CHAPTER - 1
INTRODUCTION

‘Every human being has a fundamental right of access to physical education and sport, which are essential for the full development of his personality. The freedom to develop physical, intellectual and moral powers through physical education and sport must be guaranteed both within the educational system and in other aspects of social life’ “International Charter of Physical Education and Sports,(UNESCO 1978).

Education & its role is the major concern in national development or social transformation of any country. The vision of Dr APJ Abdul Kalam about urbanized India can be attained by rejuvenating higher education. Education as a professional field is constantly changing, change in values takes place, new curricula are introduced and new technologies define how we teach and learn (Proven Morgan, 2001).

India has second largest higher education system in the world, at present we have 750 universities & 40,000 colleges across the country in both private & government sector (U.G.C Report 2003). But physical education & sports culture in our country is in its nascent stage. 69% of people of population is interested in sports but participation level is 1% due to undeserved importance of physical education in our society.

Physical education is an essential component of total educational process. Despite the extensive opinion on the right to access of physical education for everyone or indispensable for the full development of personality, physical education is not seen in precedence in our society. Before handling the view of assessment of teacher education programme of physical education in Indian of 21st university system, we must see the horizon of teacher education of physical education in India.

1.1 Historical Role of Education and Physical Education

The history of Education in ancient India is captivating and can be tracked to the ancient era. It began around the 3rd century B.C with component of religious training & impart of traditional knowledge. It evolved from gurukula system to study of art, astronomy, literature, and medicine in medieval Period. Education took a new high in various excellent universities like Nalanda, Takshila, Ujjain,
Chapter 1

Introduction

Vikramshila & further commencement of universities like Delhi, Lucknow & Allahabad etc. The important subjects were taught like art, the architecture, the painting, the logic, the grammar, the philosophy, the astronomy & many more. Each university was specialized in some field of study. Nalanda University was the biggest centre to achieve excellence & learning.

Educational system which the British introduced was teaching of English language. It was given great emphasis in 20th century. Charter act of 1813, started a new era of modern education in India. William Bentinck along with the Lord Macaulay & Raja Ram Mohan Roy encouraged English learning between 1828 & 1835 A.D.

During world war, First medical college of Kerala was established at Calicut in 1942 - 1943. After Independence, education became the responsibility of state & the centre to set up a standard for higher education. National Policy of Education (1986) & Kothari commission recommendation brought universalization of education in India. Provision of compulsory & free education for all children’s up to age 14 years were carried by the government before the commencement century. Prime Minister Atal Bihari Vajpayee broadcasted the idea of Vidya Vahini network to link up with the universities U.G.C & C.S.I.R in 1998 (V.A Ponmelil, 2016)

1.2 Historical Development of Physical Education in India

India has had a fascinating history of civilisation of physical education in ancient era. Many types of sports & physical activity had been popular in the society from time to time. History of physical education can be divided in two seven phases as vedic age, epic age, raj put period, muslim period, british Period and post independence period. A variety of physical activity such as physical training, swimming, chopper, chaughan, drill, physical culture, play, gymnastics, Archery and mallkhambh were important sports in political history of India. Yoga was also popular for spiritual learning in buddhist time. These activities were only gateway for military training or battle field. In old days, physical activities were never delighted as a part of general education. The evolution of physical education, beside with other educational professions, reflected contemporary changes in society throughout the pre independence period.
Government & other organisation made a serious effort to promote physical education & sports during the pre-independence period. In 1882, Indian education organization that recommended physical training should be promoted in each class of school. Due to a steady growth of physical education, it was considered as compulsory subject in 1884, which was carried on by the ex-service men engaged by school or college authorities. In 1914, sir hanuman Vyayam Prasarak Mandal, Amravati was founded by vidya brother to serve the indigenous physical activity course across the country. Later on, in 1924 this institution started five week summer course for young men & women in indigenous activity.

Before independence, there were only five institutions who offered the teacher education programme in physical education. First institution was started by numerous effort of Mr. Marry Crowe Buck, an American Missionary, who founded Young Men's Christian Association (Y.M.C.A) college of physical education at Madras, Chennai in 1920. This college offered one-year teacher training course known as certificate in physical education for the matriculates and diploma in physical education for bachelor degree holders exactly on the western pattern. The government college of physical education, Hyderabad came up in 1931 and in 1932 Christian College of physical education, Lucknow was established in 1938. The training institute of physical education Kandivali, Bombay came into existence - all tracking the way of the Y.M.C.A College to promote scientific development of physical education in India.

