

Unit-9

**COMPARATIVE PERSPECTIVE OF
CURRICULUM DEVELOPMENT**

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CONTENTS

• Introduction	216
Objectives	217
1. Curriculum Development in the United State of Amerca	218
1.1 Introduction.....	218
1.2 Educational System.....	218
1.3 Curriculum.....	218
2. Curriculum Development in The United Kingdon	220
2.1 Introduction.....	220
2.2 Educational System.....	220
2.3 Curriculum.....	220
3. Curriculum Development in Canada	222
3.1 Introduction.....	222
3.2 Educational System.....	222
3.3 Curriculum.....	222
4. Curriculum Development in Russia.....	224
4.1 Introduction.....	224
4.2 Educational System and Curriculum.....	224
5. Curriculum Development in japan.....	226
5.1 Introduction.....	226
5.2 Educational System.....	226
5.3 Curriculum.....	226
6. Curriculum Development in the Peoples Republic of China	228
6.1 Introduction.....	228
6.2 Educational System	228
6.3 Curriculum.....	228
7. Curriculum Development in Thailand	230
7.1 Introduction.....	230
7.2 Educational System and Curriculum	230
8. Curriculum Development in Malaysia.	231
8.1 Introduction.....	231
8.2 Educational System and Curriculum.	231
9. Curriculum Development in Saudi Arabia.....	234
9.1 Introduction.....	234
9.2 Educational System and Curriculum.....	235
10. Curriculum Development in Pakistan.....	238

10.1	Introduction.....	238
10.2	Curriculum Development and Revision and Reforms.....	241
10.3	Process of Curriculum Development.....	241
10.4	Textbooks	242
10.5	Production of Textbooks	243
11:	Summary Tables.....	244
11.1	Self-assessment Questions.....	247
11.2	Answers to Self-assessment Questions.....	247
11.3	Bibliography	248

INTRODUCTION

Educational planners and administrators as well as students of education in every nation need to know about education, its organization and management in countries other than their own. It is beyond any shadow of doubt that the future of not only a nation, but of the civilization depends on the purpose, kind and quality of education provided to its members as well as on developments that will affect education and will be affected by education for the succeeding generations all over the world.

Different nations adopt different methods to meet the educational challenges of today. The study of educational system and curriculum development in other countries provides an important key to the understanding and interpretation of major national and international issues, trends and problems. It can also bring to light the potential strengths and weaknesses in the educational system of the country under study.

This unit provides information on education systems and curriculum developments in countries which represent different stages of development, different philosophies and have different ways of dealing with educational issues. The unit aims at offering insight into forms of upbringing, schooling and enlightening in countries other than ours. A comparative study of the curriculum is all the more important as curriculum is at the very heart of educational endeavour and deserves careful attention.

In the subsequent sections, educational systems and curricula of the following countries have been reviewed:

- | | |
|-----------------|------------------------------|
| 1. USA. | 2. U.K. |
| 3. Canada | 4. Rusa |
| 5. Japan | 6. Peoples Republic of China |
| 7. Thailand | 8. Malaysia. |
| 9. Saudi Arabia | 10. Pakistan |

Having studied the process of curriculum development in the above mentioned countries, you are expected to draw inferences and compare and contrast different features of this activity with reference to Pakistan and other countries. Let us now proceed further to study the practices of curriculum development in these countries one by one.

OBJECTIVES

After studying this unit, you should be, able to:

1. Describe the process of curriculum development in selected countries of the world.
2. Identify the differences as well as similarities in the systems of curriculum of the sample countries.
3. Discuss the approaches to curriculum development adopted in the sample countries.
4. Compare and contrast the process of curriculum development in Pakistan with some other countries.
5. Recommend suitability of various ideas and processes of curriculum development for adoption in our own situation.

1. CURRICULUM DEVELOPMENT IN THE UNITED STATES OF AMERICA

1.1 Introduction

Rich in Land, population and natural resources and highly developed technologically, the people of USA enjoy a high standard of living and lead the nations of the world south. The indigenous population consists of Indians and migrants from Britain, Germany, Scandinavia, southern and eastern Europe, and central and south America besides the descendants of slaves imported from Africa during colonial and post-colonial years. The combination of geographical and demographic characteristics results in great diversity from one section of the country to the other. Systems and structures of education are also quite diverse in different parts of the country.

1.2 Educational System

Each state provides a system of free public school, covering kindergarten plus 12 years. Though laws vary among the states, schooling is compulsory from the age of 6 or 7 years to 16. There are several structural patterns in use depending on the location; kindergarten plus elementary grades 1-8 followed by four years of high school; kindergarten plus six grades of elementary schools followed by a three year junior high school and three year senior high school (sometimes combined into a six year high school, or a relatively new development kindergarten plus four or five grades of elementary schools, a four-year middle school and four-year high school. All patterns lead to a high school graduation at the age of 17 to 18 years.

Historically, education has been considered a state and local responsibility but the Federal Government has been involved at all levels since 1972. Federal Government supports school launch education for Indians, finances education for veterans and rent loans. The Federal Department of Education headed by a Secretary of cabinet rank is responsible for executing government policy.

In various states generally a Board of Education comprising selected/and or appointed members form policy and determines the budget. The state department of education headed by a chief administrative officer is responsible for providing education at all levels, curriculum development, teacher certification and school finances etc.

1.3 Curriculum

As a rule, the practical responsibility for running the schools is in the hands of smaller units such as countries and districts and 18,200 local districts run the daily administration. The strong tradition of local autonomy and the pluralistic nature of society influence curriculum. There is no official national curriculum. State department of education prescribes curriculum with varying degrees of specificity leaving scope for local and individual variations. Subject specialists, school administrators, and teachers are involved in the process of curriculum development based on research and

investigation. The major subjects taught at all levels of the school systems are English language, Mathematics, Social Studies, Science, Music, Arts, and Physical Education.

The advances in technologies have resulted in the introduction of new teaching methodologies such as teach teaching, programmed in instruction, language laboratories and computer aided instruction. The current social concerns have made their way into the curricula, especially at secondary level in the form of new subjects such as Ethics studies, Consumer and Environmental Education and Drug and Alcohol Abuse Instruction. Policies concerning promotion from one grade to the next depend on the state or district decisions: A student at secondary level is required to repeat a grade after unsatisfactory performance but promotion at elementary level is automatic. Acquisition of a high school diploma does not always require a formal examination but attendance and a satisfactory school record of achievement are considered sufficient for this purpose. In the absence of any national public examination system, the standard of education varies in different states. Recently there have been moves to set state criteria for high school diploma generally in the form of minimum competency requirements.

Activity

Have a discussion with your colleagues as to how social concerns and advances in technology have affected curriculum development in USA. Also discuss the applicability of the forces in the context of Pakistan.

2. CURRICULUM DEVELOPMENT IN THE UNITED KINGDOM

2.1 Introduction

The United Kingdom is located on a number of Islands on the western edge of the European continental shelf. Immigrants from all over the world had important consequences for the educational systems prevalent in the U.K. Ethnic minorities are concentrated in certain larger urban areas, especially, London and require from system in these areas, recognition of their special needs, particularly, in respect of language and cultural differences.

2.2 Educational System

Education in the U.K. is said to be national system, locally administered. A large part of the day-to-day running is in the hands of local education authorities (LEA).

