**Teacher and Teacher Education Stakeholder Interview Questions**

(as on 11th May 2021)

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Date of interview:

Institution: dean school of education, scert 12 years

1. **What is your area of specialisation?  What courses do you teach in the programme?  How long have you been with this college/institute?**

1997, 22yrs service in university, teacher education, edcn mgmt. teaching. Central university..1973 by act of parliament, meant for northe eastern hill usity.
**II. Can you please tell us which are the programmes you offer at your college/department/institute?  Since when? What is the NCTE approved intake?**

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| --- | --- | --- | --- | --- | --- |
|  | Yes /no | Since when | What is the approved intake? | How many students were admitted in 2019? | How many students were admitted in 2020? |
| BEd | no |  | don’t have faculty |  |  |
| DElEd/BElEd |  |  |  |  |  |
| BEEd/ |  |  |  |  |  |
| MEd | y |  | Initiate process, demand from public, in 2007 |  |  |
| MA in edcuation |  | 1976 | 2 years.. usually have degree with major in educatiin, bed degree | 50 min-48  | 50min, 51 |
| BEd (Spl Ed) |  |  |  |  |  |
| Any other specify |  |  |  |  |  |

unfortunate, till faculty memebe master degree in education PhD. Asmit ews, increase on availability

**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?

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| --- | --- | --- | --- | --- | --- | --- |
| stream | language | history/social science | Biological sc | Physical science and maths | commerce | other |
| proportion |  | For MA fgraduated educton hons, B.Ed |  |  |  |  |

nothing as such, hardly few science students. Dept of coomerce in usity

1. How would you describe the quality of their academic qualifications?  i,e What proportion would you say has ‘1st class marks’? What is your own assessment of their academic strengths and weaknesses (by and large)

Initially depends on merit, exam, final BA. But we also entrance

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

Maed only usity, in state . application from all over the country..usually 300 application

1. What is the proportion of men to women in the students?

NE region, education is the last subject taken by boys..very few boys, last few years about 10 boys out of 50
5. 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?

Marks of entrance test, limited to state

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

In MEd we have..masters on chem, economic. Mth ver less
7. Do you think the profile of students has changed since the 2-year programme was introduced?  In what way?  For MEd programme not so much change in students profile… they any way have masters. This we can say for bed students, with enhance ment it has

8. What is the socio-economic profile of students?
socio-economic profile…it’s a mixture of ppl from rural areas, not very good. Fees: very minimal. Central university. Day programme. Usity has facilities hostel, not in station

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

We have not asked studnts…

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

Despite having masters in other subject…they say to be a teacher, to become an educational programme, it helps them to be professional, develop love for this program, they even change Ph.D..do in education..

Maed program we have same coursecredit course…one sem 18 credit…learn about foundation, co paper, practicals, have to do

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

1. What do students like most about the programme?

Very difficult question, enjoy coming to department, particularly field, research, development, methodology of teching, more they stress they second sem internship, academic writing pption. In third and fourth they do deissertation an they enjoy

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

Uaually students have never express about anuy program. We work as a team, very good supportive staff make themselves available the studetsn… students are happy with the staff,

In terms of academics there is no problem, faculty are ready io guide and counsel…just joined new faculty who cannot communicate properly. Complaints on new faculty…team teanching…supplemnts

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

For maed its too long because. We are not concerned with teching in schools. There are many ppl call us up and heard that maed will be reverted to one year…bec mot are inservice teachers.

As a faculty I think two year is better bec they have to do faculty, dissertation…if one year rush

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

Our students are equipped, get appointed. This course equipped. No spk coaching. Meg TET, conducted by DERT (earlier SCERT)…dir of higher..history for this that time felt need ,,,,headed by MCS or IAS…they wanted of technical technicalpeople…with education specialists. Stll …
5. In what way do they change as they go through the programme?  What is your opinion? Do they learn through the programme?

