CHAPTER I
INTRODUCTION

Schools exist to help students acquire the interest, skills, attitudes, and knowledge that will enable them to live happy and productive lives. The school curriculum is the vehicle that is utilized to help students acquire these competencies. Educators involved with any aspect of the educational process must ultimately consider the curriculum, which is the keystone of education and practice.¹

Maria Montessori felt, "..... What is the use of transmitting knowledge if the individual's total development lags behind?"

Education should cater to the precariousness of the child. A perfect balance of imparting physical education along with the school curriculum would help the child in growing up to be a healthy individual. The number of advertisements depicting sportspersons endorsing products makes people feel that money follows fame. The statement is true, but to reach such goals they have had to put in a lot of labour, dedication and perseverance. Hence, we witness them, barring a few incorrigibles, as the perfect gentlemen or gentlewomen while on the field or off the field. Sportspersons have become the idols of many kids and the young, and many parents wish to make their children the next Sachin Tendulkar.

¹ D.A. Wuest and C.A. Bucher, Foundation of Physical Education and sport, ed. 10 (St Louis, Mosby & Co., 1987).
In schools, however, games and sports are a neglected subject today. A period of around half an hour is dedicated to games in a day at school. The children basically gossip and loiter around for they find it difficult to pursue a game in the stipulated time. Sometimes, the slot allotted for games is at the end of the day. Children, then, prefer staying in the class, completing their assignments rather than playing in the sun. The fees paid by the students towards sports and games are diverted towards other activities. Some schools suffer from a dearth of funds for sports, while some do not have a playground for their students. Many schools do not employ a physical instructor who could guide the children with the nuances of the games. When they trudge back home with plenty of assignments, parents ask them to complete them, rather than waste their time in games. Many parents feel that only the non-intellectual indulge in sports and games, while the intellectuals pursue their studies, once they are at home.

Physical education is the process by which changes in the individual are brought about through movement experiences. Physical education aims not only at physical development but is concerned with the education of the whole person through physical activity. It would be erroneous to believe that only physical responses are involved in physical education activities. The whole
organism interacts in any experience and this involves mental, emotional, and social, as well as physical reactions. Such behavior provides the physical educator with an exceptional opportunity to guide the responses of students so that valuable mental, emotional, social, and physical learning's accrue.

Physical education should be a part of every individual's total education. Vigorous physical activity is a physiological necessity for optimum health and well being yet it is a need, which is often poorly met, in our sedentary society. Through physical education a person can and should learn the satisfaction and joy of movement, exercise and activity. The individual can and should acquire adequate physical movement skills so that throughout life that person will seek physical activity and thus maintain muscle tone and cardiovascular efficiency. Physical education participation provides a means to maintain and extend endurance, strength and flexibility. It can be physically beneficial, socially acceptable means to release tension; but more than that, it can be a social participation in which one can grow to know one's self. An instructional program in physical education with opportunities for some selection of sports, dance, conditioning, outdoor and recreational activities should be a part of the educational curriculum of every individual.
The physical education teacher often thinks of curriculum as the whole body of courses offered and identified as the course of study. The most common definition of curriculum is stated by Willgoose\(^2\) as a work schedule or a body of experiences that lies between objectives and teaching styles. Jewett and Bain\(^3\) described school curriculum in a broader sense, which includes the total experience conducted under school auspices, from classroom instruction to interscholastic athletics. They further discuss curriculum as the planned sequence of formal instructional experiences presented by the teacher to whom responsibility is assigned. Lawson and Placek\(^4\) and Hellison\(^5\) refer to curriculum as the selection of subject matter to be taught.

Some other curriculum perspectives that have been used to describe the nature and conduct of programs are (1) the traditional, (2) the functional, and (3) the hidden curriculums. The traditional curriculum usually makes little attempt to relate one school subject to another, students study each subject that is offered in the school. The approach tends to have students learn isolated facts and skills

in one area without seeing them as a part of the total education for lifetime learning.

The functional curriculum focuses on the amount of instructional time the student is appropriately engaged in learning tasks within the physical education setting. The teaching styles used by the physical education teacher in a class, and the amount of time a student is engaged in an appropriate physical education task in a manner maximizing potential success.⁶

The third curriculum term is identified as the hidden curriculum. The curriculum of the secondary school Physical Education program reflects the expressed values and precise decisions of educators regarding what is to be taught and what is to be learned. The term hidden curriculum refers to unplanned and unrecognized values that are taught and learned through the process of education. Physical Education. Teachers should become aware of the values that are being taught through selected activities and make sure that there is congruence between the expressed values of an activity and actual values that the student learns. Some factors influencing the hidden curriculum are procedures and regulation, administrative decisions, curriculum content, and teacher

⁶ D. Siedentop, Developing Teaching skills in Physical Education, ed 2 (Palo Alto, Calif: Mayfield, 1983).
behaviour. For our purposes, the concept of curricular activities are those that are devised by the school for the purpose of modifying learner’s behaviour in a desirable manner. The physical education curriculum is part of the total school curriculum and does contribute to the philosophy, the objectives, and aims of education that comprise the total education program of the secondary school. The structure of the physical education curriculum must coincide with the philosophy, aims, and objectives of the educational institutions in which the curriculum is located.

