Chapter II

REVIEW OF RELATED LITERATURE

Research scholar since beginning of his attempt for conceptualization of the study and till completion of the study reviewed extensively every literature related to this study, he could avail from various sources.

These efforts had helped to formulate the study as well as provided logical understanding about course evaluation, development of methodology and meaningful interpretation of data.

The literature that were of critical importance to this study were sourced from L.N.I.P.E. Library, U.G.C. ASC L.N.I.P.E, Publication house of University Grant Commission, New Delhi, Internet and Personal help, periodicals subscription were cited in abstract in this chapter.

Capacity¹ development of teachers is an important component of any policy, which aims at maintaining high standards of teaching in the universities and colleges. The National Policy on Education (1986) stressed upon a comprehensive programme of professional development of teachers through the scheme of "Academic Staff College" started in

1986-87. At the end of the Eighth Five Year Plan, the Commission reviewed the performance of 48 Academic Staff Colleges which were set up by the UGC during the Seventh Plan and classified into three categories. Twenty Four Academic Staff Colleges classified in the first category were given extension for the full Ninth plan period; 13 Academic Staff Colleges in the second category were also extended for the Ninth plan period with a condition that the review will take place after three years. The third category which included eight Academic Staff Colleges was given extension only for one year with a review at the end of the year. During the year 1998-99 and 1999-2000, the Academic Staff Colleges under category third were reviewed and were given extension for the entire Ninth plan. Further, during the year 1999-2000 and 2000-2001, the UGC has identified six new Academic Staff Colleges thus raising the total number of Academic Staff Colleges to 51.

The Academic Staff Colleges conduct four week Orientation Programmes for new teachers in innovative teaching techniques, philosophy of education and related studies and also three to four week Refresher Courses in various disciplines for in-service teachers to enable them to update their knowledge. The UGC-ASCs also conduct seminars of two-to-three days duration for the Principals located in their catchments area, which have been found to be very useful exercise for
motivating them to depute teachers for attending Orientation and Refresher Courses. The UGC ASCs sensitize the teachers about students' expectations and perceptions and provide them an understanding of the academic contest of higher education in which they work; they also help teachers in developing an insight into the dynamics of working in the education system.

Since these UGC-ASCs cannot cater to the needs of all the teachers, 96 universities and specialized institutions (Refresher Course Centre-RCCs) have been selected during 2001-2002 to conduct Refresher Courses in different disciplines in addition to the UGC-ASCs.

During 2001-02, 225 Orientation Programmes were allotted to ASCs and 983 courses to ASC & RCCs (705 courses to Academic Staff Colleges (ASCs) and 278 courses to Refresher Course Centre (RCCs) conducting the Refresher Courses. Each ASC/RCC was also instructed to organize Refresher Courses in two or three having 40-50 participants in each batch, subject to availability to participants with a maximum accommodation of participants so that there would be no backlog in the state in that subject.

The Commission has been providing cent percent financial assistance to the ASCs/Host Universities/Institutions to run the courses mainly towards the cost of Resource Persons, Participants,
Books/Materials, Working expenses and salaries of the UGC- allocated staff etc. as per the norms under the programme. A grant of Rs. 1967.19 lakhs was released under the programme during 2001-2002.

Since inception, the Academic Staff Colleges conducted about 2123 orientation programmes upto March 2002 in which over 62000 teachers participated. So far, more than 5483 refresher courses were organized by ASCs, which were attended by approximately 1, 55,000 teachers.

The year-wise position of budget allocation, release of grants and number of beneficiaries during the Ninth plan period is as under:-

(Rs. in Lakhs)

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget Allocation</th>
<th>Grants Released</th>
<th>Number of Courses Conducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-1998</td>
<td>1200.00</td>
<td>1168.00</td>
<td>114 Orientation Programmes and 485 Refresher Courses</td>
</tr>
<tr>
<td>1998-1999</td>
<td>1500.00</td>
<td>1485.53</td>
<td>163 Orientation Programme and 1091 Refresher Courses</td>
</tr>
<tr>
<td>1999-2000</td>
<td>1500.00</td>
<td>1782.42</td>
<td>124 Orientation Programme and 349 Refresher Courses</td>
</tr>
<tr>
<td>2000-2001</td>
<td>1600.00</td>
<td>1612.79</td>
<td>216 Orientation Programme and 793 Refresher Courses</td>
</tr>
<tr>
<td>2001-2002</td>
<td>1950.00</td>
<td>1967.19</td>
<td>225 Orientation Programme and 983 Refresher Courses</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7750.00</strong></td>
<td><strong>8015.93</strong></td>
<td><strong>842 Orientation Programme and 3701 Refresher Courses</strong></td>
</tr>
</tbody>
</table>
During\textsuperscript{2} 2000-01, 216 Orientation Programmes were allotted to ASCs and 793 courses to ASC & RCCs (565 courses to Academic Staff Colleges (ASCs) and 228 courses to Refresher Course Centre (RCCs) conducting the Refresher Courses. Each ASC/RCC was also instructed to organize Refresher Courses in two or three having 40-50 participants in each batch, subject to availability to participants with a maximum accommodation of participants so that there would be no backlog in the state in that subject.

The Commission has been providing cent percent financial assistance to the ASCs/Host Universities/Institutions to run the courses mainly towards the cost of Resource Persons, Participants, Books/Materials, Working expenses and salaries of the UGC- allocated staff etc. as per the norms under the programme. A grant of Rs.\textbf{12.79} lakhs was released under the programme during 2000-2001.

Since inception, the Academic Staff Colleges conducted about 1900 Orientation Programmes upto March 2000 in which over 60000 teachers participated. So far, more than 4500 Refresher Courses were organized by ASCs, which were attended by approximately 1, 40,000 teachers.

During\textsuperscript{3} 2002-03, UGC has identified 117 Universities and specialized Institutions as URG-Refresher Courses Centers (UGC-RCC) across the country to run Refresher Courses to cater to the needs of all the eligible teachers.

