

**YMCA COLLEGE OF PHYSICAL EDUCATION , NANDANAM,
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MASTER OF PHYSICAL EDUCATION



M.P.Ed- II YEAR

MCC 302- CURRICULUM DESIGN IN PHYSICAL EDUCATION

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MCC 302

UNIT- 1

Meaning, Definitions and concepts of Curriculum- Levels of Curriculum- Principles of Curriculum construction-Student centered- Community centered- Activity centered- Approaches to curriculum- Theories of curriculum development

MEANING DEFINITIONS OF CURRICULUM

“Curriculum” is derived from the word’s Latin root, which means ‘**race course**’. Indeed, for many students, the school curriculum **is a race to be run**, a series of **obstacles or hurdles (subjects) to be passed** which describe the process of running courses in schools, from nursery to university.

It is a planned exercise , a work schedule, any particular body of course, total programme in a school, orderly plan and progression, body of varied experience and activity where students attain desired objectives

Dictionary of Education (1959) provided the following definitions:

1. A systematic group of courses or sequences of subjects required for graduation or certification in a major field of study e.g. Social Studies curriculum, Physical Education curriculum etc
2. A general overall plan of content or specific materials of instruction that the school should offer the student by way qualifying him for graduation or certification or entrance into a professional or vocational field
3. A group of courses and planned experiences which a student has under the guidance of the school or college

The word curriculum is very broad to the extent that there is no precise definition today. However different definitions have been given by various scholars as follows:

1. Curriculum is a structured series of intended learning outcome i.e. it is a declaration of intent or what outcome are expected after a learner has passed through a learning experiences.
2. Curriculum is the sum total of all the experiences an individual passes through from birth to death
3. Curriculum is a document which contains ingredients basically planned for the education of students during their enrolment in a given school. It is the overall plan that is intended to be used by teachers for developing teaching strategies

4. It is that the student learns as a consequence of all the forces which are brought to bear on the education system
5. Curriculum is the sum total of all experiences a student undergoes under the guidance of the school
6. Curriculum is really the entire program of the schoolwork. It is the essential means of education
7. It is everything that the students and their teachers do. This has two parts in nature: a) The part made up of the activities or the things done. b) The materials with which they are done.
8. Curriculum refers to decisions about the educational experiences of students
9. Curriculum is a set of decisions about what outcomes are desired for students as a result of such experiences and the instructional activities likely to facilitate the achievement of these outcomes.
10. Curriculum is the process by which new ideas are communicated to the members of a social system

Curriculum includes all the learner's experience in and outside the school that are included in a programme which has been devised to help him to develop mentally, physically, emotionally, spiritually and morally.

Carter V. Good defined Curriculum as a general overall plan of the content or specific materials of instruction that the school should offer the student by way of qualifying him for certification or graduation for entrance into a professional or a vocational field

J.F. Kerr Defined Curriculum as "all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the group"

Koehnaw's view is that "A good curriculum is the cooperative effort of children and teachers and helps to solve the problems of the children faced in the school and outside the school"

Keanney and Cooksee defined curriculum as "A complex of more or less planned and controlled conditions under which students learn to behave in various ways"

In the words of Willgoose "Curriculum is a body of experiences that lies between objectives and teaching methods. It is a full programme of things to do that will realize the original aims and objectives."

Three levels of curriculum

1. Planned curriculum

The planned curriculum is all about what knowledge is of most worth – the important goals and objectives. Campbell (2006) refers to this as ‘curricular authority’ – the legitimacy of standardized curricular guidelines.

2. The Enacted curriculum

The enacted curriculum deals with professional judgements about the type of curriculum to be implemented and evaluated. Teachers have to judge the appropriate pedagogical knowledge to use.

3. Experienced curriculum

The experienced curriculum refers to what actually happens in the classroom. As noted by Smith and Lovat (2003), lived experience defies complete description either before or after it happens – it is individual, ongoing and unpredictable (Marsh and Willis, 2007).

CONCEPT OF CURRICULUM

- It is a complete and **meaningful idea in the mind of a person.**
- It is an **understanding** of something
- It is the **generalization** about something

OLD CONCEPT OF CURRICULUM

According to old concept of curriculum “ curriculum is a systematic group of course or sequence of subjects required for graduation or certification in a major field of study. It gives more importance to content of the curriculum than the pupil . So it is called as “content oriented

1. It gives too much emphasis on subject matter without much relationship to the pupils need and interest
2. It is textual and theoretical
3. The conventional curriculum takes too little account for real life
4. The teacher becomes the storehouse of knowledge than a guide
5. It makes inadequate provision for practicals
6. It does not care the varied capacity of the students
7. It is dominated by examinations
8. It fails to create wholesome personality among students
9. It does not include technical and vocational subjects which are so necessary for training the students to take part in the industrial and economical development of the country
10. Pupils receive no experience in assuming responsibilities and also to solve problems

