CHAPTER - 2
REVIEW OF RELATED LITERATURE

Chapter one is provided outline of the study. This chapter provides a review of the literature & research related to an assessment of physical education curriculum in the university system in national or international setting. It deals with curriculum perspectives, policies & trends of physical education in college & university & school students & teacher attitude towards assessment of curriculum of physical education facility, resources & quality of physical education. It is important to examine the factors which are involved in the process of assessment of curriculum in the trend of national or international. Some of the establish works of existing investigators relevant to the present study have been cited in the following paragraphs. This chapter is divided on critically & Allied basis.

2.1 Prospective of studies on resources & facilities

Biplab Ranjan Kandar, (2015) studied the infrastructure of physical education & sports in present era of globalization. Sports infrastructure & resources plays important role to achieve excellence in sports on international platform. It’s not only helps in generate sports ambassador but also to motivate the youth population of a sports in India. Representation of India in the Olympics and other foremost sports event has become poor and conflicting So that it is indispensible to raise the status of infrastructure of physical education and sports in India. It was suggested the reframe of sports Policy.

Narendera Jhinjha, (2015) conducted a study on Sports facilities & infrastructure of government & private school of Chandigarh. 10 government & private school of Chandigarh were selected as subject for study to examine the sports facility & infrastructure. The result indicates that private school was having more sports facilities in the term of grounds/ courts then government school.

Ravinder Kaur, (2015) evaluated the facilities of physical education & sports in different university of Jammu & Kashmir. A survey study has been done to evaluate the facilities of colleges. The questionnaire was developed to collect the data from the
different university of Jammu & Kashmir. The responses of the students show that most of the university do not provide minimal facilities of sports to the students in the university campus.

**Mejar Singh, (2014)** conducted a study of Built existing Sports facilities in engineering college of Chhattisgarh. 50 colleges were taken for survey of existing sports facility. 50 technical expert were selected as subject for the study from physical education department of different colleges of Chhattisgarh engineering college. Questionnaire was used to collect review of technical expert to know the sports facility like indoor & outdoor games in different colleges. It was found that result of indoor games facilities indicated that out of 50 colleges 88% of the colleges had adequate indoor facilities for games and sports whereas only 12% lacked to provide indoor sports facilities to their pupils. The result shows that colleges are deficiently in require of sports facilities especially the indoor gymnasiums.

**Aheri Ningappa, (2012)** conducted a study on the status of sports & physical education in Indian society is deprived. Sportsman can also be made director of any university through the importance of physical education but there is needed to improve the facility, structure & infrastructure in colleges, school or university. Physical education should have an elective subject in colleges. There is a need to revise a curriculum of physical education to improve the status of physical education.

**K.K Asai, (2012)** investigated the physical education facility in junior college in Mumbai city. This study was conducted to determine the facility & curriculum of physical education. 22 junior colleges of Mumbai were selected to find out the existing facility of physical education. Curriculum of physical education is not being implemented properly in Mumbai city colleges due to the poor condition of resources availability there. Physical education is not a compulsory subject in the curriculum. Coach facilities and play fields for different sports needs to be provided to raise the standard of sports.

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the facility, structure & infrastructure in colleges, school or university. It was concluded physical education should have an elective subject in colleges. There is a need to revise a curriculum of physical education to improve the status of physical education.

**Oken, (1977)** developed a scorecard to evaluate physical education facilities, programme and administration of physical education and athletics in Nigerian universities and colleges offering major and minor courses in physical education. A jury of experts in criticizing the scorecards and making recommendations involved eight schools in scrutiny, and four schools were involved in actual evaluation. A panel of experts of the B.Y.U., department of physical education also contributed to major development of the scorecard by their critical comments and structured recommendations. Comparisons were made between schools. Weakness and strength of each programme were analysed, and recommendation were made for improvements.

From the analysis of the data it was found that, of the 10 division, only 2 divisions received a rating of good and above. The rest fell between average and poor. There is much to be done in developing and improving physical education facilities and programmes in Nigerian colleges & universities. Recommendations were for the improvement of the programmes, and administration of physical Education.

