

Curriculum Development at Primary and Secondary Level

Why Curriculum???

Education plays a **vital role in nation building**.

Ministry of (**provisional**) Education, is responsible for the **cohesion, integration** and **preservation** of the ideological foundation of the states.

Curriculum Bodies at Primary and Secondary Levels

- IN PUNJAB : **PUNJAB CURRICULUM AUTHORITY** (PCA) is responsible to develop curriculum for Punjab Province.
- IN SINDH: **BUREAU OF CURRICULUM AND EXTENSION WING** (BCEW) is responsible for develop curriculum for Sindh Province
- IN KPK: **DIRECTORATE OF CURRICULUM AND TEACHER EDUCATION**(CTE) is responsible for develop curriculum for KhyberPakhtunkhwa Province.
- IN BALOCHISTAN: No Curriculum body its in process
- IN ICT, FATA, FANA and AJK: **CURRICULUM WING** is responsible for the develop curriculum for these Areas.

Main Functions of these bodies

- prepare or cause to be **prepared schemes of studies, curricula, manuscripts of textbooks, standards of education and schedules or strategy for their introduction in various classes of an institution** in connection with the implementation of the education policy of the Government.

Main Responsibilities

Ministry of Education (Curriculum Development Body) is responsible in making of:

1. Curriculum
2. Syllabus
3. Planning
4. Policy and
5. Development of Educational Standards.

Curriculum Design and Development Process in Pakistan

1. Evolution of Curriculum Objectives.
2. Development of Scheme of Studies.
3. Development of Syllabus of each subject.
4. Development of Textbook, Instructional material.
5. Approval of Textual Material.
6. Teacher Training.

Evolution of Curriculum Objectives.

- Prepares the draft of objectives.
(Send to inter-provincial Ministry for discussion curriculum development).
- Objectives are finalized.
- Translated to the specific teaching objectives.

Factors considered in finalizing the objectives

- Be precise
- Assist in the selection of teaching strategy
- Produce a designated behavior pattern
- Enables teachers to evaluate the quality and effectiveness of learning.

Developing Objectives

Objectives are derived from

- Recommendation of the Education Policy
- Provisional Level Seminars
- Forums of research studies
- Inter Board Committee of Chairmen

The studies Scheme (Scheme of Studies)

It is based on three key factors:

- The Education policy
- Market Demand
- Global Issues

Task work in this area is undertaken with the participation of:

- Provincial government
- Research organizations and experts
- Feedback of the IBCC

Development of Syllabi

It is based on objectives and scheme of study.

1. Subject specific syllabi is prepared in consultation with:
2. Subject expert
3. Psychologist
4. Serving teacher

Syllabi must satisfy the following conditions:

1. Based on the needs of learner.
2. Take into account the existing knowledge and the environmental experience of the learner.
3. The development level of the learner is considered in the cognitive, effectiveness and psycho-motor domain.
4. Content should be focused on attaining the objectives.

Textbook Development

- Provisional Text Book Boards are responsible for the development of the text-books according to the approved syllabi.

How textbook is developed?

1. Establish a list of text book writers.
2. Invitation are sent to the writers to submit the material within the syllabus parameter.
3. Selection is made on the basis of relevance of material.
4. The selected material is transformed into a textbook.

Review the Approval

Review committee comprises on five or six members:

- At least one expert form the syllabus Formulation Committee.
Two subject experts.
Two school teachers
- **Textbooks Review Parameter**
- The books truly reflects the curriculum.
- It meets the objectives stated in the curriculum.
- Book does not contain any material repugnant to Islamic and Pakistani ideology.
- In case of approval, textbook is sent for publishing and distribution.
- In case of objection, complaints are relayed with revision recommendations.

Teacher Training

- Teacher training for **curriculum implementation** is the **responsibility** of the provincial government.
- It is now stressed that each textbook must have a **teacher's guide or included in textbook**.
- In some cases assistance in the training of the **masters trainers** is arranged by the **provincial government**.

Thank you very much