**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: Stanley John, Post Grad I Physics. M.ED, Ph.D Educational Psychology,

Asst Prof: DIET, Bastar, CG

Area of Specialization: Research and Innovation

Associated since: 2009

D.LED course teaching: English Language proficiency

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 |  |  |  |  |  |
| DElEd/BElEd | D.LedYes |  | 100 | 90 | 88 |
| BPEd/ |  |  |  |  |  |
| MEd |  |  |  |  |  |
| BEd (Spl Ed) |  |  |  |  |  |
| Any other specify |  |  |  |  |  |

Response: Pre-service. D.Led

In-service (train teachers from district)

**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: very few from commerce. Science (bio) are too many and arts

Other: Agriculture, ITI diploma, BCA, graduate students as well, but very little

| 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: few are 1st class. Avg students are more

Assessment of academic strength: have been ambiguous in the last 2 years due to online teaching and no real examination has taken place

Before covid: very good students, esp batch of 2015-16-17 really smart students as a whole

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

Response: never thought about comparison but as the background is similar, the profile might be the same in govt institutes offering the same course

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

Response: women are slightly more.

* 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.

Christ college and Surya College (PVT college)

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

Response: depends on their 12th subjects. Other than regular stream of Arts, Science and Commerce, students mostly take up Arts.

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

Response: NA. 2009-2010 curriculum has been revamped but it always been a 2 year course

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

Response: lower middle class who have scholarships. This year, few students are from English medium students as well

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

Response: Engineering, Medical, And Nursing

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

Response: because they do not get through any other professional course, come into the Teacher Education program

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

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

Response: School Experience Program (School observation & internship)

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

Response: they are not given the opportunity to write answers in their mother tongue as it was earlier given during D.Ed as opposed to D.Led

Subjects that are hard: English and Math

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

Response: Diploma course one can do a Pvt degree course – comes from the CG govt

Commitment issues are seen to be high in such cases

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

Response: should be exempted from TET as they already give 2 years for D.Led. It kind of does not fulfil the eligibility criteria

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

Response: take up teaching in pvt or govt schools. Some move towards higher education.

Attitude and professional development is seen to be developing students for overall development to become a teacher

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

Response: feedback is good and positive. But 1st-year D.Led students are asked to teach which is not allowed.

* 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: they do keep in touch, especially locals. No alumni group as such. No systematic feedback wrt curriculum, but it’s mostly how the course has helped them in their teaching jobs

**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: Almost all

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

Response: data is not available

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

Response: remedial classes are conducted based on students demand

* 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: such disparity is not seen because data is unavailable.

**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: mostly students go for higher education

Few opt to assist teachers in govt primary schools

* 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: NA

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

Response: everyone!

* 1. How many students get government teaching jobs?

Response: very few

* 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: varies. 5k-8k

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

Response: One NGO had a tie-up with DIET Bastar earlier for 2-3 years and they had 5-6 subjects extra in the D.Led curriculum and students who passed these subjects had the opportunity to join but nobody took up as the workplace was very far.

NGOs do not even look for just D.Led pass students. They need someone with a Graduate degree

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

Response: no options

**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: Faculty who teach D.Led: 14

No challenges wrt teaching students.

Challenges: students collect NASS surveys, ASER, and a lot of time goes into collecting data. Faculties lose time in mentoring students to collect data during large scale assessment tests

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

Response: no DIET cadre in terms of hierarchy.

DIET has a lot of opportunities for professional development but they are hardly interested in growing professionally.

* 1. With reference to NCTE regulation

Response: not really. Everything is smooth as DIET is also a govt institute and NCTE is also govt. so no worries as such!

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

Response: Board of Secondary Education. No issues are faced as such

* 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 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 should be good.

Selecting the right candidate could be an issue based on temperament

It will definitely lead to improving the quality of teachers but if there are strings attached as to opt-out after a 2-year course, then it could lead to quality issues

Composite? Just stick to one system and not give options of 1 / 2 or 4 year

**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:

Mohalla classes throughout the pandemic: Shala avlokan (school observation) in 1st tear

2nd-year students could not *teach* in actual school environments

Online classes are conducted through WebEx.

Videos of classes along with notes were sent to students to learn

Offline exams will begin from 30th July

Difficulties faced by students: significant student’s financial background is low. No smartphones, bandwidth, shared phones among house members.

Difficulty faced by faculty: F2F has been compromised. The engagement has dropped through online classes.

How has Covid affected the Overall program: not concerned about the concepts taught through the curriculum. What has affected what is the School Experience program and the internship because that is the soul of teacher education programs

**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- sishu sarathi, b.ed for special children,

(RCI)

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