**Teachers and Teacher Education Stakeholder Interview Questions**

**Piloted questionnaire May 2021**

**Date of interview: 3 jun 2021**

**About respondent: name, education etc:**

1. **What is your area of specialisation? What courses do you teach in the programme? How long have you been with this college/institute?**

I am Dr Haseen Taj, Professor, Chair Person of Department of Education, Dean Faculty of Education, Member of Academic Council and Syndicate in Bangalore University, I have been in Bangalore University almost for the last 38 years, almost since 1984 onwards. Of course with regard to my area of research I can’t say that I have restricted to any one particular area, I think I have spread my tentacles, and worked in several areas of education may be like, my Phd work was almost, it was on administrative behaviour of school heads but …. it is social psychological variables. I have worked in the area of education technology, environmental education I have developed quite a few tools in that area and published them also. I have worked in the area of Teacher Education and I have been on several National and state level committees including higher education council GOK as well as several committees of MHRD member NAC I am also there on curriculum committees of NCTE I have worked for NCERT of course I believe in being a teacher may be one needs to justice whatever possible for the improvement of quality of education like within our reach we should be able to and I can say that I am learner and don’t like to called as scholar I am always a leaner because I don’t say learning at any time and age its essential, what you see today many not be there tomorrow, any teacher is a learner I believe in I have guided several PHd and several MHRD projects UGC projects state level projects almost published national and international journals of repute many be around 150 or little more papers almost presentations as resource person as a lead paper and may be around 250 – 300 papers also. And may be what I can say that being in the field of education for almost 38 years in the admin capacity as a teacher. Basically I belief myself to be a teacher I like to stick to that. When all other positions i feel that they are added positions I like to remains as academician and as a teacher. That is what I like to talk about myself I also feel very happy to be associate with people who are doing an excellent academic work I know Padma Sarangapani under her leadership and all of you are, when I came there for two days I could see the type of work culture that you people are having the procedural work that TISS Mumbai is doing I was very happy and next year I could not come because of these pandemic. Just for last year I stopped flying anywhere, everything we are doing only online that is how I missed that opportunity again to meeting all of you physically, so this type of virtual meetings will keep us probably together and connected.

1. **Can you please tell us which are the programmes you offer at your college/department/institute? Since when? What is the NCTE approved intake?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Yes /no | Since when | What is the approved intake? | How many students were admitted in 2019? | How many students were admitted in 2020? |
| Bed |  |  |  |  |  |
| DElEd/BElEd |  |  |  |  |  |
| BPEd/ |  |  |  |  |  |
| MEd | y |  | Unt is 50, full feldge infrastructure 2 units. Long back reg office in bng…almost 15 yr back, take 2nd unit, deman for M.Ed. sister …pub usity facing prob mot getting ..gone down …last 2 years..improved…number…2yr int 4 yr program,,no application..dept bng usity…25…applicantion 100s. aided, new pvt usity… for 50 application 500.least was 340 application. Metropolitan..from all over state, gulbarga… one seat for other 50 app,ications. May be future prospects. Dept of educaion 4 aff colleges offer med… atleast 3 2 colleges 35 seats…old dept usity quote… full…tifurcation of bng usity..2015-16 city, north, now only one pg college under bng usity. Usity quota, full for college…we had omly |  | Earlier 14 staff, 9 staff retired, went abroad, one expired, no recruitment, 6-7 guest faculty |
| BEd (Spl Ed) |  |  |  |  |  |
| Any oth  er specify |  |  |  |  |  |

Like when it comes to MED I fell that the unit is 50 all over the country I don’t think it is less than that or the unit is more than that. There many institutions if they have like full infrastructure as well as required number of staff and all that, they as well go for 2 units. Of course the provision is there like long back when the NCTE regional office was in Bangalore University campus only they had almost some 15 years back they themselves had invited us to take a 2nd unit. Because Bangalore here is there is lot of demand for MED course especially in department of education, but whatever may be the reason, like probably because I would like to say that the sister universities in Karnataka that too the Public universities are facing problem of not getting adequate number of applications for MED programme some time the number had even gone down to single digit. Now for the last 2 years I heard that the number is improved and more over I would also like to ascribe that why some of the teachers in other sister universities they said number is improved? When they heard that the Teacher Education 2 year BED programmed is going become to the integrated 4 year programme some of the people who had an BED degree they developed an great anxiety that when the MED programme the duration will be increased that might be reasons they said that number of applications have increased for the last 2 years. But as far as Department of Education, Bangalore University is concerned long back even when the number of seats were limited to 25 we used to get applications in thousands but though not in thousands because we have so many aided institutions for MED and Government institutions and so many other new universities have come up and Private Universities have come up, the number has gone down may be in thousands but both the units in 50, but to get the number of application almost 4 to 5 hundred and the only less number we had got was I think somewhere one year it was 340 applications or something. Bangalore being a metropolitan city many students from all over the state and thousands of students from Gulbarga, Karnatak University and other Universities we would see though there is one seat for other university we see 50 – 60 applications from the mother universities may be the students find probably the future prospects being in a metropolitan city might be another reason that they like to make an application but as far as department is concerned so far we have felt the shortage of application on selecting MED candidates and they are running the course and we have sufficient demand in our department of course. Like we do have, I would like to add up Department of Education, we had 4 affiliated colleges offering MED programme. But when there were 4 colleges some two colleges were getting because out of we were the colleges were given 35 seats that was in the old this one So the Department of Education, university quota was 89 and college quota was 70 not less than 2 colleges were getting that full quota other 2 colleges were giving 50% of it. But now we try bifurcation of Bangalore University because of the huge number of colleges we had tried a bifurcation in 2015-16 for occasion we have Bangalore City University, Bangalore North University so three colleges which were earlier under our jurisdictions they are there under the other two universities and there is one PG college under Bangalore University and there also after filling number of seats in department of education the university quota like whatever 18 seats were there they were full for the college also but still there were so many students who wanted to join if not Department atleast other colleges but we have only one college that college even to that college we are giving the full quota of university.

