



CURRICULUM DESIGN IN PHYSICAL EDUCATION

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CURRICULUM DESIGN IN PHYSICAL EDUCATION



Curriculum design in Physical Education

- **UNIT – I Introduction to Curriculum**

Meaning and Definition of Curriculum. Principles of Curriculum Construction: Students centered, Activity centered, Community centered- Purposes of Curriculum- Old and modern concept of curriculum - Patterns of curriculum -Approaches to Curriculum - Competency based learning – Knowledge – Skill – Ability – Criterion reference verses Norm reference tests-Curriculum Framework.

- **UNIT – II Curriculum development**

Major steps in curriculum development, formulation, aims and objectives-selecting curriculum content- criteria for curriculum content-satisfaction and integration of content – preparation of instructional materials- evaluation of curriculum- National Education Policy 2020- Syllabus verses Curriculum - Committees of curricular activities – Co curricular activities and Extracurricular activities

- **UNIT III – Curriculum Design and Sources**

Meaning, definition of Curriculum Design – Basic principles for planning Curriculum design -.

Factors that affecting curriculum: Sources of Curriculum materials – text books –Journals – Dictionaries, Encyclopedias, Magazines, Internet.

- **UNIT – IV Integration of Physical Education with other faculties**

Physical education and other faculties-integration of Physical Education with philosophy, psychology, sociology, history, physical chemistry, statistics, anatomy and physiology, sports medicine, physiotherapy and anthropology.

- **UNIT V – Curriculum Research, Appraisal or evaluation and Grading**

Definition of research-curriculum research- Importance of curriculum research -objectives of curriculum research-curriculum and basic research curriculum- applied research-curriculum and action research- Historical study and curriculum experimental research – Characteristics, Types and importance of Evaluation in curriculum - - Grading in curriculum – Choice Based Credit System (CBCS)

Difference Between Syllabus & Curriculum

Syllabus

Functionally a “**Syllabus**” is generally a uni-dimensional document. It merely presents the content or the subject matter to be studied.

Curriculum

A **curriculum** is three dimensional, because it takes into account: the needs of the students, the content of different subjects and instructional methodology

DIFFERENCE BETWEEN SYLLABUS AND CURRICULUM

SYLLABUS	CURRICULUM
For students	For teachers
Accessible for students	Not accessible for students
Made by teachers	Developed by school district and college administrations
Descriptive list of the concepts that will be taught in particular class	Guideline set for educators that prescribe what they need to teach to their students
Handed out on the first day of the class	Not seen by students unless by requests

UNIT- 1

UNIT – I Introduction to Curriculum

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DEFINITION AND MEANING OF CURRICULUM



Derives 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**.

PLANNED EXERCISE



A WORK SCHEDULE



ANY PARTICULAR BODY OF COURSE



TOTAL PROGRAMME IN A SCHOOL



ORDERLY PLAN AND PROGRESSION



BODY OF VARIED EXPERIENCE



ACTIVITY WHERE STUDENTS ATTAIN DESIRED OBJECTIVES



DEFINITIONS OF CURRICULUM



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

Curriculum is 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.**”