During the reporting year, the UGC has allotted/approved additional 56 Orientation Programmes, 159 Refresher Courses and 15 Workshops for Senior Academic Administrators to ASCs and 129 Refresher Courses to UGC-RCCs on the recommendation of the Expert Committee. These courses were in addition to 225 Orientation Programmes to ASCs and 983 Refresher Courses to ASC and RCCs already allotted and approved.

It has also been decided to give bigger thrust in e-contents development in the Tenth Plan. It is further decided that the Orientation and Refresher Programmes conducted by ASCs in "Information Technology" may be treated as the "credit" for promotional purposes under Career Advancement Scheme (CAS) irrespective of the subject/discipline of the teacher. The UGC has also released Rs.20.00 lakhs to each ASC for providing Computer Lab Facilities.

\textsuperscript{3} Annual Report, University Grants Commission "Academic Staff College" (New Delhi) 2002-2003, 114.
The Commission has been providing cent percent financial assistance to the ASCs/RCCs/Institutions to run the course mainly towards the cost of Resource Persons, Participants, Book/Materials, working expenses and salaries of the approved staff working in UGC-ASCs as per the norms of the programme. The guidelines of the scheme for Tenth Plan are being revised and finalized.

The position of grant released against the budget allocation under the Scheme and number of courses approved conducted and number of beneficiaries during 2002-2003 is as detailed below:

(Rs. In Lakhs)

<table>
<thead>
<tr>
<th>Budget Allocation</th>
<th>Grant Released</th>
<th>Number of Programme/Courses approved</th>
<th>Number of Programmes/ Course conducted</th>
<th>Number of Beneficiaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>3000.00</td>
<td>3017.15</td>
<td>296 Orientation Programmes/ Workshops</td>
<td>251 Orientation Programmes.</td>
<td>42.480 (Approx.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1271 Refresher Courses</td>
<td>1165 Refresher Courses</td>
<td></td>
</tr>
</tbody>
</table>

Tubianosa⁴, conducted the study of science teachers in a Philippine state school explored the potential of group discussions as a learning

---
landscape considering, in particular, how sharing of teaching experiences may contribute to professional growth. The study was conducted from July 1997 to January 1998. The main objectives were to gain an understanding of the influence of social interactions in improving the practice of individual teachers, and to explore how Filipino culture affects the interaction process.

The setting of the study was the science department at a state school (K-10) in the Philippines. A discussion group was established to explore how teacher interaction might serve to raise awareness and shape classroom practice. The group discussion and individual interviews were videotaped and audio taped, respectively. Group discussion as an intervention of the study provided an opportunity to examine how certain Filipino cultural traits and traditions may influence the participation of teachers in the interaction process.

Qualitative analyses of the data provided information about the nature, value, benefits, and constraints of group discussions in learning to teach. The findings suggest that improvement in teaching is a collective rather than an individual enterprise and that teaching happens best in concert with colleagues (Rosenboltz, 1989); that collaboration is linked with norms and opportunities for continuous improvement and career-long learning (Fullan, 1991); that by interacting collaboratively, strengths
can be maximized, weaknesses can be minimized, and the result will be better for all (Friend and Cook, 1992); that a learning forum free from traditional restraints is instructive (Krupnick, 1997); and that the field of education needs to capitalize on the knowledge of teachers who know about education few others do (Duckworth, 1997).

The researcher argues that Filipino culture plays a significant role in the dynamics of interaction occurring during group discussion. Recognizing and identifying this role is important if we wish to provide the teachers with the support, reassurance, and strength that their school and work demand.

Franks\textsuperscript{5}, The purpose of this study was to determine effectiveness of the "Trainer of Trainers" model of professional development for elementary science teachers participating in the Mathematics and Science Education Cooperative (MSEC). In this professional development model, a core group of teachers (key and lead) received professional development session taught by science education professors. After the work sessions for the core group of teachers, training materials and equipment were distributed among the five elementary schools within the school district. Under the auspices of five "Trainer of Trainers" model,

\textsuperscript{5} Ruth Ann Franks, "An investigation into the effectiveness of the "Trainer of trainers" model for in-service science professional development programs for elementary teachers" The University of Texas at Austin, 2000, \textit{Dissertation Abstract International} 61 (May, 2001), 4342-A.
the core group of teachers were to share information, plan and collaborate with their grade level team members. In the past, university team members of MSEC programs have been neither directly nor indirectly involved in the second phase of the programs.

The target population of this study included approximately 200 in the MSEC program who taught grades kindergarten through six in five different elementary schools. The school district is located in an unincorporated area near a southwestern metroplex. The district has a predominately low-income population and a high percentage of minority students that represent a diversity of ethnicities.

Both qualitative and quantitative methods were used in data collection. Focus groups, interviews, observations, and survey instruments were the primary sources of data collection. Triangulation methods were used to establish validity and verification of data. Analysis was an on-going process that included several levels of affinity groups, interrelationship diagrams, path diagrams, and system influence diagrams. Interviews and feedback surveys were also used to evaluate the problem under investigation. Teachers considered the state-mandated assessment test to have the largest impact on the school curriculum and to be the primary reason that teachers could not find time for science teaching. Furthermore, they believed that the administration played a
huge role in determining if science took a back seat at their respective schools.

Hough\(^6\) conducted an study that information technologies become more important in schools, computer-mediated communication (CMC) is increasingly being viewed as a means of providing opportunities for busy teachers to discuss and reflect upon their efforts (Lieberman, 1966). Although reflection has a long history in teacher education research, little is known about the supporting and constraining features of CMC and how they influence reflection in electronic communities. Consequently, the use of CMC for teacher reflection remains an unpredictable phenomenon.

This study used a theoretical framework based upon the literature of reflection, computer-mediated communication, and cognition to identify some of the essential supports and constraints of teacher reflection in CMC environments. Over a three-year period, the framework was used to restructure an asynchronous web-based conference used by 35 intern teachers, with the goal of facilitating deeper levels of reflection. The web-based conference messages produced by the interns were the primary data source for analysis, with interviews and

transcriptions from classroom discussions used to provide context and enrich the study.