Only one unit because we were 13 staff members earlier in the Department over a period of time almost some 9 staff they retired, 2 went abroad, and there was one staff there was an unfortunate situation like, expired. For a long time we did not have recruitment at all we are having almost 6-7 guest faculties because of that we did not wanted to go for 2nd unit. Because NCET expects 10 regular faculties for one unit and yes if we go for 2nd unit we need to have a regular faculty that was the reasons we have almost 6 guest faculty and 5 regular faculty that is reason why we have maintained one unit so far.

Response:

**III. We want to understand a little bit about what kind of students secure admission into your programme.**

* 1. What is the proportion of students from arts stream, commerce stream, physics/maths stream, chemistry/biology stream?

Response:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Stream | language | history/social science | Biological sc | Physical science and maths | Commerce | other |
| Proportion |  |  |  |  |  |  |

* 1. How would you describe the quality of their academic qualifications?

What proportion would you say has ‘1st class marks’?

What is your own assessment of their academic strengths and weaknesses (by and large)?

Response:

* 1. How do you compare your student’s academic profile with that of other colleges?

I can’t say like we get very good students, like one thing I would like to say with regard to academic profile when it comes of college of education we get almost 50% of the students are PG holders. When it comes to MED programme most of the students who are in the university they would have completed one of the other PG course. Almost nearly more than 80% students are PG holders who come to MED programme. There is another surprising thing that I could see since last year they are getting very good students and especially this year because, when we were students there was, though the number was very very small only 25 students, though there was no NCTE and intake itself was 25 in the department, there is to be very very good students. Of late what happened of course you know for teacher education not many takers they used to select BED programme as a last resort and all that so quality had down. But I see in the past 4-5 years, again we can see that the students we are getting the better quality since last year and especially this year the type of students have got are very very good and surprisingly many of them are city based we were getting almost rural students with regional language background and since last year and it is again coming back to this year we have got so many Bangalore city students so many students have joined for the MED programme and almost I can say that if not it is 50-50 it is 40-60 40% of students we are getting. This we are seeing since last year and this year, the number has increased. That was something very pleasant surprise to us. That many students they want to take up the probably bed and med programme from the quality of the students that we are getting now. Not just basically we were getting PG students may be they were doing one or two PG that was not important but quality of students in terms of their knowledge; language may be the ability to communication, ability to reflect that way we are getting. Since last 2-3 years we are getting especially better students surprisingly last year and this year quite a good number of students.