MODERN CONCEPT OF CURRICULUM

1. The whole life of the school becomes curriculum, which can touch the life of the students at all points and helps with the evaluation of balanced personality
2. It gives more importance for pupil rather than subjects or content
3. It is “pupil centered”
4. It gives due credit to textual , theoretical and practical knowledge
5. Curriculum must be useful for the students to lead their real life in a successful manner
6. The teacher is the store house of knowledge and serve as a guide for the students
7. It gives due importance to practical
8. It takes into account the varied capacity of the students on the basis of gender and age levels
9. It is dominated by different types of examinations.
10. Self evaluation is also given due credit
11. It should meet the need of the pupils those who are living in the modern society
12. It creates wholesome personality among students
13. It gives much importance to technical education and vocational education

Modern concept of curriculum must be given necessary training in the educational institution itself to assume responsibilities and also to solve the problems which the pupils face day to day life

Principles of Curriculum Construction

1. Aims of Education and Objectivity:

A curriculum should reflect the complexities of life. In other words, in framing the curriculum one should take into consideration the aims and objectives of education.

2 . Child-Centric Principle:

The curriculum should be framed according to the actual needs, interests and capacities of the child. That means a curriculum must be child-centric as modern education is child-centered.

3. Principles of Civic and Social needs:

Man is a social being. He lives in the society. The child develops in the society. Modern education aims at both developments of the individuality of the child as well as the development of the society

4. Principle of Conservation:

Man has conserved experiences very carefully for better adaptability. Education is regarded as a means of deserving the cultural heritage of humanity. The school serves two-fold functions in this regard- preservation of the past experiences and transmission of experiences

5. Principles of Creativeness:

Education not only conserves that past experiences of humanity but also helps an individual to develop his innate potentialities.

6. Principle of Forward-looking:

The aim of life-centered education is not limited to the present life-situations in the family and society. Hence, education must prepare the child of shouldering future responsibilities. So in framing the curriculum we must take into consideration the future needs of the child as well as the needs of the society

7. Principle of Preparation for living:

The children should know the various activities of the environment around them and how these activities are enabling people to meet their basic needs of food, shelter, clothing, recreation, health and education

8. Principle of Integration and Correlation:

Subjects should be arranged logically and psychologically in accordance with the child's developing interests to enhance

- Persistence and courage to learn from ones's mistake
- Curiosity and ability to question
- Enthusiasm and inner motivation
- Ability to be critical and think independently
- Ability to perceive things as a whole
- Courage to throw oneself into experiencing and try out new things
- Confidence in one's own skills
- Ability to direct one's own action

9. Principle of Individual difference:

The curriculum should be framed in such a way that every individual can have opportunity for self- Expression and development. The curriculum should be based on the psychology of individual difference, which can meet the complexities of modern democratic society.

10. Principle of Social relevancy and Utility:

Subjects should not be determined on the basis of their disciplinary value but on the basis of their intrinsic value, social relevancy and utility.

11. Principle for Utilization of leisure:

Variety of subjects such as games and sports, fine arts, subjects of aesthetic value are to be introduced in the school programme to utilize leisure.

12. Principle of Variety and Flexibility:

The curriculum should include such activities and experiences, which may facilitate his normal development. The curriculum for girls should naturally be different from that of boys; boys and girls have different needs and attitudes.

13. Principle of Time:

Relative significance and importance of each subject in the curriculum has to be judged and determined in the light of the time available in the timetable, which is regarded as the mirror of the school programme

APPROACHES TO CURRICULUM

Curriculum approach is a way of dealing with a curriculum, a way of doing/creating/designing/ thinking about a curriculum. It approaches the Curriculum practitioners and implementers who may use one or more approaches in planning, implementing, and evaluating the curriculum. Textbook writers or instructional material producers also have different curricular approaches.

1. Child or Learner Centered Approach
2. Subject-Centered Approach
3. Problem/ Community Centered-Approach

1. CHILD OR LEARNER CENTERED APPROACH

This approach to curriculum design is based on the underlying philosophy that the child is the center of the educational process. It means that the curriculum is constructed based on the needs, interest, purposes and abilities of the learners. the curriculum is also built upon the learner's knowledge, skills, learning's and potentials.

SCHOOL X is an example of Child Centered Approach.

This approach is based on the underlying philosophy that the child is the center of the educational process. It is constructed based on the needs, interests, purposes and abilities of the learners. It is also built upon the learners knowledge , skills , learning and potentials

This approach considers the following :

1. A new respect for the child is fundamental
2. A new freedom of action is provided
3. The whole activity is divided into units of work
4. The recognition of the need for using and exploring many media for self discovery and self direction is embraced.