Attendance of school is compulsory for children of 5-16 or 18, years divided into two or three tiers. The two tier system comprises primary schools age (5-11) except in Scotland where transfer is usually at 12 instead of 11, sometimes subdivided into infant (5-7) and junior (7-11) school and selective or nonselective secondary school (ages 11-16 or 18). The three tier system consists of first schools (ages 5 to 8 or 9); middle schools (ages 8-12 or 9-13); and upper schools usually nonselective (ages 12 or 13 to 16 or 18). The two tier system is most common; the three-tier system is to be found only in England catering for 15 per cent of all pupils. Children over the age of compulsory school education (16) may continue in the same institution such as a sixth form college, tertiary college, college of further education or technical college.

Education for school learners is divided into two categories: non-advanced further education (NFE) which consists of courses provided upto the standard of the General Certificate of Education. (GCE) and Advanced (A) and higher education which consists of courses above this level provided in universities, autonomous institutions and by colleges maintained by LEAs.

2.3 Curriculum

Previously there was no nationally determined curriculum but examination boards which controlled the General Certificate of Education exerted something of a unifying influence on what was taught in schools. Her Majesty's Inspectors of Schools were responsible to the Secretary of State for Education. They investigated and reported on all aspects of education including the curriculum. The government, however, introduced a national curriculum in 1989. The curriculum prescribes a core of three principal subjects Mathematics, Science and Language and childrens attainment in these subjects is to be tested at age 7, 11 and 14. Other foundation subjects include History, Geography, Art and Music. In Addition, the Education Reforms Act (1988) includes the provision for religious education for all pupils. A modern foreign language is also applicable for secondary schools.

Progress through school depends chiefly on age ratio than attainment. There is no grade system and a majority of children move through system with other children of the same age. Teachers nevertheless use a variety of ways to test pupils' progress.

Until 1988, secondary school pupils could attempt examination in various subjects leading, to the Certificate in Secondary Education (CSE) or a more demanding General Certificate of Education Ordinary Level (O Level). In 1988, these two systems were abolished and replaced by the General Certificate of Secondary Education (GCSE). The examination is organized by five independent groups in England, and Wales and one in Northern Ireland. Scotland has undertaken a separate but similar reform.

The GCE Advanced level (A level) is normally taken by student in upto three or four subjects, two years after GCE O level and is the standard for entrance to higher education and professional training.

However, in connection with the newly introduced national curriculum, the government is proposing to introduce nationwide assessment for all pupils of 7, 11,14 and 16 years of age.

Activity

Discuss with your colleagues the salient features of curriculum introduced in UK in 1989.

3. CURRICULUM DEVELOPMENT IN CANADA

3.1 Introduction

Geographically Canada is the second largest country in the world next only to Soviet Union. By population it is among the smallest with its 24 million people of different colours, creeds and languages with two predominant languages English and French, traced back to its colonial beginning.

3.2 Education System

There is officially, no Canadian educational system and by law education is a provincial responsibility. Thus Canada has twelve educational systems. Though systems in different provinces have much in common, yet each has its unique features stemming from tradition and aspirations of the people in each province, and from differences in economy, geography and size of population. Educational systems in English speaking provinces have been influenced by Scottish traditions, while in France are followed in French speaking province of Quebec. One thing, however, is common that Canada is now two-third urban and new, and constantly improving technologies have brought the country close to being able to offer equality in educational opportunities to all citizens. There are elementary schools, secondary schools, special schools, private schools, community colleges and universities. The beginning age for school varies across the country. Elementary school is for children aged 5 or 8 to 11 or 13 with secondary schools providing programmes for 12 or 14 years old. The elementary school is usually designed to provide basic learning in reading, writing, computation, science, social studies, music and art. Emphasis is also being put on Canadian studies.

Secondary schools are of different types, though most are 'Composite Schools and offer a wide range of academic, business and technical courses. Some vocational occupational schools are also available for non-academically oriented students. These schools lead directly to the world of work while graduation from a composite school leads to employment in a community college or university.

3.3 Curriculum

There is no uniform curriculum in Canada and even within provinces there are many differences among school systems. The Ministry of Education is responsible for prescribing courses of study. The Ministry declares subjects which are to be compulsory. Usually education department issues guidelines outlining the course content and then it is the responsibility of the supervising officer of a school to see that these guidelines are interpreted and implemented within the philosophy and rationale of

the approach outlined therein. School staffs are encouraged to take active part in designing the course. A new course is usually introduced in one or a few schools and then school boards seek ministerial approval for its province-wide application. Discovery method, Team Teaching and new technology are in wide use. Lecture method is also used by some teachers.

Until 1960, a student had to pass a set of departmental exams to graduate from a secondary school. This system was strongly criticized on the basis that less capable students would cram and pass the exams and that teachers would concentrate on the areas important for the exams only. In most cases, it is now the principal and classroom teacher who determine whether or not a student will graduate on the basis of overall school performance and school tests and exams.

Activity

Compare Canadian composite school with comprehensive schools in Pakistan.

4. CURRICULUM DEVELOPMENT IN RUSSIA

4.1 Introduction

The system of education in Russia dates back to 1920. It has since then been continuously developed and improved to keep pace with the economic and cultural growth of the country. All education is controlled by the state and is characterized by equality and continuity between all types of educational institutions. Education is universal, free, secular and is conducted in native tongues with the freedom of choice in language of learning.

4.2 Educational System and Curriculum

The system of public education in Russia includes pre-school institutions (Kindergartens and nursery schools), schools providing general education, vocational schools, specialized secondary schools and higher educational institutions. The pre-school institutions are of two types, nursery schools enrolling children from 2 months to 3 years and kindergartens enrolling children from three to seven years of age. Activities at these institutions include games, study, entertainment, elementary work, and all aspects of physical, aesthetic and academic education. The state kindergarten syllabus specifies as to what children have to learn about the environment, arithmetic, drawing, modelling, sewing and dancing. Reading and writing became a part of the syllabus only in 1970. The language used is the respective regional language and the main task of kindergarten is to care for children's health and physical development. This is ensured by an appropriate schedule, a planned diet, child care, physical exercises and medical supervision.

The next stage is eight-year school, Primary education which is compulsory for all children is a part of eight-year school. The duration of primary education out of eight is three years. All subjects are taught with more emphasis on native language and Mathematics. Other subjects include Music, Art and Physical Education. Systematic courses in the native language, Literature, Mathematics, History and foreign language are introduced in form 4. Biology and Geography are added in form 5, physics in form 6 and Chemistry in form 7.

The next stage after eight-year schools is secondary education for two years. For this level, there are secondary schools, vocational schools and specialized secondary schools.

Subjects taught in the first year in secondary schools include Literature, History, Mathematics, Physics, Chemistry, Foreign Language and Economic Geography. In form 10, more subjects such as Astronomy, General Biology, and Social Sciences are added.

Labour education is conducted throughout the whole period of secondary schooling. In form 1 to 3, children acquire work-skills with paper, card board and other materials. They study needle work and grow flowers and plants. Lessons in forms 4 to 8

are conducted in wood-work and metal-work, in domestic science workshop and in the educational/experimental plots belonging to the school. Attention is also paid to vocational training in the senior forms of secondary school.

After form 8, some pupils also work in industry or agriculture but all of them must receive secondary education. For this purpose, evening secondary schools provide courses for the continuation of secondary education. Study in these schools lasts for one year more than the day secondary schools.