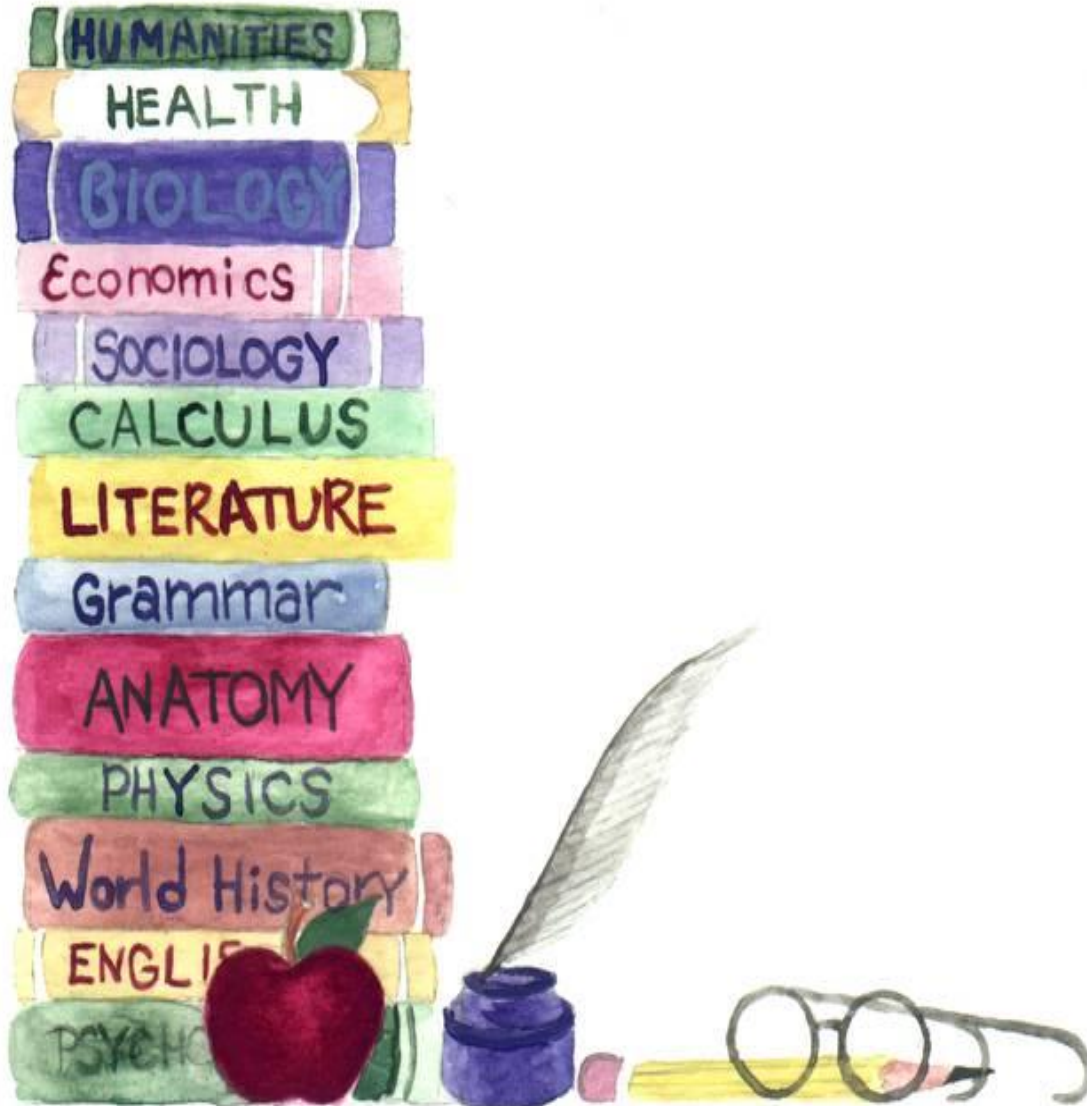


In the words of Willgoose

“ 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



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.

Enacted curriculum



The enacted curriculum deals **with professional judgements about the type of curriculum to be implemented and evaluated.**