The school is anchored on the theory of Multiple Intelligences in all its curricular and co-curricular activities. The school does not believe in failure, but in success. The teacher's role is only to guide the learner to what he or she would like to accomplish. Learners are not compared with one another.

The activities for every learner are differentiated according to student's abilities, interests and needs. Each child is considered important and each capacity is respected. At the end of the year, each child's performance is compared to his own set of goals. All throughout the year, the learner is the center of education. This approach was anchored on the curriculum design which prescribes different and separate subjects into one broad field

2. SUBJECT-CENTERED APPROACH

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The primary focus is the subject matter

- The emphasis is on bits and pieces of information which are detached from life
- The continuing pursuit of learning outside the school is not emphasized. Learning should only take place inside the classroom.
- The subject matter serves as a means of identifying problems in living

School Y aims to produce the best graduates in town.

Each learner must excel in all academic fields in order to be on the top of the rank in every competition. Each child must be excellent in all fields of discipline. This is the school that develops more the attitude of competition among themselves. The school gives emphasis to intellectual development and sets aside emotional and psychomotor development. Success means mastery of the subject matter.

This approach is based on a curriculum design which assumes that in the process of living, children experience problems. Thus, problem solving enables the learners to become increasingly able to achieve complete or total development as individuals

3. PROBLEM/ COMMUNITY CENTERED-APPROACH

This approach is based on a curriculum design which assumes that in the process of living, children experience problems. Thus, problem solving enables the learners to become increasingly able to achieve complete or total development as individuals

- This approach is characterized by the following views and beliefs:

- The learners are capable of directing and guiding themselves in resolving problems, thus they become independent
- The learners are prepared to assume their civic responsibilities through direct participation in different activities
- The curriculum leads the learners in the recognition of concerns and problems and in seeking solutions. The learners are considered problem solvers.

School is an example of Problem-Centered-Approach

School believes that a learner should be trained to solve real life problems that come about because of the needs, interests, and abilities of the learners. Most of the school activities revolve around solutions to problems like poverty, drug problems, deterioration of positive values, environmental concern and many more. Since the school is using the problem centered approach, case study as a method of teaching is popularly utilized. Issues persistent with life and society that affect daily living are also considered.

THEORIES OF CURRICULUM DEVELOPMENT

THEORY

A theory attempts to explain why something happens, helps us make sense of many interrelated phenomena and predict behavior or attitudes that are likely to occur when certain conditions are met. Examples of social theories are structural functionalism, conflict theory and symbolic interactionism

Characteristics of a Good Theory

1. Predictive Accuracy-can it reliably predict behavior?
2. Internal Coherence-are there any logical inconsistencies between any of the theoretical ideas?
3. Fertility-Does it generate research and can it be used to explain a wide variety of social behavior?

Curriculum theory attempts to focus attention on all that are involved in education. Except in the most obvious and routine matters, knowledge is never final but it is treated as tentative. Practical decisions are made according to the test of the available evidence, pending the emergence of yet better evidence.

Branches of Curriculum Theory

1. **Formal Curriculum Theory**-This attempts to categorize SSS knowledge into families of concepts, disciplines, subjects, realms etc. It deals with formal curriculum
2. **Curriculum Valuation Theory**-This deals with speculation about the goals or objectives of the curriculum

3. Curriculum Practice Theory-This involve the elaboration of criteria for the efficient functioning of the curriculum. It explains issues as design, validity, authenticity, significance, utility, learn ability and consistency in relation to curriculum

It focuses on the instructional system, for instance, the methods appropriate for achieving curriculum goals The combination of the three curriculum theories gives what is refers to as Curriculum grand view

4. Event Curriculum Theory: this denoted the sorting out and characterizing the events and relating them. It is concerned more about the theory of instruction

IMPORTANCE OF CURRICULUM THEORY

The importance or significance is that it is essential for the development of knowledge as oppose to other notions, which have no structured elements e.g. point of view, attitude or opinion. A theory helps in data analysis, making a shorthand summary (synopsis) of data and relations and in suggesting or speculating new things to be tried out. Thus, theory is a device for interpreting; criticizing and unifying established laws by molding them to fit data.

