**Teacher and Teacher Education Stakeholder Interview Questions**

(as on 11th May 2021)

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Institution: Indira Gandhi Institute of Physical Education and Sports Sciences

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've been teaching BPEd and MPEd courses in IGIPESS for 28 years specialising in sports psychology and gymnastics. I help with the curriculum planning and construction for physical education courses.

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

The college offers BPEd, MPEd courses. They have offered the BPEd 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.

**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. 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.

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 have a very mixed student population. We get exceptionally good students ans 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.

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

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.

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

Women are less than men. 30% girls and 70% boys. However, in MPEd girls' proportion is better. It goes up to 50%.

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?

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.

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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?

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.

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

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.

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

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

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 is a big industry.

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

1. What do students like most about the programme?

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

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

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.

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?

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.

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

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.

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.)

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.

**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?
2. 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.)

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?

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.

1. What proportion of students get government jobs?
2. How many students get government teaching jobs?
3. Do you have any campus recruitment or affiliations with private schools?

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.

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

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.

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 get employed at private fitness centres, we have seen students opening their own fitness centres, 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.

**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?

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 specialisations 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.

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.

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 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.

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?

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.

* 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?
* 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 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..

1. what are the key difficulties your students are facing:
   1. economic: 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.
   2. medical:
   3. ability to engage with studies:
2. ability to access devices/bandwidth--are your students able to afford?
3. How have faculty coped?

The technological developments 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.

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

It 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.