5.1 Background of the study

Despite the extensive opinion on the right to access of physical education for everyone or indispensible for the full development of personality, physical education has not seen in precedence in our society. Balanced curriculum has become one of the national concerns for policy makers, stakeholders and school personnel’s, private & government physical education administrators. This study is aimed to assess the curriculum of teacher education preparation programme of physical education in the university level. Curriculum assessment has always been important for effectual teacher preparation programme.

The study was undertaken to explore the assessment of curriculum of physical education at the university level, with a view it may help to physical education universities and institutions to identify the best practices to be followed regarding functioning of delivery of physical education programs at various institutions through strategic management studies on the identified parameters before establishing strict standards and norms for achieving excellence in physical education in India.

The assessment programme of curriculum was based on identified variable: admission, student support progression, learning outcome, academic parameters, teaching assessment & evaluation, resources & curriculum review. This study was employed qualitative & quantitative descriptive research method. The sampling design used mixed method design that includes qualitative, quantitative, triangulation, exploratory design, nesting & curriculum mapping. Whereas close ended & open ended questionnaire, semi structure interview were important tool of data collection.

The data were collected from 400 students at post graduate level through open ended & close ended questionnaire & 12 physical education expert through semi structure interview of various different colleges/university or department from...
different geographical zone of country. Zone were divided in to south, north east & west. 16 institutions of teacher preparation programme of physical education at post graduate level were selected. Data analysis was done on both using descriptive & non parametric statistics.

The data were analysed in four step: description of quantitative description and analysis which includes questionnaire close ended description, quantitative results of various university variables wise, One way ANOVA of physical education teacher education institutions as per the information collected variable wise, multiple comparisons of physical education teacher education as per the information collected variable wise, correlation matrix & interrelationship of variables. Triangulation includes quantitative results, questionnaire results close ended with university wise table & correlation matrix.& qualitative results include result of questionnaire open ended with interview transcript of teachers. Nesting includes the qualitative result, quantitative result & mapping table combining the variable wise input of the questionnaire of students & interview output and results of mapping table.

The study focused on reviewing the direction of teacher education programme or national & international trend of physical education teacher preparation programme that meets the urgent need of curriculum reform, standards & benchmarking. There are certain gap in policies & teacher preparation programme in curriculum of physical education. Indian government & policy makers are not recognizing the physical education as a part of core education. It should be the part of primary education, which is missing in Indian education system. There is a need for framework at community level to increase awareness and participation, leading to a healthier and happy society. It is suggested that curriculum should be based on national need of community or individual learner so that identified gaps in policies & practise should be minimised. Teacher education preparation programme has an urgent need to redefine their form & function in direct to adjust with global perceptive in an endeavour to construct competent teacher to the world of practice. There is need for educator training, new resources, change in policy & workload.
5.2 Statement of the problem

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

5.3 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.
5.4 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 matrix.

5.5 Limitation

1) The responses and opinion was 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.
5.6 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.

5.7 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?

5.8 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.

5.9 Conclusion

Students and teacher’s perspective was collected on selected seven variables: admission process, student support progression, learning outcomes, academic parameter, teaching assessment, resources & infrastructure and curriculum review.

Based on the findings obtained from the mixed method design, the following conclusions were drawn variable wise:

In the light of the objective of the study, the following conclusion has been drawn on the basis of triangulation and Nesting variable wise.

1) Admission process

1.1) It was concluded that intake, procedure & criteria of admission process (4.099) are not similar in the admission process among different teacher education programme of physical education at post graduate level in India. Information was collected from the students and teachers regarding admission process concluded that student’s want required changes in area of eligibility marks, English- proficiency, and fitness level and women reservation.
1.2) It was concluded that highest difference (3.32) found between two Physical education institution are Department of Physical education Punjab university & B.P.C.A college Maharashtra in respect to criteria of admission Process.

1.3) It was concluded that lowest difference found 0.00 between two physical education institutions are department of physical education kurushetra university & L.N.C.P.E Trivandrum in respect to admission process. Hence, both institutions are following same criteria of admission process.

1.4) It was concluded that admission Process variable is correlated to the Parameter of student support progression, learning outcome, teaching assessment, resources & curriculum review which value is value is .290, .227, .261, .111 & .230 whereas academic parameter is not intercorrelated with admission process. There may be variations among the universities with respect to the academics, course content, teaching hours etc.

1.5) It was concluded that outcome of admission process in mapping table can be measured at the Level 3 but it is attained up to the Level 1. Each institution has defined their availability and arrangement towards admission Process but the process efficiency is need to enhance among the institution. Existing criteria of admission process should be desirable uniformity among the institutions across the country.