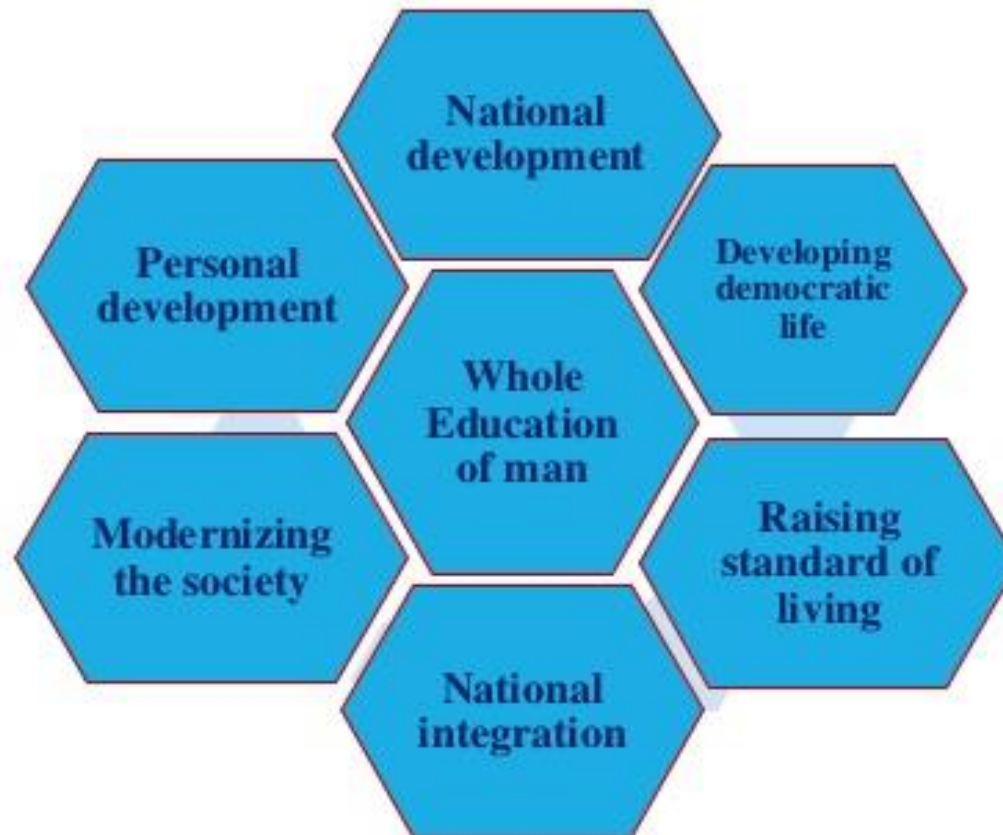
Teachers have to judge the appropriate pedagogical knowledge to use.