3.4 **What is the proportion of men to women in the students?**

**What I feel ours like the MHRD has made an announcement probably in 2017-18 that they are going to what we call discard all the 2 year teacher education programmes and they go for ITP integrated education programme which is of 4 years duration and all those people after that because for higher education council in Karnataka they had constituted a committee to give the recommendation of the state with regard to ITP I was the Chairman of that committee to send recommendation on behalf of this one and so many colleges were anxious whether these colleges who have started 2 years programme very recently whether they are like whatever that course has been started very shortly because one year programme was there for a long time and this programme which we had stated it was not even 3 years by that this announcement that had created lot of anxiety among the colleges. There were some, there was another important aspect I would like to tell you, that standalone colleges who MHRD had said they are going to like close down. All the standalone colleges we had many of the very very old institutions which are aided institutions and also the government institutions, age old institutions, many existing for last 60 or 70 years, government aided institutions they were independent teacher education institutions known for its quality what should happen to such type of institutions ….. closing down if at all if it is private institutions immediately they convert building and infrastructure in to nursing college pharmacy this and that What about these grant in aid institutions? what would do? what should happened to human and supporting staff and these are all the that also some of the concern I had raised in this one and another thing we had also wrote to MHRD copy to NCT all these standalone institutions which are and NCERT grant in aid government institutions which are not less than 4 or 5 decades they should be allowed to start with 3 year BED and MED programme and may had sufficient number of teachers, with PHD degree and all that remaining number they can take up on management quota that was also one of this one. I learnt from institution next year after announcement of MHRD that they are going to make all the standalone institutions going to be closed and 2 BED programme is going to be discarded from 2019-20 and every institution especially in Bangalore I learnt whether it is a self financing or aided they all got whether they had one unit or two unit completely full. Because I could find what the institutions and the Principals said this is one thing which created anxiety fear among graduates who are sitting back and relaxed, they had not thought of till now and they think once it is going to become 4 years atleast they can get into institution in 2019-20 if they completed 2 year programme they will have one additional degree. ….So all most all the graduates…. Government of Karnataka another important thing I would like to say they had relaxed their regulations any graduate is eligible for a BED degree earlier to that only like BSC and BA graduates were eligible then it was made like that, they started getting so many engineering students enrolled including some of the other institutions medical students, pharmacy students enrolled not only BSC, BCOM, BBA, BCA students even several institutions said Al-Ameen said they have 2 medical students and St Anns said and even Kaveri institutions said students in so many college innumerable, so many like when it was relaxed there many graduates enrolled, all types of graduated enrolled. When I was approving inspite of fact the fact that any graduate I did not want to approve fashion technology students because in order to cater to the need of all types of graduate that’s why I introduced in my 2 year BED programme 16 pedagogies to cater to the needs of all these like computer application, management , commerce languages like Hindi, Marathi, English Sanskrit apart from Physics, Chemistry, Mathematics, Biology apart from that and also for the first time in the country as you know even Bombay also Bangalore so many institutions especially ICSE, CBSE, many private institutions they are offering German, French and all and may degree colleges also offering keeping that in my mind, keeping our English pedagogy I invited some experts from Mumbai even French what we all it as even from Bangalore made a pedagogy in German and French pedagogy of teaching were interested we prepared teachers. Guidance our Department of Global Languages of Bangalore University HOD is a Professor Head in French. Under her leadership these people from Mumbai and Bangalore were invited on the lines of English we developed pedagogy of French and German also. Yes because when Government of Karnataka relaxed that any graduate is eligible and when all these graduates entered, they should be given a proper pedagogy where they should go for practice teaching and teach something whether it is +2 level or like 8-9 or 10 or 11 something in order to carter to these once they are given admission they should have a proper pedagogy. We were offering 1+1 pedagogy atleast even if he is an engineering student Maths and Physics if he is a Medical student Biology & Chemistry and also allowed many Biology with–English, Chemistry with English, Physics with English, Management with English, Commerce with English pedagogy so such combinations were also given. Lot of combinations that is what I heard and I am trying to be very sincere rather than the demand genuinely in do not know for teacher education, but as soon as that the announcement was made earliest in 2017 Feb so that from 2019 onwards there is going be 4 year integrated programme, in 2018, 2019, 2020 - almost 18 -19, like almost all college they have their full quota otherwise the number had reduced to 20, 30, 40 even where they had 100 intake.**

**We have more number of girl students than the boys. In MED always we used to have more number of girls than boys but this year I could see almost the ratio is 60 : 40 girls are 60 boys are 40. The number of boys have also increased.**

* 1. How are most students admitted into your programme? (common entrance, etc.). Which are the colleges preferred by the high-rank students? What are the ranks of students who are admitted into your college?

Response:

* 1. How many students take up mathematics and science teaching? What is their profile?

Response:

* 1. Do you think the profile of students has changed since the 2-year programme was introduced? In what way?

Response:

* 1. What is the socio-economic profile of students?

Response:

* 1. If they had not joined teaching what are the alternatives?

Response:

* 1. What is their key motivation to join the programme?

Response:

**IV. Student’s Perspectives about the programme**

* 1. What do students like most about the programme?

