

Survey on Facilities and Programmes in Professional Preparation Institution of Physical Education

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ABSTRACT

A healthy lifestyle described by customary physical activity starting from adolescence is an overall need for future wellbeing to defeat the difficulties presented by inactive lifestyles. Aside from advancing aggressive games, the physical instruction educational modules and expert arrangement in India are intended to address the issues of weight and absence of physical wellness, furnishing students with the knowledge to settle on an educated decision regarding lifestyle. Through a mix of hypothesis and pragmatic work, the physical training educational modules attempts to encourage healthy living and add to the advancement of prosperity of the general public as a rule and people specifically. Educational qualifications are necessary fulfillment for polished skill or to turn into an expert. Least dimension of accomplishment is a school level degree, which might be a single man or a postgraduate certificate. Indeed, even post-graduation isn't adequate to build up oneself as an expert in the scholarly field. In any case, an unmistakable qualification between the expertly arranged or not readied individual can be brought through the person's achievements, nature of formal preparing gained, his/her comprehension of specialized and logical apparatuses and knowledge of hypothetical standards of the topic.

Keywords : Physical Education, Physical Activity, Education, Training.

I. INTRODUCTION

"Each individual has a major right of access to physical training and game, which are fundamental for the full advancement of his character. The opportunity to create physical, scholarly and good powers through physical training and game must be ensured both inside the educational framework and in different parts of public activity" .

Sports and amusements as a crucial segment of social and social life are installed in the Indian legacy, and can be found in the archeological unearthings of Mohenjo-Daro and Harappa, the Vedic writing, the Epics like the Ramayana and the Mahabharata, the Purana's, the scholarly works of Koutilya, Kalidasa, Panini, just as the Buddhist and Jain writing focused

on the significance of games and diversions in our social and social life. There had been considered it to be a characteristic part of training and advancement of the human character. Each general public advanced and built up its very own indigenous methods of physical undertaking and healthy social association through an assortment of recreations and sports structures and occasions. Sports and recreations have been a mechanism of diversion as well as methods for physical exercise and wellness too.

II. METHODS AND MATERIAL

Promotion of Physical Education Courses in India

The Indian Education Organization, in 1882, prescribed that physical preparing must be advanced for the enthusiasm of youth in the school educational

programs. In 1914 Vidya Brothers' established Sir Hanuman VyayamPrasarak Mandal, Amravati, essentially to serve the reason for physical training in India. The advancement of logical physical training in India goes back to 1920 when H. C. Buck established the Y.M.C.A. School of Physical Education in Madras. It was an endeavor to advance and systematize physical instruction in the nation. It was in 1948, the Central Government Committee on physical instruction, known as Tara Chand Committee was set up to build up a focal organization for physical training which can offer a degree course. The second proposal of the panel was to set up an organization offering a post - graduate course in physical instruction of one year span, and the third was to set up extra instructional hubs of physical training in different pieces of the nation to satisfy the developing need for prepared educators in the region of physical instruction and amusement.

Committees and recommendations

It's a given that the advancement of physical instruction and sports offices in the educational foundations is an absolute necessity for the satisfaction of the objectives of complete training and for the advancement of the country. What structures the needs for promoting of decent physical instruction program and its nonstop advancement at the foundation are the framework offices, qualified and productive games faculty, sports writing and supplies. Different advisory groups comprised have prescribed the need of giving sufficient offices in each training establishment. The Curriculum Framework created by non-statutory NCTE in 1978 was updated by the NCERT in 1988. The primary Curriculum Framework for Quality Teacher Education was set up by NCTE in 1998. An exchange paper on Curriculum Framework was together arranged by NCTE and NCERT in 2006. Creating educator quality is an essential to guarantee the nature of any physical instruction program. The educator instruction framework, directly from

commencement through its underlying and proceeding with expert advancement projects is relied upon to guarantee a satisfactory supply of expertly equipped instructors to run the country's schools.

