**Teachers and Teacher Education Stakeholder Interview Questions**

(on 20th May 2021)

**Gajanana Prabhu**

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

Our University provide UG and PG in Physical Education 2 years BPEd and MPEd recognisted by NCTE since 2003. I am here since 2006 Dec completed 14 years teaching UG and PG courses. Apart from this we have Phd course. Recognised guide since 2012, guided 6 students, 4 working under me.

Only PE or regular Bed and Med - We have regular M.Ed course in our campus. Regular BEd not in campus of Jnayana sahyadri. Fullfleged Education Department is there with many Professors and Asst Professors are in the Department. Physical Education is a separate department and separate course. Bed in affiliated colleges.

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? |
| BEEd |  |  |  |  |  |
| DElEd/BElEd |  |  |  |  |  |
| BPEd/ |  |  |  | Year before 36 students | 75p appl 43 admitted |
| MPEd | Y |  | 40 |  |  |
| BEd (Spl Ed) |  |  |  |  |  |
| Any other specify | PG Diploma in YOGA |  |  |  |  |

**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?

Completion of any graduation and participation in any sports at intercollege level.

Students comes mostly from arts stream. Rarely from Science and Commerce - less than 5-10%.

What other courses? For B.Ped only Physical education, For MpEd –choice base credit system they have to take one more subject in 2nd and 3rd semester – academic subjects.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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)

Academic qualification: Mostly students are from first class background. A few are good in sports, represented at University level and Karnataka State level they have poor academic background - 50-60%. Some have good sports background about 25% played at intercollege level but score 85% in their graduation

We have min criteria is 40% are Eligibility to apply

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

In BPED its 60% male and 40% Female approximately, in MPED its 80% Male and 20% Female.

Mostly they are from Kabbaddi, Kho Kho, Volley Ball and few from Hocky and Basket Ball.

A very few from cricket. They play in college during graduation they play cricket. They do not turn to BPED, May be its costly. They need good quality Bat, shoes, dress and sports equipments for Cricket and Hockey which only rich can afford. They go to MA, MCOM, MSc

1. How are most students admitted into your programme? (common entrance, etc.). Which are the colleges preferred by the high-rank students? W
2. How many students take up mathematics and science teaching? What is their profile?
3. Do you think the profile of students has changed since the 2-year programme was introduced? In what way?

Mostly from Rural area – 80 to 90%, only 10-15% are from Urban.

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

As far as Socio Economic status they fall below poverty line

1. If they had not joined teaching what are the alternatives?
2. What is their key motivation to join the programme?

As per my perception: to attain a good govt job, they have to choose BEd or BPEd . As BEd more academics to study they choose BPEd is easier . Basic instinct of any man is playing, they enjoy to play, get good percentage if they play well so can attain Govt job.

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

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

Quite difficult from the point of students perception. May be they like the job aspect, as they easily get jobs if not in Govt sector atleast in Private sector. After coming whether they like or not they complete the course and focus on good percentage, there is boom in percentage in other universities, we have not jumped into competition, we give according to their capabilities. WE don’t think if they have good percentage they will get good opportunities. We feel giving good knowledge improving quallity. We try our level best to develop soft skills, personality development communication, computer capabilities, english speaking, personality development, bring over all performance.

Yes Last 4 years it 2 year BPEd previously it was 1 year. As per new education policy it will be 4 yrs. integrated course after +two. This is just for time being according to my perception. Initially not happy with 2 years felt uncomfortable, intake reduced to 20-35 now coming up. Now people got used to it, they have joined, after joining they want to leave now and then. Most of them are from poor background, have commitment at home, they prior go to job earn from job for 1 or two years and then join the course. … most of them from SC, ST category get lots of benefits from Govt and they utilise the benefit and they are happy now and complete the course, they don’t mind.

* 1. Are there any issues that students report about the programme?
  2. What do students think of the 2-year programme?
  3. What are students' opinions regarding the TET exams?
  4. In what way do they change as they go through the programme? What is your opinion? Do they learn through the programme?

