

A study on teacher education in India: Physical education, some policy issues and challenges

*abcdeMukhtar Ahmed & acdSunita Godiyal

Research Scholar, Department of Education, H. N. B. Garhwal (A Central University) S. R. T, Campus BadshahiThaul Tehri Garhwal, India

Received: 11 July 2021; Accepted 24 August 2021; Published 29 September 2021

OPEN ACCESS

ABSTRACT

This paper deals with some policies, problems and planned suggestions for teacher education and role of teacher in physical education. The goal of this Special Issue was to raise awareness of physical education teacher education (PETE) by expanding the knowledge base and geographical, theoretical, and innovative writing about PETE, physical education teacher educators, and those who shape (policymakers/higher education leadership) and those who experience PETE. The present research paper is based on explorative types of study. This research study is focused on teachers and physical education in India. This present study is basically case types of study, the researcher used secondary sources. The main implication of the study was to the Govt when any policy is introduced, it is the responsibility to checked in ground level, not only in papers.

Keyword: Education; teacher education; physical education; issues; challenges; policy

***Corresponding Author**

Email: mukhtarhnbgu786@gmail.com.



[https://doi.org/10.25299/es:ijope.2021.vol2\(3\).7335](https://doi.org/10.25299/es:ijope.2021.vol2(3).7335)

Copyright © 2021 Mukhtar Ahmed, Sunita Godiyal

How to Cite: Ahmed, M., & Godiyal, S. (2021). A study on teacher education in India: Physical education, some policy issues and challenges. *Edu Sportivo: Indonesian Journal of Physical Education*, 2(3), 131-139. [https://doi.org/10.25299/es:ijope.2021.vol2\(3\).7335](https://doi.org/10.25299/es:ijope.2021.vol2(3).7335)

Authors' Contribution: a – Study Design; b – Data Collection; c – Statistical Analysis; d – Manuscript Preparation; e – Funds Collection



INTRODUCTION

Teachers' involvement in promoting PA in teenagers has been proven as a significant component (Standiford, 2013). In terms of how far kids can meet the standards in a given school, teachers make all the difference. Effective motivation is required to attain greater levels of PA, which may be accomplished by improved teaching methods (Rosenkranz, et al., 2012). Previous study Haerens, et al., (2010) found that students who are highly autonomously driven (behaviours done for pleasure) are more likely to be physically active outside of PE class. According to Rutten et al. (2015), PE instructors should be helpful in order to maintain a high level of motivation among pupils.

Physical Education (PE) is essential since it is a skill-based subject that gives students the skills and confidence they need to pursue PA for the rest of their lives. "Physical education is the most effective way of equipping all children and adolescents with the skills, attitudes, values, knowledge and understanding for lifelong involvement in society," according to the statement of the UNESCO World Sports Ministers Conference (MINEPSV) in Berlin in 2013.

Education is the means for advance development of any nation of the country as well as the world and it depends on the quality of teachers. Knowledge, devotion, quality,

professional dedication and motivation of teachers are the factors accountable for quality education and learner achievement. Producing such teachers is a most important challenge for governments across the world today. With the continually increasing amount of knowledge today, teacher's job has been more challenging in the light of new pedagogical and psychological theories, philosophy, sociology and globalization. Well designed and creative Teacher education programmes are required today. Teacher education programme has to be critiqued, studied, reformed, rethought and reoriented today. Progress in teacher education is a 3dimensional task- It's main challenge for every nation to provide well set and effective teachers; it is an area of concern for degrading values and questions about rationale and goals of education for society; and it is the research problem regarding educational issues, concerns, questions and conditions. Physical education equips students with the skills they need to develop and sustain a physically active lifestyle throughout their lives, according to the Centers for Disease Control and Prevention (CDC) (2010) and the [National Association of State Boards of Education \(NASBE\) \(2012\)](#).

