

**Unit-6**

**CURRICULUM DEVELOPMENT  
IN PAKISTAN:  
PROBLEMS AND PROSPECTS**

**Written by:**  
*Khalid Mahmood*

**Reviewed by:**  
*Dr. Munazza Ambreen*

# CONTENTS

S.No	Description	Page No
	<b>Introduction.....</b>	
	<b>Objectives.....</b>	
<b>1.</b>	<b>Planning the Curriculum.....</b>	
1.1	Fundamental Questions in Curriculum Planning .....	
1.2	The Components of Curriculum Plan.....	
<b>2.</b>	<b>Forces Influencing Curriculum Planning .....</b>	
2.1	Historical Precedent and Tradition.....	
2.2	Cultural Patterns and Social Aims.....	
2.3	Educational Philosophy, Research and Experimentation.....	
2.4	Textbooks as Curriculum Determinants.....	
2.5	Administrative Structure and Organization.....	
<b>3.</b>	<b>Characteristics of a Good Curriculum.....</b>	
3.1	Development of Social Understanding.....	
3.2	Promotion of Maximum Personal Development.....	
3.3	Promotion of Continuity of Experience .....	
3.4	Provision for Educational Goals.....	
3.5	Maintenance of Balance among all Goals.....	
3.6	Utilization of Effective Learning Experiences and Needed Resources...	
<b>4.</b>	<b>Curriculum Development in Pakistan.....</b>	
4.1	Composition of Curriculum Committees .....	
4.2	Relationship with Provincial Curriculum Centres and Other Agencies ..	
<b>5.</b>	<b>Implementation of Curriculum in Pakistan.....</b>	
5.1	Textbooks Development.....	
5.2	Teacher Training .....	
5.3	Evaluation.....	
5.4	Research .....	
5.5	Mechanism for Curriculum Development in Pakistan .....	
5.6	Curriculum at Elementary and Secondary Level in Pakistan.....	
<b>6.</b>	<b>Problems and Prospects of Curriculum in Pakistan.....</b>	
6.1	Teachers Reluctance to Accept Change .....	
6.2	Lack of In-service training .....	

6.3	Political Interference .....
6.4	Economic Problems.....
6.5	Inadequate Evaluation .....
6.6	Lack of Commitment to National Philosophy .....
6.7	Disapproval of the Society .....
6.8	Lack of Sequence .....
6.9	Urbanized Curriculum.....
6.10	Lack of Teaching Materials.....
<b>7.</b>	<b>Self Assessment Questions .....</b>
<b>8.</b>	<b>Bibliography.....</b>

## INTRODUCTION

Since education is an orderly and deliberate effort, some plan is needed to guide this effort. The term curriculum generally refers to this plan. The way in which curriculum is defined reflects value judgments regarding the nature of education. This definition also influences how curriculum will be planned and utilized.

The authors of many books and other publications on curriculum have appeared since early 1918. Bobbitt's "The Curriculum", has usually presented a particular conception of the curriculum. Lewis and Miel (1972) identified definitions of curriculum in the following categories: course of study, intended learning outcomes, intended opportunities for engagement, learning opportunities provided learner's actual engagements, and learner's actual experiences. They defined curriculum as "a set of intentions about opportunities for engagement of persons-to-be-educated with other persons and with things (all bearers of information, processes, techniques, and values) in certain arrangements of time and space. Tanner and Tanner (1980) traced the history of curriculum definitions showing that curriculum has been variously defined as:

- a) The cumulative tradition of organized knowledge;
- b) Modes of thought;
- c) Race experience;
- d) Guided experience;
- e) A planned learning environment;
- f) Cognitive/affective content and process;
- g) An instructional plan;
- h) Instructional ends or outcomes; and
- i) A technological system of production;

What is Curriculum Development? Teachers need to establish very clearly what they are trying to achieve with their pupils, then to decide how they hope to do this and finally to consider to what extent they have been successful in their attempts. In other words, the planning of learning opportunities Intended to bring about certain changes have taken place is what is meant by curriculum development.

## OBJECTIVES

After completing this unit, you should be able to:

1. Discuss the different trends at national level, in curriculum development.
2. Differentiate between the bases of curriculum at elementary and secondary level.
3. Analyze the planning and implementation of curriculum in Pakistan.
4. Understand the mechanism of curriculum development in Pakistan.
5. Enlist the disparities in curriculum development.
6. Criticize the pros and cons of multiple textbook systems.
7. Enlist the forces influencing curriculum planning.

