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Q.1 How National development is linked with curriculum development in Pakistan? Also discuss problems in curriculum development process and give probable solutions.

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Curriculum Development In Pakistan

The curriculum provides a scheme of compulsory, alternate compulsory and optional courses of studies. Those who are involved in the curriculum development are: policy makers, subject specialists, textbook writers, publishers, parents and students. The curriculum and Textbook Wing in the Ministry of Education prepares curriculum.

It was established in 1974. The Curriculum and textbook Wing prepares the schemes of studies for primary, middle, secondary and higher secondary levels of education. It also revises and updates all subjects at different intervals. Curriculum development above higher secondary education is done by Higher Education Commission

Curriculum Design and Development Process

Curriculum Design and Development

Evolution of curriculum objectives.

Development of scheme of studies.

Development of syllabus of each subject.

Development of textbook, instructional material.

Approval of textual material.

Teacher training.

Developing Objectives

Objectives are derived from

Recommendation of the National Education Policy

National Level Seminars
Forums of research studies
Inter Board Committee of Chairmen

NBCT prepares the draft of objectives.

Circulated in provincial institutions responsible for curriculum development.

Objectives are finalized.

Translated to the specific teaching objectives

Factors considered in finalizing the objectives

Problems and issues in curriculum development

1. Problems and Issues in curriculum Development
2. "Problem", • The word "problem" is connected with the word "solution". A problem is something negative that needs to be solved. Some bad things that happen can't be called "problems" because they're unsolvable. • A problem is something that has a clear answer
3. "Issue" • "Issue" is associated with difficult decisions and disagreements. An issue is something that causes debate and divides people.
4. Problems and Issues • They are similar because both problems and issues cause debate, concern, and conflict. • Problems typically can be solved by asking, how can something be solved. • If the problem cannot be answered easily and people are divided over the problem then it becomes an issue.
5. Curriculum development • Problems of planning an effective and integrated curriculum are not simple. • A good curriculum involves out of hard dedicated and intelligent work conducted on continuous bases.
6. Curriculum development • A curriculum development is continuous work. It must have philosophical psychological, social and economic basis. • The curriculum planners have to investigate carefully and thoroughly the nature and qualification of those for which curriculum is to be planned. • Fundamental principle of curriculum planning is "student must either be selected to fit the planned curriculum or curriculum must be planned to fit the level of the students enrolled" (Kelly jr., 1971 p. 115)
7. Curriculum development • Developing or revising a curriculum one is faced a number of problems and issues. The curriculum is planned set of activities. • The process of curriculum is a web of moral and intellectual purposes and beliefs which ultimately define the political economic and social arrangements of any society..

8. 8. Curriculum development• If the society is relatively stable, the planner can answer of many crucial questions underlying the curriculum• Its simple to shape the personality and character of an individual. • “Straight hair and wan face that had seemingly never known cosmetics”.
9. 9. Curriculum development• In highly dynamic societies curriculum problems are more complex. • Decisions about aims, goals objectives, selection of major areas of curriculum. • Choosing learning experiences and evaluation procedures are reached after input of various groups.
10. 10. Curriculum development• The people concerned in curriculum planning gathering without conflicting points on foundations. They may be able to work faster. • If persons involved have no agreement on these. This would create confusions. • Societal and ideological problems facing curriculum have broadened the cultural and philosophical dilemma. • These may have indirect but powerful relevance with curriculum.
11. 11. Societal and ideological problems faced in curriculum development• Authority• Poverty• In-equality• Indoctrination• Ill health• Suppression of inquiry and expression• Regionalism• Provincialism• Nationalism
12. 12. Societal and ideological problems faced in curriculum development• Dissolution of family• Ecological imbalance• Prejudices• Alienation• Threat• Fear• Control• Coercion• War and greed
13. 13. Institutional and Instructional problems• Apathy• Discipline• Individual differences• Science and high technology• Basic standards• Jobs• Instructional packages• Teacher effectiveness• Life skills• Drug abuse Education
14. 14. Societal problems• Death Education• Family life• Sex Education• Consumers Education• Accountability• Global Education• Mind and body study• Feminist studies (Schubert 1986. pp 344,345-62)
15. 15. Issues to Consider globalization is a constant• In a world of ever-increasing complexity, what are our obligations to teach “how the world works”?• How does faculty adapt or change educational paradigms. • To be more responsive to an increasingly interconnected world and far-reaching economic, social, political and technological changes resulting from globalization?

Q.2 Analyze that relationship between culture and curriculum in our country. Also discuss that why we need value based curriculum in Pakistan? How it can be a developed?

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Culture is an important factor in **curriculum** planning and drives the content of every **curriculum**. This is because the essence of education is to transmit the **cultural** heritage of a society to the younger generation of the society. **Curriculum** is a veritable tool for attaining the educational goals of a nation.

Education is the hub of all ramifications of development in any country. No country can develop if her educational system is weak. **Curriculum** planning should therefore endeavor to integrate the components of **culture**, which is the essence of education in curriculum planning to ensure that the products of the educational system would be functional members of their society.

Pakistan And The Need For Curriculum

Back in the days of my school life at public school in Mansehra, I often considered education equivalent to obedience, muteness, fear of teachers and following orders. I can recall clearly how I moved from class sixth to eighth, with not an iota of knowledge added into my educational arsenal. The teachers either did not know about the subjects they taught, or simply could not be bothered to care.