Importance of curriculum theory

- a. Describes, predicts, and explains curriculum issues in the operational ways
- b. Synchronizes relations among curriculum issues in the curriculum development
- c. Suggests new curriculum issues for trying out
- d. Discover new and more powerful generalization in curriculum planning
- e. Logical deduce specific and testable hypotheses for research in curriculum issues
- f. Classifies existing and new knowledge
- g. Develops and use curriculum models
- h. Sort out and characterize events of curriculum

DIFFERENT CURRICULUM THEORIES

Some of the different curriculum theories include

1. Social Meliorism,
2. John Dewey's theory,
3. Social efficiency
4. Developmentalism.

Curriculum theories are used to shape and develop curriculum. Since there is such a broad field of curriculum studies, there are a variety of theories used to define the learning process of children.

1. Social Meliorists Theory

Those that believe that education reforms and changes society for the better are social meliorists. This type of curriculum theory is based on the individual student's intelligence and how to improve the intelligence by using education. The person's future was not predetermined by his or her race or socioeconomic status but, rather, by his or her education or lack thereof.

2. John Dewey's Theory

John Dewey's theory of curriculum focuses on the idea that education should incorporate how a child views his or her world. This theory uses four instincts to categorize a child's behavior. These instincts are expressive, constructive, artistic and social. His theory connects the subjects that are taught to a child's everyday life.

3. Social Efficiency Theory

The social efficiency theorist's goal is to educate children according to his or her proficiency. In this educational model, each child is given an intelligence quotient, or IQ, test. The scores from that test determine the course of education for that child.

4. Developmentalism Theory

In developmentalism, children are educated according to their emotional and behavioral qualities. Children's characteristics, rather than their IQ or instincts, are the basis of the curriculum with this type of curriculum theory.

UNIT-II BASIC PRINCIPLES OF CURRICULUM DEVELOPMENT, SOURCES OF DEVELOPMENT

Major steps in curriculum development - Formulating aim and objectives- Selecting curriculum content- Criteria for curriculum content - preparing instructional materials- evaluation of curriculum

Introduction – Materials for curriculum activities – experience- Teaching method- curriculum design- curriculum content –sources of curriculum materials- text books- Journals, dictionaries, encyclopedias, Magazines

MAJOR STEPS IN CURRICULUM DEVELOPMENT

1. FORMULATING AIMS AND OBJECTIVES
2. SELECTING CURRICULUM CONTENT
3. THE ORGANISATION AND INTEGRATION OF CONTENT
4. PREPARING INSTRUCTIONAL MATERIALS
5. EVALUATION OF CURRICULUM

1 . FORMULATING AIM AND OBJECTIVES

The effective development of curriculum depends upon the feasibility of general aims

In the process of defining specific aims we have to consider

- (1) Ultimate goals
- (2) Mediate goals
- (3) Proximate goals

1 . ULTIMATE GOAL

- It is the expected outcomes of categories of behaviour
- It is the end products of an education carried out over a period of time
- They are the kinds of behaviour that educators expects the students to exhibit as a result of education they have received

2. MEDIATE GOALS

It is the expected behaviour over the educational period during different stages

It is the pattern of behaviour that changes from one age to other

It is the intended behaviour in different situations at different stages

3. PROXIMATE GOALS

It is concerned with the behaviour out comes possible in a class room situation

While formulating the curriculum objectives the curriculum planner should follow the following principles

- 1.Objectives should be stated in terms of behaviours

2. They should be encompassed with as many as behaviours as possible
3. They should be appropriate to the level of education in general and to the age group in particular . They should be related to norms of growth , development and maturity of the learner

4. They should be relevant to

1. Curriculum content
2. Instructional facilities
3. Institutional organisation
4. Administrative policies
5. Objectives should be based upon the psychological characteristics of the learner and experience of the learner

2. SELECTING CURRICULUM CONTENT

The content chosen for the curriculum process must be feasible to develop the appropriate learning experiences on the part of the pupils

The curriculum content includes

1. Theoretical
2. Practical
3. Vocational

It includes learning experiences like

1. Communication
2. Observation and
3. Experimentation

The content should be relevant to

1. Objectives of education
2. Interest
3. Needs and problems of the society
4. It should be useful to the learner in his personal, social, and occupational life

3. CRITERIA FOR CURRICULUM CONTENT

1. Criterion of significance
2. Relevance of content to the present
3. Creation of interest
4. Orientation of democratic values

1. Criterion of significance

- decide which concepts and ideas connected with the learning experiences are significant
- there must be high degree of coordination between the persons who prepare the content and the persons who teach it.

2. Relevance of content to the present needs

- Students will not show interest in learning if the content of the lesson is not related to their current experiences .
- Content should reflect the diversities of the culture

3. Creation of Interest

- should satisfy the needs of the learner
- content should be useful in solving pupils problem

4. Orientation of Democratic values

Education should help in providing intelligent direction of social change through th selection of curriculum content

- Program should focus upon the development of moral values , effective thoughts and skill of democratic social process.