# 1. PLANNING THE CURRICULUM

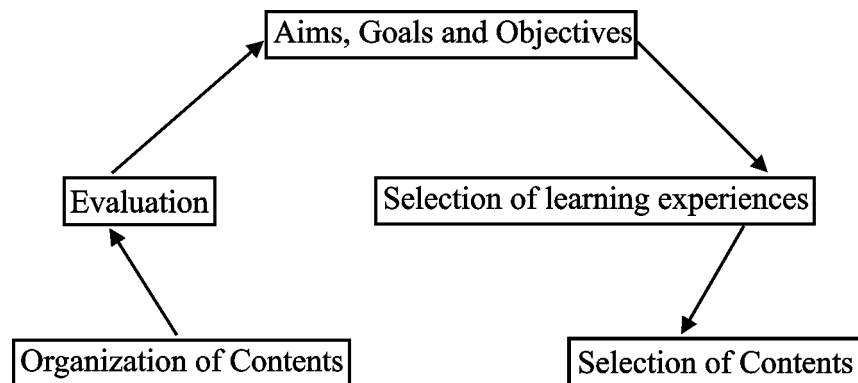
For all rational actions, we must carefully determine the ends/goals first and then decide about the means to achieve them. The more intelligent and sensible the planning, the more rational an action is likely to be. Actions which deviate from this procedure are correspondingly less rational. Curriculum development is a rational and responsible process; it must be planned carefully and cautiously.

## 1.1 Fundamental Questions in Curriculum Planning

The rationale for analyzing, developing, organizing and planning curriculum begins with seeking answers to the following fundamental questions:-

- (a) What educational purposes should the school seek to attain through the curriculum?
- (b) What educational experiences can be provided which are likely to attain these purposes?
- (c) How can these educational experiences be effectively organized?
- (d) How can we determine whether these purposes are being attained or not?

According to Tanner and Tanner (1980), these four functions in curriculum planning identifying the objectives, establishing the means, organizing these means and evaluating the outcomes are interdependent in nature. D.K. Wheeler (1967) has identified the same steps, as illustrated in the following figure.



## 1.2 The Components of a Curriculum Plan

The components of a curriculum plan or design are generally as below:

- (a) Diagnosis
- (h) Formulation of specific objectives
- (c) Contents and its organization
- (d) Teacher and teaching methods
- (c) The learner
- (f) Evaluation

Let us now look at each of these components in more detail.

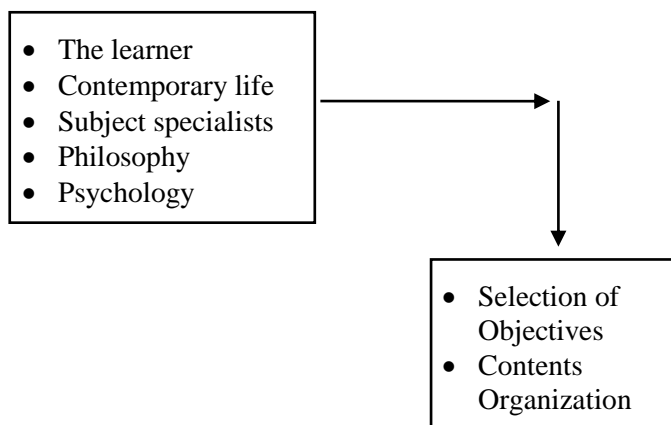
### (a) *Diagnose*

It is necessary to make a general analysis of problems, conditions and difficulties present in the group for which curriculum is being planned. These data must be

scrutinized for an indication of a general picture of the prevailing circumstances and resources available. This picture may well indicate the need for a new approach to the curriculum, changed attitudes, or a new orientation to teaching learning situations. Though this preliminary analysis of needs, characteristics and resources is the initial step, it is not to be thought that the necessity for analysis comes to an end when the next stage is entered. Diagnosis is a type of evaluation and must be maintained throughout the planning process.

**(b) Formulation of specific objectives**

In this step, the goals already sketched, out must be translated into specific objectives. Irrespective of the particular nature of the contents of each subject, attention must be paid to all the categories of behavioural outcomes. It will also help in the selection of activities and contents. In formulating specific objectives, it is necessary to select the particular behaviour desired to state the form in which it is to be exhibited. If the objective is in the cognitive field, then the sub-class of the taxonomy or some similar model will be useful in dictating precisely what is required, and up to what level. As far as possible, the objectives must be expressed as behavioural outcomes so that it is clear what skills are to be developed and what sensitivities, feelings or attitudes are the focuses of attention. Tyler (1949) has mentioned some sources of objectives, which are illustrated below.



However, there is a difficulty in selecting the objectives through this model, viz, which of the objectives should be given priority as compared to the other? Are all the objectives equally important? The curriculum planner should make decisions according to the situation.

**(c) Content and its Organization**

The content of education is an inclusive term concerning what is considered necessary to be organized to achieve the desired goals. First, there is the subject matter or the instructional material which has to be remembered, recalled, comprehended, analyzed, applied and evaluated. Second, there should be suitable activities or learning experiences. Moreover there are the integrating procedures which determine the rate of progression from one step to another.

It is necessary to arrange content according to some plan. Some are in favour of psychological approach to content organization, which goes after the mental maturity level of the learner. The other approach known as logical approach takes

care of the sequential order of concepts in the subject/discipline. However, there is no unique pattern of organization of content. The most suitable organization is the one which most effectively promotes the achievement of intended outcomes.

**(d) *Teachers and Teaching Methods***

Teachers are the operative agents in education. They are the people responsible for translating the curriculum into action. For effective implementation, it is necessary to inform teachers.

