**Teacher and Teacher Education Stakeholder Interview Questions**

(as on 11th May 2021)

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Institution: DonBosco CTE,Tura, West Garo Hills, Meghalaya

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

**II. 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 |  |  |  |  |  |
| 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?

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| --- | --- | --- | --- | --- | --- | --- |
| stream | language | history/social science | Biological sc | Physical science and maths | commerce | other |
| proportion |  |  |  |  |  |  |

2005 80% art old ba, 20% bsc…last 10 mandatory, bsc good job, shotage of math and sc teachers, good job, science students, 2005 to 2010, govt, bed mandatory, math and 32-33 % max… hardly any one commerce, only one, only from bsw.

1. How would you describe the quality of their academic qualifications?  i,e What proportion would you say has ‘1st class marks’? What is your own assessment of their academic strengths and weaknesses (by and large)

B.Ed training, ratio first class 30%, others just eligible less than 50% third div, max 30% either ba, or Ma…come to do …some few simple pass,…because all together in Meghalaya only 4 bed colleges, merit basis to shillong, govt college..merit basis. Those who do not…I am worried about marks. Other 75-80% actually weaker than from NEHU…b.Ed …hardlt anynone get KG , fluency good english, usity marks, font get …second.. but we give such a training.. 90% get fir class results…8-9 ranks…95% attendance mandatory, if they don’t come they miss a lot, so no force, they come. 365 days we conduct prayer, speak good englisj. My assessment…

Preference to rural studtns never go by marks, I interview and tell them to go back to the root and rural area will develop..that is my concept… that is entire rural area can come up…

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

Other are also doing well. 50 seats, 800 students application, shillorg is 350 kn from tura, no point in every one ekligible..moast are teaching for last 304 yrs, Masters, they are also smart, others are getting good results, performance very fgpoo I am happe.. 4 colleges are there… plenty…all colleges..only I take

1. What is the proportion of men to women in the students?

80% are ladies, only 20% men. Girls get more opp because of matrilineal system… meghakaya..more education to girls…now I put extra effort…now 33%, little more percentage..they also do well, average 30% boys. Mos ladies go to teaching profession. Boys busimess, coal mines, only last 10yrs came to college., earlier stopped after 10 or 12…pvt business. See no future in tching profssion .
5. 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?

Application level, I interview and understand students get their real motivation/jut for job, they are no aware that I am interviewing, definitely, interview…all are eligible but teach some preference to post graduates, already teaching candidates… based on motivation…I the way they talk I found…personal interview..april-may conduct interview…preference to rutral ones with low percentage but with passion…I take or of imprivin. Entrance test is also there, …

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

Math and sc are jut 30%...they are only teaching without B.Ed, now thye come…to do..bec it is mandatory. Till now demand, even with just bsc/msc..so they are coming to do bed..
7. Do you think the profile of students has changed since the 2-year programme was introduced?  In what way?

To be honest, 2yr syllabus asame as first year. Omnly internship is 3-4 months- this concept is good, theory is same, more time for practical. Actually one year was very good, 2yr not worked out well. Since most are teaching 8-10yrs without bed, they come for B.ED. so fir them 2 year course is not needed. Even Meghalaya board..not ready to give willing to give 304 months for trainees, they will not be able to complete. I have 3035 schools, send not more than 3-4 studets per school. Other wise sending too many they cant accommodate. Don bosco dschiols, around turns, able toa ccommodate. We try in such a way when matric examn is over, most tchrs go to board for evaluation in the board, 9-10 …then we adjust and send them when their tchrs are , our students we send, they are eager to have our students..arrange..we don’t …we go beyond meghalay..send them even to assam,, students get max classes to practice, we insist whether not jut dor teaching…they should know full school prog…all activities… our students.. they are fully involved . we prepare them, they after teaching they come away..in govt schools, where there are only deputed tchrs..doing bed after 15-24 years. They are not interested in teaching. Our students are in school from morn assemply till school is over, we don’t send…4-5.. so that they are not lost in the crowd.. correcting papaers… all students ,.. noermal schools run
8. What is the socio-economic profile of students?
Average, shillong town very small. Ordinary, not well of, 90% rural..dist HQ is little developed, thinly populated. Education is important in NE…all schools in remote area..too many studnts…too many children…90-93 per class. T:p 1:95…no dearth of students, lot of schools needed…most are tribals, attached to society…but tribal mentality don’t leave their tribe and move out…max shillong. They

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

Most 80% ladies..dont ike to go any where…after many yrs teaching they are appearing for BED entrance, so they get…NCTE strict rule take only 50 in one unit…some how its not going to help..demand high despite demand, we give preference two to three …if we don’t give seat in bed, they go and teach without bed. NERIE…3 stud from …

