**Teacher and Teacher Education Stakeholder Interview Questions**

(as on 11th May 2021)

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Institution: SPM

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

My area of specialisation is mathematics education. I've been teaching at SPM for 8-9 years. I have a masters in mathematics and an MPhil in education. I also have an MEd from CIE. I teach both BEd and BLEd courses.

**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 | yes | 2000 | 100 | 66-67 | 67-68 |
| DElEd/BElEd |  |  |  |  |  |
| BEEd/ |  |  |  |  |  |
| MEd |  |  |  |  |  |
| BEd (Spl Ed) |  |  |  |  |  |
| Any other specify |  |  |  |  |  |

**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 | 16 | 24 | 16 |  | 5-6 |  |

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)

Usually they have 1st division in graduation, they come from reputed universities and graduated with good qualifications. Their strength is that they are already graduate students. So they come to the course with maturity and awareness degree and understand the demands of the course and what is expected of them. Also most of them come here by choice so they are quite sure about the course they've taken up and are prepared to face it. Weakness is that the course requires rigour and they feel stressed and burdened. Students from social science and language backgrounds are used to writing but with science students this becomes a challenge.

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

As compared to our sister colleges and other colleges, it would be the same. The academic quality is the same but concerning percentage and scoring in exams CRE gets the cream of students. There is a clear preference for them. But in some subject domains like languages we fare better. Science is comparable.

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?

All students enter through the common entrance test run by Delhi University. Only foriegn students take admission directly from their universities.

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

About 16 seats are allotted to maths and science students and whosoever has that background take up maths and science. In fact, the course they end up taking is fixed according to their graduate degrees. Only the class standards may vary.

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

Initially students would join BEd while pursuing other careers as a back up and they would be okay with only spending 1 year of their life on this, but now that it's a 2 year course, that attitude among students has reduced. I still see students take this up because they have nothing else to do in their life but the number has come down significantly.

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

We have students coming from all backgrounds. We have students who are quite comfortable and have access to all the resources and we also have students who want to support themselves so they take tuitions side by side. Then there are students who come from out of Delhi who have to make ends meet and pay their PG rent by themselves.

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

In my experience, the majority of them seek government jobs or jobs in banking sector or office level, SSC jobs. I feel they prepare for these exams and then clear the BEd exam on the side.

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

They are fueled by the notion that it is an easy and a half day job. We have students who worked for MNCs before joining the course owing to having gotten married and not being able to manage family commitments with the MNC job. That's why they are motivated to make this choice.

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

1. What do students like most about the programme?

They like the holistic aspect because they get to engage with the philosophy, pedagogy and practical element of the programme. Simultaneously they are themselves growing as a person and they're becoming reflective individuals. I’ve heard students say that they came to the course thinking that they will learn something about being a teacher but they end up learning something more dense.

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

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The expectations that we keep from them and the expectations we have from a teacher. They feel the course is rigorous, strenuous, time consuming and difficult to handle. Especially students who are supporting themselves and since most of our students are graduates who share family responsibilities, they find it difficult to handle everything side by side.

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

In the initial years after the 2 year programme was introduced, students made a lot of comparisons with the 1 year course. They didn't like the idea of doing the course for two years. They liked that it got over in a year. But now since the programme has been running for years, they have accepted that it is a 2 year course and we don't hear a lot of complaints.

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

Initially when the exams were introduced they were apprehensive about it but now they have accepted it and they start preparing for it well in advance. Many give it in their final years and some even give it in their preliminary years.

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

I would say that most students understand what it means to be a teacher. If i compare our course with non education courses, i've heard a lot of teachers complain that their students don't understand what it must be like to be a teacher but our students understand that. They know how to be fair and objective while satisfying systemic expectations. Over time I've seen them accept the fact that being a teacher also calls for being responsible.

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

The feedback has been varied. The majority of the schools have been satisfied with how they have performed. Some feedback has been that our expectations at a theoretical level are different from what is happening in the field. that the pedagogies that we ask our students to adopt are not practical. We then have to revise our teaching plans. Sometimes we opt out of sending students to schools where their expectations from our students are too constricted and we feel bound by it.

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.)

Not everybody keeps in touch but per year we get at least 1-2 students who end up keeping in touch with us. Their feedback also has been varied. I think it depends from school to school. There are schools that are changing and are adopting the pedagogy that falls under the constructive paradigm and there we receive feedback that whatever we taught them has helped them. But in schools that follow normative systems, our students feel like the course was not helpful since they have to follow the norms and don't get to experiment and they have to struggle a lot to make a space for themselves.

**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?

Most of them apply. Even if they want to pursue higher education they apply and aim to clear the exam as a backup.

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

A majority of them pass the exam. In one batch I heard about 60%-70% passed the exam.