Vocational schools prepare skilled workers for different sectors of national economy and the system is continuously revised according to the needs of the national economy.

The courses offered in these schools are of 3 to 4 years duration. Technical schools train specialists with middle level qualifications for different sectors of the economy. The term of study in these schools after eight year school is 3 to 4 years and after secondary school two to two-and-half years.

There are specialized secondary schools for those who did not complete secondary education to give them sound knowledge and skill. Students in these schools study the inter-related cycles of subjects i.e. General Education, General Technical and Special Cycles. Graduates have a right to enter any higher educational institution and variety of jobs in different sectors of economy.

Higher education is provided in universities and other institutes (Pedagogy, Economics, Polytechnic, Agriculture, Theatre, and others). Higher education is accessible to everyone irrespective of sex, race, social origin or status. A specific set of subjects involving a combination of education and practical work, resulting in the acquisition of modern scientific knowledge are chosen. The programme includes obligatory subjects which form the basis of special training and optional subjects to enable students to study special fields in depth in order to learn the latest scientific and technical developments. Optional subjects are available in wide range. In Physics alone there are more than 100 courses. The main teaching method at this stage is lectures, seminars, laboratory work, practical work and course and laboratory projects.

Activity

List the major characteristics of Russian educational system.

5. CURRICULUM DEVELOPMENT IN JAPAN

5.1 Introduction

Japan consists of mainly 4000 large and small islands covering an area of 378000 kilometers out of which only 12 percent can be inhabited. In 1984, total population was 120 million and those up to 14 years of age formed 22 percent of the population.

5.2 Educational System

The aim of education in Japan, according to the fundamental law of education, is that it shall aim at the full development of student' personality, at rearing a people sound in mind and body, who love truth and justice, esteem individual values, respect labour, have a deep sense of responsibility and are imbued with an independent spirit as the builders of a peaceful state and society.

Schooling in Japan emphasize the development of basic abilities in young people rather than set of specified vocational skills on the assumption that they shall be prepared to cope flexibly with rapid progress in science and technology and with rapid changes in society.

The education system of Japan consists of the following four states:

- (i) Kindergarten and Nursery-Kindergarten is an educational institution under the Ministry of Education for children aged three to five years, while nursery school is regarded as a social welfare institution under the Ministry of Health and Social Welfare for children upto five years of age.
- (ii) Elementary Education-children of six years of age attend elementary schools which is compulsory for all and lasts for six years.
- (iii) Secondary Education-Lower secondary school is compulsory for three years. After compulsory schooling, three to four years upper-secondary education is provided. Admission is given on successfully passing the entrance examination.
- (iv) Higher Education - after upper secondary school, students proceed to Daigaku University, or Taiki-Daigaku (Junior Colleges) after passing an entrance examination. University courses are of four years duration while junior college is of three years' duration.

5.3 Curriculum

The school curriculum is prescribed by the Ministry of Education but schools are required to prepare their own detailed instructional programmes on the basis of the courses of study and guidelines provided by the Ministry. A course is revised approximately after ten years. Teachers guide books for each grade and subject are prepared by Curriculum Specialists in the Ministry with the assistance of teachers. Following are the details of curriculum for all levels:

- (i) Kindergarten and Nursery: Both types of institutions provide the same sort of activities to the children based on the principle of teaching through games.
- (ii) Elementary: The subjects taught in elementary school include Japanese languages, Social Studies, Arithmetic, General Science, Music, Art, handicraft and physical education. Moral education is also compulsory. Some private institutions replace moral education with religious education. Promotion from one grade to the next is automatic.
- (iii) *Lower Secondary*: In lower secondary schools, in addition to the subjects taught at the elementary level, pre-vocational education subjects are also taught. A foreign language is one of the elective subjects, but almost all schools teach English as a foreign language.
- (iv) *Upper Secondary*: In upper secondary schools, in addition to the general education courses, technical and vocational education courses such as business education and industrial education are taught.

At all levels of the school system, tests of various types are used to judge whether a student should be promoted to a higher grade. In elementary schools, the decision about promoting pupils is based on internally administered tests. If students have not attended more than half the number of school days or if their subject matter achievement is unsatisfactory or if they have a record of misbehaviour, they are required to repeat a grade.

Activity

Discuss the merits of Kindergarten/Nursery and Elementary Education in Japan.

6. CURRICULUM DEVELOPMENT IN THE PEOPLES REPUBLIC OF CHINA

6.1 Introduction

China is the most thickly populated country of the world with more than 1,008 million people according to the last census. Out of these 200 million live in cities and the rest live in rural areas. China has a territory of about 96 million square kilometres including remote mountainous areas, forest zones and pastoral areas.

6.2 Educational System

Shortly after the founding of people's Republic of China in 1949, it was stipulated that education should serve economic reconstruction and the schools should be accessible to workers and peasants. The policy on education is 'to enable everyone who receives education to develop morally, intellectually and physically and become a worker with both socialist consciousness and culture'. There are various types of schools such as full-time schools, part-study/part-work schools and spare-time schools. In China education begin with pre-school education for children over three years.

Primary schools enrol children at the age of seven years. The length of schooling for most primary schools is five years while schools in large cities have a six-year schooling. A general secondary school is divided into junior stage and senior stage, the former lasting for three years and the later for two to three years. Secondary specialized schools admit junior secondary school graduates and this stage lasts for four years. Vocational schools and polytechnics enroll junior graduates and offer a three year course. Undergraduate programmes in colleges and universities generally require four to five years, while medical colleges require six years. Short cycle professional training colleges offer two to three year courses. Postgraduate studies may be undertaken at two levels, leading to the award of a master's degree (two to three year programme) or a Doctor's degree (another two to three years programmes after the master's degree). Adult education is provided to workers, peasants and soldiers over 15 years of age with the priority given to the young and middle-aged.

6.3 Curriculum

Education is under the general guidance of Communist Party and administrated by the government at different levels. Teaching programmes including curriculum and a number of teaching hours for primary and secondary schools are formulated and promulgated by the Ministry of Education, while for higher education institutions, the Ministry defines the guiding principles of teaching programmes. Unified standard textbooks are prepared by the Ministry of Education for primary and secondary schools, while supplementary or native teaching materials are prepared by the

provinces, municipalities and local school systems. For higher education the Ministry develops unified textbooks for common core courses and specialized foundation courses while the universities can compile some of their own courses.

The courses include teaching in Marxist theories, and ideological and moral education. The principles of integrating theory and practice is emphasized at every level. Teaching methods include lectures, group discussion, lab experiments and field studies. Productive work is an integral part of all teaching programmes.

Activity

Discuss with your friends the aims of education in China.

7. CURRICULUM DEVELOPMENT IN THAILAND

7.1 Introduction

Thailand formally known as Siam is a tropical South East Asian country. As one of the few developing countries, never to have been colonized, the education system of Thailand is free of foreign domination and language of instruction at every level is Thai.

Thailand has a stratified occupational and social class structure. Traditionally, high social prestige is attached to government employment and thus schooling has been seen as a major answer to social mobility.

7.2 Educational Systems and Curriculum

A new 6-3-3 structure of education was introduced in 1978. The private sector and local communities are encouraged to set up kindergartens and early childhood centres to serve children throughout the country. Only 1.7 per cent of all pre-school centres are run by the Ministry of Education for demonstration and experimental purposes.

