UNESCO State of Education Report for India 2021: Teachers

Teacher Educator Interview Responses

New Delhi

**[This is a pre-analysis questionnaire to collate the responses. Please fill in the responses of each of the respondents for the following questions (for instance if there are three respondents, we enter all the three responses here). Give examples wherever relevant. Response for each question to be collated as a set so that summaries can be written later. Response to each question will be a paragraph of several responses]**

| Code | Respondent ID | Designation | Organization |
| --- | --- | --- | --- |
| \*1 | 2021055 | Professor | IASE, Jamia Milia Islamia |
| \*2 | 2021056 | Professor | Indira Gandhi Institute of Physical Education and Sports Sciences |
| \*3 | 2021057 | Principal | Ramdas College of Education, affiliated to Guru Gobind Singh Indraprastha University |
| \*4 | 2021058 | Faculty?? | SPM |
| \*5 | 2021059 | Principal and HOD for Education and Technology | DIET, Keshavpuram |
| \*6 | 2021060 | Professor | Maharaja Surajmal Institute |
| \*7 | 2021061 | Professor | Institute of Home Economics |

**For II: For each of the programs offered, is full component of seats being filled? Is the admission stable/ decreasing or increasing? :and III-3.5 How and who: admission to the program**

**\*1:** 2 units full.Our students are admitted through a common entrance exam. All our seats are filled and we have a waiting list which we are not able to admit students from. The course is in high demand.

**\*2:** The college offers B.P.Ed, M.P.Ed courses. They have offered the B.P.Ed course since 1992. The approved intake was initially 30 and since the OBC expansion, it has come to 78. In 2019, all 78 were full and so was the case in 2020 as well. We conduct our admission in 4 stages. The first stage is a rigorous entrance test, we then qualify the students for a test of fitness which is mandatory and the shortlisted candidates take a test for their selected sports and then we look at sports achievement of the candidates in the last 3 years.

**\*3:** One unit. Out of 100, in 2019- 96 and 2020-95 students enrolled. Only one course is offered that is B.Ed. Our approved intake is 4 units of 50 each that is 200. But presently our intake is 100.

**\*4:** One unit, out of 100, 67 in 2019, 68 in 2020. All students enter through the common entrance test run by Delhi University. Only foreign students take admission directly from their universities.

**\*5:** There usually are 300 students. In 2019 there were 294 students and in 2020, 138 students. Since I’ve become principal, I’ve noticed that out of 10, 5-6 rank holders prefer to come to our institution. We select students based on merit. Students must have a minimum of 87%-89% cut-off rate for general category and 82%-83% in OBC and a little less for SC/ST. All our students are meritorious.

**\*6:** 200 /2 units, 100% admissions. Yes, they come from the common entrance exam.

**\*7:** NOTE: The institute offers other science courses like microbiology, food technology, journalism along with Bachelors, Masters and Ph.D. 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.

**For III 3.1: Is the college getting enough students from all streams(language, arts, biology, phy + math, commerce and any other stream)**

**\*1**: Students come from all streams and courses. proportion is comparable. 10-12 from all these streams. We get students from history, political science, physics, biology and in languages they come from english, Hindi, Urdu. They also come from courses like Islamic studies.

**\*2:** Students come from all streams and courses. Unfortunately, only 20% students come from science backgrounds, a large majority come from BA and languages. I'd say 15 students from pure sciences and the rest from BA pass.

**\*3:** 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.

**\*4:** lang: soc sc: bio: Phy/math: commerce=16:24:16:0:6.

**\*5:** Exact numbers were not specified by the interviewee. According to her, most students are from Humanities followed by science and very few join after commerce.

**\*6:** NOTE: Exact numbers were not specified by the interviewee. According to him, students are admitted for all streams.

**\*7** NOTE: Specifics were not mentioned, but according to her there are a lot of commerce without maths students followed by arts and then science.

