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Analysis of B.P.Ed curriculum in the universities of southern India

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Abstract

The purpose of the study was an analysis of Bachelor Degree of Physical Education curriculum in the Universities of Southern India. Selection of subjects is taken to know the necessary information and the data. The personal technique and questionnaire will be adopting for the data collection. Obtain permission from the authority to procure the necessary information pertaining for the study. Investigator is made a personally visit to each B.P.Ed training centres of with a self-introductory letter written by Head of the Department.

The collected data categorized in various parts. The general information included the year of establishment and the information about the various courses. The infrastructure facilities are listed both the indoor and outdoor facilities including the various test items for the test and measurement. The scheme of selection divided in physical fitness test, written examination, game proficiency and sports participation marks. Based on eligibility and detailed reservation percentages are divided the total intake of seats along with the general merit selection. The fee structure payment different total amounts for university students, out of university students and category students.

The course syllabus of for the theory subjects and its unit wise details included in the back materials. The scheme of theory examination covered the total internal, external and total marks in both semesters and its total time duration for each examination. The scheme of practical examination listed based on the major games, track and field, teaching practice and its total internal, external and total marks for each semester. Other activities in practical examination listed the various marks for formal activities, drill and marching, rhythmic activities and projects works.

Keywords: Curriculum evaluation

Introduction

The achievement in any field depends upon the human potentials, which is determined by his or her total participation in the activities and with full confidence and determination. The goal is the sign of development which motivates individuals to reach or to achieve in their attempt in a given activities if possible is the participation will be frequent. A sufficient duration and frequency this will yield the personal result that directs to the goal or achievement.

Every nation demands physically, mentally and socially fit citizens. Efficient functioning of the body improves only when it is activated properly. That is the effectiveness and efficiency of various organs of the body improves only when it is regularly activate. Hence it becomes necessary to compulsorily impart the program of physical activity. Human development with in the medium of physical activity is both qualitative and quantitative satisfying participation requires total involvement of the personality, physical body and mind. In planning participation to meet educational goals one must establish the personal qualities that result from physical activity. The standards are presented for the normal individual. They therefore must be adjusted by the teacher for individual differences on the basis of both physical and mental emotional etc.

A well-planned curriculum programme is something that takes not only year round participation but also many years of building. Obviously the novice should not meanly copy the training schedule or style of a champion. Therefore the coach should understand the individual athlete and her needs provide realistic goal attainable yet challenging within the individuals skill level, and offer a training schedule tailor made for the individual. Although new experiments and ideas are constantly being developed, there are no magical formulas,

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undisputed systems significant secrets how to do it steps in training that produce outstanding athletes. There are however, some basic guidelines, some fundamental concepts that remain fairly constant for most individuals and for sports in general.

Review of Related Literature

A study in comparative physical education examines the curricula followed by physical-education teachers in China and France. It explores how theories of physical education and sport in each country have developed out of specific political, cultural and educational contexts, yet resulted in strong similarities in terms of the priority given to training programs. Nonetheless, it can be seen that the two curricula reflect genuinely divergent concepts of physical education influencing both theory and practice. The attitudes of Chinese and French teacher-trainers towards physical education and sport are shown to display significant ideological differences with regard to the meaning and educational import of these activities. Pierre Andriamampianina and Azzedine SI Moussa (2005)

Australian Teachers, acute perceptions and uses of the sport education curriculum model. This paper reports the results of a recent questionnaire completed by 377 Australian primary and secondary physical education teachers who had used the sport education curriculum model. As such, it constitutes one of the few large-scale accounts of teachers' perceptions of a curriculum model first proposed by Siedentop in the early 1980s. The purpose of the questionnaire was to discover how teachers implemented the model and to report whether they believed it produced better learning outcomes, was responsive to particular types of students and their needs and helped students accept responsibility for their own Physical education. The report provides support for the view that sport education can be an exemplary context for pursuing a broader range of learning outcomes than Physical education has traditionally sought and achieved, and that many teachers' disappointment with the nature and quality of interactions with students can be overcome, in turn enhancing their 'quality of working life'. Ken Alexander.

