

-Unit-2

HISTORY OF CURRICULUM DEVELOPMENT IN PAKISTAN

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OBJECTIVES

When you have studied this unit, you should be able to:

1. List curricula offerings during the period of the Holy Prophet (peace be upon him), the Omayyads and the Abbassides with special reference to Ghazali and Ibn-e- Khuldun.
2. Trace and describe some representative forms of the evolutionary process curriculum development in the sub-continent of Indo-Pak during the Muslim followed by detailed description of subsequent developments down to the present day with emphasis on primary and secondary education.
3. Analyse the causes which led the colonial British Government to frame a Curriculum that produced white-collared personnel in the sub-continent.
4. Discuss the guidelines given by the Quaid-i-Azam Muhammad Ali Jinnah for the future development of education in Pakistan in general and curriculum in particular.
5. Describe the process of change in curriculum development with special reference to Pakistan.
6. List and appreciate the efforts made by different governments in Dromoting the cause of education and curriculum through education policies.
7. Assess the role of prominent educationists in reshaping curriculum at different SI in Pakistan.
8. Discuss the circumstances which led to the formulation of the present national and objectives of education and of curriculum in Pakistan, and
9. Appreciate the importance of educational planning in the implementation of curriculum in Pakistan.

1. DEVELOPMENT OF CURRICULUM IN ISLAM

1.1 Introduction

In unit-I you have studied the nature and scope of curriculum and the force that affect it. You have also studied the principles-of curriculum development in a Muslim society. All this must be kept in mind while studying the present unit as this will depend upon understanding of the complex nature of curriculum development.

The history of the curriculum in Pakistan, today, may be traced back to the period when the Prophet of Islam, Muhammad (peace be upon him) started teaching the principles of Islam to the people. In order to appreciate the meaningful development of curriculum at various stages in Muslim history, we have started from the development of curriculum the early Muslim period and traced it through different stages finally upto the present time in Pakistan.

1.2 Brief Review of Curriculum Development During the Period of The Holy Prophet (peace be upon him), The Omāyyads and Abbassides

It was through education that Islam completely changed the entire fabric of life and living. The Holy Prophet (peace be upon him) started educating people. In his period, instruction was imparted in the following subjects:

- (a) Reading and writing (Arabic)
- (b) Quranic education
- (c) Learning the Quran by heart
- (d) The Fiqha
- (e) Mathematical calculations in respect of distribution of property
- (f) Basic medicine: Genealogy
- (g) Learning foreign languages
- (h) Art of sewing; masonry and arrow-shooting
- (i) Horse riding

1.3 Activity-I

Develop the concept of curriculum from the Holy Prophet's scheme of studies of the Muslim youth and adults.

During the period of Hazrat Umar, the second Caliph of Islam, curriculum included horse-riding and preparation of armaments besides other subjects.

During the period of Omayyads notable progress was made in various fields of education. During this period, curriculum included Arabic Grammar, Rhetorics, Fiqh, Hadith, Mathematics, and Medicine besides the subjects already introduced.

During the period of Abbassides (Banu Abbas), Muslim education visited new lands. Islam had spread to the whole of North Africa, Southern Europe, Middle East, Central Asia and the South East Asian sub-continent. Many new subjects of studies were added. Great progress was made in the field of astronomy and many laboratories were set up; history and geography were introduced as new subjects. Many branches of Mathematics, such as Arithmetic, Algebra, Geometry, Trigonometry, were recognized. Philosophy and Ethics gained importance.

During the Abbassides period, the curriculum included the following subjects:

- | | |
|--------------------|---------------------------------------|
| 1. Algebra | 2. Geometry |
| 3. Ilm-ul-kalam | 4. Literature |
| 5. Hadith | 6. Tafsir |
| 7. Fiqh | 8. Trigonometry |
| 9. Arithmetic | 10. Plain Geometry |
| 11. Arabic Grammer | 12. Ilm-ul-fraiz |
| 13. Physics | 14. Chemistry |
| 15. Astronomy | 16. Astrology |
| 17. Philosophy | 18. History |
| 19. Geography | 20. Sciences of Medicine and Surgery. |

Every student was free to take up the subject of his own choice. All the expenditures including expenses on boarding and lodging were borne by the state.

1.4 Activity-II

Indicate the new trend of curriculum during the Abbassides period. Visualize and describe some socio-cultural changes that might have brought about this new trend?

1.5 Contributions of Imam Ghazali and Ibn-e-Khuldun Contributions

During the 10th and 11th centuries many new subjects of study appeared and there arose a controversy whether to include them in the curriculum or not. Before this, the distinction between important and unimportant, useful and not useful subjects for the students was little cared for. The result was that sometimes unimportant subjects received more emphasis and important subjects were relegated to secondary position. Imam Ghazali realized this confusion and introduced reforms in the curriculum. He divided the subjects into Farz-e-Ain and Farz-e-Kifaya. Every Muslim was bound to learn about Farz-e-Ain, subjects which included Kalima, prayers, fasting, Nazra Quran, Fiqh, Hadith, Ilm-ul-Kalam and other essentials relating to fundamentals of Islam. Under Farz-e-Kifaya, he included useful subjects which were necessary for better living but not obligatory for all. A few Muslims should suffice on behalf of the Muslim Community by studying subjects under Farz-e-Kifaya.

For the students, Ghazali divided the subjects into three categories: compulsory subjects embraced Arabic grammar and vocabulary, Nazra Quran, Tafsir, Fiqh Kalam, Ethics and Philosophy. Elective subjects included the Science of Medicine and Surgery, Mathematics, Politics, Literature, History, Geography, all vocational subjects like tailoring, hair-cutting, gardening etc. Subjects not worthy of learning by the students were jugglery, mesmerism, etc.

1.6 Activity-III

Substitute some current educational term for the term Farz-e-Ain. Under present circumstances, do you think that some modern subjects can be included under Farz-e-Ain category for the Muslim Ummah? If so mention a few of them.

The curriculum, designed by Allama Ibn-e-Khuldun in his memorable 'Muqaddama', included the following subjects to be taught.

1.	Arabic language	2.	Arabic grammar
3.	Tafsir	4.	Fiqh
5.	Hadith	6.	Literature
7.	Ilm-ul-Kalam	8.	Rhetoric
9.	Tasawwuf	10.	Ilm.ul-Fraiz
11.	Mathematics	12.	Algebra
13.	Geometry	14.	Trigonometry
15.	Astronomy	16.	Ethics
17.	Philosophy	18.	Botany
19.	Medicine	20.	History
21.	Geography		

2. DEVELOPMENT OF CURRICULUM IN THE SUB-CONTINENT

Under the Muslim rule, changes in curriculum were introduced from time to time to frame curricula according to Islamic principles. Some of these significant changes are listed below:

- (a) Curriculum which was introduced during the 13th century included Arabic language, Arabic grammar, literature and elementary arithmetic. Besides these subjects, students were given practical skills in various arts and crafts that were popular in those days.
- (b) In the 17th century, institutions offering Dars-e-Nizamia were established which taught Arabic grammar, Rhetoric, Fiqh, Principles of Fiqh, Ethics, Islamic Philosophy, Ilm-ul-Kalam, Mathematics and Astronomy.
- (c) Akbar, the Great Mughal introduced a curriculum which included morality, arithmetic, algebra, geometry, trigonometry, physics, astrology, Arabic grammar, agriculture, history, geography, political administration, ethics, philosophy and theology. Akbar's curriculum was more of a worldly nature and it included the subjects which were useful in everyday life.
- (d) After the decline of the Mughal empire, the Muslims of India lost their prestige and their condition deteriorated in all walks of life. The British who had succeeded the Mughals tried to destroy the Muslim identity by closing their Madrasses. Shah Wali Ullah was the first Muslim thinker of the sub-continent who tried to reinstate the Muslims once again through education. He worked in a Madrassah known as Madrassah-i-Raheemiyya established by his father. He laid great stress on the moral education of the Muslims. He tried to reform their un-Islamic habits and customs. His curriculum included the Quran, Hadith, Fiqh, Arabic language, Persian language and moral education.
- (e) Encouraged by the success of Shah Wali Ullah, Darul-Uloom Deoband, Nadvatul Ulama Lucknow, Madrassah Jamia Millia, Delhi, were established with stress on religious education and other subjects of everyday use. (But each of these has a typical curriculum model of its own based on its own unique philosophy.) Sir Syed Ahmad Khan was the pioneer of Aligarh movement. He advocated modern education laying greater stress on European sciences, English language and literature with proper scope for religious knowledge.