**For III 3.2 and 3.3: What are the perceptions about quality of students they are getting? Is quality of students changing? In what way?**

**\*1:** We have an entrance exam and all of them join through that. We get students from reputed colleges from DU like Lady Shri Ram College, Stephens etc. but we also have students that come from remote villages of Bihar. They are of very diverse backgrounds which is a big strength because they are able to learn from each other. If we go by marks, we have students that score well and some that don't score that well but that does not define their academic strength. As far as B.Ed is concerned, I don't see any difference in the academic profile of our students as compared to that of other colleges. Students from CIE come here to do their PG and PHD.

**\*2:** We have a very mixed student population. We get exceptionally good students and students who are academically poor but have excellent sports achievements. We give 40% weightage to sports achievement. Some are not good at theory but are very good practically. The nature of PE is such that it is an interdisciplinary course. The strength is that they are able to understand the concepts but the weakness is that students from one stream find it hard to adopt concepts from another stream. the interdisciplinary part of the program is challenging for students. We are the only college in Delhi that offers this course but it is a fact that as compared to colleges nearby us in the NCR, we fare way better. They are nowhere close to us. In comparison we are the best.

**\*3:** 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.

**\*4:** 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. 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 CIE 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.

**\*5:** We select students based on merit. Students must have a minimum of 87%-89% cut-off rate for general category and 82%-83% in OBC and a little less for SC/ST. All our students are meritorious.

**\*6:** The quality of students is really good. We hold the 1st position in IP univ. Our students are very good in culture and in academics. Our first 300 seats wind up very quickly in our college. IP university’s first preference is Maharaja Surajmal College. Most toppers every year are from our college.

**\*7** 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. The academic caliber of our program is just as good as any other honours program in any college.

**For III 3.4: Are they getting enough men and women from all streams?(about proportion of boys and girls to each of the stream)**

**\*1:** Women are around 45%-50%

**\*2:** Women are less than men. 30% girls and 70% boys. However, in M.P.Ed girls' proportion is better. It goes up to 50%.

**\*3:** Earlier there were less boys. But now that the only college offering B.Ed 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.

**\*4:**

**\*5:** 90:10. Hardly men join. May be because girls are more sincere and hardworking

**\*6:** I would say 90-95% girls and 7% boys. There are 5-7 boys at most per year.

**\*7:**

**III-.3.6,3.7: about high rank students college preference, profile of math and science students, profile changes due to 2-yr program.**

**\*1:** I don't think there is much change in the profile of the students since they come from such diverse backgrounds.

**\*2:** I am slightly critical of this 2-year program. Most of the weightage of this program lies on the ground practice which is lacking in this program. We send our students on internships only for which is not effective at all. The theory of the program is great but the internship part is lacking. Previously, the 1-year program was very rigorous but now it has just been expanded. I feel an integrated course is better than a 2-year course.

**\*3:** Before 2014 when the program was a 1-year course, we would get around 200 students per year but now that it’s become a 2- year course, we only get 100 students. This has affected us financially.

**\*4:** About 16 seats are allotted to math and science students and whosoever has that background take up math and science. In fact, the course they end up taking is fixed according to their graduate degrees. Only the class standards may vary. Initially students would join B.Ed while pursuing other careers as a backup 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.

**\*5:**

**\*6:**

**\*7**

**III-3.8: What are the Socio-economic profiles of students coming into the program?**

**\*1:** We get students from all kinds of socio-economic profiles. We have students that come from what you would call an elite kind of background and some come from depressed communities and several regions.

**\*2:** 95% percent is from the lower economic status, 5% from upper middle class and middle class. We have a regular feature of scholarship. Our course fee is 8000 per year and the majority of students struggle to pay that as well. Our college gives assistance to them. 1 out of 30 students is given assistance every year

**\*3:** 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.

**\*4:** 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.

**\*5:** Normally, they don't come from very good socio-economic positions. They mostly belong to the lower strata. Our students are people who are looking for a job quickly, girls whose parents feel like its safe for them to have a teaching job. Students whose parents themselves are teachers also tend to join here.