- (a) Explanatory statements about the aims of each subject.
- (b) The general and specific objectives of each course.
- (c) Background information on any changes made in subjects.
- (d) Details of sources, guide books and teacher materials.
- (e) Details of new methods of teacher aids to be adopted while teaching various subjects.

**(e) *The learner***

It is for the society to answer questions like “Who is to be educated?” and “Should equality of opportunity be provided in primary and secondary education for all children”? In some societies, the curriculum is totally different for the children of the elites and those of the lower order. In Pakistan there are three types of educational institutions, each with their peculiar kind of curriculum meeting different needs; general public and private schools; religious schools or Deeni Madaris; and European type English medium schools. In each of these categories of schools, the learners come from different systems of the education and have different attitude towards life. Though efforts are going on to bridge this gap, the objective is still far from being fully realized.

**(f) *Evaluation***

Evaluation is a process of obtaining useful information for judging and decision-making. Socket approaches curriculum evaluation through a conceptual analysis of the term “evaluation”. In his analysis, he identifies three central features of evaluation given as under:-

- 1. Evaluation is appraisal in which we make judgments.
- 2. Such judgments are made in the light of criteria.
- 3. Such criteria embody human purposes and evaluations made, therefore in form decisions.

Curriculum evaluation is essential for at least two reasons: One is that feedback to pupils at frequent intervals improves their performance. Another is that it is highly desirable for teachers to know how successful they are in achieving their teaching objectives, to be able to make any necessary improvements/revisions

**Activity**

Hold a discussion, with the teacher of a nearby high school and prepare a list of characteristics for an effective lesson.

**Self-Assessment Questions**

- 1. What do you mean by curriculum planning?
- 2. Enlist the components of curriculum planning.
- 3. Describe the importance of diagnosis in curriculum planning?

## 2. FORCES INFLUENCING CURRICULUM PLANNING

It seems necessary to discover the nature of forces, which influence curriculum planning. There are number of such forces that affect the curriculum.

### 2.1 Historical Precedent and Tradition

Curriculum improvement is usually a change in accepted practice or it may be called developments worked out within the existing structure. The existing programmes in use may be useful until plans are made to change existing conditions.

### 2.2 Cultural Patterns and Social Aims

There is no doubt that the cultural patterns and value system of the society are influential in shaping the curriculum. There is not much difference in the nature of learning and the psychological and mental development of boys and girls from one nation to another but the social settings, in which education takes place vary remarkably.

### 2.3 Educational Philosophy, Research and Experimentation

Philosophical decisions affect curriculum decisions because they represent a choice of values. The purposes, goals and methods of education are based upon a philosophy of education and they play a major role in planning learning experiences and other important curriculum decisions.

In these days a research point of view is given consideration in the formulation of philosophical concepts and in making decisions for planning instructional programme of children. The extensive research done in the field of child development and learning process has provided educators a base for curriculum improvement. Similarly, further research will continue influencing curriculum planning. In the same way experimentation and trying out of promising practices, are essential aspects of curriculum development. Certainly progress comes through tryout of new ideas and new practices.

### 2.4 Textbooks of as Curriculum Determinants

In some elementary schools the textbooks for the academic areas of instruction to a large extent, determine the scope and sequence of the curriculum and the nature of learning experiences. It is mostly true in case of Pakistan where a single textbook approach is adopted and the teachers do not use the course of study planned for their guidance.

### 2.5 Administrative Structure and Organization

The nature of school organization and the type of administrative structure, in which the programme is carried out, markedly influence the curriculum as a whole. The centralized administrative structure in Pakistan has its strong effects on curriculum construction and implementation. Certain other agencies and special-interest pressure groups also influence curriculum planning.

#### Activity

Interview teachers of local institutions and discuss the forces influencing curriculum planning.

#### Self-Assessment Question

What are the forces affecting curriculum planning?



### 3. CHARACTERISTICS OF A GOOD CURRICULUM

#### 3.1 Development of Social Understanding

The exercises, which develop in children the understanding of the society, social problems and social relationships, are of great importance for their inclusion in the curriculum. Every child is a member of a society and he should be trained in such a way that he becomes an asset to the society to contribute to its full development.

#### 3.2 Promotion of Maximum Personal Development

Every curriculum plan must resolve the issue of individual differences versus group standards. The experiences covering a wide range of interests and overall individual development are pre-requisites for a good curriculum.

#### 3.3 Promotion of Continuity of Experience

Continuity of experience and proper sequence of learning is one of the most important aims of curriculum planning. Past, present and future experiences show a consistent relationship and are based upon one another.

#### 3.4 Provision for Educational Goals

In a good curriculum all the needed experiences from different levels are given proper attention. Goal serving experiences are provided for the varying abilities and needs of all learners not mere Three R's.

#### 3.5 Maintenance of Balance Among all Goals

Provision's are to be made for maximum individual development and for group interaction. The curriculum plans may incorporate provisions for all educational goals and suggest requirements, time allotments, and other ways of giving balanced attention to each goal. The classroom learning experiences depict the nature of curriculum.