In 1927, Indian Olympic Association came into the existence with the efforts of Dr. A. G. Noehren and Mr. H. C. Buck. Mr. Sorabti Tata was its first President with Dr. D. G. Noehren it secretary. Since Indian Olympic Association has been working in India and is affiliated with International Olympic Committee (I.O.C). This association started to promote and encourage all round development of youth of the nation & for the development of character, good health and good citizenship, also to enforce all rules and regulations of International Olympic Committee and to educate the public of the country as to the value of culture in sports.
1.3 Post Independence Era of Physical Education

The higher authorities and other bodies of physical education Programme gradually changed in India after independence. Physical education makes a unique contribution to the development of total educational process. It has been considered part and parcel of school education programme. A large number of Institutions have come up to provide a teaching preparation programme of physical education since independence. Innovative methods, plans and policies have been put into practices to enhance the standard of sports and active healthy life style of people.

In 1950, Central Advisory Board of Physical Education & Recreation (CABPER) was set up. It was formed to define & coordinate the function of other agencies which are working in the field of physical education, to develop the syllabi of teaching education programme, scheme of scholarship for research in physical education, conduct of National Physical Efficiency Drive, conduct of seminar on physical education, giving financial assistance to the colleges of physical education & giving directions to the state governments for affecting organization & administration of physical education in their respective states.

In 1953 Government of India launched the Rajkumari Amrit Kaur coaching scheme for games and sports with the object of training good athletes and sportsmen for national & international platforms. The secondary education commission came in to existence in the year of 1952-1953. The main motto of the scheme was to put stress on physical education considered as integral part of general education. Inclusion & importance of physical education has to be emphasized in school curricula for the all-round development of child.

All India Council of Sports, School Games Federation of India, and National Discipline Scheme (NDS) were established in 1954 with the objective to legalize the promotions of the sports and working of sports bodies. National syllabus of physical activities was formulated in the year of 1956. Lakshmibai College of physical education Gwalior was opened in 17 August, 1957 by the Ministry of Youth affairs & Sports, now Lakshmibai National Institute of physical Education, Deemed University. Presently offers the entire teacher education programme and
research degree of physical education. Soon the Punjab government college of physical education, Patiala followed suit, and in addition to the already existing C.P.Ed & D.P.Ed courses, it too introduced the three-year bachelor of physical education course.

In 1958, the ad-hoc enquiry committee was setup to raise the performance of athletes & culture of sports in India. In 1963-64, In LNCPE, Gwalior introduced the two-year master of physical education (M.P.ED). The Punjab University Chandigarh also started the master degree in Physical Education (M.P.E) in 1963.

In 1959, Government of India fixed a co-ordination committee, under the chairmanship of Dr. Hirdyamath Kunzuru, to investigate the various schemes for physical education, recreation, character building and discipline operating in Educational Institutions. On the recommendation of this committee, National Fitness Corps was started.

The National Physical Efficiency Drive was launched by the Union Ministry of Education in 1959-60. This plan introduced certain item of physical efficiency test to check the performance or physical abilities of young men & women. Netaji Subhash National Institute of Sports was established by the Government of India in 1961 at state bagh, palace, Patiala stressing to produce high quality of coaches of in various games & sports.

In 1961, Kaul Kapoor committee was formed & recommended that physical education should be considered as a part of general education in schools and colleges. It should be one of the subjects in the universities for graduates along with same year; The Raj Kumari Coaching Scheme ceased to function on 18th October 1961. It has been merged with N.I.S Patiala.

The Indian Education Commission 1964- 66, Kothari commission laid on stress the importance of physical education in school & it should be the compulsory subject in school curriculum, physical education has been made compulsory subject at secondary level under this scheme. National policy of education was formed in 1986 with the objective to raise the importance of physical education in many ways.
The N.C.E.R.T developed the national curriculum for elementary and secondary educations in 1988 to reflect the postulates of the NPE and the programme of Action, 1986. The main thrust of this exercise was to provide for the national core curriculum in the school syllabi as postulated in the national policy and to integrate physical education with the academic programme of the schools. The core curriculum states that health and physical education & sports should be integral part of learning process and be included as the evaluation of performance.

