**1**

**Interview with Dr Pubali Agarwal, Faculty, Durgabai Deshmukh College of Special Education (VI), New Delhi.**

**Interview conducted by: Dr. Harshvardhan Kumar (on 13 July 2023)**

**(Category: Special Education for CWSN)**

**Specialised teacher education programmes (Special Education/Physical Education/Arts Education)**

(Note: Though Critical Group Interview is meant for Group interview but the interviewer touched upon this as well for having some additional information)

**I.Critical Group Interview**

1. What are the policy documents that guide the programmes for preparing teachers with specialisation in India?

See, usually the curriculum is divided into- Core Curriculum, Co-Curricular and Expanded Core Curriculum. This Expanded Core curriculum deals with the education of special educators. And for shaping up of this area, there are documents like NEP 2020, RPWD-2016, National trust Act for persons with Autism, Cerebral Palsy, mental retardation, and mental disabilities. RtE Act 2009, RtE Corrections 2012 and so on.

2. What are the modes of providing programmes meant for preparing teachers with this specialisation in India? (Regular, part-time, open or distance mode, online, blended etc.)

Regular

3. Are there any norms and standards for institutions providing such courses? If yes, who has prepared that and when?

Yes, it is RCI.

4. What is the impact of regulators such as RCI/NCTE? What role do universities play?

It is mainly RCI for special educators. It ensures quality monitoring of special educators, therapists/rehabilitation professionals (e.g. clinical Psychologists). It works for quality maintenance. Universities do play an important role in offering courses, Syllabus development etc. for the syllabus, approval of RCI is needed.

5. How many colleges/institutions are there to prepare teachers with this specialisation in India? What is the approximate number of seats available for preparing teachers with specialisation in the country?

Not aware of such numbers. No fixed seats across institutions. Many NGOs run institutions are there. No fixed number of institutions or seats are known to me. In Delhi there are only two colleges under University of Delhi for this. One is Lady Irwin college and the other one is Durgabai Deshmukh College of Special Education (VI), New Delhi. Jamia Millia Islamia had a course on VI and Learning Disability. In the Delhi NCR region Amity University is providing a course for special educators (for Deaf and Dumb)

6. What is the profile of students who come in - gender, social class, rural/urban?

No such trends noted. It may vary from batch to batch in different geographical areas. But yes, students going to Amity University are from families having better social and financial backgrounds. For Special education, for VI better facilities are there. They get advantage over other categories because of being able to express themselves better (than D&D, LD etc) and they get reimbursement from the National scholarship portal for blind and sighted. In terms of economic background if you see, 95% of the VE students are from marginalized families and mostly from rural areas. But in different states, there may be different patterns, more males are likely to be there in institutions.

7. What are the trends in employment in government and private schools?

Very good job scenario, especially after 2009 judgement, which opened the doors for 2 specialized teachers per school. For VIs there are many institutions/schools in Delhi for example there is one in Seva kutir at Kingsway camp, one institution in Sadiq Nagar and so on. The list is long. There are good facilities for them. Why will they go to inclusive schools? DoE even started cross disability training around 2016-17. Five days of training were organized. But students with other types of disability face challenges, e.g. the ones with hearing impairment.

8. Has the RtE made a difference to employment prospects?

Yes, Earlier children were prepared by resource centres of schools, lived in hostels, and provided with tutorials. But it was not ‘right’ then. Now, proper posts are there for special educators post-RtE Act.

PWD Act 2005 also advocates for protection of rights for people with disabilities.

9. What is the estimate of the number of teachers required? Are there enough programmes and allocated enrolment to produce the number of teachers needed in the system?

Not sure about such numbers. It is very difficult to give such numbers. All the teachers should be trained to handle all type of disabilities.

10. What kinds of policy changes are needed to: i. enable offering of more programmes? ii. ensure good quality of the programmes? iii. attract more candidates to these programmes?

There is a dearth of special educators in our country, Proper training is needed. In cities like Delhi, there is high concentration. But the distribution is not even. More programs are not needed but distribution of resources in a more judicious way is what we need. More honest implementation of the program is needed.

III. **Faculty of the institution**

1. Name of the teacher education institution

Durgabai Deshmukh College of Special Education (VI), New Delhi

2. State and district of the teacher education institution

New Delhi

Type of management:

a. Private

b. Government

c. Government Aided

d. Others

d. Other- NGO run trustee college

(Earlier National institute used to provide funds)

3. Name of the Faculty

Dr Pubali Agarwal  
4. Age

52

5. Gender

a. Male

b. Female

c. Other

b

6. Social category

a. General

b. Scheduled Castes

c. Scheduled Tribes

d. Other Backward Classes

e. Special Backward Classes

f. Vimukta Jaati

g. Nomadic Tribes

a. Economically Weaker Section

a

7. Are you from this state? - Yes/No

No  
  
8. If no, your place of origin-

Kolkata, WB  
  
9. Highest educational qualifications:

| Qualification | Year of completion | Subjects | Grade/Percentage |
| --- | --- | --- | --- |
| PhD | 2016 | Special Education | NA |

10. How long have you been an educator?

24 years

11. Have you cleared the NET or SLET?

a. Yes

b. No

b.

12. What is your area of specialisation?

Special education

(1999-2000 Resource teacher, then M.Ed. break, then joined National trust for 2 years, taught at school for 3 years, Since then its 16 years of me being with DBD college)

13. Why did you become an educator?

Having a VI specialization, I chose to be a special educator

14. What is your perception of the teaching profession?

It is a passion. Education is the only weapon or way. Even most downtrodden can raise her/his status through education

15. Why did you choose to join this institution?

I had to come to higher education and it was a Delhi University institution, so I came here. Through some of my experiences and observations, I realised that teachers lack trust of students. Teaching means training. I came here to work for that.

16. Where do you see yourself five years from now?

I can play a more positive role. I can contribute more for disability. I can contribute to the lives of individuals with visual impairment and other disabilities at the government level.

17. How does regulation impact your work as an educator? Are there any aspects of regulation that you want to change?

A few things are good in NEP 2020 but a few need to be reconsidered, e.g. six months training for Anganwadi Workers towards this is inadequate.

18. In your role as an educator, what changes have you seen in the demand for seats over the past few years?

a. Demand for seats has gone up

b. Demand for seats has gone down

c. I have not observed any change in the demand for seats

a

Definitely it has gone up. Earlier it was barely 200-300. This upwards trend started somewhere around 2012.

19. Have you observed any change in the admission and types of students entering the institution over the past few years?

I have already mentioned it earlier, more urban students than earlier coming up, the ones who can pay more and so on.

20. Do you have any concerns about the types of students entering the institution?

Most certainly. NTA has taken over. Now more urban middle-class is coming in while earlier it was mostly rural**. Though at the same time the fee is also going up.** For VI, institutions are covering it through external funding. You can see, in the same university (DU), general B.Ed. is 10k while special B.Ed. is 75k to 90k. Fee should be at par with general B.Ed., especially in institutions like DU. There is no scholarship in 2nd year if the student does not get a first division. In other (regular) colleges, there is no fee for the VI students.

