**Teachers and Teacher Education Stakeholder Interview Questions**

 **Piloted questionnaire May 2021**

**Date of interview:24 May 2021**

**About respondent: name, education etc: Vishwanath, Sharadavilas college**

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: I am Dr Vishwanath, …………Faculty of Education,……….. I have served almost 28 yr in the field of teacher education, I was a text book committee member, wrote biology text book for 10th standard state syllabus, I am guiding around 5 students for PHd 2 have already got it, one has submitted thesis now, I am a Psycho Therapist too, My main field of interest is training teachers, faculty development programmes, I am a free- lancer, got lot of…… in my mind about how to enhance quality of good teachers education and prepare, enhance good teachers in the community also. I am coming up with finishing school soon after my retirement beautiful finishing school for teachers. Those who are working in schools and coming out of I am seeing there is a lot of gap between what we are filling in teacher education course and what schools and colleges are expecting, expectations and reality there are differences. to fill the gap I want to see our students are not up to the mark fit in to the exisiting scenario of the schools especially ---- there is a large gap I want to fill up. /there are number of gaps are there any thing is a gap now because of most of our students theoretically trained internship programme for semester which is not update because the schools which we select are not the wide number of schools are rightly working in market. Our students do not have any corporate skills. Eg how to handle parenets who are working with corporate sectors. For eg. We never teach our students how to handle how to manage conversion with parents who are not happy in parents meeting. For eg. They never know manage meeting. How to manage the mind set of the parents, how to talk how to control, how to convenience, how to negotiate with them. There are thousands of competencies which present teacher education system is unable to fill in. That is what I am practically bothering about. I am trying I always keep in my mind in my college in addition to the - whats that – conventional competence and conventional componancy is that proposed in teacher education, I am trying to club them along with new and my own created competencies. For eg. I am sorry, there is something called life skills, see there are 10 or 15 lifeskills which are suggested by WHO these lifeskills are not enough for us. There is some thing called impression management there is not mentioned any where, I created that how as a teacher I should create an impression in the minds of my counterpart may be my colleagues, parents students, may be who ever it is so how every minute as a teacher I should be able to generate very good impression in my students mind I would have connectivity with them. Which is missing. Am I deviating too much? I keep watching this connectivity factor is totally missing. Teacher fails to connect with students, connectivity between teacher and student is not physical connection but something which connected minds and hearts if you are a student I am your teacher both of us not connected internally, mentally spiritually ethically or atleast as a teacher and student if you don’t accept me trust me if I am not able to fill in confidence in you motivate you or a feeling of acceptance in you then there is not connectivity. To day its only namakevaste, that I am teacher and you are all my students. Business connection or professional connection relation is there but not inter sensitivity is not there. Then I should be able to connect with myself with my subject connection between organic and inorganic – description of knowledge which is inorganic which has no life but I have life. .life less and life full 2 entities have to be connected if I don’t be able to connect my subject how can I interpret, appreciate and I don’t have on positivity. Connectivity between subject and teacher, teacher and student and subject and student that’s third connectivity, I should be able to bring in very good connectivity between subject and my students then definite there is not connectivity beween subject and community. we are unable to connect whatever we teach whatever they learnTo their day to day that’s what NCF 2005 strongly provoke suggest there also we are failing. There are 5 connectivities, all 5 there are some lacks which I am saying personally. I am working on connectivity factor.

**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 | 10 institutions in the campus | 163 yr old, Maharaja of Mysore | 200: 2unith  | 200 | 200 |
| DElEd/BElEd |  |  |  |  |  |
| BPEd/ |  |  |  |  |  |
| Med |  |  |  |  |  |
| BEd (Spl Ed) | No special. As per syllabus |  |  |  |  |
| Any other specify | Additional: guidance, PE | 00 |  |  |  |

There are almost 10 institutions I am proud to say. Long long ago it was - by Maharaja of Mysore. 163 years old. Now we have teacher education – BEd, High schools very traditional conventional lot of heritage associated. Degree College, Pharmacy college, Law college, Primary education centres, new courses are coming up. Teacher education is famous and its branded, Only BED we have. Subjects – so many area as per new syllabus 2 years 4 semesters course Science, Arts, Physical Education, Environmental, Woman’s education, …Peace, Technical education, ICT. Normally we have 3 or 4 special courses guidance and counseling, in value education physical and health education. Approved intake, we have 200 students 2 units for each for 1st and 2nd totally 200 students. 2019 – number of students 200 - 5 or 6 students miss the course. Because of inevitable reasons they discontinue NCTE intake is 200. Irrespective of background admissions are given. Most of them from rural background, girls will be married or appointed else where these days even after PG they are joining Bed, take up government exams join police department, lecturers, any where may get appointed through competitive exams in banking section, Panchayat Development Centers exams or some dept. Normally they inform, unwillingly both of us. They are appointed at the end of course without affecting their attendance if it is in the preview of the rules and regulations they are allowed to take exams. So that in the future they can become teachers. Completed attendance and appointed at the fag end of the course they are allowed to take exams.