**\*6:** The socio economic profile of our college is good. We don't face any problems regarding this. If there are students who need financial or other types of aid, we provide it. There hasn't been a case where a student has had to drop out of the course due to financial difficulties.

**\*7** Before when there were online admissions, we would see students come from inner socio-economic pockets in Delhi where it's predetermined that boy 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.

**III-3.9: What are the other jobs the students go to?**

**\*1:**

**\*2**

**\*3:** 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.

**\*4:** 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 B.Ed exam on the side.

**\*5:** Not every student that graduates go into teaching. Our alumni work for the ministry, other organisations. Some have their own business, coaching centers. etc. If they hadn’t joined this course, girls would have gone on to do a B.Ed and joined then teaching, and as for boys, they would have joined the defense or railways.

**\*6:** Girls usually get married and move and boys write exams like SSC and UPSC.

**\*7:** 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.

**III-3.10: What was their motivation to join TE training?**

**\*1:** It varies for different people. For some, getting admission in Jamia is a great achievement that in itself is a motivation. And as we know that this is a gendered profession, many girls join because they feel that this is part time work and they can maintain their families simultaneously. Boys they feel need a professional degree. This degree and industry is quite lucrative and they feel like it will give them some job security.

**\*2:** PE is a relatively new field so there are more job opportunities owing to how PE has become mandatory in all the schools now. This is their biggest motivation. There are many pros in doing a physical education course. Nowadays, people are more aware of their health and many join PE beyond wanting to be a teacher. Corporates now hire health managers. Health and fitness are a big industry.

**\*3:** 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.

**\*4:** 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.

**\*5:** Shortest route to get a job. They are more likely to get a job through this course than to get a government job. They get jobs within a year or two so there is job security. Students gain confidence, independence and are able to contribute to their families. They can do higher education simultaneously. Many have become PGTs and Principal as well.

**\*6:** As far as our college is concerned, they are attracted to our rank and the placements we offer, our teacher qualification and culture. But generally, girls seek this course because the job time is less and this profession provides a good social status. This profession aligns with their financial, familial and societal views.

**\*7:** 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- 4.1 What do students like in the program?**

**\*1:** Many students that come to Jamia after graduation like the kind of diversity we offer in the curriculum, the co-curricular activities, work education and other such courses. The kind of syllabus that we have attracts many students.

**\*2:**

**\*3:** 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.

**\*4:** 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.

**\*5:** They like it as it is very creative, everything is different when they come, they are very receptive. But they slowly start to feel like they have evolved into being a teacher. We have different subjects like occasional studies, arts and crafts, work experience and educational technology that they enjoy.

**\*6:** They like teaching practice, the many events we organize like fests etc., trips.

**\*7:** 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.

**IV-4.2 What are the difficulties the students face during/about the program?**

**\*1:** Some students feel like the course is quite rigorous. A small number of students feel that us teachers are not able to do justice to the syllabus.

**\*2**

**\*3:** 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.

**\*4:** 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.

**\*5:** Many students come here thinking that it is a college but it is neither a college nor a school. We don't afford them a lot of liberties they may get in college i.e., bunking classes, ragging their juniors etc. We instead ask them to support the juniors. Challenge mostly is about freedom within the campus because we are stricter than other colleges. Dress code is also an issue for the students.

**\*6:** They face enormous pressure from society. Other than that, they have problems with the mandatory 75% attendance and the strict dress code we enforce where girls have to wear a saree 3 days in a week and boys have to wear shirts and trousers. We believe this kind of discipline is essential in the making of a good teacher.

**\*7:** 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 every day and feel like they don't have time for themselves. This changes the way they look at the teaching profession.

**IV-4.3 What students think of 2-year program?**

**\*1:** They are not happy because the program previously was very rigorous. PE has a very limited number of subjects so most of the time the child is free. Teacher training should be rigorous. Students feel like the program is prolonged.