### 2.2 STUDIES ON CURRICULUM ANALYSIS, DEVELOPMENT, POLICIES & PERSPECTIVES.

**Dianne C. Thomson, (2014)** was done a study on critically analysis of Canadian physical education curriculum. This study analyzed the curriculum Policies of thirteen Provinces & territories by using a framework based on traditional & emerging physical education model in the literature. The finding of the study shows that, the learning outcome & philosophies of curriculum policies replicate largely more traditional P.E models. This author suggests the physical education policy should be revised in the light of present social realities through broader understanding of physical activity & wellness.

**SONG, Liang (2013)** Analysis of curriculum of higher education in china is accumulative effort to show a vision to develop a new model of physical education curriculum. It is concluded that curriculum content, structure, objective & evaluation pattern is realistic. On the other hand, there also subsist a definite number of
problems, analysis and solution of problems are lack of reasonable; theoretical studies are more than practical studies, more concentration of physical fitness of students & facility. It is advised that before reform a curriculum it is necessary to execute the facilities, resources & teacher’s availability in college.

Varun Nijhawan, (2008) conducted a study of development of physical education curriculum in the light of sports marketing perspectives. The subject of the study was 200 people who belong to society of sports. This study concluded the present curriculum of physical education at higher education is not dynamic and needs revision. It does not have sports marketing which meets the requirements of modern society. A number of inventory of sports were suggested for restructuring the curriculum of physical education.

Mafumika & Pangani, (2008) investigated perceptions towards physical education in Tanzanian secondary school. The subjects of the study were students, physical education teachers & principals of school. Questionnaire, interview & observation were important tool to collect the data. This study concluded that due to lack of teachers, facilities & resources, the policies had not been implemented in the Schools. It was recommended that the every academic professionals of physical education to put accumulative effort to grow physical education in Tanzania society.

U.G.C report, (2003) reveals the fact of higher education in India. In the new globally competitive world, we do not only need physical education as an integral part of curriculum only but physical education should be introduced with wider scope by including new subjects like sports marketing, health management etc at university level. The on-going focus on academic training by putting health and physical fitness of youth on stake, it has become the need of an hour to strengthen the physical education and sports programmes in higher education. Also, physical education programmes should focus on creating a positive attitude among students by including yoga.

Kenneth Hardman, (2003) this technical report of W.H.O present the status of Physical Education in schools on Worldwide. It shows the physical education is perceived as non-educational activity in Asian countries with special focus on India & Pakistan. Physical education is generally not even a Part of curriculum. There is no special provision in physical education for disabled students.
S.K Yadav, (2013) Present a report on preparing teacher educators: M.ed curriculum Review & reconstruction. This study reveals teacher’s review to prepare teacher educator through M.ed curricula reflect the demand of high quality of teachers in School. There is no coordination and linkage between curriculum of school education & teacher education so that there is an urgent need to formulate the curriculum on basis of teacher’s reviews.

Dr Santosh, (2014) this study describe the attitude of teachers towards the restructured curriculum at undergraduate level in Kerala. Data was collected from the teachers of undergraduate level in the state. The teachers have a same & positive opinion towards the restructured curriculum at under graduate level in Kerala. But with value to evaluation practices there are different opinion. So that it shows that curriculum reforms must be a continuous and dynamic process. The Higher authorities must confine steps to eliminate the minor limitations in the restructured curriculum at under graduate level. Then only the higher education of the state can withstand the challenges of the globalised era.

S.B. Mohanty (2009) made an article on national curriculum framework of teacher education review. It shows many nations carry out sample evaluation of their teacher training programmes in order to develop teacher training curricula. Physical education programmes are facing an uphill task of providing meaningful learning experiences for youths. It was suggested that with the changing time, a universal programme of health and physical education pedagogy is needed.

Dr. Johnnie R. Mills, (1985-86) made a teacher education improvement project. It shows the parameter to know the improvement of prospective teachers programme. This project was done in Grambling University, Los Angeles. This project highlighted some indicators such as: curriculum revision, student assessment, faculty development, programme monitoring & instructional development which is base for this study.