**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?

When I did my MED in MES teachers college, my devonational pranam to Dr H S Ganesh Bhat, my mentor, guru if at all I am like this entirely because Dr A S Seetha Ram, ISSAC, where I did PHd Dr H S Ganesh Bhat, two godly persons come in my life. As its said “prathasmaraneeayaru” . Our “samskara” and “sadhana” is the “bhikshe” given by them. Amoung our students there are good state awardees, even I am a state awardee winner given to me without my awareness. This is because of Dr A S Seetha Ram and Dr H D Ganesh Bhat. When we studied, as per rules 50% Science and 50% arts thats 20 years back now we are having 50% in each stream. 50% or 45% or 50% both arts and science stream are equal. Most of Arts students take up language, kannada, history, kannada geography combination, any language with history, geography in humanities, in science stream history, biology, physics maths, one language one science. Normally physical science is more. Say about out of 50 students 30 students take physics and maths, 17, 18, 19 and 20 range take chemistry and biology in colleges especially girls with CBZ combination - in their mind set to go to BED, physics & maths for – either PG or BED. Commerce is allowed since 4 years. Yes we have almost 4 students were there last year and this year 2 students, for them we ask them to do selfstudy, supply course materials and hire teachers from outside, we but have commerce courses in our campus and we hire part time teachers to teach. They take class for only 2 students. We don’t have any engineering students.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Stream | language | history/social science | Biological sc | Physical science and maths | commerce | Other |
| Proportion | Most lang, kan History |  | 17-20 biology | More30 | Since 4 years, 2students. Self study…hire teachers from outside…commerce |  |

* 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)?

Its difficult to generalise that. By and large language deficiency is maximum normally linguistic is low, they use kannada tragedy even kannada teaches bhasha samsakra use the language communication pronounciations are bad even who have done masters will not have language control english don’t ask. These teachers should be good be in english, by linguial competition who is good at both languages are in demand. Not there in our students, we run language conversation classes started in year for NAC basic conversation its not compulsory and whoever wants or we recommend we running two classes. Personality 20 selected lifeskills 2 hrs class once in a week we are conducting, communicastion skills understanding emotional health others stress management understanding others, how to face interview, spot analysis 20 needed topics package I have developed because of covid its not implemented. We have lots of dreams, vision unfortunately our hands are tied. Students background, most of them very good in content, 90% PG completed students are more last year 96 students PG completed only 4 were without PG took admission. When we did BED only 8 people were PG others only Graduates. now trend is changed. Because to become PU lecturers also BEd is compulsory, secondly in Pvt Sector whether it is degree or PU College normally who have completed BEd are given more preference. Thirdly competence building and confidence building is more for those who have completed BED. Usually that what said. Fourthly after completing all the courses if there is some leftover time normally students join BED. – before taking up job or before getting married or any other reasons only 10%. We do attitude treatment patience building is started., building I take orientation one of two sessions I will develop positive attitude profession of teaching how they should take up course without we try to change of mind set. Inspite of all these one or 2 students fail. Academic strength, teacher education is competency based four integral dimensions knowledge of content, content competence against bookish knowledge application level questions 8th standard asked for a PG students they have failed to answer there are number of examples. I make them realise what they have learnt all these years they have bihearted, realistic world this will not come out. Content & Theoretic knowledge is good. After Knowledge skills - two skils, soft or hard skills not there. Soft skill communication etc they will not have. Normally out of 100 only 20 will have communication skill. Voice, voice modulation, 10 will be very good. 80 students skill not there. 3rd dimention Attitude – worked 8 years in South Canara (where I worked its gods own created place). The teachers attitude there is not found here, involvement their how they love teaching profession its not here, family background socio economic and education background, they look this business they would take it as last profession, its easy to get leave, no irritation no problems attitude. We have to fill, out of four dimensions knowledge, skill, attitude, 4th dimension is aptitude – ability to teach the 4 dimensions only content competence is ok but other three very poor we have to treat them.

**Response: difficult to generalise …lang deficiency maximum, tragedy..kanndaa sari illa, bhashe mele hiditha ..that even after MA, every teacher bilingual competency is amust now a days…wha twe languge conversation class…NAAC…basic grammar is taught..special classe, personality devlp…life skills…commskills, emotional jealth, swot analysis.**

**Most are good in content. 90% are PG completed, last year 96 PG: because to become PU lecturer PU complulsory, interview, competence bldg, conficdence bldg, left over time.**

**Attitude treatment, starting week: develop postiive attitude towards fprofession of teaching, one or two..**

**Academic strnght ..te competency based..4 content competency…80-% scored..bookish…pg vcompleted..fails to answer 8th level…I have many example…I make them realise… learnt just for exam sake, in reality…bookish**

**2:skills: neither hard/soft skill…commskills not there. Among 100..scommn skill natural, vaoice modulation. 10-20 better. 3: attitude: south canara…their students…accept teaching profession..soe and background..so teaching bec not there, easy, no problems…**

**4: aptitude: samarthya..ability to teach…only others are poor..in**

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

In almost all colleges same scenario students are admitted through the common admission cell and choice of college whats happened is they look for branded name and they choose. It is not that Sharada Vilas is a good college we get good students there are no good or bad students. Those students who are good in 4 dimensions of competences will only come, heterogeneous groups are there in all the colleges. Christens managed institutions are little better English speaking Christians students may join, that’s the difference which I have seen. Students come from good background, firmative years studied from good institutions, quick in understanding. Urban students prefer such colleges. its based on religion. Chiristians, they prefer Christian institutions. Also Christian Institutions maintain quality infrastructure, regulations, code of conduct are better compared to other colleges.

