**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: Dr. Pushpesh Pandey. B.Ed and M.ed. M.Phil. Phd 2016. 2003- Pndt Harishankar College. HoD

More than 18 years of teaching exp. Teacher Education and Research- Med. Science Pedagogy in B.Ed. Pvt college. Affiliated Ravishankar University.

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 | 1995 | 100 | 99 | 100 |
| DElEd/BElEd |  |  |  |  |  |
| BPEd/ | Yes | 2010 | 50 | 38 | 42 |
| MEd | Yes | 2006 | 50 | 46 | 46 |
| 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: 40% and 50% arts and science respectively. Science and Engineering from last 2 years because merit-based admission system. 20-30 students from Arts.

| 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: facing issues when they have to teach under grad students. 65-70% have first class. Other ise 2nd division. Technical (engineering) education students face difficulty in understanding content whereas general (science, commerce, arts) pass out students find it easy to understand the course. However grasping power is strong in engineering students. Clearing concepts becomes difficult for teachers for technical students as it takes more time.

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

Response: well experienced and senior level teachers. Dept knowledge and observe individual students and make cluster groups of students and assign teachers to those clusters. Seminars and workshops to promote teacher trainers.

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

Response: last one decade- women’s participation is more than men. 60-40% boys moved to another field for work

* 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: B.Ped & M.Ed- merit. No exam to clear. Merit list proposed through SCERT

B.Ed- CET and merit of graduation

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

Response: 20-25% take up math or science. Most are commerce (eco) and arts

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

Response: yes. It has changed. Less time for concepts and practical in 1 year. 2 year course is spread out evenly and more time given to school observation and practical teaching in schools

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

Response: mix batch of students. Mostly are middle economic strata. 5-10% higher economic strata. Rest are lower

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

Response: depends on interest of students. Commercial background like taking over family business or developing their own

Science field. IAS jobs

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

Response: apart form instuition and its legacy, seminars and programs to motivate. F2F motivation from across disciplines to nurture students on why they should continue. Multi-disciplinary students taking up B.Ed

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

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

Response: B.Ed course preferred most compared to other 2 courses due to job security. Training- school observation school training. Like to observe and learning by doing and share experinces.

Higher Education and Ph.D level or work in training colleges, motivation take up M.Ed

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

Response: B.Ped- extra physical work and field work and no real options in field. Only sports so move to B.Ed. too much time goes in M.Ed, hence less students.

B.Ed- too long compared to one year. Want only physical/in school part not the conceptual part. More experience is needed compared to theory

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

Response: B.Ped total field program- not much theory. Same with B.Ed. Practical knowledge more needed than theory knowledge. External exam is only viva. So lack of theory practice connect

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

Response: extremely necessary. Most B.Ed students pass these TET exams. B.Ed most imp than TET because TET is only for admission process

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

Response: confidence building, personality development and get good jobs. Fearless students once they pass out after enough training practice

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

Response: school teachers give feedback about students about time taken by them to complete the course in schools. Because it takes time to explain concept; however school teachers don’t teach to the point.

* 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: 40-45% students keep in touch. Alumini meet gets organised in regular intervals.

One year students said now 2-year courses got more time to study. Two-year students said to include more physical time

**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: 55-60% applied

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

Response: 20-25 passed

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

Response: books in library and motivate them to study. Advice in free time

* 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: lack of interest students, lack of preparation and lack of guidance and not motivated seriously to appear for the exam

**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: shiksha karmi (govt portal) CBSE schools, M.Ed in pvt training colleges, ICSE and state board. Govt schools don’t have vacancies. Pvt schools are also options. Self looking for placement. Display vacancies on college notice board

* 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: this is true as they are not trained to teach lower grade children. Child phycology is extremely imp. Additional skills required for B.Ed

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

Response: almost all. But only 5-10 % get through as vacancies are extremely less. Govt policies are also haphazard

* 1. How many students get government teaching jobs?

Response: govt policy

* 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: CBSE schools- 20k starting. Atmanand English schools (state govt launch) in all districts starting from 30k. nagar nigam schools converted inGovt 25k. after 5 and 7 years, it goes up to 35k

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

Response: no idea

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

Response: industrial reason, marketing area

**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: children from technical education takes time to understand and teachers take time to teach. Old age students in these courses and coordination becomes difficult but only in the beginning.

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

Response: economical yes, issues for professional development

* 1. With reference to NCTE regulation

Response: not really. He is a visiting member of NCTE committee

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

Response:

* 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: we’ll only know when it gets implemented. No difference in admission intake in 2 or 4 year based on experiences of other colleges.

What are the options after 4 year education- from students perspective

Don’t think it will improve teacher quality. Too much in their plate to complete 4 year as it has concepts and B.Ed content as well. Integration won’t be fruitful

Psychological issues as these students will be almost of similar ages with +2 students and integrated course will also be of similar age group

**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: hybrid model of working. Tech online resources. Study materials sent to them online. Virtual classes not the option for F2F classes. Motivate them to still move ahead and let covid go by.

Release students from mental pressure. Only videos shared to teach is not enough. Students needs to face reality themselves and not online

**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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