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NCTE syllabus mapping among various universities of Punjab: A descriptive study

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Abstract

The present study is conducted to explore the NCTE Syllabus Mapping among Various Universities of Punjab: A Descriptive Study. Percentile method was used to analyze the data collected from different sites of universities. The result of the study reveals that Punjab University and Punjabi University follows 100% syllabus scheme of NCTE regulations 2015 and Guru Nanak Dev University done some changes with the syllabuses and scheme of NCTE. Guru Nanak Dev University 80% syllabuses scheme of NCTE which is again under the regulations 2015. So it has been concluded that modifications in the syllabuses and scheme separately. According to the syllabus mapping of NCTE, Punjab University and Punjabi University 100% syllabuses mapped with NCTE and Guru Nanak Dev University had 83% syllabuses mapped with NCTE. Thus the investigator found that all the universities of Punjab from their data is collected are implementing the NCTE regulations 2015. It is concluded that all the universities are following NCTE regulation 2015.

Keywords: NCTE regulations, physical education

Introduction

Physical education have its own population are recognition in the world of the education. It plays vital role in the life of student and helps to find physical education fits the educational pattern as well as in day today life. Education is a vast term. It is divided into two parts formal and informal education where the physical education comes into the formal education where one should attain to school university to gain the knowledge about his/her choice. Physical education not only helps to boost the physical strength of the students but also helps to gain the inner knowledge about the different games. According to Cossidy physical education is the sum of the changes in the individual caused by experiences centring in basic movement pattern (2013). National Council for Teacher Education (NCTE) is a authorised frame of Indian government set up under the National Council for Teacher Education Act, 1993 at, 1995 it works to correctly inspect ideals, action and development in the Indian education system which works both for the fundamental as well as state government. It mainly looks after the Teacher Education and its Secretaries, Department of Teacher Education and National Council of Educational Research and Training (NCERT) also look after these things too. The National Council for Teacher Education, in its preceding position meanwhile 1973, was an advising figure for the Central and State Government. The important task of the council is to work in the academic fields; it looks after the things like, under performance and necessary of the administrative duty as well as to assure preservation of requirement in teacher education and avoiding imitation of below standard teacher education associations. The National Policy on Education (NPE), 1986 and the agenda of activity, anticipate a National Council for Teacher Education with legal position and required effect as an initial phase is to restoring the different organization for teacher education. The National Council for Teacher Education as a lawful figure came into nearness in response of the National Council for Teacher Education Act, 1993 (No. 73 of 1993) on the seventeenth August, 1995. National council for teacher education (NCTE) was formed for the improving quality of teacher education in India. It helps to improve the education system of India in vast way. NCTE was found that constructivism is the new concept which had influenced the education system of India. But still, the old way of the teaching like in behaviourism is in use which brings pressure in the teacher's and whole

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education system. But due to the change in the technology and teaching method, now days, schools also prefer the constructivism. Different new ways of teaching method are being use by the schools now days in order to improve the education system like including the different programme activities for students which is prepared by teachers and experts of those fields. Since the technology plays an important role in today's world and children are very familiar with these technology due to which they gain more knowledge and information for them. So, teachers should be also aware of the new technology. It is found by the NCTE that the quality of teacher's education depends not only on the professionally sound and appropriate course but also on the way how the course is implemented in education institution for the teachers.

Significance of the Problem

The two years (Four Semesters) programme of Bachelor of Physical Education (B. P. Ed.) is a specialized program expected which prepares the physical Education teachers to take classes from VI to X which further leads the physical education and sports activities in Classes XI and XII. Previously the course was of the one year and running annually. Therefore here the Present study will highlight the advantage and disadvantage of NCTE regulation 2014. The present study will also highlight the advantage and disadvantage of these changes too. Beside this, it will also highlight the opinion of students and physical educationist towards this regulation. Syllabus changes will also be evaluated, highlighted and documented. If the researcher will get the opportunities than the same referred to NCTE.

Statement of the Problem

NCTE is branch which is established by the act of parliament (no. 73 of 1993) to coordinate with branch education programme throughout the India. In the present study, the scheme has planned to investigate the syllabuses of NCTE regulations 2015 in the various renowned institutes of Punjab. Therefore the statement is entitled as "NCTE Syllabus Mapping among Various Universities of Punjab: A Descriptive Study".

Objectives of the Study

To compare the scheme and syllabuses of benchmark university with NCTE regulations 2015.

