CHAPTER I

★ REVIEW OF
PREVIOUS LITERATURE
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The related literature and relevant studies concerning the study are summarized in this chapter.

The University Education Commission (1948) had summarized the deficiencies of Physical Education in the Universities as lack of interest both on the part of the students and the authorities, insufficient trained personnel, dearth of playgrounds, and equipment’s poverty of the students absence of organization, poor type of program, small variety of games, conflict with academic work and inconvenience of time, which seem to be most recurrent obstacles. The commission had made few suggestions to overcome these deficiencies and to improve the program of Physical Education and games in Universities and Colleges. They are as follow; 

a) Expert leaders should be appointed in the University Department of Physical Education.
b) The professional status and pay of Physical Education Personnel should be recognised as on par with the academic instruction personnel.
c) Each University should appoint a properly qualified Director of Physical Education with Doctors degree either in Physical Education or Medicine, who should have equal status and pay with other Head of Departments.
d) Every University should make provision for adequate Gymnasium Playgrounds, and Physical Facilities.

The Seminar of the State Inspectors and University Directors, on which the present study has put much emphasis, considered and endorsed
the recommendations by the Principal's Seminar (1959) in the matter of leadership and has also suggested a few new recommendations of its own, for the promotion of Physical Education in the Universities. Some of the recommendations are mentioned below; 2

1. Adequate and fully qualified staff should be appointed;
2. Better salaries should be given to Physical Education teachers;
3. Talented class room teacher and pupil leaders should be utilized to help the Physical Education teacher;
4. Adequate facilities should be provided to meet the National and International standards;
5. Compulsory program of Physical Education should be introduced in which Intramural and Extramural sports are included;
6. Some theory subjects of Physical Education, such as Fundamentals of Physical Education, theory, play etc. should be introduced to the University students purely on option;
7. As an incentive, certificates rather than material awards should be awarded to the students.
8. University Grant Commission should make adequate grants for the establishment of the Department of Health, Physical Education and Recreation;
9. The University Department of Physical Education should be given supervisory responsibilities over its affiliated colleges.

Supporting the issue of compulsory program if Physical Education in colleges Purandare has recommended that;
a) Board of Physical Education should be established at the University level which should include the Physical Directors from affiliated colleges of the University;
b) Board of Physical Education thus formed should be responsible to prepare syllabus and to see that compulsory Physical Education Program is carried out as per the syllabus prepared. 3

Krishna Sapra describes the role of Physical Education in meeting certain needs of colleges for women, according to her the objectives of College, Physical Education Program should meet the needs and the interest of the students. She had pointed out one of the needs and of a college women students is that, she should experience social development which she may get mostly by the participation in group games. 4

Three Associate Professors of Michigan State University tried as to how to guide students to utilize more efficiently the increased number of leisure hours as a result of which tensions, anxieties, and stresses of the student are reduced. They suggested that in the course content and structure at the beginning of the course, the student is given some idea of his physical state, his potentials, his body type and performance level. Through a number of physical performance and anthropometric measures the student becomes acquainted with his own physical status in relation to the physical potential. The final part of the program should be devoted to the specific course offered in the curriculum, together with the Intramural opportunities. The student should be given an opportunity to see each course, to explore the equipment and some of the patterns involved. Through this experience he is able to judge better the specific contribution of each activity which affects him personally. He can select the future Physical Education courses wisely. 5

Govind Rajulu believes that due to lack of academic values of Physical Education in Indian Universities, people incharge of Physical
Education are not in a position to organise and administer the program successfully. 6

He further states that those who are incharge of the University Physical Education Program do not have the knowledge of Scientific Physical Education, and hence, no suitable program pertinent to the particular age group is promoted. This kind of situation will ultimately slacken the interest of students in Physical Education.

Kothiwala suggests that Indian Universities should introduce Physical Education as a subject for their various degree examination. He believes that the perfect integration of body and mind will take place only when every individual will receive Physical Education along with academic or professional education. 7

A preliminary search was conducted by Sarraj Al-Ibrahim Foad and information was gathered from the review of research materials, from various sources like magazines, books, ERIC search, Arab Information Center in New York, and from the University of Northern Colorado and the University of Baghdad Libraries. Questionnaires were prepared for Students, Instructors of Physical Education and Faculty Members of College of Physical Education. The conclusions of the study derives were that; there’re not sufficient facilities, there was no variety in teaching methods, the schools did not emphasis on specialisation in certain areas of Physical Education and the school program did not include courses in the curriculum as required in a program of Physical Education. 8

