PHYSICAL EDUCATION TEACHER PREPARATION PROGRAMME IN NORTHERN INDIA: AN ANALYSIS

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ABSTRACT

This study was designed to assess the curriculum content, structure, degree level expectation and student outcomes on the basis of identified parameters in physical education teacher education programme at the university level in India. The main objective of this study was to assess and analyze the commonalities & differences in the courses offered at the post graduate level. Identified physical education teacher preparation programs of 3 institutions/university departments were assessed on the basis of identified (eight) broad parameters. The data were collected from students of four institutions and analyzed on the basis of comparison. Commonalities & differences among the identified parameters & their sub parameters were done for further assessing the opportunities provided by the professional institutions. The parameters were identified from the Physical Education Curriculum Analysis Tool, NAAC, N.C.T.E and other resources. Differences among the various parameters has been assessed which shows the opportunity for professional development of the learner. It is concluded that curriculum content is diversifying and the curriculum structure of physical education programme is meeting the needs of the professionals in the country, the programme objectives are particularly meeting the institutional goals. Further identifying the benchmarking with the international standards certain gaps have been identified for further detailing.
Keywords: Curriculum, physical education, teacher preparation.

1. INTRODUCTION

Universities in India have established faculty of physical education. Physical education as a subject is being studied at senior secondary level of education. The addition of physical education in the present day curriculum of education has

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proved to be of great help to students. Government of India as well as other sports bodies is encouraging people who have an interest in sports to develop their natural abilities. Physical education teachers preparation programme in India is currently delivered as per the policy of the concerned university & N.C.T.E norms. The variations in the preparation of teachers vary from university to university (NCTE, 2009).

Physical education teacher preparation programme plays a vital role to prepare future sports leaders. The spectrum of preparing to be a professional could include the following parameter: admission requirement, student support progression, learning outcomes, academic parameter, resources, teaching assessment & evaluation, curriculum review & self assessment (Behari, 1998; Verma, & Dorzi, 2012; Liang, 2013; Areekkuzhiyil, 2014). These variables hold immense importance in assessing the programme because it sumsup all information, reviews, critics & recommendation to rate the teacher preparation programme (NCTE, 2009).

The present paper is an effort to analyze the information on the basis of eight parameters of different colleges/institutions of post graduate physical education students. It may provide new dimensions of thoughts for physical education specialist and other stake holders, with the goal of developing physical education curriculum that meet the new challenges of the day to day changing professional developments and trends in the profession as well the spectrum of opportunities available for these professionals. The objectives of the study was to study the ongoing master degree programme of physical education (M.P.Ed) in the top identified colleges. Further to assess the curriculum content, structure and outcomes on the basis of identified parameters in physical education teacher education programme at the post graduate teacher preparation of physical education at university level. To assess and analyze the commonalities & differences in the courses offered at the post graduate level in relation to physical education teacher preparation. At last to propose guidelines for reconstruction of curriculum at post graduate level based on the outcomes of the study.

2. METHODS AND MATERIALS

2.1 Study Design and Area

The present survey study is descriptive in nature which is based on assessment of teaching and learning of professional physical education students and their outcomes. This study used primary data to assess teacher preparation programme which had collected from the students of various institutes in different. The samples were selected from the three colleges/university/departments of physical education, which are situated in northern part of India.

2.2 Subjects

Total 75 students who were undergoing physical education teachers training programme were taken from 3 different universities which are situated in northern region of India. The identified three universities were Amity University (AU), Noida, Uttar Pradesh; Maharishi Dayanand University (MDU), Rohtak, Haryana; Panjab University (PU), Chandigarh.

2.3 Procedure

The data required for the study has been collected by administering a likert type scale developed by investigators. This scale consist different items to assess identified parameter and sub-parameter viz. admission, student support progression, learning outcomes, and academic parameter, teaching assessment & evaluation, resources & curriculum reviews. The validity and reliability of the test has established well before administering of test.

3. RESULTS

The results of the statistical manipulation of three selected universities are presented below.