According to [Siedentop and Tannehill \(2000\)](#), the quality of their instructors is the most significant element influencing how children learn and develop in school. Active and successful instructors are excellent at teaching children, especially less-skilled pupils, students from educationally disadvantaged families, and novices of any age level, according to research. The purpose of this article is to discuss how teachers may inspire students and impact their physical activity, the significance of teacher pedagogical subject understanding, and significant problems in the school education system while implementing a Quality Physical Education Program.

The present research paper is purposed for teacher and physical education, the researcher choose this topic due to some reason were found, there is a gap of study in teacher and physical education especially the researcher found many issues and challenges in physical education during Covid-19 Pandemic, most of the educational institutions were closed till date, during this pandemic time students and teachers faced many difficulties, likewise network issues and many other problems, so that is why the researcher select this topic. The aims of this study are: (1) to explore the issues and challenges in teacher education, (2) to explain the difficulties faced in physical education during Covid-19.

METHODS

The researcher used exploratory types of method for this study, for this research article investigator used secondary data, which includes Journals, magazines, reference books, libraries and internet sources.

RESULT AND DISCUSSION

Indian Educational System

India has the world's third largest educational system and is among the largest systems of teacher education in the world. The educational expansion, universalization of elementary education, vocationalization of secondary education, higher and professional education and quality concerns of education are major drivers for thin creased demand and need of good teachers, in such conditions, there is a big need to produce good teachers and today it is on the top of global agenda. Recently Universlization of Elementary Education, and implementation of RTE coupled with sustainable Development Goals (SDGs) have produced a huge requirement of teachers

and to meet this new challenge, our country should be able to supply good teachers in large numbers. Today new innovations and experiments are being tried out inside as well as outside the classroom that includes project-based learning, development thinking skills, and discovery learning approaches. Many teachers are not perfectly familiar in implementing the. Concepts of new curriculum and many are not equipped to properly implement the curriculum. So it is necessary to define the professional qualifications and skills needed for a good teacher and inculcate them within prospective teachers. In India, during the quest of this reforming and restructuring and in the light of various policy papers and documents like- [National Council of Educational Research and Training \(1970\)](#), Acharya Rammurti Samiti Report ([Singh, 1991](#)). The Teacher education curriculum and regulations have witnessed a concept shift in recent years. On the other hand some of the problems have also been there like updated curriculum, duration and quality of internship; in-service teacher education, lack of practical aspects and teacher education through distance mode are controversial issues.

Challenges of Teacher Education

Great expansion of teacher education institutions during the last decade reflects the teacher education scenario of today. Increase in the no. of schools and enrolment as a result of countrywide primary education programmes like Operation Blackboard, District Primary Education Programme, Sarva Shiksha Abhiyan and Universalization of Elementary Education, has resulted in increased demands for the teachers. This produced a great demand and increase of teacher education institutions but the quality parameters were ignored in the process. As result, poor quality, lack of responsibility, and lack of desired qualities and dedication is seen among the newly produced pupil teachers.

Quality Crisis

There are problems of quality perception, quality scaling and quality differentiation in Teacher Education. There is a significant variance between expected and actual quality. Alas, this gap is widening. This is exemplified by the successive entrance tests for higher level, be it Graduate, Post-Graduate or Doctoral Level. There has to be adequate focus on all the systemic parameters input, process and output. The degeneration of quality of Teacher Education can be attributed more to the private sector. Unless the teacher education norms are observed sincerely by the society, nobody can help.

