**Teachers and Teacher Education Stakeholder Interview Questions**

(on 14th May 2021)

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Not recorded: because TE felt that she had not taken formal permission

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

20years experience, teach all general subjects, psychology is my favourite subject, Basic education in science. Also teach special subject in counselling, guidance, gender school and society, and for both semester teach psychology

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?**

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| --- | --- | --- | --- | --- | --- |
|  | Yes /no | Since when | What is the approved intake? | How many students were admitted in 2019? | How many students were admitted in 2020? |
| BEd | Yes | 40 years old institution | 1 unit - 50 students for each semester | 100 | 100 |
| DElEd/BElEd |  |  |  |  |  |
| BEEd/ |  |  |  |  |  |
| MEd |  |  |  |  |  |
| BEd (Spl Ed) |  |  |  |  |  |
| Any other specify |  |  |  |  |  |

**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?

Government quota cte, social science stream majority are arts students, 20 to 22 science students, and a few commerce students. Since last 3 years, engineering students are also joining. Usually engineering students…take science subjects- physical science with math or computer science, Commerce students…take methodology commerce, language, english, business management. They have freedom to select subjects of their own choice.

They are given Commerce methods and for highschool…a few topics in social science book has commerce.

Approximately there was one engineering student last year, this year there are 6 commerce students.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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)?

Actual fact is whoever comes we take, there are lot of vacancies. Before we took them after screening and interview. Now usually they have a first class, no second-class category, good scores, more than 65%. No formal interviews, we just have informal interview.

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

When they go for placements, org visis..from them our college students are great…they are good. But when they come…they have told our college students are good. What is the proportion of men to women in the students? ( 4 male students)

Before last year only one boy. last year some 10 boys, this year about 14 men. Increase in number of boys is not due to pandemic, just men are more.

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?

No entrance exams. Before there was lot of demand. We have even sent sorry note saying that can’t accommodate. Now there are too many colleges. So, seeing their marks we take. Just the stuff we get are good, usually first-class students.

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

Generally, B.Sc. graduates, postgraduates also come. Out of 20 , 8-10 are Postgraduates

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

Both positive and negative. When we did B.Ed it was 10 month, say one year course. Now its two years, 4 semesters. But there will be rigorous activities. We give good training, very organised. Its good. But many do not get into it because of duration. We have heard students saying what prevents their choice for B.ED… fees, compulsorily attending classes, prefer to take a job, so they think twice thrice after graduating to join B.Ed

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

Come from different background, few are well to do. They are economically poor, not able to pay fees. All category. It is a mixture.

30-35% are poor. Most mangement quota students are from urban areas. Some come from same hostel.

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

Usually we ask this in introductory class. 65-70% they say they have come with their own choice, inspired by family aunt or inspired by their teachers. They have that inclination. Maybe they might have come with force or for job, but they start loving the course and the profession. They even said it’s the best course

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

Before they used to say they came because it was just one year course and to get job. Even now they get job easily, earn. They get locally available jobs.

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

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

Like internship, in school. In the beginning they feel hectic later they enjoy. 50% they say its hectic, hardwork. For internship, we usually take 6-7 schools, all in neighbourhood. We take both government and private schools. For we take prior permission from department. Some schools just allow us.

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

Usually, schools have routine. Their own time tables. When they(student teachers) go to classes, sometimes they say not possible or they say they can give two or three classes only. So all will not get a chance. In the beginning they feel disturbed and come and tell us these things. An in beginning if it is a big classroom, our students (student teachers) complain about students. They say government school children are difficult to manage. It is difficult. Yes because especially the slum dwellers, they don’t listen, mischievous, cannot concentrate etc.

* 1. What do students think of the 2-year programme?
	2. What are students' opinions regarding the TET exams?

Some not aware, some take, some feel to take after course. Some take and clear… We hear them say they have cleared. We just guide, suggest books to refer, tell them to download question paper to solve. But we do not conduct any separate classes for that.

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

They enjoy the activities. Beginning Microteaching, they feel very difficult to understand theory and confusing because we give different skills every day and give feedback. But they like seminar presentation and practice teaching. They even like Yoga, ICT practicals, in second semester the experiments. With these they show dedication and enjoy doing it.

* 1. What is the main feedback you receive from schools regarding student preparation?
	2. 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.)

For some queries, they keep in touch with us. Some time I am fed up, we may not find time to give more time. They share personal issues, or when not in position to cope with course and homework, ask many queries and for preparation for TET they ask over phone. For example, one old student, he sent screen shots of TET question paper for clarification. I feel happy to share my knowledge . All got jobs. Some are placed abroad… In Riyadh, UAE…I feel nice to be in the field. They say they want to become like me. I feel happy. That is all what we expect.

**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?

In past 2-3 batches…It comes to my notice only when they come and tell us and they cleared we come to know…we won’t know before. About 10-15 students cleared. Not more than that.