Table 1: Chi square of selected universities for the variable of "admission requirement"

University	Observed N	Expected N	Residual	Chi Square (x^2)	Sig.
PU	7	8.3	- 1.3		
	14	8.3	5.7	6.32	0.42
	4	8.3	- 4.3		
MDU	2	5.0	-3.0		
	1	5.0	-4.0		
	9	5.0	- 4.0	21.20	0.00
	9	5.0	- 4.0		
	12	5.0	7.0		
AU	1	8.3	- 7.3		
	19	8.3	- 10.7	21.44	0.00
	5	8.3	-3.3		

Table 1 shows the chi-square (x^2) value for admission score of the PU, MDU and AU students are 6.32, 21.20, 21.44, respectively, which is greater than the critical

table value. Chi-square distribution of admission requirement indicates disagreement between distributions of scores. As the observed value of chi-square is not greater than the critical table value shows that, the data gathered in the sample of university students appears to have non-consensus with the existing admission criteria at higher education level considered for the students.

Table 2: Chi square of selected universities for the variable of "student support progression"

University	Observed N	Expected N	Residual	Chi Square (x^2)	Sig.
PU	7	12.5	5.5	4.84	0.02
	18	12.5	5.5		
MDU	13	8.3	4.7	4.16	0.12
	7	8.3	- 1.3		
	5	8.3	- 3.3		
AU	2	8.3	- 6.3	8.72	0.01
	14	8.3	5.7		
	9	8.3	0.7		

Readings of the table 2 reveals the chi-square (x^2) value for students support progression of PU, MDU, and AU students are 4.84, 4.10, 8.72, respectively, which is greater than the critical table value. Chi-square distribution of students support progression score indicates disagreement between distributions of scores. As the observed value of chi-square is not greater than the critical table value shows that data gathered in the sample of university high education students appears to have non-consensus with the existing student support Progression criteria at higher education level considered for the students.

Table 3: Chi square of selected universities for the variable of "learning outcome"

University	Observed N	Expected N	Residual	Chi Square (x^2)	Sig.
PU	1	8.3	- 7.3	13.52	0.00
	8	8.3	- 3		
	16	8.3	- 7.7		
MDU	5	8.3	-3.3	17.36	0.00
	2	8.3	- 6.3		

	18	8.3	- 9.7	
AU	2	8.3	- 6.3	
	18	8.3	- 9.7	17.36	0.00
	5	8.3	-3.3	

Table 3 readings shows that chi-square (x^2) value for learning outcome score of the PU, MDU and AU students are 13.52, 17.36, 17.36, respectively, which is greater than the critical table value. Chi-square distribution of admission score indicates disagreement between distributions of scores. As the observed value of chi-square is not greater than the critical table value shows that, the data gathered in the sample of university students appears to have non-consensus with the existing learning outcome criteria at higher education level considered for the students.

Table 4: Chi square of selected universities for the variable of "academic parameter"

University	Observed N	Expected N	Residual	Chi Square (x^2)	Sig.
PU	1	6.2	- 5.2		
	2	6.2	- 4.2	26.04	0.00
	17	6.2	-10.8		
	5	6.2	- 1.2		
MDU	2	6.2	-4.2		
	8	6.2	1.8	10.36	0.01
	12	6.2	5.8		
	3	6.2	3.2		
AU	1	6.2	- 5.2		
	5	6.2	- 1.2	26.04	0.00
	17	6.2	10.8		
	2	6.2	- 4.2		

Table 4 shows the chi-square (x^2) value for assessment of academic parameter score of the PU, MDU and AU students are 26.04, 10.36, 26.04, respectively, which is greater than the critical table value. Chi-square distribution of admission requirement indicates disagreement between distributions of scores. As the observed value of chi-square is not greater than the critical table value shows that, the data gathered in the sample of university students appears to have non-

consensus with the existing admission criteria at higher education level considered for the students.