N.C.E.R.T, National Council of Educational Research & training established in 1961 & set up by the Government of India with the objective to assist & advise the central & state government in matter of implementation of curriculum framework and universalization of elementary education. Since 1973, National council of Teacher Education was a government advisory body but not as a separate Institution to overlook the development and progress of teacher education. Later, under the National Council for Teacher Education Act, 1993 came in to existence as separate council in 1995 to oversee the standards, procedure & process in Indian education system.

As regard the development of physical education in India after independence. It was observed that government & ministry of sports took initiative to set up a number of federation & association to increase the raise of standard of sports, but due to lack of facility, resources, professional trainers, instructors & play field, we are lacking behind to meet up with international standards. If these facilities are properly planned & designed according to the need & aptitude of players in school, colleges or university so that objective of high quality of physical education & sports can be met properly. If we have excellent curriculum of Physical education in our system, we will not behind the other countries in term of teaching, research & service within written curricula & sports performances.

1.4 Background of the Study or Rationale

Indian Education has undergone numerous changes, especially after independence in the quality of teaching, learning, process of curriculum reform & implementation. Physical education is an important domain in educational process but the provision of physical education is in decline across all world regions as well as in India. The general situation of
physical education in schools & colleges is most terrible. In the new globally competitive world, we do not only need physical education as an integral part of curriculum but it should be given equal importance with other subject and then only raise the standard of sports in our country on international platform. It is not only help’s in generate sports ambassador but also to motivate the youth population of sports in India.

Physical education is the only curriculum subject whose focus combines the body and physical competence with values-based learning and communication, provides a learning gateway to grow the skills required for success in the 21st century (International Charter of Physical Education and Sports, UNESCO 1978). There is a missing structured researched curriculum at grass root level- primary & secondary school & colleges. In school, however physical education & sports is neglected subject today. The prerequisite of physical education is in decline across all world regions. It is need to be compulsory subject from primary level to higher level of education. A perfect balance of instructing physical education curriculum in school, colleges or university is indispensable.

Rising levels of physical inactivity, along with the substantial associated disease risk, have been described as a pandemic by W.H.O. Cut-backs in physical education provision will only increase these concerns exponentially. Besides the health concerns, it is essential that governments take policy action to ensure the subject secures its rightful place in school curricula and that, consequently, students benefit from exposure to alternative learning domains W.H.O, 2013).

The world-wide survey of school physical education, 2013 reveals that physical education considered as low status subject than other subject & there is a persistent gap between policies and actual implementation of physical education curricula in the school across the world. Representation of India in the Olympics & other foremost sports event become poor & conflicting so that it is important that physical education & sports need equal importance as other careers in the society. According to Mary Kom, “If we have excellent sports experts (doctor, scientists, coaches and support staff) in the country, we will not behind other countries in medal tally”. A framework is required for physical education & sports for higher sports achievement.
Ensuring physical education curricula is the responsibility of the physical educator, school, college or institutions are important place to deliver the physical education programme. Improvement in physical education is not only desirable but it is urgently required to fill the gap between what students learn & how they apply this learning. Policy makers have formulated a fine curriculum but they have ignored the real conditions in happening in school or colleges. This difference between this reality & present curricula has made this whole programme futile. Physical education as considered as least important subject among all academic subjects (Alexander, 2014).

In various universities in India, the department of physical education are functioning in two ways. One is organising & conducting of the tournaments of all discipline of games & Sports and second is delivering the teaching preparation programme for physical education. The excellence of physical education programme depends upon the constant assessment or reviewing the curriculum that is important to strengthen the curriculum Policies or in order to improve the quality of teaching & learning as well (Sharma & Mann, 2015).

Physical education curriculum policies contribute to creating a foundation to support a lifetime of physical activity, health and well-being. However, there is a shortage of analysis on Physical education policies. One US study found that less than a quarter of research on PE focuses on curriculum (Silverman, 2009). Therefore it is required to assessment of curriculum in professional fields due to the constant changes in society.