2.1 Legacy of the British Rule

With the decline of the Mughal empire, East India company had established itself in the year 1600 as purely a trade concern and as such it undertook no educational activity during the first hundred years of its existence. The Charter Act of 1698, however, required that schools should be established for the Company's Indian employees. As a result of this Act, the company established a few schools, which were called 'Charity Schools', in principal towns such as Bombay, Madras and Calcutta. A few Anglo-Indians were admitted in these schools. The curriculum of these schools was limited to imparting instruction in three "Rs" and the principles of Christian religion.

The activities of the company in the field of education actually began in the decade 1781-91. The first institution, 'the' Calcutta Madrassah' was established in 1781. It was a higher institution established for students. The curriculum of the, ' Calcutta Madrassah' comprised arithmetic geometry, Quranic theology, law, logic, grammar and national philosophy. As such the curriculum was much inferior to the curriculum of higher institutions in the days of Muslim Kings. For example, in Madrassahs built by Akbar, the curriculum included advanced studies in ethics, arithmetic, accountancy, agriculture, geometry, astronomy, economics, physics, logic, natural philosophy and history. The curriculum for Muslim students included learning of the Quran, Fiqh, Hadith and Ilm-ulKalam while the Hindu students learnt Vedanta and Patan-jili's commentary on "Yoga".

It may be pointed out that during the British period, the word Primary Education and Primary Schools had a connotation different from that of the primary schools of today. The curriculum of the Primary Schools included the study of 3Rs, History of England and of the sub-continent, Geography, Euclidan Geometry and Trigonometry. The number of classes in these schools varied from six to ten.

With Macaulay's Minutes, which he wrote in 1853, education took a new turn, and the Minutes gave a new direction to educational activities in the sub-continent. The Minutes proposed a new system of education, in which English would be used as the only medium instruction and all the money earmarked for education would be spent on English education only. The Board of Directors in the Dispatch of February, 1834, doubted the utility teaching oriental literature but the Committee-of Public Instruction did not share these views and favoured retention of oriental subjects of study. This stand of the Committee brought in open the brewing controversy of the Orientalists and Anglicists. The former were in favour of adopting the classical languages, viz., Persian, Arabic and Sanskrit as the medium instruction, while the latter stuck to English as the only medium of instruction. Arguments countered arguments until in 1835, Macaulay's measures for adopting English as the only medium of instruction. According to Resolution of March 7, 1835, all the funds at the disposal of the Committee were channelised to the cultivation of a knowledge of English literature and science through the medium of English.

In 1837, the government decided to abolish Persian and substitute English as The language of administration. This change made English important for earning of livelihood, and thus contributed substantially to the growth of English Education in the sub-continent.

During the period 1835-54, the missionaries became the pioneers of English education in the Punjab. These schools were established at Lahore. Towards the end of 1854 there were eight Zillah schools (government schools situated at headquarter of districts) addition to Mission Schools. The subjects of study in these schools included English geometry and geography. Beside this, by 1854, there were 24 Tehsil Schools (Elementary Schools) in which arrangements for the teaching of Three R's, English and Persian were made.

In the Punjab two types of high schools were established. In one of these types English was taught up to the end of the Matriculation stages, while in the other, teaching

of English started in Class IV. In classes VI to VIII, in addition to its being taught as a subject English became the medium of instruction for several subjects and at the high school stage it was the medium of instruction for all the subjects apart from its being taught as a language. The number of high schools, teaching through the mother tongue eventually faded in almost all parts of the sub-continent. For classes I to III the course of study comprised the three 'Rs' and geography in both the types of schools. In classes IV and V the common course comprised the three Rs and Geography. However, English was taught as a compulsory subject in classes IV and V of the English High Schools, while the students of the corresponding classes in the non-English schools were taught an additional course in Mathematics. In the middle classes i.e. classes VI to VIII, the common courses in the two types of high schools comprised Urdu, Mathematics (Arithmetic and Experimental Geometry) History and Geography. English was taught as a compulsory subject in the English High Schools while the students of non-English schools in classes VI to VIII had to study an additional course in Mathematics comprising Euclidean Geometry and Algebra.

The 'Hunter Commission' of 1882 recommended the introduction of vocational courses at the upper secondary stage (two top-classes of a high school). The curriculum of the commercial classes included Mathematics, Modern English, History and Geography, Drawing and Practical Geometry and a Modern Language of the sub-continent. The Punjab University instituted an Entrance Examination in science. Physical education was a required subject for all students who appeared in this examination. Later, Drawing, Agriculture Physiology were added as additional optional out of which a student had to offer one subject on the lines parallel to the Matriculation examination. It also organized a clerical commercial examination. The curriculum leading to this examination comprised I sections, compulsory and elective. The compulsory part included English dictation calligraphy, Précis Writing and Correspondence, General and Commercial Geography, Book-keeping and commercial Arithmetic. In addition to the compulsory subjects candidate had to select one more subject, out of the subjects of Urdu, native system accounts, and shorthand.

In the Punjab, the first School Leaving Certificate (SLC) examination was not held until 1921. The syllabus comprised two compulsory subjects, viz., English and Arithmetic (including Commercial Mathematics) and three elective subjects to be chosen either for Group-A or from Group B as given below:

Group-A

- i. Shorthand and Typewriting
- ii. Book-keeping and Commercial Correspondence
- iii. One subject from:
 - A Language of the sub-continent
 - B A classical language
 - C History and Geography.

Group-B

- i. Agriculture
- ii. Physics and Chemistry
- iii. Drawing
- iv. History and Geography
- v.
 - a. A language of the sub-continent or a modern language
 - b. A classical language
- vi. Physiology and Hygiene.

The University of the Punjab later amalgamated SLC examination and Matriculation examination in Arts and Science into one known as Certificate Examination.

2.2 Activity-IV

Study the above two groups of subjects and briefly explain the purpose behind these offerings.

2.3 The Hartog Committee

The Hartog Committee, in 1929, emphasized the need of introducing vocational courses including some courses for girls schools as the enrolment in girls schools was increasing day-by-day. In this respect, progress was low. In the Punjab, manual training centers were attached to the secondary schools and instruction was arranged at the time when it was convenient to students and the administration. Vocational form of training had become very popular and therefore soap-making, basket-making, chick-making, rope-twisting, poultry farming and sericulture were introduced in a number of vernacular schools. Now you can well imagine the economic concern of educationists in those days.

2.4 The Punjab University Enquiry Committee

The Punjab University Enquiry Committee in 1932-33 suggested the establishment of Higher Secondary Schools imparting education for 3 years after class IX. It suggested that apart from schools providing literary education of a purely college preparatory nature, there should be a good proportion of higher secondary schools which should give specialized training in agriculture and military and commercial subjects for adopting them as careers. In 1934, the Sapru Committee recommended the introduction of vocational subjects. As a result, a number of vocational subjects were introduced along with four compulsory subjects, i.e. English, one language of the sub-continent, History and Geography and Arithmetic.