21. What are the motivating factors for your students to enrol in a teacher education program?

a. Teaching guarantees a stable job

b. Teaching is a well-respected profession

c. They didn't get admission into any other course

d. Most students join based on recommendations from their families or peers

e. Other (please specify)

e. (In-fact it is all of the above)

22. Where do most of your students do their internships?

a. Private schools

b. Government schools

c. Aided schools

d. Others

d. (Again it is all of the above)

23. Where will your students seek employment after completing the programme?

a. Government school

b. Private school

c. Other (please specify)

a and b both and aided may also be part of the list

Different organizations working in the communities (CBR projects)  
  
 24. How did the COVID-19 pandemic affect your practice as an educator? How did it affect your students' motivation and performance?

Very much. We can not teach anything to a VI person without touch. There were these 100 marks papers prepared for ICT for the VI. Where will you get one to teach in rural areas with such provisions

**2**

Interview with **Prof. Jyotsana Tiwari,**

Department of Education in Arts & Aesthetics, NCERT, New Delhi

**Interview conducted by**: Dr. Harshvardhan Kumar (on 17 July 2023)

**(Category: Teachers with specialization in Arts {Fine Arts and Performing Arts)**

**Specialised teacher education programmes (Special Education/Physical Education/Arts Education)**

(Note: Though Critical Group Interview is meant for Group interview but the interviewer touched upon this as well for having some additional information)

1. **Critical Group Interview**
2. What are the policy documents that guide the programmes for preparing teachers with specialisation in India?

It started with National Curriculum Framework 2005, which suggested that all the activities are ‘curricular’ in nature. It created space for specialized courses for teachers. Meanwhile, now it is mainly NEP 2020, where you may find its reference in chapter 5. Also, the New NCF has also been made, in which 6th chapter onwards need for specialized teachers has been highlighted. Papers on art education are there as Visual art education is very structured unlike some other areas of performing arts. *Chitra Sutra* of *Vishnu Dharm Puraan* gives detailed information about visual arts. NEP 2020 advocates for a multidisciplinary approach and it is important for preparing teachers with specialization in India.

1. What are the modes of providing programmes meant for preparing teachers with this specialisation in India? (Regular, part-time, open or distance mode, online, blended etc.)

It is a diploma mainly for teachers for art education.

1. Are there any norms and standards for institutions providing such courses? If yes, who has prepared that and when?

There was a guideline prepared for two years diploma course

1. What is the impact of regulators such as RCI/NCTE? What role do universities play?

It is mainly NCTE, there is no role of universities in it as these are diploma courses.

1. How many colleges/institutions are there to prepare teachers with this specialisation in India? What is the approximate number of seats available for preparing teachers with specialisation in the country?

Not aware of such numbers

1. What is the profile of students who come in - gender, social class, rural/urban?

Not aware of such details

1. What are the trends in employment in government and private schools?

Not aware of such details

1. Has the RtE made a difference to employment prospects?

Yes, Because of RtE, the concept has come into force. It became part of the system when recommendations of the Justice Verma Committee were tabled.

1. What is the estimate of the number of teachers required? Are there enough programmes and allocated enrolment to produce the number of teachers needed in the system?

We tried many times to get the details but somehow it did not happen. I believe that UDISE data may give some insights

1. What kinds of policy changes are needed to: i. enable offering of more programmes? ii. ensure good quality of the programmes? iii. attract more candidates to these programmes?

Even the current policies can do justice. NEP addresses the concerns well. We have teachers We have subjects. For class X, we had designed courses on graphic designing and Heritage craft but it did not take off well. Mindset of schools needs to be changed. It is probably true for all the stakeholders.

III. **Faculty of the institution**

1. Name of the teacher education institution

Department of Education in Arts & Aesthetics, NCERT, New Delhi

1. State and district of the teacher education institution

New Delhi

1. Type of management:
   1. Private
   2. Government
   3. Government Aided
   4. Others

b

1. Name of the Faculty

Prof. Jyotsana Tiwari

1. Age

62

1. Gender
   1. Male
   2. Female
   3. Other

b

1. Social category
   1. General
   2. Scheduled Castes
   3. Scheduled Tribes
   4. Other Backward Classes
   5. Special Backward Classes
   6. Vimukta Jaati
   7. Nomadic Tribes
   8. Economically Weaker Section

a

1. Are you from this state? - Yes/No

No

1. If no, your place of origin-

Varanasi, Uttar Pradesh

1. Highest educational qualifications:

| Qualification | Year of completion | Subjects | Grade/Percentage |
| --- | --- | --- | --- |
| PhD | 1993 | Art History  (Study of Terracotta arts in Madhya Pradesh) | NA |

1. How long have you been an educator?

22 years

1. Have you cleared the NET or SLET?
   1. Yes
   2. No

a. Yes, NET, First Batch. Got JRF in Education. It was probably 86 or 88

1. What is your area of specialisation?

Art Education

1. Why did you become an educator?

At first, I was not here. I mean was not directly in education. I was in arts but was doing research and documentation. There was a huge vacuum. There were no guidelines for art education. Art education is not a subject but a process but this understanding was lacking. It motivated me to be an educator.

1. What is your perception of the teaching profession?

Teaching profession is great but we have spoilt it all. I do not know how it will change. In app-based processes, where is the space for creativity? Earlier classes were adequate and no tuition was required.

1. Why did you choose to join this institution?

Status of schools was extremely bad. Government schools, Kendrirya Vidyalaya and all. Arts were not taught at schools. It brought me here to work for it.

1. Where do you see yourself five years from now?

No where (Laughs). Maybe I will explore and see museums across the world. I will see the monuments

1. How does regulation impact your work as an educator? Are there any aspects of regulation that you want to change?

That is all the administrative part. There are norms to be followed. My role is to contribute to the institution and I have always been doing that.

1. In your role as an educator, what changes have you seen in the demand for seats over the past few years?
   1. Demand for seats has gone up
   2. Demand for seats has gone down
   3. I have not observed any change in the demand for seats

a

It has been influenced by provisions for Inclusive education and because of the RtE Act. Now more facilities are there for the students. There are more opportunities for them. Though the sad part is- no change in the mindset towards the courses.

1. Have you observed any change in the admission and types of students entering the institution over the past few years?

With EWS (Economically weaker sections) coming in, Schemes for girls, the profile has changed in the past years. **Now there is more enrolment and less dropout in the courses.**

1. Do you have any concerns about the types of students entering the institution?

Mindset has not changed. Teachers do ‘branding’ of students. This surely needs to change.

1. What are the motivating factors for your students to enrol in a teacher education program?
   1. Teaching guarantees a stable job
   2. Teaching is a well-respected profession
   3. They didn't get admission into any other course
   4. Most students join based on recommendations from their families or peers
   5. Other (please specify)

b

1. Where do most of your students do their internships?
   1. Private schools
   2. Government schools
   3. Aided schools
   4. Others

For our RI (Regional Institutes) it is Navodaya Vidyalaya

1. Where will your students seek employment after completing the programme?
   1. Government school
   2. Private school
   3. Other (please specify)

a and b both

1. How did the COVID-19 pandemic affect your practice as an educator? How did it affect your students' motivation and performance?