Focus and Stress upon discipline, how they have completed graduation I do not know, every institution is unique and their background matters in this regard. when they come here they are totally indisciplined according to me, After they become Physical Education Teachers they have to maintain discipline in their schools so initially we focus on discipline first, then slowly we shift their focus to academic aspect of Physical Education. We try to make them understand opportunity they have in front of them in Private and Government sectors. Once they are tuned and focus on discipline they adhere to rules, change behaviour and try to become good PE teachers. They become proficient in one or two games/sports -before it will be proficient in one. Spectrum of getting involved various games and sports will increases, especially those who are very less proficient will be proficient in one or two games which will survive in future.

* 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

**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?

Not concerned to them

1. How many of these students have passed/got eligibility?
2. Does the institute provide any support for TET preparation?
3. 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?

**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.)

Most of them, almost 95% of students in our university are absorbed in Private or Government institutions. Some of the alumni who have placed in Central Govt institutions like Sports Authority of India, some are placed in other universities in Karnataka Govt as Assistant Director of Physical Education, Asst Professor in Govt High Schools, Govt aided schools. Most of them got jobs in Pvt colleges BPED students in schools and MPED students in colleges - Engineering, Medical, Paramedical, physiotherapy colleges and BEd colleges and many other colleges.

Most of the students find placements on their own, those who cannot find placements they refer to university we have a placement cell in our university which will help them.

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?
2. What proportion of your students seek government jobs? What proportion of students get government jobs?

Past 3-4yrs no appointment in Govt. Govt has to call and all. Before 4 yrs a handful of them have got appointment in universities and colleges. As far as Schools are concerned no appointment in the Govt schools in the last 6-7 years as there are no openings.

1. How many students get government teaching jobs?
2. Do you have any campus recruitment or affiliations with private schools?
3. What is the starting salary of teachers who join private schools?
4. Do students get jobs in NGOs working in the education sector?
5. 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?

Our Physical Education Department had 6 permanent faculties and now reduced to only 3 permanent faculties, we depend upon 8 guest faculties, they have outnumbered permanent teachers. It is a big challenge to get job by the 8 members. Although we get them on the basis of merit and other criteria there are some reservation criteria which we cannot overcome, getting. And thouse who have go admission to and quality guest faculty is one big challenge and managing 2 Year BPED, 2 Year MPED and Phd students with 3 permanent faculties is a big challenge, course work for Phd, we have to guide PHd students, Associate Professors can guide 4, Assistant Professor can guide 6 members and Professor cadre can guide 8 members. It is quite difficult to run all the programs with 3 permanent teachers. Apart from this last 10 yrs our university is running a PG diploma course in Yoga is add on course the PG students take this add on course. Obviously it improves increases employability of the students is unquestionable. But justifying is difficult, as though we have two guest faculties for yoga specifically as Yoga Instructors and they take care of PG Diploima in Yoga, still then we need permanent teachers in this department. we are overloaded with the admin and academic work. Secondly, As far as students are concerned, it’s a 2 years of BPED and 2 years MPED programme is long after graduation. Ladies especially find it difficult. But still they are regular, Few tend to be irregular but we force them, punish them and when we streamline everything them come regularly with lot of hiccup. Without 75% attendence we will not let them to get the examination this is the criteria we follow from the university. As far as teaching practice is considered, they go to schools nearby which are tied up with our university and they give full cooperation to our students and go for practice teaching, That way we are very particular that they have to complete specified number of classed for teaching practices.

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

Guest Faculty are given 16 hrs of teaching per week and paid around 20k to 22 k per month for 10 months, We have leave and exams 2 months we don’t take their service and they don’t get paid. Because of this particular reason, why we don’t get quality guest faculties. They want 12 months salary so they go to private schools and colleges where they get 12 months salary, with much higher salary than they get here. More over we cant give them experience certificate. Because their appointment is temporary basis since there is workload in the department we take them. That reasons we cannot give them experience certificate and their experience is not counted any where and they don’t get any advantages in their future appointments. So we don’t get quality guest faculties.

Permanent faculties career developments : We get ample opportunities for our personal deveopment and no regrets. We can attend 2 seminars/conferences in a year anywhere in India for which we get full payment from the university. They give all benefites, to purchase of equipments university releases funds every year, setting up of Laboratories etc university gives free hand. As far as Personal developments are concerned our increments salary are on time, and I wanted to setup MUKE and University gave all academic and administrative backup and has given full freedom including finances. WE have a studio here.

1. With reference to NCTE regulation

NCTE, They called for teach hour, recently 2 years back called for academic audit, we filled it and submitted affidavit and other details they sought has been given and its going on smooth.