I would like to say as far as possible when I introduced 2 year programme I wanted to give more focus on practice and field based experience, just rather than isolating ourselves only to conceptualising theory of i.e. only to the theory part. A lot of field practicum was introduced like even in the internship I divided internship in to 3 parts, pre internship, internship and post internship, post internship involving community, involving parents and even the student teachers meeting the parents, having parent teachers meeting, having exhibition, inviting community, visiting student forums because what happens as soon as they become teacher the first confront is parents, what happens in our teacher training we would not have given opportunity for them to meet either parents or community and know the background of children from where they are coming, lot of emphasis was given on field based this one. Even in MED programme also lot of field based programmes were introduced I have two weeks full-fledged program community based activity. We have social awareness, hygiene, gender perspective vaccination, environmental awareness, social awareness like RTI, 35 activities have been listed out they do it under the supervision of one teacher. A group of students, students are divided in to some - in a group 7 – 8 students will be there each day they go to one locality, they have to be there atleast for 7 to 8 hrs, street plays, doing door to door campaigning and report in reflector journal of each days work. Apart I have introduced one type of internship they can either go to special schools or innovative schools – Art of Living such type of innovative, ACT is there which are different from the normal schools, not affiliated to ICSC or CBSE or State level. Place of internship including some student we have asked them to work, because of we have introduced 2 levels of specialisation one at elementary level and one at secondary level. We have asked elementary level students go to even these Anganwadies …… such teachers help in their mid day meals, do door to door survey, this one such type of field based of activities and apart from one month of internship in a the institution, at MED level where they are supposed not only just go there teach do some lesson plan come back NO same thing I have done for MED also a reflective journals is introduced where they should work with the school, with the head master, with the teachers with the office, with the Physical instructor right, in the curricular and in the co–curricular activities including the community and with the parents and the students. Same I have said with regard to MED also when they go there they should with the office every day, they should work with all he teachers in the staff room, whether it is a correction, whether it is observation, whether, may be preparation of lesson plan or whether the Head Master’s time table or anything that persists they should start from the assembly. Whatever every day is happening introduction of innovative pedagogy, atleast minimum apart from the unit test they should conduct, lesson plans they should write lesson plant and not lesson plan the CCE and following the CCE, comprehensive evaluation and minimum 4 graded learning lessons to be given and 4 ICT integrated lessons to be given that is mandatory for all the MED students and every day one teacher is there in one college making an observation, giving the feedback and everyday whichever teacher is goes there should sign reflective journal of each student apart from sign from the principal, end of the day the principal has to send one month attendance to the HOD and that 100 marks we have divided into almost 8 to 10 listed out activities because simply go for one month and simply sit idly and give one or two working classes and come back it makes no difference and that we have whenever practice teaching is there in the college every student teacher like from here goes to the BED college and there in the BED college they are supposed to have a mentor under that mentor, along with that mentor they should go to the school, along with teacher educator observe lessons of BED college student teachers and also see how these mentor gives the feedback and how makes correction and they also should give feedback, make correction, observe the lessons and also should become part of their reflective journal. There are many more such things I have introduced when I made this 2 year programme and MED 2 year programme and there are many other activities not listed out exactly in the above of course we too have this research communication, expository written skills like communication skills how to write research dissertation, technical report and non-technical report, thesis and paper, how paper be presented, proposal preparation and presentation option all such things are part of practicum and they are also ..every week taught for 2 hours and students supposed to submit reflective journal on that and but one thing I would like to say, like since last year due pandemic many students who could not go to the field they did it online. Even when they are doing online internship like, for every go a teacher is there along with the go and along with a link 10 to 5 so whichever students making a presentation the teacher is observing. End of the day teacher is feedback to all of them. And student expetec to write reflective journals that what we could do we have also make it last time when they come back, to the community for 15 days do that field work and come back if not the internship that was only to have an exposure. Apart from that we too have dissertation programme that dissertation programme starts from 1st semester where in the 1st semester they do the review of related literature and problem identification and in the 2nd semester they prepare a proposal and make a presentation in the 3rd semester they do the data collection and do analysis and in the last semester after their internship prepare report, they make a submission for 100 marks and also whether it is for completely, it is for 200 marks. 100 marks report 100 marks this whole procedure review of literature, proposal preparation presentation, because we did not want to start their research in the last year because I have the research methodology and I teach research methodology statistics paper since inception almost in the department. So in the 1st semester we start with the methodology of education research, 2nd semester we do have methods of research and statistics and if at all if you have dissertation in 3rd and 4th semester by that time they forget the methodology. So what we want the students to start a fresh along with methodology of education research, we start with like sources of knowledge, problem identification, variables, all these things review of literature, source of and practicum they should do that only so that review related literature and problem identification 1st 6 months. When we go to the next semester they should prepare proposal completely because we would have taught methods of research rule development analysis and all that to prepare proposal and make a presentation of it. So that they would have completed all that how select samples everything when they come to 3rd sem they directly go for the implementation part i.e data collection, analysis and 4th semester the report preparation. So that is how it is designed apart form that though they are not listed out in the curriculum or may be a part of regulation since they are all curriculum part of curriculum because we say that only syllabus explicits it in curriculum cannot be seen because of lot of things there in the curriculum. Apart from that we do have certain like demonstrations, plastic free zone in the campus and many be cleaning work all such works they do take up. Many a times since last year we merge in such type of things when it comes to ……………..

* 1. Are there any issues that students report about the programme?

Response:

* 1. What do students think of the 2-year programme?

Response:

* 1. What are students' opinions regarding the TET exams?

Response:

* 1. In what way do they change as they go through the programme? What is your opinion? Do they learn through the programme?