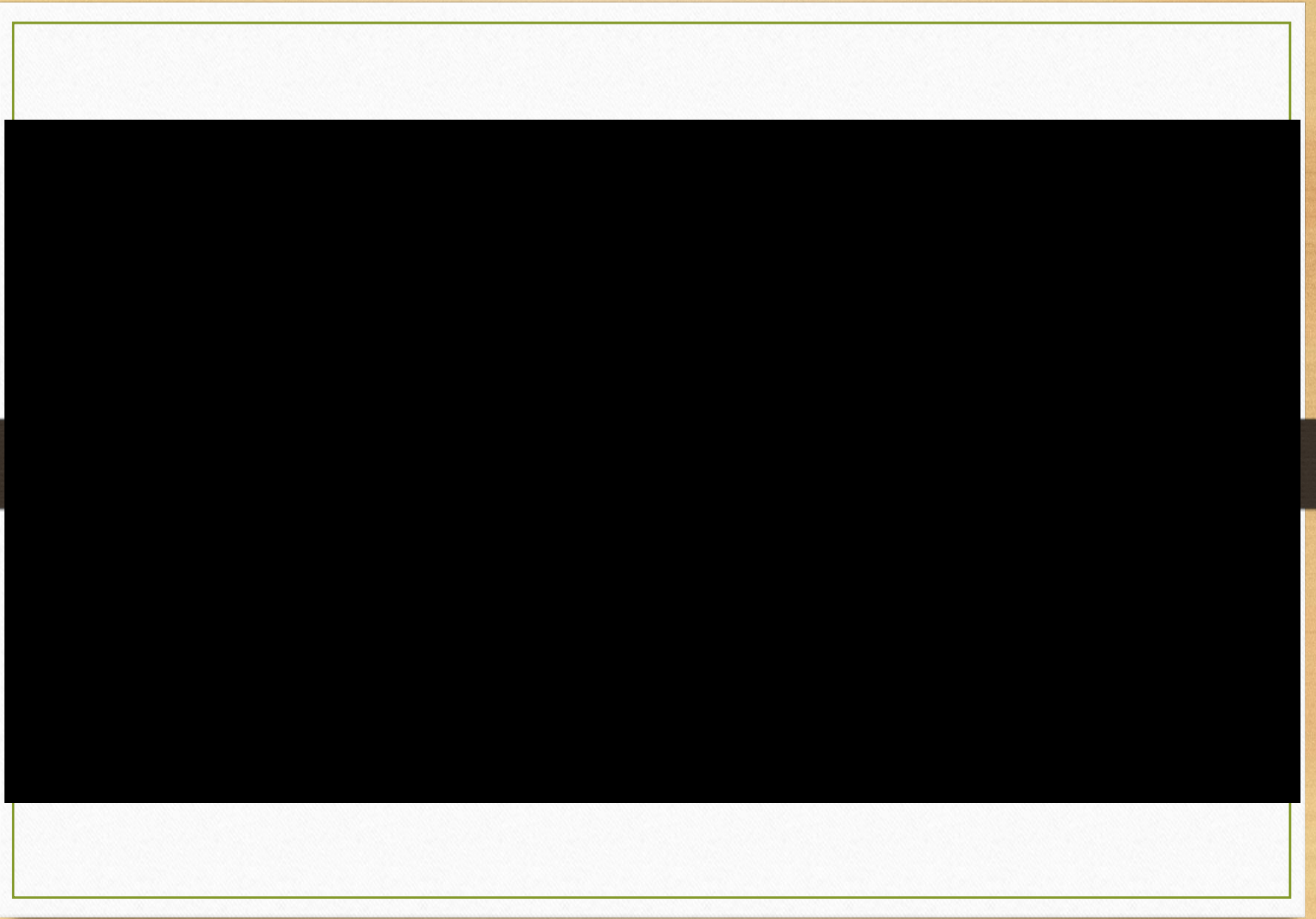
Experienced curriculum

- 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).



NEED OF CURRICULUM







MyCollegeTimeline



**Extra Curricular
Activities**





UNIT- 1

PART- 2

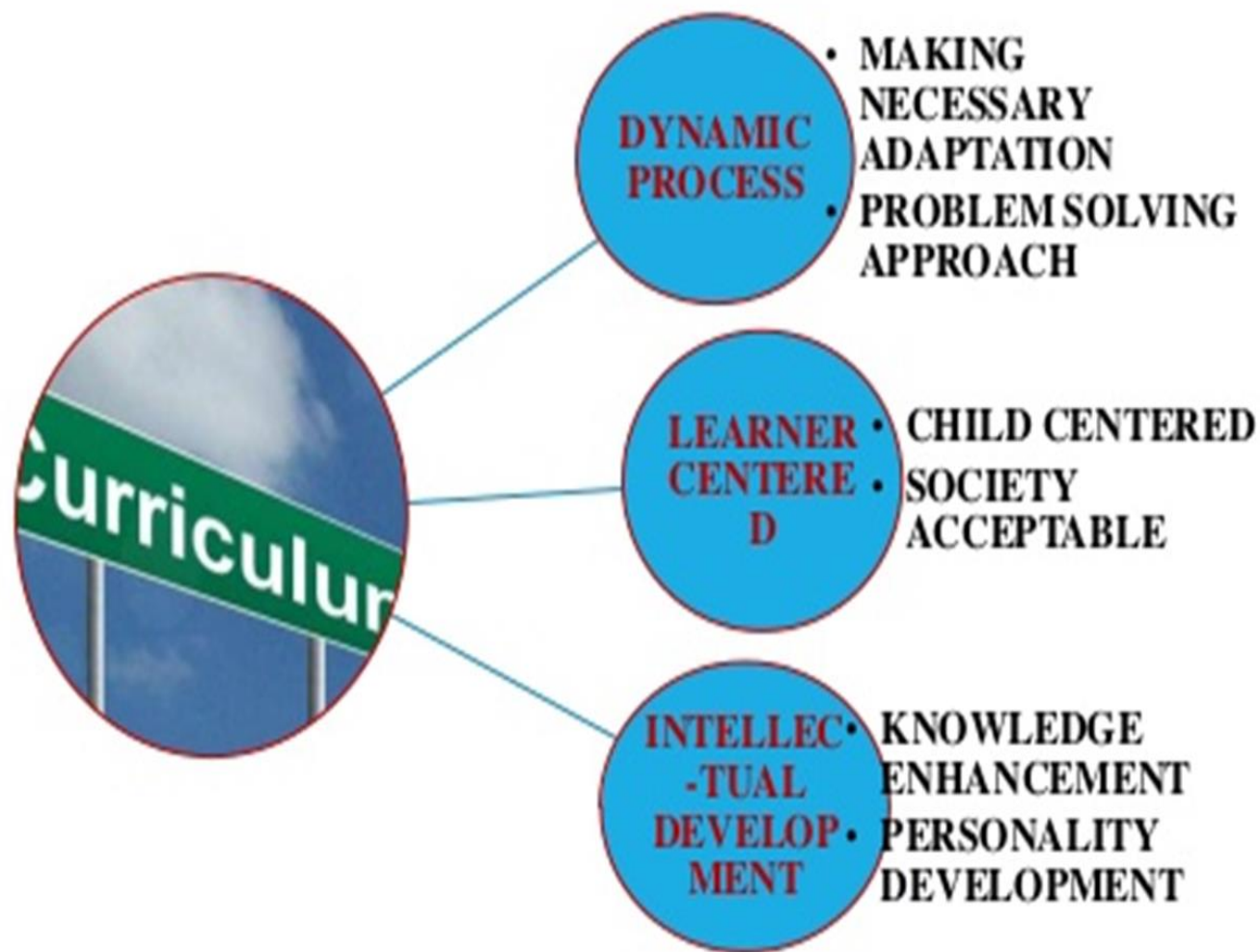
- Principles of Curriculum Construction: Students centered, Activity centered, Community centered- **Purposes of Curriculum-** Old and modern concept of curriculum - Patterns of curriculum -Approaches to Curriculum - **Competency based learning – Knowledge – Skill – Ability – Criterion reference verses Norm reference tests-**Curriculum Framework