#### 3.6 Utilization of Effective Learning Experiences and Needed Resources

Provisions should be made for adequate equipment and material for making effective learning experiences. The teachers should explore and use a wide range of resources for fulfilling the desired goals and ends of learning experiences.

From all this discussion it can be concluded that teacher plays a major role in making a good curriculum because he fills the loop-holes left in the course of study and other guides as they exist on paper.

#### **Activity**

Hold a discussion of a-group comprising a supervisor, three working teachers, and a curriculum planner, to enlist characteristics of a good curriculum.

#### **Self-Assessment Questions**

It is necessary to maintain balance among all goals in curriculum development. Suggest possible ways for it.

#### **4. CURRICULUM DEVELOPMENT IN PAKISTAN**

Curriculum development is ideally an ongoing, dynamic and long term process, involving needs assessment, planning and design, teacher training, materials preparation and piloting, subsequent revision and modification, full implementation, monitoring, feedback and evaluation. The curricula development is based on the following broad areas of concern:-

- i) To incorporate changes at national and global level, to prepare our children for further job market within existing economic climate and to provide human resources necessary to ensure sustainable national development.
- ii) To incorporating issues of global significance including environment change, degradation, population control, gender issues, and international understanding and cooperation.
- iii) To foster respect for and prevention of cultural tradition and indigenous values and ways of life.
- iv) To foster of moral values through Islamic principles and ethics among pupils.
- v) To promote democratic values and respect for and appreciation of cultural diversity that characterizes Pakistani society and the broader global society.
- vi) To introduce competency based curricula by defining mini Process involved in learning competencies at both primary and secondary levels.

Before introducing any reform, the intentions of the Federal Government are conveyed to the Provincial Governments and their opinion, in respect of both academic and administrative aspects, is sought. In case curriculum reform is agreed to be undertaken the Minister of Education, Curriculum Wing, as a first step, review the prevalent scheme of studies to bring it at par with National Education Policy. It is followed by determining objects, level-wise and subject-wise based on both cognitive level of development of the child and requirement of the subject for its programme development. On receipt of their opinion a National Curriculum Development Committee (NCDC) comprising highly qualified, experienced, and competent professionals, drawn from the four provinces, review intentions of the Federal Government and take the following steps:-

- (i) Design, in collaboration, with Provincial Curriculum Bureaus initial draft of curriculum in the light of need assessment/survey and send the drafts to National Board of Curriculum and Textbooks (NBCT) for finalization.
- (ii) NBCT finalized a unified draft curriculum in the light of the drafts received from the NCDC.
- (iii) The unified draft is circulated throughout the country for comments. Comments are invited from educational institutions, and users/stake-holders parents, communities etc.
- (iv) The National Curriculum Development Select Committee a subset of NCDC reviews and updates the unified draft in the light of the feedback, and recommends approving the draft as National Curriculum.

So, following are the steps involved in Curriculum Development in Pakistan.

- a. Curriculum Wing requests the Provincial Centres to prepare draft curriculum for each subject taught in various classes upto Class XII.

- b. Provincial Centres call in Committee of Experts, Teachers, and Subject Specialists on each subject.
- c. Provincial Curriculum Committees prepare curriculum plan.
- d. The draft plan is sent to the Curriculum Wing.
- e. Curriculum Wing circulates the drafts to the selected teachers, subject specialists in schools, colleges, and other agencies concerned and invites their comments.
- f. The comments are reviewed in the Curriculum Wing.
- g. The National Committee of Curriculum scrutinizes the drafts in the light of the comments.
- h. The Committee submits its recommendations to the Ministry of Education, i.e. Secretary Education accords necessary approval.
- j. The curriculum schemes duly approved are passed, on the Provincial Textbook Boards for preparation of textbooks.

#### **4.1 Composition of Curriculum Committees**

The committees are constituted by obtaining nominations of suitable persons from the Boards of Intermediate and Secondary Education, the Provincial Education Departments, the Textbook Boards and other research organizations such as the Institutes of Education and Research at Lahore, Hyderabad, Peshawar, Dera Ismail Khan; Departments of Education, Baluchistan . University Quetta, Bahauddin Zakariya University Multan and Islamia University Bahawalpur: and the Faculty of Education, Allama Iqbal Open University Islamabad. These arrangements ensure the involvement of experts in the process of Curriculum Development. The Composition of the Committees at Provincial and Federal level is given below:

##### ***Provincial***

- a. Representatives of the Provincial Curriculum Centres.
- b. Supervisors.
- c. Teachers.
- d. Educational Administrators.
- e. Subject Specialists from the Schools, Colleges, Universities and other search Organizations
- f. Representatives of the Textbook Boards.
- g. Representatives of the Boards of Intermediate and Secondary Education
- h. Teacher Trainers.

##### ***Federal***

In addition to the above-mentioned members, the following are given representation:

- a. Representative of the Curriculum wing Ministry of Education.
- b. Foreign Experts/Consultants/Advisers from UNESCO.
- c. Community leaders and Parents.