1. How many of these students have passed/got eligibility?
2. Does the institute provide any support for TET preparation?

We have a placement cell. We even take a few to other places to interview. After so many years we have their (alumni) phone numbers. We call them and even old students attend. Many get government job and I know because they bring sweets. A few are working in private because of age. They join this course after marriage, children …gap of 10 years. Even then they are too good. We also secured rank because of these older students despite gaps. They manage both course and home, they get a job. No one left without a job. More than 10, or 10-15 students have got government job itself. We may not know. From each batch 15 students get government job.

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?

Actually, we should keep it confidential …I am RP for these exams. I know what areas and what type of questions we ask in TET. We should not reveal . But when I teach psychology, I relate those areas, some students gave feedback that it has helped them to clear…I take care of telling them what all I know that is needed for this exam. I don’t tell directly, but cover them

**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.)
2. 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?
3. What proportion of your students seek government jobs? What proportion of students get government jobs?
4. How many students get government teaching jobs?
5. Do you have any campus recruitment or affiliations with private schools?

As member if interview committee in some private schools, If I am not free to interview, I give questions, suggest what kind of questions can be asked. Our students apply there

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

Range…few with 8k to 10k. Some go up to 35k to 45k. Renowned organisations offer 35k in beginning that too for primary classes. For a few students if their skills not good, and for some if they are not aware of market, they accept for 8k itself. Rural ones feel that itself is high. When I ask them, I guide them to quit job and get many placed in other institutions. Some explain about workload, beginning they are not aware. For example, One more student, a rank holder, was directly appointed as HM. But in the beginning it is too much. That too for just 8k. She complained of workload and even went to depression. I told her to quit because they extracted more work than for what they paid. So, she quit that. So, I see range of payment…some pay well, some less, some both less and exploit

1. Do students get jobs in NGOs working in the education sector?
2. What are the other careers relating to education that students can pursue?

**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?

A few are from rural background, don’t have language skills though good in content. Commn is obstacle or challenge. We have commn skill as a separate program. Its not meaning ful to conduct 2-3 dyas. Not in position to speak english they offer low salary. We help them to speak. Theya re intelligent. They learn and concvers in english. Sc students feel its more of theory calss. Apart from teachng even when I did bed, had felt scoialogicla foundation, wondered where are …her we tell thell themthat it’s a diff corse and diff exp.

Internal marks: each put efforts, dedicated. When we give marks..ig they see our register thye may ask why we gave more marks..they do so much…not matching with marks we give. Internal marks should be more. Give less for external

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

For your own pd: I am fortunate, love to teach, enjoy, get good stuff, management is good. I have no issues. Got all opportunity. I got my doctorate when I was 34, they provided every thin g I wanted to do phd.

Fac devpl prog from mgmt: festival, women empowerment day…done at higher level. Activity specifc to college, they provide everything. I have heard others complain about mgmt that thye collect money for programmes. We collect jut fees recommended by govt. we attend induction prog. This is govt aided . tenure. Mgmt hires..a few not govt aided post. Mangmt pay them. When I joined it was pvt. Later aided. Even when I joined I was happy with this salary

1. With reference to NCTE regulation
2. With reference to the affiliating body (timeliness of allocation students, quality fo exams, etc
3. [Affiliated colleges, schools, practice teaching, teacher educators ]
4. 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’?

**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?

Bitter exp. No face to face interaction educnt as change in behaviour or moulding. This is a proff course, not getting opp for direct exposre. Last sem couldnot have gexams. Siome intelligent students not happy with some criteria we used to promote. I am not happy with online. I am still trying hard to prepare. Then without ppt..now have to have ppts and activities. Cant go check and supervise. Try tointeract writing on chat box. I am trynng to reach to them to my level best.

I dk about stud prob. They hav enetwork issues. Few married ones not in position not able to attend classes, inlawas may not permit, ecxtra work in college they forget and no devuations. They are bound with responsibilities, multi tasking…affects quality. but they are confortable, time for commutatuin and cost to travel saved. They jut give network issues.

In second sem we had onine classes. In beginning of 3rd sem we conducted classes, had apprejension, a few students came to school. 3- classes exposure …we began with 2-3 finally finishesd all 20 classes. Took care with mask and sanitizer, similated classes alos we had. Later took bold steps, they gave permission. Finished off internship as soon as ti was over once again this has come up, hop ethe present batch will get school exposure.

NEP: we have drgree college in campus…school attached to colleges, PU, degree, mba, mcs. Magmat is ready to integrate. We are fortunate.

Nice to interact and share my views. Pray god to end up with this. We really nated make students happy. But sometimes we lose hope, we many not get back to normalcy, I am feeling as if wasting my time. that is pricking, some justice for this profession

**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:

Orissa

Gujarat

HimachalPradesh

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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