Physical Education

Physical Education (PE) is a difficult subject to teach in most nations ([Hardman, 2009](#)). Reduced curriculum time and a lack of properly trained instructors are among the difficulties, as are inadequate facilities and a bad image among teachers, students, and parents ([Nyakweba, 2005](#)). According to [Van Deventer \(2005\)](#), the worldwide crisis in PE has both a scientific and apolitical component, implying that it is not just about curriculum content but also about the politics that surround curriculum development and implementation in schools. In order to better grasp the nature of these problems across ed/cation systems in various countries, [Yardman et al. \(2021\)](#) established the following seven themes:

Physical Education's Purpose

Physical education has developed into a multi-disciplinary topic throughout time, with a scope that extends beyond physical fitness and knowledge of game and sport regulations. Many issues from various disciplines, such as science, biology, genetics, psychology, and sociology, are included. It's likely that not all of the elements that make up the scope of physical education will find a home in the school curriculum.

Physical Education Program

1. Physical Education Instructors Who are Qualified

It is a widely held belief in society that schools should employ instructors who are qualified to teach in the subject areas in which they are licenced in order to preserve the quality of education. When compared to classroom instructors qualified to teach physical education, research has shown that licensed physical education specialists can offer more and longer chances for children to fulfil physical activity requirements (McKenzie, & Lounsbury, 2009). All employees who take professional responsibility for PE and sport must have adequate credentials and training, according to the International Charter of Physical Education and Sports. To guarantee that they achieve an appropriate degree of expertise, they must be carefully chosen in sufficient numbers and provided preparatory as well as further training."

Physical education and sport should be taught, coached, and administered by competent people. Every primary school, according to Carney and Howells (2008), should have a physical education expert to teach PE. This viewpoint is backed up by Blackburn (2001), who claims that the specialist PE instructor has the greatest impact on student achievement in PE. In her research, Majagaonkar and Vaishali (2020) discovered that PE experts outperform non-specialists and generalist instructors. In her research, she discovered that no one specialized PE instructor is assigned to elementary schools in Satara City, and that non-specialist teachers teach PE to pupils in high schools. Many primary school teachers, according to Morgan and Bourke (2008), would rather not teach PE as all, therefore hiring specialized PE instructors should be prioritized.

2. Pupil-Teacher Ratio

According to a British Council Survey Report (2014), the Indian school education system faces major challenges today, including a high pupil-teacher ratio, a lack of professionally trained teachers, and poor student learning resulting in poor learning outcomes at each stage of education. According to the study, unfavorable pupil-teacher ratios exist in 46 percent of primary and 34 percent of upper primary schools. Due to the high class size, the instructor is unable to attend to the individual needs of each student and is unable to engage all pupils in physical exercise. Low-skilled pupils as well as advanced learners are affected by unfavorable pupil-teacher ratios (advanced skilled student).

3. Inadequacies in the quality of PE Teachers

The teacher-related obstacles to delivering PE programmes in elementary schools have been shown by researchers. Lack of training and knowledge, difficulty providing safely planned and structured lessons, gender stereotyping of activities, poor planning, and perception of the value of PE (DeCorby, Halas, Dixon, Wintrup, and Janzen, 2005), high level of accountability for other subjects, attitude toward PE (Dwyer et al., 2003), confidence in teaching PE, expertise or qualifications, interest in PE (Dwyer et al., 2003); (Morgan and Hansen, 2008). According to Jenkinson and Benson (2010), almost two-

thirds of the participating instructors found it challenging to engage students in PA, and they believed their own teaching had influenced their students' involvement in PE and PA. [Majagaonkar and & Vaishali \(2020\)](#) discovered that instructors in Satara city primary and secondary schools were unable to engage all students in physical activity during physical education class, with pupils spending an average of 3.86 (1.82) minutes and 2.48 (1.65) minutes in MVPA. [Nalkar \(2015\)](#) examined the planning time, time for providing instructions, teaching time, children's waiting time, and children's activity time in a survey of 59 teachers from Pune. He discovered that instructors spend more time engaging students in activities and less time teaching, implying poor lesson preparation and a lack of subject understanding among teachers.