I would like to say that it all depends on the teachers. If at all if you start, I start all my class inside the ….statistics students think that it is a tough paper that this but I start with every class saying that my paper is the most easiest paper and students whether irrespective of there is arts or Kannada medium that this or whatever it is if you pass your 7th standard that’s more than enough for you to learn statistics from me. And that is how you are all going to and I see that I divide them in to groups and I make a group leader we give practice. I follow my usual they primary school practice when I was out of problem I see that every student in the class there are two to three practice classes work out on the board and I then every topics at the end of topic they should work out by themselves and group leader would check finally I check the note and they submit whole thing they submit as practicum. As a practicum they learn. Most of the community based wherever it there and anything out of the syllabus make it as a fun that the students should enjoy. Certain small incentives I add whenever I did these field work they will get some biscuits, water cool drinks some such type of fillings so students enjoy because they take we expect whenever they go for community activities to take RDO records to take pictures and photos and that should become picture and photo part of the reflective journal. Since they go in group they take it as a fun they enjoy that and apart from that every paper for theories is 70 marks and 30 mar internal assessment that we divided 10 marks assign 10 for the theory practicum each paper has certain practicum and 10 marks for the tests we give and sometime may be working out all these internal assessment theory doing their field work sometime the students they take it that it is consuming lot of time as to tell you as it come to girls we have more number of girls than boys most of girl the other profile that I would like to tell you all most I can say 90 are girls are married with families those who come to MED all are youngsters all are married and have kids and they see that take up MED. When it comes to BED also 50% of girls are married even in MED not boys but girls 85-90% are married but still they make it up. I would like to say that it depends on the teaches how they would like to like their all the field work make it fun and create seriousness with regard to learning the interested to be created regarding programme it all depends on teachers. Sometimes a student who comes to the course just get a degree also may get interested if the programme is make interesting but still I would like to say especially when it comes to PG degree MED I would like to be very very sincere like to tell you most of the time as I say the almost 90% of the students come to MED with minimum single PG or hold some time even double PG holders and MED they take it as very light not as seriously as their first degree as seriously as their first degree and that too being a very professional degree they need to devote more time on it so it is very very hard on our part to see they regular attendance students though they join the course every time every day we have to keep insisting that they should attend all class and as far as possible they put up every month shortage of attendance we will be put to assessment in case they have not submitted one assessment if it is 30 marks they have given only 2 assess for 20 marks all that bring to their notice they become bit serious all moss as all student who join for med programme they will be serious only about this programme they would like to have degree or degree or the probably they thing if not anything ultimately they can become a teacher that is also there still. One thing I would like to tell you my observation, and of course we have only BEDs two models like one was one year BED and or 2 yeear BED programmes where NCERT choose RIEs following this integrated but limited to only to those RIEs and of course we tied with MHRD announcing some of the states in North India they have started some of the institutions have started 4 year integrated but not in South. so far no institutions have started but under the Bangalore University where I was the Chairman pull over only a premier like NMKRV Mount Carmel College of Education like your Ramachandran she is there they are premier institutions like when I was the Chairperson 2014-15 I did not allow all other institution simply to start only for making money I just permitted only these two institutes that is under old regulations under 50…. Programmes. We have only these two institutions In South we don’t have anything expect RIE and under these what I could see if at all if you are expecting to join the teacher education after plus 2 they are youngsters they don’t have any other degree nor they will be employed nor they will have any other distractions except student they will directly get into teaching in case if they are getting in to 4 year integrated Teacher education program and they have to be in this course 4 year seriously because they have chosen this. moreover as I know that of course like with the what we call though I don’t say NCT it is there since 1973 was there but statutory body it came in 94 -95 and all that there were certain good things happened that there are some standardisation and regularisation with regard to infrastructure building number of teachers but at the same time what happened is that in order to provide the access to the students the number of institutions need to be increased but they increased to such an extent that it proliferation and mushrooming leading off campuses. As a Chairman of the Department and as task force committed member like we had 150 institutions under Bangalore University as member task force committee we closed all most 50 institutions which were almost off line. They were all getting schools from North West Bengal Jarkhand Rajasthan and somewhere and all they were there only on papers and they are coming to write only exams and institutions physically they run multiple programmes and the university ---go up--- and turns into bed programme and such many institutions were closed down. Like what happened even we thought that these institutions with one year programme it was very easy for them with 10 months within no time just give off campus degrees even with 2 programme for such institutions it did not help much because with even 2 year programme also many teacher education institutions catering partially only partially many be I feel that the institutions which are genuine which are very good very old institutions and doing best of the service in the field of teacher education whether it was 1 year or two year programme but still I believe as we speak about the type of teachers we require they type of field work we require and all round development the students we need to have to quality teachers and that the quality teachers should stare with the of professions of teachers from the teacher education institutions until and unless you rehab the teacher education institutions right, bring changes in teacher education institutions in the curriculum pedagogy the practices in the evaluation in the selection of the students right, in the assessment of the students and may be giving apart from the just giving cognitive knowledge what is required - skills which are required, confidence is required until unless you see to it that all these things are done by teacher education institutions we cannot prepare good teachers we can only speak about such things on paper it does not happened whether it is NEP 1986 or NEP 2020 makes no difference right from 1986 we are speaking all commission secondary education commission UNIST education commission and Indian education commission everybody is speaking. So it does not happen until unless it is very of course important that teacher education program should be really sincerely implementer should be sincere the teach educator should be sincere and the type of students we select we should see that the student tin is genuine and students are not coming to get the degree, they are coming get educated and to become serious teachers. That is what I just tell all my students whenever I teach see in every class I tell my students to be passive, to be active and your observation, you should question you should discuss you stop me anytime and you keep asking without questing you don’t learn you have to question here not to complete syllabus, I don’t belied in completing syllabus for that I am not paid for that I am paid to see that I bring changes in you required changes in you what is expected from me is to see that you become better teacher educator to become teacher educators what is there in the curriculum that is all translated in to you and change in you then I am successful otherwise no use. So I am not here just to, it is different like anybody teach I teach dont even leave word in a syllabus I even revise I have other things discussion but apart from that whatever changes we expect in the students learning outcome should be our objective completing syllabus should not be an objective you could see whether we are able to given what we are supposed to given what changes we are expecting if that has happened that changes that outcomes if we realise then you are successful. That is what speak about that is how if you are thinking of integrating a cognitive with other competences skills and abilities only you can have better teacher educators and teachers that impact our education system that we need to be very sincere in our approach and practice.