 Yes Its granting aid.

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

Response: Again its not fixed. Let me tell you almost 78 to 80% are women. Only 20% male. Even its not 20% only 12% Men. Even this year its 80 : 20 range.

* 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: No earlier CET was there conducted by dept. now its not there. Only through merit basis. Accordingly to Reservation and merit basis they will give admission.

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

Yes, we have seen that, ofcouirse its generalised also inalmost all institutions, . Academic competencies are same but that the way they look at things like rationality/vycharikate, attitude towards anything in terms of science, these are more with science students by nature, they are more disciplined and systematic. They are better than arts students, accordingly to me in terms of language, systematicity life , academic vision. One more reasons most of students are urban or semi urban. Financially home background differs their socio economic will be improved exposed are good. Good environment and infrastructure but arts papa invariably and eventually most of them are from rural background, wherehome back ground difference in low socio economic status, family culture, preferences vision towards life all the changes in my opinion 60 : 40 ratio, its more like science students will have edjo by 80%

Response: yes…difference…sc and math have more reationaluty, attitude tiwards sc..by nature, systematic, disciplined. Better than science studenta, academic vision, sc stud are urban or semi urban, arts students are from rural ..home soe status less, prefernce, vision toards life.

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

If see Entry level and exit level, in exit level there is some improvement. 10% improvement seen our students are good they are in hands of parents hands of family culture rituals, community. Community plays a very important role. I will go out of way and tell my students to first educate themselves as far as possible. Secondly don’t get married unless you are employed. Without economic sufficiency don’t get in to marriage. 3rd Marry some body who is accepted by your parents, society, and you. 4th take care of your parents, not as a matter of responsibility, but as a matter of your love. They have taken care of you now you take care of them that should be your ultimate goal, 5th without affecting our nation without committing yourself in illegal activities - corruptions or any without doing any such things, become a complete ­citizen---- lead a life a how a teacher should be and serve nation. These are 5 golden principles I tell every year to my students. But inspite of all these things, because of parental pressures during the course only every year 5-6 girls get married. How unfortunate, after that some complete their education economic self sufficiency is must for clarity life then all other things will follow, So I say ABCD principles key priority areas ALL MOST URGENT AND MOST IMPORTANT first fill it and MOST IMPORTANT AND LESS URGENT. I classify and teach them. My way of teaching its not for my selfishness, I never teach without mixing life with the content. I relate content with life when I teach. Content is related very well with life. So students like me. I do self evaluation and student’s evaluation appraisal every month. They always rank me very high. I keep in touch with every one very friendly and democratic. I am happy with this. Their happiness and is my happiness, I should treat your daughter as my daughter. I tell my students dont differentiate between your own children and your children at school. Your children are getting food by your schools children. “vidyarthi devo bhava” in my chamber. I tell my students, “acharya devo bhava” is always there. For a good teacher its “vidyarthi devo bhava”. The logic here is students are our customers, as Mahatma Ghandi said customers are god and are important without customers / students we have not socio entity. We are getting salary from governmet because of this identity this I reach them in the beginning, I see a god in you when you become teacher you see god in every student. Whether you do pooja at home or not but here :kayaskave kailasa”, you treat them as your own children then everything will be good. Its my philosophy.

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

I understand, I have guided about socio=economic conditions to my PHD students also. Over poverty children are not there from what is for today and tomorrow condition are extremely low socio economic background. Most of them are farmers with lots of land, economic conditions are really good. Out of 100 students 60 or 70% will fall in middle class status. Extremely High 2 or 3%. They normally dont come to BEd, they select MBA, Engineering, Management upper cream they take. Middle class students 60%, Upper middle class 20%, Lower middle class 20%, only 10 students extremely lower middle class they are from North Karnataka Bidar Gulbarga Raichur, Koppala, Shiggavi, Kundagola from these places. They come because of free hostel, attraction towards Mysore & Sharada Vilas is a good college. Many students I have paid fees - Examination fees of Rs.1000 – 2000 fees they are poor and cannot pay so I pay. College fees it actually Rs.18000. For Government aided it is 18000 fixed fees.