Analysis of the data revealed significant differences between the groups, indicating that the supports and constraints identified in the framework have the capacity to significantly influence the development of a reflective online community. There were four recurring theme that shaped the kinds of issues discussed and the depth of thinking expressed in the web-based conferences. Successful conferences had: (a) A focused and clearly articulated purpose for discussions, (b) tightly framed expectations for participants (c) a mixture of experienced and beginning teachers, and (d) a for establishing and nurturing trust among the members through effectiveness build community and encourage feelings of ownership.

Web-based conferences are delicate social constructions that appear be sensitive to relatively light pedagogical and social pressure. With in correct balance, conferences can support beginning teachers in ways the impact significantly upon their thinking. This paper highlights important considerations for creating web-based conferences that support beginning teacher reflection.
Sulner\textsuperscript{7} had investigated the process of implementing a learning-style methodology in a school that educated students with multiple and profound disabilities. Covery (1991) stated that the change process must be based upon a determined set of values and beliefs. The change process that guided this school from a status of non-achievement to one of documented accomplished was reviewed and evaluated. The results of these transformations, which had direct impact upon student achievement and pedagogical improvement, were described in detail. The modification of this school environment and the advancement of best practices had profound effects on the lives of all the stakeholders in this organization.

The school described in this study, P.S. 53K, was a special education (SPED) school in one of the largest and perhaps the only SPED district in this country, District 75. At the time, this district served over 20,000 students with severe disabilities, including students who were educated in hospitals and their homes in 60 school organizations. This study represented the first time a learning-styles methodology was established and evaluated in a school within District 75.

The configuration of P.S. 53K was unusual by common standards. There was one self-contained building that served only SPED students.

\textsuperscript{7} Dawan Illisa Sulner, "Enhancing teacher effectiveness in a school students with multiple and profound disabilities using learning-style materials, methodologies, and an adaptive curriculum" St. John's University (New York), School of Education and Human Services, Dissertation Abstract International.
Nine additional sites consisting of clusters of classes were housed in community elementary, middle and high schools. At these sites, opportunities for inclusionary programming and integrative activities with typical peer groups were provided.

The population of this school included more than 450 students and approximately 250 staff, consisting of administrators, teachers, paraprofessionals, related service providers, support personnel, aides, and secretaries. Because an all encompassing program was designed, all staff members participated in the change process and learned about the new standard of teaching that was being incorporated. The primary goal of this research was to illustrate the transformation of a school that had been devoid of a mission and a direct path toward student achievement into one of focus, accomplishment, and enlightenment.

Al-Dughaishem\textsuperscript{8}, had developed two-phased model program for preparing initial business teachers to teach at the Saudi secondary and postsecondary schools, and business employees for the Saudi business and industries. This study attempted to answer these two specific questions: (1) what are the perceptions of a selected panel of Saudi business educators regarding the applicability of standards established by

some American profession organizations to establish a preparatory business education programs to prepare quality Saudi business teachers; and (2) after developing curricula for preservice business teacher education program, what are the panelists' perceptions of the appropriateness of the various components of this program for the Saudi context?

At the first phase, the required competencies necessary to prepare business teachers and the components of a quality business teacher preparation programs were identified through an intensive review of the current relevant literature and knowledge, including business education textbooks, business education and business teacher education major journals, selected business teacher preparation programs, and the standards published be various professional organizations.

As a result of this comprehensive review of the literature, a survey instrument composed of the various competencies required for qualified business teachers were constructed. The survey instrument with a cover letter were e-mailed to everyone of the twenty Saudi business educators who agreed to serve an panelists on this study. The data collected was statistically analyzed using SPSS program.

At the second stage of the study. The investigator developed a first draft of the proposal business teacher preparation curriculum and emailed
it with cover letter and instructions to every panelist of evaluate its applicability and suitability to the Saudi context.

Nunley\(^9\), had solved problem addressed in this study was to ascertain how teacher education faculty members' at schools, colleges and departments of education (SCDE) nationwide used educational technology in pre-service teacher education courses to improve teaching and learning in K-12 learning environments.

Methods: A descriptive study was conducted. Data were collected from approximately 818 teacher education faculty members' affiliated with SCDE from 50 states. The participants were randomly selected to complete an on-line survey via an e-mail invitation describing how they used technology in pre-service teacher education courses.

Results: Five research questions asked whether there was a relationship between teacher education faculty members' proficiency levels using educational technology in pre-service teacher education courses and five independent variables. Technology planning; professional development; redesigning courses for technology integration; assessment and evaluation; and issues related to classroom diversity, equity, and equal access of technology. Many were answered in

the affirmative. Low-to-negative correlations were significant at .05 probability level.

Several positive moderate correlations were found between the dependent variable software proficiency levels and reported hours per month using software, significant at .05 probability level. Relationships between teacher education faculties' proficiency levels using educational technology and the following demographic variables were found to be significant at .05 probability level. Age, gender, home computer ownership, type of education courses taught by the faculty members", and hours per month using software applications. Teacher education faculty members' reported positive attitudes towards the use of educational technology and valued it as both a cognitive and instructional media tool which promotes higher order thinking skills in the classroom. This study contributed data from SCDE nationwide about how teacher education faculty members' use educational technology in pre-service teacher education courses.

Fernandez\(^\text{10}\), had conducted teacher preparation programs called for an increased awareness of issues surrounding the teaching of linghistic and cultural minority students. As the majority of pre-service

---

teachers are white and female, and with the growing diversity of incoming students, there is a noticeable need for discussions of race, privilege and power in teacher preparation programs. One way to open up this dialogue is with the use of narratives and autobiographies connected to courses in antiracist, multicultural education. In this qualitative study, a case study methodology was used to demonstrate the promise of autobiography as a tool for unpacking pre-service teacher’s racial identities so that they might become better teachers for an increasingly diverse student population.