2.5 Kamal Yar Jang Committee

Kamal Yar Jang Committee was set up by the Muslim Educational Conference to study the educational problems of the Muslims. The Committee recommended diversification of curricula during the last four years of the high school. It recommended the institution of a course in humanities and languages, a course in science, a course in agriculture, a course in commerce and so on.

2.6 Sargent Scheme

The Sargent Scheme recommended that a system of compulsory and free education be introduced for all children upto the age of 14 years, primary school for five

years up to the age of 11 and middle stage for 3 years up to the age of 14 and further three years for brighter students who would be sent to High Schools.

2.7 Central Advisory Board

The Central Advisory Board of Education recommended that the high schools should be of two main types, viz.,

- i. Academic High Schools, to impart instruction in arts and pure sciences and
- ii. Technical High Schools, to impart instruction in applied sciences and industrial and commercial subjects.

It was further recommended that the medium of instruction in all high schools should be the mother tongue of the pupils. English should be taught as compulsory second language. All pupils should acquire more knowledge of mathematics and science. Physical training should be obligatory. Rigid distinction between compulsory and optional subjects was discarded. It was considered that the range available should be as wide as circumstances permit and the individual pupil should be allowed to choose according to his interests, and also according to the requirements of his probable future career. For girls' high schools, domestic science for all at the appropriate stage was included in the curriculum.

In the year 1937, an Educational Conference was held and Mr. Zakir Hussain of Jamia Millia is Delhi was asked to submit a scheme of educational improvement. This is known as Wardah Scheme. It prepared the syllabi for different subjects for classes I to VII. Another Committee suggested that six types of subjects should be offered at secondary stage. They were recommended as under:

- (a) Language, literature and Social Studies and Mathematics
- (b) Natural Science and Mathematics
- (c) Art
- (d) Commerce
- (e) Technical and Professional subjects
- (f) Domestic Science

The Committee also recommended that there should be a common compulsory core curriculum in all the subjects. This core curriculum should consist of:

1. English
2. Urdu (or Hindi)
3. Physical Culture and General Knowledge.

Besides compulsory core subjects, students were required to take up three subjects in Humanities and Science.

During the period 1930-47, various committees set up to reorganize educational system in the sub-continent, forcefully expressed that the educational system needed a drastic reorientation. A shift from pure academic course to technical and professional courses was the key note of all recommendations. In spite of all these recommendations and attempts, no substantial change was seen when Pakistan emerged as an independent Muslim stage.

2.8 Self-assessment Questions — Exercise No. 1

1. State how the curriculum introduced by Imam Ghazali was different from the one introduced during the period of Banu Abbas.
2. What kind of reforms were introduced by Shah Wali Ullah in the curriculum during Muslim rule in the sub-continent, and what were their results?
3. Macaulay's Minutes (1853) are considered to be an important document in the history of education in the sub-continent. Discuss why?
4. How and 'when did the vocational subjects find their place in the curriculum? Which reports' recommended their introduction?
5. Fill in the blanks:
 - (i) Kamal Yar Jang Committee recommended _____

 - (ii) Institutions offering Darse-Nazamia taught the subject of _____

 - (iii) In 1837, the British Government made a decision that compelled the people in the sub-continent to learn English. What was the decision?

 - (iv) What provision was made particularly for Muslim students in the curriculum of 'Calcutta Madrassah'?

 - (v) Horse-riding formed a part of curriculum during the period of _____

6. Tick True or False against each of the statements given below:
 - (i) History and Geography were introduced as subjects of study during the period of Banu Abbas. T/F
 - (ii) Imam Ghazali divided the subjects into five categories. T/F
 - (iii) Ilm-ul-Kalam was included as a subject-of study in the Daras-e-Namazi in India in the Mughal period. T/F
 - (iv) Persian was abolished as a language of administration in 1837. T/F
 - (v) Vocational subjects were introduced in the sub-continent in 1934. T/F

3. CURRICULUM DEVELOPMENT SINCE 1947

Pakistan as you know, came into being as an independent country in 1947. At this time, the University of Punjab was the main body governing the preparation of curricula of the secondary stage and higher education in West Pakistan. However, primary education was the responsibility of the provincial governments. The Punjab University conducted two examinations, at the end of the high school stage, viz., the Matriculation Examination and the School Leaving Certificate Examination (SLC). For the Matriculation Examination, five subjects had to be offered by a candidate. The subjects were divided into two groups compulsory and elective as detailed below:

Group A. Compulsory Subjects

1. English
2. Mathematics or in the case of girls, Arithmetic and Domestic Arithmetic and Household Account
3. History and Geography.

Group B: Elective Subjects

1. Pakistani languages such as Urdu, Punjabi, Pashto, or a foreign Language, say, French or German.
2. A classical language Arabic, Persian, Hebrew, Latin, or Greek Physics and Chemistry
3. Drawing
4. Agriculture
5. Physiology and Hygiene or Civics and Hygiene or Domestic Economy for girls only.

For School Leaving Certificate Examination, compulsory subjects were:

1. English
2. Arithmetic including Commercial Arithmetic for those taking up Group A - Compulsory, or Algebra for those taking up Group B - Elective.

Group A. Elective

- (a) Shorthand and Typewriting
- (b) Book-keeping and Commercial Correspondence
- (c) One subject out of the following:
 - i. A classical language (as for Matriculation)
 - ii. A Pakistani language (as for Matriculation)
 - iii. History and Geography
 - iv. Civics and Hygiene.

Group-B

- (a) Agriculture
- (b) Civics and Hygiene
- (c) Physics and Chemistry and
- (d) One more elective from
 - i. Languages
 - iii. Drawing
 - iv. History and Geography
 - v. Civics

Gradually, School Leaving Certificate Examination became so unpopular that nobody to this examination in the year 1950 and 1951. From here we switch over to the first education conference in Pakistan.

3.1 Educational Conference, 1947

The Quaid-i-Azam Muhammad Ali Jinnah had a great faith in education as a potent factor in realizing his aim of making Pakistan a truly Muslim state. He lost no time, directed that an Education Conference be called as early as November, 1947. In his message to the Pakistan Education Conference, 1947, he laid down the future education policy saying:

"You know that the importance of education and the right type of education cannot be over-emphasized, under foreign rule for over a century, sufficient attention has not been paid to the education of our people, and if we are to make real, speedy and substantial progress we must earnestly tackle this question and bring our educational policy and programme on the lines suited to the genius of our people, consonant with our history and culture, the modern conditions and vast developments that have taken place all over the world." (IO:p.8)

3.2 Activity-V

Derive principles of curriculum-making from the above policy statement of Quaid-i-Azam. On another occasion the Quaid-i-Azam remarked:

"The future of our state will and must greatly depend upon the type of education we give to our children and the way we bring them up as future citizens of Pakistan. Education does not merely mean academic education. There is an urgent need for giving scientific and technical education to our people in order to build up our future economic life and to see that our people take up science, commerce, trade and industry. At the same time, we have to build up the character of future generation. We should try by sound education, to instil into them, the highest sense of honour, integrity, responsibility and selfless service to the nation."

3.3 Activity-VI

Indicate the character traits emphasized by the Quaid-i-Azam and express your personal opinion.