Afer the program…when they come we give them orientation…one day..theya re very not equipped as such…by the time they leave..very matured, confidednt, students who come fro this program placement

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

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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.)

Yes very much. They come every now and then, whats app, telephone. They really miss the dept. expression they are more professional, they can lead in any institution they have been appointed. Even when we go for inspection they are more efficient our profducts. When they come to interview as an observer for appointment, difference seen in the interview,,,skills communication, when they are …we also obseve when they kjoin they vbecome leaders

**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?

Many applications

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

Last batches…availability..more than 100 passed out…what we know is more than 50% immediately in the satate

1. Does the institute provide any support for 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?

**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.)

Campus selection. On their own go and apply. Advertisements by the state, Meghalaya PSC, in college we encourages them to visit diff colleges and put application

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?
2. What proportion of your students seek government jobs?  What proportion of students get government jobs?

I think question almost all sekk govt jobs, only few dhave their own schools, or trusts,,,

1. How many students get government teaching jobs?

That we don’t have data. Very less govt schools in the east khasi hills dist, shillong we have 5 sec level institutes., goct

1. Do you have any campus recruitment or affiliations with private schools?
2. What is the starting salary of teachers who join private schools?

Govt aided… salary paid by gove.. in private school paid…I wont know..it differs..established institutions they pay well

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

No NGOs

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

Manynour students become qualified for civil service, management area, also educational institutions scert, all are mostly profducts

**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?

Yes . initially 4 diff courses masters MA ed, MPhil, PhD, and since 2007 M.Ed. at the moment only 9 teachers (should have been 15 for MA- now 5 sanctioned for MA. 2 appointed, for MED..rtd… need nine more) to teach all couses,M.ed is time consuming. TE work from 9am to 8pm…when I headed pressure is so much.. they wrk without grumbling. Team work is imp, we help each other. Otherwise theya re overstreesd. Some time they do job,,,some family, husbands called them back…pressure . now we have done away wih mphil. We recorded more students more than 10 graduated

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

Don’t have any challenge. We are well paid. Facilities in NEHU cannot be compared with any institutuion…medical..we are blessed. Faculty devlp program give opportunity.. no problem

1. With reference to NCTE regulation

NCTE regulation that regional director also mentioned about our programme..show cause notice to about infrastructure..NCTE wants us to be asspecified as in norms..they insist acc ot norms.. usity is trying..now built separately..in the mean time dept has been given qualify all norms

1. With reference to the affiliating body (timeliness of allocation students, quality of exams, etc.
2. About Affiliated colleges, schools, practice teaching, teacher educators
3. What is your view of the proposed 4-year programme of the NEP?
* What will be challenges it presents?
* Do you think it will lead to improving quality of teacher quality across all levels?
* Should the 1- or 2-year B.Ed continue to be offered?
* What will it take for your institute to become ‘composite’?

General comment..very good program..if implemented through spirit. We got one govt ollege got . since 2020 this permission given, till now ncte has not been inspect, so prog could not be started. Anoth challenge..syllabus, we conducted seried sof workshop for 4 year integrated..we could not finalise we were told that NCTE is bringing up model syllabus…but till that today model syllabus…which relay puts us in difficult …no clarity… as apolicy statement..that is very good. The implementation part..programme of action. It will

**VIII  COVID Related Sampling:**

1. how is your institution functioning in this covid period?  what has worked well and what has not worked?
2. what are the key difficulties your students are facing:
	1. economic
	2. medical
	3. ability to engage with studies
3. ability to access devices/bandwidth--are your students able to afford?
4. how have faculty coped?
5. how has it affected the programme as a whole?

Covid..nothing to be compared with face to face interaction. Desoite doinbg well online classes, online examn. Challenges for students residing in remote parts of seat. Challenge of no good connectivity, we adjust accordingly.

Studtns diff strategy whats app group express, group class representative check with their colleagues, report to teachers: example: express only connectivity. Improve in this .