This study took place over the course of an eight week seminar which I conducted with three white, female pre-service teachers. All three participants were required to complete this seminar as it is a mandatory course for their program. The setting for this seminar was a small liberal arts college in a large city in the Southwestern United States. To better un-education and how these beliefs might be influenced by this seminar multiple data sources were collected including recordings of class discussions, field notes, analytic memos, written documents and classroom artifacts. The constant comparative method (Glaser & Strauss, 1967) and analytic induction (LeCompte & Preissle, 1993) were used to analyze and interpret the data. Three major themes emerged from the data; what we learned; race, power and privilege, and narrative and
autobiography as learning tools. Implications for teacher education from these cases include recommendations for curriculum and pedagogy, considerations for white pre-service teachers, and the need for honesty and engagement in multicultural education course.

Horton\textsuperscript{11}, had conducted this study to assist student teachers in the development of their own multicultural views and practices in the classroom. While the student teachers/participants were all students in a teacher education program with multicultural principles woven throughout the coursework, this researcher wanted to find out how the student teachers would be able to translate and develop this knowledge into their own practice in the classroom. In order to frame this study the following three questions were used as guidelines: (1) How did student teachers comprehend and identify with multicultural education? (2) How did student teachers practice multicultural education in the classroom? (3) How did the university supervisor facilitate or impede this process?

This study was framed by the paradigm of naturalistic injury thus the use of qualitative research. Four different methods of data collection were utilized: interviews, observations, post-observation conferences with the participants and other ethnographic data collection. Informal data

\textsuperscript{11} Julian Karole Horton, "The development of multicultural practices in the elementary classroom by student teachers and the role of the university supervisor in this process" New Mexico State University, \textit{Dissertation Abstracts International} Vol 62 (December 2001).
included reflective journals, notes and participant work at the student teaching seminar and conversations in the hallways at school.

From these data, three cases studies were constructed, each representing the story of a separate student teacher. Since each student teacher is unique, they were not compared with one another for the purpose of generalization. At the end of the five month qualitative study, the student teachers had begun to practice multiculturalism in the classroom but at different levels due to several factors including the context of the room as well as their own understanding and personal viewpoints of multicultural education.

Hampton\textsuperscript{12}, conducted a study to examine how mid-term student ratings feedback and consultation on instructional practices affects teaching, learning and motivation. Thirty-seven teaching assistants (TAs) for undergraduate computer science and chemistry courses were randomly assigned to either a feedback/consultation group or a control group. TAs in the treatment group received feedback and consultation on mid-term student rating from the \textit{Instructional Activities Feedback Form} (IAFF) which assesses teaching activities based on Reiser and Disk's (1966) instructional model. Final student rating results revealed

\begin{footnotesize}
\end{footnotesize}
significant differences (p < .05) in favor of the feedback/consultation group on teaching practices, effectiveness, and student motivation. Significant positive relationship (p< .05) between Reiser and Dick's instructional activities and final exam scores were also evident. These findings suggest that both United States and international TAs can use the student ratings feedback to improve teaching practice. Suggestions for future research and practice using the IAFF and consultation process are also discussed.

Nduna, had conducted a study on number of factors, including a shortage of qualified science teachers and/or inadequately trained science educators, poor science metric results and a rapid increase in the advancement of science and technology. The aim of the study is to develop an innovative. In-service Education and Training programme for science teachers at Vista University, so that they would become highly skilled and competent in their practice.

The constrains which hindered the development of an effective In-service Education and Training programme for science teachers were analysed and possible solutions considered. Alternative forms of In-service Education and Training as well as programmes in other countries

---

were studied with a view to the development of an effective In-service and Training programme for science teachers at Vista University.

Opinions of teachers concerning their past experiences of In-service Education and Training were elicited, as well as the determination of their future In-service Education and Training needs were required. The In-service Education and Training programme at Vista University was planned with the consideration of, among others, the science educators' needs, objectives, methods and techniques to be used, as well as the learning matter to be presented.

A pilot In-service Education and Training programme was presented with a view to testing the viability of the proposed programme at Vista University. At the end of the programme, its effectiveness was evaluated in order to eliminate weakness and improve upon the strength identified. The study culminates with the drawing up of recommendations to implement an In-service Education and Training programme for science teachers at Vista University, based on the outcomes of the pilot programme conducted.

Downing\textsuperscript{14} conducted a study on parents and teacher's opinions of the critical factors essential for mainstreamed physical education

\textsuperscript{14} John H. Dowling, "The parents and teachers opinions of the critical factors essential for mainstreamed physical education programme for physically exceptional student at the elementary level" Dissertation Abstract International 46 (May 1986): 3284-A.
programme for physically exceptional students at the elementary level to investigate and to develop an appropriate physical education programme for such students in the Monmouth country, New Jersey, Elementary schools, seventy five parents and 101 teachers responded to the opinion, and means and ranking for each individual item were determined. The results of the analyses showed that all of the opinions of parents and teachers were significantly different except for the opinion concerning the student's size.

Cramer, studied the status of scuba dividing a physical education activity to determine the structure and status of scuba dividing as physical education offering in higher education. In the many universities returned questionnaire indicated that a specific course outline was used by four universities, no outline was shown by two, and one respondent failed to answer the questionnaire and the survey indicated that scuba dividing is not only being thought with considerable success on the college level but that in an extremely popular course.

Reed, conducted a study of corporate fitness programmes fortunes 500 companies, a description of programme goals and measures

---


16 David Jeffry Reed, A study of corporate fitness programme fortunes 500 companies: A description of programme goals and measures used to evaluate programme effectiveness," Dissertation abstracts international 47 (December 1986), 7079-A.
used to evaluate programme offered by the fortune 500 companies and to determine the effectiveness of this programme besides the secondary purpose to describe characteristics of the fitness programme directors. Data analyses revealed that no significant relationship was found to exist between programme type and selective evaluation programmes.

Fredl and Bevan,\textsuperscript{17} conducted a survey of daily physical education in Canada and the data analyses led to this conclusion that daily programmes are received with enthusiastically favorable comments from the majority of children, teacher, administrators and parents involved.