Response: farmers, lotof land, good economic condition 70% middle status, extemely rich 2-3%--they go upper cream course..mostly middle class. Upper middle 20%...extremely low econimic are from north karnatak…free histelsm nysire hostels, I have paid : 1500.00 exam fees, govt aided 18000.00

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

Definitely, I brought a scheme - eat while meet every day afternoon (not doing in the last 2 years) I will have afternoon meal with one student in my chamber. I shave lunch with the student and for 30 minutes we talk, if he has not brought the food then I share my food brought from home and talk. Or talk the walk, I go with one student till vehicle parking or bus stop and talk and discuss with them. If you are not a teacher what you would be normally they say I want to become a teacher. Yesterday of my student is an ACP in Bangalore now I asked him are you happy as an ACP the reply was No Sir I would have been happy as a teacher, suppose if I get a job as a teacher I will leave this ACP position. Students will have that – ACP DCP, Few students are suited for police dept, Others with soft minded students even now they have a wish to be teacher. Practically thinking we need some job that’s the situation now, some students who want to be teacher but due to inevitability “anivaryate” they take up some job. These days this anivaryate has created. To survive in the life they have to take up some job.

Response: scheme eat while meet: I eat with one student…share food every…talk while walk…parking stand, bus stand…I ask them… noermally they say Eg: asst commof ploice, was a bed. If he get a teacher ACP dcp…they are soft minded want to return. Now let some job we gert…anivaryate

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

When we jointed in MES, MPL Shastry is the founder, how he gave seat after conducting attitude test, there would be half an hour to one hour good interview. If you meet DR Ganesh Bhat you ask him. Those days it was not easy to take up a BEd seat, After the Government quota filled, for Management quota they never asked any donation I paid only govt fees. But there was Attitude test and tough interview why do u want to become a teacher if you are a Biology student, why do you like biology so much, who is a good teacher according to you? Suppose this is given to you as a matter of teaching or concept how do you make it more interest to students? WE would not have completed Bed, before that he asked us How do you create love for plants in the students? Without our knowledge, indirectly he was testing us if we have positive attitude towards teaching profession. Only then he would allot seat otherwise no. Now its not so who have merit come and join through CET Cell. Inspite of all these things I have created interest in them. The students say Sir, my vision was totally different now its changed.

Response: anivaryate. When we joined MPL Shastry… he conducted attutude atleast half an hour interview, they never asked donation…govt fees, why become teacher, how do you make …positive attitude towards teaching…merit, cet cell. I have made them like the

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

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

Beasutiful question, I appreciate the way you are collecting data. They like practical aspects. There are Perceptive papers Psychology, Philosophy, Sociology, Administration, Management, these subjects every body cannot teach them properly. Especially Psychology subject we have to relate and teach, how psychology should get in bided into every teachers and percolate in to class room situation. This only skilled teacher with positive attitude towards psychology should teach. I hope you are catching. Philosophy every one can be taught by a great Philosopher. I worked with TMA Pai for 8 years. Prof Rangaraju is the best philosophy teacher as a colleague I used to tell him, you brought life to Philosophy, Shankaranarayana used to teach Philosophy wonderfully., Dr Seeth Ram 1st Phd holder in Philosophy , said every one cant teach, they should love Philosophy, abstract idea to concretise teachers should know, “amurta vada kalpane galannu makkalige murtateyannu tandukoduvudu” everyone should feel that its my cup of tea, How beautiful philosophy is, even a peson who has not appreciated philosophy should think I must be the next Philosopher like wise we should teach in BED colleges. Like wise sociology – a person without social skill teach sociology, psychology subject, morning he reads and repeat the same or as it is repeats in the afternoon. First of all if the Perceptive subjects are taught well, our students the perceptive papers basic foundation papers psychology, physiology, and sociology, administration and management, these areas are called as theatrical areas. Why students are not interested? We don’t create interest in them, “naavu hooranavannu horategeyuttilla”. How important they are? these are the ground areas foot lines. There is no education without them. Without relating we teach them the subject. That why our students don’t show love towards these basic papers. They ask us why do we need sociology for teaching chemistry? Whats the relation between Science teaching and Sociology? For them we should teach the importance of social skills and gender issues importance in science education? How to say design a social climate in the class room condition/situation. Without Psychology there is no lesson. Psychology is taught for examination purpose not for application in the class room settings. One teacher who do not motivate students in the class room, A psychology Professor who is MSC in Psychology & would have completed BEd or PG and a Psychology Professor but never motivates students in the class, then his EQ is not correct or emotionally he is not balanced. He is a Psychology Professor, I am sorry if I am exaggerating, We should teach perspective papers in such a way that it builds interest and love with the papers – this is first, secondly the content papers or subject papers like Chemistry – Biology, History – Geography or Physics – Maths content subject should be taught that it creates create attitude in students. Even this is not there in many students. Overall our students like more of Practical than theoretical area,. Let me tell you they should go hand in hand there should be a harmonious blend of both theoretical and practical aspects, They like Camps, sports, teaching practices. Wherever there is hands on experience they enjoy, they should have been grounded, Perspective papers they don’t enjoy, because the perspective papers are not popularised, not brought or taught or seen in the normal (sahaja) condition. Most of our students are missing the teaching which we had when we were students. Even as a practitioner I am stressing let me tell u if the theory is not plugged in how you will do practical. While cooking one should teach the proportions of ingredients and nutritional points then oggarane concept without the back ground how to teach cooking directly? According to me it should be 50 50. – Those who do not understand or have sound theoretical knowledge, don’t understand theoretically underlines but if they are simply doing practical which is waste. If I am unable to motivate my child in my class, even if I am a good teacher, and I am not able to motivate him then the child is not able to learn. In fact there should be practicals in Sociology, and Psychology should be more there are no practicals in sociology some one should think on this. We have to build practical scenario. Philosophical sessions should be shown practically in the class. How philosophy works demos should be shown in the class, we need such practical sessions in the teacher education. We do some practicals in Psychology (Namakavaste) but is not correctly linked in the class. We don’t show class room connectivity. Please interview some more and find if any one says the need of practicals in physiology and sociology, we can design practicals, conduct practicals Why are we not thinking practicals are needed in philosophy and sociology which are badly required for a teacher in school setting, we talk only about Psychology practicals that too from the olden days we choose and do. We never relate and do. You are victim, your children are victicm and our children are victim. In truth education has lost its meaning, They conduct big seminars at international level. I want higher education depts., higher level at university level they should play a vital role if the stuff is good then top down approach it percolate. Today if you analyse competency level of teacher educations in BED college level is gone down to dog level. No warriors, they are not being trained properly their attitude, competency comes from their higher-ups . Universities need improvement. Selection procedure, beyond my reach I cant tell you anything its top down. Today teaching in high schools are not good the reason is BED colleges and PU or degree colleges – its MEd colleges and University policies, recruitment policies, selection of candidate counts. Today there are so many qualified candidates are there outside. They work for less salary they are all very good. Here there is disparity between state and status, Those who are in very good status, their state not good, those who have state have no status. A proverb in English Small man occupies big chair the chair shrinks naturally. That’s the situation now we are spectators.

