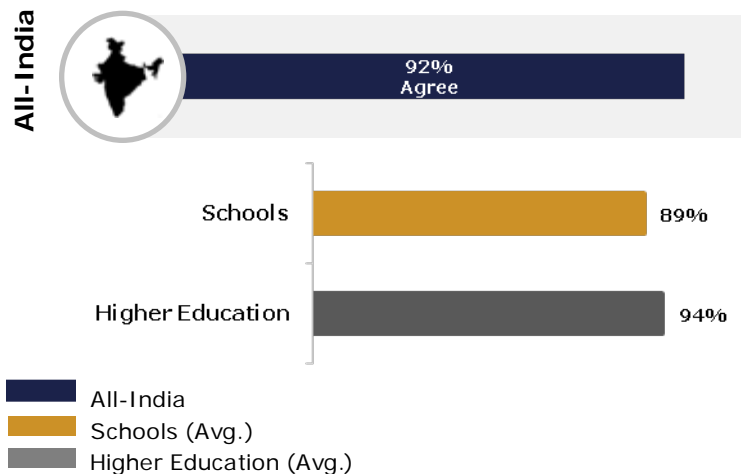
Research Partner: Spire Research and Consulting

Pearson Voice of Teacher Survey 2014

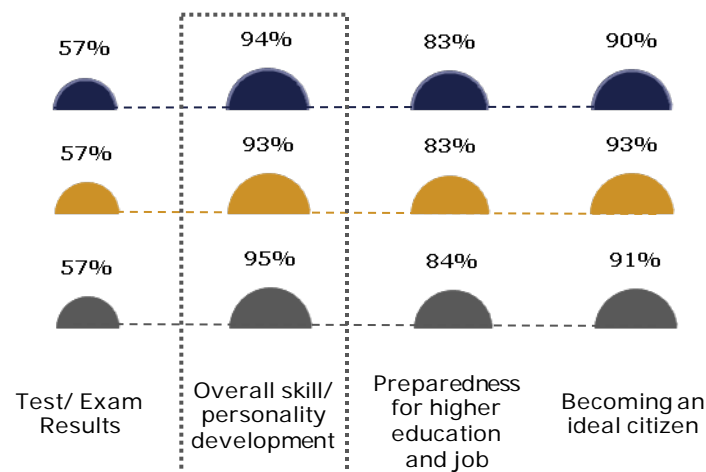
Benchmarks of Learner Success

Examinations vis-à-vis skill development

Education system focuses on exam results; less on skill development



Importance accorded to benchmarks of learner success



- Teachers opine that the **education system is highly exam centric** (92%) – with lower focus on skill development
- Rather, they view **exam results as the least important benchmark** of learner success (57%); **skill/ personality development is considered most critical** (94%), followed by ideal citizenship (90%) and preparedness for higher education/ job (83%)

Note: Indicates response of teachers to questions:

- Do you agree with the statement: "India's Education System is too focused on exam results, less on overall skills development (academic, cognitive and vocational)"
- How important are the following benchmarks for gauging a learner's success?

Base (N) = 5,083 teachers

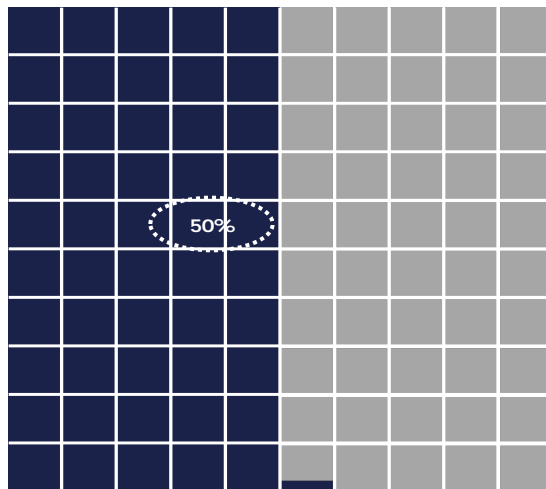
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Benchmarks of Learner Success

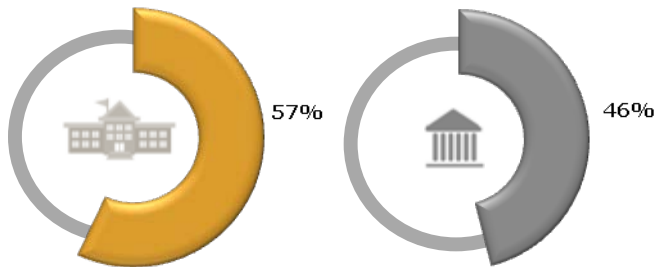
Students perceived to have skills adequate for that class

All-India: Teacher Perspective

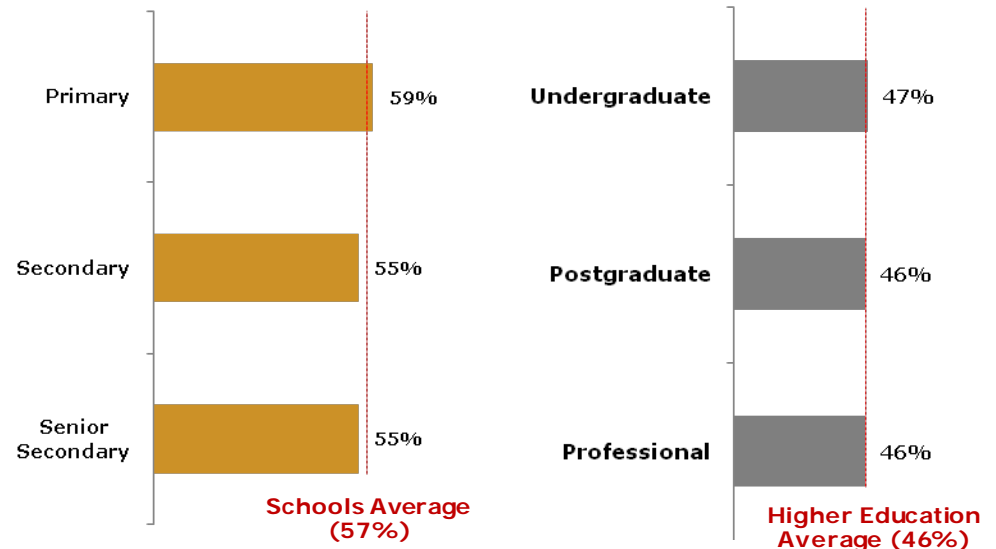


Schools

Higher Education



Question: Approximately, what percentages of students entering your class have skills (academic, cognitive and vocational) adequate for that class?



- Teachers opine that **only 50% of students entering their class have the skills required** for that level >> implying that the other half progress without the requisite skills
- School teachers perceive a greater proportion** of their students possess the skills (57%) vis-à-vis counterparts at higher education institutions (46%)

Base (N) = 5,105 teachers

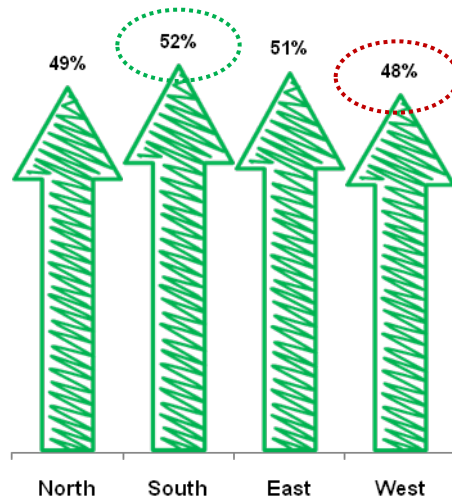
Research Partner: Spire Research and Consulting

Pearson Voice of Teacher Survey 2014

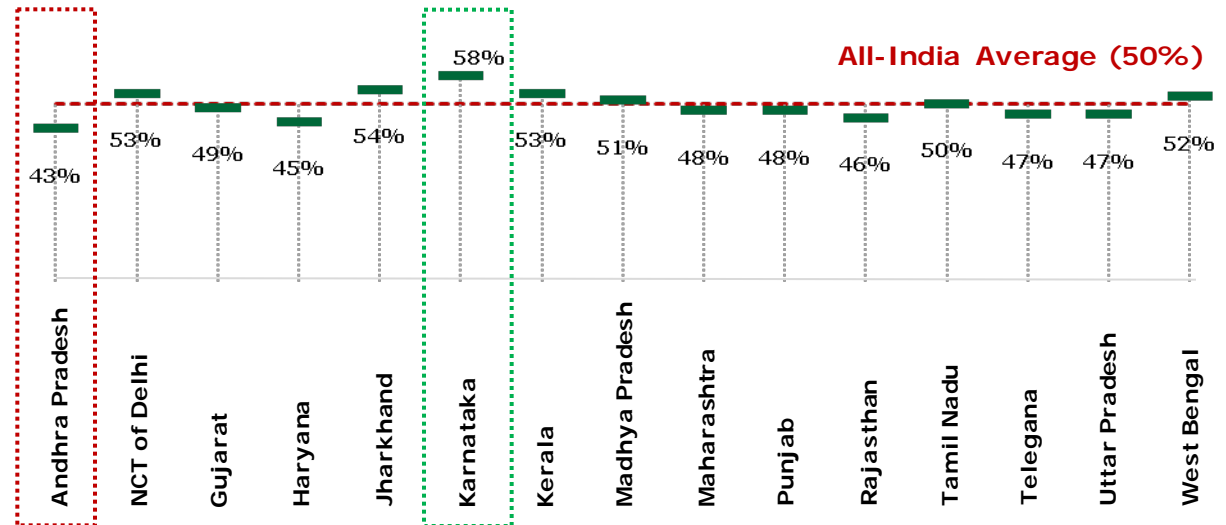
Benchmarks of Learner Success

Students perceived to have skills adequate for that class

% of students with skills required for their class: Regional Break-up



% of students with skills required for their class: State Level Perspective



- In the regional context, **teachers in West India believe that only 48% of their students have the skills required for that level**; this proportion is highest in the South at 52%
- Teachers in Andhra Pradesh are the least confident** of the skills possessed by students (43%) entering their class; Karnataka is perceived to have the highest proportion of students (58%) with adequate skills