Schmelty and Sandra,\textsuperscript{18} conducted the study of the physical education programme development project to enhance the awareness a competence of teachers in the area of physical fitness, facilitate the development of effective programme components in the existing physical education curriculum, fitness levels, and attitudes and motivation towards physical fitness. The respondents participated in fine workshop over a 15-month period. Each teach initiated a series of programme development segments through the study. These segments were developed in part at periodic teacher expected to successfully complete the project goals. In

\textsuperscript{17} Martens Fredl and Gant Bevan, "A survey of daily physical education," \textit{Canadian Association of Health Physical Education and Recreation} 46 (May-June 1980): 30.

\textsuperscript{18} Hill Schmelty and Rose Sandra, "The study of the programme Development project, physical fitness", \textit{Dissertation abstracts international} 47 (Dec. 1986): 2079-A.
addition to the segment implementation, each teacher administered a cardio-respiratory test prior to the first segment and again following the last segment.

Lynn,¹⁹ surveyed physical education in Asia and pacific Island to determine what types of physical education programmes exist in selected Asia and pacific Island countries. One hundred and ninety students were interviewed respecting the following 18 countries; Australia, Burma, Cambodia, Ceylon, Fiji, Tland, Hong-Kong, India, Indonesia, Japan, Korea, Malaya, New Zealand, Okinawa, Pakistan, Philippine Island, Republic of China, Thailand Tonga.

The survey led to the conclusion that the physical education is a social matter and that -

(a) Adults needed more opportunity for exercise and learning sports skills.

(b) Additional attention should be given to the less skilled groups.

(c) The programme should reach the poor areas as well as the more privilege, and

(d) Better nutrition is needed to give strength for participation in physical exercise, there are some major problems mentioned by the majority of the students indicated a need for additional and better-informed teachers- teachers who are able to teach for leisure lifetime sports. Every country reported a need for more financial support for physical education more comprehensive policies and plans for school programmes, park and play areas for free participation.

(e) Educating parents to allow children's to participate without fear of injuries and improving living conditions so that children and adults have sufficient strength, endurance and desire for sports.

Brosnow\(^{20}\), conducted survey study of 48 secondary Boarding schools considering their physical education programme. These are represented in the questionnaire where that of professional preparation of personnel, administration facilities and activities with in the programme. After summing up the replies to the questionnaire a number of valuable recommendations were made.

Verkey\textsuperscript{21} made survey study of physical education curriculum for higher secondary schools in Mysore. As a result of the study arrangements were presented for the compulsory inclusion of physical education in the school curricula, standard for play area, equipment, leadership, fitness tests as an end to planning and evaluator were developed. A curriculum for students X, XI, XII was planned as a guide for the physical education teacher.

D' Souza\textsuperscript{22} surveyed the physical programme for girls secondary schools of Tamilnadu in order to provide basis for drawing up guide-lines for imaginative curriculum in physical education to realize the objectives of physical education more effectively.

Chambers\textsuperscript{23} studied the appraisal of the attitudes of the principal, teachers and students towards physical education as a secondary school subject. Teachers and students, unlike the principal held a favorable attitude towards physical education as a secondary school subject. Teachers and students were aware of the importance of physical education in developing fitness. Activities which were liked by pupils


\textsuperscript{22} Deline D' Souza "A survey of physical education programme for girls higher secondary school, Tamil Nadu. unpublished master thesis. Jiwaji University, Gwalior. 1969.

\textsuperscript{23} H.S. Chambers, "The appraisal of the attitude of the principal, teachers and students towards physical education as a secondary school subjects." \textit{Completed Research in Health Physical Education and Recreation} 7 (1964-65): 75.
and teachers, were those activities in which the desired instruction and in which they estimated their skills to be high.

Lucas\textsuperscript{24} evaluated the physical education professional preparation programme at Tory state college 1950-1959. Physical education teacher preparation at Tory state college was evaluated on the basis of a critical incidence questionnaire and interview returns from 30 male graduates (12 parents) between 1950 and 1959. The programme as a whole seemed adequate but strengthening was recommended in guidance, coaching public relations, solving practical problems in less department and graduates and provision for development of personnel skills.

Butts\textsuperscript{25} surveyed physical education in the public elementary school in Texas. The purpose of this study was to determine the status of physical education in public elementary school in Texas during the 1983-84 school year. Two hundred and two representatives of sampled schools (76.8 per cent of 263 schools) responded to a written survey. The data indicated that the majority of the surveyed school were in compliance with state mandated daily physical education at every grade level (k-6). The percentage of complying schools increased progressively from 73.07 for kinder-garden to 83.2 per cent at the 6th grade level. The median


number of days physical education was offered increased from 4 at the kindergarten level to 4-3 for the first grade and to 5 for the remaining grades. The median number of minutes physical education was offered at grades K-6 steadily increased from 25 to 45 minutes. The information indicated that certified physical education teachers taught 50 per cent of the classroom at the kindergarten level, at all other levels they taught the majority of class room reaching 887, at the 6th grade level. The respondent indicated that 50 per cent of the schools utilized a non-specified combination of guides to develop physical education programme content. The set of state guides was the single most frequently listed guide in programme development. The respondents listed building and ground limitations and financial restrictions, 27.2 per cent and 24.8 per cent respectively as primary deterrents to the improvement of physical education programmes.

Joseph\textsuperscript{26} evaluated under-graduate professional preparation in physical education in Canada to probe the adequacy of various phases of Canadian under-graduate professional preparation programmes in physical education. Other purposes were to compare the judgement of local physical education faculty members with those made by the investigator on size visits to four prairie provinces universities and to

compare the judgements of selected group of physical education faculty. Means and percentage were used and analyses were made on the basis of percent attainment of the possible score.

Conclusions of the study were :-

1. The programme is reasonable adequate according to the criteria of this study.

2. The area of the students, personal programme library reference materials, organisation and administration were yet to be developed.

3. The areas of faculty philosophy, objectives and curriculum in the programme are satisfactory.

4. Physical education faculty members were judged to have quite outstanding qualifications and were recognized as an integral part of the universal community.