**\*2:**

**\*3:** 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.

**\*4:** 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.

**\*5:** Students agree with our 2-year diploma course. We can convert that to 3 years so it becomes a degree course. They haven't expressed any grievances regarding this. But I feel personally that there should be an internship for 6 months or 1 year i.e., two years for a theoretical course and then every student should be attached to some school for six months to a year for an internship with some stipend so that students will get some confidence. 40 days SEP is very less.

**\*6:**

**\*7**

**IV-4.5 What all do they learn from the program?**

**\*1:** There is a change. Those students that are more regular and are more active do develop an interest in the courses I teach. I see a change in behaviour in quite a few of them, some of them claim to have overcome their stereotypes.

**\*2:** PE is a subject which is more practical. A lot of learning happens through understanding the human body, anatomy, muscles, movement etc and how to develop our life, strength etc. PE teachers need to be able assess stages of development in pre-primary, primary secondary students and know what skills need to be developed in these kids and what to be taught when Our students are able to do that by the end of the program. Although, the assessment on the higher order level is weak. They are weak in assessing skill level quantitatively. Skill learning is an important parameter in PE and we need to improve the curriculum.

**\*3:** They learn skills like file making and now digital file making, how to conduct online classes, multimedia lesson plan, stress management etc. B.Ed teaches you way more than a regular BA and is a very well rounded programme.

**\*4:** 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.

**\*5:** In the beginning they feel difficult because they would have studied Physics, Math etc. But here we teach how to teach those subjects so their learning is very different. They find some challenges in the beginning, but once they go through their first year SEP they understand better. It is my observation that they start to indulge more with courses after their juniors come. They show qualities of leadership, initiative and doing things differently as the course progresses. They think more creatively. Boys are more sincere and careful than girls.

**\*6:** Students are unhappy with our strictness in the beginning, they feel as if they're being grilled but later they learn that it's important. We also value and inculcate personality development and punctuality. Students visit schools to observe and take notes in the first 10 days of every year. We cover all aspects.

**\*7:** 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.

**IV-4.6 Feedback from the schools: What feedback TEs get from school about their student teachers/ newly recruited ones? Are there any comments about their Industry readiness (examples if any)?**

**\*1:** We organize interactions with school principals and teachers at the beginning and the end of the school interactions. It is a good exercise. We then make necessary changes. Most schools are quite happy with our students. We are able to negotiate with other schools and make them understand where they overburden our students.

**\*2:** Internships in this program are not very efficient. We send our students to very few schools and for very less time. Students usually go for a week or 10 days and they hurriedly finish their internships. The schools are not paying any attention to them because they know they are only here for 10 days. So, there is no proper fruitful feedback from schools. However, we are adopting 10 schools in the future to tie up with where we send our students there for 10-15 weeks according to the schools convenience. Our effort is to make it more structured.

**\*3:** 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.

**\*4:** 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.

**\*5:**

**\*6:** We keep in touch. We ask schools to involve our students in all the activities and we take proper feedback from the mentors and the principals. Our students are offered appointment letters from schools asking them to apply for a job there after their fourth sem. We take suggestions from subject experts and principals on infrastructure, technology requirements etc., We invite them to meetings in our college to discuss content knowledge, the profile of students they are looking for etc.

**\*7:** 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.

**IV-4.7 What kind of feedback do students give to TEs after the completion of the program/after entering the industry**

**\*1:** Students remain in touch with their placement officers and they do keep in touch personally

**\*2:** I think we have not developed soft skills enough. Students find out that a PE teacher's job is a lot more administrative and they are not prepared for it. We haven't sharpened the administrative part of the program. The industry requires soft skills and our program is lacking there.

**\*3:** 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.

**\*4:** 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 on 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

**\*5:** Many of our students get hired by private schools especially for primary sections. Many principals of schools have said that our students are up to any task given to them and fare better than students from other states and cities. Schools are happy to receive our students. The students will be in touch with us. Since the last 3 to 4 years, we have created a WhatsApp group year wise where they will be posting their updates that they got a job etc. Students give feedback that through this programme their Confidence level, leadership quality and creativity are improved. They think that creative thinking helps in school while teaching or any other jobs they take up.

