**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. Sanjay Bhimrao Khadse. Shri Shivaji Shikshan Mahavidyalaya. Aided college. Since 1960. Education technology area of specialization. Childhood education, Contemporary India and Education, Understanding discipline and subject,

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 |  | 50 | 47 |  |
| DElEd/BElEd |  |  |  |  |  |
| BPEd/ |  |  |  |  |  |
| MEd |  |  |  |  |  |
| 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: 50% arts quota, 40% science quota, 10% commerce. If seats not filled, then Engineering, Medical students are also welcomed

| 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: admission is done through merit basis only

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

Response:

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

Response: women are more than men

* 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- result and merit list proposed by SCERT- students fill out preference form. Students in merit choose this college. Other collges- Govt colleges- Yavatmla, Bhuldnaa, Akola (less fees) and then pvt colleges. Graduate marks (50%) and CET (out of marks) calculation of marks for merit list CET.

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

Response: Depends on the graduation subject. If PG, then depends on that subject

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

Response: B.Ed enhances the quality of living and enhances the broader sense of living. It enhances the overall personality development and also because it encompasses a lot of students from different caste and classes, it makes them understand how to respect people. Civic sense comes in a lot

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

Response: mix batch of students. Students who are first-generation learners but also such students whose parents are well to do. 20-30% are from an extreme rural background

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

Response: Post-graduation, business/salaries job, tuition classes, teach in Pvt schools

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

Response: earlier as it was a 1-year course, jobs were too many in number. However later, the govt vacancies got reduced and 2-year course flourished. Men became less in number as job frequency got less and they needed to start earning ASAP. however, with girls, their parents thought to make her educated for her to get married off to better prospects.

Need to learn life skills and hence get enrolled

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

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

Response: school curriculum, teach directly in school, internship, overall activities of running an actual school. This helps them gain confidence and enhance their skills and personality

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

Response: too little time but too much to comprehend and understand and cover in 2 years course

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

Response:

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

Response: students come to seek references to prepare for TET. Preparation for CTET helps in TET exam

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

Response: Overall personality development and knows how to conduct themselves

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

Response: HMs give direct feedback about students to the college. +ve feedback

* 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 group is running successfully. Every year there is a feedback session from aluminis. They also give feedback wrt the curriculum and state how a particular aspect of the curriculum helped them in their new teaching profession

**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: 70-80%

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

Response: 20-25%

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

Response: help if students come back with any hindrance in preparing for TET. collaboration with Yashwantrao Chavan Open University-Nashik to get in faculties for guest lectures on TET preparation

* 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: seriousness to teach and goal towards teaching and finishing up the syllabus. E.g: Alternatives to teaching during covid, less staff in the institutes

**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: Affiliated with International schools of Amravati and they come in the campus for the interview process. 2-3 students get selected in IB schools. Some students look individually at pvt and govt schools as well.

* 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: Depends on school to school. Sometimes they do get lower grade classes but are not trained enough to teach these students

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

Response: Almost all!

* 1. How many students get government teaching jobs?

Response: 2-5%

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

Response: not really

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

Response: less than 10k

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

Response: very less. e.G. One student got through an NGO that was working on the RTI Act. So he got more interested in that and then started giving lectures on the same

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

Response: MPSC, UPSC exams, state govt jobs, banking sector

**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: get 1.5 lacs to 2 lacs salary so they need to pay back to the society by giving enough time and education to the students. No challenges as such

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

Response: not really

* 1. With reference to NCTE regulation

Response: no

* 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: vacancies are less however, students applying for posts are large in number.

It’s a good thing as it is right after 12th and students will get more opportunities to be focused on their careers. This will help in getting better quality teachers after they pass out

The composite program should run for some years to see if Pvt colleges are able to sustain themselves within these rules laid by the government and needs to have quality checks of students passing out from govt and Pvt colleges. If the quality is not up to the mark, then the govt can take a decision to stop the composite program as well as shut down the pvt teacher education colleges

**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 atmosphere as the college is extremely low at the college due to covid

Cannot meet and teach F2F, reduces the educational quality

Melghat side students do not have access to internet and computer so they get backlogged in studies

Students are frustrated by staying back at home and learning and they are wanting and getting in touch with faculties to see if colleges can start

Although online classes are running and getting through on a day-to-day basis

Alternatives for the program to run smoothly: Teach children who live in the vicinity→ Film the recording and put it on a DVD and share it with the institute

**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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