Primary education is free and provided universally by the government. The responsibility for the development of curriculum at this stage lies with the Ministry of Education. Primary education has an integrated curriculum comprising four learning areas, basic skills (literacy, numeracy, communication skills and abilities relevant to future occupational roles). Emphasis is also put on character development.

Secondary curriculum covers five broad fields: languages, Science and Mathematics, Social Science, Character Development and Work Education. A wide range of exploratory pre-vocational subjects is also available. Credit system is used to facilitate flexibility in teaching learning process. The Educational Technique Department with the assistance of cooperating agencies is responsible for the production and improvement of learning materials, such as lesson plans, textbooks, supplementary reading material, and teachers guides. Short term training programmes are launched to train in-service teachers for efficient implementation of curriculum. Methods of teaching are generally suggested in syllabus and teachers are encouraged to keep abreast with educational changes and teaching methods. Traditionally, Thailand's examination and promotion system was highly structured with major emphasis on end-of-year examination to determine promotion to the next grade with examination at grades 4, 7, 10 and 12 administered externally by districts, provinces, regions, and the Ministry of Education. Entrance to grade 11 and joint university examination were highly selective. But curriculum reform brought changes in examination system also, and grade 11 and 12 end-of-year examinations were abolished in 1975-76 and 1976-77. The new system emphasizes internal assessment and reduces emphasis on end-of-year examination. In primary schools reforms have increased emphasis on the day-to-day accomplishment of specific behavioural objectives. This has improved the promotion rates and has made educational system more efficient. With respect to entrance examinations to upper secondary schools and universities, the traditional achievement tests have been revised and regional universities have also established specific quotas to ensure more even representation of students from the major regional areas.

Activity

Highlight the functions of Educational Technique Department.

8. CURRICULUM DEVELOPMENT IN MALAYSIA.

8.1 Introduction

Malaysia occupies two distinct geographical areas, Peninsular Malaysia, comprising the Malaya Peninsula to the south of the Isthmus of Kra, and East Malaysia (the states of Sabah and Sarawak), consisting of the north and western regions of the Island of Borneo. Both parts are separated by about 644 kilometres (400 miles) of the South China Sea. The total land area of Malaysia is about 336, 700 square kilometres (130,000 square miles), of which Peninsular Malaysia occupies 134,680, square kilometre and East Malaysia 202,020 square kilometres.

Western influence came with the capture of Malacca by the Portuguese in 1511 and later by the Dutch in 1642. Britain's connection with Peninsular Malaysia began with the establishment of trading settlement in Penang in 1786, in Singapore in 1819, and in Malacca in 1824. British influence and authority over North Borneo (Sabah and Sarawak) were established almost concurrently with British expansion in the Malay Peninsula.

In 1955, Malaya achieved self-government, gaining independence in 1957 and adopting a system of constitutional monarchy with a popularly elected government. The Federation of Malaysia, with Sabah and Sarawak, was formed in 1963. The expansion of the tin industry brought in large number of Chinese, and the growth of the rubber industry resulted in an influx of Indian immigrants. These events gave rise to the existing plural society comprising the three major ethnic groups i.e. Malaysian, Chinese, and Indians.

The population of Malaysia in 1980 was estimated at 14.3 million with a yearly increase of 2.8 per cent.

Agriculture remains a major occupation and accounts for the highest percentage of the labour force.

Malaysia is now an elective constitutional monarchy. The Federal government has authority over external affairs, defence, internal security, justice (except Islamic and native law), federal citizenship, finance, commerce, industry, communications, education and other related matters.

8.2 Educational System and Curriculum

Formal education in Malaysia begins at age six in the primary schools and has a 6+3+2+2+2 system of primary, secondary (lower and upper), and postsecondary education.

At the primary level, there are three media of instruction, Bahasa Malaysia, Chinese, and Tamil. In all schools, and at all levels, English is taught as a compulsory second language. Promotion at the primary and lower-secondary levels is automatic. In 1980, 2,006,748 children attended primary schools, more than 93 per cent of the population cohort between the ages of 6 and 11. It is expected that about 90 per cent of

the cohort will progress from standard 6 of primary to form I of lower-secondary education.

All primary schools, irrespective of the medium of instruction, use a common syllabus to ensure that all pupils follow a course whose content reflects a Malaysian outlook. Each school conducts its own evaluation of pupils. Tests are administered regularly, whether weekly, monthly, or at term end. In addition, centralized assessments are conducted yearly for all pupils in standard 5. This national assessment is used to determine the level of pupil achievement and the remedial activities required before the pupils enter secondary schools. At the lower-secondary level (forms 1-3), pupils undergo automatic promotion through the three levels.

Thus a child has a minimum schooling of nine years. Pupils in standard 6 in the Chinese - or Tamil-medium schools have an additional year in the 'remove class' before proceeding to form 1 of lower-secondary school. In the remove class, pupils are expected to acquire proficiency in Bahasa Malaysia.

The lower-secondary level offers a comprehensive type of education. In addition to academic subjects, studies of a prevocational nature such as industrial arts, home science, agricultural sciences and commercial studies are included. All pupils are required to take at least one of the prevocational subjects, the main aim being to expose them to some practical studies. At the end of form 3, pupils sit for the Lower Certificate of Education Examination. On the basis of results in this examination, pupils are selected to proceed to the upper-secondary level and are channelled into various streams, such as science, arts, technical and vocational.

At the upper-secondary level (form 4-5), education consists of academic (arts or science), technical and vocational streams. At the end of the second year, pupils in the academic and technical streams sit for the Malaysian Certificate of Education, or Sijil Pelajaran Malaysia examination (in English and Bahasa Malaysia respectively), and pupils in the vocational stream sit for the Malaysian vocational certificate of education. These examinations provide entry qualifications for posts in the public and private sectors. The tests are also utilized as a basis for selection into the post secondary level (form 6) or for entry to the various courses at the tertiary level.

At the pre-university level (form 6-lower and upper), education is streamed into science and arts. Pupils are selected on the basis of their performance in the Malaysian Certificate of Education or Sijil Pelajaran Malaysia examinations. At the end of the second year, the students sit for the Higher School Certificate or Sijil Tinggi Persekolahan in English or Bahasa Malaysia respectively. The results in this examination determine student entrance into the local as well as accredited foreign universities and colleges. It is also a qualification for appointment to certain jobs in the government and the private sector.

All out-of-school training programmes are run independently of the formal school system. However, the curricula of all programmes complement the vocational and technical subjects offered in the schools.

The agencies responsible for out-of-school training programmes include the Board of National Unity of the Prime Minister's Department, the Agriculture and Community Developing Division, the Veterinary and Fisheries Department of the Ministry of Agriculture and Rural Department, the Manpower Department of the Ministry of Culture, Youth, and Sports, the Ministry of Welfare Services, the Department of Prisons of the Ministry of Home Affairs, and the Department of Information. The programmes they provide are mainly concerned with the development of technical skills either on the job or in preparation for employment. Links are maintained with the Ministry of Education through the participation of officers and teachers brought in from time to time to assist in the preparation of curriculum and to conduct specific portions of the training programme.