R.A. selçukdoğan, (2013) studied the teacher’s perception on the effectiveness of curriculum mapping. Teacher perception towards effectiveness of curriculum planning is investigated. It shows Curriculum mapping is an effectual tool for curriculum planning. The most influential factors are teaching experience, devoted time and self-knowledge.
Dr. Raymond G. Armstrong (1995-1996) evaluated the physical education programme K-12. This study shows the evaluation of physical education programme is done on the basis of some indicators such as: course content; course objectives; curriculum development; curriculum evaluation; educational resources; elementary secondary education; faculty development; mission statements; physical education; program evaluation; student educational objectives.

Nancy Melnychuk, (2011) surveyed the physical education teacher education in Canada. Physical education teacher education under graduate training programme was investigated through some descriptors like: worldview orientation, underpinning discourse, curricula, structure and organization of Canada. The result was analyzed on the basis of views of 36 teachers from 20 different universities. It is suggested that physical education teacher education in Canada needs revision in curriculum with need of society on the virtue of globally, socially & culturally.

C. R Edginton, (2012) made a report on the global forum for health and physical education pedagogy. The global forum for physical education pedagogy 2014 was organised in South Africa. It was focus on reframing the physical education pedagogy. There were 100 professionals included from 50 countries throughout the world to speak about contemporary challenge faced by the teacher educator of physical education. It was emphasized to promote global best practices.

CDC (2006) present a report on physical education curriculum analysis tool: P.E.C.A.T is a tool for analyzing written physical education curriculum to conclude how intimately they align with national standards for high quality physical education programme. It conducts a clear, complete and consistent analysis of physical education curriculum. It introduces to assess high quality of physical education programme on some parameters: goal, overview, lesson plan, and assessment of student learning, instruction preparation, learning experiences & curriculum alignment.

Lausanne, (2014) has done a comparative study on best practices in sport and physical activity for health promotion. A comparative study of selected national policies of different five countries which is Australia, U.K, Hungary, Sweden & France is being done on best practices in sport and physical activity for health promotion.
promotion. It shows each country has different approach in national Policies to Promote Physical activity & health. Policies are on not self-implemented. Some countries have made policies to promote only health status. On another hand some are focus on best Practices. It is reveals that there is gap in best Practice among different countries. On the basis of report, it is sum up five components capacity, consultation, coordination, and communication & commitment. These are building block to promote sports, health & physical activity in nationwide.

Al-Jardani (2012) evaluated a developed framework for curriculum evaluation in Oman international journal of English linguistics. The findings of the study show curriculum evaluation is an important part in educational practices. Different evaluation procedures, methods and instruments used in Oman. It consist of, mission & vision of curriculum evaluation, aims & learning objectives & outcomes, methods & approaches, resources, instruction time, assessment, teacher training, management & evaluation research into stakeholders’ needs and expectations in Oman and also developing specific learning outcomes for each grade of the curriculum.

E. R Gitonga, (2013) investigated attitude of teachers towards physical education. 130 teacher were randomly selected to assess the attitude of trainee teachers. It is concluded that teacher trainees’ shows positive attitude towards physical education in Kenya. It is suggested that learning environment, favourable teaching and in addition as resources full learning must be endowed for effective teaching in physical education programme. Physical education subject should be made compulsory subject in Kenyan secondary schools. It will endorse the status of physical education in Kenyan education system.

M.A Ajubua, (2014) describes an understanding the concept & uniqueness of sports marketing in Nigeria. The purpose of this study was to introduce a new concept of sports marketing in Nigeria. There were a lot of problem in organization, lack of transparency & weak policies in curriculum of Sports. It is concluded that sports marketing is not part of curriculum of physical education in university. Sport marketing is the subject which is only offered in polytechnic colleges & university. This will surely provide man-power for the ever increasing job opportunities in the
sport sector. It is very important this subject must be included in the curriculum of physical education so that job opportunities in marketing field increases. This will surely explore the new career option to the students in traditional marketing field. It will help push sports in next level in Nigeria.

Iconomescute odoramihael, (2015) studied the differences and similarities in curriculum and assessment in physical education in eastern European states. The Purpose of the study was to analyze the specific document on physical education curriculum activities south eastern European states. It’s concluded on the basis of specific document, physical education activities different one country to another. It reveals each country has different assessment method of physical education activities. Physical activities were different from one country to another in primary & secondary school level. The major differences have been seen in the objectives of physical education programme among the countries due to the social & economical factor of each country.

