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# Analysis Of Curriculum Of Physical Education At University Level In India In Relation To Employability In The Present Context

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## Abstract

The aim of the present study was to analysis the Curriculum of Physical Education at University level in India in relation to employability in the present context. Total twenty five universities were selected as subject from the East, West, North, South Zone. For purpose of the study descriptive statistics i.e. Mean, Percentile were computed. According to the findings of this study, there was find-out the students working status of all the selected universities the total 11875 students data were collected 10602 students were in the teaching profession 1273 students in the other profession. 89% students were works as teacher in the different-different institutions. 11% students were employed in other field.

**Keywords:** Curriculum, Physical Education, Employability.

# Introduction

The Higher Education plays an important role in stabling a develop nation. Higher Education has expanded very rapidly in 21st century when compare to earlier. Therefore, unlike most developing countries. India can proud of having developed a system, which is capable of meeting most of the human resource needs of the country in all disciplines and professions. However, the issues, which are of top most, concern today, for all of us are the quality and the relevance of education with specific reference to the increasingly changing socio-economic milieu.[1]

The road development of a nation is through the education system and if we compromise on education at any level. We will endanger the socio-economic development of the country. There is no denying the fact that tremendous increase in scientific and technical manpower has provided India an adequate substratum to enter the field of globalization and to become self sufficient. But if we want to high moral standard and ethical values in our public life in the professions in business and in the development of rural economy as well as prepare our students to enter the world of work as productive and responsible citizens and as parents rear in for future generations. We need to do considerable rethinking in respect of the education system and its relevance to the rapidly changing socio-economic environment. Education should be instrumentality for developing not only economically prosperous society but also one, which can flourish in the context of pluralism and democracy. The major problem which we are faced with today, therefore is increase the relevance of education to the development needs of our country as it enters a very competitive global environment a country of largely the poor in an agrarian economy facing a more prosperous global industrial community as fast approaching the 21st century.

The goal of higher education is not to award degrees on the basis of indifferent instruction and dubious and unreliable system of evaluation. The goal rather is to develop the younger people of the country in such a manner that they not only have a satisfying personal life but can also make a worthy contribution to the progress of the society to which they belong. The institution of higher education, therefore have to provide all round development of the students – intellectual, physical, moral and spiritual development of mind, body, heart, personality, disseminate knowledge, promote skills and develop outlook so as to produce, young persons who are intellectually, alert, physically strong, morally upright a ethically sensitive, socially committed and economically self-reliant. Then alone can be institutions of higher education fulfill their purpose. The only way to do this is to ensure that the quality of higher education is such a fulfills these goals.

The quality of education would depend on the content of education. it must fulfill the standards of excellence the of the course, their curricula and syllabi should be well designed. The course should have relevance to the world in which we live. At the same time they should keep pace with the progress of knowledge in every discipline. There has been a veritable explosion of knowledge on diverse fields and our courses cannot afford to remain stagnant.

The students of our institutions of higher education must have access to the new frontiers of knowledge's in all fields. Our board of studies and academic councils are responsible for designing course and syllabi. They should be every alert and dynamic. They should introduce new discipline and interdisciplinary courses bearing in mind the twin aspects of expansion of knowledge and the demands of the employment market.

Today's students are tomorrow's professionals. They are human resources of the future that write the success story of the country in the year to come. Education has been the main sector for accomplishing and the national targets of employment, set by the ministry of Human Resources and Development (HRD) and brining about essential transformation in the society that is expected to lead towards overall growth of nation through efficient use of human resources. A suitable training framework develops knowledge, skill, positive attitude, awareness and accountability towards rights and duties and imparts inner strength to face oppression, humiliation and inequality. Incorporating these in teachers is the first step towards achieving it at national level.

### Curriculum

At all institutional level it is clear that curriculums must be more relevant to the needs of today's students, more creatively designed, more technologically efficient, and more adaptable to the individual participants. **(Ann E. Jewett)**

### Employability

It is the capability to move self-sufficiently within the labour market to realise potential through sustainable employment. For the individual, employability depends on the knowledge, skills and attitudes they possess, the way they use these assets and present them to employers and the context (personal circumstances and labour market environment) within which they seek work. **(Hillage and pollard, 1998)**

## Objective of the study

The main objective of the study was to Analysis of Curriculum of Physical Education at University level in India in relation to employability in the present context.