Chief Challenges of Physical Education

A program in physical instruction is regularly met with two boss challenges in particular, deficient offices and poor educator quality. There are markers on deficiencies and lack in offices and types of gear and low support levels in physical instruction field all through in India. Physical training in educational establishments requires basic offices, for example, play area, supplies, libraries, research facilities, multi-reason corridors, pool, games, sports and recreations types of gear, wellbeing related physical wellness focus, engine wellness focus and so forth.

It has likewise been encountered that the accessibility of such offices in sufficient measure and the as of late reconsidered and actualized educational modules are to a great extent in charge of the achievement of the expert arrangement program. Albeit adequate research reports are accessible on the status of offices, physical training educational modules and budgetary help at auxiliary schools, school and college levels, we have numerous boundaries in giving physical instruction and physical activity. However, the status of existing offices in expert readiness foundations stays ambiguous. All the more explicitly the data about the accessibility of existing offices and projects in expert readiness foundations in South India isn't known and has incited me to take up this examination on this central zone.

Satisfactory offices and types of gear must be given and introduced to address the issues of concentrated and safe cooperation in both in-school and outof-school projects concerning physical training and sports. It is officeholder on governments, open experts, schools and suitable private organizations, at all

dimensions to consolidate powers and plan to give and utilize establishments, offices and gear for physical training and sports. It is basic that plans for rustic and urban improvement incorporate arrangement for long haul needs in the matter of establishments, offices and gear for physical instruction and game, considering the open doors offered by the regular habitat.

Objectives of the study

- To procure an expansive scope of coordinated knowledge on projects and offices of physical training organizations in north india.
- To realize whether there are adequate foundation offices in expert readiness organizations of physical training in north India.
- To decide if the offices and projects can improve the status and nature of physical instruction instructor students through the expert establishments.
- To comprehend whether the offices accessible at different expert planning organizations are adequate to meet the prerequisite for offering proficient projects.

The research titled “Survey on Facilities and Programmes in Professional Preparation Institutions of Physical Education in north India”, attempted to identify the existing facilities and programmes –which includes infrastructure facilities, play fields, equipments and academic programmes, admission procedure, staffing, and the curriculum of physical education that are generally followed by the institutions across north India. A wider geographical area was selected for the study despite the difficulty of distance, because a more limited geographical area would limit the quantity of subjects, which might affect the quality of sampling. The states selected for the study from north India were Haryana, uttarparadesh, Punjab and delhincr.

Selection of the Institution

A total number of 70 professional preparation institutions of physical education from Haryana, uttarparadesh, Punjab and delhincr. were randomly selected and subjected for the investigation. The institutions come under different categories like Government, GovernmentAided, Private, Autonomous, Deemed University Departments, and University Departments. They conduct academic programmes for professional preparation like B.P.E / B.P.Ed, M.P.Ed / M.P.E.

Area of Investigation

1. General information
 - A space for the Name, Address and Designation of the person replying was provided in this part.
 - Details on:- National Assessment and Accreditation Council (NAAC) accreditation, National Council for Teacher Education (NCTE) recognition, Nature and Status of the Institution, Gender Category of Students, Medium of Instruction and Examination
2. The Programmes
 - Academic Programme:- Details of Course, Eligibility& Admission Procedure, Details of Syllabus, Research& Other Related Courses, Co-curricular and Extra-curricular activities.
 - Sports Programme:- Details of Participation and Organisation of Sports Activities, Awards and Incentives for Academic and Sports Excellences.
 - Details of Teaching & Non-Teaching Staff.

SELECTION OF TOOLS • Questionnaire The research scholar developed a self constructed questionnaire to explore the existing facilities and programmes in professional preparation institutions across South India. It was intended to seek information by asking participants to respond the questions rather than by observing their behaviour. Employment of questionnaire as a research tool was useful in collecting information from the respondents who are

scattered in a vast area and achieve success in a collecting reliable and dependable data. For this reason the questionnaire technique was adopted by the investigator as a tool to collect the data.

DESIGNING OF SELF CONSTRUCTION OF QUESTIONNAIRE:

INITIAL WRITING

In the first attempt, various questions which required responses were formulated with the consent of the guide. The initial questionnaire was given to three experts in the field of physical education and sports with request to evaluate and answer them.