Issues faced in Online teaching Learning during Covid-19

Access to online education is an issue that affects a significant number of kids and is not restricted to one block or area. Poor internet connection, a small number of Smartphone users and severe weather have made online learning difficult for students and instructors alike. The acquisition of knowledge is critical to the development of any civilization; this is also true in rural areas. Guidance and assistance to disadvantaged groups in obtaining their rights. Rural communities, in particular, often fail to meet the same educational requirements as more densely populated places. E-learning is a great tool for students in rural areas to get access to the same benefits as their urban counterparts

CONCLUSION

It is concluded from the study that teachers are the most important factor for the students for providing more opportunities to learn and be physically active and maintain a physically active lifestyle throughout their life span. It is suggested that, government should pay attention towards teachers training, employment of specialist (qualified) PE teachers in adequate number in order to achieve standard pupil-teacher ratio and improve quality of physical education. Besides this, to improve the quality of in-service PE teachers, in-service training should be conducted after duration of 2-3 years.

Suggestion

1. The applicant for the teacher training programme should be chosen using a proper selection technique. The test procedure for B.Ed. admission should be reformed such that only those students with teaching ability and a commitment to the teaching profession are admitted. Some steps should be made to make the B.Ed admissions process as safe as feasible against manipulation and interference.
2. The teacher training programme should be structured in such a way that pupil-teachers have sufficient chances to acquire the necessary teaching skills. It will assist aspiring instructors in developing a complete personality and becoming competent enough.
3. In inclusive classrooms, prospective instructors should be educated in the abilities required to cope with "Children with Special Needs" alongside regular pupils. The inclusion of inclusive education in teacher education should be a requirement.
4. To maintain a balance between professional work and personal life, teachers should acquire techniques such as meditation and yoga. According to [Sharma & Shakir \(2017\)](#), meditation may assist to relieve tension in the mind.
5. Teacher educators' professional development is a continual process. As a result, new refresher courses, orientation programmes, workshops, symposiums, and

short-term courses should be promoted on a regular basis for teacher educators' professional development. The institution should be properly provided with facilities for organising different kinds of activities such as daily assembly programmes, community living, social work, library organisation, and other curricular activities in order to create a professional mindset.

6. The Indian government should provide a substantial raise in teacher salaries on a regular basis.
7. Our instructors need to be updated on the latest educational advances, and pupil-teachers should be trained how to use information and communication effectively.
8. More focus should be placed on doing research on curriculum creation and assessment procedures by teacher education departments. The government should fund extension programmes and exchange programmes with other institutions both inside and beyond India.
9. Appropriate preparations for teacher training should be made at teacher training institutes. NCTE should keep an eye on the issue so that if such institutions do not have the requisite infrastructure, action may be taken against them.
10. The NCTE shall supervise private teacher education institutes on a regular basis to ensure that they are not used only for the purpose of generating money. Institutions that participate in the commercialization of education should face severe consequences.

REFERENCES

- Blackburn, C. (2001). National curriculum physical education implementation in primary schools-a case for specialist teachers. *Bulletin of Physical Education-Driffield Then Nafferton*, 37(1), 47-62.
- Bronikowski, M., Bronikowska, M., Laudańska-Krzemińska, I., Kantanista, A., Morina, B., & Vehapi, S. (2015). PE teacher and classmate support in level of physical activity: The role of sex and BMI status in adolescents from Kosovo. *BioMed research international*, 2015.
- Carlson, S. A., Fulton, J. E., Lee, S. M., Maynard, L. M., Brown, D. R., Kohl III, H. W., & Dietz, W. H. (2008). Physical education and academic achievement in elementary school: data from the early childhood longitudinal study. *American journal of public health*, 98(4), 721-727. <https://doi.org/10.2105/AJPH.2007.117176>
- DeCorby, K., Halas, J., Dixon, S., Wintrup, L., & Janzen, H. (2005). Classroom teachers and the challenges of delivering quality physical education. *The Journal of Educational Research*, 98(4), 208-221.
- Carney, P., & Howells, K. (2008). Defining the specialist teacher of primary physical education. *Primary Physical Education Matters*, 3(3), 3-4.
- Chakraborty, B., Nandy, S., & Adhikari, S. (2012). A study on physical education teachers' training programme on development of attitude towards physical education. *IOSR Journal of Humanities and Social Science*, 2(4), 1-3.
- Dhal, P. K. (2015). Teacher Education In India At The Cross Roads. *Research Paper In Education*, 11(1), 08-10.