Okon developed a score card to evaluate Physical Education facilities, programs, administration and state of athleticism Nigerian Universities and Colleges Offering major or minor course in Physical Education. Eight schools were involved on a jury of experts in criticizing
the score card and making recommendations 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 developments of the score card by their critical comments and structured recommendations. Comparisons were made between performance of schools. Weakness and strength of each program were analyzed and recommendations were made for improvement, a recommendation was made based on finding for the improvement of programme, and for providing constant evaluation of the facilities, program and administration of Physical Education in Nigeria. 9

The purpose of the study by Torres was to evaluate and compare the quality of the Physical Education Programs and create an awareness and understanding of what is essential in the organisation and administration of a Quality Physical Education Program for Universities and to make available this information for people who are responsible for providing and maintaining such programs. The N.P. Nelson score for evaluation of Physical Education programs for men in colleges and Universities was used as the evaluation instrument in this study. Elements of the Program Organization, Program Activities, Administration, Professional Assistance and the Professional Education Programs. Letters were sent to seven Vice-Chancellors of various Universities inviting their participation in the evaluation. A one day visit was made to each of the seven Universities who agreed to this evaluation. From an analysis of data it was observed that; the Universities Wide Program received a rating of the Average Statistical Evaluation, Analytical and Comparative Methods of study were used. A recommendation was made that the programs be re-evaluated in every five years. 10
The purpose of the research by Raymond was to evaluate the effect of the new Physical Education Program at North-Land College, Askland Wisconsin, on the conceptual knowledge and attitudes of Freshman Students. More specifically it was to determine if the new conceptual program would increase knowledge of the way of Physical Education and if positive changes in student attitudes might develop with conceptual knowledge. The new conceptual course in Physical Education was given to the Freshman Class in the fall of 1968. A sample of the Sophomore class continued under the old program and served as a controlled group. Students in both the group were also pre-tested and post-tested on a 70 Item Course of conceptual knowledge. Test was designed by the researcher as a part of the study. From the findings of this study it was concluded that students knowledge of Physical Education had significantly increased after coming in contact with the new programme if the Physical Education.

Umamahesan tested three main hypotheses;

1. Physical Education Programs currently offered in the colleges under study are designed to serve a limited number of students. It is organised in unsystematic manner and conducted for relatively short span of time, that even the small number of students who are exposed to it are not optimally benefited by the program.

2. Students in higher education, do not have a favorable attitude towards Physical Education.
3. The general lack of appreciation of the usefulness of Physical Education is mainly responsible for the limited amount of activity that is noticed in the area. The study was designed to find the answers to the following questions;

a) What is existing organisational, administrative and financial set backs for conducting Physical Education in the colleges under study?

b) What are the current procedures and practices that govern the operation of Physical Education in the colleges under study?

c) What are the types of materials and facilities available for conducting the programs?

d) What are the types of difficulties experienced by teachers in Physical Education?

e) What is the attitude of students in higher education towards Physical Education and allied activities. 12

He used survey, experimental and historical methods with varying degrees of emphasis depending upon the nature of the specific objectives to be investigated. Data regarding the working program were obtained through instrument specially; developed for the purpose and the different samples of students, teachers of Physical Education, parents etc. He found the college have prescribed method for enlisting students for training, the number varying from 5 to 7 per cent of the total number of students. Material and facilities available in different colleges were seen to vary widely from college to college. Quantification of materials and facilities revealed that out of the ninety two colleges, twelve were identified as superior, thirty one as average, thirty two were below average and seventeen were inferior. The attitude of the representative group of students in higher education revealed of the representative group of
students in higher education revealed that among students and different subgroups the attitude of men students was significantly difference was notices in the attitude of the rural and urban students.

In attempting to establish a rationale for the inclusion of physical activity program at the college and University level, Annarino, Cowel and Hazelton suggested the following objectives and goals for such a program; a) Maintenance of physical fitness; b) Refinement of skills; c) Introduction to new skills; and d) Development of a healthy life style.13

To determine the current status and transitional structure of Physical Education Program in the public two year colleges of the Mid-West United States, Hedges sent a questionnaire to 238 colleges. He found not only almost all public two year colleges were having Physical Education Program, but also the program was growing in size, expanding in scope and hopefully becoming more meaningful experience. 14

