

## **Specialised teacher education programmes (Special Education/Physical Education/Arts Education)**

### **I. Critical Group Interview**

1. What are the policy documents that guide the programmes for preparing teachers with specialisation in India?
2. What are the modes of providing programmes meant for preparing teachers with this specialisation in India? (regular, part time, open or distance mode, online, blended etc.)
3. Are there any norms and standards for institutions providing such courses? If yes, who has prepared that and when?
4. What is the impact of regulators such as RCI/NCTE? What role do universities play?
5. How many colleges/institutions are there to prepare teachers with this specialisation in India? What is the approximate number of seats available for preparing teachers with specialisation in the country?
6. What is the profile of students who come in - gender, social class, rural/urban?
7. What are the trends in employment in government and private schools?
8. Has the RtE made a difference to employment prospects?
9. What is the estimate of the number of teachers required? Are there enough programmes and allocated enrolment to produce the number of teachers needed in the system?
10. What kinds of policy changes are needed to: i. enable offering of more programmes? ii. ensure good quality of the programmes? iii. attract more candidates to these programmes?

### **II. Heads of institutions**

1. Type of institution: government/aided/private managed/other (specify)  
If private, which are the organisations/who are the individuals running the institution?
2. What is the annual enrollment and intake? What is the demand for the programme? How does the institution reach out to potential students?
3. What type of qualification is awarded? What is the name? (e.g., degree, diploma, certificate course etc) What is the duration of the programme? (duration for each type may vary and has to be recorded for each programme) What is the process of admission into the programme/s? (may vary across programmes and has to be recorded individually)
4. Is there a common/central curriculum for similar courses for various areas of specialization across the country? If yes, which agency has developed/approved the curriculum? What are the special/key features of the curriculum? How are students trained for school practicum? Which parts of the curriculum do students relate to the most and feel they are learning maximum? Which parts of the curriculum do they not relate to very much? When was the curriculum of such courses revised last? By whom? (It may be for overall course or any specific area of specialization)
5. Who joins such colleges/courses? What are the reasons for opting such courses? Apart from aspirant teachers/teachers, are there other individuals/officials making a significant number in terms of joining the courses? (e.g. Block Resource Persons, people working with ICDS etc.)
6. Who are the faculty who teach the programme? How are they prepared? What is the status of their employment in the institution?
7. What proportion of students from your college clear TET/ CTET in a year?
8. What kinds of jobs are graduates of your institutions able to secure? What kind of support does the institution offer to find employment? (Offer placement service/Provide reference/ Other kinds of support (to specify)/No support
9. What is the salary that a novice is typically offered? Do government employment/recruitment calls impact enrollment trends?
10. Is there any platform at the state or central level for facilitating continuous professional development of teachers of this specialisation?
11. How did COVID affect your institution?

### III. Faculty of the institution

1. Name of the teacher education institution
2. State and district of the teacher education institution
3. Type of management:
  - a. Private
  - b. Government
  - c. Government Aided
  - d. Others
4. Name of the Faculty
5. Age
6. Gender
  - a. Male
  - b. Female
  - c. Other
7. Social category
  - a. General
  - b. Scheduled Castes
  - c. Scheduled Tribes
  - d. Other Backward Classes
  - e. Special Backward Classes
  - f. Vimukta Jaati
  - g. Nomadic Tribes
  - h. Economically Weaker Section
8. Are you from this state?- Yes/No
9. If no, your place of origin-
10. Highest educational qualifications:

Qualification	Year of completion	Subjects	Grade/Percentage

11. How long have you been an educator?
12. Have you cleared the NET or SLET?
  - a. Yes
  - b. No
13. What is your area of specialisation?
14. Why did you become an educator?
15. What is your perception of the teaching profession?
16. Why did you choose to join this institution?
17. Where do you see yourself five years from now?

18. How does regulation impact your work as an educator? Are there any aspects of regulation that you want to change?
19. In your role as an educator, what changes have you seen in the demand for seats over the past few years?
  - a. Demand for seats has gone up
  - b. Demand for seats has gone down
  - c. I have not observed any change in the demand for seats
20. Have you observed any change in the admission and types of students entering the institution over the past few years?
21. Do you have any concerns about the types of students entering the institution?
22. What are the motivating factors for your students to enroll in a teacher education program?
  - a. Teaching guarantees a stable job
  - b. Teaching is a well-respected profession
  - c. They didn't get admission into any other course
  - d. Most students join based on recommendations from their families or peers
  - e. Other (please specify)
23. Where do most of your students do their internships?
  - a. Private schools
  - b. Government schools
  - c. Aided schools
  - d. Others
24. Where will your students seek employment after completing the programme?
  - a. Government school
  - b. Private school
  - c. Other (please specify)
25. How did the COVID-19 pandemic affect your practice as an educator? How did it affect your students' motivation and performance?