**Teacher and Teacher Education Stakeholder Interview Questions**

(as on 11th May 2021)

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Institution: DIET Keshavpuram

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 am an ICT person, good at inclusive education. I was the Nodal incharge of Delhi State for many years and have been teaching English to DLN students since 12 to 15 years. I worked as a Lecturer for education and technology, since 2003 I am Head of this institution for the same department.

**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?**

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| --- | --- | --- | --- | --- | --- |
|  | Yes /no | Since when | What is the approved intake? | How many students were admitted in 2019? | How many students were admitted in 2020? |
| BEd |  |  |  |  |  |
| DElEd/BElEd |  |  |  |  |  |
| BEEd/ |  |  |  |  |  |
| MEd |  |  |  |  |  |
| BEd (Spl Ed) |  |  |  |  |  |
| Any other specify |  |  |  |  |  |

NOTE: The total number of students was mentioned. There usually are 300 students. In 2019 there were 294 students and in 2020, 138 students.

**III. We want to understand a little bit about what kind of students secure admission into your programme.**

1. What is the proportion of students from arts stream, commerce stream, physics/maths stream, chemistry/biology stream?

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

NOTE: 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.

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)

 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.

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

 Since i’ve become principal, I’ve noticed that out of 10, 5-6 rank holders prefer to come to our institution.

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

 I would say 90% girls and 10% boys. There are 10-15 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?

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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?

 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.

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

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

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

 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, independance and are able to contribute to their families. They can do higher education simultaneously.s Many have become PGTs and Principal as well.

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

1. What do students like most about the programme?

 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.

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

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 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 a issue for the students.

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

 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.

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?

 In the beginning they feel difficult because they would have studied Physics, Maths 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.

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

.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.

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.)

 Yes they 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.

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

 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.

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

 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.

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?

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

**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.)

 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.

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? Around 60 to 70 percent of students get government jobs.
2. How many students get government teaching jobs? Quite a few of them.
3. Do you have any campus recruitment or affiliations with private schools? We don't have campus recruitments but our network usually helps students get jobs.
4. What is the starting salary of teachers who join private schools? The starting salaries of students are very low.
5. Do students get jobs in NGOs working in the education sector? Yes they do. We are attached to many NGOs.
6. What are the other careers relating to education that students can pursue? Ministry of HRD.

**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?

one challenge i face is demotivation. need acknowledgment, punishment needed. hardworkers 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.

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

We don't face any 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 school teachers during summer vacations

1. With reference to NCTE regulation

No, since its government we don't face any challenges.

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

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

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

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

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

* What will be challenges it presents?
* Do you think it will lead to improving quality of teacher quality across all levels?
* Should the 1- or 2-year B.Ed continue to be offered?
* What will it take for your institute to become ‘composite’?

**VIII  COVID Related Sampling:**

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

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.

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: 80% does well and take to the course matter really well, 20% face difficulties with online classes.
2. ability to access devices/bandwidth--are your students able to afford?

Some students face network issues due to staying with joint families and because they have to travel to their natives during this time.

1. how have faculty coped?

They can't conduct activities and one-sided teaching require a lot of effort and can get monotonous. Otherwise the faculty has no issues.

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

We completed everything we took up in our agenda online except tours and local trips so it hasn't affected us that badly.