1. With reference to the affiliating body (timeliness of allocation students, quality fo exams, etc
2. [Affiliated colleges, schools, practice teaching, teacher educators ]
3. What is your view of the proposed 4-year programme of the NEP?

Presently 4 years integrated BED planning is done. Syllabus, Curriculum are ready, This should have brought in this year itself due to covid 19 not brought in its being planned to bring it to effect some time during next year. Blue print and all background work is ready. Only implementation is pending,

As far as BPED is concerned Although outcry it will be done for 4 years nothing is done till now, no communication no planning is done in this regard. In future it will be done for 4 years,

* 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’?

20k or 22k pm for Usity, 16 hrs teaching per week. For only 2 months. 2 months leave, we don’t take their service. Because of this we don’t get qlty faculty. Private schools and colleges pay more. More over we cant give any exp certiicate, since work load, acant so their exp not counted. Their experience no valued.

Pfrof devlp: opportunities: for personal devlp. We get to go for two conf full payment from usity, estab lab, usity pays…ear marks money to by equipment. Increment salary on ltime. Usity gave fill freedom acad and admin backup to create MOOC

NCTE called for teach R, recently two yrs back for academic audit, gave the affidavit, filled…

Now int bed for 4 years, 4 year integrated: syllabus ready, bring next year. Due to covid..esle this year we would…even blueprint ready.

But as far as bped concerned, no plan, np commn. In near future we hope, still in 2 year mode.

**VIII COVID Related**

* how is your institution functioning in this covid period? what has worked well and what has not worked?
* Online classes for theory being taken. We cannot do that for practical classes.
* 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?

All teachers are taking online classes. Its quite difficult to take physical education practical class online, We have not made up our mind to take any practical class, its not suggestable also we cannot suggest students to go to field and do some activities and all. We have not instructed them anything. As far as theory subjects are concerned, all faculties and guest faculties are taking regular online classes.

As far as purchase of smart phones are concerned, all most all have Smart phones with good internet. In campus lot of GB available with good connectivity. As students have moved to native 10 to 15% are finding it difficult for connectivity issues. Not able to login, after class is over they call to inform me then we make a pdf file of power point is sent to the group for their reference and on their return we will guide them. Examinations online exams not possible because we cannot keep vigilance on them. There are some tools like (kahut), we are taking quizes with respective to our subjects. Effectiveness of ( valuation) is not upto the mark

In previous semester (this semester yet to decide) as per university guidelines, university took a decision in a concerned body took previous year semester marks and internal assesment marks, based on the ratio promoted all students without examination

All permanent faculty are provided laptops, free of cost from university, with good internet connection, completed 2 online classes, absolutely wonderful internet connection and lap top working fine. We use Google meet, some staff are ------ with with zoom, it is limited to 40 min so we use google meet as there is no time limit. Most of the students connect to our class, and participate in class, very few of them who are not able to attend get in touch with us later on however we send powerpoint file on whatts app group.

Practical class: we have instructed them to keep fit first priority in our PE, Everyday they have to some activity stair climbing, skipping, surya namaskar, yoga, weight lifting, aerobics, stairs, house hold chore and many more indoor activities and we instruct them to be active and physically fit.

Concern: permanent faculty is the biggest matter of concern, should be resolved as early as in order to keep up the standard of higher education. It is difficult to run the show with only three permanent faculty, This Dept of Physical Education, there is BEPd, MEPD, Phd, PG Diploma in Yoga along with Directorate of Physical Education attached to this Department. And other two faculties who are with me are running the show there also. This Directorate of Physical Education have inter collegiate competition, inter university team selection, inter university competition participations, inter university camps, many other course and have to conduct inter departments sports inside campus. These things have tobe taken by the three permanent faculties, however, my designation is Assistant Professor purely involved in teaching and administration work. Other two have additional responsibility of running sports section

MPED: since it is a long duration after completion of BPED number of admissions have considerably reduced in last few years. First year its 31 and 2nd year its 24. Intake is 40. Phd lot of tough demand is there. For 4 opening, there are 100-150 applications received. We can take only for the opening positions which are vacant i.e. Professor can take 8, Associate Professor 6 and Assistant Professior 4.

vacant position…prof 8, asso prof 6, associaate prof 4….

**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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