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

Informally, when students come to us we help them out one on one on one basis. There is no formal setup. Recently our placement cell organised a session on how to apply and study for the exam. We call in our alumni to give them information regarding the program. They even get in contact with their seniors on how to go about it.

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?

i'm not sure about 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.)

I don’t have the exact number but I would say around 50%-60% of students look for a job provided they don't want to pursue a higher education. Most of them seek government jobs but when that's not possible they join private schools or join government schools on contractual basis. They look for jobs mainly on newspapers and also through our departements placement cell, we also send out their resumes and our recommendations to various schools.

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?

Yes, it is true. Many of them get lower grades when they are eligible to teach and their salary is also quite negotiable. Sometimes they are offered salaries as low as 20,000 for TGT courses. It all depends on how the student is able to negotiate or on the conditions that the school keeps. They are not able to take the classes as well as grades they are eligible for.

1. What proportion of your students seek government jobs?  What proportion of students get government jobs? Most of them seek government jobs.
2. How many students get government teaching jobs?

Not all of them get government jobs due to limitations in vacancies and the recruitment being once in 3-4 years. But recently when there were recruitments, most of our students got it.

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

We do have a placement cell and we get a few schools who come to our college to recruit our students. We also have about 1-2 organisations that have been coming for 2-3 years who take about 4-5 candidates on a regular pay scale. They have tie-ups with NCTE schools and place them there.

1. What is the starting salary of teachers who join private schools?
2. Do students get jobs in NGOs working in the education sector?

We do get NGOs who want students on a short term basis for internships where only a stipend is given, not a full time salary.

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

They pursue jobs in publications, curriculum designing etc. They can also explore jobs in non-governmental sectors or developmental sectors but I’ve not seen a lot of them go into that.

**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?

Attendance is a common challenge we face. For BEd, NCTE requires them to have 90% attendance which is a difficult thing to achieve. Motivation is also a problem because they feel like too much is being demanded of them. Some of them face problems in articulation but most of them are willing to put in the work. Teaching practice is also an issue, they feel like there is a lot of pressure from the college as well as the school so it's hard for them to stay motivated to perform well. Another challenge is that we have visually impaired students from the PWD category and we do provide them audio equipment, equal opportunity cells etc that make the course easier but they face difficulties in teaching practice unless they put extra effort and we end up having to support them with extra resources. They struggle with keeping the classes engaging and overcoming the student bias.

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

Salary is still implemented by the government and I have been working for so many years but there hasn’t been a proper increment and there is no real job security. For faculty development there are enough courses, FDPs, workshops, presentation of papers etc. all these opportunities are there to grow.

1. With reference to NCTE regulation

All NCTE regulations are followed properly. But we are a multi-disciplinary college so we face problems in following both DU norms and NCTE norms.

1. With reference to the affiliating body (timeliness of allocation students, quality of exams, etc.

As I said we are a college run by DU and most of the courses are semester wise while our course runs annually so we have to adjust our timeline to that of the college, and we end up doing all the workload by ourselves.

1. About Affiliated colleges, schools, practice teaching, teacher educators

There are some norms that our parent organisation NCTE prescribes regarding this and we try to follow all of them. So, the quality and level is maintained.

What is your view of the proposed 4-year programme of the NEP?

* What challenges will it present?

I feel the current programme has to be improved instead of introducing a new program which will only lead to confusion regarding the courses being offered. we are not strengthening what we already have, we are only adding on more obstacles.

* Do you think it will lead to improving teacher quality across all levels?

We already have students who are deliberately making the choice to do the BEd program instead of treating it like a one year passtime course. The BEd course should resolve systemic issues that are beyond the level of the course itself. I think that would lead to improvement in quality rather than the introduction of a new course.

* Should the 1- or 2-year B.Ed continue to be offered?

I think the 2 year programme is better despite the convenience of the one year programme because students are able to engage with the course matter better and are able to do it flexibly at a relaxed space and understand the subjects in depth. Whereas the one year program would be completed in a rush.

* 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?

All the classes have been online. In fact we haven't seen our first years face to face yet. What has worked is that we have been able to maintain a sustainable quality in the work we've been doing. We have been able to take more classes and we have been able to engage our students fairly well. But we have faced a lot of problems. We are not able to effectively engage students in activities, group discussions, to sit down and brainstorm online. We have realised the implicit need of our course to have face to face interactions.

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

Students and sometimes teachers don't have data packs.

1. How have faculty coped?

Our faculty have faced issues with not having a specific space to work from and to having to maintain the balance between professional and personal life while making sure that the quality of the course remains intact.

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

During teaching practice, before we would be sure of expectations from the schools and the students but suddenly everything has changed and has become increasingly unpredictable that we find it difficult to plan. In online mode, adjusting with the schools and their constraints and having parents constantly keep an eye on them has made teaching practice very hard. the guidelines from schools have also been very broad, probably because they themselves are unsure about what is to be done.