Response: they like practical aspects. Perpective papaers ..every one cannot teach.. psycology only skilled……….. and eben…TMA pai….how a psychology teacher should…..philosophy…conceretise the abstract…every studet should

Socl askills no…Tes who read… perspectives…pscy, philo, …,… TE are not teaching properly, fground areas…te doesn’t relate…basic papers not showing …gender in science, designing …

Pscholotaught te eq not balanced. Delop interst in perspective,

Develop attitude … in subject.

Need for practicals and theory…they enjoy hands on, bec theory no t plugged in properly.

Example: oggarane, health issues then cooking class

Acc to me 50:50 th and pract…only practical

**Need for practical secenario for sociaology, philosophy and old psychilogy… do not link in classroom**

**Competencey of Tes has gone down…**

Need for university policy, recruitment policies…good people…statea d status… staus…disparity…sammalal occupy big chirs…chairs sjhrink

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

OK It’s the most practical question. In the last two years four semesters what are all there, if we try to complete all that, quantity is too much and quality is deteriorated to so much we can expect it how it is, the quality of teacher education has gone down. So many things, laborious assignments, laborious theoretical work they copy and write submit and go back and competency building sessions are less only they have to write.. I strongly recommend 1 year course, we had lot of freedom for expression, teaching, attitude building. we used to get free time, we have no breathing time now. Vision and syllabus are good expectations are good, the amount of time is very very less. Eg. There is one Language Across Curriculum, it was not there till now. Very good thought, I congratulate the team which has produced the latest syllabus. All these days there was not curriculum for teachers how teachers should use the language, which was only for language teachers. But language across curriculum says how every teacher should be able to use language for reading, writing, and reference. Its needed for all. The course is good but we are unable to implement it. There is another curriculum Reading and reflections, whenever a student under go any experience or a situation what is the reflection on his mind and personality. All these students experience produce and present. What is happening is no one is doing this in many colleges and now due to covid situation last 2 years nothing is happening. Moreover its all being produced as assignment and course requirement. No one is treating this as competency based requirement. It’s a competence, see what kind of situation l should create in my BED colleges? It should have positive reflection in the minds of my student, enhance competence, I should produce a situation and give to them and they have to experience it and he has to write what he feels and express, for this there is no time. This is good syllabus. Regulations & curriculum is too good time given is very very less. You have about 50 varieties on your lunch plate but I ask you to finish it in 10 minutes or in 15 minutes. What u will eat you will not taste if you are swallowing, it should slowly pass on your toung, you should chew in properly enjoy the taste, mindful eating should be there. Here also varieties are too many amount of time given is less. Neither teachers are enjoying teaching nor students are enjoying learning and its only quantitative less qualitative that’s my decision. Common opinion if we get time we will think and reproduced it, time given is less. 4 months one semester hardly two or two and half months we get to teach. Is it possible for any tearchers to teach within 2.5 months and choice based and credit based. Idea good implementation, there are number of weak points to execute.

Two years programme is there from 4 years. Formal and official feedback is taken for research. Unofficially we talk informally. The bodies who created this curriculum have not taken the feedback. No one doing any thing. Who will bell the cat no one is doing.

Response: 2yer 4 sem…quantity too much…quality too low…laborious assignments, copy write…very less competency .