# Methodology

**Sources of Data**

**Table: 1.01**

**Status of available syllabi of physical education Course in East, West, North, South and Northeast Zone in selected Indian Universities.**

| S. No. | Zone | No. of Selected Universities |
|---|---|---|
| **1.** | East Zone | 06 |
| **2.** | West Zone | 05 |
| **3.** | North Zone | 09 |
| **4.** | South Zone | 05 |
| | **Total** | **25** |

## Selection of subjects

The total 25 Universities which were running the Physical Education program were selected from the East Zone, West Zone, North Zone and South Zone of India as per classification of NCTE.

## Statistical tools

For purpose of the study descriptive statistics i.e. Mean, Percentile were computed to analysis the Curriculum of Physical Education at university level in India in relation to employability in the present context.

## Collection of Data

Data were collected for the purpose of the present study to analyze the course structure and syllabi of B.P.Ed., M.P.Ed., B.P.Es., and M.P.Es. in selected Universities of East Zone, West Zone, North Zone and South Zone of India by the research scholar under the guidance of supervisor and a panel of experts, guidelines for analyzing the course structure and syllabi B.P.Ed., M.P.Ed., B.P.Es., and M.P.Es.. were obtained keeping in mind the variables selected and to find out the shortcomings in B.P.Ed., M.P.Ed., B.P.Es., and M.P.Es. courses for the development of model of the course contents based on the finding of the present study. Last five years employment status were collected from the all selected Universities.

## Result and Discussion

According to the findings of this study, there was find-out the students working status of all the selected universities the total 11875 students data were collected 10602 students were in the teaching profession 1273 students in the other profession. 89% students were works as teacher in the different-different institutions. 11% students were employed in other field.

**Table: 4.27**
**Last five years data of employment status**

| Name of institution | Last five years data of employment status | employment status as teachers | employment status in other field | Students working as teachers percentage | Students Working in other field percentage |
|---|---|---|---|---|---|
| Central University of Manipur | 500 | 460 | 40 | 92.00% | 8.00% |
| National sports university Manipur | 180 | 122 | 58 | 67.00% | 33.00% |
| LNIPE, NERC Guwahati | 700 | 665 | 35 | 95.00% | 5.00% |
| Central university of Tripura | 200 | 180 | 20 | 90.00% | 10.00% |
| Rajiv Gandhi university Arunachal Pradesh | 160 | 145 | 15 | 91.00% | 9.00% |
| Viswa Bharti university West Bengal | 750 | 702 | 48 | 94.00% | 6.00% |
| Swarnim Gujrat sports university | 750 | 726 | 24 | 97.00% | 3.00% |
| Sant Gadge baba Amravati university | 400 | 380 | 20 | 95.00% | 5.00% |
| Mumbai university | 500 | 475 | 25 | 95.00% | 5.00% |
| Guru Ghasidas university | 450 | 380 | 70 | 84.00% | 16.00% |
| LNIPE Gwalior | 900 | 865 | 35 | 96.00% | 4.00% |
| Aligarh Muslim university | 400 | 355 | 45 | 89.00% | 11.00% |
| Allahabad university | 235 | 190 | 45 | 81.00% | 19.00% |
| Banaras Hindu university | 450 | 423 | 27 | 94.00% | 6.00% |
| Hemvati Nandan Bahuguna garhwal university | 400 | 352 | 48 | 88.00% | 12.00% |
| Gurukul kangri university | 450 | 323 | 127 | 72.00% | 28.00% |
| Himachal Pradesh university | 450 | 365 | 85 | 81.00% | 19.00% |
| IGI of physical education Delhi | 375 | 346 | 29 | 92.00% | 8.00% |
| Central university of Punjab Bhatinda | 450 | 352 | 98 | 78.00% | 22.00% |
| Central university of Kashmir Srinagar | 400 | 302 | 98 | 75.00% | 25.00% |
| Tamil Nadu physical education & sports university | 900 | 807 | 93 | 90.00% | 10.00% |
| Young man Christian association Madras | 625 | 598 | 27 | 96.00% | 4.00% |
| Kerala university Thiruvananthapuram | 475 | 397 | 78 | 84.00% | 16.00% |
| LNCPE Thiruvananthapuram | 475 | 455 | 20 | 96.00% | 4.00% |
| Andhra Pradesh university | 300 | 237 | 63 | 79.00% | 21.00% |
| **Total** | **11875** | **10602** | **1273** | **89.00%** | **11.00%** |

**Table: 4.27 shows that employment status of last five years students of selected universities. 89.00% students working as teachers and 11.00% students working in other area.**

# References

**Desai S. Armaity,** "Policies in higher education in india". Center for Professional Development in Higher Education. University of Delhi. Excel Books. A-15. Naraina, Phase-1. New Delhi – 110028.2000. P.85.