Curriculum assessment of any institution has started with goal & objective of programme and end with student learning outcome structure. It is the most essential to know that what students should know by the end of course work. The assessment programme of curriculum of any institution includes accreditation, unit of assessment, criteria of assessment, curricular designing & planning, curriculum transaction & evaluation, research development & extension, Infrastructure, learning resources, students support progression organisation & helps in contributing to nurturing worldwide competencies among students & teachers (N.A.A.C, 2007).

Curriculum assessment is a process of gathering and analyzing information from multiple sources in order to improve student learning in sustainable ways (Wyse,
Hayward & Pandya 2015). It is an important aspect of any programme to deliver the high quality of teachers to the society. Assessment is an inclusive method that involves an assessment of the participants and the curriculum with which they act together. Assessment of physical education curriculum is contributed to improvement of programme & curricula reform. (Physical Education curriculum framework)

The researcher’s personal observation & finding specified that there were setback in the following areas: inadequate facility & resources, teacher educator workload, imbalance in student teacher ratio, accessibility of placement cell, feedback mechanism of students & teachers, limited career option and many more.

Number of researches has been conducted on assessment of teacher education programme of physical education on various descriptors like curriculum mapping, curriculum evaluation, curriculum development, curriculum revision, learning resources; infrastructure & facility, learning outcomes on international platform, but same type of research on Indian physical education curriculum are very less. A number of Indian studies reported there is an urgent need to revise the curriculum to raise the standard of physical education & sports.

In a view of curriculum assessment, it is essential to examine the effectiveness of existing programme in school or colleges. Reframing education policies & curriculum is based on many influential factors like social, economic & political of any country. If any political and social changes occurs in the society, they demand the changes in working area of school & teachers. It states that there will never be a perfect curriculum for all ages as the environment keeps changing and creates new needs in the society (Amimo, 2009).

It is concluded that this study is an attempt to provide finding & recommendation that will make a valuable contribution to the agency of policy makers and sports administrators. It will require help to the universities, research institutes and other academic and scientific establishments capable of contributing to the promotion of physical education and sports in education.
1.5 Important Component of Physical Education

Physical education deal with the three domains of learning: cognitive or mental skills related to the knowledge of movement; affective, which addresses growth in feelings or attitudes; and psychomotor, which relates to the manual or physical skills related to movement literacy (SHAPE America, 2014). Physical education includes four essential components that provide the foundation for effective programme.

Fig. no. 1 Important component of physical education (SHAPE America, 2014).

i) Policy and environment;
ii) Curriculum;
iii) Appropriate instruction;
iv) Student assessment.

The essential components of physical education increase consciousness towards policies and practices that guide school & colleges programme fulfil the need of learner. Colleges & schools also must establish the written curriculum that defines what is to be taught, guides rigorous instruction that supports the curriculum and identifies student assessment that will provide evidence of student learning. (SHAPE America, 2014).
1.6 Role of Curriculum in Physical Education

Physical education is well known from other curricular area by its major focus on all round development of an individual &it is a fundamental part of educational process, without which, education of child is incomplete. Physical education & sports are closely related to each other but are not synonyms. Sports & play emphasize to get involved in competition or challenging against to each other with more concentration on winning however physical education emphasize the all-round development of child-like physical, motor, social & holistic development with the individual improvement.

Physical education curriculum inculcates right attitudes; knowledge, skills & value in students which enable them to express their selves through all sort of physical activities. It supplement the formal education system to achieved desired outcomes from the students. The Physical education programme provides numerous opportunities to students to polish their coaching & teaching skills and encourage them to participate in sports at national or international level. To achieve the vision of physical educated student the physical education syllabus is aimed to developed students motor & game skills and equip them with the knowledge, skills and attitude to pursue and enjoy a physically active & healthy life style. The objective of physical education is to perform physical activities with desired aptitude & exhibit the essence of positive self–esteem through body awareness & control.