2) Student support progression

2.1) It was concluded that Student support Progression variable (11.4) varies among the different teacher education programme of physical education at post graduate level in India. placement cell, feedback mechanism, student teacher ratio, learning styles, career counselling & guidance and professional competencies are varies institution to Institution. Institutions are analyzing the placement dates, though the listed has been observed in two universities out of the 16 studied.

2.2) It was concluded that highest difference (11.24) found between two Physical education institution are department of physical education Punjab university Chandigarh & B.H.U Varanasi in respect to student support progression variable.
2.3) It was concluded that lowest difference found 0.00 between two physical education institutions are department of physical education Kurushetra university & L.N.C.P.E Trivandrum in respect to student support progression variable.

2.4) It was concluded that student support progression variable is correlated to the parameter of learning outcome, academic parameter, teaching assessment, resources & curriculum review which value is value is .290, .473, .343, .438, .445 & .359.

2.5) It was concluded that outcome of student support progression variable in mapping table can be measured at the Level 3 but it was attained up to the Level 1. It was concluded under the study there is availability & Provision of programme, placement, feedback & opportunity for learner. Most of the institutions has not regular feature in feedback, placement and guidance cell. So that professional competencies & development affect through these programme.

3) Learning outcome

3.1) It was concluded that learning outcome variable (4.54) varies among different teacher education preparation programme of physical education at post graduate only in India. Most of the Institutions were not clearly defined programme objective & course objective in their course module. Programme objective were not being achieved due to the lack of resources.

3.2) It was concluded that highest difference (4.36) found between two Physical education institutions are department of physical education Rajasthan university, Jaipur & B.H.U Varanasi in respect to learning outcome variable. Hence, both the institutions had different approach in the direction of this variable.

3.3) It was concluded that lowest difference found 0.00 between two physical education institutions are department of physical education Punjab University, Chandigarh & Y.M.C.A Chennai in respect to learning outcome variable. Hence, both the institutions had similar approach towards this variable.
3.4) It was concluded that student learning outcome variable was correlated to the parameter of learning outcome & academic parameter, teaching assessment, resources & curriculum review which value were .372, .450, .364 &.314.

3.5) It was concluded that outcome of learning outcome in mapping table can be measured at the level 4 but it is attained up to the level 1. Further, it was concluded after the study, most of institutions has not defined learning outcome & programme objective in their course module. Programme objectives were not being achieved due to the Poor resources.

4. **Academic parameter:**

4.1) It was concluded that academic parameter (8.083) were not uniform among different teacher education preparation programme of physical education at post graduate only in India. E learning, course content, teaching hours, activity variation & interdisciplinary pedagogy are varied institutions to institutions. Every institution had different approach towards the sub variables of academic parameter.

4.2) It was concluded that highest difference (4.36) found between two Physical education institution were department of physical education, B.H.U Varanasi & Y.M.C.A Chennai in respect to academic parameter. Hence, both the institutions had different approach in the direction of this variable.

4.3) It was concluded that lowest difference found 0.00 between two physical education institutions are Y.M.C.A Chennai & L.N.I.P.E, Guwhati in respect to academic parameter. Hence, both the institutions had similar approach towards this variable.

4.4) It was concluded that academic parameter variable was correlated to the parameter of teaching assessment, resources & curriculum review is .578, .348 &.470.

4.5) It was concluded that outcome of academic parameter in mapping table could be measured up to the Level 4, but it was achieved up to the Level 2 only. Further, it was concluded after the study that there were lot of inequality in activity
variations among the institution & there was a provision of course content, but the course was not vast enough in the institutions. However students and teachers reveal that old pattern of exam is still existed till now days.

5) **Teaching assessment:**

5.1) It was concluded that teaching assessment (8.94) were not similar among different teacher education preparation programme of physical education at post graduate only in India. Every institution had different approach towards teaching method, assessment scheme, study material, e-resources, student teacher ratio and future directions. Course curriculum along with its evaluation criteria and value additions available in terms of basket courses, certificate courses, foreign languages, were found in the teaching assessment of physical education program which varied upon from one university to another.

5.2) It was concluded that highest difference (11.32) found between two physical education institution were department of physical education B.H.U Varanasi & Y.M.C.A Chennai in respect to teaching assessment variable. Hence, both the institutions had different approach in the direction of this variable.

5.3) It was concluded that lowest difference found 0.00 between two physical education institutions are Indira Gandhi institutions of physical education & sports Sciences, Delhi university & Tamilnadu sports university, Chennai in respect to teaching assessment variable. Hence, both the institutions had similar approach towards this variable.

5.4) It was concluded that teaching assessment variable is correlated to the parameter of teaching assessment, resources & curriculum review was .366 &.644.