We worked extensively during the COVID-19 pandemic

**3**

**Interview with Dr Pawan Sudhir, Faculty,**

Department of Education in Arts & Aesthetics, NCERT, New Delhi

**Interview conducted by**: Dr. Harshvardhan Kumar (on 28 July 2023)

**(Category: Teachers with specialization in Arts {Fine Arts and Performing Arts)**

**Specialised teacher education programmes (Special Education/Physical Education/Arts Education)**

(Note: Though Critical Group Interview is meant for Group interview but the interviewer touched upon this as well for having some additional information)

**I.Critical Group Interview**

1. What are the policy documents that guide the programmes for preparing teachers with specialisation in India?

It all started with the National Curriculum Framework- 2005, where it is exactly mentioned as ‘art as a subject’ and ‘art as approach to learning’. The first one is class 6th onwards while the second one is for primary- integrated school level. This was also the period when I came here (NCERT).

Beyond NCF-05 if I may look, National Education Policy -1986 doesn’t talk much about this area. But in NEP 2020, there are so many references. It is well articulated. Explaining ‘art as subject’ it gives details of what and why art should be there (as part of school education), also as pedagogy of joyful learning. It is a very important document in that sense. It discusses Ancient knowledge, Art tradition, Folk arts and so on.

People see (through our education) what we have studied. We (herself) had studied Indian and European Art but only the classical art forms. Earlier the local art forms were never talked about. Madhubani, Gond Art and such other forms were not mentioned earlier but now we are talking about these. These are the art forms which are important for art integrated learning as children are seeing these in their respective areas on a day to day basis still their life does not connect (earlier). Students from Bihar will now learn from their surroundings. So much is ther in the family and community and surrounding (of students).

Arts (*Kalayein*) is taught 3rd onwards as a subject and 6th onwards with theory.

In terms of approach and Pedagogy- Art is the education and art is the medium. Whatever the child is learning and doing is art.

I still refer to NCF 2005. It is such a relevant document. But NEP 2020 did it for the first time as a policy (to integrate art).

I have even started to record my thinking since I worked with Municipal Corporation of Delhi schools, where we worked with 40 schools, where 2 teachers from each school were engaged for two days of training. When Harward Gardner came to India, This was in RP vidyalaya, Chandkhedi. Principals earlier had reservations but with experiences, things changed and the work was acknowledged all over.

2. What are the modes of providing programmes meant for preparing teachers with this specialisation in India? (Regular, part-time, open or distance mode, online, blended etc.)

At present, we do not have any balanced system for preparing Art educators. Maximum number is that of artists basically.Whatever art form they may be representing. But they do not know pedagogy.

3. Are there any norms and standards for institutions providing such courses? If yes, who has prepared that and when?

No, as is told you, such norms specifically for art education are not there.

4. What is the impact of regulators such as RCI/NCTE? What role do universities play?

No role of RCI, NCTE regulates teacher education yet art education is not clearly outlined.

5. How many colleges/institutions are there to prepare teachers with this specialisation in India? What is the approximate number of seats available for preparing teachers with specialisation in the country?

No such institutions for specialized programs

6. What is the profile of students who come in - gender, social class, rural/urban?

All types of people

7. What are the trends in employment in government and private schools?

Opportunities are more opportunities now.

8. Has the RtE made a difference to employment prospects?

RtE Act had a huge impact. As a policy a lot changed. In some of the states universalization of education was misinterpreted in a way that it impacted art education. Art teachers were there in Rajasthan and Maharashtra earlier but the clause that saide if no regular teacher is available, then guest teachers may be hired. This somehow became a norm and only guest teachers were then hired. It ended art education in some of the states. The option became fatal. Art is like oxygen in education and thus this needs to be addressed and rectified in the light of NEP2020.I suggest that taking the clarity from NEP 2020, it should be elaborated in the Curriculum by CBSE. In this direction it is important to mention that the self financing schools have made Art integrated education mandatory. NCERT has made modules for art integrated learning.

9. What is the estimate of the number of teachers required? Are there enough programmes and allocated enrolment to produce the number of teachers needed in the system?

No such numbers are known to me. But with data of the number of schools, requirements may be drawn. No proper structure of programmes for preparing such teachers.

10. What kinds of policy changes are needed to: i. enable offering of more programmes? ii. ensure good quality of the programmes? iii. attract more candidates to these programmes?

At all our directorates, be it at district level or state level, Art education should be there as it is there for physical education. This is crucial as art exam, promotion and other issues not understood at these levels. Teachers’ competition for arts needs to be there. *Kala Utsav* is there, which needs better documentation. Physical Education DD is looking after it currently but if there is someone for arts, it will be fruitful.

All boards should have posts and positions to maintain quality in Art Education.

III. **Faculty of the institution**

1. Name of the teacher education institution

National Council for Educational Research & Training

2. State and district of the teacher education institution

New Delhi

Type of management:

a. Private

b. Government

c. Government Aided

d. Others

b

3. Name of the Faculty

Prof Pawan Sudhir

4. Age

65

5. Gender

a. Male

b. Female

c. Other

b

6. Social category

a. General

b. Scheduled Castes

c. Scheduled Tribes

d. Other Backward Classes

e. Special Backward Classes

f. Vimukta Jaati

g. Nomadic Tribes

a. Economically Weaker Section

a

7. Are you from this state? - Yes/No

No  
  
8. If no, your place of origin-

Himachal Pradesh  
  
9. Highest educational qualifications:

| Qualification | Year of completion | Subjects | Grade/Percentage |
| --- | --- | --- | --- |
| PhD | 2001  (Awarded in 2002) | Education | NA |

10. How long have you been an educator?

37 years

11. Have you cleared the NET or SLET?

a. Yes

b. No

b.

12. What is your area of specialisation?

Education, MA in Fine Arts

13. Why did you become an educator?

I think I became an educator because it gave me the opportunity to reach out to the last child for joyful learning. When I was young, what I did not get, I wanted to give to them. My highest degree is in visual learning. How we learn, Art of thinking, Art of doing, these are all important to be taught.

Before NCERT, I was Assistant Prof, inDIET (SCERT to DIET- Laurence Road, Now known as DIET- Keshav Puram), then I was DIET- Moti Bagh, Trans Yamuna, Shadara and then DIET - Rajendra Nagar.

14. What is your perception of the teaching profession?

It is the most honest and lifelong profession. In my imagination even I was talking to people… with young minds around and then started working for change.

Teacher is a social transformer. Not only teachers, pedagogy experts also. No other profession is so meaningful. If you want to be a change maker then this profession is for that.

15. Why did you choose to join this institution?

I chose this institution because I wanted to use my experiences at district and state level. To contribute towards policy making, curriculum development, teacher education, policy implementation, also including joyful learning.

16. Where do you see yourself five years from now?

May be serving private schools and organizations. There are thousands of self-financed schools, I can cater to their needs.

What I have said here (regarding various aspects of art education), to put that in books, handbooks and workbooks.

I also wish to do research on Art education for schools and teachers. I won’t have barriers (of being part of any specific institution) then.

17. How does regulation impact your work as an educator? Are there any aspects of regulation that you want to change?

I feel that most of the regulations are supportive, but the problem is with its implementation. Human Resource needs to be there, attitude comes way later.

