**Teacher and Teacher Education Stakeholder Interview Questions**

(as on 11th May 2021)

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Institution: Guru Ramdas College of Education

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’m working in the capacity of principal of Ramdas College of Education, affiliated to Guru Gobind Singh Indraprastha University since 2007. I have a PHD in education and MEd from department of education, Delhi University. I am also a gold medalist. I have a BEd from CIE, Delhi University. I have several publications in my name in many hindi newspapers. I recently did an MA in sociology. I have contributed to papers and journals of ncert and assisted as a member in the making of 11th class NCERT Political science textbook and 6-8th civics textbook in 2003.

**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 |  |  | 100 | 96 | 95 |
| DElEd/BElEd |  |  |  |  |  |
| BEEd/ |  |  |  |  |  |
| MEd |  |  |  |  |  |
| BEd (Spl Ed) |  |  |  |  |  |
| Any other specify |  |  |  |  |  |

NOTE: Only one course is offered that is BEd. Our approved intake is 4 units of 50 each that is 200. But presently our intake is 100.

**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 |  |  |  |  |  | t |

NOTE: Exact numbers were not specified by the interviewee. From mathematics we get about 30 students, integrated science 30-35, in language, we get about 50 from english and less from Hindi, 28 from social science and only 4-5 from commerce.

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, we have to work hard on them because they are not used to this kind of an environment. They don't have the habit of studying and attending classes regularly. They are used to taking notes irregularly and following it. But later on they adjust and work hard.

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

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

Earlier there were less boys. But now that the only college offering BEd around us is an all girls college and the other college is shutting down we get a lot more boys. I'd say there are around 15 boys. The rest are girls.

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?

Before 2014 when the program was a 1 year course, we would get around 200 students per year but now that its become a 2 year course, we only get 100 students. This has affected us financially.

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

Most come from lower strata or middle class. Most students have graduated from distance learning and open education. We get very few from the upper middle class.

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

They would seek any other government job, some went for police jobs, some took up the SSC exams, 1-2 went for UPSC, some sought higher education in their own streams.

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

Most girls join because of parental pressure. This profession is considered good for girls. They are able to work and look after their families after marriage. This is their biggest motivation. Some come to pass their time as they prepare for other streams.

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

1. What do students like most about the programme?

when they enter the course they are not very happy but as the course progresses they really like it. It makes them happy and helps bring change in personality, perspective and outlook.

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

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The nature of the course is very different from what they learnt before. Many course subjects are taught for the first time. They feel that the time duration for their work is too hectic, they don't have many leniencies like they are used to. They can't afford to have fun and not take it seriously.

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

I feel every policy has it’s positive and negative aspects. Some students suffered a lot but in some areas they have been dealt better. Parents and students face financial trouble while having to pay the fee twice since they have to stay an extra year. I don't think there is much benefit from this program. The curriculum has increased and so has the internship duration but we are facing problems in getting schools for said internships. schools don't want to keep our students for long durations because they are trainees. One good thing is the introduction of new topics, but nothing else. The quality has suffered. the course is prolonged.

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

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

They learn skills like file making and now digital file making, how to conduct online classes, multimedia lesson plan, stress management etc. BEd teaches you way more than a regular BA and is a very well rounded programme.

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

Most of the schools are very happy with our students. If I were to compare our college with other colleges, I would rate my college, our faculty and the preparation they've given to our students, A level. But we can't provide 100% success, some students are not serious and they have language medium and content knowledge problems. But they are satisfied with 80% of our students.

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.)

Most of them are happy and satisfied. 70%-80% of our alumni are happy with the course and say they enjoyed it and learned a lot from it.

**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? 80-90 percent apply for it.
2. How many of these students have passed/got eligibility? 50-60 pass
3. Does the institute provide any support for TET preparation? We conduct 2-3 workshops, and teachers help them a lot.
4. 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’ve heard DIET has a 100% pass rate. I think it's because the DIET course is annual and it saves time as opposed to a semester system which breaks continuity.