**Pallavi Kaul (2010)** done a research "The Effect of Learning Together Techniques of Cooperative Learning Method on Students Achievement in Mathematics". This study was an experimental research in which pretest-posttest design with control group was applied. The study was conducted in May 2008 with 70 pupils studying in 7th class in N.S. Public School, Gamma II Greater Noida, Uttar Pradesh. In this study, experimental and control groups have been used. Learning Together Technique of Cooperative Learning method has been applied to the experimental group and Traditional Teaching method has been applied to the control group. Conclusions showed that there is a significant difference between the results of experimental and, control groups. Learning together technique of Cooperative Learning method is more effective than traditional teaching methods.

**Sahaya Mary, R. (2010)** conducted a study "Influence if Emotional Intelligences on Attitude towards Teaching if Student-Teachers" This study is an attempt to find out the influence of Emotional Intelligence (E.Q) on attitude towards teaching (A.T) of student-teachers at government colleges of education in Chennai. Emotional Intelligence inventory and attitude scale for finding out the attitude towards teaching of student-teachers and a proforma were used as tools. Mean, Standard Deviation, t-test, ANOVA and correlation are the statistics used for data analysis. The findings of the study reveal that there is a significant difference between qualification, community, influence to be a teacher and attitude towards teaching of student-teachers. There is a significant relationship between Emotional Intelligence and Attitude towards teaching profession of student-teachers.

**ShreyashiPalta Singh (2010)** conducted a study the "Impact of socio-demographics factors on intelligence and creativity of pupils at secondary school level". Impact of selected socio-demographic factors such as sex, locality, family size and parental education on intelligence and creativity of 125 students of two secondary schools was studied. It was observed that there was no significant difference in intelligence due to sex, locality and parental education but it was significant due to family size. There was no significant difference in creativity due to sex but it was significant due to locality, family size, and parental education.

**Sarah Levin , Thomas L. McKenzie , James R. Hussey , Steven H. Kelder and Leslie A. Lytle. (2009).** Conducted a study This research has taken into consideration the scope and source (e.g., school, week) of variability in physical activity, 324 lessons indoor elementary school physical education (PE) from 3rd to 5th grade taught by PE Trainers From 20 schools in Minnesota and Texas was examined. Student activity criteria for this study are (a) harsh physical activity (VPA) anecdotes and proportion of lesson, (b) mild-to-vigorous physical activity (MVPA) minutes and proportion of lesson, and (c) lesson energy expenditure (EE) and lesson expenditure rate. Besides this, the lesson length was remained perpetually, PE provided increased activity as children moved from 3rd through 5th grade. Regression models, including schools, schools by semester, and weeks explained from 32.5% to 100% of the variability in activity with a greater proportion of the variability explained in 5th grade as compared to 3rd grade. The intensity of variation was larger for VPA than MVPA and EE measures, Result show that general measures of activity are more stable than specific measures.

**Pamela Hodges Kulinna , Weimo Zhu , Charles Kuntzleman & Glenna DeJong (2009).** Conducted a study in this research were conducted to design and create a content coverage index for assessment of the implementation of a statewide physical education curriculum-the Exemplary Physical Education Curriculum-at the kindergarten through 2nd-grade level. It was carried on in multiple phases, inculcating the development of a content coverage index, a validation study for the index, and an investigation of the execution of the statewide curriculum by teachers. 92 basic physical education academicians who attended an in-service program for the statewide curriculum and completed the content coverage index. The interitem agreement for the grade levels studied provided proof that the index was dependable in this sample of teachers. Point-bi serial correlations between the teachers' level of usage of the curriculum and ratings of whether an objective from the curriculum was taught demonstrated that the index produced valid information on the curriculum implementation. Result shows, validity evidence by correlating the level of usage of curriculum by teachers and numbers of lessons taught from the curriculum. Curricular evaluation models may be developed further.