**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: Vilas Prakash Kadale. DIET Lecturer. 3months ago took charge of Principal of D.Ed Govt Titwara Amravati. Geography as a specialization but he teaches all subjects. 1 year been associated. SCERT, MSCERT, NCTE affiliation. He is in charge of 4 different roles.

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.Ed |  | 40 | 38/39 | 39 |
| BPEd/ |  |  |  |  |  |
| MEd |  |  |  |  |  |
| BEd (Spl Ed) |  |  |  |  |  |
| Any other specify |  |  |  |  |  |

Response: B.Ed

**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:

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

Science background more and from rural area. 5-6 from language, math. Mix students.

* 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: 90% above get admitted in all streams. 80% is the average. Marathi background is a little low around 45%. Urdu medium students have stronger academic qualification

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

Response: Just 1 urdu medium college. Mostly are girls and better in academics. So students who are better in academics or who secure better grades take admission in this college. Marathi colleges are too many and hence get distributed.

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

Response: 90%-10% (girls-boys)

* 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: 12th% is the basis. SCERT organizes a centralized process. Minimum pass % is 45% aggregate to fill the D.Ed form. Earlier it was higher, but State lowered it down because they were not getting students. College not involved in selection. The process done through SCERT only. Very less D.Ed colleges for preference

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

Response: 50% science 40% arts and 10% commerce

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

Response: it has always been a 2 year program

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

Response: rural background. Most of them are 1st generation learners

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

Response: agricultural work, working in urban areas, competitive exams, engineering/medical stream

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

Response: motivation to become a teacher. Short term investment and then get a job to earn bread-butter

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

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

Response: classroom practices at the end of each month. 1 week at the end of each month they go to schools and teach students. They enjoy that phase a lot

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

Response: lengthy program, more hard work. Too many practicals and assignments, theoretical seminars as a part of the course. No time for relaxation. 2 years is packed

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

Response:

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

Response: if we want to give a *good* teacher in society, TET is a must. If we look for *teacher attitude* then TET is a good way to give that

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

Response:

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

Response:

* 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 system for feedback even before I was appointed

**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: didn’t pay attention

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

Response: 1% or 2%

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

Response: college provides voluntary support programmes related to content and pedagogy for 2 hrs a day. 5-7 pm

* 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: no idea

**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: no placement. They look for jobs on their own. individually

* 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: it’s true. School administration’s mindset is that teaching lower grades is easier compared to higher grade students. According to me, this is untrue. The more the child is small, the more the hard work needs to be done.

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

Response: seek all, but very less get

* 1. How many students get government teaching jobs?

Response: very less. Just 10%-15%

* 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: less than 5-10k. primary teachers get less and secondary teachers get more comparatively

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

Response: not really. Just schools of govt, pvt or even schools through NGO’s.

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

Response: fewer people opt for something out of the way than teaching

**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: no attendance problem. It’s 100%. Challenges- all teachers need to take up the effort of training and teaching students. Not everyone takes the effort to make them good teachers. For e.g. CCE in D.Ed college- just theoretical knowledge and nothing about it in depth. I took extra classes for an in-depth understanding of CCE. Content knowledge is less transmitted. Updated content is not taught to students. For e.g.- Learning outcomes

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

Response: DIET faculties, it’s been 8 months that they haven’t received a salary. 60% Central and 40% state govt. state govt has given, central govt is lacking

* 1. With reference to NCTE regulation

Response: all is well. Just follow the rules and regulations given by them. According to the facilities should be there, but it’s state govt responsibility to fulfil them, but the infrastructure is an issue.

* 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: no mention of D.ED. anywhere. It’s left to the gods to be decided about D.Ed

**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: the online platform is not preferred by students. No mobile, no network for some students. But we tried to teach how much ever we could. No assistance for economical or medical issues. NGOs and I have taken the help of other staff and contributed for students to not lose on studies. Aamdar, DIET has helped in terms of providing access.

4 staff on Clock Hour Basis. A permanent teacher is a music teacher. Academically has been affected a lot. But 100% of students have not gained the education. F2F is affected due to online teaching.

**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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