**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: Gunjan Sharma, Assistant Prof. Pragati college Raipur. Pvt Unaided. Msc. M.Ed. 3 years. 4 years in other college. She teaches in all. Pt. Ravishankar affiiated.

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 | 2000 | 1 unit each. 50 | 50 | 50 |
| DElEd/BElEd | Yes | 2000 | 1 unit each. 50 | 50 | 50 |
| BPEd/ |  |  |  |  |  |
| MEd | Yes | 2000 | 1 unit each. 50 | 50 | 50 |
| BEd (Spl Ed) |  |  |  |  |  |
| Any other specify |  |  |  |  |  |

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: equal proportion for all 3 courses. Science and Arts more compared to Commerce in all 3

| 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: mostly 1st class ranks. B.Ed & M.ED don’t need much guidance as they have graduate or post graduate.

D.Led need more attention as they are less experienced

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

Response: full admission in process. Faculty is full. M.Ed colleges are less in and around.

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

Response: female proportion is more in all 3 courses compared to men. 90-10% female-male

* 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: Pre-B.Ed/Pre.D.Ed (CET-SCERT. Counselling by State.

M.Ed- Direct registration at univeristy website- counselling and then admission

D.Led and M.Ed ok with low cut off

70% and above general cut off for B.Ed

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

Response: Graduation-Post Grad/12th class subjects to opt pedagogy subjects

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

Response: not seen any visible change

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

Response: all categories in all 3 programmes. D.Led many students from rural areas.

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

Response: Fine arts, music, NET/SET- coaching classes

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

Response: overall development, govt opportunities, pvt opportunities, Ph.D. Wants to do teaching only

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

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

Response: D.Led- work education, yoga education, practical courses

B.Ed- Other activities like internship, make model, making of teaching aids, inter competitions

M.Ed- Research, Data analysis, statistics, Dissertaion

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

Response: D.Led- uniform (saree) attire. Time issues

B.Ed- uniform (saree) attire. Time issues

M.Ed-uniform (saree) attire, daiy prayer makes one feel like going to school. Time issues

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

Response: 1 year is enough for the current curriculum to enough. Prolonged internship not necessary

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

Response: it is important so that it adds to their academic profile. TET makes them stand out in the crowd

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

Response: Mature, value education grows, skilled/trained teachers

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

Response: not taken any specific feedback from school. Feedback given directly about students to the college. Not in terms of curriculum.

* 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: 50% keep in touch. Feedbacks given in terms of curriculum as well as teaching. Apply in daily life.

**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: 20 max apply

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

Response: max 10 pass

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

Response: one teacher who gives preparation, notes are provided

* 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: regularity, college facilitates for TET, personal interests of student

**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: schools, colleges. All try for govt- more salary, less work load. If not then pvt.

Search on their own. Or use teachers contacts

* 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: in some cases, it’s true. Interest and motivation. Students are not trained as uch to teach lower grades in B.Ed

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

Response: all seek govt jobs

* 1. How many students get government teaching jobs?

Response: 1 or 3 get through govt jobs

* 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: big schools pvt- 30-40k small schools pvt- very less

Govt 50-55k

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

Response: child gender, social work, training. Not really in education sector.

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

Response: tuition coaching

**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: motivate students for regularity

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

Response: face these issues.

* 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: higher authorities know this well

* 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: it’s good. Direct after 12th and can pursue higher studies. Not thought deeply about this change.

Teacher quality will increase because long duration. But can increase fatigue.

Both 2 year and 4 year, should continue. But don’t know

**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:

everything ran online. Exam by university online. Internships also happened online. Mohalla classes happened in some part. Students faced economic and medical issues due to covid and losses from jobs.

Faculties were also ok. Only who were medically unfit way

Covid not affected the course alot. Nothing affected lot.

**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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