**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: Chandrashekar Vazalwar, Asst Prof & HOD of Dept of Education Guru Ghasidas Vishwavidyalaya since 2007,

Area of specialization: English Methodology and Teacher Education

B.Ed: English Methodology

M.ED: Teacher Education

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 | Yes | 2009 | 50 + 12 (Economic weaker section) | Full house | Full house |
| DElEd/BElEd |  |  |  |  |  |
| BPEd/ |  |  |  |  |  |
| MEd | Yes | 2009 | 50 + 12 (Economic weaker section) | 15 | 42 |
| BEd (Spl Ed) |  |  |  |  |  |
| Any other specify | B.ED  Spl Edu  Hearing Impairment  B.ED  Learning Disability  PhD in Education | 2013  2007 | 33  33  *depends* |  |  |

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: Science and Arts stream takes the higher compared to Math/Commerce.

Other: Engineering students. BE/B.Tech from last 5 years.

Last 1 year: law student, ayurvedic doc, Bio-technologyy

| 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: 100% are 1st class students because more than 75% of students are PG students even in B.ED.

Weakness: Content knowledge is a little less within students of B.Ed

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

Response: seats are less and candidates applying are too much in number- as it’s a central university and fees are low

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

Response: 50-50%

* 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: CET. No affiliation with any colleges. So no idea about other state colleges pvt/govt

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

Response: depends on the kind of students that get admitted. This year 42/62 are science.

Depends on their graduation subject

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

Response: not really. It’s a mixed response and both 1 and 2 year programs have their –ve and +ves. However, in 2 year program, students are a little more prepared to give in their 2 year commitment.

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

Response: low socio-economic profile students

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

Response: competitive exams, railway or govt jobs, banking sector

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

Response: B.ED: depends on the job security,

M.ED: Teacher Educator or want to work in the Research field

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

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

Response: B.ED: Internships, School Exchange Program, Methodology courses, Reading and Development of texts, ICT, Braille and Sign Language courses

M.ED: Research Methodology, Specialization courses according to school hierarchy, Professional Development courses, Internship in DIETs, SCERTs

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

Response: Art & Drama and other programs that need stage appearance

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

Response: very imp as more time is given for in school teaching prog and learn a lot with actual ground experience

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

Response: no idea. Never asked them on this matter

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

Response: They like the education provided by the university and want to stay back in the education sector overall

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

Response: 95% positive feedback. Many students get jobs if a vacancy comes up in their internship schools

* 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: 5% go for higher education. B.Ed to M.Ed to PH.D

75 get jobs (not necessary in Education) after completion of B.Ed/M.Ed

**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: Almost all

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

Response: atleast 40%

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

Response: Remedial classes for TET preparation

* 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: low attendance in pvt colleges and teachers don’t look for students participation

**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: 75% look for jobs.

CG has govt vacancies that come out every 2 years (8000-10000 vacancies)

Pvt schools have advt put up in newspaper and also contact the university and come up for campus interview while the university also has a placement cell

* 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 really because B.Ed students do not have the training to teach lower grade students

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

Response: almost all

* 1. How many students get government teaching jobs?

Response: 30-40%

* 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: varies from school to school and their management

CBSE that have a chain of schools- give at par or more than govt salary

Low pvt schools- very less. 15-20k

Depends on the medium of instruction as well

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

Response: Yes.

B.ED: Special Education courses- students get through a lot of NGOs that are for specially aided students

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

Response: NGOs for Spl Education

**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: not really. Attendance and motivation are up to the mark depending on the NCTE regulation.

However, want to add a lot more aspects of *what it takes to be a good teacher* but have no space in the curriculum to introduce these aspects. ICT is an area that needs to be re-structured from students and faculty points of view.

Total faculty: 21

* 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 time within the routine to develop professionally.

* 1. With reference to NCTE regulation

Response: not really

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

Response: Central university so they are the ones to set papers and timelines

* 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 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: 4 years should be there. It’s a good thing to be implemented

Challenges: infrastructure availability, human resources to teach the integrated courses

The quality of teachers will eventually improve because it has a lot of commitment right after the 12th boards

Composite?- if so many options are given (1 yr, 2yr, 4 yr), the matter of subjectivity comes in during the job selection process. Stick to 1 course to rule out subjectivity.

**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: Professional courses have an internship angle that has been badly affected as the F2F component has been not completed. What will happened when they go to actual class?

What worked? ICT friendly both students and faculty

Difficulties faced by students: bandwidth, electricity,

Faculties: working hours have no start and end time

How has it affected overall? F2F component has no alternative, especially in Teaching Courses. No room for doubt solving and a lot of excuses have come in from students wrt teaching-learning process

Reliability of answers/assignment of students is a question mark