I rcommend one yer course, less vision is good, expectation is less… lang across curriculum…is a good thought but not able to implemtn, even reading and reflections: all these no one doing, last two years,,, done as course requirements and not as compence building requirement…interms..no time…time given is too less..eg: 5o variety food, eat in 15 min…if you just swallow,,cant tast..mind ful eating not there,,, neither Tes enjoying…less qualitative

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

Response: students have told…if we had more time 4month …we get only 2 month.

2yrears programme difficulties… no such feed back.. who will bell the cat

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

TET, CET its compulsory curriculum component even in colleges. After the two years course how to train them for TET and CTE we have the syllabus, 50 marks one paper is also there. Another college has taken another step of training them. Give syllabus and conduct exams and interview how the selection will be there is also guided. After that they take private coaching and take TET or CET. Some of the colleges give free coaching also. We are now trying to do it. State government Retd professions may prepare papers application level questions is more in that teaching aptitude psychology general mental ability, content and pedagogic, because they take exams only after completion of the course difficult to take statistics. With the help of Alumni association can collect data. We keep informed students to keep in touch and intimate college as and when they get appointed through TET or CET. May be our bondage is strong they will not inform. Every year 5-6 students get appointed. One year 12 students cleared TET.

Response: TET: compulsory curriculum syllabus..paper..some colleges train them, interview .pvt coaching..for TET.

State govt , retd , application level q.

Statistics of passed students, they take exam after cours, almni association, we ask them inouch with thro TET or CET…theya re not informing. 5-6, one year 12 cleared

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

100%, I want every teacher training institute should atleast go for these two. For eg. Your daughter or you will finish your course in my college after completing the course if you are not becoming the running coin of the society if you have not got job or you become job less even after two year of BEd course. Any one goes out of professional college should be able to get appointment anywhere. Competency we should build. Truly, my students are lacking in two areas – life skills and soft skills. Not many students are there who do have the skills of decision making, critical thinking, creative thinking, self awareness not there, time management, they only do procrastination, no alternative thinking, image management, interview facing skill, communication skill not at all there, Stress management skill, have suicidal tendencies, go to depression, conflict resolving skill, social skills. Without skills Teachers cannot teach well and cannot win interviews cannot attract people. Have sound professional life. Atleast decision making ability should be there. Right time right decision making ability. For our BED students life skill development programme should become integral part of education. I am strongly recommending it. One seperate paper, daily skill development should be there, weekly four sessions should be there. This is the practical session I suggested. Secondly, linguistic competencies. Every student inferior complex is there. When I joined MES, I had done my education in rural area in government schools. I had linguistic Inferior complex maximum was there. Dr Bhat had filled up confidence. Said how to use English. If I introspect myself of when I think of myself in my students place, most of our students are having inferior complex towards of usage of English, they think only those who speak english good teacher or student is good we have to remove from the beginning this even you can speak, speaking in kannada is good. Even you can - English is simple, there is no difference From the beginning 1st week we should start practical language development course sessions conversations class are conducted by the time they complete 2 years they will know how to use both the languages. Then employability will be more. Even a person with zero employability will reach 100% - YES I AM. Every teach education course introduce as optional or compulsory and there should be some scope for this. A good teacher has to remove the inferior complex from the student. Fit or quit Exit or Excel – Teaching is the only profession one human being interacts with other human being. Is it not, We should train, teach the students connectivity should be there, first of all remove eradicate inferior complex from my students then everything will be all right.

Response: every TEI should … should never be jobless… any one out of aproff college…job..competency…lack lifeskills, soft kills…prcrastination, image mgmt, comm skills, streess managemet, conflict resolvement… without these..they cant have sound. Basic decision making … life skill…must become integral part , linguistic competency is low because of which they have low self esteem. Introspection..mot have inferiorty complex… to be removed… even you can… right from first week, weekly ocne..every student..emp,oyability raise from 0 tp 100… optional/ comp…provide

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

Government appointment. Out of 100 students 10 to 15 students get appointment Govt schools & Pu colleges. Government make call for appointment.

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:

**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:

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

Response:

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

Response:

* 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:

**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.)
1. I myself is a placement co-ordinator. We collect details from various sources, Private schools contact us. campus interview we conduct. This year also we planned but due to covid this year its stopped. Some corporate schools are there in Mysore where they pay 30 or 40 thousand. In those schools only students who can speak english and active fit there. I tell students in the first week of the new academic year, conduct some sessions like this - look scenario in Mysore is like this these many are in the queue so many are jobless, how govt call for these? Private sector which type of schools aided and unaided – again unaided Corporate Profile, middle profile and low profile, salary sectors, environment for further professional growth, opportunities and scoe, y how is it there, what they expect from you. This gives them idea to compete in the schools. When I ask them to choose the medium 40% say English medium and 60% kannada medium they want to do BED . Students who want to be English teachers - English subject teacher also like to learn pursue their career in kannada medium playing safe. When asked you want to be an english teacher why do you want to do in kannada medium. You will be exposed to ur method of conducting course and when you speak more ur can improve english its because of inferior and fear. They get good books easily and guides. They have to refer source books. These calculations or some other would have influenced them. These days first we should remove the complex. Other wise they don’t get employment, Low profile BED students are joining for 5000 or 6000 salary. If they can speak English and be active they get 20000 salary, if they are good they get 40000 salary they have to develop soft skills and language. They will never be running coin. Some of them score 95% 9.5 CGPA or 9.95 CGPA they take. Even after this they will be in their village not doing anything. They say I did not get any job any where so I am at home. This is because of inferior complex, insecurity, uncertanities. Its pathetic to see them. I give these example and give case studies and set their mind.