**\*6:** We keep in touch. We ask schools to involve our students in all the activities and we take proper feedback from the mentors and the principals. Our students are offered appointment letters from schools asking them to apply for a job there after their fourth sem. We take suggestions from subject experts and principals on infrastructure, technology requirements etc., We invite them to meetings in our college to discuss content knowledge, the profile of students they are looking for etc. We have grand yearly alumni meetings and we encourage them to come with their families. We hear that our students get superior treatment in the schools that they go to. They say that the course prepares them with knowledge on how to deal with students, transfer content, and maintain sincerity. Our college prepares students in the behavioral and practical aspect as well.

**\*7:** 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- in the section on TET collate about what are the views about TET?**

* **Student’s perceptions about TET**

**\*1:** A few students have taken the exam.

**\*2**

**\*3:**

**\*4:** 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:** 90% of students who will pass who have applied for the exam. Some of them will not attend the exam because of so many reasons after applying for the examination.

**\*6:**

**\*7:** They know that it's mandatory and want to clear it. I haven't really discussed this with my students. All of them applied.

* **Teacher educator’s perceptions about TET**

**\*1:**no institutional provision for preparing for TET

**\*2**

**\*3:** 80-90 percent apply for it, 50-60 pass, we conduct 2-3 workshops, and teachers help them a lot, 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.

**\*4:** Most of the students apply. Even if they want to pursue higher education they apply and aim to clear the exam as a backup. A majority of them pass the exam. In one batch I heard about 60%-70% passed the exam. 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.

**\*5:** We will give training and coaching for the exam. We give guest lectures. We give coaching once or twice a week or in between exams.

**\*6:** 100% of our students apply to the CTET exam. We don't compromise on this. We provide help and coaching. We call teachers, alumni to share experiences and we welcome them to give classes if they want to. Our students have our full support with exam prep.

**\*7:** No, we don't provide any support to students for TET preparation.

* **How have student performed in TET?**

**\*1:**

**\*2**

**\*3:**

**\*4:**

**\*5:**

**\*6:** 98.5% of students pass the exam.

**\*7:** 99.5% have passed the exam.

**V 5.4: What were TE’s response to TET pass rate in comparison of their college with others. Comment on answer for 5.4**

**\*1:**

**\*2**

**\*3:**

**\*4:** i'm not sure about this.

**\*5:** Dilshad garden DIET has a higher passing rate because they have few students and so its easier to cater to them.

**\*6:** We haven't focused on this much.

**\*7**

**VI section: each question is important:**

**VI 6.1: Where are the students employed after completion? How do they look for jobs?**

**\*1:** They go for MA or M.Ed. Some of them have that kind of leisure in time so they join PHD and they also work simultaneously. Many find employment in govt schools but not immediately because of limited vacancies. Some have been employed in private schools. Students who have an english background get jobs in private schools easily as compared to other students.

**\*2**

**\*3:** 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.

**\*4:** 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 departments placement cell, we also send out their resumes and our recommendations to various schools.

**\*5:** In MCBs, BOE and K.Vs. After some time, they work for the Ministry of HRD. They will go to the Railways. Simultaneously they will complete their Graduation, Post-Graduation and take up SSE examinations. Some will go to the Police department also. Probably 60 to 70 percent of students will get jobs. Maybe on a contract basis etc.

**\*6:** Our placement rates are really good. Nearly all our students get placed. They get employed at schools like DPS, Venkateshwara, Indraprastha, Modern Convent, Army schools etc. Many principals approach us.