Physical education is an important part of the secondary school curriculum, and it is contributes in many ways to the overall goals of education. It’s also make a unique contribution to the education of students as it is only subject in the curriculum devoted the study of human movements, development of motor skills and promotion of fitness. The unique characteristics of adolescence must be considered in planning and conducting a quality physical education programme. Designing meaningful physical education experiences requires consideration of the psychomotor, cognitive & affective development and characteristics of such students.

A curriculum is a well organised system for delivering learning experiences to students. A physical education curriculum is the framework guidance for teaching
that provides guidance for teaching skills and providing physical activity instruction. The physical education curriculum is responsible for physical education instruction delivered in school, colleges & teacher education institution. So, it is critical step to create or select the best physical education curriculum in the country (Lund & Tannehill, 2005).

The prime responsibility of designing the curriculum of physical education is of National Council of Teacher Education that overlooked the development Progress of teacher education of physical education in India. N.C.T.E’s norms & standard might be best curriculum framework & designing itself. It is defining our subject matter & what we want student to know and able to do as a result of experiencing it. This curriculum framework can be revised to meet the need of each state & contextual & political factor in each face.

It is important to recognize that, unlike other disciplines, physical education does not have a national curriculum. Instead, we have a set of competencies that defined the skills & knowledge that students are expected to learn through physical education (NASPE, 2004).

1.7 Need of Curriculum Assessment in Physical Education

Curriculum assessment is not effortless task to do single-handedly. It is a process of collecting and analyzing information from numerous sources in order to improve student learning in sustainable way. Assessment is significant to identify the effectiveness of current programme & curricular aspect. It determines the strength, weakness, opportunity & threat of existing Programme. This Process is identified many opinion, perspectives, disagreement which gives benefit to redesigning the curricula. Curriculum assessment is necessary for high quality of physical education programme so that students, teachers, administrators & stakeholders will be able to track their success. It can determine whether the students meeting of those standards which curriculum allows the standards to be met. Experiences must be incorporated with the method of assessing student’s progress, achievement & success. It will also help the teachers, professional & administrators in redesigning the instruction & student experiences to better facilitate student’s achieving success.
Assessment is an important means of providing teachers with feedback on the effectiveness of teaching and learning. The feedback could be used to determine what students know and can do in order to review the suitability of physical activities in the physical education programme. It provides comprehensive picture of student learning & working faculty of institutions. The systematic recording & reporting of assessment will help in curriculum development.

Neither curriculum assessment nor curriculum development stand alone as distinct and separate activities, but are closely linked in the on-going development of educational programmes that meet the needs of the various stakeholders. When considering curriculum assessment, it is useful to consider the entire process of curriculum evolution. Here is one such model, based on the instructional system design model (Clark, 1995):

![Instructional System Design model (Clark, 1995):](image)

### 1.8 Teacher Education Programme in Physical Education

Every nation gives stress on teacher quality. Although teachers make a difference, there are many questions about how teachers are being prepared and how they ought to be prepared (USA, NRC, 2010). Physical education teacher preparation programme plays an imperative role in generating transformational sports leaders & team who can play lead role in stable nation. The education commission (1964-66) professed, “The destiny of India is now being shaped in her class rooms”. So did the National Policy on Education 1986 emphasize: “The status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers”.

![image](image)
Chapter 1

Introduction

The competence of today’s transformative physical education leader is affected with the institutional education as well as experience so that high quality of teacher education programme is needed to shape up the status of this profession or professional development. In today’s scenario, high quality of teacher education is utmost importance to produce well qualified teachers. Many of research studies carried out in recent year to know the about of quality of teacher education which shows the deterioration over all competence of teachers in our country (K.Gopalan, 2014).

Physical education teacher training programs involves of all knowledge, skills and learning experiences that are provided to learner within the institutional programme (Lund & Tanehill, 2005). Teacher education institutions are pillar which gives foundation to teacher educator to enhance the teaching & learning & equipped with professional training. Teacher education programme in India very well endowed for focussing on the fabrication of expertise teachers but there are lot of variations in mismatch qualification at different stages of education of teachers, job recruitment procedure and acute shortage of professionally equipped teachers across the country so that teacher education programme in India is weighing down due to lot of comparable level in teaching Profession. However, effort has been made to assess the teacher education Programme of physical education to know the existed variation, facts, strength weakness, accessibility & other influencing factors which affect the teacher preparation programme.