Base (N) = 5,105 teachers

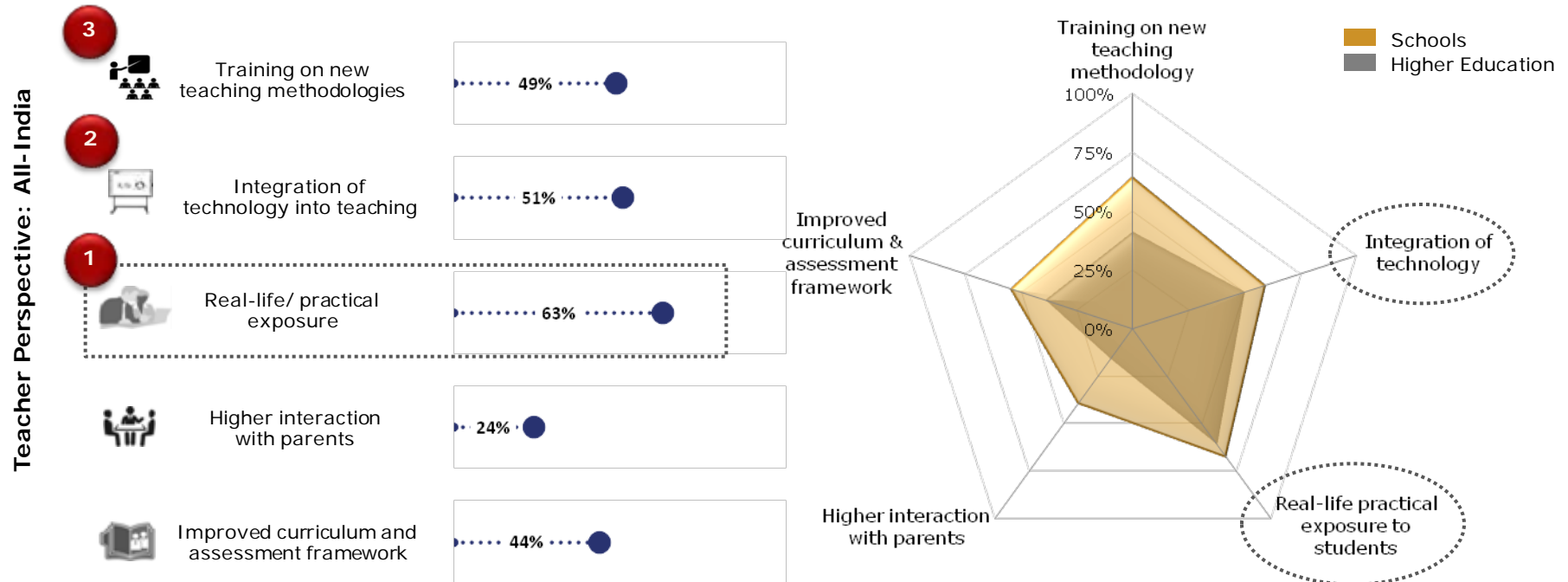
Question: Approximately, what percentages of students entering your class have skills (academic, cognitive and vocational) adequate for that class?

Research Partner: Spire Research and Consulting

Pearson Voice of Teacher Survey 2014

Enablers and Inhibitors

Factors that support teachers in driving outcomes



- **Real-life/ practical exposure to students** is considered the most important support factor in driving outcomes (63%)
- Further, both, **school and higher education teachers view technology integration as an important enabler**; training on new methodologies is valued more by school teachers

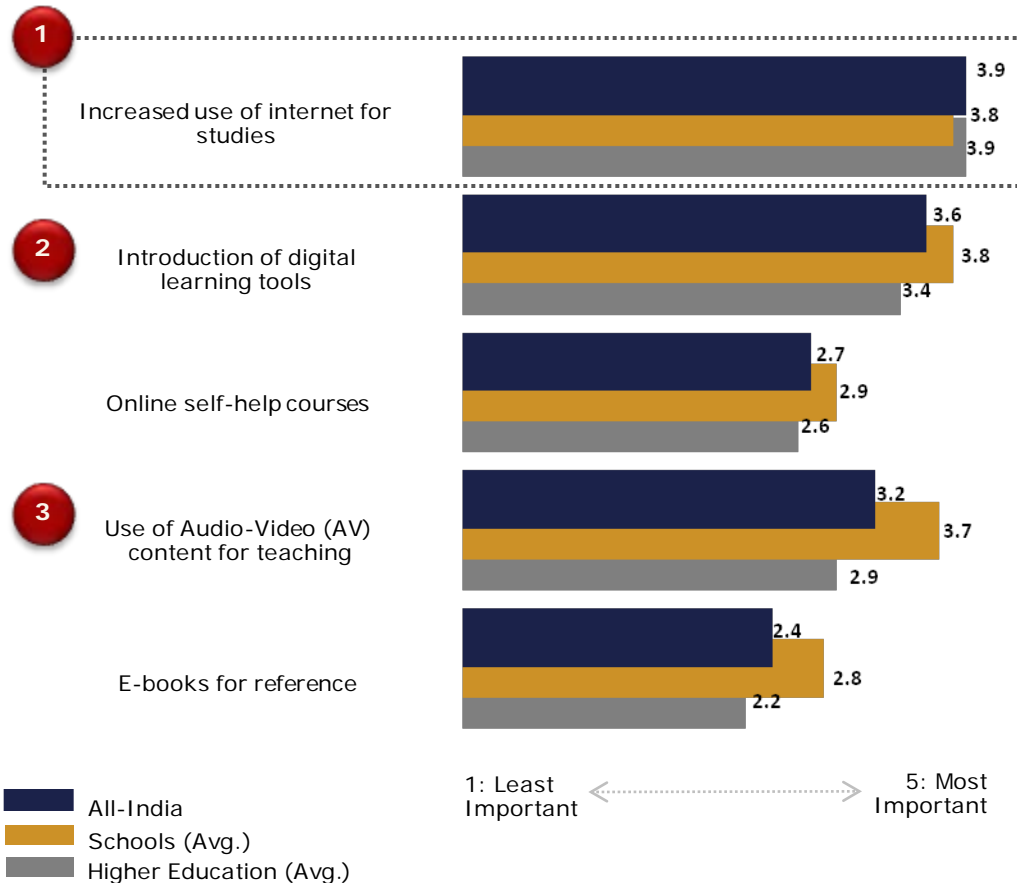
Note: Indicates the rank assigned by teachers to the question: "How instrumental are the following factors in enabling/supporting teachers to drive learner outcomes?"

Base (N) = 4,879 teachers
Research Partner: Spire Research and Consulting

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Enablers and Inhibitors

Impact of technology trends on learning



- Teachers consider the **increased use of internet for studies** is considered the **primary technology trend**, followed by introduction of digital learning tools and use of AV content for teaching
- Technology trends are perceived to have a larger impact on learning in schools** vis-à-vis higher education institutions

Note: Indicates response of teachers to the question: How much impact have the following technology trends had on learning over last 10 years? (1 – Least Important and 5 – Most Important)

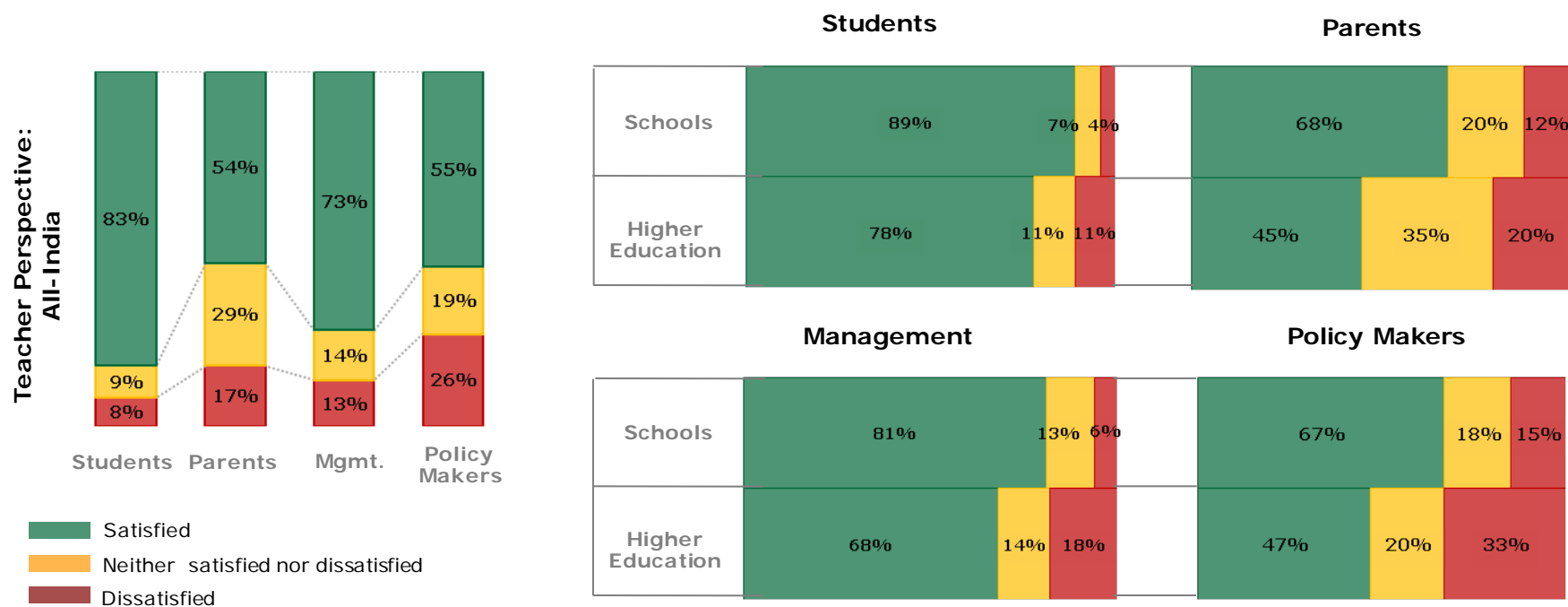
Base (N) = 4,878 teachers

Research Partner: Spire Research and Consulting

Pearson Voice of Teacher Survey 2014

Enablers and Inhibitors

Satisfaction with stakeholders for support on outcomes



- Teachers are most satisfied with students (83%) for support on driving learner outcomes; least satisfied with parents (54%)
- Satisfaction is lower among higher education vis-à-vis school teachers - particularly, with policy makers (33% dissatisfaction)