#### **4.2 Relationship with Provincial Curriculum Centres and Other Agencies**

The Curriculum Wing works in close collaboration with the Textbooks, the Curriculum Centres, the Education Departments, the Boards of Intermediate and Secondary Education

and other research organizations such as Institutes of Education and Research, in the Provinces. In fact, the Curriculum Centres in the Provinces are associated Centres of the Curriculum Wing.

The Curriculum Wing and the Provincial Centres identify all the projects of curriculum development jointly. At the initial stages, the Provincial Centres do the spadework under the guidance of the Curriculum Wing, in some cases the projects are divided between Provincial Centres and Curriculum Wing through mutual agreement. Assistance of the Boards of Intermediate and Secondary Education or the Institutes of Education and Research is also obtained in specific areas of their interest.

**Self-Assessment Questions**

1. Enlist the proposed steps for National Curriculum Development Committee (NCDC).
2. List the institutions from which the nomination are made for the Compositions of Curriculum Committees
3. What are the bases of curriculum development in Pakistan?

## **5. IMPLEMENTATION OF CURRICULUM IN PAKISTAN**

After the development of Curriculum, following are the steps taken for its implementation:

### **5.1 Textbook Development**

Textbook Boards are responsible for development of Textbooks for; introduction in educational institutions. They develop these books through open bidding by calling the draft manuscript of the book based on approved curricula. The finally selected manuscript is passed on to the Curriculum Wing for its approval.

The Curriculum Wing reviews it and in case it is found to be worth presentation before the National Review Committee (NRC), comprising again highly qualified competent professionals in Textbook Development with specified Terms of Reference. The recommendations of NRC in case of some reservation are conveyed to the Textbook Boards. After complying with those reservations the manuscript is submitted to NRC for consideration. In case, it is accepted then the Curriculum Wing issues the certificate for its printing and implementation in the specified areas.

In addition to development of Textbooks, the Provincial Textbook Boards is conducting the following functions:-

- a) Research and surveys of textbooks by the staff of Textbook Board.
- b) Training of Authors, writers, designers, etc., of the textbooks.

The Curriculum Wing in addition to approving the manuscripts of the textbooks is performing the following programmes:-

- i) Development of experimental edition of primary school textbooks.
- ii) Improvement in quality of printing and award of prizes.
- iii) Development of supplementary readers.
- iv) Promotion of concept for use of multiple textbooks.

### **5.2 Teacher Training**

Promotion of Teacher Training in the country through:-

- i) Up-dating curricula and training methodology for both pre-service and in-service training.
- ii) Conceiving, developing, soiling and implementation of development schemes and material for the promotion of Teacher Training.
- iii) Production of materials for in-service training of teachers such as guides, learning modules, lesson plans etc.
- iv) Crash Training Programmes for secondary school teachers in basic sciences and mathematics.
- v) Training of Master Trainers of tower secondary school teachers in General Science, Mathematics and English.
- vi) Mobile Workshops for Elementary School Teachers in Production of low cost teachers aids.
- vi) Training of Primary. Middle and Secondary level teachers in Population Education at selected district level.

### **5.3 Evaluation**

- i) Development of objective type test from items pools in selected subjects at secondary level.
- ii) To help BISEs in training of examiners for conduct of valid and reliable examinations.
- iii) To collaborate with Inter-Board Committee (I.B.C) in maintaining uniformity and up-holding standards.

### **5.4 Research**

In collaboration with various research agencies the National Bureau undertakes research studies on specific problems, which include:-

- i) Study of the curriculum concepts in selected subjects in relation to the mental level of children.
- ii) Development of graded vocabulary for primary school children.
- iii) Study of primary school curriculum with special focus on:-
  - a) Integrated curriculum.
  - b) Moral education,
  - c) Work oriented education,
  - d) Work load of the pupils.
  - e) Students/teacher competencies.
  - f) Assessment of learning achievements of children.
- iv) Study of alternative methods of imparting literacy programmes at primary level.

### **5.5 Mechanism for Curriculum Development in Pakistan**

The mechanism of curriculum development, which is generally followed in Pakistan, with slight variations, may be described to consist of the following stages;

1. Determining the aims and goals of education: The first step in the process of curriculum development pertains to determining the aims and goals of education. Guidance to the curriculum developers is provided in this respect by the prevalent education policy, Cabinet decision or some other policy statement by the President, Prime minister or the Federal Minister for Education.
2. Formulation of various committees by the Curriculum Wing; In pursuance of the policy statement Or policy guidelines, the Curriculum Wing of the Ministry of Education appoints two types of Committees at the national level viz. (1) National Committee on Secondary Education and Primary Education each, and (2) Subject committees at primary and secondary levels separately. These committees which include teachers, subject specialists, and administrators further delineate aims of education for subsequent input.

The Curriculum Wing alongwith the above mentioned committees also Communicates the aims and goals of education and other policy guidelines to the Curriculum Research and Development Centres at the provincial level for appropriate action in respect of curriculum development.

