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**Allama Iqbal Open University Islamabad**

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## FORWARD

Education is one of the institutions the human race has created to serve certain needs. Like all human institutions, it responds or should be respond to changes in the environment. The institution of education is activated by a curriculum that it will change in response to forces affecting it.

A major characteristic of any theoretical principle is its capacity for being generalized and applied in more than one situation. Were curriculum theories but one shot solutions to specific problems, it would be difficult to defend the concept of curriculum as a discipline. However, the principles of curriculum theory are often successful efforts to establish rules that can be repeated in similar situations and under similar conditions. Many people will agree, for example, that the concept of balance should be incorporated into every curriculum.

What has led so many people to be dissatisfied with so much of what education is all about? Why is the status quo rarely a satisfactory place to be? In addition, why does it turn out, as will be illustrated, that yesterday's status quo is sometimes tomorrow's innovation? For answers to these questions teachers and specialists who participate in efforts to improve, the curriculum must consider some general principles of curriculum development.

As a discipline, curriculum possesses (1) an organized set of principles (2) a body of knowledge and skills for which training is needed and (3) its theoreticians and practitioners.

If the curriculum is perceived as a plan for the learning experiences that young people encounter under the direction of the school, its purpose is to provide a vehicle for ordering and directing those experiences. This process of providing the vehicle and keeping it running smoothly is known as curriculum development.

Curriculum specialists make a number of distinctive contributions to their field. Specialists know what types of curricula have worked in the past, under what conditions, and with what success. Since the name of the game is improvement, specialists must be well grounded in the historical development of the curriculum and must possess the capacity to use that knowledge to help the schools avoid historical pitfalls. Curriculum specialists generate or help to generate new curriculum concepts.

This book is intended for students in fields such as Curriculum Development, Curriculum Planning, and Curriculum Improvement. It is meant to be especially helpful to Master of Education students of open distance learning system of AIOU.

I congratulate Course Team development for their, for their professionalism and dedicated efforts to procedure this textbook.

Prof. Dr. Shahtd Siddiqui  
Vice-Chancellor

## PREFACE

As newer developments occur in education, as research adds new insights on teaching and learning, as new ideas are developed, and as times change, beliefs about curriculum and instruction also undergo transformation. The rightness or wrongness of concepts like curriculum and instruction cannot be established by an individual educationist or even by a group of educators. One index of correctness might be the prevailing opinion of most educators at a particular stage in history.

Gaius Julius Caesar and his cohorts of the first century BC had no idea that the oval track upon which the Roman chariots raced would bequeath a word used almost daily by educators twenty-one centuries later. The track the curriculum has become one of the key concerns of today's schools, and its meaning has expanded from a tangible racecourse to an abstract concept.

No education teacher, curriculum coordinator, administrator, or tutor in distance learning system of AIOU would dream of arguing that techniques of coping with the woolly mammoth should be part of the curriculum of schools at the dawn of the 21<sup>st</sup> century.

The curriculum of the cave dweller, whether informal or non-formal, is quite different from increasingly formal types of schooling that the human race invented over subsequent periods of history. Techniques for coping with the woolly may well have been paramount concern to prehistoric man.

Planning should begin with the programmatic viewpoint that is, with curriculum decisions, rather than with instructional decisions. Appropriate planning begins with the broad aims of education and proceeds through a continuum that leads to the most detailed objectives of instruction. A discipline has its theoreticians and its practitioners.

Consequently, we can conclude that the field of curriculum requires the use of an amalgamation of knowledge and skills from many disciplines. That curriculum theory and practice are devised from other disciplines does not in any way diminish the importance of the field. Curriculum's synthesis of elements from many fields in some ways makes it both a demanding and an exciting arena in which to work.

Though it may be vehemently denied, no one has ever seen a curriculum, not a real, total, tangible, visible, entity called a curriculum. The interested observer may have seen a written plan that may have been called a curriculum. Somehow, the observer knows, probably by word of mouth, that in every school in which teachers are instructing students a curriculum exists. A written plan provides the observer with an additional clue to the existence of something called a curriculum. But if by some bit of magic and observer could lift the roof of a school in session and examine the cross section thereof, the curriculum would not be apparent. What the observer would immediately perceive would be many instances of teacher-pupil interaction we call instruction.