**\*7:** 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.

**VI 6.3: What proportion seek government jobs?**

**\*1:all**

**\*2**

**\*3:** Everybody tries for a government job.

**\*4:** Most of them seek government jobs.

**\*5:all**

**\*6:** in schools like KVS, DSS, 100% students try.

**\*7:** All of them seek government jobs. Most of the students who have passed out in 2016 that didn't go on to pursue Ph.Ds are teaching in government schools. They join there directly or do their masters and go back

**VI 6.4: And what proportion got government jobs?**

**\*1:many, contractual government jobs.**

**\*2:** In the last 5 years, Delhi University has advertised more than 2000 postings in PE. About 900 students are employed in KVS, NPS and about 68 students in NVS and other Delhi government schools. More than 70% of students are employed in government jobs.

**\*3:** Many of them are employed, about 10-15.

**\*4:** 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.

**\*5:** Around 60 to 70 percent of students get government jobs.

**\*6:** 40% get government jobs.

**\*7:** Whoever applied got it.

**VI 6.5: All about campus interviews. Affiliation to private schools. About selection and appointment.**

**\*1:** We have a placement cell. We don't have any collaborations with private schools but schools do approach us.

**\*2:** We have campus recruitments every year and we feature different companies. The issue is that the companies that come to hire our students don't pay them very well. Students earn more when they seek jobs outside the cell. So, our placement cell applications have declined.

**\*3:** We have a placement cell and we call agencies to do workshops, mock interviews etc.

**\*4:** 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.

**\*5:** We don't have campus recruitments but our network usually helps students get jobs

**\*6:** We do have campus recruitments.

**\*7:** 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.

**VI 6.6: What is the starting salary in private schools?**

**\*1:** In elite private schools like bluebells and shiv nadar, our students get paid according to the industry standard.

**\*2:** Private companies recruit students from our college and then they offer them jobs at private schools as opposed to jobs coming to the students directly.

**\*3:** That depends, if the school is small, the pay is also small but otherwise they get paid fine.

**\*4:** new teachers are generally given lower grade classes to teach and 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.

**\*5:** The starting salaries of students are very low.

**\*6:** There are a lot of issues. They get fired when they demand higher salaries and the work is more. Education is not an industry and in my opinion there should not be privatization. There are a lot of schools in Delhi that don't pay teachers as much as they should.

**\*7:** 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 B.Ed.

**VI 6.7: Entry into NGO who are working in education sectors.**

**\*1:** They have not explored this option yet

**\*2:** not explored

**\*3:** 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’.

**\*4:** 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.

**\*5:** Yes they do. We are attached to many NGOs.

**\*6:** Students seek PG, PHD. We don’t motivate them to seek jobs in private schools. We don't discuss other jobs other than teaching. We motivate them to affiliate with NGOs on the weekends. They work for companies like BYJUs as a side job. But mostly they end up becoming teachers.

**\*7:** Yes. Our students are involved with NGOs like the Azim Premji foundation, WIPRO foundations, programs like Muskaan, Drishti foundation etc.

**VI 6.8: Are there examples where students are pursuing other careers related to education?**

**\*1:** They have to struggle a lot to get jobs and that's why they rely on tuitions. They join coaching centers such as BYJUs until they can find a job.

**\*2:** They get employed at private fitness centers, we have seen students opening their own fitness centers, gyms etc. Some even opt for journalism if they become interested in it since we teach a vocational course on journalism. Some even take up personal training.

**\*3:** Hardly 1-2 students pursue careers outside of teaching.

**\*4:** 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.

**\*5:** Ministry of HRD.

**\*6:** Students seek PG, PHD. We don’t motivate them to seek jobs in private schools. We don't discuss other jobs other than teaching. We motivate them to affiliate with NGOs on the weekends. They work for companies like BYJUs as a side job. But mostly they end up becoming teachers.

**\*7:** Our students work at educational startups, some alternative schools, they work with technology interface, curriculum making etc.

### VII: Information about TE’s institutional experience

#### 7.1: kinds and extent of challenges from students: (for example quality of students)

**\*1:** Regularity is a problem but not as much as when compared to other colleges. We also face difficulty in writing and reading.