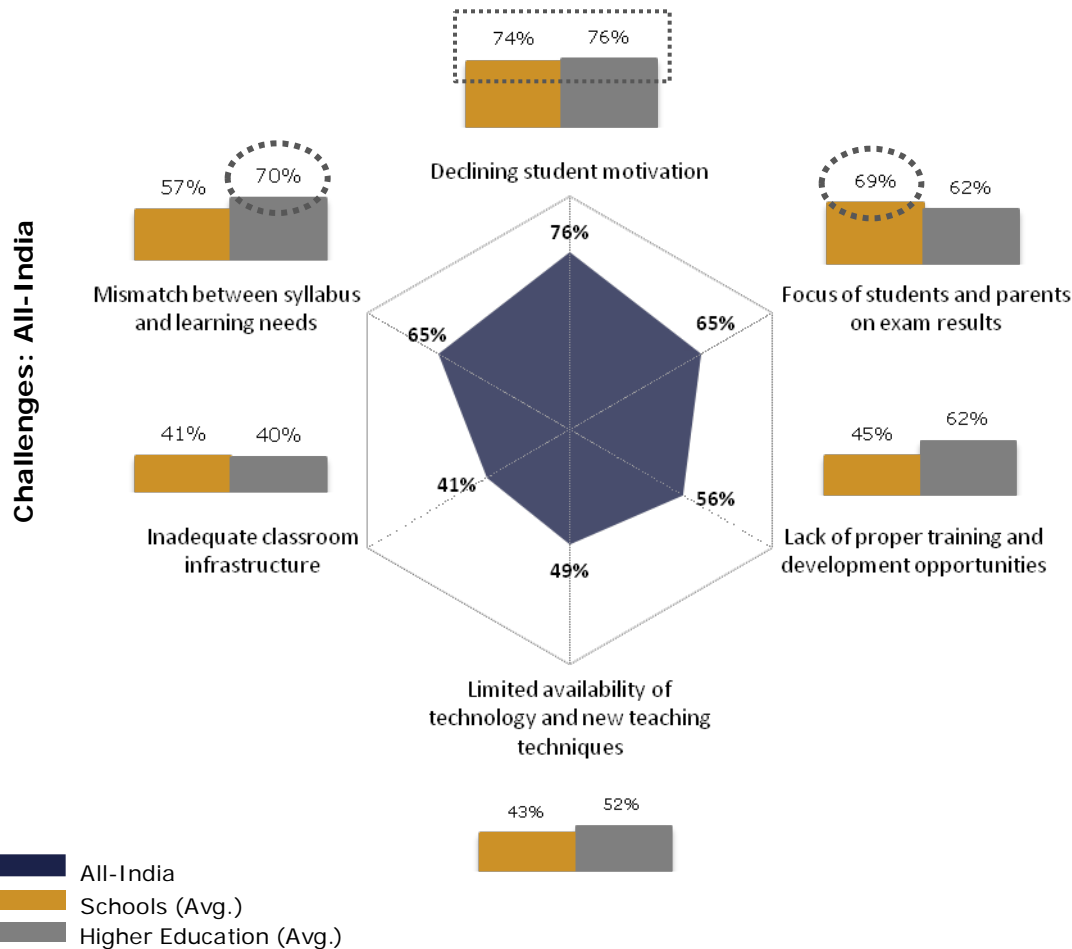
Question: "In terms of achieving the learning outcomes, how satisfied are you with the support received from various stakeholders?"

Base (N) = 5,034 teachers
Research Partner: Spire Research and Consulting

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Enablers and Inhibitors

What inhibits teachers to attain the desired learning outcomes?



- Declining student motivation and interest is considered the **biggest inhibitor** (76%) for teachers in achieving improved learner outcomes
- In addition, **school teachers believe that students and parents, themselves, are focused on exam results** (69%). This is perceived as a larger challenge at schools vis-à-vis higher education level (62%)
- Teachers in **higher education institutions** have also alluded to a **mismatch between syllabus and learner needs** (70%) – more than their counterparts in schools (57%)

Note: Indicates the % of teachers who consider a particular parameter a challenge in achieving the desired learning outcomes

Base (N) = 4,973 teachers

Research Partner: Spire Research and Consulting

Pearson Voice of Teacher Survey 2014

Teacher Suggestions

How to make the education system more outcome-driven?

1

Integrate **practical aspects** into teaching

2

Focus on **overall skill development, problem solving and character building** of students

3

Restructure the curriculum to make it more holistic and attuned to learner needs/ level

4

Improve the assessment framework – so as to make it less grade-centric

5

Introduce **innovative, interactive, ways of teaching** >> increase student interest in learning

"More emphasis should be given to skill development, innovation, problem solving approach in the current education system. Instead of having only final exams, continuous assessment/performance evaluation is to be incorporated. Real life problem based projects should be given to students at undergraduate level and asking them to suggest multiple solutions."

- Faculty, Sangli, Maharashtra

"1. Class size should be limited to 20 students in a class. 2. Each senior secondary school should compulsorily have all three streams - Science, Commerce and Humanities. 3. Each senior secondary school should be made to compulsorily run at least two vocational courses at +2 level. 4. More emphasis should be on value education, right behavior and making students self-dependent."

- School teacher, Delhi

"It should be an integration of scholastic and Co scholastic areas. It shouldn't be confusing or complicated. There should be some measures to develop a child's interest in a specific field in primary classes so that later he remains focused on that. Parents support programme should be introduced. Quality education should be given instead of quantity so that an average child can perform according to his potential and achieve all the outcomes."

- School teacher, Rewari, Haryana

Research Partner: Spire Research and Consulting

Annexure(s)

I: Scope and Methodology

II: Voice of Teacher across Indian States

III: List of cities and towns covered



Annexure I

Scope and Methodology

Research Objective

The objective was to gauge teacher perspective on:

- Learning Environment – evolution and outcome centricity
- Benchmarks of learner success
- Enablers and inhibitors to achieve outcomes

Methodology

Mix of F2F (1,432 teachers; 28%) and Online (3,713 teachers; 72%) mode using a structured questionnaire tool

Sample Composition

Sample Size (N): 5,145 teachers
(Schools: 1,918; 37% and Higher Education Institutions: 3,227; 63%)

Teachers/ educators represent:

- 247 cities across 29 states and 3 Union Territories (15 states forming 91% of sample)

Region	Sample Size	States with adequate sample coverage (over 100 responses)*	Other States (small sample)
North	1,580 teachers (31%)	NCT of Delhi, Haryana, M.P., Punjab, Rajasthan and U.P. (1290 teachers; 25%)	Chhattisgrah, Chandigarh UT, H.P., J&K and Uttarakhand (290 teachers; 6%)
South	1,910 teachers (37%)	Andhra Pradesh, Karnataka, Kerala Tamil Nadu and Telengana (1872 teachers; 36%)	Puducherry and Goa (38 teachers; 1%)
East	768 teachers (15%)	West Bengal and Jharkhand (654 teachers; 13%)	Arunachal, Assam, Bihar, Manipur, Meghalaya, Mizoram, Nagaland, Odisha, Sikkim and Tripura (114 teachers; 2%)
West	853 teachers (17%)	Maharashtra and Gujarat (853 teachers; 17%)	-

Note:

*Number of respondents vary for different questions based on the responses received

**Certain respondents have not indicated their state and, therefore, have not been classified under the four regions

*****Note:** Margin of Error at 95% confidence level: Overall Sample (+/- 1.37%);

Schools (+/- 2.24%) and Higher Education (+/- 1.73%)

Research Partner: Spire Research and Consulting

Annexure II: State-wise View*

Voice of Teacher in Andhra Pradesh

Andhra Pradesh

Change in learning environment over past decade:
Improved – 77% teachers (National Average: 79%)

Education System is too **focused on exam results**; less on skills development: Agree – 95%

Importance of benchmarks for gauging learner success:

- #1: Preparedness for higher education and job – 93%
- #2: Overall skill/ personality development– 93%
- #3: Becoming an ideal citizen– 91%
- #4: Test/ exam results: 56%

Top factors that support teachers in driving learner outcomes:

- #1: Real life/ practical exposure to students (56%)
- #2: Integration of technology into teaching (51%)
- #3: Training on new teaching methodologies (50%)

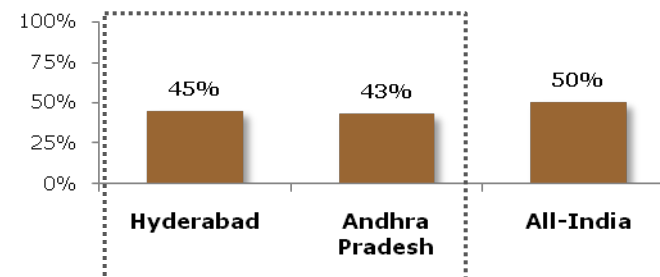
Satisfaction with stakeholders for support on outcomes:

Students - 84%; Parents - 49%; Management - 76%;
Policy Makers - 60%

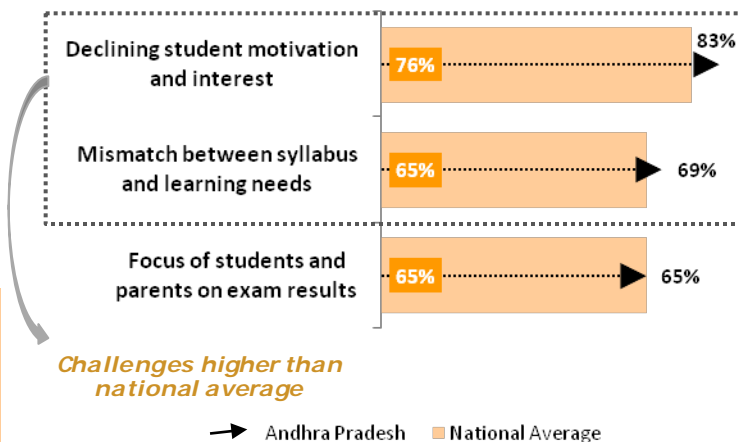
Major technology trends (1- Least and 5 – Most important):

- #1: Increased use of internet for studies – 3.7
- #2: Introduction of digital learning tools and content– 3.5
- #3: Use of Audio-Video content for teaching – 3.2

% of students with skills required for that level: Andhra Pradesh



Challenges for teachers to attain desired learner outcomes



Note: % figure indicates the response of teachers from the state
* States with sample of over 100 K-12 and Higher Education teachers

Base (N) = 286 teachers; 24 cities (Annexure III)
Research Partner: Spire Research and Consulting

Annexure II: State-wise View

Voice of Teacher in Delhi NCT

Delhi
NCT

Change in learning environment over past decade:
Improved – 80% teachers (National Average: 79%)

Education System is too **focused on exam results**; less on skills development: Agree – 91%

Importance of benchmarks for gauging learner success:

- #1: Overall skill/ personality development– 95%
- #2: Becoming an ideal citizen– 91%
- #3: Preparedness for higher education and job – 87%
- #4: Test/ exam results: 52%

Top factors that support teachers in driving learner outcomes:

- #1: Real life/ practical exposure to students (64%)
- #2: Training on new teaching methodologies (50%)
- #3: Improved curriculum and assessment framework (46%)

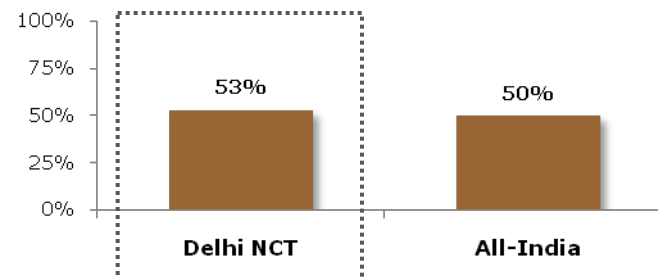
Satisfaction with stakeholders for support on outcomes:

Students - 81%; Parents - 56%; Management - 66%;
Policy Makers - 41%

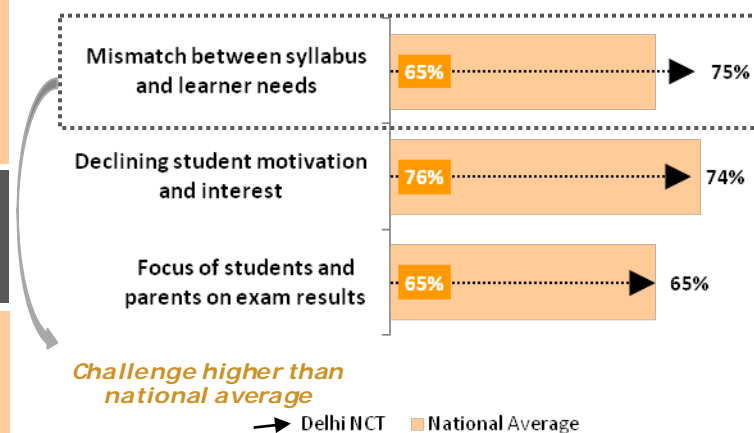
Major technology trends (1- Least and 5 – Most important):

- #1: Increased use of internet for studies – 3.8
- #2: Introduction of digital learning tools and content– 3.6
- #3: Use of Audio-Video content for teaching – 3.5

% of students with skills required for that level: Delhi NCT



Challenges for teachers to attain desired learner outcomes



Note: % figure indicates the response of teachers from the state

Base (N) = 246 teachers

Research Partner: Spire Research and Consulting

Annexure II: State-wise View

Voice of Teacher in Gujarat

Gujarat

Change in learning environment over past decade:
Improved – 73% teachers (National Average: 79%)

Education System is too **focused on exam results**; less on skills development: Agree – 93%

Importance of benchmarks for gauging learner success:

- #1: Overall skill/ personality development– 95%
- #2: Becoming an ideal citizen– 94%
- #3: Preparedness for higher education and job – 90%
- #4: Test/ exam results: 45%

Top factors that support teachers in driving learner outcomes:

- #1: Real life/ practical exposure to students (64%)
- #2: Integration of technology into teaching (51%)
- #3: Training on new teaching methodologies (38%)

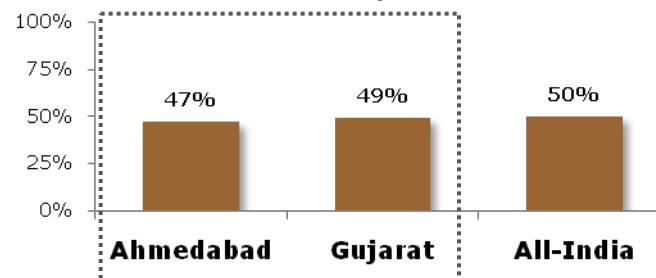
Satisfaction with stakeholders for support on outcomes:

Students - 78%; Parents - 41%; Management - 60%;
Policy Makers - 41%

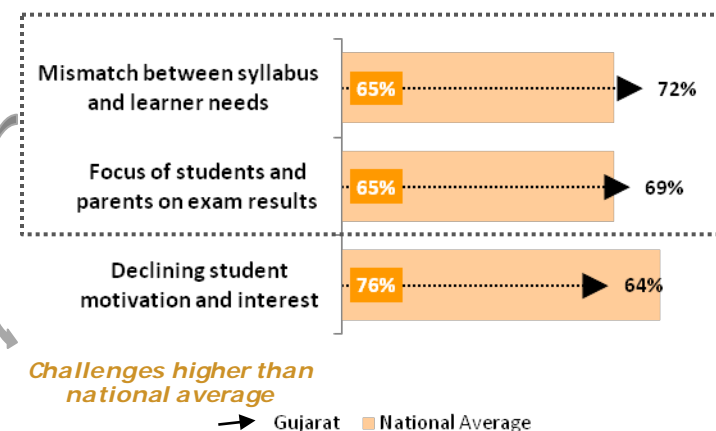
Major technology trends (1- Least and 5 – Most important):

- #1: Increased use of internet for studies – 3.9
- #2: Introduction of digital learning tools and content– 3.4
- #3: Use of Audio-Video content for teaching – 3.1

% of students with skills required for that level: Gujarat



Challenges for teachers to attain desired learner outcomes



Note: % figure indicates the response of teachers from the state

Base (N) = 241 teachers; 19 cities (Annexure III)
Research Partner: Spire Research and Consulting

Annexure II: State-wise View

Voice of Teacher in Haryana

Haryana

Change in learning environment over past decade:
Improved – 71% teachers (National Average: 79%)

Education System is too **focused on exam results**; less on skills development: Agree – 87%

Importance of benchmarks for gauging learner success:

- #1: Overall skill/ personality development– 94%
- #2: Preparedness for higher education and job – 91%
- #3: Becoming an ideal citizen– 86%
- #4: Test/ exam results: 55%

Top factors that support teachers in driving learner outcomes:

- #1: Real life/ practical exposure to students (58%)
- #2: Integration of technology into teaching (50%)
- #3: Training on new teaching methodologies (42%)

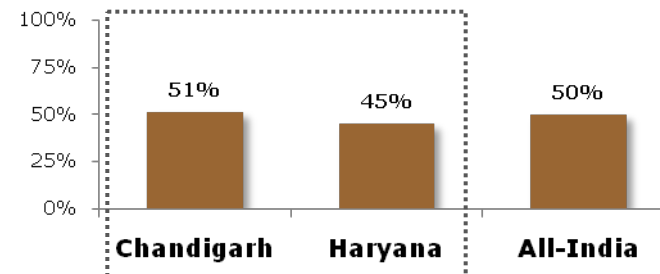
Satisfaction with stakeholders for support on outcomes:

Students - 76%; Parents - 39%; Management - 61%;
Policy Makers - 40%

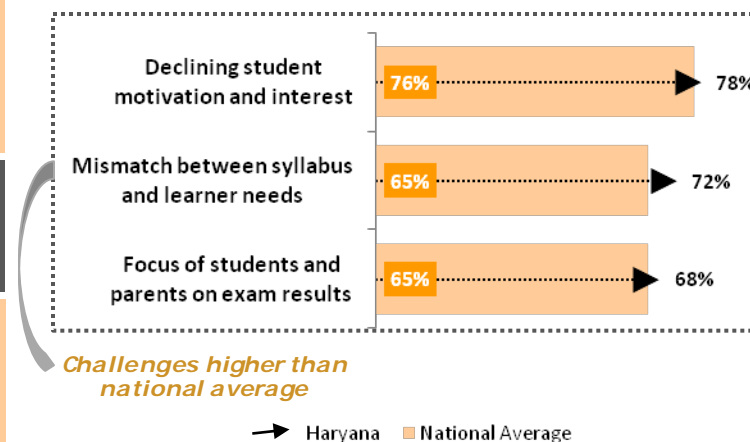
Major technology trends (1- Least and 5 – Most important):

- #1: Increased use of internet for studies – 4.0
- #2: Introduction of digital learning tools and content– 3.6
- #3: Use of Audio-Video content for teaching – 2.9

% of students with skills required for that level: Haryana



Challenges for teachers to attain desired learner outcomes



Note: % figure indicates the response of teachers from the state

Base (N) = 121 teachers; 13 cities (Annexure III)
Research Partner: Spire Research and Consulting

Annexure II: State-wise View

Voice of Teacher in Jharkhand

Jharkhand

Change in learning environment over past decade:
Improved – 90% teachers (National Average: 79%)

Education System is too **focused on exam results**; less on skills development: Agree – 89%

Importance of benchmarks for gauging learner success:

- #1: Becoming an ideal citizen– 97%
- #2: Overall skill/ personality development– 97%
- #3: Preparedness for higher education and job – 94%
- #4: Test/ exam results: 58%

Top factors that support teachers in driving learner outcomes:

- #1: Real life/ practical exposure to students (66%)
- #2: Integration of technology into teaching (61%)
- #3: Improved curriculum and assessment framework (56%)

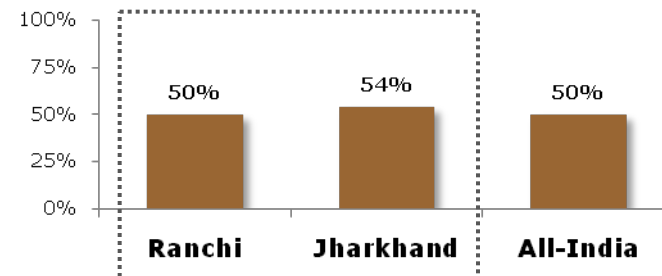
Satisfaction with stakeholders for support on outcomes:

Students - 82%; Parents - 56%; Management - 77%;
Policy Makers - 60%

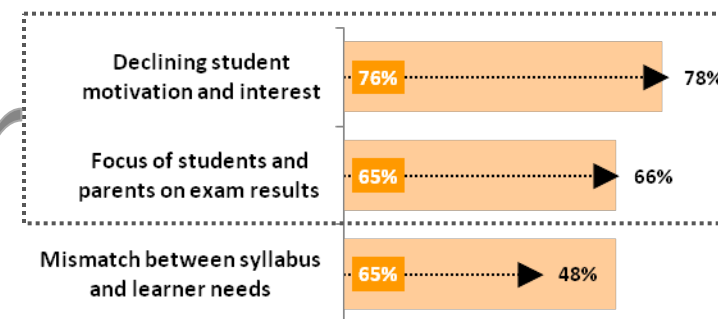
Major technology trends (1- Least and 5 – Most important):

- #1: Increased use of internet for studies – 3.8
- #2: Introduction of digital learning tools and content– 3.7
- #3: Use of Audio-Video content for teaching – 3.6

% of students with skills required for that level: Jharkhand



Challenges for teachers to attain desired learner outcomes



Challenges higher than national average

→ Jharkhand ■ National Average

Note: % figure indicates the response of teachers from the state

Base (N) = 198 teachers; 4 cities (Annexure III)
Research Partner: Spire Research and Consulting

Annexure II: State-wise View

Voice of Teacher in Karnataka



Change in learning environment over past decade:
Improved – 91% teachers (National Average: 79%)

Education System is too **focused on exam results**; less on skills development: Agree – 90%

Importance of benchmarks for gauging learner success:

- #1: Becoming an ideal citizen– 91%
- #2: Overall skill/ personality development– 91%
- #3: Preparedness for higher education and job – 87%
- #4: Test/ exam results: 56%