Response: 10-15 , I am the palcement coordinator, news papaern pvt school, campus interview, corporate…30-40K, those who speak good english and active fget appointed in corporate schools, tpes of unaided, low profite schools…prodf opportunities, 100: 60 wants to do in kaanada …eng techers wates to pursue bed in KM, I want to be eng tchre…KM guides are , EM has only one source books…

* 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?

Yet another tragedy the private schools, For eg: you have completed MSC zoology & MEd if you are asked to teach to primary classes how will you feel. Unemployment and under employments is there. Students ask Placement counsellors who come to our college – “even if we get less salary it is OK please get me in PU College atleast 10 standard classes they want”. Why its not possible? in private already working teachers with 10 years of service take higher classes. Any new entry with higher qualifications will put into lower section. BED with 10 years of service take 10th standard class. These fresh students with higher qualification get lower class. In some places its not there. So even students with BED, MED, MSC, PG are asked or forced to take classes to the lower sections. Unwillingly they are teaching.

100% what has happened is most of the private schools is they want candidates with license, they should have completed BED. After recruiting they will conduct a special training that’s what I said in the beginning finishing school. Now you understand. If You are MSC after going their they will create the mindset they want. WE need not do anything. But I do it, its required, I train them, we have taught to be idealistic but practically you join a school the scenario is totally different their expectations are different. They do not wasn’t attitude they want working machines. Rules and regulations, are like their expectations are different, corporate attitude. If they follow that is enough. So all these types of schools their scenario,Institutional working culture, School set up, how students mindset to and tune up every thing. We train them to the maximum.

 Before marriage we teach our daughter, how to get prepared, it will be like this like that, we create mind set how to handle situation. I take some special sessions in the last part of the course and prepare them.

Response: B.ED…yet another tragedy…area asked to teach a third standard…underemployment… palcement…students ask us even if low salary want to teach in higher section

Most schools conduct their own training at schools level…in b.ED ist is idealistic, actual school scenario, they may want a machine kind work, corporate attitude is what they need, we shre isntitutional stet.. mudvege miunche magalige gandana maneya sannivesha…in the last part of course

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

Response:

* 1. How many students get government teaching jobs?

Response:

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

Response:

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

Response:

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

Response:

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

Response:

**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?

Any institution will have a lot of challenges. I have to speak neutral keeping away from college, as a teacher trainer and educationist - most of aided colleges are value based – MES, RV teachers college, BES college, ST Josephs, aided college from the olden days they are bound to be with certain principles certain code of ethics, conduct , conventional practices we follow even today.Eg Compulsory attendance, Influence, they need admission, pay donation but do not come to college, we don’t want donation economic prosperity we want min 85% attendance is required. We are growing with difficult. Survival itself is difficult. Only 25% students belong to management quota. We cannot take more money, only 20000 can be taken. How do you manage? how do you run the show and staff members min 10 people only 3 people are aided staff and for remaining staff management has to pay. Economic conditions are deteriorating like any thing, they cannot manage you take any college. The tragedy is ethics and principles and conditions in this. This is a generalised. Very few colleges give admission with other kind of moto in their mind. They make money without considering quality and get same result like us and they survive more. But we cannot. This is the problem with all the aided colleges, aided colleges are getting closed for new regulations and policies. We have extreme policies and regulations, the ethics and conventional practices are breaking and almost drowned. I hope you understand. “Sasmpradayastha hale moulyagannu ittukondu” teacher should be like this attendance is compulsory and students have to be like this etc, Students themselves do not want and parents also do not want this. They want some institutions with no attendance, where nothing is rigid, where everything can be bought or purchased without saying. Very flexible in such places admissions are full, donations are collected more, infrastructure will be good.

Response: any institue will have challenges. AS TE netrally as n eduactionist,m most aided college are all value based…old we are bound to ethicsm conduct, we attendance compulsory, some call us to they want to pay, but do not ewant …we keep principles…survvival…onk25% mange mgmt quota: 20000is mgmt fees, omly 4 govt, ecomnomic conditions are deteriorating… value based colleges… a few give admn other moto in mind, they survive more, happening in several aided colleges. Exteme wave of policies… value systems are detriorating. Eg paernts and students.. bought ..