The first Education Conference of November/December, 1947, gained importance because of the guidelines offered by the participants of the future plans and educational programmes. Mr. Fazalur Rehman, the first Education Minister of Pakistan, while supporting the views expressed by the Father of the Nation in his message, remarked: "Our existing educational system, as originally conceived by Macaulay, was intended to serve a narrow utilitarian purpose and its growth, has been largely a matter of artificial improvisation. It has rightly been condemned for lack of realism and inability to adjust itself to the needs of rapidly changing society, for its own literary bias and for its soulless character. It is inspired by no lofty idealism. It has no common faith nor is it governed by sound ethical principles or high intellectual standard. It has, therefore,

conspicuously failed to inculcate and maintain the stern moral and intellectual discipline which is the hall-mark of our true culture. The growing realization of these great deficiencies and their paralysing effect on national life inevitably bred acute dissatisfaction in the minds of all thinking people, and has in the recent years led to a considerable concentration of energies in a complete overhaul of or entire educational structure." (10:p. 12)

Consequently in the Conference Pakistanis have now before them the opportunity for reorientating their entire education policy to correspond closely with times and to reflect the ideals for independent state stands.

Since curriculum is the nerve system efforts have been made to modify it and to improve it. Commissions undertook review of curricula as an exercise. Significant efforts made in this direction are summarized below:

3.4 Punjab University Commission 1950-52

The Commission observed that the school curricula did not provide for enough diversification to suit the ranging tests and aptitudes of the students. The Commission recommend that courses in the middle schools should consist of certain basic subjects such as Religious Education, Physical Instruction, Urdu, Mathematics, History and Geography, Practical Arts and one language from amongst Urdu, English, Persian, Arabic, Bengali, French, Latin, etc. it was considered that this would give the students of the age 11-13 a sound general education. For secondary stage, there should be a few compulsory subjects and a few electives to be chosen from the various groups (one from each group) such as:

1. Languages: Urdu, Persian, Arabic, Bengali, French, German, Latin, etc.
2. Social Sciences: History, Geography, Elementary Civics, etc.
3. Natural Sciences: Physics, Chemistry, Biology, Domestic Science, etc.
4. Mathematics: Algebra, Geometry, Drawing, etc.
5. Arts and Music: Drawing, Painting, Designing, Modeling, Eastern Music, Western Music.

The Committee emphasized that each stage should be treated as complete and the courses of studies should be designed on the basis of a continuous process for the whole unit.

3.5 Six Year National Plan of Educational Development

It was on 18th and 19th July, 1951, that Mr. Fazalur Rehman, the Central Education Minister, invited Provincial Education Ministers, Secretaries, Vice-Chancellors and other high ranking officers in a Conference at Karachi, to determine the basis for the preparation of the Six year National Plan of Education Development of Pakistan.

As regards the secondary school curriculum in general, the Conference made certain suggestions. It was observed that generally for the students of the age range 13 plus to 16 plus differentiation in the interests and abilities of the pupils had long been considered to have been taken care of by following two main lines, viz. Humanities and Science and Mathematics. However, educational experience and psychological research justify greater differentiation with less broad divisions into groups of subjects. The differentiation of curriculum should not take the form of exclusive compartmentalization,

but courses of study should be organized by laying more emphasis on those subjects for which the pupil shows greater inclination. For instance, a pupil may study two or three modern language in addition to the core subject; another may study physics, chemistry or biology; yet another may study the outline of World History including Islamic History, Elementary Economics and Elementary Civics.

Another positive shift was towards the ideological basis of education. It discussed in detail the "ideological rationale of Pakistan" which would need an educational system corresponding more or less to the ideological rationale of the country. With this basic philosophy in view, the principal objectives of the new plan were enumerated as:

1. To organize education on the basis of the objectives resolution to be embodied in the Constitution of Pakistan.
2. To achieve as comprehensively as possible during the period of six years an Integrated and balanced development of education.
3. To provide health and physical education.
4. To eradicate illiteracy from the country.
5. To provide equal opportunity to all.

It also recommended 5 years Primary, 3 years Middle and 3 years Secondary education pattern. The new structure was to provide in total, eleven years schooling upto secondary level and three years instruction at the under-graduate level. When this proposal was referred to the Inter-University Board, it was accepted readily.

When recommendations for reforms were being made, Pakistan did not have uniform pattern of education. The duration of secondary education in Karachi, Sindh, was seven years of schooling at the Primary level. In the Punjab, Khyberpakhtunkhwa and Baluchistan, the duration was five years, beyond five years of Primary education. The President, Karachi Board of Secondary, Education, suggested the following pattern:

Pre-primary	2 years	age level	3+ to 5+
Primary	5 years	age level	5+ to 10+
Secondary			
a. Lower level	3 years	age level	10+ to 13+
b. Secondary	3 years	age level	13+ to 16+
c. Higher secondary	2 years	age level	16+ to 18+

Karachi proposal, as we see, corresponded to the educational practices in Great Britain Act, 1944. Rejecting the Karachi Scheme for structural and curricular leaving it to the mental exercises of its experts, the authors of the plan decided to stay wit in their limited scope: The Central Government had no constitutional control over education in the provinces and, therefore, no worth mentioning development could take place. However, diversification of courses was accepted by all.

3.6 Activity-VII

Compare the structural design of the Six Year National Plan with that of the Karachi Proposal. Find out the major differences between the two, if any.

3.7 Board of Secondary Education, Lahore (1957)

First five-year plan (1955-60) favoured the creation of Board of Secondary Education to take over the charge of conducting the public examination at the Secondary Education level. The Board proposed in its meeting that there should be two public examinations, one at the end of class X and the other at the end of class XII. The Board in their sitting on the 15th of March, 1956, approved the following scheme regarding the courses of study for the two stages of Secondary Education:

(a) High School Stage

- i. Religious Education shall be the qualifying compulsory subject. Where Religious Education could not be provided, ethical or Moral Education was temporarily approved.
- ii. Compulsory Subjects
 - a. Urdu one paper to be taken by those not offering urdu elective
 - b. English two papers (not to be taken by those offering English group)
 - c. Social Studies two papers (paper A, History and Geography, and paper B, Civics, Health Education and Vocational Guidance).

Candidates were required to offer one of the following groups in addition to the compulsory subjects:

Group-I (Humanities)

Any three of the following subjects:

1. History
2. Geography
3. One language
4. Art and Drawing
5. Music
6. Mathematics
7. General Science.

Group-II (Science)

1. Physics and Chemistry
2. Geography
3. Biology or any subject from 1 to 3 listed under the Humanities Group.

Group-III (Oriental)

- a.
 1. Arabic two papers
 2. Persian one paper
 3. Urdu one paper or
 1. Persian two papers
 2. Arabic one paper
 3. Urdu one paper or
 1. Urdu two papers
 2. Arabic One paper
 3. Persian one paper.
- b. Any one subject excepting a language from Humanities Group.

Group-IV (Technical)

One of the following courses with cognate subjects (the entire group was equal to three subjects or six papers):

1. Industrial Arts
2. Commerce
3. Home Science
4. Agriculture
5. Military Studies

Group- V (English)

- (a)
 1. English advanced level, two papers
 2. Any other group.

(b) Higher Secondary Stage (I)

4. Urdu (mother tongue and non-mother tongue)
5. Mathematics (Arithmetic, Geometry, Algebra)
6. General Science or Domestic Science for girls only).

Elective Subjects

Two elective subjects from any one of the groups listed under: Group-I

1. History, 2. Geography 3. Civics
4. Economics 5. Elementary Commerce

Group-II

1. Physics and Chemistry
2. Domestic Science (not for those who take domestic science in lieu of general science).
3. Physiology and Hygiene.

Group-III

1. Commercial mathematics
2. Algebra, Geometry, Trigonometry.

Group-IV

1. Biology
2. Geography and Geology
3. Engineering Science

Group-V

Arts and Practical Arts

Group- VI (Language)

1. Arabic 2. Persian
3. Latin 4. Sanskrit
5. Gujrati 6. Bengali
7. Urdu 8. Sindhi
9. French 10. Hindi.

For the School Leaving Examination (technical) Compulsory Subjects

1. Urdu
2. Practical English
3. Mathematics (practical Arithmetic and algebra)
4. Mathematics I and II (Plain Geometry, Trigonometry, Mensuration and Solid Geometry, and
5. Physics and Chemistry.