* 1. What is the main feedback you receive from schools regarding student preparation?

Response:

* 1. After they take up teaching, do your students keep in touch with you? What feedback do they provide on the preparation programme (emphasis, topics, experiences, etc.)

Response:

**V. Performance in TET**

* 1. From the previous 2 or 3 batches can you tell us how many have applied for state TET or CTET exams?

Response:

* 1. How many of these students have passed/got eligibility?

Response:

* 1. Does the institute provide any support for TET preparation?

Response:

* 1. Can you tell us some colleges where the TET pass rate is very high? What could be the reasons for this? Can you also tell us some colleges where the TET pass rate is very low? What could be the reasons for this?

Response:

VI. Students careers

* 1. Where are students getting employed after completion? In the batch two years ago, what proportion of students looked for a job? Where/what kind of schools did they find their job in? How did they look for jobs (word of mouth/placement/newspaper ads/our recommendation/etc.)

I would like to say that most of the students are getting in to these secondary teacher level teacher education institutions. Most of them are getting self financed institutions may be some aided but even majority I could see they are getting job i.e. high school Head Masters even as EOs and some of students that they are there in DSERT of course as few students not directly in to the teaching also of course gone in to some other apart from teaching field. Either they are in to administrative or in to teaching most of the students and several of the students now we are insisting State Government to make education earlier Government of Karnataka had introduced education as one of the subject at PU level but there was no continuation at degree level even the institutions have started education and discontinued. Now I insisted, like previously in 2014 our Vice Chancellor education one the optional paper in all degree colleges he saw that he speaks in the principal meeting when the university was undivided they can introduce education as one of the optional but till it is yet to happened like if it happens some other colleges few colleges are having right from PU to degree if education is introduced as an optional paper as any other disciplinary paper then the opportunities for these Post Graduates will be much more compared to what is now. Most of them are in to self financed colleges.

* 1. We have been hearing that new teachers are generally given lower grade classes to teach, is this true? Were your students placed to teach grades for which they were trained?

Response:

* 1. What proportion of your students seek government jobs? What proportion of students get government jobs?

Response:

* 1. How many students get government teaching jobs?

I would like to say some times as you know what is the employment condition in our country, some of our students who had completed their PG and one of the students working under me for her Phd part time, Phd she is going to complete but she has gone as an elementary level government school teacher. Many of the MEDS have gone at elementary level like those who have are whenever it was called for the recruitments for elementary level many students they applied they went even as elementary level they never wanted to lose the opportunity. They went as elementary teacher. Very recently that the state government and Maulana Azad, Hyderabad they had called for Head Master post and secondary level teachers many of these BEDs and MEDs especially MEDs they have a better opportunity passing those entrance exams because of their cognitive knowledge.

* 1. Do you have any campus recruitment or affiliations with private schools?

Response:

* 1. What is the starting salary of teachers who join private schools?

Response:

* 1. Do students get jobs in NGOs working in the education sector?

Response:

* 1. What are the other careers relating to education that students can pursue?

Response:

**VII Institutional**

* 1. reference to teaching students? (probe attendance and regularity, academic competence, interest and motivation to become teachers, practice teaching) do you face?