Table 5: Chi square of selected universities for the variable of "assessment and evaluation"

University	Observed N	Expected N	Residual	Chi Square (x^2)	Sig.
PU	2	5.0	- 3.0		
	3	5.0	- 2.0		
	17	5.0	- 12.0	36.04	0.00
	2	5.0	- 3.0		
	1	5.0	- 4.0		
MDU	4	5.0	- 1.0		
	9	5.0	4.0		
	1	5.0	-4.0	7.60	0.11
	7	5.0	2.0		
	4	5.0	- 1.0		
AU	1	4.2	- 3.2		
	1	4.2	- 3.2		
	1	4.2	- 3.2		
	1	4.2	- 3.2	72.20	0.00
	20	4.2	15.8		
	1	4.2	- 3.2		

Examination of table 5 shows that chi-square (x^2) value for assessment and evaluation score of the PU, MDU and AU students are 36.04, 7.60, 72.20, respectively, which is greater than the critical table value. Chi-square distribution of assessment and evaluation indicates disagreement between distributions of scores. As the observed value of chi-square is not greater than the critical table value shows that, the data gathered in the sample of university students appears to have non-consensus with the existing admission criteria at higher education level considered for the students.

Table 6: Chi square of selected universities for the variable of "resource"

University	Observed N	Expected N	Residual	Chi Square (x^2)	Sig.
PU	1	6.2	- 5.2	30.20	0.00
	2	6.2	- 4.2		

University	Observed N	Expected N	Residual	Chi Square (x^2)	Sig.
	18	6.2	11.8		
	4	6.2	-2.2		
MDU	2	6.2	- 4.2		
	8	6.2	1.8	7.80	0.05
	11	6.2	4.8		
	4	6.2	- 2.2		
AU	3	6.2	- 3.2		
	8	6.2	1.8	10.36	0.02
	12	6.2	5.8		
	2	6.2	- 4.2		

It is vivid from table 6 that chi-square (x^2) value for resources score of the PU, MDU and AU students are 30.20, 7.80, 10.36, respectively, which is greater than the critical table value. Chi-square distribution of resources indicates disagreement between distributions of scores. As the observed value of chi-square is not greater than the critical table value shows that, the data gathered in the sample of university students appears to have non-consensus with the existing admission criteria at higher education level considered for the students.

Table 7: Chi square of selected universities for the variable of "curriculum review"

University	Observed N	Expected N	Residual	Chi Square (x^2)	Sig.
PU	1	6.2	- 5.2		
	12	6.2	- 4.2	15.80	0.00
	13	6.2	6.8		
	9	6.2	-2.8		
MDU	5	6.2	- 1.2		
	1	6.2	-5.2	26.04	0.00
	17	6.2	10.8		
	2	6.2	- 4.2		
AU	2	8.3	- 6.3		
	18	8.3	9.7	17.36	0.00
	5	8.3	- 3.3		

Table 7 shows the chi-square (x^2) value for curriculum review score of the PU, MDU and AU students are 15.80, 26.04, 17.36, respectively, which is greater than the critical table value. Chi-square distribution of curriculum review indicates disagreement between distributions of scores. As the observed value of chi-square

is not greater than the critical table value shows that, the data gathered in the sample of university students appears to have non-consensus with the existing admission criteria at higher education level considered for the students.

Table 8: Chi square of selected universities for the variable of "self assessment"

University	Observed N	Expected N	Residual	Chi Square (x^2)	Sig.
PU	3	5.0	- 2.0		
	3	5.0	-2.0		
	17	5.0	- 12.0	36.80	0.00
	1	5.0	- 4.0		
	1	5.0	-4.0		
MDU	6	5.0	1.0		
	7	5.0	2.0		
	10	5.0	5.0	12.40	0.02
	1	5.0	-4.0		
	1	5.0	- 4.0		
AU	1	5.0	- 4.0		
	4	5.0	- 1.0		
	14	5.0	9.0	21.60	0.00
	2	5.0	-3.0		
	4	5.0	- 1.0		

As reveals from the table 8 that chi-square (x^2) value for self assessment score of the PU, MDU and AU students are 36.80, 12.40, 21.60, respectively, which is greater than the critical table value. Chi-square distribution of curriculum review indicates disagreement between distributions of scores. As the observed value of chi-square is not greater than the critical table value shows that, the data gathered in the sample of university students appears to have non-consensus with the existing admission criteria at higher education level considered for the students.