3. Proposals by the CRDC's and Curriculum Bureaus: The Curriculum Research and Development Centres and the Bureaus of Curriculum functioning at the provincial levels take appropriate initiative and finalize their proposals, keeping in view the overall aims of education, local situation and their research experience etc and send the same to the National Committee on Secondary/Primary Education, as the case may be for further processing.
4. Processing in the National Committees: Having received the curricular proposals from the provincial CRDC's and B.C's the relevant committee i.e. either the secondary or primary level committee ascertains their suitability in the light of overall aims of education and then with its recommendations and observations, sends the curricular proposals to the relevant subject committee. The relevant subject committee considers the whole package and sends it back to the primary/secondary level committee at the national level.

The primary/secondary level committee functioning at the national level reconsiders the original proposals and the subsequent recommendations and accords final approval of the curriculum.

## **5.6 Curriculum at Elementary & Secondary Level in Pakistan**

As elsewhere, Pakistan is currently imparting education through 3-Tier system: elementary, secondary-cum-higher secondary and tertiary. A brief description of curriculum at the first two levels is as follows:

### ***Elementary:***

Stage one, generally known as elementary, offers eight years education including 5 year programme, popularly known as primary followed by 3 years education, known as Middle. A larger proportion of primary education is imparted through separate primary schools. Independent institutional arrangements, supervisory personnel, and administrative checks are organized for primary education. Limited number of schools offers teaching facilities for the complete elementary stage.

In the curricular programme, 7-8 courses are offered at the elementary stage: languages (2-3), Mathematics, General Science, Islamiyat, Social Studies, and practical.

The curriculum at middle stage offers 9 subjects, including practical work (such as tree plantation, manual work etc). The language component is considerably heavier which in the case of Sind province consists of 3 languages: Urdu (national language), provincial language (where required by law), and English. Fifty four percent of time (13.33+8.88+13.33) is allocated to language component. At primary stage science is assigned 12.5% and mathematics 15.0% and at middle stage time allocation for science is reduced to 6.66% and mathematics 8.77% (half of the weight age). The position of Health and Physical Education at middle is more stable and substantial, particularly where middle stage forms integral part of institutional frame-work and health and physical instructors are available.

### ***Secondary:***

The current scheme of studies for classes IX-X comprises four components, out of which first and fourth components are common. Under Component I, four courses: Urdu, provincial language (where required by law); English, Pakistan Studies, and Islamiyat are common courses. The languages, under component I, carry one/two papers of 100 to 150 marks, 4-6 periods each course/Pakistan Studies and Islamiyat carry equal weightage. Islamiyat in component I is meant for all Muslim students. Non-Muslims may, at their free option, study Islamiyat or ethics (a course in universal morality) or any subject from Y. List (offering over 25 optional courses study as an alternative, if Islamiyat is not taken in component II.)

Component II presents two major streams; 'Science' and 'general' streams. The former offers a package of four basic science courses (Mathematics, Physics, Chemistry and Biology), one paper in each course. The weightage of these courses is equal. This is a departure from the previous schemes. Previously, Mathematics and Biology formed separate units of study.

### ***Integrating Global/Regional Issue in Textbooks***

The Curriculum Wing maintains close linkage with various professional and funding agencies to work jointly to collaborate in integrating Global/Regional issues in the relevant textbooks, through following actions:-

- i) Development of curricular concepts for infusion in relevant subjects such as social studies, home economics, general science, language, biology etc.
- ii) In service training of teachers,
- iii) Development of Teacher's Handbook on population and Resource Book on Population Education.
- iv) Development of textual material for adaptation/adoption and inclusion in the relevant textbooks.
- v) Development of A, V Aids.
- vi) Midterm evaluation of the programme.

The Curriculum Wing has addressed the following issues of global significance:

- Population Education.
- Drug Education.
- Environmental Education
- Values Education, etc.

### **Self-Assessment Questions**

Collect the booklets of Curriculum Outlines of various, subjects issued by Curriculum Wing Ministry of Education; Islamabad Select a booklet from these, on the subject of your own interest, and check whether the content outlines have relevance with the objectives?



## **6. PROBLEMS AND PROSPECTS OF CURRICULUM IN PAKISTAN**

Today major activity in curriculum improvement is the screening of cultural heritage. Since the heritage is growing ever greater, the task is becoming ever more important. The school can not transmit the entire heritage to the student; what shall be its basis for selection? The beliefs (the philosophy) one holds about the nature of the school and the learner, and the goals (objectives) envisioned for that particular school will be basic to a rational selection of elements from the cultural heritage.

Implementation of instructional programmes is not a single activity. It is a network of varying activities involved in translating curriculum designs into classroom practice. The implementation phase of curriculum development is defined by questions such as: what must teachers do to carry out this particular programme or effectively utilize these materials? How can they be prepared? What supportive personnel are needed? What kinds of instructional materials and facilities are most helpful? What forms of school and class organizations are required?