18. In your role as an educator, what changes have you seen in the demand for seats over the past few years?

a. Demand for seats has gone up

b. Demand for seats has gone down

c. I have not observed any change in the demand for seats

a

But the supply is not as per demand. New Education Policy will create more demand as we have been given multiple options in that.

19. Have you observed any change in the admission and types of students entering the institution over the past few years?

No, not much. Universalization of education brings children from all backgrounds.

20. Do you have any concerns about the types of students entering the institution?

As I do not know about the trends, there is no concern. We need to prepare teachers for children from various backgrounds and identities. Even transgenders deserve inclusive and equitable educational opportunities.

21. What are the motivating factors for your students to enrol in a teacher education program?

a. Teaching guarantees a stable job

b. Teaching is a well-respected profession

c. They didn't get admission into any other course

d. Most students join based on recommendations from their families or peers

e. Other (please specify)

a

Children today need guaranteed jobs, especially females.

22. Where do most of your students do their internships?

a. Private schools

b. Government schools

c. Aided schools

d. Others

a & d.

integrated B.Ed programs

23. Where will your students seek employment after completing the programme?

a. Government school

b. Private school

c. Other (please specify)

a

Navodaya and Kendriya Vidyalayas  
  
 24. How did the COVID-19 pandemic affect your practice as an educator? How did it affect your students' motivation and performance?

Not much. We explored our potential in terms of online teaching-learning which was in a dormant stage previously. It became a 24 hour program then. Students started using laptops and computers for learning.

**4**

**Interview with Prof. Venita Kaul,**

Formerly with CECED, AUD**, New Delhi.**

**Interview conducted by: Dr. Harshvardhan Kumar (on July 2023)**

**(Category: Teachers with Specialization in Education - ECCE)**

**Specialised teacher education programmes (Special Education/Physical Education/Arts Education)**

(Note: Though Critical Group Interview is meant for Group interview but the interviewer touched upon this as well for having some additional information)

**I.Critical Group Interview**

1. What are the policy documents that guide the programmes for preparing teachers with specialisation in India?

Earlier there was ECCE Policy- 2013, ECCE Framework, Children Policy, National Curriculum Framework portion in 2005, Current NCF, Today it is NEP-2020 mainly and then there is ECCE framework that guide such programs for ECCE. But not much of teacher education is happening. Teacher education is with NCTE. 2 year diploma is equivalent to D.El.Ed.. But there is a decline in training institutions in the country. There was one institution in Allahabad and 2 in Lucknow that are closed now. Private institutions are also closing. No demand is there. Even for the AUD course!. **Teacher training institutions are mostly concentrated. In the Eastern states there are hardly any institutions.** A big reason for such challenges is that at the state level there is no cadre for ECCE. Only program for this is ICDS but a larger system is not there. There is no requirement for ECE teachers (in the govt. sector). **A lot of teachers are needed for private sectors but they may prefer B.Ed., M.Ed.** There are no regulations. Anganwadi Training Centres (AWTCs) are closed down. Full year training for Anganwadi Workers for ones having qualification of less than class 12th and 6 months training for 12th pass workers is proposed.

Diploma Courses - 2 months to a year are available. It is a huge variation. There is no regulation. Private sector is more active currently.

2. What are the modes of providing programmes meant for preparing teachers with this specialisation in India? (Regular, part-time, open or distance mode, online, blended etc.)

The most consistent one is the two year diploma program of IGNOU. As per provision under NCTE, 2 year *Poshan Abhiyan* is there.

NEP 2020 talks about a 6 months training program for this.

3. Are there any norms and standards for institutions providing such courses? If yes, who has prepared that and when?

No such regulations in reality. There are many takers of non-NCTE approved programs. We found this in the study we conducted (For AUD.) But yes NCTE is the agency for approval.

4. What is the impact of regulators such as RCI/NCTE? What role do universities play?

No impact. AUD had Masters in ECCE and other courses. Bachelors in ECCE management and entrepreneurship. There is no direct relationship between demand and supply. There is VoC at AUD.

5. How many colleges/institutions are there to prepare teachers with this specialisation in India? What is the approximate number of seats available for preparing teachers with specialisation in the country?

Few hundred. More in the northern states, while hardly any in the eastern part of the country.

6. What is the profile of students who come in - gender, social class, rural/urban?

As the courses are mainly in D.El.Ed. - SCERT. Students are mainly from lower socio-economic backgrounds. Not the elite ones. They mainly go for 2 to 4 month certificate courses. The students are largely females. All the students are class 12th pass.

7. What are the trends in employment in government and private schools?

No provision in the government. schools, no cadre is there. It is very sporadic. While in the private sector, universally in pre-primary the teachers are with or without any training.

8. Has the RtE made a difference to employment prospects?

RtE does not include it. If it had taken it up, there would have been a spurt in employment prospects.

9. What is the estimate of the number of teachers required? Are there enough programmes and allocated enrolment to produce the number of teachers needed in the system?

No idea about this.

10. What kinds of policy changes are needed to: i. enable offering of more programmes? ii. ensure good quality of the programmes? iii. attract more candidates to these programmes?

The ones who are preschool teachers- largest number are AWWs. Other Categories are private schools.

Punjab acknowledged the need for training and mandated a 2 year diploma. Chhattisgarh has also expressed interest in IGNOU programmes but as it is in English language, it becomes a challenge.

The need for professionalization of ECCE teachers should be recognized. Setting in place a regulatory system with specific budgetary provision. If part of Elementary education - it gets diluted. There should be a dedicated cadre.

III. **Faculty of the institution**

1. Name of the teacher education institution

Ambedkar University Delhi.

2. State and district of the teacher education institution

New Delhi

Type of management:

a. Private

b. Government

c. Government Aided

d. Others

b. (Delhi Government)

3. Name of the Faculty

Prof. Venita Kaul.  
4. Age

76

4. Gender

a. Male

b. Female

c. Other

b

5. Social category

a. General

b. Scheduled Castes

c. Scheduled Tribes

d. Other Backward Classes

e. Special Backward Classes

f. Vimukta Jaati

g. Nomadic Tribes

a. Economically Weaker Section

a

6. Are you from this state? - Yes/No

No  
  
7. If no, your place of origin-

Uttar Pradesh, while my roots are in Himachal Pradesh  
  
9. Highest educational qualifications:

| Qualification | Year of completion | Subjects | Grade/Percentage |
| --- | --- | --- | --- |
| PhD | 1981  (IIT Delhi) | Educational Psychology | NA |

10. How long have you been an educator?

Almost 50 years (Since 1975)

11. Have you cleared the NET or SLET?

a. Yes

b. No

b.

12. What is your area of specialisation?

I did my masters in Clinical Psychology. Got an initial opening in NCERT. Started working for the children through a project there. That started my journey with children and in education. Then I moved out to a nursery school for 2 years. Since then there is no looking back. I have been working for education and ECCE.

13. Why did you become an educator?

Having an inclination towards the field of education, I chose the path.I have a passion to see learning happen. It really excites me.

14. What is your perception of the teaching profession?

It can be very fulfilling. Teachers need to have their agency and be well prepared. Here you get immediate feedback (from children/learners). This is very fulfilling.