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

CONCEPT OF CURRICULUM



Old Curriculum

Information does not change.

Education is for knowing

Teacher as the information provider

Teacher as the only decision maker

One-way communication

Product-based

School for individual's learning

Parents do not know about education

Competency-based learning

Norm-referenced assessment

Teacher knows the answers

New Curriculum

Information changes

Education is for understanding

Teacher as the facilitator

Teacher and students make decisions

Two-way communication

Process-based

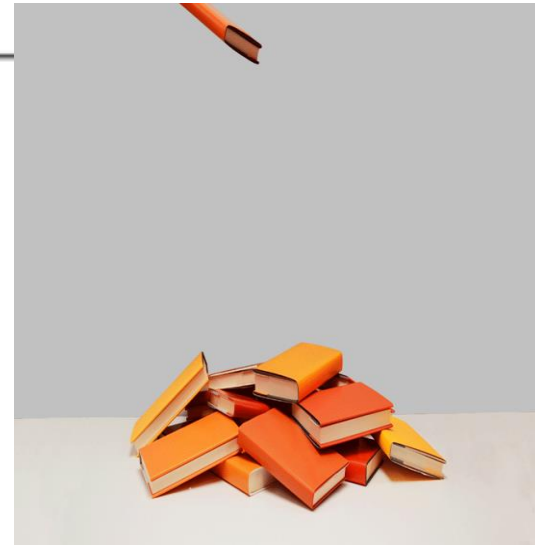
School for everyone's learning

Parent involvement is essential

Community-based learning

Criterion-based assessment

There is more than one solution and the teacher may not know all the answers



Concept of Physical Education Curriculum



- OLD CONCEPT OF CURRICULUM



- MODERN 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”**



Old concept of Curriculum

Old concept is confined only to the course of study or syllabus.

Old concept of Curriculum Old concept is con

- According to **Elizabeth Maccie**- "Curriculum is a prescribed instructional material for the students."
- According to **Carter V. Good**- "Curriculum is a general over all plan of the content or specific material of instructions that the school should offer to the students by way of qualifying them for graduation or certification for entrance into professional or vocational field."