Phase I

- The purpose of the study was clearly identified.
- The questions were arranged in logical order.
- Each question in the survey was absolutely free from ambiguity.
- The questions were stated in an objective manner for elicit short answers.
- Adequate space for answers was provided.
- Complete name and address of the investigator was shown in the permission letter provided by the guide in his letter head, so that the respondent knows where the investigator located.

Phase II

TRIAL RUN

After the questionnaire was prepared to the satisfaction of the researcher including all items considered essential and organising them in the sequence found appropriate, it was submitted for a trail run roping in 5 experts in the field of physical education and sports. The purpose of the trail run was to discover whether the meaning of all statements in the questionnaire is vivid and the questions are adequate to obtain the sought for research. The suggestions received from experts were taken for

consideration in the phase III of questionnaire development.

Phase III REWRITING Based upon the information obtained from the trial run, the questionnaire was again revised and redrafted as per the suggestions received. After making extensive revision of questionnaire, a second trial run, using different respondents, was done by the Guide and Head of the Department. After obtaining their responses, the final shape was given to the questionnaire.

STATISTICAL TECHNIQUE The academic discipline cannot grow without advancement of research, so is true with physical education as well. One of the important dimensions of survey research is the design of questionnaire. Further, using appropriate statistical design reduces the overall error in the study and give more reliable conclusions. The data collected was tabulated by using excel work sheet. The statistical technique used to quantify and analyze the entire data was in percentage. Each item was drawn in tables and graphical demonstration was represented for better and easy understanding.

III. RESULTS AND DISCUSSION

Data analysis and interpretation

The percentage analysis of the surveyed information in terms of National Assessment and Accreditation Council (NAAC) accreditation and National Council for Teacher Education (NCTE) recognition of professional preparation institutions in north India is presented in Table I.

Table I

Type of Institutions	Number of Institutions having	%	Number of Institutions not having	%
NAAC Accreditation	21	58.33%	15	41.67%
NCTE Recognition	32	88.89%	4	11.11%

The above table records the number of NAAC accredited & NCTE recognized institutions. 58.33% is NAAC accredited and 41.67% lacks accreditation of NAAC. While 88.89% is recognized by NCTE, 11.11% has not yet been recognized by NCTE. The graphical representation of data is given in Figure 1.

Table II

Type of Institution	Number of Institutions	%
Government College	03	8.33%
Government Aided College	04	11.11%
Self – Finance College	07	19.44%
Autonomous College	02	5.56%
Deemed University Department	02	5.56%
University Department	18	50.00%

The above table shows various categories of professional preparation institutions in South India. It is evident from the table that 50% of the institutions come under University Departments. 19.44 % are Self-Finance Colleges. 11.11% are Government Aided Colleges. Of the institutions surveyed, 8.33% are Government Colleges, 5.56% each comes under Autonomous Colleges and Deemed University Departments.

Table III

Campus status and gender category	Number of institutions	%
Own Campus	14	38.99
University Campus	20	55.56
Along With Other Institutions	2	5.56
Boys	2	5.56
Girls	4	11.11
Co - Education	30	83.33

It is evident from the table that 38.99% of the professional preparation institutions has own campus;

55.56% of the professional preparation institutions has university campus; while the remaining 5.56 % share campus with other institutions. It is also evident from Table III that 5.56% of the professional preparation institutions professional preparation institutions co-education institutions.

Table IV

Medium	English	%	Mother tongue	%	Both	%
Instruction	28	77.78	0	0.00	8	22.22
Examinations	25	69.44	0	0.00	11	30.56

It is evident from the table that English is the medium of instruction in 77.78% of the professional preparation institutions, while 22.22 % has both English and Mother Tongue, 30.56% of the professional preparation institutions permits students to write examination either in English or in mother tongue, whereas 69.44% institutions conduct examination in English.