**\*2:** My work has been excellent, I enjoy working. Our program is very structured and overall, it is good. We have 24 teachers in our faculty that come from different specializations so we have specific people to teach specific subjects which provides depth to the course. I'm also very satisfied with the program. But there is a location issue and availability of complete facilities, we don't have advanced equipment, hostel facilities etc. But otherwise, we are doing a good job with what we have.

**\*3:** 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%.

**\*4:** Attendance is a common challenge we face. For B.Ed, 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.

**\*5:** one challenge I face is demotivation. need acknowledgment, punishment needed. hard workers are burdened with more work while slackers are getting more opportunities within the industry. appeasing our superiors has more weightage than people who work. lack of sincerity.

**\*6:** We don't face problems other than yearly affiliation, regulation wise. We want to be permanently affiliated with the university or be affiliated with for 4-5 year. This yearly affiliation is costing us UGC projects and many other opportunities.

**\*7:** 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.

#### 7.2:Employment related challenges.(tenure, salary, and Faculty development opportunities)

**\*1:** Not at all, no issues. We have an HRDC center. We have refresher courses and faculty development programs

**\*2:** Not at all, no issues.

**\*3:** 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 can’t 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.

**\*4:** 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.

**\*5:** We don't face any challenges regarding this. We conduct faculty development programs. We get 5 lakhs from the Ministry of HRD, we work in collaboration with NCERT, CIE, NGOs, British council, American foundation, and other organisations. We are developing our skills and whatever we learn we inculcate in our work. We also provide in-service programs to schoolteachers during summer vacations

**\*6:** No issues with this. We get proper increments. All society norms are met. We get to take academic leave and attend events, international and national conferences etc. as long as students' teaching is not harmed. The college itself pays fees for us to attend such events. This is a very supportive college.

**\*7:** We don't face any problems with that.

#### 7.3:Comments about NCTE regulations if any?

**\*1:** No, no problem with that.

**\*2:** No, no problem with that.

**\*3:** 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 B. Tech 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 up to 5 inspections a year. it causes financial burden.

**\*4:** 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.

**\*5:** No, since its government we don't face any challenges.

**\*6:** I feel the NCTE appointment norms should change. There should be clearer norms. They should set infrastructure norms and not interfere with academic norms. We have 3 different affiliated boards. I think everything in the education sector should be under one umbrella and be regulated by a common board.

**\*7:** No, no issues with that.

#### 7.4: Comments about the affiliating body to which they are attached to.

**\*1:** We need to improve both on our syllabus and our exams.

**\*2:** We are affiliated to DU but we are funded by the Delhi government. We are a constitutional college of Delhi, an extension of Delhi University. We only get financial support from the Delhi government. We don't face any discrepancies.

**\*3:** 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.

**\*4:** 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.

**\*5:** No. No problems with this. It matters how students perform in exams, interviews and later with how they teach their students.

**\*6:**

**\*7:** No issues.

#### 7.5: Comments about affiliating schools for practice teaching

**\*1:** No, no issues.

**\*2:** No, no issues.

**\*3:**

**\*4:** 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 are maintained.

**\*5:** No. We generally send letters to the NCT and DOE and they allot schools in our jurisdiction to our students. We get cooperation.

**\*6:**

**\*7**

#### 7.6a:Views on 4- year program as per NEP 2020

**\*1:** 4-year program was always proposed. There is a scope for improvement but in areas like self-development and other such programs it should continue.

**\*2:** The flexibility is appreciated, there has to be an emphasis on internships. I also like that the core knowledge regarding education is the same for every student regardless of what they end up taking. I like that. I think it's important for the making of a good teacher.

**\*3:** This will only be good for those who are really interested in teaching. 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. 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. 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.

**\*4:** 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. We already have students who are deliberately making the choice to do the B.Ed program instead of treating it like a one-year pass time course. The B.Ed 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.