5. The general faculty members holding advance degrees senior ranks and administrative positions and those with the greatest amount of teaching experience expressed more satisfaction with their programmes than did other faculty groups.
6. The under-graduate professional preparation programmes in the prairie provinces university were a good quality.

Edward\textsuperscript{27} conducted a survey on physical education (Elementary Section) in greater Victoria schools to investigate the physical education curriculum facilities and the personnel in the Districts schools. At the elementary school level (1-7) 326 primary and inter-mediate teacher of physical education and 29 administrators completed the survey questionnaires. The analysis led to this conclusion that Victoria is community oriented to an athletic, competitive concept of physical education. This attitude is best reflected in the elected school boards failure over the years of demand a quality physical education programme. Victoria's teachers and administrators are highly qualified professional educators. However, the superficial physical education teacher training preparation of the "Generalist" coupled with the competitive games background common to many teachers, influence both the content and the quality of the elementary physical education programme. Facilities are poor but the programme can be improved using existing school and community facilities.

\textsuperscript{27} Fougnier Edward, "A Summary of a Physical Education Survey: (Elementary Section) Conducted in Greater Victoria Schools," \textit{Canadian Association for Health Physical Education and Recreation} 39 (November-December 1972): 45.
Joseph and Oxsendine\textsuperscript{28} studied the status of general instruction in four year colleges and universities to investigate the status of physical education programme. Of the responding institutions, 74 per cent require physical education for all students. An additional 8 per cent have a requirement for students in certain schools or departments. During the past four years there has been a 10-15 per cent decrease in the number of institutions requiring physical education. Curricular changes have occurred within the past two years. Majority of the institutions have got physical education for a period of two years. However, a slight shift toward one year physical education is noticed. It is also noticed that one fourth of the students elect to take the physical education, on the other hand it is also seen that this number increases after the first year. Greater flexibility in physical education programmes today allows more faculty and student option regarding independent study, competency examinations the grading system and general class routine. There is an increasing tendency for physical education course to receive academic credit and to count in the grade point average. Recreational type of activities are more prevalent while team activities show a decrease.

Co-educational courses continue to grow to the extent that the majority of the physical education courses are now co-educational.

William\textsuperscript{29} surveyed physical education in the junior school: A study of the teachers' involvement to find out biographical details, preparation for current involvement in the teaching of physical education, and the value of the subject in the junior school. A questionnaire was administered to 300 junior school teachers from one authority, followed by interview with a subsample which focus on those teaching older juniors. Results indicate that significant members of staff involved in the teaching of physical education have reservation about their adequacy in this area and that many of these are experiencing satisfaction with their training do so because of either a low a priority given to the subject or because of ignorance of the possibilities offered by physical education while many would be irrespective to further guidance. Results suggest that this is if not given during initial training, it is unlikely to be sought of a later date. While it is not possible to measure the bias present in the sample, respondent almost certainly have an interest in the subject which an average of it. The problems which they raised are thus likely to increase rather than diminish among the profession as a whole.

Beran\textsuperscript{30} conducted a study to determine the carry over the value of the physical education programme for women at Silimen University.

\textsuperscript{29} A.E. William, "Physical Education in Junior School: A Study of the Teachers 'Involvement." Bulletin of Physical Education 15 (October, 1979) : 5.

\textsuperscript{30} Janne Beran. "Study to Determine the Carry Over Value of the Physical Education Programme for Women at Silimen University," Dissertation Abstracts International 33 (January 1972) : 3479-A.
The results led to the conclusion that:

1. The number of the students in the class be limited.

2. The students should be given choice for selection of curriculum and also adequate time be given to learn each specific activity.

3. The students enrolled in the teacher education courses be grouped separately so that they can be taught a special course prepared for respective teachers.

4. Enough time should be allotted for swimming in the curriculum and that is given in one block of time rather than scattered through out three semesters.

5. The use of syllabus for text book would result in more effective teaching.

6. The physical education faculty should re-examine its objectives and attempt to ascertain to what extent the present objectives are being attained.

Ruth\textsuperscript{31} surveyed a revised physical education curriculum for the public schools to revise the physical education curriculum for the Talso Public Schools in providing a progressive, sequential physical education

\textsuperscript{31} Nilda Reyes Ruth, "A Revised Physical Education Curriculum for the Public Schools," Dissertation Abstracts International 46 (October 1972) : 1484-A.
programme for Grades K-12. The questionnaire was mailed to all 156 Physical Education Instructors in the Talso Public Schools to see if a revision of the existing curriculum was needed. The researcher tabulated the results of the survey and converted the results to percentages. In determining the need for the revision of the physical education curriculum, the researcher used the review of the literature and the results of the physical education teachers' responses to the survey. The researchers was concerned with questions that scored 70 per cent or less and concerned those areas that needed to be strengthen and if possible reviews 72 per cent of the survey which was completed and the returned result of the survey indicated that revisions needed to be made in one category including in the survey. Utilizing a thorough investigation of Books, Articles, Curriculum Guides and responses from the teachers' surveyed, the researcher led a committee in the revision of the physical education curriculum to provide a progressive, sequential program grades K-12 the physical education for the Tulsa Public Schools.

Neson\textsuperscript{32} made a survey study using a stratified random sample of 100 senior white public high schools of Louisiana. The survey covered personnel, required classes, intramural sports, inter-scholastic athletics, health education, facilities and equipments financial support and

community resources. The study revealed the actual pattern in which physical education programme was carried on.

Surveys are also done to compare existing programmes with acceptable criteria or tentative standards as a basis for revision and also to find out the extent of implementation of the state requirement in the given area of study.

Elizabeth\textsuperscript{33} in her study, through a random sampling questionnaire were mailed to 231 deptt. of Physical education chairpersons in Florida Public Schools, 98 of which were re-mailed (42.2\%) x 51\%, frequencies and distribution were calculated and the following conclusions were drawn: a greater per cent of urban community schools (57\%), course offering seemed comparable for male and female students: female chairpersons outnumbered male chairpersons and employment trends for men and women vary according to the type of community (urban rural) and showed no discrepancy in hiring.