The curriculum is a guide or a blueprint of learning experiences that enables students to achieve the objectives of the secondary physical education program, whereas teaching refers to the procedures employed by teacher to help student achieve the program’s objectives. The teacher structures the content (curriculum) according to the student’s need and then select the most appropriate teaching style (instruction) that will produce optimum learning for the student.

The physical education curriculum should be organized according to the logical development of its subject matter – human movement. Each learning experience should be built upon the previous learning experience of the student and should develop a

---

basis for performance required in subsequent learning experiences. In other words, the teacher should know where he or she and the class have been and where the total educational experience in which they are engaged is going. The total educational experience of each student is the primary consideration in planning the school curriculum.

"The focal points for curriculum are called organization centers. An organizing center provides a frame of reference, emphasis, or themes around which the subject matter is designed. Some of the traditional organizing centers for secondary physical education have been (1) facilities and equipment, (2) student-teacher ratio, (3) seasons, and (4) activities (for example, sports games, and dance)."

It is argued by Wuest, Bucher and Willgoose that physical education is an integral part of every school’s curriculum because it makes a unique and vital contribution to the student’s total education. Physical Education can offer a variety of learning experience that certainly contributes toward the development of physical, social emotional, and intellectual growth. Griffey and

---


Taylor and Chogioji\textsuperscript{10} cite three educational reforms that may help us to realize the goals in secondary physical education. Physical education teachers must emphasize student learning of the principles and concepts that underlie physical activates, integrate the physical education program into the general high school curriculum, and encourage learning for mastery.

As far back as 1969, Mackenzie\textsuperscript{11} called for major revisions in physical education programs. He discussed the need to examine the substance and purpose of the curriculum. The knowledge explosion has caused schools to overhaul the entire curriculum and to place values and priorities on what should be taught. Further, physical education must rid itself of meaningless repetition and trivia and develop a purposeful curriculum. The physical education program should focus on the development of basic movement skills, an understanding of basic movement concepts, and, in general, the study of human movement.

Physical education should provide for instruction in basic skills, movement concepts, and fundamental skills in 20 to 30 different activities. Mackenzie also emphasized the achievement of specific, selected outcomes rather than adhering to a traditional block of time


(the three-week unit) for the organization of instruction. Proficiency in examinations, the provision of advanced in-depth instruction in two or three activities, the use of master teachers, and student selection of activities were also suggested. Mackenzie's ideas are still relevant today. Teachers must revise their programs by constructing their curriculums to be congruent with the body of knowledge in physical education, to be relevant to present and future societies, and to meet student needs. Without such changes, the secondary physical education program may lack quality and direction.

A constructive emphasis in curriculum development should be placed upon attempts to satisfy the needs of each student. To provide sound learning experiences, it is necessary to know each student's interests and needs as well as to understand the way that each student grows and develops.

Physical education is an important part of the secondary school curriculum. As an integral component of the total education of students, it contributes to the overall goals of education. Additionally, physical education makes a unique contribution to the education of the student, it is the only subject area in the school devoted to the study of human movement, the acquisition of motor skills, and the promotion of fitness, it is concerned with the total development of motor skills, fitness knowledge, and attitudes conducive to a lifetime
of participation as a acknowledged goal of the secondary school physical education program.\textsuperscript{12}

The secondary school year is an important time for physical education. During this time adolescents have the opportunity to be exposed to a variety of sports, dance and outdoor activities and to develop competence in a few selected ones. Gaining knowledge about human movement is an important part of the physical education experience. Since one of the major goals of education is to prepare students to be lifelong learners, knowledge of factors affecting movement is essential to future learning. Since physical activity habits are formed easily in life, attention must be given within the physical activity into their lifestyles at this age. Experiences that promote mastery, enjoyment and satisfaction contribute to formation of positive activity habits.\textsuperscript{13}

Physical education is an important part of the secondary school curriculum, and it contributes in many ways to the overall goals of education. It also make a unique contribution to the education of students as it is the only subject in the curriculum devoted to the study of human movements, development of motor


\textsuperscript{13} Ibid., p.1.
skills, and promotion of fitness. The unique characteristics of adolescents must be considered in planning and conducting a quality physical education programme. Designing meaningful physical education experiences requires consideration of the psychomotor, cognitive and affective development characteristics of such student.\textsuperscript{14}

A basic task for the secondary physical education department is to decide what is essential for everyone to know (cognitive), to perform (Psychomotor), and to be (affective). The school curriculum should provide for each student the opportunities needed for growth and development to the full extent of the individual’s potential abilities, and in the educational domains-cognitive, psychomotor, and affective. In the secondary school physical education program, students should be given the chance to apply the skills learned at the elementary level.