One thing I would like to tell you if I speak about my own department the department was started a way back 1960 exact to the campus we shifted in 1964 from Central College, that time there was no such type of any standard regulations norms were there like with regard to building with regard infrastructure an all that. MED department was like any other department so our building is posting sociology, economics and education in one building but for us major challenge is infrastructure the building itself and apart from that we are not able to set up our laboratories whether it is multimedia lab, whether it is computer lab or our own department library because lack of rooms lack of actually we gave the proposal but the proposal was accepted but type of building which was constructed and available which was shown to us myself and some of our colleagues we inspected we said no such type of building cannot be accepted somehow the type of building and the type of facility we required that building was not that type we were supposed to share with the department of performing arts, we wanted an independent building we rejected to go there another building was there, there also the number of rooms show s to us were not adequate also so we did not accept. Major challenge is infrastructure second challenge is you are talking of staff, staff itself was a challenge because of the long time for almost 2 decades or more than that we did not have the recruitments at all. No recruitments since 1990. Like in 1994, 1998, 2004 we had and very recently in 2020 we have certain recruitment but they are all backlog. But all general posts are vacant 8 to 9 and we have no recruitment that itself is a big challenge if at all I want to expand the department, we wanted to department of leadership and training, we wanted to have educations, administration leadership and training, we wanted to have department of educational technology, we wanted to have a centre for lifelong education such things we wanted to expand research this one we cannot do unless until we have a regular faculty because guest faculties are suppose to handle or suppose to handle research guidance. So they can only teach at MED level they can guide, but not doctorate level and these centres we require some senior faculty to handle that centre. But lack of staff lack of infrastructure itself and when we talk about infrastructure, of course no doubt all the faculty members we do have independent phones, laptops given by the university, we do have desktop we do have even VHP individually as well as given to us LCDs are all there to all the class rooms – 2 -3 class rooms to a Phd but still building itself is very old and like as we say we have almost 52 departments 32 centres in the university and if in that one department is expecting independent, all science departments are independent, independent buildings they are and its only most of the time the social sciences, humanities including education are facing this type of problems apart from other than science departments and even science department of late for eg Botony, Zoology, Physics such departments where they had a full-fledged faculties 50 to 60 Professors, Associate Professors and Asst. Professors, even there the number has come down to 20 to 23 some 20 25 guest faculties they are running now such is the infrastructural lack of regular faculty such things and you know when it is public institution certain things if you want to have it doesnot happen immediately takes a long time procedural delay if at all if you want to have guest faculty for next year you should start approaching the authorities this year. May be start approaching get permission make the university to notify and then call for it and do this scrutiny send the eligible list and ask for permission invite experts conduct interview then getting a letter whole process take 5 months, yes. Procedural delays will be there every section say that no we are handling so many departments, so many centres it is not just your department so we only take up in order of whichever files have come. Procedural delay happens though in fact especially Vice Chancellor of course is a good academician himself and there is a lot of academic support and that way Registrar has facilitated, But All the files should go to them through these sections and section says they do not have adequate human resource carry out all that work.

* 1. What are some of the challenges you and your colleagues face with reference to your own tenure, salary, opportunities for faculty development?

Response:

* 1. With reference to NCTE regulation

Response:

* 1. With reference to the affiliating body (timeliness of allocation students, quality fo exams, etc

Response:

* 1. [Affiliated colleges, schools, practice teaching, teacher educators ]

Response:

* 1. What is your view of the proposed 4-year programme of the NEP?
* What will be the challenges it presents?
* Do you think it will lead to improving quality of teacher quality across all levels?
* Should the 1 or 2 year BEd continue to be offered?
* What will it take for your institute to become ‘composite’?

Response:

VIII COVID Related

* how is your institution functioning in this covid period? what has worked well and what has not worked?
* what are the key difficulties your students are facing:
* economic
* medical
* ability to engage with studies
* ability to access devices/bandwidth--are your students able to afford?
* how have faculty coped?
* how has it affected the programme as a whole?