**\*5:**

**\*6:** I'm against it. In BEd, we teach how to convert the content knowledge students gain after their previous courses into teaching it. That takes upto 2 years. A BEd course should only be dedicated to the pedagogical part. A 4 year course will become too extensive, costly and will have no relevance. Many surveys have shown that after a 4 year course, only 30% of students joined teaching.

**\*7:** 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.

#### 7.6 b: What is their say on present two-year B.Ed? should it be continued or not?

**\*1:**

**\*2**

**\*3:**

**\*4:** 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.

**\*5:**

**\*6:** yes, it should be more intrinsic and with stipend. New things should be added to the syllabus. A lot has been borrowed from foriegn syllabuses and as much as i think that along with technology that should be blended in with our syllabus, we need a syllabus specific to india. Things have to be removed and added according to the needs of the country. There should be better counselling for students seeking to do BEd after 12 grade on what subjects they need to take. Students face confusion and need better guidance.

**\*7**

### VIII: About COVID related issues: (Preparation, learning using technology, access to technology for self and students? Any novelty brought in and so on)

**\*1:** Everything is online. We are facing the same kind of difficulties as any other institute during this time. not the happiest of situations. We can't compare online classes with face to face classes. We are somehow managing. making the best of the situations. Regularity is an issue because we can't tell if the students are actually attending the classes because they don’t turn on their cameras. Some students got infected as well as their close relatives. They attend classes on their phones so there is a problem with engaging with the course. They face many challenges. To invest that kind of money into data packs has been hard. If families have over 3-4 kids it becomes a problem. We don't have the institutional provision that we should have had. But we try to help them the best we can. Faculty support: That did not pose such a big problem. We were able to cope quite well. We supported each other. Our first year students would have gone for their internships, written reflective journals and observed classes by now but they are unable to. The quality of the program has suffered. We desperately need to get back to face to face classes.

**\*2:** We have had to change the entrance exam pattern. We only have 2 things now. The entrance exam and the sports achievement test. COVID has been a bad time. The lectures are online so we have had to learn Google classroom. We have also learned a lot but there is more to be learnt. We are operating as smoothly as we can. I am personally not happy with how the exams are being conducted. PE is a practical subject so I feel like we are compromising the quality of program. Since most of them come from the lower strata there are a lot of network issues, and because they attend classes on their phones, the quality is compromised. For faculty, the technological development like google meets, zoom etc. did not pose a problem to our faculty. They all coped well to the changes. Most teachers were well equipped with this even before the pandemic. We have tech experts who are happy to assist us whenever there is need. The programme as a whole is far from satisfactory but one good thing is that we have saved zero years of students which has helped them financially. Something is better than nothing.

**\*3:** 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 sanitizers, temperature checkers etc. We conducted classes online and also conducted online workshops, competitions, training programs and functions. We are trying to cope. 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. 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. 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.

**\*4:** 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. Some are facing difficulty in vision. Students and sometimes teachers don't have data packs. 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. 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.

**\*5:** Our institution is online during COVID. We are able to successfully conduct online classes, faculty comes into work as often as they can. We have conducted UTs, pre-exams, VIVA, webinars online. Our experience is not fulfilled due to network challenges but everyone works sincerely. About 70%-80% students attend classes regularly and 100% attend exams and vivas. Some students face network issues due to staying with joint families and because they have to travel to their natives during this time. The faculty can't conduct activities and one-sided teaching require a lot of effort and can get monotonous. Otherwise, the faculty has no issues. We completed everything we took up in our agenda online except tours and local trips so it hasn't affected us that badly.

**\*6:** We have a very good software team who have helped us run the program smoothly. We have purchased software, backup software to work efficiently during this time. But I feel India is not prepared for online classes and distance learning. But with matters like technology, there are no problems apart from some minor glitches. Students face issues like small houses, lack of privacy due to not having a separate room, net problems etc. Faculty: They face problems with sincerity and to maintain seriousness. We aren't that affected although the program is not very efficient now as compared to before since the quality has decreased. We had online software for exams well before the pandemic. We were well equipped for online classes.

**\*7:** 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. 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. 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. 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.