4. ORGANIZATION AND INTEGRATION OF CONTENT

- This involves the combination of all information about experience.
- The organized curriculum is specific and clear in its
 1. Content
 2. Explanatory
 3. Illustrative in its organisation
 4. Self explanatory in its requirement
 5. Clear in its presentation
- Curriculum planner should organise the content in a systematic manner and follow the principles of
 1. Differentiation
 2. Integration
 3. Articulation and

Coherence

5. PREPARING INSTRUCTIONAL MATERIALS

-The instructional material helps the teacher with relevant details , illustrations etc.,

- Guide the teacher in translating the curriculum plan ,into practise as well as help the parents and public to know the real purpose of curriculum
- It helps the teacher and the students to know whether the plan is successfully implemented and its objectives are really achieved.

Instructional materials are

- Text books- gives detail of the entire content of curriculum in an efficient and economic manner
- Work books
- Audio visual materials

- Text books should be evaluated by the by the curriculum planner
 - They should be able to answer
 - Does the content of the book satisfy the curriculum objective?
 - Will it help the learner to meet his needs , interest, and to solve the problems
 - Does the content suggest suitable activities for the learner?
4. Does the content adequately deal with a variety of knowledge including modern developments and motive the learner for creative thinking?
 5. Is the content organized on sound principles?
 6. Does it include a variety of evaluation items for the learner to evaluate and to correct himself?

6. EVALUATION OF CURRICULUM

-The final stage in the curriculum process is the concluding part about success or failure of educational system

- This is done by means of measurement or assessment of the behavior changes
- For evaluation Curriculum planner requires data such as
 1. Interest of students- ex: mental ability through intelligence test
 2. Needs of the society – through field survey
 3. Information regarding activities- through questionnaire, interview and observation.

MATERIALS FOR CURRICULUM ACTIVITIES

- Substances which are needed to the curriculum designer to construct a curriculum
 - A. Experience
 - B. Activities
 - C. Teaching Methods
 - D. Curriculum Design
 - E. Curriculum content

A.Experience

1. The curriculum designer must have a sufficient experience in
 - i) curriculum reconstruction
 - ii) curriculum development
2. curriculum designer must have previous experience

B. Activities

The real worth of curriculum is decided by the

1. Types of activities

2. Number of activities
3. Types & nature of activities

on the basis of age and gender

Activities are theory and practical's included in a particular degree

Ex: History – no practical class is required

Phy. Edn- compulsory practical class

C. Teaching Methods

While selecting appropriate teaching method , the teacher must consider

1. Total number of students
2. Nature of the class (arts or Science)
3. Difficulties of the particular lesson
4. Previous experience of the students
5. Time availability
6. Level of Education – U.G., P.G
7. Need and interest of the students
8. Availability of facilities.

D. Curriculum Design

It is the model, plan, pattern, sketch, or guide

- The curriculum designer must select appropriate model according to the nature of the subject for which he is going to construct a curriculum

E. Curriculum content

- It is the subject matter included in the syllabus
- It vary from one level to the other
- It should be simple to complex and known to unknown
- Content includes theory, practicals and dissertation or Thesis

SOURCES OF CURRICULUM MATERIALS

Sources- place from which things comes

- **It is the ways and means through which one can collect information or knowledge regarding curriculum**
- A. **Text Book**
- B. **Professional Journal of Physical Education**
- C. **Games and Sports Magazine**
- D. **General and Sports weeklies**
- E. **Educational Literatures**
- F. **Professional Discussion**

A. Text Book

Books are the sources of knowledge

Text- main body of the book

Text Book- book set for study , a manual, a class book

Curriculum designer can collect information about curriculum with

1)Books associated with other subjects other than curriculum

- Ex: Educational dimensions of Physical Education
- Though the title of the book is not connected with the curriculum some chapters may be in relation to curriculum
- Ex: educational values of co –curricular physical activities

2)Text book meant for curriculum alone

Ex:a) Curriculum process

b)Curriculum structure and design

c) Curriculum development theory into practice

- Curriculum designer is expected to go through all the text books to expand his knowledge
- Text books are highly useful to the teacher , students , parents which is highly useful instructional material.

B. PROFESSIONAL JOURNAL OF PHYSICAL EDUCATION

Journal is a periodical publication containing news and research articles.