Curriculum change is most effectively implemented when the community understands and supports it, when facilities are available when appropriate materials are at hand but it is the classroom teacher who is the key to curriculum implementation, for in simple terms the curriculum is what the teacher makes of it.

Effective implementation of new curriculum design is dependent on at least two factors related to the neighborhood and school system community. First financial support and the second, though equal in importance is the community's theoretical support for changes. Educators can bring about changes effectively if a climate of understanding and encouragement prevails in the community. Especially important are the attitudes held by parents. Therefore, some time and effort must be extended to keep the community aware of the changing conditions and needs perceived by educators. School community communication should go beyond mere information; it should include the maintenance of a continuous dialogue that enables the community to understand rationale for change, to understand the educational problems and procedures involved, and to provide direct assistance for curriculum implementation in the form of resource person, school volunteers and aids etc.

As curriculum revision in Pakistan is attempted on adhoc basis and is never based on adequate research, experimentation and formative evaluation, the discussion about the failure or success of curriculum implementation will be based on theoretical framework already discussed. As far as desirable outcomes are concerned we have not been successful to achieve, and thus the implementation of curriculum design in Pakistan seems to be a failure. We are unable to achieve the educational goals for the following reasons:

### **6.1 Teachers Reluctant to Accept Change**

It is a universal phenomena that teachers are considered to be conservative. They have many reasons for being unwilling to change their approach, not least because they have an

investment in knowledge and skills which tend to be devalued by the passage of time, they face the natural human temptation to resist any change which may render their knowledge and skills useless. Secondary teachers, because they are subject centered tend to be more conservative. They always oppose the- new curriculum as they are supposed, to pay more attention to new concepts and ideas.

### **6.2 Lack of In-service Training**

When new curriculum designs are brought into practice the teachers are not properly introduced to new learning activities and teaching strategies. If teachers are to be mobilized in support of curriculum change, both initial and in-service teacher education must convince them for their crucial role in promoting innovation. This provision should take a variety of forms, offering both on the job training and more general courses out-side schools. As a means of consolidating on-the-job training, teachers' centres should be established; these centres provide a place where teachers could find solutions to practical problems they have encountered in the classroom.

### **6.3 Political Interference**

Education is too important to be left entirely to the politicians. Instability of the political government affects the education adversely. Every person coming into power brings with him his vested interests and few educational plans for the nation. In such an atmosphere an educationist is likely to suffer from frustration. He is unable to cope with the ever-changing demands from the political leaders. Political interference creates many administrative problems.

### **6.4 Economic Problems**

Whenever there is a change in curriculum it needs financial support. New teaching materials are required. Teachers are needed to be provided with in-service training and equipped with new teaching materials. Textbooks are to be revised to fulfill, the changing needs of the society. Supportive personnel are required to assist the teachers for effective implementation of new curriculum designs. In-spite of all these requirements inadequate funds are allocated for the implementation of new curricula. Pakistan is spending about 2 percent of her G.N.P on education. Under the circumstances the lack, of adequate funds causes the failure of implementation of curriculum.

### **6.5 Inadequate Evaluation**

If evaluation is to be of any education, worth, it cannot be regarded, as a postmortem that takes place after the student has died. Evaluation must become an integral part of the total learning process and not an appendage to it. True evaluation takes place on a day to day; or more accurately a minute-to-minute basis. The general practice in Pakistan is that curriculum is reshaped but the evaluation system helps the teacher to concentrate on teaching the students the examination tricks rather than on bringing a desirable change in students' behaviour.

### **6.6 Lack of Commitment to National Philosophy**

When Pakistan came into being it was emphasized that our educational system will be reshaped according to the teachings of Islam. Islamic way of life will be the focus of our

political, social and economic thinking. But soon after the death of Quaid-i-Azam, this motto was set aside. We have no clear-cut educational philosophy. A workable educational policy is always based on a philosophy. Every nation has a philosophical way of life. Due to lack of national philosophy we are unable to derive consistent educational objectives.

### **6.7 Disapproval of the Society**

The school curriculum, according to Zais (1976) is essentially a selection from the culture of society. Certain aspects of our ways of life, certain kinds of knowledge, certain values and attitudes are regarded as so important that their transmission to the next generation is very necessary. Pakistan inherited its curriculum patterns from the colonial rulers. The same pattern is being used with minor, changes. As it is inconsistent with the societal needs it is often disapproved by the society. The society is found complaining against the informatory and factual knowledge being imparted to the student who are supposed to cope with the ever changing society. The school belongs to public; members of the society should have much to say about the curriculum.

### **6.8 Lack of Sequence**

There is a little coordination among the committees working for curriculum development at various stages. When a student completes his studies at a particular stage and enters the next stage, he finds himself helpless. The concepts being taught at this stage are quite strange. He does not have background for this particular situation. It is needed that learning experiences selected and organized for every stage should follow the previous one and should be sequential in form.