15. Why did you choose to join this institution?

I had to come to higher education and it was a Delhi University institution, so I came here. Through some of my experiences and observations, I realised that teachers lack trust of students. Teaching means training. I came here to work for that.

16. Where do you see yourself five years from now?

I was in the World Bank for 10 years. I always had an interest in ECCE. No research was happening in ECCE. When I was trying to initiate something concrete in this direction, got in touch with Prof. Shyam B. Menon. He asked me to take the lead in establishing CECED at AUD and I ended doing that.

17. How does regulation impact your work as an educator? Are there any aspects of regulation that you want to change?

ECCE has been given more attention in the last 5 years. Pedagogy of ECCE in schools should be influenced by the child centred pedagogy.

In fact, **the lack of regulation must change. Also a lot of mis-education happening due to lack of regulation**. It is causing a lot of harm.

**Regulation should be supportive and not a licence raj.**

18. In your role as an educator, what changes have you seen in the demand for seats over the past few years?

a. Demand for seats has gone up

b. Demand for seats has gone down

c. I have not observed any change in the demand for seats

b.

19. Have you observed any change in the admission and types of students entering the institution over the past few years?

No

20. Do you have any concerns about the types of students entering the institution?

Not actually the profile but concern is about not having enough students. **Feminization of the cadre.** It is a general belief that anybody who is a woman can be an ECCE educator.

21. What are the motivating factors for your students to enrol in a teacher education program?

a. Teaching guarantees a stable job

b. Teaching is a well-respected profession

c. They didn't get admission into any other course

d. Most students join based on recommendations from their families or peers

e. Other (please specify)

c and e

22. Where do most of your students do their internships?

a. Private schools

b. Government schools

c. Aided schools

d. Others

a and d. (Creche and Day care centre)

23. Where will your students seek employment after completing the programme?

a. Government school

b. Private school

c. Other (please specify)

c. We have masters (Which is liberal arts course, Research and training)  
  
 24. How did the COVID-19 pandemic affect your practice as an educator? How did it affect your students' motivation and performance?

Yes, depletion of students, private institutions were closed down. Rented schools etc. closed. These had an impact.

**5**

**Interview with Dr Moni Malika Day,**

Formerly with CECED, AUD**, New Delhi.**

**Interview conducted by: Dr. Harshvardhan Kumar (on August, 2023)**

**(Category: Teachers with Specialization in Education - ECCE)**

**Specialised teacher education programmes (Special Education/Physical Education/Arts Education)**

(Note: Though Critical Group Interview is meant for Group interview but the interviewer touched upon this as well for having some additional information)

**I.Critical Group Interview**

1. What are the policy documents that guide the programmes for preparing teachers with specialisation in India?

NCF - 2005, ECCE Policy, ECCE Policy, ECCE Curriculum Framework- MWCD, Among the recent documents, NEP 2020 and National Curriculum Framework for Foundational years. We are in the process of aligning with these.

International documents are also there. We look at those documents to see how ECCE is defined as it may be different in different policy documents

2. What are the modes of providing programmes meant for preparing teachers with this specialisation in India? (Regular, part-time, open or distance mode, online, blended etc.)

We only have full-time masters and Ph. D. where some may focus at ECCE as an area for research.

3. Are there any norms and standards for institutions providing such courses? If yes, who has prepared that and when?

Other than UGC guidelines, we do not have standard guidelines for ECCE courses.

4. What is the impact of regulators such as RCI/NCTE? What role do universities play?

Not for the Masters program and VVoc.

5. How many colleges/institutions are there to prepare teachers with this specialisation in India? What is the approximate number of seats available for preparing teachers with specialisation in the country?

Giving a number is difficult. We (the Centre) are only with Masters. Jamia also have early years of development Course, SNDT is there in Mumbai, Azim Premji University

SNDT and APU have Diploma Courses. Among these APU probably have a hybrid model

6. What is the profile of students who come in - gender, social class, rural/urban?

Mostly women but men are also part of it. Persistently. A group of students from home science courses are there. V Voc for early childhood education. Not too many from B. El. Ed. Few from engineering and Physics background are also there. Different kinds of students. No student had to leave for the financial challenges. Majority of the students are from the middle class. Some are more marginalized.

7. What are the trends in employment in government and private schools?

Private grabbing them (student teachers with ECE) as teachers, NGOs, some also as special educators - inclusive education course is not meant for that though. Few students are working with government schools but through DIETs.

8. Has the RtE made a difference to employment prospects?

Not much to comment

9. What is the estimate of the number of teachers required? Are there enough programmes and allocated enrolment to produce the number of teachers needed in the system?

Not aware of this. There is confusion in this. Not clear who is an ECE worker. AWW is one or the others. In higher education, demand is for higher education, then our students are picked up.

10. What kinds of policy changes are needed to: i. enable offering of more programmes? ii. ensure good quality of the programmes? iii. attract more candidates to these programmes?

This area needs regulation. Anyone can open a pre-school. If issues such as regulation of ECE (teacher training and eligibility requirements), feminization and poor payment is addressed, a lot of positive change may come.

III. **Faculty of the institution**

1. Name of the teacher education institution

Ambedkar University Delhi.

2. State and district of the teacher education institution

New Delhi

Type of management:

a. Private

b. Government

c. Government Aided

d. Others

b. (Delhi Government)

3. Name of the Faculty

Dr Moni Malika Dayl.  
4. Age

56 years

4. Gender

a. Male

b. Female

c. Other

b

5. Social category

a. General

b. Scheduled Castes

c. Scheduled Tribes

d. Other Backward Classes

e. Special Backward Classes

f. Vimukta Jaati

g. Nomadic Tribes

a. Economically Weaker Section

a

6. Are you from this state? - Yes/No

No  
  
7. If no, your place of origin-

Bengal, Bihar  
  
9. Highest educational qualifications:

| Qualification | Year of completion | Subjects | Grade/Percentage |
| --- | --- | --- | --- |
| PhD | 2000 | Special Education (ECE) | NA |

10. How long have you been an educator?

21 years

(3 years of teaching young learners having disability and street children, 18 years of teacher education)

11. Have you cleared the NET or SLET?

a. Yes

b. No

b.

12. What is your area of specialisation?

ECCE..

13. Why did you become an educator?

I enjoy child development and education. I got an opportunity to develop a school for street children, that is what led to my PhD area.

14. What is your perception of the teaching profession?

It is one of the most rewarding but most difficult jobs in some ways. Rewarding in the sense, it gives you the opportunity for seeing the change/transformation of students. Difficult as you struggle in the process. It is not a 9 to 5 job. Always wandering, always questions coming to your mind. Life of a warrier, more egalitarian approach towards acquiring skills.

15. Why did you choose to join this institution?

I was in the United States for 19 years. Worked with NGOs, joined Mason university. Someone introduced me to Prof Kaul and then I arrived here.

16. Where do you see yourself five years from now?

To Play a stronger role as a researcher and advocate for ECCE. Evidence based practices. Have a stronger role in policy work.

17. How does regulation impact your work as an educator? Are there any aspects of regulation that you want to change?

More articulated regulation is needed in this area. Greater need for course work (in PhD Course)

18. In your role as an educator, what changes have you seen in the demand for seats over the past few years?

a. Demand for seats has gone up

b. Demand for seats has gone down

c. I have not observed any change in the demand for seats

b.