5.5) It was concluded that teaching assessment variable in mapping table could be measured up to the Level 4 but it was attained up to the Level 2 only. Further it was concluded all the descriptors up to the level 2 were existed among the institutions but there was scope of improvement and effectiveness towards the curricular transactions.
6) **Resources**

6.1) It was concluded that resources variable (11.82) were not identical among different teacher education preparation programme of physical education at post graduate level in India. Existing facilities of sports infrastructure, human resources, like laboratory knowledge resources like library, hostel & mess in the institutions are varied. Most of the universities had provision of resources and facilities but accessibility of the resources are not good among the institutions, however most of the institutions were providing minimal facilities.

6.2) It was concluded that highest difference (11.32) found between two Physical education institutions were department of physical education B.H.U Varanasi & Y.M.C.A Chennai in respect to resources variable. Hence, both the institutions had different approach in the direction of this variable.

6.3) It was concluded that lowest difference found 0.00 between two physical education institutions are department of physical education Rajasthan university Jaipur & L.N.I.P.E, Gwalior in respect to resources variable. Hence, both the institutions have similar approach towards this variable.

6.4) It was concluded that resources variable was correlated to the parameter of curriculum review is .327.

6.5) It was concluded that outcome of resources variable in mapping table could be measured up to the level 4 but it was attained up to the Level 2. Further the study was concluded that, there is availability and accessibility is existed towards the resources among the institutions but limited in scope. On another hand, there was affordability and utilizations of resources are also minimal.

7) **Curriculum review process**

7.1) It was concluded that curriculum review process (8.567) variable was not similar among different teacher education programme of physical education at post graduate level in India. Availability of student representation, feedback & review process was not found among the institutions.
7.2) It was concluded that highest difference (6.36) found between two physical education institutions are department of physical education B.H.U Varanasi & B.P.C.A Bombay, Maharashtra in respect to curriculum review variable. Hence, both the institutions had different approach in the direction of this variable.

7.3) It was concluded that lowest difference found 0.00 between two physical education institutions are department of physical education Rajasthan university Jaipur & L.N.C.P.E, Trivandrum in respect to curriculum review variable. Hence, both the institutions had similar approach towards this variable.

7.4) It was concluded that curriculum review variable was correlated to the parameter of resources is .327.

7.5) It was concluded that curriculum review process in mapping table could be measure up to the Level 4 but it is attained up to the level 1. Further it was concluded that curriculum review process has defined, available & provided among the institutions but the effectiveness of this process was unseen because lack of awareness among students, lack of uniformity in reviewing, lack of involvement & feedback system of students & teachers about this process.
5.10 Recommendation

On the basis of the results and the limitation of the study the following recommendation were drawn:

1) In area of eligibility of admission have to be changed for master degree programme. Each academic stream should get the opportunity directly to get admission in M.P.ed. course after graduation. It is required to open for any graduate of any stream.

2) Admission process required some changes including fitness guidelines, sports knowledge participation level of aspirants. It should be uniform among university, colleges and teacher preparation programme of physical education in India. It is required for quality control enhancement through robust admission process.

3) On the basis of the reviews of students, It may feel that there should be women reservation in seats at the time of admission for the welfare of women & sports and specialized coaches should be appointed in each game on the permanent basis.

4) Orientation programme, conferences, seminar should be made regular feature in formative assessment for the master level of student. So that students can explore the opportunity of research.

5) All colleges fulfil the requirement of National council of teacher education (N.C.T.E) norms but they provide only minimum facilities to the students. Existing facility of mess, hostel, proper sports fields, scientific equipment, swimming pool, gymnasium Infrastructure, learning resources & better source of library are not considered satisfactory so it is necessity to improve the facility of resources so that students will get a Platform to nurture their talent in concerned specialization.

6) Physical fitness centres, summer coaching camps need to be established in all universities to provide fitness programme for university teachers, students and employee so that student shows their excellence in sport on national or international platform.
7) On the basis of the reviews of students, it may feel that there should be women reservation in seats at the time of admission for the welfare of women & sports and specialized coaches should be appointed in each game on the permanent basis.

8) It is requisite for effectiveness through set-up of physical education forum consisting of physical education experts and educationist for curriculum review and content development aiming towards broader scope of program.

9) It is required for transformation of program structure meeting national education policies, effective contemporary demands and administrative feasibilities.

10) It is essential for transferring cost effectiveness towards student welfare through effective resource management process.

11) Placement cells are available well but lower efficiency as it is existed because of mandatory statutory requirement only. In context it has been observed that internationally students are groomed for placement nationally or internationally and further have larger professionally openings.

12) The role and implementation policy of the placement cell should be defined & regular monitoring should be done. There should be a basket opportunities in the placements for students which placement cells should be established in physical education teacher education programme and made functional with international or foreign sports industry.

13) Career& guidance cell may be established in professional institutes/ colleges for widening a job opportunity & gives more options to their bright career.