Varkey made a study on the Physical Education Curriculum for Higher Secondary Schools in Mysore. As a result of his study, arguments were presented for the compulsory inclusions of Physical Education in the school Curriculum, standards for play area, equipment’s, leadership, Inexpensive Fitness Test. A curriculum for standards IX, X, XI was planned as a guide for Physical Education Teachers. 15

Sattari 16 devised an inventory to collect data to study the development of Model Graduate Program in Physical Education, using the inventory. The professional opinion of a group of 89 experts in the U.S.A were solicited. The result of the survey served as guide lines for the
constructions of a model Graduate Program leading to a Masters Degree in Iran.16

Wimberly employed an analogical methodology in developing a conceptual model. It was based on normalisation and liberation which represents theory building. Therefore, the model is provisional pending further study. Suggestions were given for curriculum design foci and follow-up empirical investigation.17

Rao suggesting a pattern of organization of development of Physical Education for a teaching cum affiliating University mentioned that the Program should be designed for all the students with adequate facilities, health instruments and practices should be included in the program. Qualified personnel should be employed for smooth functioning of the program which is essentially needed for the betterment.18

Mishra in his study, revealed, sending questionnaire to 100 schools and 50 college of Orissa State that the lack of qualified Physical Education Personnel in proportion to institutions strength, affects the effectiveness of the program. Facilities in equipment play a significant role in the success of the program. Mass participation was ignored by most of the institutions. State Goverment and the authorities of the institutions have a stringent attitude in respect of financial aids to the educational institutions programme.19

Mujumdar used survey method through the techniques of questionnaire to collect the relevant data for the study which was to evaluate the effectiveness of the undergraduate curriculum in Physical Education. The questionnaire contained three section, I for recording identification data, Section II was divided in to three parts i.e.;
a) Teaching
b) Intramural, Extramural Sports programs and competitions, and

c) Budget and Evaluation

Section III was intended to gather information regarding professional preparation in terms of how much the training programs at L.N.C.P.E. had equipped the individual adequately during its teaching work.20

Sarkar Surveying the facilities and equipment’s of sports and Physical Education in Engineering colleges concluded the student-teacher ratio in Physical Education is satisfactory. And only one college had provided special coaching personnel for different games and sports. Out of five Engineering colleges only three colleges have sufficient playgrounds facilities as per minimum norms laid down by National Plan of Physical Education and Recreation. The study revealed that all the Engineering colleges do not posses sufficient number of equipment’s and playgrounds as per their student strength. He collected this data for the study through a questionnaire.21

Miyahato viewed that students should be taught to obtain scientific knowledge about the body and the social - moral meaning of physical activities, with deep understanding and interest to exercise willingly, physical activities and practices for health in accordance with ones individually. Accordingly he suggested the following contents of required Physical Education .22

1. Lecture : The contents of Lecture are divided into two parts;
   a) Health Education and
   b) The Theories of Physical Education

2. Physical Activities : Physical Activities are selected and provided by each institutions

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from among the following activities:
Gymnastics, Track and Field Events, Ball games, Combating sports, Aquatics, Winter Sports, Dances, Outing, Weight lifting and other activities for recreation.

3. Physical Examination: At the beginning of each school year, Physical examination should be conducted and the students are classified according to their physical conditions as a, b, c and d.
   a  Robust
   b  Common  -  Participate freely in any activity
   c  Sub-per  -  Participate in activity with some restrictions.
   d  Sick  -  Do not participate in activity.
   
   (Lecture may be substituted for activity)

The purpose of the study of Grant was to determine the current status of Physical Education, Inter collegiate athletic and Intramural Programs in Community Colleges in the State of Ohio. Information pertaining to the Ohio Community Colleges were collected by means of questionnaire and a follow-up interview with the chairman of the Physical Education Departments. The findings were summarized and recommendation were made fore consideration of all Physical Education Administration in Ohio Community Colleges.

I. The researcher feels that the lack of momentum in administrative roles in athletic and Physical Education should be dealt within near future.

II. Adopted Physical Education Program should be monitored closely to determine students, local school districts, and community leaders, needed in the area.
III. The researcher suggests that colleges which required Physical Education Program should carefully study the advantage and disadvantages of an elective system.

IV. Physical Education, athletic and Inter-mural Programs should be put administratively under an academic dean who believes in the educational values inherent in the program.

Daughtrey and Woods mention basic guiding principles that must first be establishment in the light of departmental, college and professional objectives for the development of the activity curriculum for colleges and University. Consideration is usually given to Sociological, Physiological and Psychological principles as they relate to the student population and to the discipline. The following appropriate guidelines for the development of the college or University activity curriculum have been selected from these materials.