19. Have you observed any change in the admission and types of students entering the institution over the past few years?

Admission process has changed. Common entrance and all.

20. Do you have any concerns about the types of students entering the institution?

No

21. What are the motivating factors for your students to enrol in a teacher education program?

a. Teaching guarantees a stable job

b. Teaching is a well-respected profession

c. They didn't get admission into any other course

d. Most students join based on recommendations from their families or peers

e. Other (please specify)

a, c and d

22. Where do most of your students do their internships?

a. Private schools

b. Government schools

c. Aided schools

d. Others

NGOs, Government institutions, DIETs, field attachments. Summer internship and dissertation are in the fourth semester of the course.

23. Where will your students seek employment after completing the programme?

a. Government school

b. Private school

c. Other (please specify)

b. and c. NGOs  
  
 24. How did the COVID-19 pandemic affect your practice as an educator? How did it affect your students' motivation and performance?

Yes, surely it impacted us but we learnt and adapted online teaching-learning skills during the phase.

**6**

Interview with **Md Juber, Faculty, IASE, Jamia Millia Islamia (Special Education), New Delhi.**

**Interview conducted by: Dr. Harshvardhan Kumar (on 16 August 2023)**

**(Category: Special Education for CWSN)**

**Specialised teacher education programmes (Special Education/Physical Education/Arts Education)**

(Note: Though Critical Group Interview is meant for Group interview but the interviewer touched upon this as well for having some additional information)

**I.Critical Group Interview**

1. What are the policy documents that guide the programmes for preparing teachers with specialisation in India?

PWD Act- 1995, mention of 17 to 21 disabilities, RPWD Act - 2016 has 21 types of disabilities, whereas further updation is required.PWD- National Trust Act.

RCI Body is for guiding special Education- As NCTE is for Regular Education. It looks after the courses, curriculum, awareness, supervision. Prepares documents and resources and makes them available for teachers.

2. What are the modes of providing programmes meant for preparing teachers with this specialisation in India? (Regular, part-time, open or distance mode, online, blended etc.)

Regular

Earlier it was more in distance learning mode. There are courses like B.Ed. (Special Education), D. El. Ed., Masters courses like M.Ed. (Special Education), PhD in special education. Distance mode is less now. Uttarakhand University is one example of offering distance mode.

3. Are there any norms and standards for institutions providing such courses? If yes, who has prepared that and when?

Yes, it is RCI.

4. What is the impact of regulators such as RCI/NCTE? What role do universities play?

Universities also played their role but there should be a governing body . RCI is a regulatory body. Teaching learning processes are guided by the university (formed by audinance). Even various institutes are there. RCI only has a small headquarter in Delhi. It is in its infancy stage. Situation is good in NCR but it needs to go beyond metros.

5. How many colleges/institutions are there to prepare teachers with this specialisation in India? What is the approximate number of seats available for preparing teachers with specialisation in the country?

Not sure about such numbers. I guess such information may be available online with RCI and other platforms. As per the Supreme Court of India Order, special educators are needed in ‘each school’ KVs currently involving special educators. If the order is implemented, more educators will be needed and thus more institutions or seats to prepare such teachers.

6. What is the profile of students who come in - gender, social class, rural/urban?

In terms of employment, special education is better than the general B.Ed course, so is a preferred one. Girls are more in number. In the last 4-5 years, boys are also taking interest. GoI, state governments, RCI, all are working around it. Thus the accessibility has gone up. In our institution, even the waiting list is not cleared.**Even Special children (CWSN) opt for the course.**

7. What are the trends in employment in government and private schools?

Both the places. Govt. has more of a process but in private schools, knowledge plus communication skills matter. In remote areas, more employment is there in the government schools. In Delhi, TGT special educator post is there and like that in some other places. This should be followed by other states.

8. Has the RtE made a difference to employment prospects?

It is an old debate over teachers getting involved in non-academic tasks. RtE somewhere settled it. **Employment has gone up in the last 5-6 years.**

9. What is the estimate of the number of teachers required? Are there enough programmes and allocated enrolment to produce the number of teachers needed in the system?

Number of institutions needs to go up. In all education departments special education should be there.

10. What kinds of policy changes are needed to: i. enable offering of more programmes? ii. ensure good quality of the programmes? iii. attract more candidates to these programmes?

Special educators are better than the general teacher. S/he can teach in an inclusive setting. Even the Court Order says this. (2009-10 case may be. Reference should be at the RCI website)

III. **Faculty of the institution**

1. Name of the teacher education institution

Department of teacher training & non-formal education. Jamia Millia Islamia, New Delhi

2. State and district of the teacher education institution

New Delhi

3. Type of management:

a. Private

b. Government

c. Government Aided

d. Others

b.

3. Name of the Faculty

Md. Zuber  
4. Age

35

5. Gender

a. Male

b. Female

c. Other

a

6. Social category

a. General

b. Scheduled Castes

c. Scheduled Tribes

d. Other Backward Classes

e. Special Backward Classes

f. Vimukta Jaati

g. Nomadic Tribes

a. Economically Weaker Section

d

7. Are you from this state? - Yes/No

Yes  
  
8. If no, your place of origin-

-  
  
9. Highest educational qualifications:

| Qualification | Year of completion | Subjects | Grade/Percentage |
| --- | --- | --- | --- |
| Masters in Spcl. Edu. | 2014 | Learning disability | A |

10. How long have you been an educator?

4 years

11. Have you cleared the NET or SLET?

a. Yes

b. No

1. NET- JRF (2015)

12. What is your area of specialisation?

Learning Disability

13. Why did you become an educator?

Interest plus social work (got it from parents)

14. What is your perception of the teaching profession?

Noble Profession. Demands for changes have been there. **Low salary was a challenge,** **but it has improved in the last few years. Satisfied professionals can teach well and prepare better.**

15. Why did you choose to join this institution?

One of the best Universities of India. It started before independence. Providing quality teacher education. It was even appreciated by Gandhi (ji).

16. Where do you see yourself five years from now?

Hard to say but will improve my skills related to special education.

Will work for Rights of people with special needs, better research, resources and training to give better exposure.

17. How does regulation impact your work as an educator? Are there any aspects of regulation that you want to change?

RCI works on a uniform pattern and is working well (as per my perception).

18. In your role as an educator, what changes have you seen in the demand for seats over the past few years?

a. Demand for seats has gone up

b. Demand for seats has gone down

c. I have not observed any change in the demand for seats

a

Legal aspect, awareness has brought positive change.

19. Have you observed any change in the admission and types of students entering the institution over the past few years?

No, it is diverse..

20. Do you have any concerns about the types of students entering the institution?

Not for special (education ones) but in general a teacher needs dedication. Ideal for the students but in the last few years it has been deteriorating. We need programs for them to build nationalism, dedication and ethics etc.

21. What are the motivating factors for your students to enrol in a teacher education program?

a. Teaching guarantees a stable job

b. Teaching is a well-respected profession

c. They didn't get admission into any other course

d. Most students join based on recommendations from their families or peers

e. Other (please specify)

1. (mostly)

22. Where do most of your students do their internships?

a. Private schools

b. Government schools

c. Aided schools

d. Others

all types (recognized) by the Delhi govt.. Special setup/ inclusive where special learners are there.