- Dwyer, S., Richard, O. C., & Chadwick, K. (2003). Gender diversity in management and firm performance: The influence of growth orientation and organizational culture. *Journal of Business Research*, 56(12), 1009-1019. [https://doi.org/10.1016/S0148-2963\(01\)00329-0](https://doi.org/10.1016/S0148-2963(01)00329-0)
- Duncombe, R., Cale, L., & Harris, J. (2018). Strengthening 'the foundations' of the primary school curriculum. *Education 3-13*, 46(1), 76-88.
- Haerens, L., Kirk, D., Cardon, G., De Bourdeaudhuij, I., & Vansteenkiste, M. (2010). Motivational profiles for secondary school physical education and its relationship to the adoption of a physically active lifestyle among university students. *European Physical Education Review*, 16(2), 117-139. <https://doi.org/10.1177/1356336X10381304>
- Hardman, D. (2009). *Judgment and decision making: Psychological perspectives* (Vol. 11). John Wiley & Sons.
- Ho, W. K. Y., Ahmed, M. D., & Kukurova, K. (2021). Development and validation of an instrument to assess quality physical education. *Cogent Education*, 8(1), 1864082. <https://doi.org/10.1080/2331186X.2020.1864082>
- Jeong, H. C., & So, W. Y. (2020). Difficulties of online physical education classes in middle and high school and an efficient operation plan to address them. *International journal of environmental research and public health*, 17(19), 7279. <https://doi.org/10.3390/ijerph17197279>
- Jenkinson, K. A., & Benson, A. C. (2010). Barriers to providing physical education and physical activity in Victorian state secondary schools. *Australian Journal of Teacher Education*, 35(8), 1-17.
- Kohl III, H. W., & Cook, H. D. (2013). *Educating the student body: Taking physical activity and physical education to school*. Washington (DC): National Academies Press (US).
- Kumar, P., & Azad, B. (2016). Teacher education in India: Some Policy issues and Challenges. *International Journal of Advance Research and Innovative idea in Education*, 2(6), 1208-1224.
- Majagaonkar, S., & Vaishali, K. (2020). Teacher Related Issues in Implementation of Quality Physical Education Program in India. Conference: Modern Trends in Physical Education and Sports At: Kolhapur, Maharashtra, India.
- McKenzie, T. L., & Lounsbery, M. A. (2009). School physical education: The pill not taken. *American Journal of Lifestyle Medicine*, 3(3), 219-225. <https://doi.org/10.1177/1559827609331562>
- Mocanu, G. D., Murariu, G., Iordan, D. A., Sandu, I., & Munteanu, M. O. A. (2021). The Perception of the Online Teaching Process during the COVID-19 Pandemic for the Students of the Physical Education and Sports Domain. *Applied Sciences*, 11(12), 5558. <https://doi.org/10.3390/app11125558>
- Morgan, P., & Bourke, S. (2008). Non-specialist teachers' confidence to teach PE: the nature and influence of personal school experiences in PE. *Physical Education and Sport Pedagogy*, 13(1), 1-29.
- Nalkar, S. V. (2015). Study of time management, teacher' behavior and students' behavior in PE class in schools in Pune city. Unpublished M. Phil. dissertation submitted to University of Pune, Pune, India.