4. DISCUSSION

Pertaining to the results it was found that majority of respondent among universities agreed or strongly agreed on admission requirement that, there should be some changes with the latest effect in assessment of sports proficiency marks, cognitive aspect, academic eligibility and sports certificate. On the basis of the reviews of students, it was also documented that there should be women

reservation in seats at the time of admission for the welfare of women & sports and specialized coaches should be appointed in each game on the permanent basis.

It reported that majority of students of three universities were satisfied with their placement services, feedback of student teacher, guidance & counseling programme & personal professional growth. Only students of MDU were not happy with their placement services, feedback of student teacher, guidance & counseling programme & personal professional growth.

On the learning outcomes, majority of the students agreed the importance of learning outcomes which has to be provided in each course module so that it helps to learn better to their progress of career aspects (Hoyle, 1982). This indicates about the assessment of academic parameter, most of the students among the universities wants to revised curriculum because they believes course content was not challenging but majority of the respondent agreed with the sufficient variation of teaching, sufficient hour for class & teaching methods.

Majority of students among three universities were satisfied with teaching method, additional study material, fair marks in internal assessment but few students wants to add innovative teaching method like- e-learning, group project, group discussion but on other hand, number of half students doesn't agreed with the quality of programme, assessment scheme & teaching method (Thang, Murugaiah, Lee, Hazita, Tan, & Lee, 2010; Khairani, 2011).

The respondents among three universities were agreed with the facilities of resources like hostel & mess, library, laboratory but respondents also wants world class infrastructure, ground & olympic size swimming pool. On the other hand most of the students of MDU were not satisfied with the services of their library, laboratory, ground & hostel or mess.

Opinions of students of the 3 universities about curriculum review revealed that students wants representation in course/ module development. They believe that research work enhance the learning progress and curriculum, student teacher assessment, teaching learning instruction, policies, environment, achievement or standard needed for high quality of physical education programme (Ganser, 2000; Jamil, Razak, Raju, & Mohamed, 2007; Khairani, 2011). Results also reveals that majority of student believes that they can handle their problems easily, they trust in self & others too. They rate their physical appearance on good scale. They believe in felling of belonging (Wade, 2000).

The implications have emerged from the finding & present investigation reported in the light of latest ideas of the students. The present curriculum need to be revised and necessary modification should be made and explore more option in specialized courses those meet with global approach. Career & guidance cell might be established in professional institutes/colleges for widening a job opportunity & gives more options to their bright career. Orientation programme,

conferences, seminar should be made regular feature in formative assessment for the master level of student. So that students can explore the opportunity of research (Ganser, 2000; Xiang, Liu, Xu, & Liu, 2013).

It was found that all the institutes fulfill the requirement of N.C.T.E norms (2009) but they provide only minimum facilities to the students. Existing facility of mess, hostel, ground, scientific equipments, swimming pool, gymnasium infrastructure, learning resources & better source of library were not considered satisfactory so it is necessity to improve the facility of resources so that students will get a platform to nurture their talent in concerned specialization (NAAC, 2007).

It is also came from the results of the study that, physical fitness centers, summer coaching camps need to be established in all universities to provide fitness programme for university teachers, students and employee so that student shows their excellence in sport on national or international platform. On the basis of reviews of students, It feels to add new subjects like health management, fitness management, sports marketing, curriculum specialist, physiotherapist at master degree level so that student get specialized in concerned career option (Ganser, 2000; Zhu, 2008).

It was also reported that all institute were having well qualified, committed & competent faculty but there should be separate council of area of research who gives opportunity to increase career growth in college's premises. So that student & teachers share their learning experiences under the same roof.

5. CONCLUSIONS

On the basis of findings, it is concluded that all the 3 institutions are serving its best to the society but there is always a scope of improvement. It is concluded that curriculum content is diversifying and the curriculum structure of physical education programme is meeting the needs of the professionals in the country, the programme objectives are particularly meeting the institutional goals. Further identifying the benchmarking with the international standards certain gaps have been identified for further detailing. The study could help colleges or university to conduct a clear, complete and consistent analysis of written physical education curriculum for delivery of high quality physical education.

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