Physical education teacher preparation programme in India is currently delivered as per the policy of the concerned university & N.C.T.E norms. The variations in the preparation of teachers vary from university to university. It is high time to bring some changes in curricula of teacher education programme which meets the international trends so that all institution in India are enable to achieve greater height in academics expansion, quality & innovation.

Universities in India have established faculty of physical education, physical education as a subject is being studied at senior secondary level of education. The addition of physical education in the present day curriculum of education has proved to be of great help to students. Government of India as well as other sports bodies is encouraging people who have an interest in sports to develop their natural abilities (U.G.C, 2003).
We are lacking behind to provide excellence in teaching & learning due to multiple factors like: inadequate faculty, old curriculum & traditional pedagogy, insufficient student teacher ratio, lack of teachers & expertise, insufficient facility of playfield & resources. This is further worsened, that every institution of physical education only provides minimal requirement to the students which does not meet the academic& sports excellence on global platform.

The teacher education curriculum in India has been revised in 1978, 1988, 2009 and 2014 with the effect to develop good teachers in dynamic environment. Presently various institutions are offering physical education courses in India, which are governed by the regulations, norms & standards of the National Council for Teacher Education (N.C.T.E) with functional and delivery process of the program being rested on the policy of the concerned university. Thus, the variations in the preparation of teachers vary from university to university as per the autonomy of the university.

Physical education teacher preparation program is more theoretical should be more focus on practical domains (Sharma and Maan, 2015). If we analyse the present condition of teacher education programme in respect of quality, accessibility & affordability of institution. The study found that National Assessment & Accreditation Council has done radical changes in the quality of institutions. But it generates enormous awareness to popularize the quality of institutions throughout the country. Despite this fact, transforming of teacher education programme demands to full fill the gap between the requirement of industry & academics. The institutions have to produce professionals who are ready to face the real world challenges.

Curriculum review is the basic necessity of transforming teacher education programme of Physical education due to the changes of global scenario. Government and policy makers should take initiative to involve teachers, students, stakeholders & administrators in curriculum reform to know the actual need of learner. The actual task of transformation will depend on role of teachers, students, stakeholders & the institution with the challenge of transforming India
1.9 Present Scenario of Teacher Education at University Level:

The quality of teacher education program depends on multidimensional factors of training institutes, colleges and universities. Since they play the most crucial role in the professional education, their education becomes vital not only for implementation of the recommendations of the curriculum framework but also for the improvement of overall quality of teacher education (NCTE, 2009). The competence of professional leaders in physical education and sports is affected by pre-college experiences and quality delivery of college education (Sandhu, 2001).

Professional education in physical education began in India in 1920 at YMCA college of physical education, Madras and Lakshmibai National Institute of Physical Education (LNIPE) at Gwalior, Madhya Pradesh was established in 1957. Programmes of the education of teacher educators are organized by the universities, which are by and large generic in nature and not stage specific only a few universities have started innovative stage specific programmes. Even the programmes for the preparation of secondary school teacher educators organized by many universities are traditional and some of the recommendations of Curriculum Framework 1998, to improve the quality of education of teacher educators are yet to be implemented. Duration of the programme has neither been increased nor have the courses meaningfully been revamped. A single, linear and common programme which is not capable of attaining the stage and subject specific objectives in the contemporary context still holds the away this situation has to be addressed forthwith. Education of teacher educators is yet to meet the demands of education in general and teacher education in particular. In the meanwhile, additional ones were created by the curriculum framework of quality teacher education 1998 & national school education curriculum framework 2005 has serious implications for education of teacher educators. National and international scenario on the one hand and emerging curricular concerns on the other call for the reconsideration of the programme of preparation of teacher educator in the light of the new challenges which the programmes of education teacher have to meet and the responsibilities

The curriculum of education of teacher educators has to address itself to the special needs of pre-school education, elementary education, secondary education, senior
secondary education (academic and vocational streams) inclusive education and other neglected aspects like aesthetic, physical and yogic education etc. with the unfolding of aids epidemic, the technique and content of life skills and adolescence education requires urgent forms. History of education has been regressed to the study of recommendations of various reports ignoring their larger social and educational purpose, and factors and forces affecting education. There is the need to give proper attention to dissertation, field work, projects and the conditions of education of teacher education, its status, problems and issues.