### **6.9 Urbanized Curriculum**

Uniformity has always been misinterpreted in Pakistan. About seventy of the total population is settled in rural areas. But the same courses are being offered in rural and urban schools, when urban children come with a certain background of language, particularly of Urdu. Same is the case with other subjects such as social studies, general science, etc. The need is to design a separate curriculum for rural areas. They actually need of receiving knowledge and skills related to their own contexts.

### **6.10 Lack of Teaching Materials**

Many of the educational programmes fail due to lack of teaching materials. The semester system was introduced in the institutions of higher education. It faced many problems due to lack of textbooks and other teaching materials. Teachers too, take a little interest but the major factor for its failure stage of instructional materials.

#### **Activity**

Interview at least two senior educationists and identify some future needs necessitating curricular changes in Pakistan.

#### **Self-Assessment Questions**

What are the pressure groups, which a curriculum planner should keep in view while doing his job? Discuss in detail.

## 7. SELF-ASSESSMENT QUESTIONS

- Q. 1 Curriculum development is a continuous process. Discuss.
- Q. 2 Report of commission on National Education proposed, “Curriculum should be adapted to the mental abilities of children aged 5-10 and relate to normal situations they are faced with in everyday life”. How it can be implemented?
- Q. 3 Elaborate the two principles as a base for Curriculum Development, at secondary stage as mentioned in Commissions report (1959).
- Q. 4 National Education Policy (1992) has floated an idea of more than one textbook, on a subject. Do you feel it can contribute towards the improvement of standard of education? Support your answer with reasons.
- Q. 5 “To weld the nation into one strong common thinking, common hopes, and common aspiration among the youngsters” is a desire of curriculum planning. Discuss.
- Q. 6 National Education Policy (1979) has devoted a chapter under Curriculum and Textbooks. Analyze the policy statement.
- Q. 7 Education Policy (1992), integrates primary curriculum into two books. One integrating language, Islamiyat and science, and dealing with basic mathematics. Give your critical point of view on it.
- Q. 8 Curriculum of the schools cannot be better than the quality of persons prepared by teacher education institutions. Comment.
- Q. 9 Highlight the major problems and challenges the country is facing with reference to curriculum development. Also suggest remedies for it.
- Q. 10 Discuss the “riding factors” which have strong influence over any curriculum change.
- Q. 11 View of integration stems from “education as a whole”. Please elaborate.
- Q. 12 Every philosophy has some assumptions on which curriculum are designed. Enlist one assumption of Education Policy 1972-80 and brief how this contributes in designing the curriculum?
- Q. 13 Multiple text system may enhance quality of education. Support the statement.

## 8. BIBLIOGRAPHY

1. Arthur J. Lewis and Alice Miel Supervision for Improved Instruction: New Challenger New Responses Belmont, Calif: Wad worth Publishing Company, Inc, 1972
2. Daniel Tanner and Laurel N. Tanner Curriculum Development: Theory into Practice, 2<sup>nd</sup> ed. New York: Macuillan Publishing Co., Inc, 1980.
3. Doll, Ronald C. C Curriculum Improvement: Decision Making and Process 9<sup>th</sup> Ed. Boston: Allyn and Bacon, 1996.
4. Franklin Bobbitt The Curriculum Boston: Houghton Mifflin Company, 1918.
5. Govt. of Pakistan National Bureau of Curriculum and Textbooks, Islamabad July-1999
6. Govt. of Pakistan National Education Policy, 1998-2010 Islamabad, Ministry of Education, 1998
7. Govt. of Pakistan Report of Commission on National Education Karachi. Ministry of Interior, Education Division, 1959
8. Govt. of Pakistan National Education Polity and Implementation Programme Islamabad, Ministry of Education, 1979.
9. Henson, Kenneth T. Curriculum Development for Education Reform. New York: HarperCollins, 1995.
10. Ibrahim Imran Educational Guide of Pakistan, Lahore, Ibrahim Publishers, 1999.
11. McNeil, John D. Curriculum: A Comprehensive Introduction, 5<sup>th</sup> Ed. New York: Harper Collins, 1996.
12. McNeil, John. D. Curriculum Administration: Principles and Techniques of Curriculum Development. New York: Macmillan, 1965
13. Peter F. Oliva Developing the Curriculum Forth Ed. New York Longman, 1997.
14. Farooq, R.A. Orientation of Educationist, Islamabad, Asia Society for Promotion of Innovation and Reform in Education, 1993.
15. Tanner, Daniel and Tanner, Laurel Curriculum Development: Theory into Practice, 3<sup>rd</sup> ed. New York: Merrill, 1995.
16. Tyler, Ralph W Basic Principals of Curriculum and Instructions Chicago, The University of Chicago 1949.

17. Wheeler, D.K. Curriculum Process, London, University of London Press, 1975.
18. Wiles, Jon and Bondi, Joseph C. Curriculum Development: A Guide to Practice, 4<sup>th</sup> ed. Columbus, Ohio: Merrill, 1993.
19. William H. Schubert Curriculum, Perspective, Paradigm, and Possibility, New York Macmillan Publishing Co, 1986.
20. Zairo, R.S. Curriculum Principles and Foundations, New York: Harper and Row Publishers 1976.