Besides having little knowledge of the art of teaching, the teachers I had the chance to be schooled by also knew little about emotional intelligence (EI). Not artificial Intelligence (AI); that would be too much to wish for. With most children in public schools already coming from distressed families, socially and economically, a teacher at school ought to be a relief from the realities. A seer who empathizes and enables children to see the positives and work towards betterment through the promise of education. Sadly, this is far from what was on offer. Many teachers in public schools were instead towering figures of fear and torture, either forcing children repulsive of schools, or lead them down the path of an uncertain future built on excessive punishment and scathing censorship. The development of EI in a child is the result of strong, persistent motivation and counselling. Even critical thinking is impossible without EI, and probably there is no AI without EI. But regrettably, EI is a non-existent concept in our schools. Recently KPK unveiled the Teaching Content Knowledge Assessment Report 2018, revealing that 60% primary schoolteachers could not teach the syllabus. The report did not record a teacher's ability to shape students' EI, but it is not a hard guess. Especially not so when a large number of teachers come with limited training and sit-at-home degrees from Allama Iqbal Open University (AIOU) that contribute nothing to their skill.

A month ago, a father asked me whether I would send my son to a school or a madrassa. I was stunned and could not answer. I imagine no one can really answer the question but the country's parliament, which has failed to build a national narrative on education. In fact the confusion of parents about whether to go for traditional, madrassa education or modern education for children is not new. It dates to pre-partition times. Modern schooling based on English and science was first introduced by the British and embraced eagerly by Hindus, but resisted by Muslims. That is why Muslims lagged behind than Hindus then. Education is far from being an absolute term. Its status remains relative and varies from year to year, decade to decade and from generation to generation. By keeping this reality

in mind, our policymakers must devise a curriculum which is dynamic and adaptable per the changing needs of time.

Developed countries are taking concrete strides towards artificial intelligence, robotics and automation. Jobs performed today by janitors, lawyers, doctors, psychiatrists, managers, bookkeepers, nurses, electricians, accountants, and salesperson are highly susceptible to being replaced by automation.

Q.3 If you have to design curriculum of secondary level, what care you will follow in selection and organization of content and learning activities in curriculum. Also discuss the standards of subject- matter selection.

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As a school we realised our students were experiencing an ever-narrowing curriculum and were not ready for the world. Their experiences did not leave them empowered and ready. However, there was a changing tide. An underground culture, a movement of tweets and blogs that began surfacing about the importance of curriculum design, influencing and reminding us that we were not just teachers but subject specialists with specialised degrees.

Seeing is believing

After this realisation, we began to collaborate with a small number of schools who were willing to open their doors and to let us to see how they had made progress into what has become known as a 'knowledge-rich' curriculum. This step was crucial, as it allowed us to see firsthand the transformative steps that can take place when curriculum is placed at the heart of everything. One school in particular were so proud (rightfully so) of their journey they allowed us to come back time after time, and eventually we became a participating school in their DfE Curriculum Programme Pilot. They challenged us to consider what now seems so obvious.

Make time for debate

We gave time to our staff to debate, question, plan and redesign their curriculum with a 5-year sequenced approach. This sequencing allowed us to focus in on the knowledge not by week but by the length of time it took to acquire that knowledge. We empowered our teachers to be subject specialists. We moved away from teaching things in the curriculum just because they had always been there; instead we focussed on things that we as specialists knew it was essential to know to gain a deep understanding and a joy for our subjects.

Other benefits

With the consistent approach to teaching and lessons, students have found it easier to navigate the myriad of teacher expectations, protocols and systems.

Teachers have less to do as homework is now around self-quizzing and their time is spent on giving feedback rather than marking and planning their curriculum or designing several worksheets.

the Selection of Subject Matter

The term curriculum is viewed in two different ways: the micro and the macro. The micro curriculum refers to subjects, while the macro curriculum refers to curricular programs. For example, the subject biology is a micro curriculum, while BS in Civil Engineering is a macro curriculum.

What do the micro and the macro curriculum contain? The following section discusses the criteria for the selection of subject matter or content of these two levels of the curriculum.

SEVEN CRITERIA FOR THE SELECTION OF SUBJECT MATTER OR CONTENT OF THE CURRICULUM

The micro curriculum employs the seven criteria for the selection of subject matter below. For the macro curriculum, the subjects needed for the curricular program or course comprise the content.

1. SELF-SUFFICIENCY

To help learners attain maximum self-sufficiency most economically is the central guiding principle of subject matter or content selection (Scheffler, 1970) as cited by Bilbao et al. (2008). Although the **economy of learning** implies less teaching effort and less use of educational resources, students gain more results. They can cope up with the learning outcomes effectively.

This criterion means that students should be given a chance to experiment, observe, and do field study. This system allows them to learn independently.

2. SIGNIFICANCE

The subject matter or content is significant if it is selected and organized to develop learning activities, skills, processes, and attitudes. It also develops the three domains of learning, namely the cognitive, affective, and psychomotor skills, and considers the learners' cultural aspects. Particularly, if your students come from different cultural backgrounds and races, the subject matter must be culture-sensitive.

In short, select content or subject matter that can achieve the overall aim of the curriculum.

3. VALIDITY

Validity refers to the authenticity of the subject matter or content you selected. Make sure that the topics are not obsolete.

For example, do not include typewriting as a skill to be learned by college students. It should be about the computer or Information Technology (IT).

4. INTEREST

This criterion is valid to the learner-centered curriculum. Students learn best if the subject matter is interesting, thus makes it meaningful to them.

5. UTILITY

Another criterion is the usefulness of the content or subject matter. Students think that a subject matter or some subjects are not necessary to them. They view it as useless. As a result, they do not study.

6. LEARNABILITY

The subject matter or content must be within the schema of the learners. It should be within their experiences. Teachers should apply **theories** in the psychology of learning to know how subjects are presented, sequenced, and organized to maximize students' learning capacity.

7. FEASIBILITY

Feasibility means the full implementation of the subject matter. It should consider the school's real situation, the government, and society in general. Students must learn within the allowable time and the use of resources available. Do not give them a topic that is impossible to finish.

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