Methodology

Selection of subjects is taken to know the necessary information and the data. The personal technique and questionnaire will be adopting for the data collection. Obtain permission from the authority to procure the necessary information pertaining for the study. Investigator is made a personally visit to each B.P.Ed training centers of with a self-introductory letter written by Head of the Department.

The collected data categorized in various parts. The general information included the year of establishment and the information about the various courses. The infrastructure facilities are listed both the indoor and outdoor facilities including the various test items for the test and measurement. The scheme of selection divided in physical fitness test, written examination, game proficiency and sports participation marks. Based on eligibility and detailed reservation percentages are divided the total intake of seats along with the general merit selection. The fee structure payment different total amounts for university students, out of university students and category students.

The course syllabus of for the theory subjects and its unit wise details included in the back materials. The scheme of theory examination covered the total internal, external and total marks in both semesters and its total time duration for each

examination. The scheme of practical examination listed based on the major games, track and field, teaching practice and its total internal, external and total marks for each semester. Other activities in practical examination listed the various marks for formal activities, drill and marching, rhythmic activities and projects works.

Selection of subjects

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Discussion on results

Based on the general information about the physical education centers the vision and mission embossed in to training of teachers and leaders through Health, Physical Education, Sports and Recreational activities in order to accomplish the overall educational values attributed to Physical, Mental and Spiritual harmony and total wellbeing of all those who participate, and also to shape the students in to skillful, emotionally adjusted individuals integrated with skills, studies and research activities be at institution or in the community in which he/she lives which would in turn help in the all-round development of a teaching personality.

The main strong part of the both school of physical education and sports sciences and department of physical education Bharathiar University coordinates the game and sports activities of the affiliated colleges and provides opportunities for the students to demonstrate their competence in inter-collegiate sports meets. The department is also responsible for the selection of the university teams to participate in the All India Inter - University tournaments.

School of physical education and sports sciences department students are participating inter collegiate and all India inter University tournaments. But the main week point they are not getting the grace marks.

The University College of Physical Education department is not coordinating the game and sports activities. All these activities are under the Director of Physical Education in Bangalore University Central College. Here they are providing opportunities for the affiliated college students to demonstrate their competence in inter- collegiate sports meets.

Infrastructure facilities are common but differ from each university training centers like swimming pool, track, pavilion, and hostel facilities. Department of Physical Education Bharathiar University is equipped with laboratory facilities to conduct various physical and motor fitness tests, cardio- pulmonary test, Body composition, Attitude and Aptitude tests. School of Physical Education and Sports Sciences, Kannur University training centre have well stocked library a well-furnished seminar hall with seating capacity of five hundred.

1. The eligibility of the university college of physical education is mainly based on any graduation and age. The age relaxations are different criteria following for applicants. The minimum age bar for the applicants is twenty six. For category applicants the age bar is twenty eight. For outstanding sports persons the age bar is thirty. The in-service physical education teachers there should

be the age bar is thirty five and all the applicants must produce the medical certificate not less than the rank of district surgeon.

The department of physical education eligibility criteria mainly based on the percentage of graduation and sports participation marks at various level achievements. The special consideration for those who are having the graduation with adventure sports certificates and NCC candidates those who completed the C level certification. The eligibility criteria following more importance to the graduates those who having one year course of sports journalism Olympic education, sports sciences, yoga and sports coaching. For the mark allotment of sports participation the department following the guidelines for allotting marks for Sports participation certificates.

Conclusions

1. The present study was an analysis of B.P.Ed curriculum in the universities of southern India.
2. While going through the general information of the study there would be information regarding the establishment and recognition, affiliation and courses in the university training centers
3. While going through the infrastructure facilities we can realize the various activities curriculum designed based on the existing facilities both indoor and outdoor.
4. The scheme of selection we can realize the various differences from each training centers and the way of marks allotment for each step.
5. The eligibility and reservation giving the various information based on the policy of the concerned university or state government of the training centers
6. The total intake and fee structure is more useful for the selection of training centre for the course based on the financial matter
7. Theory subjects and its syllabus contents different from each training centers both first and second semester.
8. The scheme of theory examination giving information regarding the university center's different ways based on terminal, internal and total marks both first and second semester.
9. While going through the scheme of practical examination we can realize the different way of evaluation of each training centers based on major games, track and field, teaching practice and other activities and its marks allotment both internal and external.

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