Nature of old concept of curriculum

- It gives too much **emphasis on subject matter** without much relationship to the pupils need and interest



It is **textual and theoretical**



The conventional curriculum takes **too little account for real life**



The teacher becomes the storehouse of knowledge than a guide



It makes inadequate provision for practicals



It **does not** care the **varied capacity** of the **students**



It is dominated by **examinations**



It **fails to create wholesome personality** among students



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



Pupils receive **no experience** in assuming **responsibilities**
and also to solve problems



MODERN CONCEPT OF CURRICULUM



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**



It gives more
**importance for pupil
rather than subjects or
content**

- It is **“pupil centered”**



It gives due credit to textual , theoretical and

Practical knowledge



General Knowledge



2009 PREMIER CURRICULUM AWARD FOR K-12 ENGINEERING



Curriculum must be useful for the students to **lead their real life** in a successful manner



The teacher is the store house of knowledge and serve as a guide for the students



It gives due importance **to practical**



It takes into account the **varied capacity of the students** on the basis of **gender and age levels**



It is dominated by **different types of examinations.**

Self evaluation is also given due credit



It should **meet the need of the pupils** those who are living in the **modern society**

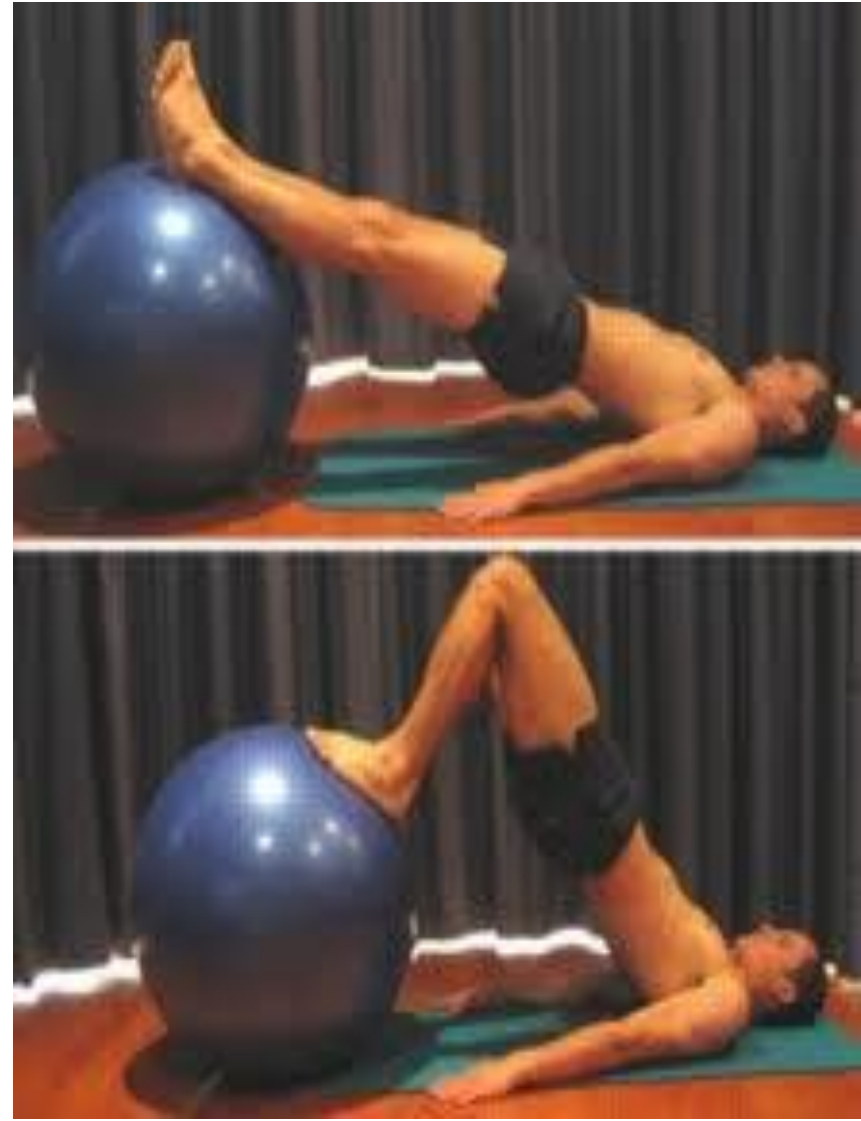


It creates **wholesome personality** among students

It gives much importance to

technical education

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