- NASBE (National Association of State Boards of Education). 2012. State School Health Policy Database. http://www.nasbe.org/healthy_schools/hs.
- National Council of Educational Research and Training. (1970). Education and National Development.
- Nyakweba, J. (2005). Status of Physical education in Butere Division Secondary Schools. Unpublished Master Thesis, Kenyatta University, Kahawa.
- O'Sullivan, M., & Parker, M. (2018). Curriculum Studies in Health and Physical Education policy space. *Physical education teacher education in a global*, 9(1), 1-6. <https://doi.org/10.1080/18377122.2018.1425119>
- Quay, J. (2014). The challenges of teaching physical education: Juxtaposing the experiences of physical education teachers in Kenya and Victoria (Australia). *African Journal for physical health education, recreation and dance*, 20(22), 745-754.
- Richard, J. A. (2016). Problems of Teacher Education in India. *International Journal of Multidisciplinary Research and Modern Education (IJMRME)*, 2(1), 714-719.
- Rosenkranz, M. A., Davidson, R. J., MacCoon, D. G., Sheridan, J. F., Kalin, N. H., & Lutz, A. (2013). A comparison of mindfulness-based stress reduction and an active control in modulation of neurogenic inflammation. *Brain, behavior, and immunity*, 27, 174-184. <https://doi.org/10.1016/j.bbi.2012.10.013>
- Russell, M., Bebell, D., O'Dwyer, L., & O'Connor, K. (2003). Examining teacher technology use: Implications for preservice and inservice teacher preparation. *Journal of teacher Education*, 54(4), 297-310.
- Rutten, C., Boen, F., & Seghers, J. (2015). Which school-and home-based factors in elementary school-age children predict physical activity and sedentary behavior in secondary school-age children? A prospective cohort study. *Journal of Physical Activity and Health*, 12(3), 409-417. <https://doi.org/10.1123/jpah.2013-0128>
- Savita, M., & Khade Vaishali, S. Teacher Related Issues in Implementation of Quality Physical Education Program in India.
- Siedentop, D., & Tannehill, D. (2000). Developing Teaching Skills in Physical Education (4th ed.). New York, NY: McGraw-Hill.
- Singh, A. (1991). Ramamurti report on education in retrospect. *Economic and Political Weekly*, 1605-1613.
- Standiford, A. (2013). The secret struggle of the active girl: a qualitative synthesis of interpersonal factors that influence physical activity in adolescent girls. *Health care for women international*, 34(10), 860-877. <https://doi.org/10.1080/07399332.2013.794464>
- Sonwane, J. R. (2015). Teacher education in India. *International Journal of Research and Analytical Reviews*, 2(3), 23-27.
- Teachers of India (2012). Physical education as a support for learning. <http://www.teachersofindia.org/en/article/physical-education-support-learning>
- Trocme, N., MacLaurin, B., Fallon, B., Daciuk, J., Billingsley, D., Tourigny, M., ... & McKenzie, B. (2001). *Canadian incidence study of reported child abuse and neglect: Final report*. Ottawa: Minister of Public Works and Government Services Canada.

- UNESCO. (2013). World-wide Survey of School Physical Education. London: United Nations, 50-120. <http://www.unesco.org/shs/sport>.
- Van Deventer, K. J. (2005). Politics, policy and physical education. *South African Journal for Research in Sport, Physical Education and Recreation*, 27(2), 143-157. <https://doi.org/10.4314/sajrs.v27i2.25925>
- Victor, S. R. (2013). Teacher-Trainees Attitude towards ICT. *Learning*, 4(19), 18-22.
- Verani, J. R., McGee, L., & Schrag, S. J. (2010). Prevention of perinatal group B streptococcal disease: revised guidelines from CDC, 2010.
- Yardman-Frank, J. M., Glassheim, E., Krickler, A., Armstrong, B. K., Marrett, L. D., Luo, L., ... & Berwick, M. (2021). Differences in Melanoma Between Canada and New South Wales, Australia: A Population-Based Genes, Environment, and Melanoma (GEM) Study. *JID innovations*, 1(1), 100002.