**Teacher and Teacher Education Stakeholder Interview Questions**

(as on 11th May 2021)

Name: Dr. Nidhi Gulati

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Institution: Institute of Home Economics

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

I have taught at the Institute of Home Science at the Department of Elementary Education (BElEd course) for 18 years.

**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?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 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 |  |  |  |  |  |
| BEEd/ |  |  |  |  |  |
| MEd |  |  |  |  |  |
| BEd (Spl Ed) |  |  |  |  |  |
| Any other specify |  |  |  |  |  |

NOTE: The institute offers other science courses like microbiology, food technology, journalism along with Bachelors, Masters and PHD programs in Home science.

NOTE: Specific numbers were not mentioned. Assigned intake according to NCTE is 50 but after OBC and WS expansion the numbers are now 67 for each batch. In second year there are 52, third year 42 and fourth year 51 students.

**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?

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

NOTE: Specifics were not mentioned, but according to her there are a lot of commerce without maths students followed by Arts and then science.

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)

The scores of our students vary from 98%-52% but since it's based on an entrance exam we treat every student that comes in as brilliant.

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

The academic caliber of our program is just as good as any other honours program in any college.

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

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?

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

7. Do you think the profile of students has changed since the 2-year programme was introduced?  In what way?  (Same as answer below)

8. What is the socio-economic profile of students?

Before when there were online admissions, we would see students come from inner socio-economic pockets in Delhi where it's predetermined that boys will become policemen and girls will become teachers. But since the admissions have become digitised we have seen students come in from middle class, few from upper middle class, lower middle class too. But very few join from lower classes from the past few years. Digitisation of the admissions has made the program less accessible to a section of society.

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

Some go on to do MBAs after graduation, some of them are IAS aspirants,few worked in banks as probationary officers, some became makeup artists and then some got married and went abroad.

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

They join because of parental pressure. They feel like it's good for women. Their parents feel like this will offer them a half day job and also a secure job. Not many courses in DU after completion offer chances to get a job. Our students want to be upwardly, economically, and socially mobile. For mobility, they think this is a good program.

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

1. What do students like most about the programme?

They like self development. They like that the demands of the program are not that heavy. Some of them like writing papers and research projects that give them an edge in theory in their third and fourth year. By and large they like to listen and talk eloquently about the theory in the program.

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

They face a lot of issues with internships. They feel that they are very rigorous, difficult and demanding. They feel burdened by the fact that it is a high component in the internal assessment. The internships have a nebulous identity in the school. Students get squeezed between the school and the teacher education program. They spend a lot of money on the internship and think that there should be stipend. They also feel stuck by the 9-5 classes everyday and feel like they don't have time for themselves. This changes the way they look at the teaching profession.

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1. What do students think of the 2-year programme?
2. What are students' opinions regarding the TET exams?

They know that it's mandatory and want to clear it. I haven't really discussed this with my students.

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

Initially they think the program is too rigorous. Some drop out and some decide to not become teachers. They can't decide to become teachers right after 12th standard. There is also the sociological trend to not want to be a teacher. But as the course progresses and they reach the 4th year, students grow to love teaching. They develop a professional attitude towards teaching.

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

It depends on the students. Teachers are very happy with students that put in the work and teachers complain about lack of seriousness with students that don't perform well. Overall, the teacher's feedback is honest. We seldom get negative reviews, teachers rarely complain about their time being wasted. By and large the feedback has been good, consistent and commissary with what we teacher educators think.

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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.)

We are planning to collect feedback going forward. We have set up an alumni committee and have readied the forms. But I do keep in touch with some of them and they have become friends now.

**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?

All of them applied.

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

99.5% have passed the exam.

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

No, we don't provide any support to students 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.)

We teacher educators keep in touch with students through whatsapp and whenever we come across an advertisement or are approached with vacancies and recommendations, we forward it to groups and send in their resumes. Students also have formal and informal networks. They also look for vacancies in the usual places.

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?

All of them seek government jobs. Most of the students who have passed out in 2016 that didn't go on to pursue PHDs are teaching in government schools. They join there directly or do their masters and go back.

1. How many students get government teaching jobs? Whoever applied got it.
2. Do you have any campus recruitment or affiliations with private schools?

We do have campus recruitment. I write to schools, call HRs and principals, organise events where schools can meet our students. But the placements have reduced. I think the market is saturated so in the past few years only upto 4 people get placed through our campus placements. But most students apply through formal and informal networks and are employed by July.

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

I think the students are not paid at par and the system is exploitative. Students also struggle with a lack of carder which makes them eligible to teach secondary classes without having to acquire another BEd.

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

Yes. Our students are involved with NGOs like the Azim Premji foundation, WIPRO foundations, programs like Muskaan, Drishti foundation etc.

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

Our students work at educational startups, some alternative schools, they work with technology interface, curriculum making etc.

**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?

Most students don't want to read and write. They hate doing reflections, they delay submissions, and can't understand the assessment procedure. They feel that the teachers are biased but we ensure that there is no room for bias and all of us cross correct assessments to avoid teachers bias.

1. What are some of the challenges you and your colleagues face with reference to your own tenure, salary, opportunities for faculty development. We don't face any problems with that.
2. With reference to NCTE regulation. No, no issues with that.
3. With reference to the affiliating body (timeliness of allocation students, quality of exams, etc. No issues.
4. About Affiliated colleges, schools, practice teaching, teacher educators. No issues.
5. What is your view of the proposed 4-year programme of the NEP?

* What challenges will it present?

One-size-fits-all approach will be a problem. One standardised program will be a problem. We need diversity in programs. Longer duration programs and credit based programs are good but there has to be more entry and exit points.

* Do you think it will lead to improving 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’?

**VIII  COVID Related Sampling:**

1. How is your institution functioning in this covid period?  What has worked well and what has not worked?

Initially it was challenging, we overdid meetings and the need to be available 24/7 was difficult. But we have conducted ICT training online and we have coped.

1. what are the key difficulties your students are facing:
   1. economic
   2. medical
   3. ability to engage with studies
2. ability to access devices/bandwidth--are your students able to afford?

Students deal with issues at home, having to excessively use data packs, they feel like learning is disinteresting. They find it difficult to decode the OBE, figure out digital things on their phone. It is also very difficult to read on the phone. They also deal with a lot of background noise during class.

1. How have faculty coped?

Faculty faced difficulty with being available 24/7 online. It was also difficult to sit in the same place for hours making sense online. Since there is no face-to-face interaction, the seriousness of the program goes away since students can't tell if we are being serious or not. Meetings go on for too long, work has increased and the boundary between work and home is receding.

1. How has it affected the programme as a whole?

I feel like we should decrease the time and prolong the course during this pandemic. There is no field practice now, no face to face interaction. The program is acting like a correspondence course. We have adapted to novelties like google classrooms, Zoom etc. There have been faculty development programs, advanced pedagogy training etc.