14) Professional competencies need to be benchmarked as per international philosophy as approved by education system. In education sometime policies conflict with the philosophy of education, so it is necessary policies should be formulated on the basis of education Philosophy.

15) In India context teacher preparation programme efficiency are low as far as concerned with global perspectives, Hence the physical education teacher
education should evaluated on larger perspectives and benchmarked with international teaching learning strategies / methodologies to equipped teacher of tomorrow to be futuristic teachers.

16) Teacher’s opinion on feedback is not regular feature in teacher education institution. Student undergoing the physical education teacher education Programme are not providing feedback efficiently or effectively for future references, through policies are framed on the basis of the feedback.

17) Learning outcomes & programme objective should be defined in course module in teacher education preparation programme. It needs to incorporate programme objective meet the individual capabilities so that learning outcomes can be achieved. Our curriculum are not meeting the expectation level because whatever objectives are framed in recent past years need to change in little bit & it should be based upon on the scientific approach.

18) This is recommended from experts in the field of physical education & sports that curriculum revision to enhance academic teaching assessment, syllabus revised to knowledge based to high order thinking curriculum. At present participatory & curriculum feasibility must be seen while curriculums review so that revised curriculum meeting the global standards. National cultural values and practices should not be compromised which redefining the curriculum towards a global Level.

19) Student teacher ratio should be appropriate which is1:10. Provision of teacher’s individual attention towards the students is not possible due to large setup. Choice credit based system & international system is possible when student teacher ratio is ideal so that every individual connected with the teacher directly then only possible otherwise it is very difficult to have that in line with the international Perspectives.

20) Academic rigidity need to be revisited to prepare students for national & international career options. Teacher learning effectiveness need to be enhanced with innovating teaching style, Activity variation, in depth & technical &
tactical Knowledge with more Practice session. Pedagogy of teaching &
learning should be strategized to enhance teaching Effectiveness.

21) Teaching method, e-learning, technology driven teaching learning in universities
academic exchange could be focused in this domain of enhanced academic
teaching learning environment & the results of teaching programme would
enhance in teaching effectiveness. Test assessment could be frequent to evaluate
& communicate to the students.

22) Curricular modification is lead to enhanced practices of developed sports
techniques & strengthening. Curricular workshop has to be conducted for
student learning & knowledge that is resulting in professional competencies &
sports achievement in physical education programme.

23) Availability & accessibility of the resources like sports infrastructure, human
resources knowledge resources library, research laboratory & laboratory are not
satisfactory. Universities are providing minimal facilities of resources to the
students. modern technique, coaching skills, modern equipment in sports,
standardized play grounds, swimming pool, AstroTurf & synthetic court has to
be introduced to the students among the universities so that sports person could
give better result to nations on national & international platform.

24) Physical education preparation programme or courses are not familiar
throughout the country. it has to be familiarized with support from the
government of India, policy makers, sports ministry & U.G.C with financial aids
& sports recruitments.

25) Each institution following norms as per N.C.T.E only on paper, whatever we have
curriculum syllabus and framework. Practically we are unable to carry out because
the basic infrastructure is not there & basic laboratory facilities is not there then
how are we going to teach them wholesome development of an individual.it has to
be reviewed 100%at par with international standards otherwise, our students will
not achieve anything in Olympic or Asian games etc.
26) Curriculum should be reframed in a way where as our students and teacher groomed themselves in global approach. Physical education programme needed combined together like student & teacher assessment simultaneously. It should be focused equally in theoretical as well as practical.


29) Physical education should be made as compulsory subject from primary level to graduate level for the students as for not excellence in sports but for maintained healthy life style & Promote cultural values in students.

30) Curriculum framework should be includes benchmarking, standards, competencies, facility & facilitation, Graduate attributes, course outcome, learning outcome, Assessment, faculty development, curriculum revision, Instructional development, Programme monitoring & evaluation.

31) The P.E teacher preparation programme is more theoretical, that should be more focus on practical domains.

32) A double specialization of physical education & health education that will address the need for a specialist who is empowered, physical educated & health literate & a reflective practioner able to deliver the competencies of teaching.

33) Curriculum should be revised in context of global forum & proposed new courses to get specialized in some programme; like sports psychologist, exercise physiologist, sports physiotherapist so that future sports leader or mentor with Indian teams instead of deputed foreign coaches.
34) Research area is very deprived, dissertation or research work should be innovative so that result of innovative research serves best to the society.

35) Teacher Preparation programme should be based on need of community, society or learner.


37) It is important to connect programme of teacher education with the world of preparation or meet the international standard. teacher education is held responsible for the quality teacher and their Performance in actual classroom environment.

38) The present curriculum need to be revised and necessary modification should be made and explore more option in specialized courses those meet with global approach.