Top factors that support teachers in driving learner outcomes:

- #1: Real life/ practical exposure to students (71%)
- #2: Training on new teaching methodologies (61%)
- #3: Integration of technology into teaching (58%)

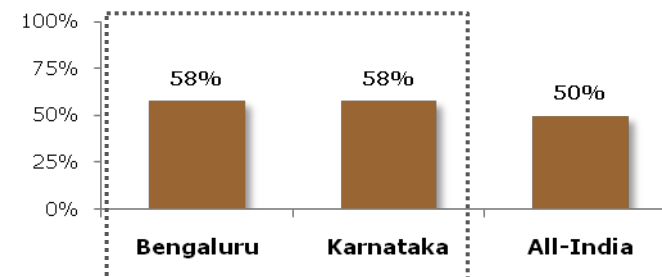
Satisfaction with stakeholders for support on outcomes:

Students - 89%; Parents - 69%; Management - 81%;
Policy Makers - 64%

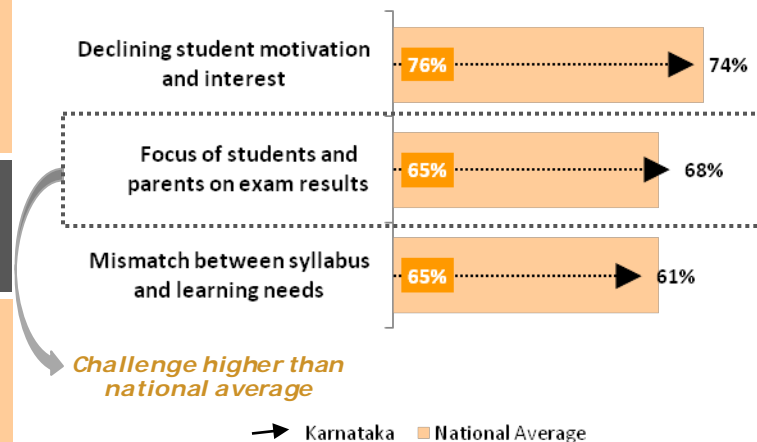
Major technology trends (1- Least and 5 – Most important):

- #1: Increased use of internet for studies – 3.8
- #2: Introduction of digital learning tools and content– 3.8
- #3: Use of Audio-Video content for teaching – 3.5

% of students with skills required for that level: Karnataka



Challenges for teachers to attain desired learner outcomes



Note: % figure indicates the response of teachers from the state

Base (N) = 744 teachers; 13 cities (Annexure III)
Research Partner: Spire Research and Consulting

Annexure II: State-wise View

Voice of Teacher in Kerala

Kerala

Change in learning environment over past decade:
Improved – 84% teachers (National Average: 79%)

Education System is too **focused on exam results**; less on skills development: Agree – 89%

Importance of benchmarks for gauging learner success:

- #1: Becoming an ideal citizen– 93%
- #2: Overall skill/ personality development– 91%
- #3: Preparedness for higher education and job – 90%
- #4: Test/ exam results: 61%

Top factors that support teachers in driving learner outcomes:

- #1: Real life/ practical exposure to students (60%)
- #2: Training on new teaching methodologies (53%)
- #3: Improved curriculum and assessment framework (53%)

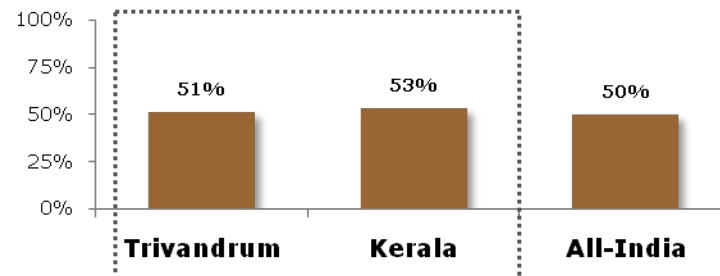
Satisfaction with stakeholders for support on outcomes:

Students - 87%; Parents - 61%; Management - 78%;
Policy Makers - 54%

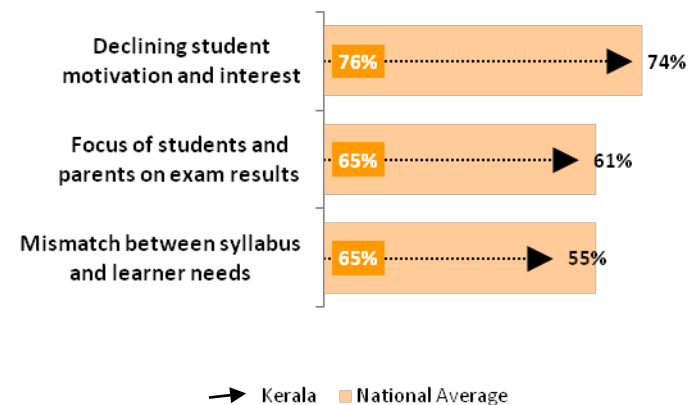
Major technology trends (1- Least and 5 – Most important):

- #1: Increased use of internet for studies – 3.8
- #2: Introduction of digital learning tools and content– 3.4
- #3: Use of Audio-Video content for teaching – 3.4

% of students with skills required for that level: Kerala



Challenges for teachers to attain desired learner outcomes



Note: % figure indicates the response of teachers from the state

Base (N) = 222 teachers; 23 cities (Annexure III)
Research Partner: Spire Research and Consulting

Annexure II: State-wise View

Voice of Teacher in Madhya Pradesh

Madhya Pradesh

Change in learning environment over past decade:
Improved – 77% teachers (National Average: 79%)

Education System is too **focused on exam results**; less on skills development: Agree – 89%

Importance of benchmarks for gauging learner success:

- #1: Overall skill/ personality development– 96%
- #2: Becoming an ideal citizen– 92%
- #3: Preparedness for higher education and job – 90%
- #4: Test/ exam results: 64%

Top factors that support teachers in driving learner outcomes:

- #1: Real life/ practical exposure to students (67%)
- #2: Integration of technology into teaching (54%)
- #3: Training on new teaching methodologies (52%)

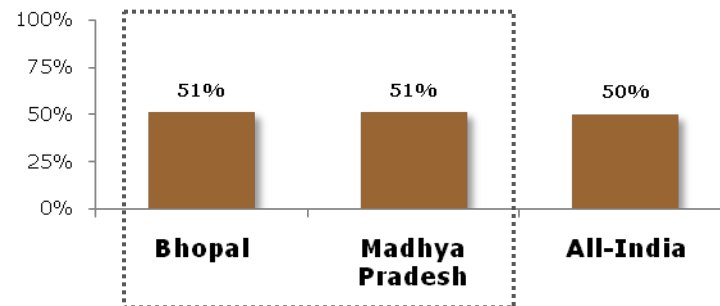
Satisfaction with stakeholders for support on outcomes:

Students - 81%; Parents - 53%; Management - 78%;
Policy Makers - 50%

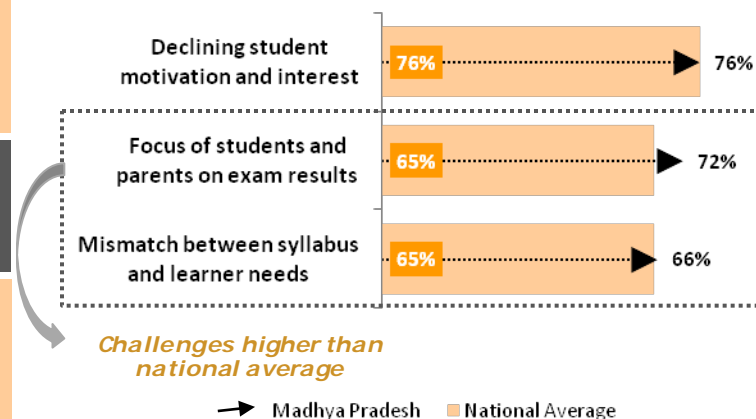
Major technology trends (1- Least and 5 – Most important):

- #1: Increased use of internet for studies – 3.9
- #2: Introduction of digital learning tools and content– 3.5
- #3: Use of Audio-Video content for teaching – 3.4

% of students with skills required for that level: Madhya Pradesh



Challenges for teachers to attain desired learner outcomes



Note: % figure indicates the response of teachers from the state

Base (N) = 211 teachers; 7 cities (Annexure III)
Research Partner: Spire Research and Consulting

Annexure II: State-wise View

Voice of Teacher in Maharashtra

Maharashtra

Change in learning environment over past decade:
Improved – 78% teachers (National Average: 79%)

Education System is too **focused on exam results**; less on skills development: Agree – 92%

Importance of benchmarks for gauging learner success:

- #1: Overall skill/ personality development– 94%
- #2: Preparedness for higher education and job – 91%
- #3: Becoming an ideal citizen– 89%
- #4: Test/ exam results: 54%

Top factors that support teachers in driving learner outcomes:

- #1: Real life/ practical exposure to students (61%)
- #2: Integration of technology into teaching (49%)
- #3: Improved curriculum and assessment framework (45%)

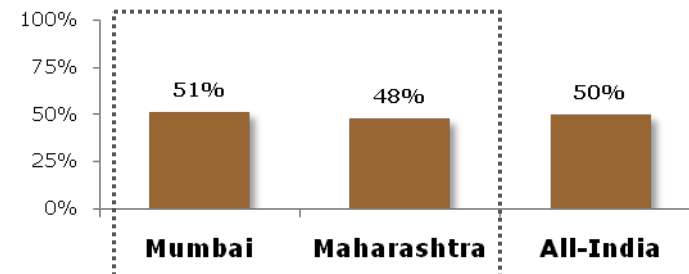
Satisfaction with stakeholders for support on outcomes:

Students - 82%; Parents - 50%; Management - 70%;
Policy Makers - 52%

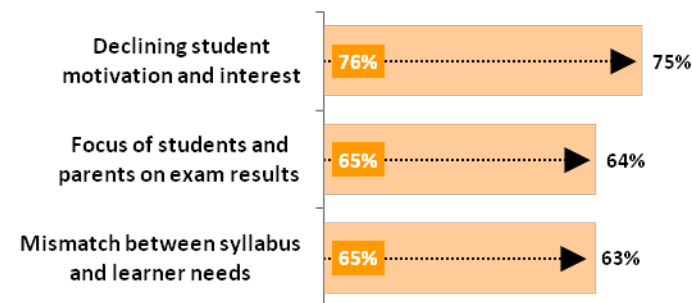
Major technology trends (1- Least and 5 – Most important):

- #1: Increased use of internet for studies – 3.9
- #2: Introduction of digital learning tools and content– 3.5
- #3: Use of Audio-Video content for teaching – 3.3