In addition to the compulsory subjects, a candidate was required to offer Engineering Drawing or Engineering Science (Applied Mechanics and Applied Electricity). The first-five year plan proposed without any reservation, a school system that would include both academic and vocational disciplines in an integrated scheme of work.

3.9 The Commission on National Education (1959)

Now you enter upon a big educational development in the history of Pakistan since 1947. The Commission, as you know, was appointed by the Pakistan Government in

December, 1958 and its report was submitted on August 26, 1959. The Preamble of the Commission Report states:

“Whereas the educational system of Pakistan is not adequate to meet the needs and requirements of the nation, it has become necessary to set up a competent body to review, in consonance with the aspiration of the people of the country, the educational for the purpose of ensuring an integrated and balanced development of the education at various stages.”

In order to bring full development of the child as (a) an individual (b) a citizen (c) a worker, and (d) a patriot, schools offering, besides a basic core of subjects, should include a range of optional subjects suited to a student's talent and related to our social and cultural needs.

3.10 Curriculum Committee for Secondary Education

In July, 1960, the Government of Pakistan appointed the Curriculum Committee for Secondary Education for implementing the recommendations of the Commission on National Education. The Committee had the following objectives in view:

- (j) To formulate the curriculum and syllabi for secondary education in conformity with the recommendations of the Commission to ensure the realization of national objectives which may be summarized as under:
 - (a) Projection of trained manpower, educated citizenry and competent leadership for the country
 - (b) Training of students to lead productive public lives and full personal lives according to their talent and interests.
 - (c) Maintenance of the freedom, integrity and strength of Pakistan.
 - (d) Preservation of the moral and spiritual values of Islam, which emanate from the concept of a universe governed by the principles of truth, justice, benevolence, equality and universal brotherhood.
- (ii) To maintain uniform academic standard throughout the country.
- (iii) To draw up a general scheme of studies for secondary education by integrating into its scheme for studies the three parts of secondary education (a) classes VI to VIII (b) classes IX to X and (c) classes XI to XII.
- (iv) To lay down the broad principles for the guidance of Committee of courses for framing detailed syllabi in individual subjects
- (v) To examine and co-ordinate the syllabi prepared by the Committee of course and to ensure that they constituted an integrated and harmonious whole. The Committee consisted of 47 members drawn from institutions and other agencies concerned with education. The Curriculum Committee on Secondary Education recommended a mended comprehensive programme of wide variety for adoption in all types of secondary schools from middle stage to higher secondary stage. The Committee was Conscious of the sporadic efforts made in the past which lacked cooperation; therefore, it made a sincere of the to coordinate and integrate the work done in middle, secondary and higher secondary schools.

The general scheme of education for middle stage classes Vito VIII was as under:

Required courses with number of periods allotted:

Subjects	Periods allotted per week
1. Urdu	8
2. English	8
3. General Mathematics	7
4. Social Studies	5
5. General Science	5
6. Religious Education	8
7. Physical Education	2
8. One each from both the groups	3

(a) Arts and Crafts

Clay-modelling, Toy-making, basketry, Pottery, Fabric Printing, Leather Work Puppety, Book-binding, Weaving, Cane and Bamboo Work and such other crafts as may be prescribed.

(b) Art and Practical Art

Wood Work, Metal Work, Applied Electricity, Agriculture and Gardening, Fish-culture, Home Economics and other Practical Arts as may be prescribed.

Electives

One of the subjects: Arabic, Art, Bengali, Dancing, Gujrati, Music, Paki, Pushto Punjabi, Persian, Sanskrit, Sindhi, Urdu and such other subjects as may be prescribed.

Variety of activities were offered at middle stage, through which the special aptitudes and interests of the children may be discovered to enable them to choose appropriate careers or subsequent courses of study at the higher stage of learning.

Secondary Stage (Classes IX-X₁)

Required Courses

Urdu 200 marks, English 200, Social Studies 100, General Mathematics 100. General Science 100, Physical Education 100, Manual work 72 hours of work during the year.

Elective

Any of the following group:

i. Humanities Group

Subjects Carrying 100 marks so as to make a total of 300 marks.

- a. Mathematics or Household Accounts (for girls only)
- b. History
- c. Geography
- d. Islamic Studies
- e. Art
- f. Geometrical and Technical Drawing
- g. Classical languages: Arabic, Persian, Greek, Sanskrit etc.
- h. Modern languages of the world.
- i. Physiology and Hygiene

- j. Health and Physical Education
- k. Civics
- 1. Elementary Economics**
 - m. Music
 - n. Outline of Home Economics
 - o. Such other subjects as may be prescribed
 - p. One paper of 100 marks from any other group for not included in the list.
- 2 Science Group**
 - a. Mathematics
 - b. Physics
 - c. Chemistry
 - d. One subject out of Biology, Physiology and Hygiene, Geometrical and Technical Drawing, Geography, one pair carrying 100 marks on a subject not included above.
- 3 Commerce Group**
 - a. Business Methods and Correspondences
 - b. Commercial Geography
 - c. Arithmetic and Book-keeping
 - d. Type working.
- 4 Industrial Arts Group**
 - a. Mathematics
 - b. Physics
 - c. Chemistry
 - d. Any two subjects out of Metal Work, Wood Work, Applied Electricity, pottery and ceramics Leather work Ornamental Art, and crafts, weaving, Geometrical and Technical Drawing Building Construction, Cane Work, Tailoring, Confectionary and Bakery, such other subjects as may be prescribed.
- 5. Home Economics Group**
 - a. Chemistry, Physics and Biology
 - b. Food and Nutrition, Social Science
 - c. Elementary Botany, Horticulture and Gardening
 - d. Elementary Zoology, Animal Husbandry and Fisheries
 - e. Mathematics or a paper carrying 100 marks from any other group.

Total Marks

700 for required subjects and 300 or 400 marks from the six groups of the subjects, so as to keep the total of maximum marks between 1000 and 1100.3.11

3.11 Activity-VIII

Discuss the term 'Humanities' and 'Home Economics' and indicate their most significant contribution for our social welfare.

Higher Secondary Education (Classless XI and XII) Required Courses

- 1. Urdu
- 2. English

- 3 . Physical Education (non-examining subject)
- 4 . Manual work examining

Elective Courses

1. Humanities Group

- a . General History or Islamic History
- b . Economics
- c . Geography
- d . Military Science
- e . Logic
- f . Psychology
- g . Civics
- h . Statistics
- i . Islamic Studies
- j . Outline of Home Economics
- k . Music
- l . Fine Arts
- m . One of the Classical and Modern Languages of the world
- n . Commercial Practice
- o . Health and Physical Education
- p . Such other subjects as may be prescribed.

2. Science Group

- a . Mathematics
- b . Physics
- c . Chemistry
- d . One subject out of Biology, Physiology and Hygiene, Geometrical and Technical Drawing, Geography. One paper carrying 100 Marks on a subject not included above.

3. Commerce Group

- a . Book-keeping
- b . Principles of Commerce
- c . Economics and Commercial Geography.

4. Technical Group

- a . Applied Mathematics
- b . Applied Science
- c . Engineering Drawing
- d . Workshop Practice and Survey

5. Home Economics Group

- A . General Science , Food and Nutrition
- B . Clothing and Textile and Applied Art
- C . Family Life and Home Management

6. Nursing Group

- a . Nursing and first Aid Anatomy, Physiology and Hygiene practical and oral.

