**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: Rajendra Verma (RK Verma) Up Sanchalak, Shikshan Vibhag

Currently at (DIET) Raipur. Principal. 3 years. Affiliated to Board of Secondary Education.

Pre service TE (D.Led) In service (Orientation programs for govt teachers )

D.Led: Pedagogy and subject specific. Doesn’t teach but he overlooks as he is the principal.

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.Led | 1986 | 100 | 97 | 99 |
| BPEd/ |  |  |  |  |  |
| MEd |  |  |  |  |  |
| BEd (Spl Ed) |  |  |  |  |  |
| Any other specify |  |  |  |  |  |

Response: Contact classes wrt Open courses

**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: 13 Math 36 biology arts= others

BE

| 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: Pre D.Ed exam. Merit list and max students are first class and fees are less

60% are first division this year 30% second division and rest are 3rd division

Weakness= computer training (ICT) and other strengthen programs

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

Response: Better than rest of the colleges. Extracurricular activities are organized to complement their learning competencies

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

Response: 60% and above girls

* 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, SCERT Raipur takes out Merit list, students fill out form to select colleges, and based on merit they get the institute allotted.

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

Response: BE students- Math 13

Biology/Math= science 36

Remaining arts

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

Response: NA

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

Response: Lower middle class, tribal students (ST), weaker sections of the society (SC)

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

Response: work as wage labourers in small factories. Agriculture/farming

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

Response: half: job opportunity, dedication to teaching profession (although it’s 1/4th of the total population)

Rest of the half, at least some job will be available after the degree

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

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

Response: pedagogy subjects, arts-computer, internship (school experience program)

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

Response: Foundation courses e.g,: Philosophical and Psychological courses

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

Response: School Exp Program wasn’t there in the curriculum earlier. From the time it has started 2012 (revised curriculum), students have started gaining much more insights and in 2nd year, it’s the best time to learn from field

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

Response: D.Led curriculum as embedded TET content

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

Response: Motivated teacher to teach students right in the field to make a considerable change.

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

Response: there has been no vacancy as such because students were not able to secure jobs. But School Exp Program has given them good feedback during the internship

* 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: No alumni group but they do take feedback from students at the local level through contact touch. Feedback is taken while students pass out after 2nd year.

Feedback: scholarship, hostel facility for boys

**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: 2021 (CTET) 30 appeared 2019 75 appeared

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

Response: 2021 20 qualified (2019) 30 qualified

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

Response: one-month extra class for TET preparation and orinentation

* 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: pvt colleges don’t concentrate on discipline and attendance

**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: small business, factories, agriculture areas, pvt organizations. Pvt schools as well but due to covid, pvt jobs have also lowered hiring

* 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: Almost

* 1. How many students get government teaching jobs?

Response: almost nil

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

Response: could be seen as a new venture

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

Response: 8-10k

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

Response: No. not really

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

Response: other than teaching, nothing really available

**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: not really as these are right out of 12th, it’s still school-like and quite disciplined.

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

Response: Professional Development courses are available for faculties on Leadership development through SCERT and other organizations as well. Collaboration with SCERT for module making/TLM making and courses such as these

*Chai pe Charcha*: E.G Distributed NEP chapters amongst faculties and discuss their learnings

English Language Development Program- to be introduced soon in collaboration with SCERT

ICT related skill upgrading happens in regular intervals

* 1. With reference to NCTE regulation

Response: not really. Transfer of teachers is a little problematic.

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

Response: Affiliated to Board of Secondary Education. 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: Good decision. NCTE 2014 also has this regulation

Pvt stand alone institutes to stop and convert into govt B.Ed programs

Students will be better eqipped as they’ll have more time

Challenges:

Recruitment of staff as per NCTE staff

Prepare staff as per the revised curriculum

Improved quality of teachers after 4 years of rigorous training.

Let the 2-year course run for sometime for those who have already passed BA. Later can remove the 2-year course completely

**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: rural area students= network issue, no mobile phones

Alternative: Mohalla classes. *Padhai Tur Dwar* classes to be taken by taking in surrounding students and sending recorded DVD to the institute

Improved ICT skills

How as covid affected as a whole?

Try to make the online classes effective by making more content related audio-videos for better engagement

Assignments submitted through PDF to support online mode

However, F2F engagement is compromised big time

**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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