In an effort to provide maximum opportunities for the rural population, the Malay and Rural Development Agency (MARA) and the Community Development Division of the Ministry of Agriculture have developed training programmes geared mainly towards rural youths. Prior to January 1973, curriculum development was coordinated by the curriculum section of the Educational Planning and Research Division of the Ministry of Education. Curriculum Development was subject based consisting mainly of the preparation of subject syllabi, the development of teacher guides and teacher retraining programmes, and the supervision of textbook production either by the Dewan Hahasa dan Pustaka (the language and literary agency, a statutory body of the ministry) or by authors in the private sector.

The Curriculum Development Centre, which was established in 1973, was assigned the responsibility of helping to raise the standard of education on the basis of national aspirations. The centre plays an important role in the development of a national curriculum. It continuously evaluates schools curricula, develops curriculum related models, and disseminates curricula by refraining primary and secondary school teachers through in-service courses.

The Cabinet Committee Report (Ministry of Education 1979) recommended two major curricular innovations within the school system: (a) review of the primary school curriculum with a focus on the basic subjects; and (b) a general education programme for the secondary level.

The new primary school curriculum was implemented under a phased programme. In 1982, 302 primary schools began the programme in standard I, and in 1983, the programme was implemented in standard, in all schools. By 1988, all primary schools, at all grades, began to use the curriculum.

Activity

Discuss the curriculum development arrangements in the education system of Malaysia.

9. CURRICULUM DEVELOPMENT IN SAUDI ARABIA

9.1 Introduction

Saudi Arabia covers most of western corner of the Arabian Peninsula, which occupies the south western corner of Asia. Of the Peninsula's total land area of about 3 million square kilometers, Saudi Arabia comprises nearly 2,200,000 square kilometers (849,420 square miles). The country is bounded by the Arabian Persian Gulf, Qatar and the United Arab Emirates to the east; Oman, the Yemen Arab Republic, and the People's Democratic Republic of Yemen to the south, the Red Sea and the Gulf of Aqaba to the west, and by Jordan, Iraq, and Kuwait to the north.

Historically, the country's harsh environment, resulted in a low population density. During the 1930s the population was estimated at 1.5 to 2 million people. The increase in oil income, especially during the 1960s and 1970s and the subsequent improvements in income, nutrition, and health care, have resulted in a reduction of the rate of infant mortality, a rise in life expectancy, and almost the elimination of emigration. Today the country has a population of about 3 to 5 million. With an annual birth rate of 49 per thousand and a death rate of 19 per thousand with about 45 per cent of the population being less than 15 years old, the native population can be expected to be around 6 million in the year 2000. Besides the native population, however, an estimated 1.5 to 2 million foreigners live in the country, constituting more than half the labour force.

The oil industry and development related works and projects have resulted in the rapid urbanization of the peasant and nomadic population. In 1970, some 20 per cent of the population was estimated to be living in metropolitan areas (towns of more than 100,000 people); 20 percent in small towns; and 60 percent in rural areas. Corresponding percentages for 1980 were 42, 12, and 46 per cent, respectively. (South Arabia, Ministry of Planning 1980 p.56). The nomadic (Bedouin) population is gradually decreasing. It is now estimated to be about 3 to 6 per cent of the total native population.

The oil income has increased. This income increase has resulted in fundamental demographic, social, and economic changes such as rapid urbanization of most of the population, an almost total dependence on oil-based income, diminution of the value of most forms of traditional production (e.g. agriculture, herding, and fishing) and an unprecedented rise in the importance of the government's role as receiver of national income, provider of social services, and planner and administrator of national development. The first five-year development plan was initiated in 1970, second in 1975, and a third in 1980. The major goals of the latter have been; (a) to diversify the economic basic by encouraging development in agriculture, mining, and industry; (b) to provide sufficient medical, education and social services to the population; and (c) to increase the number of and skills of the Saudi labour force. Within the national development effort, the educational system is charged with three objectives: (a) to provide at least basic education for all citizens; (b) to provide students with the skills that are required by the changing needs of the economy; and (c) to educate the students in the beliefs, practices, and values of the Islamic culture.

9.2 Educational System and Curriculum

The Supreme Council of Education has the role of coordinating the educational efforts in Saudi Arabia. Under its authority are four major educational bodies whose varying sizes and continuous independence from each other, reflect, the efforts of the cultural and socio-economic factors mentioned above. Each of these bodies will be briefly described as follows.

Firstly, the Ministry of Education was established in 1954 to replace the Director General of Education which had been in charge of the educational efforts since 1926. Prior to 1926, the educational effort was mostly limited to the Qoranic schools which taught the fundamentals of religion, literacy and arithmetic. Trades and crafts were learnt through apprenticeship. Scholarship had an almost exclusively religious nature and talented students also obtained further training in Arabic and the Sharia (Islamic Law) by attending more specialized lectures from established authorities in the subject.

Attempts to introduce more secular topics were started in the late 1800s by Moslem philanthropists from other lands. A few partly secular schools were established in al-Ijiz, the western province of Arabia. In 1926, when the Directorate General of Education was established, the country had about 12 such schools with a total enrolment of about 709 pupils.

Nearly 25 years later, in 1950-51, the country had 325 government schools and 40 private schools, with a total enrolment of about 42,000 students. The rise in school enrolment reflected the changes in the socio-economic conditions of the country. These changes have continued to take place at an accelerated pace and in 1978-79, nearly 25 years after its establishment, the Ministry of Education operated 6,560 schools with a total enrolment of 758,614 male students at predominantly the elementary, intermediate and secondary stages. This number accounted for nearly 57 per-cent of the total student body in the country.

Secondly, the General Administration of Girls Education (GAGE) was established in 1960. Objections from concerned parents and Ulama (religious savants) to girls school, based on the fear that such modern schools might have undesirable effects on girls, delayed the establishment of these schools, by the government, until 1960. Girls's schools were put under the Ulama's own administration and were thus independent of the Ministry of Education. In the first year, the GAGE opened 16 schools. Less than 20 years later, in 1979, the GAGE operated 2,644 schools, mostly elementary, intermediate, and secondary, with a total enrolment of 425,042 (female) students. These students make up 32 per cent of total student body in the country (Saudi Arabia, Ministry of Education, Centre for Statistical Data, 1980).

Thirdly, there are other government educational organizations. In 1979-80, almost 6 per cent of all students in Saudi Arabia were enrolled in educational institutions that did not come under either the Ministry of Education or the GAGE. These institutions were

operated by the Ministry of Higher Education or the Ministries of Defence, Health, Social Affairs, Communications or one of the other government agencies which offer specialized kinds of instruction.

Fourthly, private schools are the oldest type of schools in modern Saudi Arabia. Prior to the availability of government schools, well-off families used to send their children to private schools in neighbouring countries or to the few private schools that existed inside Saudi Arabia. In 1950-51, private schools constituted about 11 per cent of all schools in the country (40 out of 365). In 1979-80, they made up about 4.3 per cent of all schools (433 out of 10,018). The decline in the share of private schools in the educational efforts reflected the tremendous increase in the number of government schools. Nevertheless, there has been an actual increase of 393 private schools since 1950-51. The increase in these schools reflects two developments in the socio-economic conditions of Saudi society, namely (a) the rise in the number of working mothers who send their small children to day-care centres and kindergartens, which make up nearly one-third of all private schools and the size of the upper-middle and middle classes some of whose members often choose to send their children to privately run schools where the quality of instruction is thought to be usually better than that in the public schools. In 1979-80, there were 65,635 students enrolled in private schools in the country (41,154 boys and 24,481 girls) accounting for nearly 5 per cent of the total student body.