Research Questions of the Study

Are syllabus of Benchmark University is better than NCTE syllabus 2015?

Reddy & Saritha (2016) conducted a study on role of teacher in the society: essential for teacher education and reported that the teachers must inspire the students and motivate them in acquiring knowledge to success in their goals. They should provide necessary career guidance in education, employment, political system and the government. A teacher needs skills to educate the students in the above said manner; teacher has to be trained with the value based teacher education. Hence, the teacher education system evolving in various forms, by adding the new contents, modifying the content, removing unrelated matter and including innovative practices and latest

technologies. This article says about, some of the drawbacks identified in the current teacher education and some of the inputs are to be suggested for teacher education to achieve its purpose. Sharma et. Al. (2016) conducted a study on benchmarking in physical education teacher education programme. This investigation was planned towards institutional examination for clear comprehension of process associated with elements of physical educator instruction in India. Seven organizations and colleges taken from seven distinct conditions of India to distinguish seven diverse expansive parameters which were relate post graduate Physical Education program. The information was gathered from partner of the chose establishment through physical training program evaluation device (PEPAT). The outcomes concede that, the colleges don't have comparative practical and conveyance process identified with the physical instruction instructor preparing program. The examination reflects towards requirement for Physical Education colleges and foundations to recognize the accepted procedures to be taken after in regards to working of conveyance of physical training programs at different organizations through key administration considers on the distinguished parameters previously setting up strict guidelines and standards for accomplishing brilliance in physical instruction in India.

Method and Procedure

The present study was conducted on syllabus and scheme mapping of universities. In scheme syllabuses mapping has been taken from the respected sites of the universities and mapped with the NCTE scheme. Researcher can collect all the contents of the syllabuses and make result according to contents. Scheme and syllabus mapping was done to examine the application of NCTE regulation 2015 by the universities of Punjab. Punjab University, Punjabi University and Guru Nanak Dev University take as a sample of the study.

Result and Discussion

The chapter of analysis and interpretation of the result is the soul and the heart of the study. The results are the mirror of the study and reflect the investigators views about the study. The data present study was a meaningless heap of numbers without result and discussion. The relationship between variables, which leads to fulfilment of the objectives of the study, was achieved with the logical organization of results prepared by the investigator. To avoid making conclusions from invalid data, the final analysis must be anticipated in detail. The problem has to analyze in detail to see which type of data is compulsory for its solution and to be assured that which method will give a definite answer. Once the information have been gathered, the following stage was to diminish them into measurable investigation on the grounds that the information thusly have no significance unless it was broke down and translated by refined factual strategies with a specific end goal to land at certain dependable and substantial conclusion. Investigation of information helps in interruption of the mind boggling angles into basic parts and putting them in new courses of action. so, that interpretation can be done easily. The analysis and interpretation of data, findings and discussion of findings have been described as follows.

NCTE With Punjab University Chandigarh, Punjabi University Patiala, Guru Nanak Dev University Amritsar

Group	Sem-1 NCTE	Sem-2 NCTE	Sem-3 NCTE	Sem-4 NCTE	Total in Percentage NCTE
Punjab University Chandigarh	100	100	100	100	100
Punjabi University Patiala	100	100	100	100	100
Guru Nanak Dev University Amritsar	80	80	80	80	80

The above said table shows in the scheme mapping of NCTE 2015 with the Punjab University Chandigarh. It has been observed that overall percentage of mapping is found 100% thus the hypothesis 2 is accepted. The above said table shows in the scheme mapping of NCTE 2015 with the Punjabi University Patiala. It has been observed that overall

percentage of mapping is found 100% thus the hypothesis 2 is accepted. The above said table shows in the scheme mapping of NCTE 2015 with the Guru Nanak Dev University Amritsar. It has been observed that overall percentage of mapping is found 80% thus the hypothesis 2 is accepted.

Semester wise (One) Contents Mapping of NCTE with Punjab University, Punjabi University and Guru Nanak Dev University Amritsar

Group	Total no of contents	Total no. Of contents mapped with NCTE	Total no. Of contents unmapped with NCTE
National Council of Teacher Education	103	103	0
Punjab University Chandigarh	103	94	9
Punjabi University Patiala	103	103	0
Guru Nanak Dev University Amritsar	86	63	23

Table shows content mapping of NCTE with Punjab University, Punjabi University and Guru Nanak Dev University. There are total 103 contents given by the NCTE and it has been found that same 103 content are given by the Punjab University and Punjabi University. So 100 percent mapping was is found with NCTE. But it has been observed

differently with GNDU as only 83.49% contents are mapped. In 103 contents 91.26% are mapped with Punjab University and 8.73% are unmapped with NCTE. In 103 contents 100% are mapped with Punjabi University. In 86 contents of Guru Nanak Dev University 73.25% are mapped with the NCTE and 26.75% are unmapped with NCTE.

