**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: Alok Kumar Sharma, Govt College of Teacher Education- Raipur (CTE) one CTE and one IASE. 2nd term with the college. Fourteen years CTE. Eleven years with SCERT.

M.Ed: Research Methodology, Education Technology, Curriculum Development

B.Ed: Computer 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 | B.Ed | 1956 | 100 +75 (dept candidates) | 144 | Almost similar |
| DElEd/BElEd |  |  |  |  |  |
| BPEd/ |  |  |  |  |  |
| MEd | M.Ed | 1975-76 | 50 (44 for dept candidates and 6 for freshers) | 49 | Almost similar |
| BEd (Spl Ed) |  |  |  |  |  |
| Any other specify |  |  |  |  |  |

Response: Departmental candidates seats reserved for teachers who are already into the system

**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: 50% equivalent grade for passing. Engineering and technology specialization in science and math. Last 2 academic sessions, most candidates from engineering. More than 30% engineering graduates. Arts 40-45%. 30-35% science

| 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: quality improved sue to entrance exams. And hence get more students from first class marks. 148 colleges for B.Ed in total; 2 are only govt. so competition is tough. Fees minimum. Fourteen thousand for 2 year course. Pvt colleges 30k one year.

Research competency / aptitude area lacking in M.Ed students. Regularity in attendance

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

Response: Pvt colleges are not really focused towards teaching whole heartedly. Quality of teaching is better than pvt colleges

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

Response: 55% male 45% females in both courses. Not significant difference because tribal areas

* 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, 2 Govt colleges as fees is less. 70% and above in %

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

Response: 45-50/150 math and science pedagogy. Graduate/post graduate in same subject

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

Response: not able to distinguish properly… however, earlier interested in one year program as timeline was less to pass out. Competition is high, so they have to join no matter what

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

Response: mixed but majority are from tribal areas. Reservation candidates and quota. Poor family as they need financial aid from colleges

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

Response: ITI courses, nursing, engineering

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

Response: like to become a teacher. Not stressful to become a teacher, easy to get into the program, lots of vacancies

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

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

Response: educational technology, pedagogical courses, lab work, practical part

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

Response: school experience program (in-field teaching and observation) as the tenure is too much to observe and teach. Making lesson plans. Non guidnace from mentors (faculties) from college

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

Response: more time to learn. Enjoyable learning journey and wanting to learn something new and also wants to learn Nai Talim pedagogy. Activity based learning

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

Response: compulsory as that’s the way to secure a teaching job

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

Response: practical program, on field programs and practical courses and they want to learn and changes their perception of teaching and in-field education. More empowered.

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

Response: 4 feedback mechanism system. Students, schools, mentors during programs and changing/adjusting programs wrt the feedback. Schools come back and give feedback about students in terms of their teaching practice. E.g. *how to prepare blue print* to be strongly taught during the course. *How to use ICT* in teaching

* 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: alumni association for more than 10 years and contribute to colleges as mentors to new students, e.g *how to conduct teaching aids.* Yes given feedback and incorporated into the program.

**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: More than 50% from B.Ed

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

Response: good number. 60-70% are eligible

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

Response: yes. Classes and references given and one on one doubt clearing also happens

* 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: less pass % don’t have access to content for TET.no guidance/inputs from institute

**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: govt and pvt- both institutes. Placement cell in the college. Pvt schools approach the college for recruitment. Govt vacancies are also notified through this cell

Guidance courses (2hrs) for placement conducted by institute

* 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. They mostly join in high school. But it happens mostly in pvt schools. Not trained, but they are not trained enough for lower grade skill set

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

Response: majority

* 1. How many students get government teaching jobs?

Response: 50% 50% in govt and pvt

* 1. Do you have any campus recruitment or affiliations with private schools?

Response: not formal affiliations but informal affiliations do happen when they do have final year students, they do inform schools

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

Response: depends on primary teacher or high school teacher.

Govt shiksha karmi (3 categories) 25-30k

Pvt 10-15k

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

Response: yes. APF, R2R. but not a large number. Teaching is more preferred in schools. Pvt NGOs demand more skills

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

Response: take up other courses outside education with TE degree does not help

**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: 25 teaching staff in totality for B.Ed M.Ed. regularity in attendance is an issue because they have frinds in pvt who are not attending college regularly, they want the same in this institute.

Less professional attitude. Poor academic background.

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

Response: Faculties are taken into other academic and administrative work and less time to teach. Professional development people need to grab opportunities for themselves

* 1. With reference to NCTE regulation

Response: no.

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

Response: Affiliated to Pandit Ravishanknar University. No issues

* 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: issue as a 4 yrs program

Multidisciplinary is not the current scenario as the whole institution needs to revamp.

Belongs to School Education and NOT Higher Education department.

Inservice and pre-service both are conducted at the institute. Too much workload

Eligibility of faculties will be an issue

However, quality of teachers will be better compared to what we have now and will strengthen the TE courses. Increase in Research and CPD skills

Both should run as per the needs and prior experience of applicants

**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: institute engaged in many online and offline programs

PTD- Padhai Tuhar Dwar *Teaching at their Doorstep* Teaching app teachers and students joined trough this

Jugad studio- no/less internet connection converted all tb’s in audio form and all activities converted into video form. Video lessons uploaded on PTD portal and shared with students and teachers

*Mohalla Teaching*

PLCs’ Professional Learning Communities based on subjects for teachers

Hamare *nayak* sharing innovative practices conducted by teachers.

Mechanism for feedback for all from faculties and students

Competencies were pulled out from school subjects and developed activities to train these competencies and uploaded on PTD portal

Overall affected: a lot But alternatives are in place so managed to sail through.

**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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