While the organizations that administer formal education in Saudi Arabia are various and independent of each other, the basic plan of their programmes is almost identical. There is an elementary school of six years that begins after the child has reached the age of six. The next stage is the intermediate or middle stage which lasts for three years. The third stage is the secondary stage which also lasts for three years. Students who go on to college, spend an average of four years for obtaining a bachelor's degree in the social sciences or arts or an average of five years for obtaining a bachelor's degree in the exact sciences.

With little prior expertise in modern education, the educational system in Saudi Arabia basically adopted the Egyptian school curricula, adding a heavier emphasis on religious subjects. The curricula of both girls and boys schools are identical except that girls schools offer classes in home management, cooking, and sewing which boys schools do not offer. There is a heavier emphasis in boys schools on physical education than there is in girls schools. Private schools are supervised by the Ministry of Education or the GAGE and their curricula are basically identical to those of the public schools.

Both the Ministry of Education and the GAGE have a curriculum department although little has changed in their educational programmes since their inception. Both organizations hire the authors of the required textbooks, print the books and distribute them among their schools. Thus there is a uniform curriculum in the country. The general composition of this curriculum shows that great time is allocated to religious subjects in the first grade. As the students go in higher class, the emphasis decreases accordingly. On

the contrary, English is not taught at the initial grades, while it is given due importance in higher grades.

Implementation of the curriculum is ensured through a variety of means such as the school principal and visits by inspectors from the district office, as well as by a system of final examination which covers all the material that is supposed to be taught in a particular semester.

Teaching methods differ from subject to subject. Teachers of religious subjects emphasize memorization of religious texts and rarely use any teaching aids other than the blackboard. Teachers of Arabic use the blackboard and also require a fair amount of text memorization. Teachers of science subjects use laboratories when they are available in their schools. Most school laboratories, however, are deficient either in equipment or in qualified personnel, or in both. Language laboratories exist in some elite schools for teaching English.

Arabic is the language of instruction throughout the elementary, intermediate, and secondary levels. At the college level Arabic is the medium in the arts, humanities, and social science. English is the medium of instruction in engineering, medicine, and the natural sciences. College level textbooks in Arabic and college instructors who have to use Arabic often type up their own notes and use them as basic required texts. The result is shallowness in educational standards in some college departments.

From grade 1 to 12, the school year is divided into two semesters. The required instructional material for a year is divided into two halves. At the end of each semester, there is an examination that covers one half. The student's marks in two semesters are added up to make up his or her mark for the whole year. If the final mark is below a certain percentage, usually 50 per cent the student fails in that subject and sits in another examination in the subject at the end of the summer recess.

If the student fails again to attain the required minimum marks, he or she has then to repeat the whole year, retaking all subjects of that year including those already passed. Success in passing examinations thus constitutes the only criterion for promotion from one year or grade to a higher one.

Colleges also operate on semester basis but, in a number of universities, the credit-unit system has been adopted and, thus, students who fail in a particular subject do not have to repeat the whole year or semester but, rather, only the subject they failed in, if it is a

10. CURRICULUM DEVELOPMENT IN PAKISTAN

10.1 Introduction

Pakistan inherited a system of education which had been designed to produce literate manpower to assist the colonial masters at lower levels of government and economic administration. Education was meant only for the privileged few who were supposed to govern the masses rather than to serve them.

In order to produce an efficient class of administration generalists, the main stress was on arts. Scientific and professional education was limited.

At the time of independence, Pakistan's 90% of population was illiterate with only a handful of educational institutions. Only two out of 21 universities of undivided India were situated in Pakistan. From 1947, to 1955, administration of education in Pakistan was the responsibility of local bodies. With the introduction of one-unit scheme, education became a provincial subject. General policy and overall coordination was handled by the national government through the Ministry of Education. Six regional directorates of general and two directorates of technical education handled administration. Intermediate and secondary education were under the control of four 'Boards'. Those who could afford, quality education was available to them in privately financed schools. Most of these schools were run by missionary groups which meant a continuation of British influence.

The First Educational Conference in Karachi held in November 1947, produced a number of recommendations designed to make the educational system strong and relevant to the country's needs and aspirations. This included making Urdu the official language, curriculum revision, diversification of courses, compulsory religious instruction and development of administrative machinery. But little of this ambitious blue print was actually accomplished because of the prevailing socio-political and economic conditions.

No comprehensive educational reforms were attempted prior to 1958. A few uncoordinated changes were introduced pertaining essentially to curriculum matters in primary and lower secondary levels. Very little attention was given to higher education. Some technical courses were introduced in classes VI to X and a few polytechnic and home economic courses were established. Ministry of Education attempted a comprehensive review of education in conjunction with the preparation of six-year development plan (1952-58) but lack of finances limited its implementation. Although the goals and objectives of the six-year development plan and those of the first five-year plan were not achieved to any significant extent, yet many of the ideas contained in them became parts of the later reforms. The 1959 Commission on National Education called for an overhaul of the structure and redefinition of the philosophy of education in the development of manpower and national character. New types of teaching institutions and specialized centres were proposed. Curricula at different stages were to become more diversified and technical education and research

were to expand. The Commission called for changes in administrative control of professional colleges and for lengthening the duration of courses in the centres of excellence and special centres for gifted students with emphasis on science.

New instructions created during the second plan period (1960-65) included setting up a Bureau of Education for research and data collection, pilot secondary schools with diversified curricula, educational extension centres, agricultural and engineering universities, institutes of education and research, textbook boards, boards of technical education. The plan to reorganise higher education and to increase the degree level beyond class XIV was frustrated due to the hostile reaction of students. Establishment of higher secondary boards relieved the universities and allowed them to concentrate on higher education.

New education policy 1969, and Education Reform of 1972, drew up fairly radical proposals. There was emphasis upon students and teachers involvement in the running of educational institutions, recognition of the importance of national and regional languages, a call for setting university commission, demand for changes in the University Ordinance and in the management of privately managed institutions. Establishment of national literacy corps was also proposed. In short, the new Education Policy of 1972, aimed at restructuring of education from top to bottom. However, implementation of this policy was hampered for several reasons. Nationalization of schools and colleges resulted in an unprecedented increase in education budget and a sharp decline in the educational standards.

Based on the recommendations of various committees, a National Bureau of Curriculum and Syllabi and a National Textbook Board were set up in February, 1967, within the Ministry of Education. Initially, the functions envisaged for Bureau of Curricula and Syllabi were:

- (a) to ensure that the content of education is unified in all the provinces so that the schools, colleges and universities in the provinces produce graduates of more or less equal academic level, sharing common national outlook and aspiring to common national goals;
- (b) to coordinate the work of the provinces in order to evolve common curricula and syllabi;
- (c) to undertake comparative study of curricula;
- (d) to identify problems and determine areas in which research is needed; to define research priorities and design research projects;
- (e) to hold consultations with subject matter specialists, teachers and other persons;
- (f) to hold seminars and meetings; and
- (g) to prepare reports and other documents.

The functions of the National Textbook Board were outlined as below:

- (a) to lay down a broad national policy governing the preparation and production of textbooks;

- (b) to review textbooks from time to time to see that they are in keeping with the changes taking place from time to time;
- (c) to ensure that the contents of education are identical and that achievement at different levels of education i.e. primary, secondary, etc., is more or less of graded academic standard;
- (d) to produce model textbooks upto pre-university levels; and
- (e) to produce standard books on selected disciplines, i.e. Islamic Ideology, Economics, Civics, etc.