1.10 Statement of the Problem

The present study is entitled “An assessment of physical education curriculum in the university system: A critical appraisal”.

1.11 Objectives:

The following research objectives were made as per the area of study projected post graduate programme of physical education teacher education institutions.

1) To develop a validated questionnaire for assessment of curriculum.

2) To identify the uniformity & variance in the selected seven variables like admission process, student support progression, learning outcome, academic parameter, teaching assessment, resources & curriculum review among the university.

3) To identify the uniformity & variance in adopting criteria of admission process in respect to intake, eligibility, procedure and criteria among the institutions.

4) To collect information from respondents regarding admission process.

5) To find out the student satisfaction regarding the admission Process.

6) To conduct interview of expert’s in the field of physical education & sports with respect to the curricular process.

7) To compare the curricular process among the universities.

8) To find the commonalities & differences among universities in the curricular process.

9) To propose the levels of curricular programme indicators & achievements descriptors.
10) To find out the relationship of variables in curricular process among the universities. To explain the qualitative & quantitative results & cross validate with the existing policies and practices.

11) To indicate that the institution provides coaching of competitive exam for the professional development of post graduate students.

12) To examine the student support & progression accessible and affordable to the students.

13) To analyze the availability of the feedback system in the institutions.

14) To analyze the functionality of the placement cell in physical education institutions.

15) To examine the placement opportunities are affordable to the students.

16) To indicate the learning outcome & programme objectives are defined.

17) To identify the variance in delivery pattern of learning towards the students.

18) To identify the provisions for attainment and effectiveness of the academic parameters in physical education teacher education institution.

19) To find the scope for students accessibility to study material, e resources and lifelong learning.

20) To examine the availability & accessibility of the leading indicators of academic parameter like course content, teaching hour, activity variations.

21) To find benchmarking in the course content and pedagogy.

22) To indicate the availability and variety of teaching style.

23) To distinguish the student teacher ratio is appropriate among the institutions.

24) To locate the guidance & counselling programme & future directions to the students.

25) To investigate the availability, accessibility & affordability and utilization for the resources of sports infrastructure, human resources, knowledge and laboratory.

26) To study the availability of resources in physical education teacher education institutions.

27) To indicate the availability of students participation and representation in course designing & review process.
28) To indicate the students are aware from the process of curriculum review.

29) To find the accessibility of feedback mechanism towards curriculum review process.

30) To collect the suggestions of teacher’s & students about curriculum review process.

1.12 Delimitation

1) The Study was delimited to the post graduate programme of physical education teacher education.

2) The study was delimited to collecting the data through questionnaire & interview.

3) The study was further delimited to developing and validating the physical education curricular review questionnaire.

4) The study was delimited to 400 respondents from master degree programme of physical education teacher education institution.

5) The study was delimited to 12 physical education experts with minimum 20 yr experience.

6) The study was analyzed qualitatively & quantitatively using mixed method research.

7) The study was analyzed quantitatively used one way analysis of variance for close ended questionnaire.

8) The study was delimited to the multiple comparison of variable used post hoc L.S.D among the universities.

9) The study was delimited to the correlation matrix to find the interrelationship between the seven variables.

10) The study was analyzed open ended questionnaire & interviews transcripts added on mapping table.

1.13 Limitation

1) The responses and opinions were given by the students, teachers of different colleges, institutions, department & university of different geographical region of country in the university level was considered as a limitation of the study.
2) The responses of the respondent could have varied as per the mood of respondent.

3) The study was limited to the respondent awareness about his/her institutional environment.

4) The study was limited to the different geographical regions in which the institutions are located might had impact on the respondent.

1.14 Hypothesis
It was hypothesized that:

1) There was no significant difference in admission criteria of different physical education teacher education institutions in India.

2) There was no significant difference in student support & progression of different physical education teacher education institutions in India.

3) There was no significant difference in learning outcome of different physical education teacher education institution in India.

4) There was no significant difference of academic parameter of different physical education teacher education institution in India.

5) There was no significant difference in teaching assessment & evaluation of different physical education teacher education institution in India.