- b. Anatomy and Physiology, Health of mother and child dietetics practical and oral
- c. Two or more subject form other groups.
- 7. **Islamic Studies Group**
 - a. Arabic
 - b. Quran and Hadith, Fiqh and Usool-e-Fiqh
 - c. Islamic History and Culture.
- 8. **Military Science Group**
 - a. War
 - b. Military History
 - c. Economics of War
 - d. Military
 - e. Defance of Pakistan
 - f. Special Military Studies.
- 9. **Agriculture Group**
 - a. Agriculture part I and II
 - b. Two or more subjects carrying 400 marks from any other group.

At the higher secondary stage, the commission prescribed live subjects in all: to require and three elective. Required areas of study were English, Urdu or Bengali carrying 200 marks each, while three electives to be selected from 10 groups carrying 200 marks each, so as to make the total of 1100 marks.

The Commission also recommended two public examinations For 9th and 10th classes separately for Secondary School Certificate Examination. In the manner explained, above, the Commission on National Education.1959 recommended a diversified curriculum in secondary schools. The proposed curriculum was to be both terminal and college preparatory.

3.12 Modern Science and Mathematics Course

A dedicated group of scientists and curriculum specialists visualized that science and technology was advancing so rapidly in other countries that if we remained contents with what we had, we would remain decades behind the developing countries. They thought of catching speed and devoted themselves to introducing modern concepts of science and technology in the curriculum. As one of them remarked:

"We may not have introduced the latest science courses, but have at least succeeded in preparing people mentally for a change"

The arduous task was undertaker by the West Pakistan Education Extension Centre, Lahore. The redeeming feature of this exercise was that not only the courses were modernized, but adequate arrangements were also made to prepare the in-service teachers for effectively teaching the courses to their students, by arranging a network of in service training courses throughout West Pakistan. The courses were revised for IX and X classes of secondary stage, classes XI and XII of Intermediate stage and for degree classes. New textbooks were also written on modern lines. This attempt, generally, goes by the name of "modernization of curriculum.

4. CURRICULUM DEVELOPMENT UNDER VARIOUS EDUCATION POLICIES

From 1970 onwards various governments formulated Education Policies and took steps to implement them effectively. In these policies there were clear directions for Curriculum. The following Education Policies were announced under which curriculum were also reformulated.

4.1 New Education Policy, 1970

New Education Policy was formulated in March, 1970, with the following basic concepts inspiring the goals/and guidelines of education development:

- (a) The role of education in the preservation and inclusion of Islamic values as an instrument of national unity and progress.
- (b) Reorientation of educational programmes laying more emphasis on Scientific, vocational education.
- (c) Role of education as an instrument of social change and development and as the creation of opportunities of education
- (d) The paramount importance of quality in education and the crucial role of teachers in the improvement of educational quality.
- (e) Decentralization of educational administration to ensure academic freedom and administrative and financial autonomy required for healthy and efficient growth of educational institutions particularly at the higher stage.

(a) Curriculum

It was recommended to set up curriculum committees at appropriate levels to design - curricula suited to the needs of each stage of education. Curriculum development, however, should be viewed as an integrated and continuous process. It was, therefore, recommended that each province should have a permanent Bureau of Curriculum Development for - supporting activities of the various agencies concerned with curriculum development, e.g. Teacher Training institutions, Textbook Boards and the Secondary Education Boards. The Ministry of Education was expected to continue to coordinate the formulation of national policies in curriculum development and preparation of text books and other learning materials. The policy laid down some principles for the development of curriculum for elementary and secondary schools.

(b) Elementary Curriculum

The curriculum should be inspired by Pakistan's national objectives. The curriculum of elementary schools should be redesigned around basic linguistic and numerical skills and manual and production work to suit the practical needs of everyday life. The aversion to manual work should be countered by relating the curriculum to the physical and social environments of the children which will make elementary education more responsive to the needs of society. With a view to developing the children's analytical and problem-solving skills, teaching of science should be introduced at the elementary stage in the form of the study of nature and the environment.

(c) Secondary School Curriculum

The policy recommended that the curriculum at the secondary stage should be

redesigned with particular emphasis on science and technical subjects and manual arts. A large number of students should be diverted to technical, agriculture and industrial streams designed to prepare them for absorption in the economic life of the country. As the regime which floated the ideas of New Education Policy was short-lived, the recommendations could not be carried out but they prepared the ground for the next Education Policy.

4.2 Education Policy 1972-80

Education Policy 1972-80 was introduced with the objectives of:

1. Ensuring the preservation, promotion and practice of the basic ideology of Pakistan and making it a code of individual life.
2. Building up national cohesion by promoting social and cultural harmony compatible with our basic ideology through the conscious use of the educational process
3. Building up and maturing the total personality of the individual dynamic, creative and capable of facing the truth as it emerges from the objective study of reality: an individual who should be able to comprehend fully the nature of technical and social change and having deep concern for the improvement of society.
4. Providing a comprehensive programme of studies through the integration of general and technical education and by keeping option open to transfer from one course of study to another. (3: 1)

(i) Curriculum Development

The relevant decisions in the Education Policy relating to curriculum development and revision were as follows:

- (a) Designing curriculum relevant to the nation's changing social and economic needs compatible with our basic ideology and providing a massive shift from general education to more purposeful agro-technical education.
- (b) Curricula, syllabi and textbooks will be revised to eliminate overloading, to emphasize learning of concepts and skills and to encourage observation, exploration, experimentation, practical work and creative expression.
- (c) The system of elementary education will be so designed that the knowledge and skills imparted, attitudes formed and the learning methods employed will ensure that those proceeding to secondary education can be usefully absorbed into the economy of the local community. For those leaving school after class VIII. Special course of training in the skills of their vocational interests will be provided in the school workshop. It is essential that children who dropout after class VIII should carry with them enough skills to return to their local or ancestral vocation as better farmers or craftsmen.
- (d) The integration of general and technical education will equip secondary and College students for gainful employment.
- (e) Education will be introduced as an elective subject for matriculation, Intermediate at and degree levels.

- (f) An integrated science course, including mathematics, biology and physical Sciences will be introduced at the high school and intermediate stage.

Following schemes of Studies were laid down:

Scheme of Studies for Elementary Classes (Primary Level: Classes I-V)

Subjects

1. Language
 - a. 1st language
 - b. 2nd language
2. Mathematics
3. Science
4. Social Studies
5. health and Physical Education
6. Islamiyat
7. Arts

Scheme of Studies for Elementary Level (Middle Classes: Classes VI to VIII)

Subject

1. Languages
 - a. 1st language
 - b. 2nd language
 - d. English compulsory
2. Mathematics
3. Science
4. Pakistan/Social Studies
5. Health and Physical Education
6. Islamiyat
7. Arts
8. Vocational

Scheme of Studies for the Secondary School Examination Component- I Compulsory

1. Urdu
2. English
3. Pakistan Studies
4. Islamiyat (or Akhlaqiyat for non-Muslim students).

Component-71 (Electives)

Group Mathematics

2. Physics
3. Chemistry
4. Biology

General Group

1. General Mathematics or Mathematics or household Accounts and Related Problems or Elements of- I-Ionic Economics
3. General Science
2. Two subjects have got relevance with the subjects noted above.

(Component-III (Elective))

Vocational subjects: one vocational subject.

(Component-I V (Elective))

Compulsory non-examination exercises:

1. Physical exercises
2. Training in civil defiance, first aid and nursing.

4.3 Activity-IX

Is the secondary school curriculum light or heavy? Discuss this point with your colleagues and try to arrive at some conclusion.

Scheme of Studies for the intermediate Examination

Component-I Compulsory

1. Urdu
2. English

Component-II

One of the following groups:

A- Science Group

1. Mathematics
2. Physics
3. Chemistry
4. Biology

25% of the marks and time allotted to these subjects will be devoted to practical work.