1. The determination of the philosophy;  
2. The Interpretation of these philosophy;  
3. The determination of the basic objectives;  
4. The allocation of specific objectives to specific activities and skill levels;  
5. The determination of course content;  
6. The preparation of teaching units and course outlines;  
7. The revision of teaching units and course outlines;

Bain directing for future research in Physical Education Curriculum mention that the goal of curriculum research is to enhance theory guided practices. Progress requires attention to the process of theory development. The ground theory research procedure is discussed as a promising approach to the task, a model of curriculum deliberation and/or
curriculum design. An overall view of each area is provided in which variables, research methods, instrumentation and theoretical perspectives are discussed. The curriculum design which results from the curriculum deliberation process exists at three levels; 25

1. In the document of philosophy policies and procedures;
2. In the minds of participants, the perceptions of the program and;
3. The curriculum in action; what actually occurs in classroom or gymnasium.

Curriculum research in Physical Education has focused primarily on the early stages of defining and classifying our immediate concern seems to be extended theory development process.

A questionnaire for collecting information on the present facilities for Physical Education in the Universities and colleges, was addressed to 39 Universities and 155 colleges selected by means of Stratified sampling, by the committee on Physical Education. Appointed by University Grants Commission. 26

The committee was of the view that the development of Physical Education in the University and Colleges should be given the highest possible priority and regarded as an essential and integral part of education and human development. A truly effective program of Physical Education has to meet four important condition, viz.;

a) It should bring the entire student population within its folds as quickly as possible;

b) It should be organized on a regular and permanent footing as an integral part of education generally;
c) While the program should be compulsory, every University/College student should be able to choose the game or sports or exercises according to his interest and aptitude and;
d) The operation of the program should be watched by a central agency on a National basis which should emphasis the National character of Physical Education so as to develop in student a sense of belonging and commitment to the country.

De young and wynn list these 11 principle of curriculum construction;
1. The curriculum is broad and comprehensive.
2. The curriculum has its roots in a philosophy of Education.
3. Curriculum building is a co-operative enterprise.
4. The administrative organization should be simple and flexible.
5. The housing of the school conform to the curriculum needs.
6. The curriculum should provide for individual differences.
7. Guidance is inextricably linked with the curriculum.
8. The curriculum should be life centered, shaped by both present and future need of the individual and society.
9. The curriculum should be well balanced.
10. Evaluation is essential for pupil and curriculum.
11. Constant curriculum revision is necessary.

Obeteuffer and Ulrich suggest nine basic principles that should provide comprehensive guidelines in the construction of the Physical Education Curriculum, They are;
1. The Curriculum should be planned to allow for progression in learning, with a minimum of repetition of activities.
2. The curriculum should be arranged so that students have consecutive interval time to learn.

3. There should be comparative planning in conceiving and executing the curriculum.

4. The curriculum should consist of activities in which values are inherent, which are intrinsically interesting and with which student can develop a compatibility.

5. The curriculum should be constructed in relation to community needs and facilities and with some concentration given to the interest which may be engendered by National background or ethnic characteristics.

6. The curriculum should provide activities which are susceptible to informal rather than formal teaching method.

7. Curriculum material should be selected in relation to the age, sex and physical conditions of student.

8. The curriculum should make ample provision for the inclusion of those learning’s associated with motor activity.

9. Integration as an education process and concept has a bearing on Physical Education hand its promise should be examined.28

   Fox showed the preferences of College graduates for various activities. The study revealed that they, too, would like to have instruction in the life time activities like swimming, golf, tennis, bowling and social dancing.29

   Armstrong outlined Physical Education provision in an English School which involved into a Community College in 1973. For each student of sixteen years and under experienced two hours of Physical Education per week and the subject was optional for sixth form students. This short combination is not concerned with the content of the teaching
program, but with a descriptive overview of Physical Education in an establishment with 1600 full time students and a fluctuating part time students roll, before the emergence of the current atmosphere of severe restraint.30

The curriculum should be deliberately planned by the Physical Education teacher in co-operative with other members of the faculty and in consultation with selected members of the senior class students, whenever it is possible and feasible to do so.

The planning should be made for the entire year, sub-divided into terms, months, and days. The classes and the teachers should know at the beginning of the year what is expected of them during the year. The criteria for selection activities should provide for activities which develop the individual differences in terms of activities, needs and interests.31
REFERENCES


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