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

Aided staff donot have any problem. Unaided staff have problem, in all the colleges. School Teachers can get 30 to 40 thousand a month where as a lecturer in an aided college hardly get 15 to 20 thousand. Look at this. The teacher is a BED college will be getting 20 thousand but their students who teaches in schools get 30 to 40 thousand in schools. here is the money with management. There are no sources of income for aided college management. Our management is good they dont expect any profit and are running. They are spending money to pay salary to unaided staff and office staff. Once upon time where there were very good colleges now only one or two staff are there. They cannot collect donations, they don’t compromise with policy matters. If we compromise it will be good, we are rigid we never compromise. You ask any one it’s a controversial issue. Some body who is very good and sound should solve this problem. The good Aided colleges MES or RV, do a survey how many aided staff are there how many are closing, we want somebody to recruit atleast 10 lectures immediately, see the quality. If Management do not have economic burden we can run good college.

Response: no prob for aided staff. Te unaied. No surce of income for unaided …. No recruitment…one or two left, policy matters no compromise…digid…

* 1. With reference to NCTE regulation

Response:

I want to skip this question I don’t want to answer.

* 1. With reference to the affiliating body (timeliness of allocation students, quality fo 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’?

I cannot give you a matured answer. Policy makers have designed are at higher level. We are all practioners working at lower level. If they can include practioners and taken our representations we could have made in a good way I feel. 4 year integrated programme is good. If a student get Content competence and pedagogical competence, attitude soon after PU 2nd year, he will be good teacher. The basic vision is soon after PU 2nd year is over then you should decide that you are becoming a teacher. Once you decide you get a content BA, BSC which is content along with pedagogy it will be 4 year course– teaching methods will be taught. Here the question is who will decide that this student should become a teacher. Neither the students will have know that after 2nd PU he will be a teacher and even we will never know I will be a teacher nor the parents can decide that his son or daughter will be a teacher. Its too early in one thing. There are options, its not mandatory to do BSC – BED in four years. After completion of BSC they can go to other course. In my opinion teacher education once opinion content competence is done during graduation, it is better to be separate than integrated. If the separation is done only the willing will join. I have studied BSC I know the content and I can go to other course. Only the interested students will join Bed then it is easy for us to mould. Integrated what happens if he is interested or not they are forced to learn. No one accepts my answer like this but as a practitioners, as I have collected opinions from other and my opinion it should be as before. Its been postponed data collection and opinion collection is not done due to coivd, in the NCT circular they have postposed opinion collection and less number of entries and applications. There are 2 colleges in Bangalore running this. Integrated course is not new. We feel it is not focused. In Teacher education we should give input only on the teachers like treatment. If start giving treatment for 4 -5 diseases first clear it then take up other care this approach is better. Integration approach separation approach is good – in my oplinion.

Response: 4 year programme. Policy makers…we are only practioners at lower level. 4 yr integrated prog is good, PU decide to be a teacher, content with pedagogy…my question who decideds that the setudents …too early to take a decision. Opinioe, after content competence done, separation willa ttract theose who want to be teacher comes. In integrates, innate willingness…are forced to teach,

Postponed…unable to take decision, less numbeer , RIE had it…

**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?

I am sitting like a patient, even at home it’s the same. We don’t enjoy our life without teaching. I personally …… . I go to my college, teach, interact with my students, spend time among them, keep teaching, training, inspiring them this happens only in physical setup – face to face this virtual platform we have inevitably embraced this. Regular class room is better. Online classes we are taking. What I do is I make power point presentations slide and teach, some do it with videos, some do it theoretically, some develop e-content and teach. E-content is separate it is in NAC. We are plugging technology into education, videos, power point all we are plugging can be done and is good but infrastructure is not with children. Network, facilities are not there, they will not have data, no money to buy mobile there are many students, the whole family will have one mobile. Network problem is aserious issue. Those who are in village, sophisticated gadgets are not in aided college also. We can reach if we have good facilities. We should not be complaining of the problems. Never show resistance also. Whatever is possible we are doing. I am doing my level best to make it as good as regular class, as good as physical class. Medical issues their parents are infected, some staff are infected. Covid context any body can be infected, Primary source secondary source asymptomatic person, the chances of getting infected are more that’s why we are confined to home only Medical problems are definitely are there. See they have got mentoring system. mentor system is there in our college. Saturday 30 minutes we have mentor system programme. 10 students we attach to teacher as guidance and counselling cell is there through that we attach 25 students each to the teachers. Any problems they can be in tough, it’s a continues process and integral part of our college. Students can contact us is they have any problems, Main thing what we are telling them not to panic don’t go to depression, if they are infected asking them advice their parents also. Take protocol treatment and get isolated, avoid social gathering sanitize, keep distance we are as usual we are saying.

Response: we are not enjoying withou teaching, keep inspiring…face to face, virtual platform…inevitable. We are doing ppt slides, theoritica, e-content as per NAAC and teach, plug in technology… but cant do because of lack of technolgy, mnetwork prob is serious, no sophisticated gadgets in aided colleges. Better not show problem, not show resistance. I ma doing my level best.

Medical issues are there, asymptomatic..confined to homes.

Mentor system 10 studnts , guidance and counsellin-20-25.

Don’t panic, don’t go to depression, we as ususal message

**Recommendation: 2yr course less inputs**

**Cpmpetent Tes most needed**

**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

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)

Strong recommendations input=s are more and time is less. Highly competent faculty needed for Teacher Education Institution. This is very important. Recruitment is needed for aided college.