**Teachers and Teacher Education Stakeholder Interview Questions**

**Piloted questionnaire May 2021**

**Date of interview:**

**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?**

Response: Chandrasahas Sahu, MSC Bio tech, B.Ed, Med, Seth Phoolchand(Pvt funded) Pandit Ravishankar Sshukla university-Raipur, Raipur, CG, Faculty

Biology Pedagogy, Computer, Psychology, Educationa, Tech, Assessment

B.Ed

5 years 6 running

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 |  | 2004 | 100 per unit | 98 | 100 |
| DElEd/BElEd |  |  |  |  |  |
| BPEd/ |  |  |  |  |  |
| MEd |  |  |  |  |  |
| BEd (Spl Ed) |  |  |  |  |  |
| Any other specify |  |  |  |  |  |

Response: 2004 running B.ED

**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: science +75%, Math, bio, hindi & social science less in english

| 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? Ie.

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

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

Response: graduate students, postgraduate very less  
average students take admission

2020- all 1st division rank students- general & OBC caste

Reservation- 55% and above

Make plans according to weak students- Learning resources

Peer education- weak and strong students sit in mixed way

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

Response: very good. Less seats, more admission. Timetable based education unlike other colleges

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

Response: 10 male- 90 women

* 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: Common entrance test 80% seats for CG, 20% other states

Merit list

Fill form to select colleges- counselling – decided by SCERT

List forwarded to colleges that is finalised by SCERT

* 1. How many students take up mathematics and science teaching? What is their profile? (not for D.ed)

Response: 40% bio 30%math. Students who had similar subjects in 12th & gradt level, take up these subjects only. Admission bassis gradt subjects

48% and less % , then PG subt is taken as consideration for selecting pedagogy subjects

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

Response: 1 year was good. But Skill development more in 2 year because time is more.

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

Response: rural background, naxal areas as well. Middle class

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

Response: no compromise in attendance, nursing,

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

Response: skill development, good teacher. Self-motivated. Respect in society. Look towards their teachers who taught them

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

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

Response: Activities and presentation of the same. Creativity. Understand the concept and interpret in their own understanding. Learn from the environment. Nai talim lesson plan

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

Response: not really about the program. In schools actually due to RTE when they cannot teach properly because of students behaviour

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

Response: compare with actual teachers and then feel good about 2 year, skill and concept building, school management system- community activities, field trip, everything is encompassed in the 2 years

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

Response: level to become good teachers in govt schools. Conceptual understanding is how much. Refresher exam. Govt jobs is priority

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

Response: motivation and confidence goes up. Non bed and bed students have a lot of difference  
self-motivated. Fluent communication skills. Reflective in nature. Askiing probing questions and lose fear towards the end

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

Response: positive feedback. Direct from Principal. Various TLMs are being used while teaching

* 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: alumini whatsapp group. Use group for job vacancy, feedback form filled at the end of each year

**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: 3rd sem 50% apply

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

Response: 30% qualify

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

Response: remedial class in function and have doubt clearing sessions

* 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: no idea

**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.)

Response: govt schools- *jan bhagidari* in rural areas. Or opt for higher education.

Pvt and govt schools both

Schools lets the institute know the vacancy and then redirect through placement cell in the institute

* 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: not true. 6-12th qualified. Students get placed between 6th -1 1th std

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

Response: 100%

* 1. How many students get government teaching jobs?

Response: 20% because of no or less vacancy

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

Response: no

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

Response: govt- 29k pvt-14k

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

Response: not really

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

Response: networking in pvt companies to get more income along with teaching

**VII Institutional**

* 1. What are some of the challenges you and your colleagues face with reference to teaching students? (probe attendance and regularity, academic competence, interest and motivation to become teachers, practice teaching) do you face?

Response: 9 faculties in total. No worries as such. Not just concept but it’s skill as well. This needs motivation for students to let them know that B.Ed is not just theory

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

Response: no. Ph.D is ongoing and get help

* 1. With reference to NCTE regulation

Response: no

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

Response: no

* 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: absolutely necessary. Will aim for 4 years at university by applying for NCTE.

1 to 2 year- challenges were there. Earlier students were graduates for B.Ed- now students will be only 12th pass.

The quality of teachers will increase. Primary school teachers will get enough time to learn concpets and skills to teacher lower grade students as that’s the toughest.

Both should be available. 2 year- deadline to be kept for 10 years- for existing or new candidates who have passed graduate. Eventually should focus only 4 year

**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?

Response: online classes and hybrid classes when relaxation were issued.

Vaccination drive organized for students

Students and faculty- Network problem due to f2f.- no financial issues

Affected in -ve way but are not advanced in digital teaching and learning to use digital resources.

**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/Delhi

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)

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