23. Where will your students seek employment after completing the programme?

a. Government school

b. Private school

c. Other (please specify)

All, as it is a central university  
  
 24. How did the COVID-19 pandemic affect your practice as an educator? How did it affect your students' motivation and performance?

Practical base needed more. It was challenging as the teacher was not in front of the learners. Internship was surely a challenge. Availability of resources was another challenge. Motivation was less but we provided training to teachers/professors, so that they are better prepared (to deal with the crisis).

**7**

**Interview with Dr Bharti Sharma, New Delhi.**

**Interview conducted by: Dr. Harshvardhan Kumar (on 2023)**

**(Category: Special Education for CWSN)**

**Specialised teacher education**

(Note: Though Critical Group Interview is meant for Group interview but the interviewer touched upon this as well for having some additional information)

**I.Critical Group Interview**

1. What are the policy documents that guide the programmes for preparing teachers with specialisation in India?

Teacher education is the mother of special education. It is one of the domains.

Primary resources are RCI Act, NCTE Act, Curriculum frameworks 78, 88.

Secondary sources are low quality. I personally do not refer (them).

Regulation and norms, Committees and Commissions, RWD Act 2016

2. What are the modes of providing programmes meant for preparing teachers with this specialisation in India? (Regular, part-time, open or distance mode, online, blended etc.)

Regular

3. Are there any norms and standards for institutions providing such courses? If yes, who has prepared that and when?

RCI norms. Obligatory for RCI to follow NCTE norms. There is a norm between them. Now there is no conflict. 100 percent placement due to this.

4. What is the impact of regulators such as RCI/NCTE? What role do universities play?

Followed religiously. We are the central government. body. We follow all norms but being an autonomous body we have certain liberties. Being a minority institution, we may have priorities in forming curriculum.

5. How many colleges/institutions are there to prepare teachers with this specialisation in India? What is the approximate number of seats available for preparing teachers with specialisation in the country?

Not aware of overall numbers but can tell ours. In our institution, 60 B.Ed. and 30 M.Ed. Delhi university has not started such a quality course.

6. What is the profile of students who come in - gender, social class, rural/urban?

90 percent Muslims, 50% (of total) girls. Students are mostly from the middle class. Rural-Urban is 50-50%

7. What are the trends in employment in government and private schools?

All government as there is huge demand.

Social justice & empowerment (rehabilitation) vs Education department (education)

10% skills for special education, rest education.

8. Has the RtE made a difference to employment prospects?

**RtE barely had any impact.** They included it only when amendment came. Before that they had forgotten about children with special needs.

Parents of special children to be part of the parent body in schools.

9. What is the estimate of the number of teachers required? Are there enough programmes and allocated enrolment to produce the number of teachers needed in the system?

Two special educators per school as per the court order. No specific directive into that. Not now- special program. General education degree can be made inclusive.

10. What kinds of policy changes are needed to: i. enable offering of more programmes? ii. ensure good quality of the programmes? iii. attract more candidates to these programmes?

**The Ministry of Education should take it over from RCI.**  Special Education has been sitting over special education courses. Rampant corruption (not to be quoted)

III. **Faculty of the institution**

1. Name of the teacher education institution

Department of teacher training & non-formal education (IASE). Jamia Millia Islamia, New Delhi

2. State and district of the teacher education institution

New Delhi

Type of management:

a. Private

b. Government

c. Government Aided

d. Others

b.

3. Name of the Faculty

Bharti Sharma

4. Age

44

5. Gender

a. Male

b. Female

c. Other

b

6. Social category

a. General

b. Scheduled Castes

c. Scheduled Tribes

d. Other Backward Classes

e. Special Backward Classes

f. Vimukta Jaati

g. Nomadic Tribes

a. Economically Weaker Section

a

7. Are you from this state? - Yes/No

Yes  
  
8. If no, your place of origin-

-  
  
9. Highest educational qualifications:

| Qualification | Year of completion | Subjects | Grade/Percentage |
| --- | --- | --- | --- |
| PhD | 2009 | Inclusive Education | NA |

10. How long have you been an educator?

22 years

11. Have you cleared the NET or SLET?

a. Yes

b. No

a.

NET-JRF (Education) 2004

12. What is your area of specialisation?

Special education

13. Why did you become an educator?

No Special reason

14. What is your perception of the teaching profession?

Not a profession but devotion. One who considers it a profession, ruins it.

15. Why did you choose to join this institution?

No Special reason

16. Where do you see yourself five years from now?

Will be around. Maybe an administrative role as well.

17. How does regulation impact your work as an educator? Are there any aspects of regulation that you want to change?

It follows NCTE norms and NCTE framework 2009, **RCI norms for appointments are lethal and must be made at par with UGC**

18. In your role as an educator, what changes have you seen in the demand for seats over the past few years?

a. Demand for seats has gone up

b. Demand for seats has gone down

c. I have not observed any change in the demand for seats

a

As placement has gone up.

19. Have you observed any change in the admission and types of students entering the institution over the past few years?

Now all want to come (to join the course)

20. Do you have any concerns about the types of students entering the institution?

Not so bright overall in special education.

21. What are the motivating factors for your students to enrol in a teacher education program?

a. Teaching guarantees a stable job

b. Teaching is a well-respected profession

c. They didn't get admission into any other course

d. Most students join based on recommendations from their families or peers

e. Other (please specify)

a

22. Where do most of your students do their internships?

a. Private schools

b. Government schools

c. Aided schools

d. Others

General govt. + Jamia School + Special Education Schools

23. Where will your students seek employment after completing the programme?

a. Government school

b. Private school

c. Other (please specify)

a

24. How did the COVID-19 pandemic affect your practice as an educator? How did it affect your students' motivation and performance?

As it is. Online offline.. we explored what we never did earlier, students misused it more. skipped attendance. Lack of honesty (among students) was witnessed.

**8**

**Interview with Dr Wilfred Vaz, Gwalior (Now living in Kerala).**

**Interview conducted by: Dr. Harshvardhan Kumar (on 14 August, 2023)**

**(Category: Physical Education)**

**Specialised teacher education**

(Note: Though Critical Group Interview is meant for Group interview but the interviewer touched upon this as well for having some additional information)

**I.** **Critical Group Interview**

1. What are the policy documents that guide the programmes for preparing teachers with specialisation in India?

For courses LNIP website has all the information. We are under Ministry of Youth affairs and Sports and follow the regulations accordingly. American Alliance for Physical Education, Recreation and Dance has been used for processes. In 1957 LNIP was started, since then the ministry guidelines are there. The candidate must be playing one of the games recognized by the institute. We conduct, fitness test, then skill test and then written test which earlier was in English only, now also in Hindi. Finally, an interview to test the attitude and aptitude is conducted. According to these, rank list is prepared.

2. What are the modes of providing programmes meant for preparing teachers with this specialisation in India? (Regular, part-time, open or distance mode, online, blended etc.)

Regular only. No other mode. They have day long engagement in activities during the course and their day starts early. They practice the skills during the course. One need to play at least one game.