\textbf{Statement of the Problem}

The statement of the problem is “Development of a Curriculum of Physical Education for Schools in Uttar Pradesh State”.

\textsuperscript{14} Ibid., p.1.
Delimitations

1. The present study was delimited to a development of a curriculum of physical education for schools in U.P. State.

2. The study was further delimited to the school students studying in classes 10-12 (Ten to twelve).

3. The study was further delimited to development and construction of theory and practical courses and syllabi, in the schools of U.P. State.

4. The study was further delimited to schools of U.P. State under the secondary education board, Uttar Pradesh, Allahabad.

5. It was also further delimited to both, the boys and girls of U.P. State.

Limitations

The research scholar had gone through all available literature i.e. journals, completed research, dissertation abstracts international and the thesis completed by the various scholars of Lakshmibai National Institute of Physical Education, Gwalior, India. After accessing the knowledge from all the sources, the research scholar had decided to adopt the following methods while developing the physical education curriculum of school's students belonging to U.P.
State. The techniques, employed for the purpose of developing the curriculum of physical education for the students U.P. State, was the questionnaire method.

Insufficient infrastructures and other necessary facilities were considered as a limitation.

Definition and Explanation of Terms

Curriculum

The word curriculum is derived from the Latin word “curerre” which means, "to run".

Curriculum has been defined in the Encyclopaedia Britannica as 'a course of study laid down for the students of a University or school, or in a wider sense, for schools of a certain standard, e.g. secondary, elementary, etc.'

The common definition of curriculum describes it as "a work schedule" or Aims and objectives, Teaching Methods, Teaching Materials, Evaluation.

According to Carter V. Godd, curriculum is a (1) a systematic group of course or subject required for graduation or certification in major field of study, for example, social studies curriculum, physical

15 Encyclopaedia Britannica Volume XX, page 85.
education curriculum; (2) a general overall plan of the contents or specific materials of instruction that the school should offer to the student by way of qualifying him for graduation or certification or for the entrance into professional or a vocational field; (3) a body of prescribed educative experiences under school supervision, designed to provide an individual with the best possible training and experience to fit him for the society of which he is part or to qualify him for a trade or profession.\textsuperscript{16}

\textbf{Physical Education}

Bucher and Reade\textsuperscript{17} have defined physical education as follows:

"Physical Education, an integral part of the total education process, is a field of endeavor that has as its aim the development of physically, mentally, emotionally and socially fit citizen through the medium of physical activities and have been selected with a view to realizing these outcomes."

Mathew defines physical education as "education through or by means of the physical."


According to Mason and Ventre physical education is the interaction of persons and social groups with certain ends in view for the development of persons and welfare of the society through the medium of psychomotor activity.

The term physical education is made-up of two words, "physical" and "education" Physical deals with the body and education is the medium, which modifies the behaviour of an individual according to demand and situation.

Questionnaire

The purpose of the survey was to obtain response and reactions from a large number of individuals who could not be interviewed personally within a short period of time and without considerable expense. By this means, a wide segment of the population can be sampled with regard to a variety of specific topics. The instrument of the board survey was the questionnaire.\textsuperscript{18}

Significance of the Study

Efficient and effective physical education curriculum, especially in the state of U.P. schools is very important because if we see, the standard of physical education in the schools of U.P. State it

is lagging behind as compared to other states of India. It may be due to the reason of lack of infrastructure, lack of physical education teachers, lack of awareness towards physical education by the people as well as government and the absence of a physical education curriculum.

If we see the performances in the sports of U.P. state, it is very miserable. Except Gymnastics the performance of other games and sports is not up to the mark. However, gymnastics association of U.P. has done a very good job. It proposes to implement Gymnastics in the curriculum of schools of Allahabad district.

In spite of that, overall achievement in sports of U.P. state was not satisfactory. Therefore, the Research Scholars hopes that, his efforts to develop a curriculum of physical education for the school children of U.P. state will be very effective and helpful in the future.

The following was the significance of the study:

1. This study may be helpful to promote the games and sports in the school of U.P. State.

2. This study will help in imparting the knowledge and value of physical education in the schools of U.P. State.

3. The study may be helpful and develop the health and fitness standard of U.P. state’s school students through the medium
of physical education curriculum.

4. Highly qualified athletes as well as good citizens may be produced with the help of a physical education curriculum.

5. This study may be helpful in the planning of Physical Education programme for Physical Education teachers and sports administrators.

6. This study may also be further helpful for the evaluation of students in different games and sports.

7. This study may be helpful to prepare the sports policy of U.P. State.

This study may also serve the demand, to implement Physical Education as an academic subject for secondary level school students in Uttar Pradesh.