Yes May be like with the second lock down we were probably prepared partially as compared to first wave. The first wave came so suddenly whether teachers students everyone were unprepared. There were also teachers even teacher educators who were not used touch a computer and where to put on was not known. That way. Ok and there were students of course in our university there was a visionary Vice Chancellor in 2000 who introduced computer education in all most all the departments irrespective of arts, science, humanities Sanskrit, urdu kannada irrespective of it made it mandatory to have a computer education paper as well as to have a practical every week one department for 3 hrs as well as an examination, so that way students were coming from rural areas under Bangalore University and all that because of computer education they became familiar with the use of computers when they go back to their homes I definitely say that neither they have that desktop nor laptops and atleast if not the students, some body at home or a friend someone who has got the smart phone. This pandemic when we started with the online just because of the availability of smart phone students could join. But still they are instances where to start with many students even today we do not get 10% or 15% of students not joining for the classes where they are in very remote areas where they don’t get connectivity more than that there are some 5% of the students where the family or neighbour or family not having smart phone. The number is less. Somehow they make manage some sort of adjustments but still there is lot disconnectivity throughout the class we keep admitting the students they get disconnected the students keep rejoining and we keep admitting the students and same thing happens probably with teachers also. In Bangalore not only because of the internet connectivity because of wifi we have make sure that we have double connectivity see to it that we connect with the students online but still hat this covid has affected. 2nd wave has affected especially in the 2nd wave not in the first wave its has affected very badly some of the non-teaching staff in BU 4-5 expired, teaching staff 1 or 2 and of course we did not see much such things with regard to the students though some students were affected, of course university when the students come for exam they were all asked to be quarantine for 10 days in the hostel before they take exams and they were given tests and then they were allowed write the exam then only they were allowed to write exams and in engineering some 4 – 5 students home positive but they had come all way form Kashmir they were under quarantine they did not want the students as they were asyntamatic, they did not want to moves their morality they were made to stay away and they were made to write exams from a separate centres and all such precautions were taken and all departments were sanitized and all posters were put and now in the 2nd pandemic all hostels have been vacated students have been asked, we have 11 hostels and almost having 3 to 4 thousand students on the campus we have asked the students all the hostels have been vacated but in in spite of all that now in the second wave the teachers have learned to be online and we also give materials to students apart from these online classes I have created google class rooms and we upload all the materials we will give them supplementary materials we will give them tests we will ask them to upload in the google class rooms the tests and practicum and all these but still some students says he is not able to do it in the google room and ask us may I send it to whatts app we will allow them facilitate them until they come and submit hard copies there are problems and still the teacher in spite of fact that we do our work we do see the students virtually still I feel we some where we feel lost we feel until and unless student face and face that bondage cannot be especially socio emotional bondage cannot develop that way we give guidance to students when they are face to face when we see their expressions, whether he is getting it, whether he is annoyed, or whether he is unhappy, anxious we are unable to see online and probably give guidance counselling to the students anything it is as good as like may be sending arrow in a dark it is face to face virtually one or four period if we are with 50 students not that as good as may be you are seeing the students of course it has so many issues may be with regarding connectivity, access to devices, may be with regard to teachers use of handling such devices and preparing for the classes and some time the teachers felt insecured not only the students but also parents, kit and kin they also though they dont log in directly they all will be all such type of fears. anxiety are also seen in the 1st weave. Now they have become familiar to such things now more cautious and try to go more prepared I can say that they go more prepared that is one thing that I can say on part of teachers have developed accountability as they are exposed otherwise. In spite of all that of course we should laudable the services of the teachers like front line workers because when I saw definitely the services of doctors or police are laudable and I wanted to tell if possible to the Prime Minister you should include teachers also because wherever they are working …… Private university, public university, private school public institutions or may be innovative institution like yours everywhere teachers have taken education to the door steps of children in the pandemic otherwise things should have become very very worse if the children were not given education and parents should have panicked and they also warned us like any to the front line worker during these pandemic so many teachers who are poorly paid under paid they have somehow made it get access to device even to get connections to get internet to pay from his pocket they have borne that burden and taken the education to the door steps of the student teachers I have appreciation during the pandemic in spite of all these difficulties I would like to appreciate that all of us put together we have done but nothing can substitute a directly interaction of a teacher. Every seminar national inter why they are forgetting teachers also as front line workers. They have taken education to the door steps right from primary or higher education or professional or vocations teachers services should not e forgotten they should become they should also be included front line workers.

As a teacher educator or as basically teacher I would like to say In teacher education if we really want to bring quality in our education system what to better teachers we leave our isolation go back to the field concentrate not only the theory but see that it develop competences, skills and abilities required to equip the teacher like completely It has to be 360 degree. And evaluation should become 60 degree right evaluation have to become 360 degree and teachers selection should always be very very rigorous until & unless they are serious we should not take them just to fill vacancies. Only then they can prepare and teacher education institutions whether at elementary level, secondary level or tertiary level we all need to be very sincere to ourselves may be in implementing the programmes what is expected of us so only then we can think of preparing good teachers supplying It to the society and then making our education systems may be on par atleast may be if not to the top sometime this sincerity may also reach definitely the top if we develop this sincerity that is what I wish to say.

**Sampling:**  **Institutions/TE to be interviewed:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **State:Karnataka** | BEd | DElEd | MEd | BPEd | CPEd | Art/ECCE |
| Dept of university | (1) |  | (2) | (3) | (4) | (5) |
| Aided college in city | (6) | (7) | (15), (16), (17), (18) --any combination | | | |
| Unaided/Self financed college in city | (8) | (9) |
| Aided college in rural area | (10) | (11) |
| Unaided college in rural area | (13) | (14) |
|  |  |  |  |  |  |  |

Also, to be sampled from:

Maharashtra

MadhyaPradesh

Himachal Pradesh

Assam

**Notes**

B.Ed & D.Ed - Univ , Aided, self-financed (new /old), RIE , B.El .Ed

TET

Who is coming into the programme , student profile

Affiliated colleges and difficulties they face

Two year BEd Applicant profile

Students for different subjects

If they have an MEd Programme and profile

Gender/ academic qualifications / what do they value in the programmme/ What improvements do they want/ where are they getting employed /starting salaries / government jobs - Sampling of institutes ,

- Special Edu & physical edu certificate CPE Ed

(RCI)