Before the adoption of 1973 Constitution, the National Bureau of Curriculum and textbooks was entirely provincial subjects, whereas under the 1973 Constitution provision, curriculum syllabi, planning, policy, centres of excellence, standards of education and Islamic education were placed on the concurrent legislatives list of Federal Government. The functions of NBCT, as mutually agreed between the Federal and Provincial governments are as follows:

- (1) To assist and advise the government in the formulation and implementation of national policies with respect to curriculum development and evaluation and textbook production;
- (2) to coordinate the curriculum and textbook development activities and projects in the provincial Bureaus and Boards;
- (3) to provide leadership in curriculum and textbook development, in general and ye and play active role in those provinces where resources are yet to be developed;
- (4) to conduct research in curriculum development on different aspects of curriculum renovation for classes I to XII. To publish curriculum bulletins and handbooks;
- (5) to collect information and data regarding curriculum development and text-book production in other countries and, after assessing the development in the light of curriculum research, and disseminate same to the provincial agencies concerned;
- (6) to provide guidance and resource material to textbook boards and authors in the production of textbooks, workbooks, primers and readers.
- (7) to evaluate textbooks for all levels against national goals, aims and objectives;
- (8) to advise concerning curricula and materials for special educational needs and community development projects;
- (9) to liaise with educational institutions and authorities in Pakistan and with international agencies, such as UNESCO, I.B.E., UNICEF, I.L.O., and with curriculum development organizations in foreign countries.

The functions of the Provincial Bureau are as follows:

- (a) The Provincial Bureau of Curriculum will be responsible for preparing initial drafts of syllabi in given subjects for consideration of the National Committee concerned, and for micro-testing the final curriculum drafts;
- (b) The Provincial Bureaus will collaborate with the Provincial Textbooks Boards in the preparation of textbook manuscripts based on the agreed national curricula;
- (c) The Provincial Bureaus will collaborate with the various Boards, Education Extension Centres, Teacher Training Organizations and Education Equipment Centres in the implementation of the agreed curricula.

Education policy of 1979 placed greater emphasis upon religious education and Pakistan Studies. It also tried to integrate the religious institutions with mainstream national educational institutions. In order to achieve the target of universal primary enrolment, revival of mosques schools and maktabas was proposed. A women university was proposed to be set up in the country to strengthen the female education.

10.2 Curriculum Development and Revision and Reforms

The Education Commission, 1959, analysed the situation pertaining to curriculum development and reforms and pointed out in their report that:

- (a) First, it must provide adequate knowledge of subject that will be needed by every pupil for leading a useful and happy life in a fast developing society. This should form the core of compulsory subjects which every student must take up. Secondly, the curriculum should include such additional subjects and training as will form a preparation for specific vocation and careers;
- (b) The process of curriculum construction and its revision in the light of evolving social and individual interests and needs be a continuous one;
- (c) The curriculum should be adapted to the mental abilities of children aged five to ten related to the normal situations they are faced with in everyday life. It must be so designed as to develop the basic skills in reading, writing and arithmetics, a liking of patriotism. Teaching methods should, as far as possible, use the Activity or Project Approach, and teachers should show initiative in the use of local materials as teaching aids;
- (d) Religious education should be a compulsory subject throughout the primary stage;
- (e) Due emphasis should be placed on the teaching of the national languages.

With regard to Textbooks, the relevant recommendations of the Commission are produced below:

"The responsibility for drawing up syllabuses and prescribing courses is normally that of the education authorities. However, to realise the national objectives of education laid down in this report, the Ministry of Education set up a Textbook Board. It should be a small and autonomous body with representatives from the provinces and should work through textbooks committees operating within the sphere of each education authority.

The responsibility of the Textbook Board should be:

- (i) to frame the syllabuses according to the recommendations made in this report; and
- (ii) to lay down policy for the preparation, printing and publication of textbooks.

10.3 Process of Curriculum Development

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

- (i) **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;

(ii) 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, administrators further delineate aims of education for subsequent input;

The Curriculum Wing, alongwith constituting the abovementioned 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;

(iii) 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;

(iv) Processing in the National Committees

Having received the curricular proposals from the provincial CRDC's and BC'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 from whom it had received; 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.

10.4 Textbooks

Textbooks play a very important role in educational activity. It was in recognition of this role that a full fledged textbook sector was established in the Bureau of Curriculum and Textbooks in 1974. Its main objectives are given as under:

1. To coordinate the work of four Provincial Textbook Boards;
2. To keep a check on the prices of textbooks published by the boards;
3. To ensure that the textbooks prepared by the provinces conform to national aims and objectives as expressed through national curriculum;
4. To maintain uniform standard in textbooks both in content and production;
5. To provide leadership to the boards by preparing model textbooks.

10.5 Production of Textbooks

Production of Textbooks in Pakistan is basically the responsibility of four Provincial Textbook Boards. These Boards are autonomous organizations under the administrative authority of the Provincial Education Department. The process of textbook production for classes I to XII starts from the Federal Ministry of Education. The Federal Ministry formulates curriculum and devises schemes of studies. The finalized curricula are forwarded to CRDC's and the Boards for preparation of textbooks.

For the preparation of manuscripts of textbook, two type of practices are prevalent. Some of the Boards appoint a panel of authors for writing a textbook and assign different chapters to them. Others, through open competition, invite written manuscripts. A committee of Boards' experts examines the manuscripts. The best manuscript is selected for publication and prescription. In certain cases where no manuscript is found up to the mark, lesson/chapters are selected from different manuscripts and the Boards own book. The finally selected/ adopted manuscript is submitted to the Federal Ministry of Education for approval.

The Ministry with the consent of the Provincial Education Departments constitutes a National Review Committee for all subject areas. The nominations for the members of the National Committee are made by the provinces, consisting of subject experts, curriculum planners and teachers etc. The committee for various subject areas examines the respective manuscript with a view to ascertain that true spirit of the national curricula is reflected in the textbooks. The Committee deter sequentially from grade to grade as well as to age and ability level. of the books remain uniform and ensures that there is no overloading. Measures to reduce prices are considered as well. The examined manuscripts with the committees are sent back to the Boards for printing.

The job of printing and publishing the textbooks is contracted out to private printers! publishers. The distribution of these textbooks is done by the private agencies. The publishers are mostly centred in big cities like, Karachi, Lahore, Peshawar, Hyderabad, and Quetta, and sell these books through retailers.

Since the prices of the books are to be kept at minimum, the amount of the profit of the books is to be kept at minimum, the amount of the profits of the publishers and commission to the retailers are specifically prescribed by the Textbook Boards.