% of students with skills required for that level: Maharashtra



Challenges for teachers to attain desired learner outcomes



→ Maharashtra ■ National Average

Note: % figure indicates the response of teachers from the state

Base (N) = 612 teachers; 22 cities (Annexure III)
Research Partner: Spire Research and Consulting

Annexure II: State-wise View

Voice of Teacher in Punjab

Punjab

Change in learning environment over past decade:
Improved – 79% teachers (National Average: 79%)

Education System is too **focused on exam results**; less on skills development: Agree – 96%

Importance of benchmarks for gauging learner success:

- #1: Overall skill/ personality development– 95%
- #2: Becoming an ideal citizen– 93%
- #3: Preparedness for higher education and job – 91%
- #4: Test/ exam results: 67%

Top factors that support teachers in driving learner outcomes:

- #1: Real life/ practical exposure to students (62%)
- #2: Integration of technology into teaching (49%)
- #3: Training on new teaching methodologies (46%)

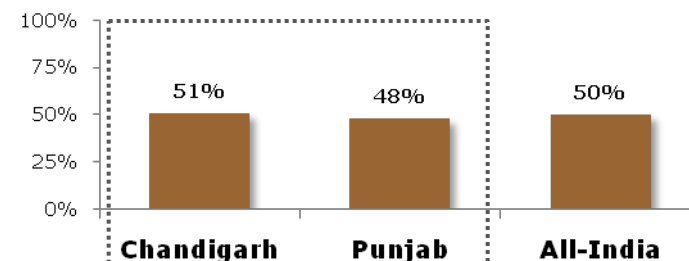
Satisfaction with stakeholders for support on outcomes:

Students - 77%; Parents - 47%; Management - 71%;
Policy Makers - 50%

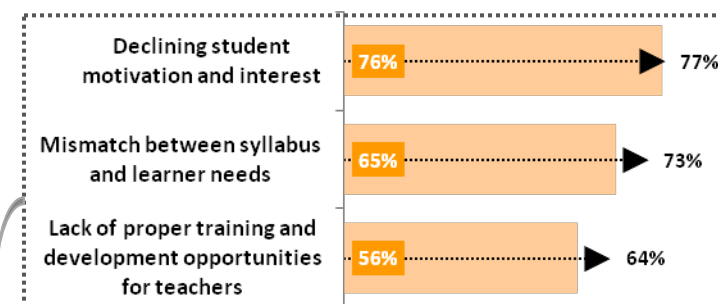
Major technology trends (1- Least and 5 – Most important):

- #1: Increased use of internet for studies – 4.0
- #2: Introduction of digital learning tools and content– 3.4
- #3: Use of Audio-Video content for teaching – 3.1

% of students with skills required for that level: Punjab



Challenges for teachers to attain desired learner outcomes



Challenges higher than national average

→ Punjab ■ National Average

Note: % figure indicates the response of teachers from the state

Base (N) = 165 teachers; 17 cities (Annexure III)
Research Partner: Spire Research and Consulting

Annexure II: State-wise View

Voice of Teacher in Rajasthan

Rajasthan

Change in learning environment over past decade:
Improved – 70% teachers (National Average: 79%)

Education System is too **focused on exam results**; less on skills development: Agree – 95%

Importance of benchmarks for gauging learner success:

#1: Overall skill/ personality development– 95%

#2: Becoming an ideal citizen– 92%

#3: Preparedness for higher education and job – 87%

#4: Test/ exam results: 57%

Top factors that support teachers in driving learner outcomes:

#1: Real life/ practical exposure to students (64%)

#2: Integration of technology into teaching (52%)

#3: Training on new teaching methodologies (42%)

Satisfaction with stakeholders for support on outcomes:

Students - 82%; Parents - 46%; Management - 61%;

Policy Makers - 42%

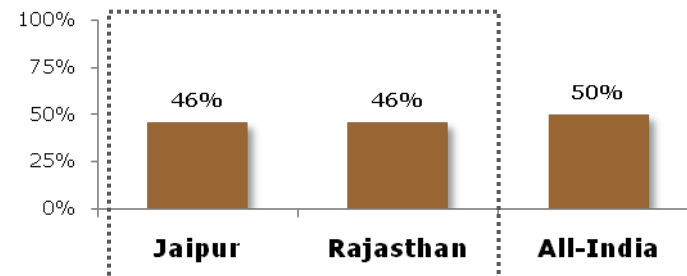
Major technology trends (1- Least and 5 – Most important):

#1: Increased use of internet for studies – 3.9

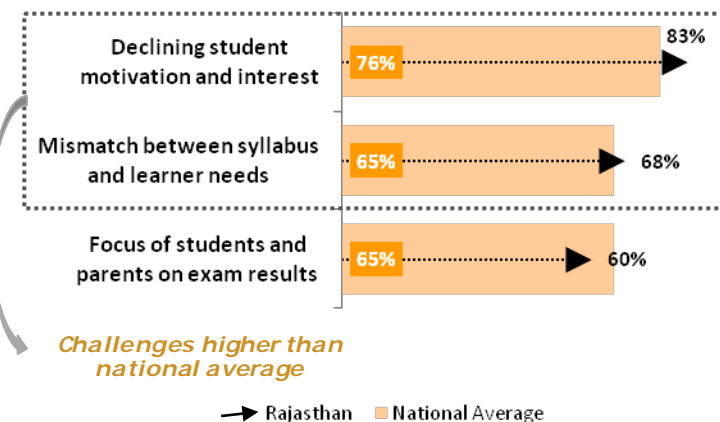
#2: Introduction of digital learning tools and content– 3.5

#3: Use of Audio-Video content for teaching – 2.9

% of students with skills required for that level: Rajasthan



Challenges for teachers to attain desired learner outcomes



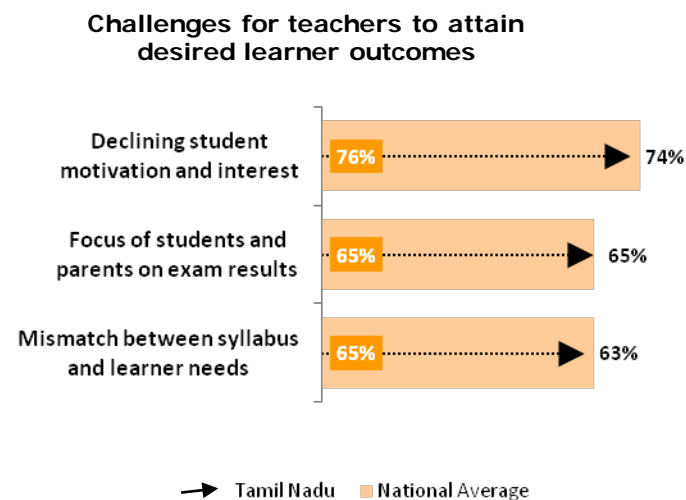
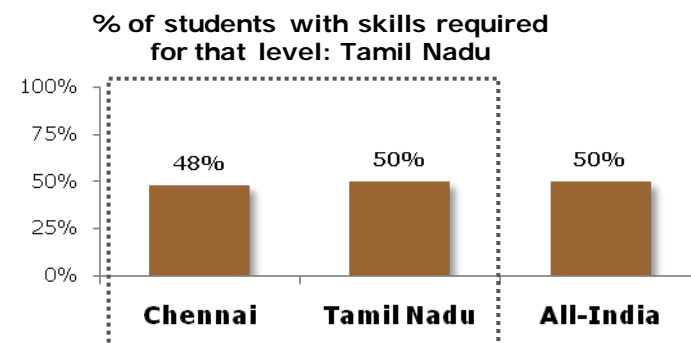
Note: % figure indicates the response of teachers from the state

Base (N) = 161 teachers; 13 cities (Annexure III)
Research Partner: Spire Research and Consulting

Annexure II: State-wise View

Voice of Teacher in Tamil Nadu

Tamil Nadu	Change in learning environment over past decade: Improved – 79% teachers (National Average: 79%)
	Education System is too focused on exam results ; less on skills development: Agree – 94%
	Importance of benchmarks for gauging learner success: #1: Overall skill/ personality development– 95% #2: Becoming an ideal citizen– 90% #3: Preparedness for higher education and job – 91% #4: Test/ exam results: 56%
	Top factors that support teachers in driving learner outcomes: #1: Real life/ practical exposure to students (59%) #2: Integration of technology into teaching (47%) #3: Training on new teaching methodologies (42%)
	Satisfaction with stakeholders for support on outcomes: Students - 83%; Parents - 55%; Management - 80%; Policy Makers - 59%
	Major technology trends (1- Least and 5 – Most important): #1: Increased use of internet for studies – 4.0 #2: Introduction of digital learning tools and content– 3.4 #3: Use of Audio-Video content for teaching – 2.9