Types of Journal

MONTHLY- Issue will be available for every month

BI MONTHLY- Issue will be available for twice in a month

QUARTELY- Issue will be available once in three months

HALF YEARLY or Bi annual- Issue will be available Twice in a year

ANNUAL- Issue will be available once in a year

Example:

1. Journal of Physical education and exercise sciences.
2. Journal of Exercise science and physiotherapy
3. Sociology of Sport Journal
4. Scientific Journal in Sport and exercise
5. Indian Journal of sports studies
6. Journal of Sport Management
7. Journal of Health and social development
8. Journal of disability management and special Education
9. Research bi annual for movement
10. Holistic Mediscan
11. Games and Sports Magazine

12. Magazine- Periodical Publication with news is called magazine
13. It can be published by 1. Phy. Edn Colleges at the end of the academic year
14. Phy. Edn Associations which carry and transfer knowledge about curriculum
15. Other magazines like Sports star, Health & Fitness etc.

D. GENERAL AND SPORTS WEEKLIES

It is published in Tamil , english and some other regional languages which reflect ideas about curriculum Ex: VILYATU ULAGAM

E. EDUCATIONAL LITERATURES

It includes dictionary and encyclopedia under the head of Educational literature ex: UGC News letter, Kalvi malar, college annual magazine

F. DICTIONARY

It is a book containing the words of a language arranged alphabetically with meanings.

1. General- English
2. Specific subject

Example :

- Dictionary on psychology
- Dictionary on sports medicine

E.ENCYCLOPEDIA

Just like dictionary encyclopedia is divided into

1. General- book contains information on all subjects

Ex: 1. Encyclopedia or Britannica

2. The world book Encyclopedia
3. The encyclopedia Americana

2. Specific- information about particular subject

1. Encyclopedia of Curriculum
2. Encyclopedia of supervision
3. Encyclopedia of Engineering
4. Encyclopedia of Geology

G. PROFESSIONAL DISCUSSION

The discussion which is being held among the same professional people about the subject is known as professional discussion.

All the teachers of professional college can meet and discuss the problem that arises in and around curriculum.

Otherwise the participants can be limited to teachers those who handle curriculum alone, where the interaction will be more effective.

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M.P.Ed II year – III Semester

MCC 302 CURRICULUM DESIGN IN PHYSICAL EDUCATION

UNIT- IV CURRICULAM RESEARCH , APPRAISAL OR EVALUATION

Definition of research- curriculum research-objectives of curriculum research- curriculum and basic research- applied research and action research- Historical study and curriculum – experimental research and curriculum – importance of curriculum research

CURRICULUM RESEARCH

Curriculum is defined as status of or change in pupil behavior which is pertinent to the goals of the school. Research is defined, after Gage (1963), as activity aimed at increasing one's power to understand, predict, and control events of a given kind. It follows that curriculum research is research in which one or more of the variables represent the status of or change in pupil behaviour which is pertinent to the goals of the school. Research on curriculum research ,then becomes an activity aimed at increasing power of research methods designed for understanding , predicting and controlling curriculum phenomena.

“BEST “ defined research as a systematic study that has intellectual curiosity as it is a prime investigation and understanding as its main objective. “MONLAY” Research is simply the process of arriving at a dependable solution to the problems through the planned and systematic collection , analysis and interpretation of data

Curriculum Research : Curriculum research is the application of principles and methods for solution of problems or answering questions in the field of curriculum

Cunningham - “Curriculum is a tool in the hands of the artist (teacher) to mold his material (pupils) according to his ideas (aims and objectives) in his studio (school). Research curriculum is a systematic attempt to gain a better understanding of all components of curriculum

Need for Curriculum Research

1. Evaluation of curriculum
2. The problem of selecting and organizing learning experiences
3. Realm of educational objectives and their use by children and teachers in teaching and learning process

Research Areas

1. Development of Audio Visual aids
2. Development of techniques
3. Prescribed theory and practical hours and its relation to fulfillment of learning objectives
4. Adequacy of content
5. Placement

6. Structure of subject matter
7. Syllabi, curriculum and program
8. Teacher education and preparation duration of college work
9. Concept development on various subjects
10. Analysis of text books
11. Adaptation of curriculum organization
12. Organization of curriculum

Research Issues

1. Correlating theory and practice
2. Global needs and demands
3. Curriculum be related to the needs of the developing nation and the manpower requirements Curriculum planning to meet the individual differences of pupils
4. Designed curriculum is in tune with philosophy of Physical Education
5. Effective practical learning environment and how to provide it
6. Reformation and revision of curriculum
7. Curriculum evaluation
8. Future needs of the pupils
9. Importance and suitability of each course
10. Training of teachers

Improvement of any subject is mainly depends upon the total number of research studies carried out in a particular area. Research helps to expand the knowledge in a field and also leads to find new

Importance of Curriculum Research

1. It has made significant contribution to curriculum development
2. It helps to find out norms regarding the stages of growth & development
3. It helps to analyze various aspects of human abilities such as physical, mental, emotional, and social aspects.
4. It helps to develop new courses, curriculum organization, methods of teaching and organization of the class