3. Are there any norms and standards for institutions providing such courses? If yes, who has prepared that and when?

NCTE is the first and foremost body that draws the outlines of the course.

4. What is the impact of regulators such as RCI/NCTE? What role do universities play?

LNIP is autonomous and deemed to be university but there are institutions that prepare courses that need to be regularized.

5. How many colleges/institutions are there to prepare teachers with this specialisation in India? What is the approximate number of seats available for preparing teachers with specialisation in the country?

Not aware. It may be googled rather.

6. What is the profile of students who come in - gender, social class, rural/urban?

For first year BPEd, seats are hundred. 4x100=400, Masters 75/year. 25 PhD. Apart from this we have department of yoga. PG diploma in Yoga education (15 to 20 seats), MA in yoga education (25). We have other departments as well e.g. M.A. (Exercise Physiology), M.Sc. (Biomechanics), MA (Sports Psychology), PG Diploma in Sports Journalism, PG Diploma in Sports Management, PG Diploma in Fitness management, PG Diploma in Sports Coaching and so on. Relaxation in qualification for sportsperson with special achievements. Total strength is 2000-2200. Few courses are online even but not more than 1000-1200 students

Gender ratio is 40 for boys and 30 for girls. Still girls are less in number. Even the application is more of boys than girls. Mostly candidates are from mediocre or poor families in terms of financial conditions. There is a mindset that discourages girls to opt for physical education course. Rural people used to be more than urban but now it is kind of equal.

7. What are the trends in employment in government and private schools?

After graduation that is BPEd integrated program, they are qualified to become a teacher in a school. This was the only opportunity in the old times. Now specializing in one game, they can even become coach, but not at par with the NSNIS diploma. But now we have post graduate diploma in sports coaching. For becoming a coach, they need to specialize in a game out of those 16-17 games. There is a specialization and coaching. They get opportunity in govt. as well as private sector.

Now two-year BPEd is also there after graduation apart from four-year course. After graduation they can become teachers but now many of them are even joining fitness industry as a lot of opportunities are there. They can even start their own fitness centre. They can join fitness centres, 3-star, 5-star hotels as fitness centres. Even my students joined the Dubai Army as fitness trainer. Now many are there. It is because of individual’s interest basically that they want to be a teacher after the course or something else.

.

8. Has the RtE made a difference to employment prospects?

RtE has created interest amongst all the stakeholders. From private to government schools, sports facilities are being sought by all the stakeholders. One teacher is to be there as physical education teacher. Apart from Central school, where the PGT scale is not there. They only give PRT salary

.

9. What is the estimate of the number of teachers required? Are there enough programmes and allocated enrolment to produce the number of teachers needed in the system?

Every school will be appointing 1, 2 or 3 PE teachers as per there need

Each year around 20 students clear NET. For Schools BPEd is enough. They do not need TET.

10. What kinds of policy changes are needed to: i. enable offering of more programmes? ii. ensure good quality of the programmes? iii. attract more candidates to these programmes?

In many schools, at the class 11th and class 12th level, there is compulsory PE paper. Even students realize the importance of physical education. We also need to fight challenges like drugs among youth. There must be compulsory/permanent program for PE in schools. Every class must have a physical education class in a day. Even general fitness activities need to part of the processes.

III. **Faculty of the institution**

1. Name of the teacher education institution

Laxmibai National Institute of Physical Education, Gwalior.

2. State and district of the teacher education institution

Gwalior

Type of management:

a. Private

b. Government

c. Government Aided

d. Others

b.

3. Name of the Faculty

Wilfred Vaz

4. Age

64

5. Gender

a. Male

b. Female

c. Other

a  
   
 6. Social category

a. General

b. Scheduled Castes

c. Scheduled Tribes

d. Other Backward Classes

e. Special Backward Classes

f. Vimukta Jaati

g. Nomadic Tribes

a. Economically Weaker Section

c (though I am Anglo-Indian by birth)

7. Are you from this state? - Yes/No

No  
  
 8. If no, your place of origin-

Kerala  
  
 9. Highest educational qualifications:

| Qualification | Year of completion | Subjects | Grade/Percentage |
| --- | --- | --- | --- |
| PhD | 1994 | Physical Education | NA |

10. How long have you been an educator?

35 years

11. Have you cleared the NET or SLET?

a. Yes

b. No

b.

12. What is your area of specialisation?

Physical education

13. Why did you become an educator?

Mother was a teacher. But I may have landed to PE by chance. I was an artist. I was a professional violinist since school times. During the school days (when in hostel) I landed up to games and then one thing and the other happened I completed my diploma in Physical Education. Got to know about Physical Education institution in Gwalior. Joined it for higher studies. Graduation and masters there, M.Phil as well and then got the job there and I became an educator in PE.

14. What is your perception of the teaching profession?

Nothing like teaching (beyond comparison). I can say with all the proud that Physical Education field is one of the best teaching fields.

15. Why did you choose to join this institution?

I was studying here only. Got to work here.

16. Where do you see yourself five years from now?

I want to take up some charity work. There are many old-age home in Kerala. I wish to improve their (old people’s) life with my knowledge. But I am being called by so many private institutions. Many offers are there.

17. How does regulation impact your work as an educator? Are there any aspects of regulation that you want to change?

We have already coped up with the needed changes. As during Covid, we adopted online processes. Competitive sports are for limited people, non-Competitive sports need to be brought in. Ne information, like neo-genomics needs to be brought in.

18. In your role as an educator, what changes have you seen in the demand for seats over the past few years?

a. Demand for seats has gone up

b. Demand for seats has gone down

c. I have not observed any change in the demand for seats

a.

People are realizing the need and importance and the advantage of being a physical educator.

19. Have you observed any change in the admission and types of students entering the institution over the past few years?

Yeah, the devotion has gone down that the students use to show earlier- the devoted attitude. Earlier some of the students even wanted to acquire knowledge of all the areas. Now people are not ready to work hard.

20. Do you have any concerns about the types of students entering the institution?

As I told you, the devotion is lacking but now actually more people are coming to this field as almost all the parents want their children to be sportsperson in the country. Parent now take their children for sports during vacation and it is a good sign. The failure is on the part of PE may be. We need to develop need-based courses. To attract students

21. What are the motivating factors for your students to enrol in a teacher education program?

a. Teaching guarantees a stable job

b. Teaching is a well-respected profession

c. They didn't get admission into any other course

d. Most students join based on recommendations from their families or peers

e. Other (please specify)

a and b combined

22. Where do most of your students do their internships?

a. Private schools

b. Government schools

c. Aided schools

d. Others

a and b

but majority has been private schools

23. Where will your students seek employment after completing the programme?

a. Government school

b. Private school

c. Other (please specify)

Private school, Government school, fitness centre and many other places

24. How did the COVID-19 pandemic affect your practice as an educator? How did it affect your students' motivation and performance?

Hugely. Physical education can not be run sitting at home, because it is a practical oriented thing, you can not teach swimming through postal method or so. It is not possible. PE is a body contact course. During the Covid-19 period we conducted online classes but for theory part only. Once the situation improved, we called all our students (to the institution) and conducted practical classes only.