Misra\textsuperscript{34} in his study revealed, sending questionnaire to 100 schools and 50 colleges of Orissa state, that the lack of qualified physical education personnel in proportion to institutions strength, the


effectiveness of the programmes, facilities, equipment etc. play a significant role in the success of the programmes. Mass participation was ignored by most of the institutions have a stringent attitude in respect of financial aids to the educational institutions programme.

Tuciker in his study revealed that 57% (N=188) of the schools main stream their handicapped into regular physical education programme with only 38 per cent of these altering the activities to meet the students' needs. 28 per cent (N=103) offer an adopted physical education programme with 40% of these writing IEP(s) for the handicapped students. 88% of the institution teaching adopted physical education have a physical degree. The most frequent reasons for not offering an adopted physical education programme were lack of facilities, lack of enough handicapped subjects, lack of trained instructor. Only 14% of 52 schools, districts responding have offered workshops to trained faculty in adopted physical education.

Torres conducted a study to evaluate and compare the quality of the physical education programme and create an awareness and understanding of what is essential in the organisation and administration

---

of a quality of physical education programme for universities and to make available this importance for people who are responsible for providing and maintaining such programmes. Elements of the programme evaluated were instructional staff, facilities, programme, organising the programme of activities, administration professional association and the professional educational programmes. From an analysis of data it was observed that universities wide programme received a rating of average. Statistical evaluation was analysed and comparative methods of study were used. A recommendation was made that the programme be re-evaluated in five years.

Suryasasin\textsuperscript{37} evaluated the under-graduate professional health physical education and recreation programme is situated in co-educational institutions in Tennessee. The instrument used as a score card for educating under-graduate professional programme in physical education. The raw total score and raw areas scores of each institution were changed to material percentile equivalups and placed in rank order to reveal their relationship to the national mean. Recommendations for programme improvement for each institution was made on the basis of the score card sub-areas which had a percent of attainment below 50 and recommendations were also made by the researcher regarding the

evaluating instrument used in the institution surveyed and suggestions for future study in this area.

Newton\textsuperscript{38} evaluated under-graduated professional preparation for men in physical education in Banoda degree grading institutions.

A questionnaire reflecting the recommended standards on under-graduate professional preparation was considered and used the evaluating instrument in the study.

The completed questionnaires were analysed to provide summary data.

Nardison\textsuperscript{39} indicated the types of programmes time allotted for physical education, facilities activities testing and evaluating curriculum guides, professional and in-service preparation of teachers of physical education programmes for the handicapped. The Principals from a stratified random sample of elementary (n=291) Junior high School (n=210), were sent questionnaires. A 21\% or better response was received from each of the three principal groups.


Watts\textsuperscript{40} conducted a study on Junior High School Physical Education Programmes for girls in the state of Illinois. Questionnaire returns from 420 junior high schools in Illinois showed that 27 per cent had below average programmes, more information was desired about fitness and grading, and the primary problems were lack of time, lack of facilities, and large classes. A 70 page general curriculum guide covering planning a balanced evaluation as a means of improvement was prepared for the educational bulletin service at Northern Illinois University.

Fields\textsuperscript{41} surveyed physical education services, provided educable mentally retarded children in public schools in selected communities. A 3 part questionnaire was sent to 49 persons responsible for physical education, special education, and/or administration. Part I covered current provisions for exceptional students and particularly educable mentally retarded children with special reference to whether they had special classes and, if so, how they had been developed, taught, and evaluated. Part II covered opinions concerning advantages and dis-advantages in adopting the physical education programme for educable mentally retarded children. Part III concerned opinions regarding possible problems resulting from either special classes or having educable


\textsuperscript{41} Gladys Westray Fields, "A Survey of Physical Education Services Provided Education Mentally Retarded Children in Public School in Selected Communities," \textit{Completed Research in Health Physical Education and Recreation} 8 (1966) : 68.
mentally retarded children participating in the regular programme with "normal".

Palmer\(^{42}\) studied a cost analysis of physical education and a comparison of the per pupil cost of physical education and English in the grant joint union high school district for the school year 1963-64. Data concerning the physical education plant, facilities and inventory were obtained from the district administrative office, sacraments county finance report (1962-63), local spalding sporting goods company, and unpublished tennis. The construction cost of physical education facilities rose steadily since the first gymnasium was built in 1934. The cost per pupil enrolled in physical education was less than that in English and the cost of construction in body was below the average per period cost in the district so other subject apparently had instructional costs that were above the district average.

Onyiliogwu\(^{43}\) studied physical education programme for boys' secondary school in eastern Nigeria. Data from eastern Nigeria, climatic conditions, cultural patterns, personal experience, and philogophics and programmes of other countries were used as background material. The


proposed programme included: recognition by the Ministry of Physical Education as a part of Education, an annual allocation, encouraging young men to study physical education with employment guaranteed, employment of overseas teachers until the need could be met locally, programme activities including intramural and inter-scholastic athletics, area inspectors for evaluation and supplementary recreation centers.

Allsen evaluated the programmes at 9 junior colleges in Idaho, Utah and Wyoming after Neilson-cum-allsen Score-cards were completed by the staff during a visitation, the 15 male instructors had good professional preparation and experience, but, except at two junior colleges, membership in professional organizations and attendance at meetings was substandard. The indoor facilities were superior to the outdoor facilities and the schools had difficulty obtaining gymnastic, corrective, and testing equipment. Record keeping was good, but the time allotment and enrolment were unsatisfactory. The variety of activities was too limited intramural programmes were especially weak.

Jones did a fiscal study of physical education at the school district level in Wisconsin. The purpose of the study was to investigate the

---


relation of time allotment with a specialist and class size to school district budgetary factors sources, amounts, and allocations of funds and indicators of community wealth. Information on time allotment and class size was collected by questionnaires from school district and administrators, enrolment tax, and general budget data were available from the Wisconsin Departments of Public Instruction and Taxation. None of the variables investigated was related significantly to time allotment and class size in the Wisconsin School Districts.