**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.)

They apply to jobs themselves apart from placement cells, we put newspaper ads on notice boards. Many schools send their demand requests. Many get employed in govt jobs either on contract or guest basis, 10-15 of our students get jobs in public schools, 10-20 pursue higher studies and some take up other jobs while some look for schools nearby because distance is their priority.

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?

1. What proportion of your students seek government jobs?  What proportion of students get government jobs? Everybody tries for a government job.
2. How many students get government teaching jobs? Many of them are employed, about 10-15.
3. Do you have any campus recruitment or affiliations with private schools? We have a placement cell and we call agencies to do workshops, mock interviews etc.
4. What is the starting salary of teachers who join private schools? That depends, if the school is small, the pay is also small but otherwise they get paid fine.
5. Do students get jobs in NGOs working in the education sector? Some of our alumni, yes. We also try to attach our students with NGOs if they are really good. We have had our students work with NGOs like “Teach for india’.
6. What are the other careers relating to education that students can pursue? Hardly 1-2 students pursue careers outside of teaching.

**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?

To maintain the quality of the programme is challenging. Our college is situated in a backward area, both educationally and sociologically. We get students from nearby areas who are not good but we try to polish them after they enter college. We bring them up from zero to 70%-80%.

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

We face many such issues. One thing being that we cannot decide the fee amount we charge from our students nor can we take money aside from the fee. Now, according to NCTE norms, there should be 15 faculty members plus 1 principal and other non teaching staff and if we follow these guidelines we are unable to pay our staff completely. We cant keep teachers as per the norms and have to hire part time teachers for some subjects which reflects on us badly. As far as the faculty and their qualification and quality is concerned, there is no issue. They all come from good universities and are very experienced, hardworking and motivated.

1. With reference to NCTE regulation

I'm not happy with the number of faculty required and their qualification guidelines. We hire part time teachers for music and art and craft which reflects on us badly. Before admissions from BBA and BTech were not allowed and now they are. As much as I understand that inspections and audits are important to maintain a college, there have been times where we have had upto 5 inspections a year. it causes financial burden.

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

IP university has its own system. They take care of the welfare of students and handle situations nicely. They discourage us from taking application fees.

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

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

This will only be good for those who are really interested in teaching.

* What will be challenges it presents?

I don't think they will be able to cope up with the course and neither us nor the students will be able to do justice to the course.

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

The quality of candidates in a 4 year course will be quite different from the students in the 1-2 year course. In my experience students from 1-2 year courses will fare better than the 4 year course.

* Should the 1- or 2-year B.Ed continue to be offered?
* What will it take for your institute to become ‘composite’?

It’s not possible for us to become a composite college. Our campus is not big enough and we don't have many opportunities. It is a complex situation.

**VIII  COVID Related Sampling:**

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

We organized several workshops with counsellors and we offered counselling to our students if required during these times. The college also improved infrastructure, washrooms have sanitisers, temperature checkers etc. We conducted classes online and also conducted online workshops, competitions, training programs and functions. We are trying to cope.

1. what are the key difficulties your students are facing:

The main thing was personal problems. Some of them suffered from corona and nearly all of them suffered from stress and depression. Teachers tried to talk to the students and check up on them. We made mentor groups where we made them talk to each other and discuss personal problems.

* 1. economic: lack of space at home and network issues
  2. medical:
  3. ability to engage with studies: 80% does well and take to the course matter really well, 20% face difficulties with online classes.

1. ability to access devices/bandwidth--are your students able to afford?
2. how have faculty coped?

Our faculty was efficient, experienced and ready to learn and to teach and to do something new. the first wave, not very difficult but the second wave was difficult. Many of their family members caught it, but they taught regardless. We also try to solve each other's emotional problems.

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

Teaching practice has faced problems, we managed to get few schools before the lockdown and after lockdown only few students have been able to get online classes.