**Teacher and Teacher Education Stakeholder Interview Questions**

(as on 11th May 2021)

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Institution: Jamia Millia Islamia

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 have been teaching at the institute of advanced studies and education at Jamia Millia Islamia for 14 years. I previously taught at Lady Shriram College. I teach MA education, BEd and two-credit paper in BElEd.

**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 |  | 1960s | 200  | 200 |  |
| DElEd/BElEd |  | 1930s |  |  |  |
| BEEd/ |  |  |  |  |  |
| MEd |  |  |  |  |  |
| BEd (Spl Ed) |  |  |  |  |  |
| Any other specify |  |  |  |  |  |

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

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

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

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.

1. How would you describe the quality of their academic qualifications?  ie What proportion would you say has ‘1st class marks’? What is your own assessment of their academic strengths and weaknesses (by and large)

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.

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

As far as BEd 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.

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

Women are around 45%-45%.

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?

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.

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?

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

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

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.

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

There hasn't been a complete change in profile.

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

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.

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

1. What do students like most about the programme?

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.

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

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.

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

Students weren't very happy with the two year programme because they felt like it was a longer commitment. There are students that come from far away places who feel staying in Delhi is quite costly and the two year programme meant that they now have to incur greater costs and somehow sustain themselves. in terms of cost and all.

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?

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.

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

We organise 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.

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.)

Students remain in touch with their placement officers and they do keep in touch personally

**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? A few students have taken the exam.
2. How many of these students have passed/got eligibility?

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

We don't have any institutional provision.

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?

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**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 go for MA or MEd. 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.

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?

The entire market is exploitative.

1. What proportion of your students seek government jobs?

They seek government jobs.

1. What proportion of students get government jobs?
2. How many students get government teaching jobs?

Many of them work government jobs contractually.

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

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

1. What is the starting salary of teachers who join private schools?

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

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

They have not explored this option yet.

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

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

**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?

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

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

Not at all, no issues. We have an HRDC centre. We have refresher courses and facility development programs.

1. With reference to NCTE regulation

No, no problem with that.

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

We need to improve both on our syllabus and our exams.

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

No, no issues.

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

4 year program was always proposed.

* What challenges will it present?
* 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?

There is a scope for improvement but in areas like self development and other such programs it should continue.

* 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?

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 dont turn on their cameras.

1. what are the key difficulties your students are facing:
	1. economic:
	2. medical: Some students got infected as well as their close relatives.
	3. ability to engage with studies: They attend classes on their phones so there is a problem with engaging with the course.
2. ability to access devices/bandwidth--are your students able to afford?

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.

1. How have faculty coped?

That did not pose such a big problem. We were able to cope quite well. We supported each other.

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

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.