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

Passion about, tribals..really good at teaching

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

1. What do students like most about the programme?

Most because we are not just focusing theory, strict 365 daiy morn assembly, student conduct assembly, through out year daily assembly, all rounfd holistic formation of teachers, get feed back from those schools, our team of TE who focus, we train in every personal way…conducting assembly, and every thing they need to do in school… 2yrs its dragging…curriculum not meant for two years, unless we are careful, distributed to ..some send them to schools of their … we sit with their HM and teachers…continue where they have stopped. When the original teacher comes back, no need for reteaching. HW done..other teachers are happy. Its not just substitution… all inf..chap 3-5 ..three total undestnding.trinees go..cover syllabus… real teacher…all HM last 15 years are happy with us..wow…cocurricular …like any other teacher… all round training…st mary’s college…2000 studets, pgt trn college…good training..establised..My B.Ed…1987…good programme,…we had 87yr old te from Ireland, strict, Irish system…strict and friendly…

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

One yr programme..hectic time..students report…internship. Period don’t get too many classes, when our students our students conduct.. they are fully involved in school activities, last classes allotted involved ten students.. next state assam, max number of classes. Arts 80% are …don’t get many classes. But maths and sc too many classes they get bec there are only 30% students.. that’s why we plan.. 9 studrts we can accommotdate… involved…do other activities…happy they don’t waste time..microteaching…

Internship we don’t send them to their own school, differ evey day we rotate them…350kn…to our own donbosco schools bec we can follow up,… luckily in tura.. religious… happy to have them…feedback they give … demand…involved actively..happy.

Remuneration: internship…before I collect their , students I put them in nearby school close to home, they don’t have to spend on travel, walking max 2km…and some of the students..same school they have been teaching in turra… different, go by same , even it is far away our tes if they asjk for diff school, as fresher, outstation are in hostels with me, goa, HP, karnatak. Now restricting. Happy studrtns…tribals, ggod time..

There are govt 4 bed in entire state, ours is pvt college, managemnt quotsa… 30-35 govt students paid..by…

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

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

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

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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.)

**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?

MeghTET 90% complete.

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

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

none goes for CTET

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?

We used to be selfish**. Tribal set up every thing they share, IAS coaching, manage their own…
soon after mtet..go to .**

**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.)

No need for campus interview, most studtns..wihout bed, many go back to their own schools, hardly 10 out od 100 studts. During internshoip..personal feed back they are appointed..no question of roaming looking for after bed. Need 4000 tchrs needed…

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?

Now go to teach lower SSA, RMSA (25k)

1. What proportion of your students seek government jobs?  What proportion of students get government jobs?
2. How many students get government teaching jobs?

10-30 go to, prefer pvt schoosl

1. Do you have any campus recruitment or affiliations with private schools?
2. What is the starting salary of teachers who join private schools? 8000 0or 10000
3. Do students get jobs in NGOs working in the education sector?
4. 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?
2. What are some of the challenges you and your colleagues face with reference to your own tenure, salary, opportunities for faculty development.

Faculty..pvt college…don’t pay high salary. Some do PhD, leve and ..problem turnover, going out after go to usity, 4-5 yrs they stay and leave…natural. We cdont regret..many attached, job satisfaction stay back…: 4 left, some got job in DIET,

Major challenge

1. With reference to NCTE regulation: NE India, impossible to get MSC M.Ed.…when they get good job elsewhere they don’t come to teach, frankly with NCTE norms for MSc..M.ED… they get better job..we lose them, they don’t stay to teach B.Ed in private college, as ours is not money making institution we can never pay more
2. With reference to the affiliating body (timeliness of allocation students, quality of exams, etc.
3. About Affiliated colleges, schools, practice teaching, teacher educators
4. What is your view of the proposed 4-year programme of the NEP?
* What will be challenges it presents?
* Do you think it will lead to improving quality of teacher quality across all levels?
* Should the 1- or 2-year B.Ed continue to be offered?
* What will it take for your institute to become ‘composite’?

4 yerar course no problem, tchrs qualified, med not reqd..

**VIII  COVID Related Sampling:**

1. how is your institution functioning in this covid period?  what has worked well and what has not worked?
2. what are the key difficulties your students are facing:
	1. economic
	2. medical
	3. ability to engage with studies
3. ability to access devices/bandwidth--are your students able to afford?
4. how have faculty coped?
5. how has it affected the programme as a whole?

2019-2020… 25 spaced out we called, them, govt was strict, later following google class…4 studrts final taching.. not in school, record 30 min watch performance, record in school, 4 studrts ..from home they bring, ask questions..protocol, online regular, finished, in college campus..degree college.. google tchrs come zoom calls.. .

Too strict…ncte…rules..telling msc med attitude…lifetime we will neve r get…I understand..important …sad..ncte hd withdrawn out recognition…bec we took 200 studts… not completed . no students in 2020…

2yr course…major…syllabus…4 months…financial expense doubled. 4yrs is better, 2yr may go side by disde… after PG..