Table V

Course	BPE	BPEd	MPEd	BPE & BPEd	BPE & MPE	BPEd & MPEd	BPE, BPEd & MPEd
Total Number	1	6	5	2	1	17	4
%	2.78	16.67	13.89	5.56	2.78	47.22	11.11

It is evident from table that the professional preparation institutions runs the courses namely: 2.78% institutions conduct only B.P.E, 16.67% B.P.Ed, 13.89% M.P.Ed, 5.56% both B.P.E and B.P.Ed, 2.78% both B.P.E and M.P.E, 47.22% B.P.Ed and M.P.Ed while 11.11 % conducts B.P.E, B.P.Ed and M.P.Ed courses.

Table VI

Sl. No	Equipment	Yes	%	No	%
1	Lazium	33	91.66	3	8.33
2	Indian Clubs	33	91.66	3	8.33
3	Dumbbell	33	91.66	3	8.33
4	Hoops	29	80.55	7	19.44
5	Wands	21	58.33	15	41.66
6	Martial Arts	21	58.33	15	41.66
7	Light Apparatus	36	100	0	0

The above table shows that 91.66% of institutions are equipped with lazium, Indian clubs and dumb bell for indigenous activities, 8.33% of institutions lack these facilities. 80.55% have hoops while 19.44% do not have this equipment. 58.33% have both martial arts and wands, 41.66% do not have these equipments.

Table VII

Course	1500-2000 Sq.Mts.	%	2000 - 2500 Sq.Mts	%	2500 Above Sq.Mt	%	3500 Above Sq.Mts	%	Playing Area Within Premises	%
Only BPE/ BPEd	3	33.33	6	66.67	0	0.00	0	0.00	36	100
Only MPEd	0	0.00	0	0.00	5	100.00	0	0.00		
Both	0	0.00	0	0.00	6	27.27	16	72.73		

The above table shows that 33.33% of B.P.E/B.P.Ed institutions have built-up area of 1500-2000 Sq. Mts, 66.67% has built-up area as 2000-2500 Sq. Mts. All the institutions which run only M.P.Ed programme have above 2500 Sq. Mts of built-up area. The institutions running both under graduate and post graduate programmes have 27.7% of built-up area of above 2500 Sq. Mts. 72.73% of them have built-up area of above 3500 Sq. Mts.

Table VIII

Track & Field	200 mtr	%	400 mtr	%
Synthetic	0	0	1	2.78
Natural	6	16.67	29	80.56

The above table shows that 80.56% institutions have 400 meter natural surface of track & field facilities, remaining 16.67% have 200 meter natural track &

field. 2.78% have 400 meter synthetic track & field facilities.

IV. CONCLUSION

Following conclusions were drawn based on the findings of the survey.

- The study showed that some institutions had not yet been recognized by National Council for Teacher Education. For physical education institution running teacher education courses, the recognition of NCTE may be sought which would assure required facilities and standard.
- It was found that most of the professional preparation institutions were functioning as University departments. The active participation of Universities in promoting physical education programmes ensures the admission of meritorious students in the field of sports and games to its rolls. In this most of the institutions are recognized by NCTE.
- The gender specific institutions were very little in number. This showed that physical education as a discipline of co-education got more accepted well.
- Absence of theory specialization with emphasis on its practical application in most of the professional preparation institutions could be seen as a major drawback in developing specialists in the field of physical education and allied areas.
- Research activities were not found compulsory in some of the institutions, which might affect the learner's desire of pursuing research.
- Absence of elective paper in several institutions limited the students' exposure to allied subjects of their interest and choice.
- The strength of teaching staff was found inadequate as per the norms and standards prescribed by NCTE.
- Most of the professional preparation institutions did not have modern facilities like Synthetic

track swimming pool etc, may be due to nonavailability of funds and shortage of land area etc.

- Most of the institutions did not have specialized facilities for combative sports such as wrestling, judo and boxing etc.
- Facilities related to Staff quarters and Health centers were observed to be quite insufficient. This is an area which demands great emphasis and prime consideration.
- The study noted adequate shortage of physiotherapist, doctors, instructors and coaches in the institutions. The reason may be that the problem had not been properly highlighted before authority concerned and the appointment procedures were not carried out effectively.

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