Characteristics of Research

1. Research gather new knowledge
2. It place emphasis on the discovery of general principle
3. Research is systematic and accurate investigation
4. Research is carefully recorded and reported

Objectives of Research

1. To stimulate interest among students for proper investigation
2. To familiarize the students with procedure for investigating problems
3. To help the students in becoming intelligent consumer of research
4. To understand the need and value of research
5. To make the students become more acquainted with the method to understand research
6. To enable the students to present research results in acceptable form

Types of Educational Research

1. Basic Research
2. Applied Research
3. Action Research

1. Basic Research

- It is called as pure research
- Aims at the discovery of basic truth or principles
- It is strongly oriented towards testing and development of theory
- It gives generalization of theory

In the field of curriculum basic research has relevant to the following areas:

1. Development of objectives of curriculum through the analysis of need of the learner , need of the society, and economic condition
2. Stages of human development with reference to concept formation, mental ability, learning ability , interest and aspirations, behavior patterns, adjustment problems etc.
3. Socio economic status of the learner
4. Expansion of knowledge and its modern trend
5. Activity analysis and job analysis

2. Applied Research

- Known as field research
- It tests the findings of the basic research ie: testing of theories
- It is primarily concerned with establishing relationship and testing theories in the field and finding validity is the main objective.

It has application in the following areas of curriculum research

1. Selection of curriculum content on the basis of need and interest of the learner and society
2. Organization of curriculum content in conformity with findings of basic research
3. Organization of curriculum content in different forms such as compulsory and optional courses

Development of courses for the exceptional children like gifted, the average, the backward, under achiever and physically challenged

3. Action Research

-It involves the application of steps of scientific method to the class room problems

The action research has applicable in the following areas

1. Selection of activities and learning experiences in relation to age, sex, maturity, personality , achievement etc for classroom instruction
2. Use of nmethods , techniques and devices
3. Distribution of time allotment for various subject
4. Finding out learning difficulties and planning remedial instruction

Historical Research and curriculum

A study on curriculum from historical perspective serve number of purposes. Historical studies are made mainly on documents such as curriculum guides and instructional materials (text books, work books and question papers). The curriculum researcher critically analyse such materials , discuss the problem on objective data and brings out meaningful conclusions such as

1. Program in respect of knowledge, activities and learning experiences
2. Principles of curriculum development
3. Policies of administration
4. Problems of implementation

Historical study reveals that the cultural, social, economical, political, and academic factors responsible for curriculum changes.

Historical studies indicates the nature and kind of curriculum followed in different periods of educational developments. Most of the historical studies helps to understand the administrative policies and problems of implementation of curriculum programmes . All this informations gives an adequate clue for the development of curriculum for the present generation. It also suggest the safety measures against possible failures in the implementation of curriculum programme

Experimental Research and curriculum

- 1.Experimental Research explain the superiority of curriculum plan
2. Normally studies are conducted in real class room condition with control and experimental groups.
- 3.Experimental research has application in methods of teaching and teaching aid.

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M.P.Ed II year – III Semester

MCC 302 CURRICULUM DESIGN IN PHYSICAL EDUCATION

UNIT-V CURRICULUM EVALUATION

Curriculum evaluation is a set of measurement procedures that use direct observation and a recording of a student's performance in a specific curriculum to gather information. The information is then used to make instructional decisions.

The term “evaluation” generally applies to the process of making a value judgment. Curriculum evaluation aims to examine the impact of implemented curriculum on student (learning) achievement so that the official curriculum can be revised if necessary and to review teaching and learning processes in the classroom. The main purpose of curriculum evaluation is to assure that it is not static, but constantly changing according to changing needs and demands of the society. The new curriculum should fulfill the needs of changing society.

Curriculum evaluation should be concerned with assessing the value of a

- Program of study
- Course of study
- Field of study

Curriculum evaluation establishes:

- Specific strengths and weaknesses of a curriculum and its implementation;
- Critical information for strategic changes and policy decisions;
- Inputs needed for improved learning and teaching;
- Indicators for monitoring.

Evaluation

Evaluation is the process by which you make a judgement about the worth of something. Evaluation involves observing, documenting and measuring. It compares what happened with what you expected to happen. It involves looking at the project and judging whether it is going well, how could it be improved and whether it resulted in any unexpected developments. Evaluating, or assessing the value or worth of something, it is an activity that involves making judgements. “Value” is not absolute – people have different views about what is of value. This will influence what information about the project is important to collect.