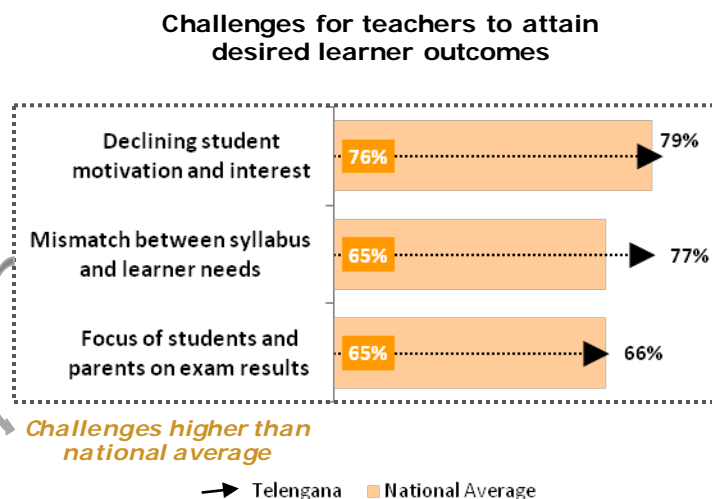
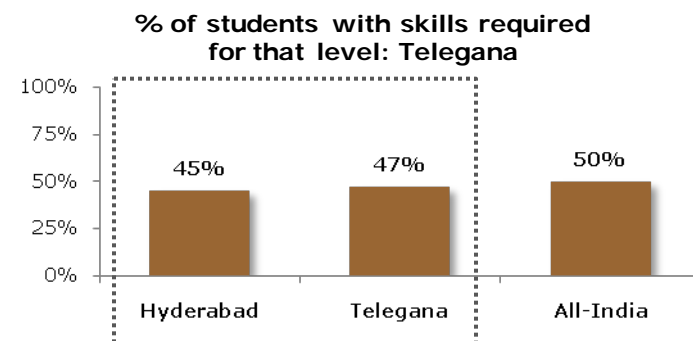
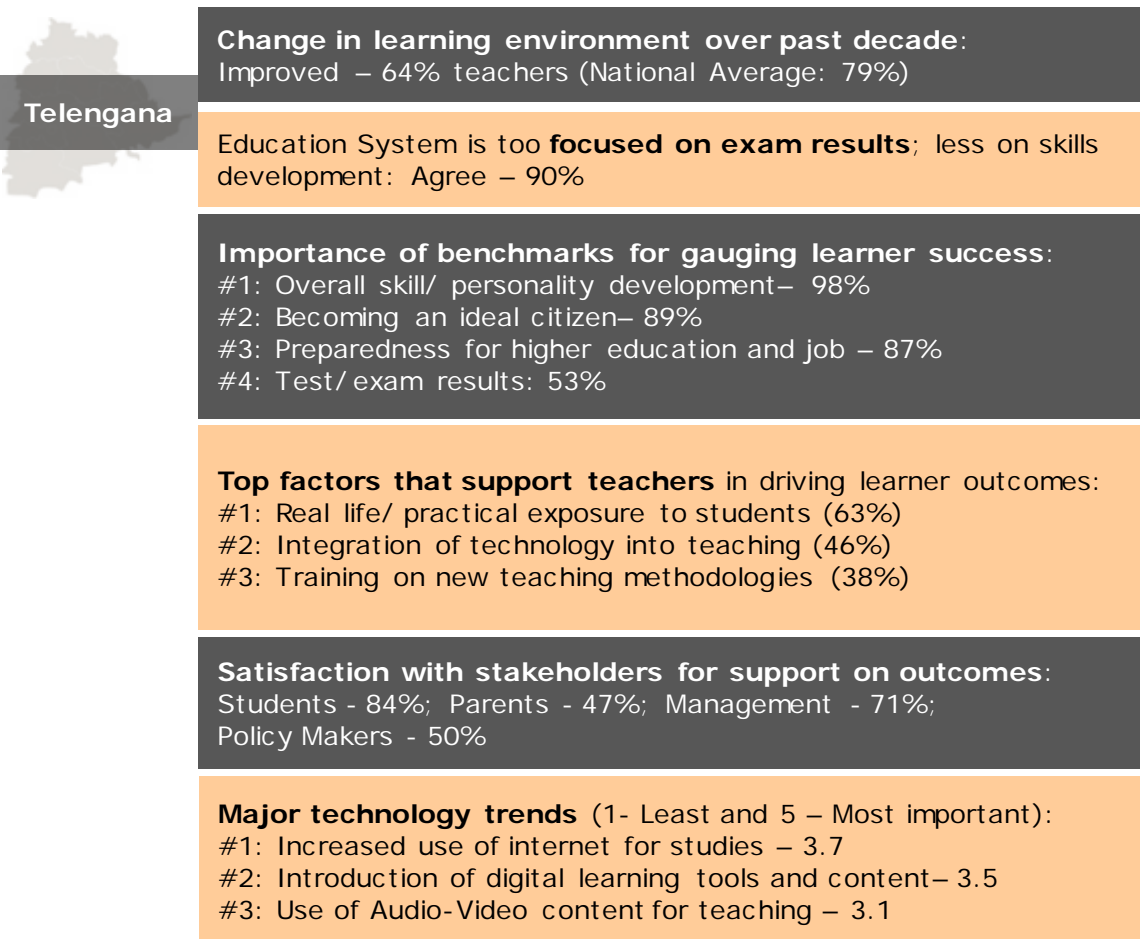


Note: % figure indicates the response of teachers from the state

Base (N) = 506 teachers; 28 cities (Annexure III)
Research Partner: Spire Research and Consulting

Annexure II: State-wise View

Voice of Teacher in Telengana



Note: % figure indicates the response of teachers from the state

Base (N) = 114 teachers; 3 cities (Annexure III)
Research Partner: Spire Research and Consulting

Annexure II: State-wise View

Voice of Teacher in Uttar Pradesh

Uttar Pradesh

Change in learning environment over past decade:
Improved – 66% teachers (National Average: 79%)

Education System is too **focused on exam results**; less on skills development: Agree – 95%

Importance of benchmarks for gauging learner success:

- #1: Overall skill/ personality development– 94%
- #2: Preparedness for higher education and job – 88%
- #3: Becoming an ideal citizen– 87%
- #4: Test/ exam results - 61%

Top factors that support teachers in driving learner outcomes:

- #1: Real life/ practical exposure to students (61%)
- #2: Integration of technology into teaching (47%)
- #3: Training on new teaching methodologies (46%)

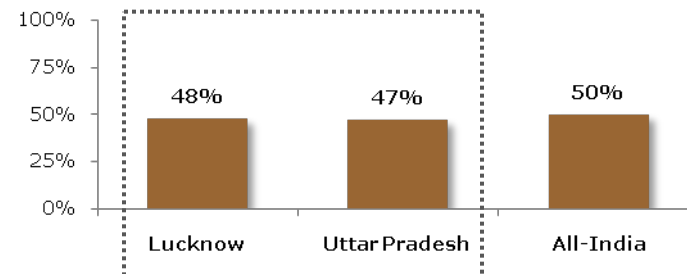
Satisfaction with stakeholders for support on outcomes:

Students - 77%; Parents - 43%; Management - 63%;
Policy Makers - 46%

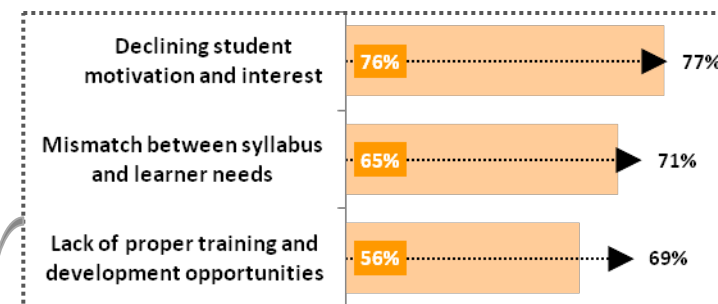
Major technology trends (1- Least and 5 – Most important):

- #1: Increased use of internet for studies – 3.9
- #2: Introduction of digital learning tools and content– 3.5
- #3: Use of Audio-Video content for teaching – 2.9

% of students with skills required for that level: Uttar Pradesh



Challenges for teachers to attain desired learner outcomes



Challenges higher than national average

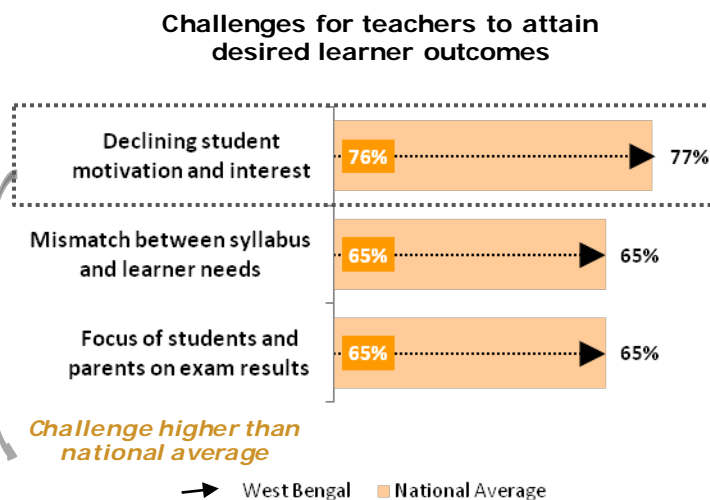
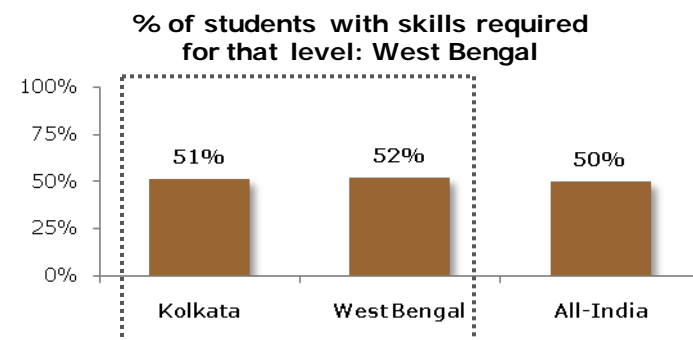
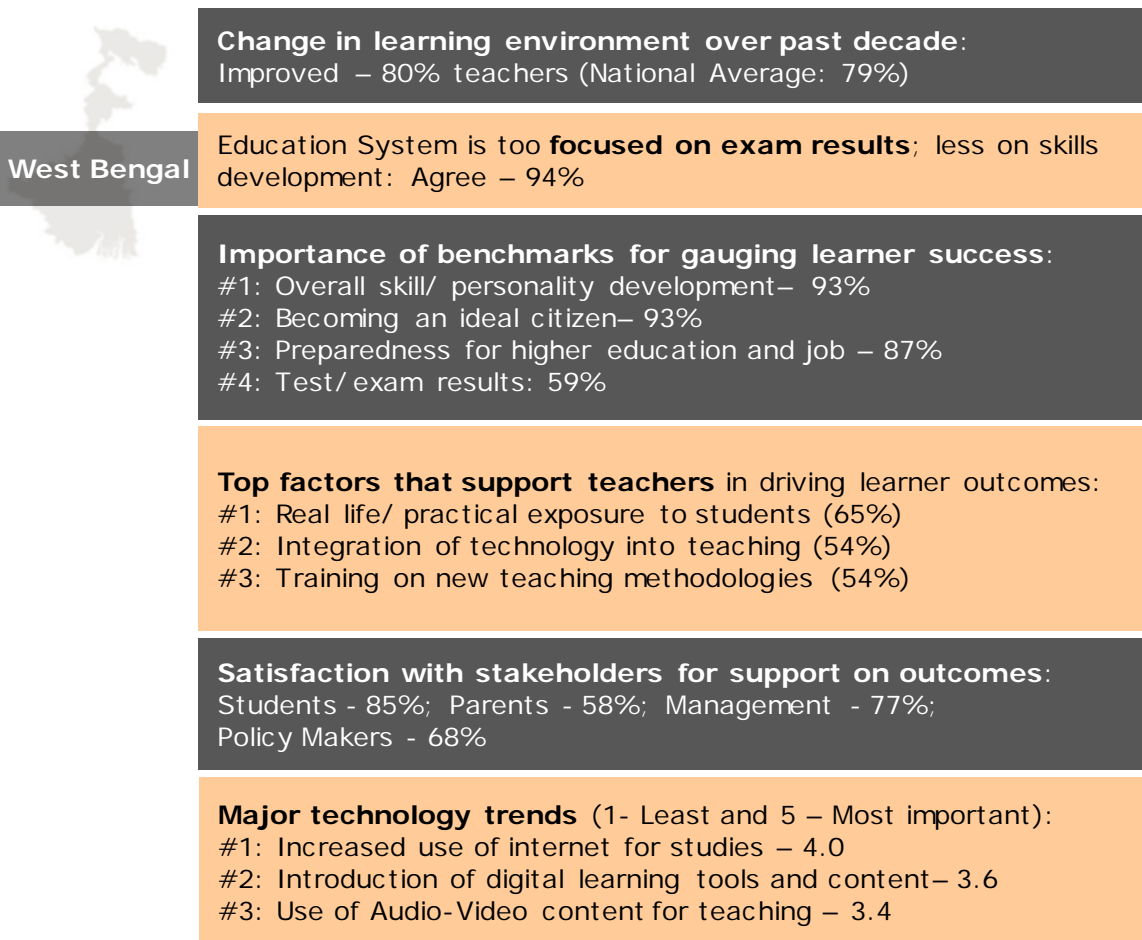
→ Uttar Pradesh ■ National Average

