

CURRICULUM DEVELOPMENT AND MANAGEMENT

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Curriculum for physical education

Curriculum plays crucial role in education at all levels. The curriculum must be based on sound values that are in harmony with the philosophy of the particular school system. The curriculum should be efficient in leading students toward education goals.

In order to develop an effective curriculum in physical education, it is necessary to understand the nature and basic purpose of physical education. This has been outlined in the following statement from the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)

“Physical Education is the study and the practice of the science and art of human movement. It is concerned with why man moves; how he moves; the physiological, sociological and psychological consequences of his movement; and the skills and motor patterns which comprise his movement repertoire. Through physical education, an individual has the opportunity to learn and perform efficiently the motor skills he needs in everyday living and in recreational activities. He can develop and maintain sound physiological functions through vigorous muscular activity. He may increase the awareness of his physical self. Through expressive and creative activities, he may enhance his aesthetic appreciations. Physical education provides situations for learning, to compete as well as cooperate with others in striving for the achievement of common goals. Within the media of physical activity, concepts underlying “effective human movement” can be demonstrated and the influences this have on the individual can be better understood. Satisfying and successful experiences in physical education should develop in individual a desire to regularly participate in activity throughout life. Only through enjoyable and persistent participation will the optimum benefits of the physical activity be derived.

Curricular goals

In order to clarify the discussion, let us first look at some commonly used definitions of what a curriculum is.

- All of the planned experiences a student undergoes through his participation in a school’s instructional program or a particular area of it.
- An orderly sequence of courses and/ or experiences offered by an educational institution to create an environment in which the objectives of the program can be achieved.
- A systematic set of experiences designed and efficiently produce the most important and behavior learning needed for successful learning.
- All of the instructional and extra-instructional activities sponsored by a school. This is broader definition than normally accepted, because it includes both instructional/ and non-instructional programs.

The goals (purposes, aims, objectives, and outcomes) with which the curriculum is aligned must be sound and easily understood. Physical education can be described as an integral part of total education program which contributes to the physical, mental, social and emotional development of child through the medium of carefully selected physical activities carried on under skilled leadership and in adequate facilities. Additional direction can be provided from the same source with five specific statements of purpose. The goals of physical education stress the development of the following :

1. Physical skills which will enable participation in a wide variety of activities .
2. Physical fitness and soundly functioning body system for an active life in his/her environment.
3. Knowledge and understanding of physical and social skills, physical fitness, scientific principles of movement, and the relationship of exercise to personal well being.
4. Social skills which promote acceptable standards of behaviors and positive relationships with others.
5. Attitudes and appreciations that will encourage participation in and enjoyment of physical activity, fitness, quality performance, a positive self concept, and respect for others.

The AAHPERD gave its version of the goal of physical education with the following statement :

Physical integration is that integral part of the total education which contributes to the development of the individual through the natural medium of physical activity and human movement. It is a carefully planned sequence of learning experiences designed to fulfill the growth, development, and behavioural needs of each student. It encourages and assists each student to:

- Develop the skill of movement, the knowledge of how and why one moves, and the way in which movement may be organized.
- Learns to move carefully and effectively through exercise, games, sports, dance, and other physical activities.
- Enrich the understanding of the concept of space, time, and force related to movement.
- Express culturally approved pattern of personal behaviour and interpersonal relationship through games, sports, and dance.
- Condition the heart, lungs, muscles, and other systems of the body to meet daily and emergency demands.
- Acquire an appreciation of and respect for good physical condition (fitness), a functional posture, and a sense of personal well being.

A carefully planned curriculum indicates that those responsible must know where they are going, and it helps the students understand where they are going in their education program and how to get there. In today's complex and rapidly changing society, the casual approach to curriculum planning is not good enough. The approach must be thorough, timely, and precise. It requires educators who are truly experts and are dedicated to providing effectively educational experiences.

Steps in curriculum planning

Accomplishment in curriculum design and revision almost always occur as a result of careful planning. In the long run, changes left to chance, seldom succeed.

The logical steps in curriculum development with well-defined purposes and clear direction are presented hereunder :

- Study the local conditions and attitudes that should influence the curriculum.
- Study and clarify the philosophy and goals of physical education in the particular school system.
- Become well informed about opportunities and limitation concerning to resources, basic facilities, potential facilities, teachers, and equipment.
- Thoroughly evaluate the present curriculum in terms of both strength and weakness.
- Recommend curriculum changes along with the justification for them.
- Assist with the implementation of approved changes, including dissemination of information to teachers, students, and public, and in-service training of the staff as needed.

Trends and patterns of curriculum development

A curriculum must have a strong element of stability, and yet it should be gradually improved and updated based on changing circumstances and new information. Some of the current trends in curriculum development are the following :

- Greater emphasis on physical education at the elementary school level, with concentration on perceptual motor learning and movement education.
- Increase attention to the individual needs and interests of students, resulting in (a) more student involvement in learning, (b) student's choice of activities rather than school-imposed activities, (c) equal opportunities to both sexes, (d) emphasis on physical fitness activities and lifetime sports, and (e) increased use of media for instruction.
- More flexibility in scheduling in terms of time, space, student grouping patterns, and staff utilization can be made possible by the utilization of computers.
- Increased accountability for the effectiveness of the curriculum and instruction methods. Failures of students to attain minimal proficiency in basic skills such as reading, mathematics, sports is commonly observed. In order to overcome this problem, it is to be emphasized that teachers and educational institutions have performance objectives and effective evaluation (both formative and summative) should be a regular process.

Physical educators should be aware of various curriculum patterns that are common in the schools, and the characteristics of each. Some of the more prevalent patterns are as follows :

1. *The separate subject pattern.*

The traditional pattern curriculum organization.

- Teaching of separate subjects – history, English, physics, physical education for a set amount of time each day.
- Little attempt is made to relate one subject with another.
- Tendency for students to learn isolated facts and skills without perceiving them as being related.

2. *The broad-fields pattern.*

- It seeks to eliminate sharp lines between subjects : physics science, rather than physics, chemistry, and geology, or fine arts rather than music, art and drama .
- It help students see relationship between specific subjects.
- Provide for less subject- matter and, therefore, longer time periods for each of the broader areas.
- Physical education can be combined with health, safety, and recreation, although health is often combined with the biological sciences.
- Experience indicates that both health instruction and physical education are more successful when taught as separate subjects; however, the two subjects logically belong to the same curriculum group.

3. *The correlated (integrated) curriculum.*

- Seeks to utilize relationship among subjects without destroying the identity of any one subject, i.e. science, English, and physical education can be combined in the following ways :

Students go on excursion or camping involving physical fitness and the study of geology, astronomy, physics , photography. Students write reports on their findings. All activities are cooperatively planned by teachers and students.

4. *The experience (problem solving) curriculum.*

- Seeks to organize learning experiences around situations and problems that confront students in everyday life.
- Based on a humanistic approach to teaching, respect for the individual and his needs.

To conclude, development of appropriate curriculum and its effective and timely management lead the students towards educational goals.