B- Social Sciences/General Group

1. Any three subjects from the "Y" list, one being allied to the vocational field
2. One vocational subject.

Component-III (Compulsory non-examination exercises)

- a. Physical Culture: 15 to 30 minutes daily
- b. Practical training: 75 hours in the two academic years in military science proceeding the examination.

General Group

1. General Mathematics or Mathematics or Household Accounts and Related Problems or Elements of Home Economics.
2. General Science
3. Two subjects which have got relevance with the subjects noted above.

Component-III (Elective)

Vocational Subjects: one vocational subject.

Component-I V (Elective)

Compulsory non-examination exercises:

1. Physical exercises
2. Training in civil defenses, first aid and nursing.

"Y" List of Elective Subjects

- | | |
|--------------------------|---------------------------------|
| 1. Economics | 2. Geography |
| 3. Environmental Studies | 4. Psychology |
| 5. History of Education | 6. Principles of Home Economics |

- | | |
|---|---|
| 7. Sociology | 8. Political Science |
| 9. History of Freedom Movement Till the.10
Emergence of Pakistan Islamic History | Islamic History |
| 11. World History | 12. History of the Inid-o-Paksitan sub continent. |

General Subjects

- | | |
|---|-------------------------|
| 13. General Science | 14. Astronomy and Space |
| 15. Geology | 16. Mathematics |
| 17. Statistics | 18. Engineering Drawing |
| 19. Business Principles and Procedures | 20. Philosophy |
| 21. General Agriculture and Animal
Husbandry | 22. Music |
| 23. Fine Arts | 24. Military Science |
| 25. Arabic | 26. Persian |
| 27. Urdu Literature | 28. Turkish |
| 29. Bengali | 30. English Literature |
| 31. German | 32. French |
| 33. Japanese | 34. Chinese |
| 35. Russian | 36. Spanish |
| 37. Latin | 38. Punjabi |
| 39. Sindhi | 40. Pushto |
| 41. Gujrati | 42. Baluchi |

The Ministry of Education, Curriculum Wing, Islamabad, asked the Provincial Bureau of Curriculum to frame curricula in all subjects at primary stage.

The first initiative for formulation of curriculum was taken by Bureau of Curriculum Research and Development, Lahore, in 1973. A meeting of curriculum framers and educationists was convened at the Education Extension Centre, Lahore where approaches to curriculum designing were discussed and prominent educationists addressed the participants. A sample curriculum of all the subjects at primary stage was presented by the Punjab which served as the guideline for the curriculum framer's of other provinces.

A National Committee of Curriculum in each subject was formed which discussed the provincial draft curricula in each subject and the final draft was prepared and approved by the Ministry of Education in each subject in 1974. The curriculum for classes I to III was introduced in 1974. Textbooks were prepared under the guidance of curriculum framers.

Micro testing of the curriculum in the subjects of Urdu, Social Studies, mathematics and Science was done before introducing the curricula in all the schools. After the introduction some of the concepts were deleted, others modified and some added.

After the introduction of primary school curriculum, similar steps were taken to prepare and implement the curricula for the middle and high stages.

Revised curriculum up to class X was introduced by 1976. Curriculum of teacher education courses was also revised. Semester system was introduced in teacher training colleges in B Ed, CT, and PTC classes. One year course for these classes was introduced. Recommendations for three years elementary teacher training and three years B Ed after

FA/ F Sc were made. Three years scheme has not been introduced in Elementary Colleges, but three years B Ed course was adopted by some training institutions.

4.4 Activity-X

How do you view the idea of three years BA/B Sc, B Ed course after Intermediate? Think over it for five minutes and record your opinion point-wise.

4.5 National Education Policy 1978

You will recall the an educational conference was convened in 1977 to review the state of education in the review the state of education in the ways and means to bring it in line with our faith and ideology. The government directed that this conference should be major step in the search of an indigenous education policy. It was attended by eminent scholars, educationists, journalists, lawyers, vice-chancellors etc. The conference examined and redefined the aims the nation should attempt to realize through education. National aims of education in conformity with the lofty principles of Islam, our rich cultural heritage and our socioeconomic needs and requirements were incorporated in the Education Policy. Some of these objectives were:

- a. To foster in the hearts and minds of the people of Pakistan in general and the students in particular a deep and abiding loyalty to Islam and Pakistan and a living consciousness of their spiritual and ideological identity thereby strengthening unity of the outlook of the people of Pakistan on the basis of justice and fair play.
- b. To create awareness in every student that he, as a member of Pakistani nation, is also a part of the universal Muslim Ummah and that it is expected of him to make contribution towards the welfare of fellow Muslims inhabiting the globe on the one hand and to help spread the message of Islam throughout the world on the other.
- c. To produce citizens who are fully conversant with the Pakistan Movement, its ideological foundations, history and culture so that they feel proud of their heritage and display firm faith in the future of the country as an Islamic State.
- d. To develop and inculcate in accordance with the Quran and Sunnah, the character, conduct and motivation expected of a true Muslim.
- e. To promote and strengthen scientific, vocational and technological education, training and research in the country and to use this knowledge for socioeconomic growth and development thereby ensuring a self-reliant and secure future for the nation.

Evidently, these aims formed the basis for determining the content of education all levels.

The most important criterion of relevance and adequacy of curricula is the ideological basis of Pakistan and the needs and aspirations of the nation. It had, therefore, got to be ensured that knowledge, Attitudes, and skills to be imparted at all levels, were in line with the teachings of the Quran and Sunnah.

- (i) Recommendations of the conference, however, could not be implemented because of a number of reasons. In the National Education Policy clear decisions and programme for the revision of curricula and textbooks had been included.

Recommendations regarding curriculum were as under;

- (i) The entire curricula and textbooks will be reviewed ensure that adequate content

on Islam and Islamic ideology is included; that due coverage is given to instructional materials aimed at the promotion of national cohesion and integration. Textbooks of all levels will also be revised to ensure that Islamic ideology is protected and high academic standards are maintained.

- (ii) In order to avoid overloading and overlapping, integrated curricula and textbooks will be introduced. At the primary level more weight will be given to practical work and creative activities so that children could gain desired attitudes and skills.
- (iii) The Textbooks Boards will be reorganized to improve their efficiency. Effective liaison will be established between the National Book Foundation and the Textbook Boards.
- (ii) Programme
The programme outlined for the implementation of the recommendations of the policy regarding curriculum was as given below:

The entire curricula and textbooks will be reviewed to ensure inclusion of adequate content on Islam, ideology of Pakistan, and promotion of national cohesion and integration.

University Grants Commission will undertake review of curricula and textbooks for higher education programme to bring them in consonance with the ideology

Pakistan and principles of Islam. The new curricula will duly emphasize latest knowledge and developments in scientific disciplines in particular.

Evacuation studies of the existing curricula will be undertaken to identify strengths and weaknesses of the existing curricula.

Integrated curricula and textbooks will be introduced in class I and II from the year 1979-80.

At the primary stage more weight will be given to the practical work and creative activities so that children could gain desired attitudes and skills.

The component of agro-technical education, already introduced at middle and secondary stages, will be evaluated and the programmes will be made production oriented.

The process of curriculum development will be improved by proper emphasis on research studies. Field testing will be given due importance.

The revised curricula will be implemented in a phased manner.

National/Provincial curriculum development agencies will work in close collaboration and involve adequate number of students and teachers.

Supplementary reading materials for children and teacher guides/manuals for teachers will be prepared for the enrichment of experiences students and teachers.

In order to make the teacher-learning process more effective. Laboratory equipment and instructional aids/kits will be provided.