Note: % figure indicates the response of teachers from the state

Base (N) = 384 teachers; 20 cities (Annexure III)
Research Partner: Spire Research and Consulting

Annexure II: State-wise View

Voice of Teacher in West Bengal



Note: % figure indicates the response of teachers from the state

Base (N) = 456 teachers; 13 cities (Annexure III)
Research Partner: Spire Research and Consulting

Annexure III

List of Cities and Towns Covered [1]

Andhra Pradesh (24 cities)	Tadepalligudem	Modasa	Rewari	Bidar	Kannur
Anantapur	Tekkali	Nadiad	Rohtak	Davangere	Karukadam
Bapatla	Tirupati	Patan	Samalkha	Gangavathi	Kochi
Bhimavaram	Vijayawada	Rajkot	Sonepat	Hassan	Kollam
Chirala	Visakhapatnam	Surat	Yamunanagar	Hubli	Kottayam
Chittoor	Warangal	Surendranagar	J&K (2 cities)	Mangalore	Kozhikode
Guntur	Delhi NCT	Vadodara	Jammu	Manipal	Kuttiadi
Hyderabad	Gujarat (19 cities)	Vallabh Vidyanagar	Srinagar	Mysore	Malappuram
Kadapa	Ahmedabad	Visnagar	Jharkhand (4 cities)	Tumkur	Mavelikara
Kakinada	Anand	Haryana (13 cities)	Dhanbad	Udupi	Palakkad
Kavali	Baroda	Ambala	Hazaribag	Kerala (23 cities)	Pathanamthitta
Kurnool	Bharuch	Faridabad	Jamshedpur	Alappuzha	Payyanur
Machilipatnam	Bhavnagar	Gurgaon	Ranchi	Aluva	Taliparamba
Madanapalle	Dahod	Hisar	Karnataka (13 cities)	Calicut	Thiruvalla
Nellore	Gandhinagar	Karnal	Bagalkot	Changanacherry	Trivandrum
Rajamundry	Junagarh	Kurukshetra	Belgaum	Ernakulam	Thrissur
Rajam	Kadi	Panchkula	Bengaluru	Idukki	
Rajampet	Mehsana	Panipat		Kalamassery	
Secundrabad					

Note: Cities reflected above are based on responses received from participating teachers

Annexure III

List of Cities and Towns Covered [2]

Madhya Pradesh (M.P; 7 cities)	Kolhapur	Gurdaspur	Bikaner	Kovilpatti	Vellore
	Kopargaon	Hoshiarpur	Jaipur	Madurai	Villupuram
Bhopal	Mumbai	Jalandhar	Jhunjhunu	Mayiladuthurai	Virudhunagar
Gwalior	Nagpur	Kapurthala	Jodhpur	Murakkampattu, Tiruttani	Telegana (3 cities)
Indore	Nashik	Kharar	Kota	Nagercoil	Hyderabad
Jabalpur	Navi Mumbai	Ludhiana	Laxmangarh	Namakkal	Mahabub Nagar
Khargone	New Panvel	Mandi Gobindgarh	Pilani	Perambalur	Warangal
Sohagpur	Pandharpur	Moga	Sikar	Pollachi	Uttar Pradesh (20 cities)
Ujjain	Pune	Pathankot	Udaipur	Pudukkottai	Agra
Maharashtra (22 cities)	Sangli	Patiala	Tamil Nadu (28 cities)	Salem	Aligarh
Ahmednagar	Satara	Phagwara	Chennai	Sathyamangalam	Allahabad
Amravati	Solapur	Rajpura	Coimbatore	Sivakasi	Amethi
Aurangabad	Thane	Talwandi Sabo	Dindigul	Sriperumbudur	Bareilly
Baramati	Punjab (17 cities)	Rajasthan (13 cities)	Erode	Tanjore	Ghaziabad
Bhusawal	Amritsar	Abu Road	Karur	Thanjavur	Gorakhpur
Chandrapur	Anandpur Sahib	Ajmer	Kodaikanal	Tiruchirappalli	Hapur
Ichalkaranji	Chandigarh	Alwar	Komarapalayam	Tirunelveli	
Jalgaon	Fatehgarh Sahib	Bhilwara		Tiruvannamalai	
Karad					

Note: Cities reflected above are based on responses received from participating teachers

Annexure III

List of Cities and Towns Covered [3]

Uttar Pradesh (contd.)	Haldia	Patna	Meghalaya (1 city)
Jhansi	Howrah	Chhattisgarh (3 cities)	Shillong
Kanpur	Kalyani	Bhilai	Mizoram (1 city)
Lucknow	Kolkata	Durg	Aizawl
Mathura	Malda	Raipur	Odisha (2 cities)
Meerut	Midnapore	Goa (4 cities)	Bhubaneswar
Modinagar	Murshidabad	Mapusa	Cuttack
Moradabad	Siliguri	Panjim	Puducherry
Muzaffarnagar	States with sample of less than 100 responses	Ponda	Sikkim (1 city)
Noida	Arunachal Pradesh (1 city)	Vasco	Gangtok
Sahibabad	Itanagar	Himachal Pradesh (3 cities)	Tripura (1 city)
Sultanpur	Assam (2 cities)	Baddi	Agartala
Varanasi	Dibrugarh	Hamirpur	Uttarakhand (4 cities)
West Bengal (13 cities)	Guwahati	Shimla	Dehradun
Asansol	Bihar (3 cities)	Manipur (1 city)	Haridwar
Barasat	Gaya	Imphal	Roorkee
Burdwan	Muzaffarpur		Tehri
Chinsurah			
Durgapur			

Note: Cities reflected above are based on responses received from participating teachers

Annexure IV

Survey Questionnaire [1]

Note: Your personal data and individual responses, shared as part of the survey, will be kept confidential and Pearson will only publish the consolidated report

Pearson Voice of Teacher Survey (2014) – Driving Learner Outcomes		
First Name:	Middle Name:	Last Name:
Gender:	School/College:	
City:	State:	Type of Institution (Govt./ Private)

						(Please tick ✓)											
Professional Experience	0-5 years	Discipline	Languages & Literature	Level Taught	Primary		Secondary		Senior Secondary		Undergraduate		Postgraduate		Professional		Others (please specify)
	6-10 years		Mathematics		Business and Economics		Engineering		Others (please specify)								
	11-15 years		Science														
	16-20 years		Social Sciences														
	21-25 years		Humanities														
	Over 25 years		Others (please specify)														

1: How much has the learning environment changed over the past decade?

<input type="checkbox"/> Substantially improved	<input type="checkbox"/> Somewhat improved	<input type="checkbox"/> Neither improved nor deteriorated
<input type="checkbox"/> Somewhat deteriorated	<input type="checkbox"/> Substantially deteriorated	

Indicate the major changes:

.....

2: Do you agree with the statement:

"Indian education system is too focused on examination results, less on overall skill development (academic, cognitive and vocational)"

<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Somewhat agree	<input type="checkbox"/> Neither agree nor disagree
<input type="checkbox"/> Somewhat Disagree	<input type="checkbox"/> Strongly disagree	

Annexure IV

Survey Questionnaire [2]

3: How important are the following benchmarks for gauging a learner's success?

	Least Important	Low Importance	Average Importance	High Importance	Most Important
Test/ Exam results					
Overall skill/ personality development					
Preparedness for higher education and job					
Becoming an ideal citizen					
Others (please specify)					

4: Approximately, what percentages of students entering your class have skills (academic, cognitive and vocational) adequate for that class?

☐ None
 ☐ 25%
 ☐ 50%
 ☐ 75%
 ☐ 100%

5: How instrumental are the following factors in enabling/ supporting teachers to drive learning outcomes? Please rate them on a scale of 1 - 5 (1: Most Important; 5: Least Important).

- ☐ Training on new teaching methodologies
- ☐ Integration of technology into teaching
- ☐ Real-life/ practical exposure to students
- ☐ Higher interaction/ involvement of parents
- ☐ Improved curriculum and assessment framework

Annexure IV

Survey Questionnaire [3]

6: In terms of achieving the learning outcomes, how satisfied are you with the support received from the following stakeholders?

	Highly satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Highly dissatisfied
Students					
Parents					
Management					
Policy makers					

7: What changes should be made in the education system to make it more outcome-specific (focusing on overall academic, cognitive and vocational outcomes)?

.....

.....

8: Rate the challenges that prevent teachers from driving the desired learning outcomes:

	Most Challenging	Very Challenging	Somewhat Challenging	Least Challenging	Not Challenging
Declining student motivation and interest					
Focus of students and parents on exam results					
Lack of proper training and development opportunities for teachers					
Limited availability of technology and new teaching techniques					
Inadequate classroom infrastructure					
Mismatch between syllabus and learning needs					
Others (please specify)					

Annexure IV

Survey Questionnaire [4]

9: Do you believe that integrating technology with classroom learning could help in achieving better outcomes?

- ☐ Strongly agree ☐ Somewhat agree ☐ Neither agree nor disagree
☐ Somewhat Disagree ☐ Strongly disagree

10: How much impact have the following technology trends had on learning over the last 10 years?
Please rank them from 1 - 5 (1: Most Important; 5: Least Important).

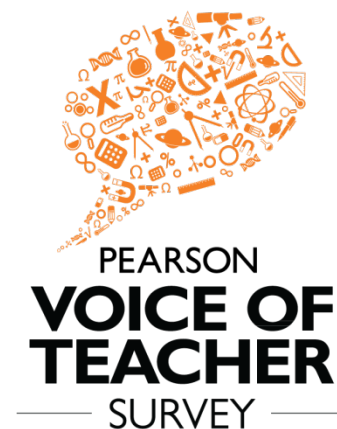
- ☐ Increased use of internet for studies
☐ Introduction of digital learning tools and content
☐ Online self-help courses
☐ Use of Audio-Video (AV) content for teaching
☐ E-books for reference

Thank you

For any queries, contact:

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Pearson Education

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