Semester wise (two) Contents Mapping of NCTE with Punjab University, Punjabi University and Guru Nanak Dev University Amritsar

Group	Total no of contents	Total no. Of contents mapped with NCTE	Total no. Of contents unmapped with NCTE
National Council of Teacher Education	79	79	0
Punjab University Chandigarh	79	79	0
Punjabi University Patiala	79	79	0
Guru Nanak Dev University Amritsar	48	40	8

Table shows content mapping of NCTE with Punjab University, Punjabi University and Guru Nanak Dev University. There are total 79 contents given by the NCTE and it has been found that same 79 content are given by the Punjab University and Punjabi University. So 100 percent mapping was is found with NCTE. But it has been observed

differently with GNDU as only 60.75% contents are mapped. In 79 contents 100% are mapped with Punjab University. In 79 contents 100% are mapped with Punjabi University. In 48 contents of Guru Nanak Dev University 83.33% are mapped with the NCTE and 16.66% are unmapped with NCTE.

Semester wise (Three) Contents Mapping of NCTE with Punjab University, Punjabi University and Guru Nanak Dev University Amritsar

Group	Total no of contents	Total no. Of contents mapped with NCTE	Total no. Of contents unmapped with NCTE
National Council of Teacher Education	76	76	0
Punjab University Chandigarh	76	76	0
Punjabi University Patiala	76	76	0
Guru Nanak Dev University Amritsar	76	61	15

Table shows content mapping of NCTE with Punjab University, Punjabi University and Guru Nanak Dev University. There are total 76 content given by the NCTE and it has been found that same 7 content are given by the Punjab University, Punjabi University and Guru Nanak Dev

University. So 100 percent mapping was is found with NCTE. In 76 contents 100% are mapped with Punjab University. In 76 contents 100% are mapped with Punjabi University. In 76 contents of Guru Nanak Dev University 80.26% are mapped with the NCTE and 19.73% are unmapped with NCTE.

Semester wise (Four) Contents Mapping of NCTE with Punjab University, Punjabi University and Guru Nanak Dev University Amritsar

Group	Total no of contents	Total no. Of contents mapped with NCTE	Total no. Of contents unmapped with NCTE
National Council of Teacher Education	101	101	0
Punjab University Chandigarh	101	101	9
Punjabi University Patiala	101	101	0
Guru Nanak Dev University Amritsar	53	52	1

Table shows content mapping of NCTE with Punjab University, Punjabi University and Guru Nanak Dev University. There are total 101 contents given by the NCTE and it has been found that same 101 content are given by the Punjab University and Punjabi University. So 100 percent mapping was is found with NCTE. But it has been observed differently with GNDU as only 52.47% contents are mapped. In 103 contents 100% are mapped with Punjab University. In 103 contents 100% are mapped with Punjabi University. In 53 contents of Guru Nanak Dev University 98.11% are mapped with the NCTE and 1.86% are unmapped with NCTE.

Results

It has been observed that Punjab University, Punjabi University and Guru Nanak Dev University are following 100%, 100% and 80% syllabuses of NCTE regulation 2015 which is according to the regulations.

It has been observed that in syllabus mapping of NCTE and Punjab University, Punjabi University and Guru Nanak Dev University in first semester 91.26%, 100% and 73.25% of the syllabuses are mapped and 8.73%, 0% and 26.75% are unmapped.

It has been observed that in syllabus mapping of NCTE and Punjab University, Punjabi University and Guru Nanak Dev University in second semester 100%, 100% and 83.33% of the syllabuses are mapped and 0%, 0% and 16.66% syllabuses are unmapped.

It has been observed that in syllabus mapping of NCTE and Punjab University, Punjabi University and Guru Nanak Dev University in third semester 100%, 100% and 80.26% of the syllabuses are mapped and 0%, 0% and 19.73% syllabuses are unmapped.

It has been observed that in syllabus mapping of NCTE and Punjab University, Punjabi University and Guru Nanak Dev University in forth semester 100%, 100% and 98.11% of the syllabuses are mapped and 0%, 0% and 1.86% syllabuses are unmapped.

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