Messersmith\textsuperscript{46} conducted a survey of American Colleges and Universities which had ROTC units in an effort to find-out how many institutions permitted the substitutions of ROTC for physical education.

The survey led this conclusion that :-

1. 231 institutions surveyed in this study, 215 or 73 per cent, answered the questionnaire.

2. Two hundred twelve institutions reported having ROTC units while three schools indicated that no unit existed on their campus.

3. Participation in military programme is compulsory in 120 institutions.

4. One hundred eighty schools, or 85 per cent of the schools having ROTC units, having a required physical education programme.

5. Of the 180 schools having a required physical education programme, 104 or 58 per cent, permit no substitution of ROTC for physical education; eight schools or 4 per cent permit partial substitution while 68 schools or 38 per cent permit full substitution of ROTC for physical education.

Spragens\(^{47}\) studied the physical education needs and interests of a selected group of orthopedically handicapped children with recommendations for planning and conducting physical education activities. Case studies (c.20) were made of orthopedically handicapped children of elementary school, Austin. The orthopedically handicapped had common needs with other children but greater difficulty in mastering one or more skills, additional frustrations, and some deficit in social experience with their peer groups. Their physical education interests were necessarily limited to some extent but the limited to some extent but the limitations were often magnified by lack of proper instructions were often magnified by lack of proper instruction, insufficient opportunity to play with their fellows, or lack of a recreation programme in which they were

welcome and had some appropriate function. A group programme was advocated alongwith workshops for teachers, parents, and recreation leaders.

Koldus\textsuperscript{48} made a study on appraisal of the secondary school physical education programme in Arkansas, in which the sample consisted of all 459 white secondary schools and 30 per cent of the 140 Negro secondary schools. A detailed questionnaire was devised and distributed to the schools. Questionnaire was returned by 304 schools (61 per cent). The results evaluated against the consensus of experts as taken from the literature. Conclusions were presented under five headings: administration, programme, facilities, equipment and supplies and generalizations.

Branham\textsuperscript{49} evaluated the physical education programmes in the elementary schools of the Frovo city school system, where the school programmes were compared with each other and with the average for the school system. Specific strengths and weaknesses in each school were determined and recommendations which might be helpful were presented.


Chambers\textsuperscript{50} studied the appraisal of the attitudes of the principal, teachers and students towards physical education as a secondary school subject. Teachers and students, unlike the principal held a favourable attitude towards physical education as a secondary school subject. Teacher and student were aware of the importance of physical education in developing fitness. Activities which were like by pupils and teachers were also the activities in which they desired instruction and in which they estimated their skills to be high.

Thesis\textsuperscript{51} conducted a study on analysis, with recommendations, of the boys' physical education programme at the secondary level of the Olmsted Falls school district.

The instructional and intramural programmes were rated inadequate in many areas, while the inter-scholastic programme received satisfactory rating.

Cullum\textsuperscript{52} evaluated the required programme in physical education for women of a State University in which data were obtained by

\textsuperscript{50} S.H. Chambers, "The Appraisal of the Attitudes of the Principal, Teachers and Students towards Physical Education as a Secondary School Subjects," Completed Research in Health, Physical Education and Recreation 7 (1964-65) : 75.


administering the Cordts and Shaw (1960) questionnaire to 144 Sophomore women who had completed three semesters of required physical education and to the physical education for women faculty. The returns were analysed in terms of philosophy and objectives, administration, programme and evaluation. The general programme compared favourably with programmes in state co-educational institutions which was surveyed by Cordts and Shaw. The students' programme was valuable. Criteria from the 1954 Washington conference on physical education for college men and women, supported by student and staff opinion indicated that the primary weaknesses were inadequate facilities, insufficient variety in course offerings, and the limited number of instructors.

Dailey\textsuperscript{53} studied a legal analysis of appellate tort negligence cases in public school physical education K-2 from 1963-1983 to describe the importance of court level and certain key factors on the judgments and settlements of negligence cases in physical education. This case low study of fort liability pertains to only those negligence cases involving public school education kindergarten through 12th grade in the United States from January 1, 1963 to December 31, 1983. The analysis showed

the adequate safety instructions must be given. The correct performance of a skill must be demonstrated or made clear, and the progression children use in learning a skill or activity must be proent. Improper inadequate or lacks of supervision are not defined well by the courts.

Marry\textsuperscript{54} conducted a study physical activity in the United State: challenges to physical education to find out the states of involvement and to suggest strategies for encouraging adults to increase their physical activity. National and Regional data were studied from several perspectives i.e. geographically, demographically with respect to lifestyle and from a leisure point of view. The findings showed: a) although 33.5 per cent of the adult population undertook a physical fitness programme in 1982, less than 2 per cent swam, weight lifting, jogged in each activity at least once in a week, b) less than 35 per cent of individuals owing jogging shoes, lifting equipment or bicycles used their equipment regularly, c) between 1982-1983 the 35 to 40 years age category increase ownership of jogging shoes and jogging participation, d) life style influences both the types and the amount of physical activity undertaken, e) inactive individuals are undirected in their leisure and show little interest in physical activity, f) psychological factors are ultimately related to type of physical activity undertaken, g) calls

attention to "individual faults" to the exclusion of "system fault" as the blame for an inactive society.

Klostreich\textsuperscript{55} surveyed on predicting future trends in physical education curriculum at the under graduate level: Delphi study to predict future trends in physical education curriculum at the under graduate level using the Delphi study (seen). The techniques employ a panel of experts individuals recognized as leaders in the field under study with opinion anonymity and control feedback. A panel of 50 experts was asked to participate in competing series of these questionnaires with a return rate of 74 per cent. The result was a list of 34 trends with a high probability of occurrence with trend, durability and estimated time period for occurrence. This prediction can be used by college physical education administrators and curriculum specialist to plan future curriculum at the under graduate level.

***