6) There was no significant difference in resources of different physical education teacher education institution in India.

7) There was no significant difference in prospective of curriculum reviews of teachers & students of different physical education teacher education institution in India.

1.15 Research Question
1 Does similarities & differences exist among physical education teacher education institution in India?

2 Is the admission process based on psychomotor, sports proficiency, cognitive assessment & academic eligibility?

3 Does the student support & progression accessible & affordable to the students?
4 Does the curriculum framework is providing the detailing of programme objective and student learning outcome available?

5 Is there provision for attainment and effectiveness of the academic parameter in the teacher education institution?

6 Is there a scope for students to accessibility of study material, e resources & lifelong learning?

7 Is there availability, accessibility & utilization for the resources of sports, human resources, knowledge resources?

8 Are the student’s aware the process of curriculum reviews?

1.16 Significance of the Study

This study will make the following significant contributions in the physical education teacher education programme.

1) The present study undertaken on assessment of physical education curriculum at post graduate level. This was one of its kinds of the study undertaken to document the curricular realisations in physical education.

2) This study highlights significant differences in admission Process, student support progression, learning outcome, academic parameter, teaching assessment, resources & curriculum review of physical education teacher education institution at the post graduate level in India.

3) This study highlights similarities & differences existing among various of physical education teacher education institution.

4) This study provides curricular aspiration of the post graduate physical education students with regard to available professional opportunities.

4) This study may impact curricular process of planning at the defined level.

5) This study may assist in identifying and sharing the best practices of the physical education teacher education institution.

6) The outcome of the study has proposed the curricular programme indicators at various levels.
7) The achievement descriptors of the curricular programme indicators can be useful for the institutions to further strategize their growth and achievement parameters.

8) The study has reported the opinion of the expert from major institutions across the country. The inputs can be set as important information for further streamlining the physical education curriculum.

9) This study will bestow to strengthen the academic quality, developing a vision of high physical education programme & enhancing programme of excellence in teaching, research & service.

10) The study illustrates the need for an alignment between curriculum requirements and arrangements for the assessment of student learning outcomes & degree level expectations by the end of the programme.

11) The study has shown through exhaustive review of literature the scope of existing physical education institution need benchmark of professional courses of physical education in the context of international standards.

12) This study is a significant review document for future research.

1.17 Operational Definition

1.17.1 Curriculum

All the planned experiences provided by the school to assist the pupils in attaining the designated learning outcomes to the best of their abilities (Neagley & Evans, 1967).

Curriculum is a master plan for selecting content and organizing learning experiences for the purpose of changing and developing learners’ behaviours and insight (Armstrong, 1989).

Curriculum is a structural written document and providing the ideas and activities to achieving the goal oriented learning Outcome. (Sharma, 2010).

1.17.2 Physical Education

Physical education, an integral part of the total education process, is a field of endeavour that has as its aim the development of physically, mentally, emotionally & socially fit citizen through the medium of physical activities and has been selected with a view to realizing these outcomes. (Bucher & Reade, 1972)
1.17.3 **Assessment**

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning (Huba & Freed).

Assessment as a tool to determine the rate of progress of a student against both individually negotiated goals and previous performance (Dochy and Mcdowell, 1997)

1.17.4 **Learning Outcome**

Learning outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program. In other words, learning outcomes identify what the learner will know and be able to do by the end of a course or programme.

1.17.5 **Curriculum Mapping**

Curriculum mapping can serve as both an instrument and a procedure for determining what the curriculum is and monitoring the planned curriculum (O'Malley, 1982).

Curriculum mapping is a part of the ongoing process of assessment of course and Programme. It is an effective method to assess course outcome in relations to the Programme outcome. For the Purpose of the study, Curriculum mapping was required to map the outcome of study with the selected variables through the mapping table. It will explain the role and importance of curriculum mapping and teaching. It determines the gaps & strength of the Programme.

1.17.6 **Mixed Method Research**

Mixed methods research is both a method and methodology for conducting research that involves collecting, analyzing, and integrating quantitative and qualitative research in a single study or a longitudinal program of inquiry (Creswell, 2013).

1.17.7 **Triangulation**

Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Patton, 1999).