Abdul Hameed Muktar Mahal, july 2011) This has been revealed that quality of M.ed programme is not sustained with the effect of globalization. Critically & content analysis is being done of med curricula of different university of India. There is certain gap in between quality and quantity of teacher education. The role of teacher educator is very challenging in requisites of training skills, research guidance, teaching aspect, curriculum designing and policy making which do not find position in existing curricula. It is suggested that modifications should be brought about in the preparation of teacher educators with new dimensions. It should be systematically developed on empirical basis

M.D Dahiya, (2010) conducted a study on analysis of the researches completed in physical education in Indian universities at post-graduate level. The subject of the study was post graduate dissertation of Indian University. It is concluded that academic research revolves around individual practices in Indian university. It is suggested that there should be a central agency to pile up every year the abstract of the research studies completed in physical education in various Indian universities at master level.

S.K Yadav (2011) This study was conducted to identify the problem in pre service teacher education programme in four countries: India, Pakistan Srilanka & Bangladesh and found the lot of disparity in the teacher education programmes:
i) A variation is existed in term of programme duration in pre service teacher education.

ii) No emphasis was laid on curriculum weightage, curricular areas and its execution at secondary stages in four countries.

iii) It was examined that more focus on theoretical Perspectives rather than Practical.

iv) Infrastructure, I.C.T facility and transaction method were very pitiable in four countries.

v) There was no correlation between pre-service teacher education curriculum & school curriculum.

It was proposed that well qualified faculty members should be deputed in programme & new innovative method should be introduced to students. There is need to update the curricular areas & infrastructure facility.

Varkey, C. Varghese, (1962) made a study to know the programme of physical education. This study was done on physical education curriculum for higher secondary schools in Mysore state, India. As a result of the study, argument was presented for the compulsory inclusion of physical education in the school curriculum. Standards of play area, equipment & leadership inexpensive fitness tests as an aid of planning and evaluating were developed. A curriculum for standards X, XI, and XII was planned as a guide for the physical education teachers.

ICSSP (2014), International congress on sports psychology, international workshop organised by Indira Gandhi Institute of Physical Education & Sports Sciences, department of physical education and sports sciences, held at shankarlal hall, University of Delhi was recommended some key Points to raise the standard of physical education & sports in concluding session.

i) In UNESCO charter (1978) article 1 “Physical Education & Sports is fundamental right of each human being” therefore it is important that some steps are taken to ensure its implementation by creating Proper Procedures of homeostatic auto monitoring system.

iii) The physical education & sports as an academic discipline be implemented as learning experience duly recommended by National Sports Policy 2001 with some monitoring mechanism.

iv) All teacher training education courses e.g. B.Ed, D.Ed, physical education subject must be a compulsory component in these courses as existed earlier.

v) The duration & nomenclature of courses in physical Education should be uniform throughout the country e.g. 2yr M.ped (Master of Physical education & Sports)

vi) The individual who wish to pursue one year B.p.ed course after bachelor’s degree such individual must have studied physical education as an elective subject at undergraduate level.

vii) The courses in physical education at undergraduate & postgraduate level certificate, diploma etc. approved by the academic council and executive council of central universities. Such proposals should be accepted by National Council of Teacher Education by including these as reporting item in their agendas.

viii) Every university in the country must have its separate & independent faculty of physical education & sports sciences as recommended by university grant commission earlier.

ix) Every physical degree at master level must comprise subject specialization such as exercise physiology, sports management, psychology, bio-mechanics, coaching, physical training, body composition, growth & nutrition etc.

x) Defining individual responsibility of resources organisation and person to be year marked including govt. colleges & universities.

xi) Each hospital must have a fitness & wellness promotion department by health assessment on the quantum of illness & wellness scale. All visitors to hospital should be required to report through illness wellness health status record. Accordingly, the support staff should be qualified to demonstrate, assess & interpret physical exercise techniques. Hence, Few physical education staff be recruited in these centres.