11. A SUMMARY OF SYSTEMS OF EDUCATION AND CURRICULA OF SOME COUNTERTRIES OF THE WORLD

Name of the country	System of Education	Role of State	Responsibility of Curriculum	Compulsory Education	Principals Subjects taught at schools	System of Promotion in Grades in Schools
U.S.A	Diverse systems exist in various states. In each state a board of education for policy and preparing budget KG +8 elementary grades + 4 years of high school lead to high school graduation	Although state and local responsibility is shared, Federal Govt. gives financial support for education of Indians, veterans and students loans.	No, official national curriculum. Development is prescribed by specialists, subject matter administrators and teachers are involved in curriculum development	Free public Education for 12 years from age of 6 or 7	English languages, math, social studies, science, music, arts and physical education, new subjects, ethics studies, consumer and alcohol abuse instruction.	Promotion at elementary level automatic examination at secondary level. Regular attendance and school record of achievement is criteria for award of diploma
United Kingdom	National system. Locally administered (local primary school in two or three tiers 6 th form tertiary college technical college.	Secretary of the state for Education lays down policy and exercises supervision through her majesty's inpector of schools	w.e.f 1989 National curriculum introduced.	Compulsory Education from age of 5 to 16 /18 years at two tier	Math, science, language, history, geography, art, music, religious education (from 1988)	No Grade system. Promotion through system on the basis of age. Examination at secondary level i.e CSE GCSE (O level) GCE(A level.)
Canada	Twelve education systems in different provinces offers equality in education opportunities to all citizens. System comprises: Elem. Schools, special schools, community colleges and universities.	Ministry of Education declares compulsory subjects and department issues guidelines.	Not uniform within provinces. Curricula differ among systems. Schools staff actively participate in course designing.	From age of 5 to 16. 18 years at two tier i.e. Elementary and Secondary	At elementary level emphasis on reading, computation, science, social studies, music, art and Canadian studies. At secondary level emphasis on academic, business, technical subjects	Principal or class teacher determines whether a student should graduate on basis of his school performance.
Russia	Consists of state K.G. system term General Education vocational schools, specialized secondary school higher education.	State exercises full control on policy, curriculum and budgets	Responsibilities for curriculum rests with the states	After pre-schooling primary education for three years is compulsory	(a) General Education: native language, math, music, art, physical education, foreign language and science are introduced progressively. (b) Secondary Education: literature, history, math, physics, chemistry, foreign Language, economy, geography, labor education.	Promotion on the basis of assessment and test.

Name of the country	System of Education	Role of State	Responsibility of Curriculum	Compulsory Education	Principals Subjects taught at schools	System of Promotion in Grades in Schools
Japan	Kindergarten and Nursery 3*5 Elementary education for six years Lower secondary schools 3 years upper secondary school 4 years Higher education 3-4 years	Education is the state responsibility. There are private schools also.	Ministry of education prescribes curriculum and provides guidelines for instructional programs.	K.G or Nursery Elementary Education 6 years plus 3 years of lower secondary education.	Elementary Japanese languages social studies arithmetic's, general science, music art handicraft Secondary In addition foreign languages provincial subjects, technical and vocational subjects..	Promotion on the basis of tests / attendance performance.
Peoples republic of China	Education starts at 3 with pre-school education 5/6 primary schools years vocational schools. Under graduate programmers in university 4-5 years medical 6 years post-graduate M.A Ph.D.	Communist party guide all educational programmers of the ministry of education.	Ministry of Education for mulaters curriculum prescribes teaching learning activities and guide teaching programmes books and teaching materials published.	Primary and lower secondary education 8 years.	Teaching in Marxist theories, ideological and moral education	Based on tests and performance.
Thailand	Kindergarten 6-3-3- structure of education introduced in 1978 higher education	State Controlled.	The educational technique department develops and improves learning material text books reading material teaching guides etc.	Primary education is compulsory and free (6 years)	Primary Basic and abilities relevant to future occupational roles. Emphasis on character development Secondary Language, science math social studies, character development work education. A large number of exploratory pre-vocational subjects are available.	Promotion system higher structured. Emphasis on end-of-year examination. Entrance to grade 11 and join university commerce education highly selective. However from 1975-1976 and of years examination for grade 11 or 12 were abolished. New system emphasizes internal assessment.

Name of the country	System of Education	Role of State	Responsibility of Curriculum	Compulsory Education	Principals Subjects taught at schools	System of Promotion in Grades in Schools
Malaysia	Formal education starts at 6 in the primary school. Has a 6+3+2+2+2 years system of primary lower secondary upper secondary and post secondary.	State controlled	Curriculum development center established in 1973	Primary level education has universalized. Efforts are under ways to universalize secondary education	Three media of instructions Malaysia, Chinese and Tamil. English as the second language. At lower secondary level comprehensive style of education prevocational subjects At upper secondary level academic technical and vocational subjects are taught.	Promotion at primary and lower secondary levels is automatic External examination at secondary and higher level.
Saudi Arabia	Supreme Council of education coordinates education. Four major educational bodies i. Ministry of education ii. General Administration of Girls schools iii. other government educational organizations iv. Private schools education structure Elementary 3 years secondary 3 years intermediate 4/5 college education.	State controlled	Egyptian school curriculum is mostly adopted with a heavier emphasis on religious subjects.		Egyptian model heavy emphasis on religious subjects. Curriculum of both boys and girls school are identical except that girls schools offer subjects in home management sewing and cooking while heavier emphasis is given on physical education in boys schools.	Promotion through examination from grade 1 to 2 years is divided in 3 semesters semester system introduced also in universities credit system
Pakistan	Formal Education primary lower secondary middle secondary higher secondary and college university professional level	State controlled	Curriculum development at the federal level by the federal bureau of Curriculum and textbooks.	Nil. Target of achieving universal primary education is yet to be achieved.	Regional language number skills social studies at primary level English math science and home vocational subject are added at lower secondary levels a wide range of vocational subject offered at secondary level subject taught at higher secondary level are meant to prepare students for medical engineering and arts studies at higher level Islamiyat and Pakistan studies are compulsory from primary to higher secondary levels.	System of promotion is based on annual examinations at all levels except at some universities professional colleges where semester has been introduced has been in divisions has been replaced by grade system

11.1 Self-assessment Questions

1. System of education and curriculum of a country reflect the national characteristics and aspirations of the people. Discuss this with reference to Canada and Malaysia.
2. You have studied the systems of education and curricula of some countries of the world. How would you classify the curriculum development. Explain with examples.
3. Describe the salient features of the educational systems of Russia and China.
4. How would you evaluate the Japanese system of education and curriculum? How far can we draw some lesson from it?
5. From the comparative study of various curricula, suggest some changes in the school curriculum of Pakistan?
6. Go through the following statements and tick 'T' if the statement is True and 'F' if the statement is False:
 - (a) Education system of a country has got a close relationship with the process of curriculum development. T/F
 - (b) In the USA, the school lunch programmes are lanced by the local authorities. T/F
 - (c) There is no official national curriculum in the USA. T/F
 - (d) The General Certificate of Secondary Education (GCSE) was introduced to in the UK in 1988. T/F
 - (e) In Japan, the schools prepare their own detailed instructional programme in the ligh of policy guidelines given by the Ministry of Education. T/F
 - (f) In China, each -of the schools has got its own curriculum. T/F
 - (g) In Thailand, the curriculum at all levels of education is heavily dominated by foreign influences. T/F
 - (h) In Malaysia, all the primary schools follow a uniform curriculum. T/F
 - (i) Saudi Arabia has primarily adopted the Egyptian pattern of curriculum T/F

11.2 Answers of Self-assessment Questions

Q 1-5: For answers to questions No. 1 to 5, consult the relevant portions of the text.

- Q 6: (a) T (b) F (c) T
(d) T (e) T (f) F
(g) F (h) F (i) T

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