**Teacher and Teacher Education Stakeholder Interview Questions**

(as on 11th May 2021)

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Institution: Maharaja Surajmal Institute

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

At present I have been working in B.Ed college for 15 years. I have written 5 Books, international and national papers.

**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 |  | 2009 | 200 | 100% admission | 100% admission |
| DElEd/BElEd |  |  |  |  |  |
| BEEd/ |  |  |  |  |  |
| MEd |  |  |  |  |  |
| BEd (Spl Ed) |  |  |  |  |  |
| Any other specify |  |  |  |  |  |

NOTE: The total number of students 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 |  |  |  |  |  |  |

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

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)

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.

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

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.

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

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

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?

Yes, they come from the common entrance exam.

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?  Socio- economic profile

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

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.

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

Girls usually get married and move and boys write exams like SSC and UPSC.

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

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.

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

1. What do students like most about the programme?

They like teaching practice, the many events we organise like fests etc., trips.

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

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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.

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

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?

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.

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

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.

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 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.

**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?

100% of our students apply to the CTET exam.

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

98.5% of students pass the exam.

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

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.

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?

We haven't focused on this much.

**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.)

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.

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? in schools like KVS, DSS, 100% students try.
2. How many students get government teaching jobs? 40% get government jobs.
3. Do you have any campus recruitment or affiliations with private schools? We do have campus recruitments.
4. What is the starting salary of teachers who join private schools?

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 privatisation. There are a lot of schools in Delhi that don't pay teachers as much as they should.

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

Students seek PG, PHD. We dont 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.

1. What are the other careers relating to education that students can pursue? (answered above)

**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?

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.

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

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.

1. With reference to NCTE regulation

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.

1. With reference to the affiliating body (timeliness of allocation students, quality of exams, etc.
2. About Affiliated colleges, schools, practice teaching, teacher educators

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

* What challenges will present?

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.

* 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?

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.

* 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?

We have a very good software team who have helped us run the program smoothly. We have purchased software, backup softwares 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.

1. what are the key difficulties your students are facing:
   1. economic: lack of space at home and network issues
   2. medical:
   3. ability to engage with studies
2. ability to access devices/bandwidth--are your students able to afford?

Students face issues like small houses, lack of privacy due to not having a separate room, net problems etc.

1. how have faculty coped?

They face problems with sincerity and to maintain seriousness.

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

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.