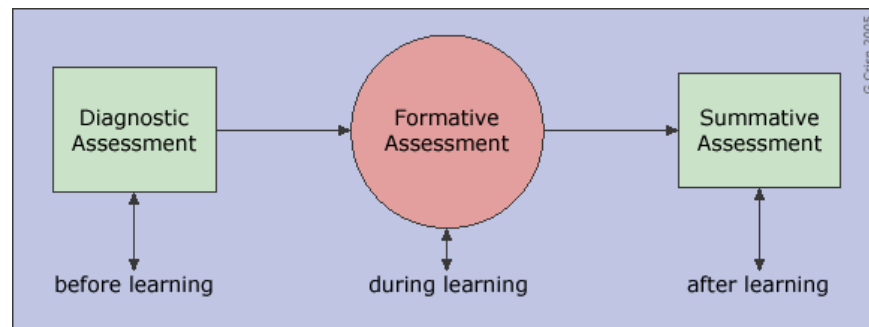
IMPORTANCE OF CURRICULUM EVALUATION

1. It determines the value of the curriculum.
2. To find out the cause for defective curriculum.
3. It clarify objectives and also to know the extent of objectives achieved.
4. it leads to the improvement of institution, teaching-learning process.
5. To diagnose difficulties in curriculum process.
6. To gather information for administrative purpose.
7. To provide quality control in education.
8. To restructure the curriculum according to the needs of learners society.

9. To eliminate unnecessary units. Teaching methods and contents.
10. To introduce latest and update methods of teaching and content ,new knowledge and practices.
11. To add or delete number of hours of instruction.
12. Curriculum evaluation identifies the strengths and weaknesses of an existing curriculum that will be the basis of the intended plan, design or implementation
13. When evaluation is done in the middle of the curriculum development, it will tell if the designed or implemented curriculum can produce or is producing the desired results.

TYPES OF EVALUATION IN CURRICULUM

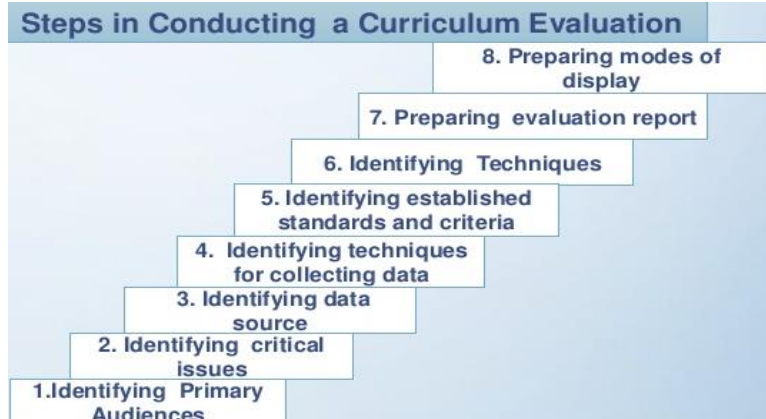
1. **Diagnostic Evaluation** - Diagnostic evaluation identifies student interests. It provides information essential to teachers in designing appropriate programs for all students
2. **Formative Evaluation** - Formative evaluation is generally an evaluation that takes place during a project's implementation with the aim of improving the project's design and performance. It is an ongoing classroom process that keeps students and educators informed of students' progress toward program learning objectives. The main purpose of formative evaluation is to improve instruction and student learning.
3. **Summative Evaluation** - Summative evaluation is done at the completion of a program concerned with overall effectiveness of the program. It provides data to determine the worth of the program



METHODS AND TECHNIQUES OF CURRICULUM EVALUATION

1. Discussions.
2. Experiments.
3. Interview – individual, group.
4. Opinions.
5. Observation.
6. Questionnaire.
7. Schedules.
8. Practical performance.

9. Anecdotal records.



STEPS IN CONDUCTING A CURRICULUM EVALUATION

1. Identifying primary audiences.
Curriculum Program Sponsors, Managers and Administrators, School Heads, Participants (Teachers and Students) Content Specialist; other stakeholders.
2. Identifying critical issues/problems.
Outcomes (expected, desired, intended) Process (Implementation) Resources (Inputs)
3. Identifying data source.
People (teachers, students, parents, curriculum developers) Existing documents; Available records; Evaluation Studies
4. Identifying techniques for collecting data.
Standardized Test, Informal tests; Samples of Students Work; Interviews; Participant Observations, Checklist, Anecdotal records.
5. Identifying established standards and criteria.
Standards previously set by agency;
6. Identifying techniques in data analysis.
Content Analysis, Process Analysis, Statistics, Comparison, Evaluation Process.
7. Preparing evaluation report.

Written; Oral; Progress; Final; Summary; Descriptive, Graphic, Evaluative and Judgmental; List of Recommendations.
8. Preparing modes of display.

Case Studies; Test Scores Summary; Testimonies; Multi media representation; Product Display (exhibits); Technical Report.