A standing committee of the National Education Council on Curriculum and

Textbooks will be constituted to review the existing curricula and textbooks improvement and to identify textbooks which can be prescribed throughout the country.

The Ministry of Education will undertake a review of all the textbooks prescribed by the English medium schools. These textbooks and auxiliary materials will require approval by the Ministry of Education.

Possibilities of introduction of common textbooks in selected subjects at different levels will be examined.

Textbook Boards will be reorganized to improve quality of textbooks and to ensure their in time availability. Professional staff will be recruited by the Boards for editing.

Printing, production, research and development. The existing staff will be provided in-service training for effective performance of their functions.

Supply of quality paper at cheaper rates will be arranged for the Textbook Boards. The Boards will be allowed to import paper duty free. Import of other machinery required by the Boards will also be made duty free. Adequate facilities for printing, storage and distribution will be developed.

The textbooks will be supplied to all the students at the primary level. As envisaged in the Fifth five year plan, the teachers will be made responsible for distribution and maintenance of these books. The books will be retrieved for subsequent use.

The Provincial Governments and Textbook Boards will provide sufficient subsidy to keep the prices of textbooks within the reach of common man.

(iii) Implementation of the Recommendations of Education Policy 1978

Steps were taken to implement the recommendations of the Education Policy concerning curriculum as:

- (a) As a first step towards the implementation of Education Policy a National Textbook Review Committee .ii number of educationists participated. The Committee reviewed the textbooks of all levels and deleted all the material, which in any way was not in line with the Quran or Sunnah. The textbooks, thus revised, were reprinted by the Textbook Boards.
- (b) The research institutions such as Curriculum Centres/Bureaux undertook research and curriculum issues, including their evaluation and revision.
- (c) An intensive evaluation of curricula of agro-technical subjects was undertaken.
- (d) The curricula of Deeni Madrassahs were reviewed to make them in line with the Quran and Sunnah on one side, and with the demands of the modern age on the other. The work was undertaken by a national committee set up for the purpose.
- (e) A project for preparation of integrated curricula and text books for classes I and II was undertaken by the Ministry of Education in collaboration with the Bordeaux of Curriculum.
- (f) Programmes of in service education of teachers at Primary and Secondary level were undertaken by various organizations such as the Ministry of Education and

Provincial Education Extension Centres. Allama Iqbal Open University has also under took the training of primary school teachers through correspondence courses supplemented by radio-television lessons and workshops.

- (g) The scheme of studies for intermediate level (classes XI and XII) was revised so as to lay more emphasis on Mathematics and integrated Science course. General Mathematics was made compulsory for all groups.
- (h) School teachers were trained for practical work and research.
- (iv) Second World Conference on Muslim Education

One of the recent landmarks in the history of curriculum development was the Second World Conference in Muslim Education, "Islamic Concepts and Curricula" which was held in Islamabad in 1980. This Conference classified the subjects into two categories: subjects containing 'Perennial' knowledge, and subjects containing 'Acquired' knowledge, but recommended the integration of both as under:

A - Group-I 'Perennial'

- (i) Al-Quran
 - (a) Recitation (Qirah), Memorization (Hifz) and Interpretation (Tafsir)
 - (b) Sunnah
 - (c) Sirah of the Prophet (peace be upon him), his companions and their followers (which covers the early history of Islam)
 - (d) Tauhid
 - (e) Usool-i-Fiqh
 - (f) Qureanic Arabic
- (ii) Ancillary Subjects
Islamic Metaphysics, Comparative Religion, Islamic Culture.

B - Group-I! 'Acquired'

To be divided into the following sub-categories:

- (a) Imagination (Arts): Islamic Arts and Architecture, Languages, Literature.
- (b) Intellectual Sciences: Social Studies (Theoretical), Philosophy, Education, Economics; Political Science, History, Islamic Civilization, Geography, Sociology, Linguistics, Psychology, Anthropology.
- (c) Natural Sciences (Theoretical): Philosophy of Science, Mathematics, Statistics, Physics, Chemistry, Life Sciences, Astronomy and Space Science, etc..
- (d) Applied Sciences: Engineering and Technology, Medicine, Agriculture and Forestry.
- (e) Practical: Commerce, Administrative Sciences (Business Administration, Public Administration).
- (f) Library Science, Home Sciences, Communication Sciences (Mass Communication, etc.

It was recommended that the above branches of acquired sciences should be taught from the Islamic point of view. Islamic schools of thought should be established in all branches of social studies.

4.6 National Education Conference

After taking-over as Prime Minister in December, 1988, Benazir Bhutto

convened the National Education Conference in Islamabad in March, 1989. Major objective of this conference which was attended by about 500 delegates from different institutions and walks of life was to reconsider the aims of education at the national level and thus make them up-to-date according to the changed circumstances. Recommendations of this three-day workshop were passed on to the Government of Pakistani for processing and giving the nation a revised education Policy.

4.7 Concluding Remarks

The history of curriculum development in Pakistan is a story of emerging curricula. It proves one thing, i.e. interest of the nation in an appropriate curriculum for the children, a curriculum which is according to the nation's aspirations and needs. The development of curriculum from 1960 onwards has been methodical and somewhat action research oriented, which is a sign of scientific thinking in the field of education. However, there are numerous problems in the implementation of curricula such as:

- (a) Shortage of financial resources
- (b) Shortage of trained manpower
- (c) Rigid attitude of teachers, parents and community
- (d) Inadequacy of physical facilities in the institutions
- (e) Frequent changes in national priorities in the light of international scene.

Steps are being taken to overcome these problems gradually.

The main aim before the nation now is to introduce a curriculum which is consistent with the Quran and Sunnah and which also in a help the individual to develop his personality to the maximum possible extent. For making progress in the field of science and technology. The purpose is to produce through such curriculum creative, productive, sincere and patriotic citizens who may work for the development of the nation within the framework of the principles of Islam.

4.8 Self-assessment Questions-- Exercise No. 2

1. In what way does the present curriculum for classes VI to X differ from that of pre-independence period?
2. Analyze the general trend in curriculum reforms since 1959.
3. How won Id you inculcate the spirit of unity and integrity a general curriculum at the secondary stage.
4. Compare the recommendations regarding curriculum reforms contained in the two education policies of 1972 and 1978 and highlight the main differences.
5. Fill in the blanks:
 - (i) Education Policy 1960 could not be implemented because _____

 - (ii) Micro-testing of the curricula was carried out _____

 - (iii) The chief criterion of relevance and adequacy of curricula is _____

 - (v) List three main problems which in your opinion, have caused slow implementation of education policy, 1978 _____

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- (vi) A National Textbook Review Committee reviewed the textbooks in 1979 for the purpose of _____
-

6. Tick True or False against each of the statements given below:
- (i) The First Education ('inference', p was held in Karachi in November, 1947. T/F
 - (ii) The Curriculum Committee for Secondary Education was appointed in 1960 for implementing some of the recommendations of the Committee on Education. T/F
 - (iii) The Education Commission, 1959 recommended one public examination for class X. T/F
 - (iv) The 1972-80 Education Policy recommended the introduction of Education as a subject at Intermediate and Degree levels. T/E
 - (v) The Second World Conference on Muslim Education held in Islamabad in 1980 generally classified the subjects into two categories viz 'Perennial' and acquired'. T/F

4.9 Answers to Self-assessment questions – Exercises

Exercise No. 1

Q 1 to 5: For answers to questions No. 1-5 see the relevant portions of the unit.

Q 6: (i) True (ii) False (iii) True (iv) True (v) True

Exercise No. 2

Q 1 to 5: For answers to questions No. 1-5 see the relevant portions of the unit.

Q 6: (i) True (ii) True (iii) False (iv) False (v) False

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