

**STUDY GUIDE
ON
CURRICULUM DEVELOPMENT
AND INSTRUCTION
M.A. (EDUCATION) / M.ED.**

COURSE CODE 838

UNITS: 1-9



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It may be pointed out for general information of all whose work have been quote in the course that the Allama Iqbal Open University is a non-commercial educational facilities to the masses at large, particularly to the underprivileged remote rural areas through its distance education approach.

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COURSE INTRODUCTION

Education is a need of every society. The society uses school as its agent of socialization. The system of education then devises curriculum to provide desirable experiences. Curriculum development is a process in which choices of learning experiences are made and activated through a coordinated activities. This process starts from aims and proceeds in "if then" manner till it is completed. It is deductive in its nature. The process initiates with a set of questions which are value referenced.

In curriculum development process, it is necessary to establish boundaries which are determined by establishing aims, goals and objectives which guide the structure and provide direction. Many forces like ideology, science and technology, values, population changes, changes in family structure, economy, increasing mobility and urbanization problems influence the curriculum.

Curriculum is not simply a plan, it is a total plan for a particular educational setting. This usually incorporates smaller plans. Smaller plan may be developed for a single objective or a portion of the curriculum. Curriculum plan may have to consider these factors.

1. Goals and objectives
2. Persons to be educated
3. External forces affecting the curriculum (bases of curriculum)
4. Curriculum design

Curriculum design is architectural portion of the whole process. This provides whole range of learning activities for the concerned population or at least the points of further planning. So, flexibility is needed at the part of teachers and students in carrying out teaching learning process.

The evaluation phase consists of both formative and summative. By formative evaluation, planners may be able to make adjustments and improvements in planning and implementation process while summative is the evaluation carried out at the end. It helps to decide the whole process whether to modify, repeat or to eliminate the plan with another population.

Curricula are designed for students learning, as students background vary, diagnosis of gap, deficiencies and variations in their background become essential so that these differences can be accommodated. Curriculum planning by its nature makes choices among social aims, social theories psychological system. These choices are made on the basis of values.

As need for education is increasing and being recognized by every Pakistani, more individuals will be involved in planning educational experiences in educational settings. This implies that we have to involve community and professionals giving them

more autonomy. In Pakistan curriculum development process is top down strategy, moreover it is usually subject - centered making the whole process rigid. In the course of curriculum development, and instruction and implementation, one will find conceptual framework i.e. National education policies and related documents on curriculum development so that student can get insight in the national trend.

This course moves as Unit No.1 introduces the concept of curriculum differentiate between text and curricula. Scope of the curriculum is also discussed in this chapter.

Unit No.2 deals with the foundations on which curriculum development is based are elaborated. It discusses how psychological, philosophical, sociological and economic foundations contribute in curriculum development process.

Unit No.3 touches the curriculum development process in general, provides an overview. How aims, goals, and objectives are selected and what is their inter-relationship. Aims, goals and objectives are then translated in the content. Instructional strategies are other aspect of the coin and how evaluation is make.

Curriculum design is discussed in Unit No.4. This details the concept of curricula design and types of design.

Unit No.5 covers selection and organization of the content. The role of teacher in curriculum development is discussed in Unit No.6. As teacher is an important personnel in curriculum process who implements the curriculum. Besides the implementation, teacher also contributes in evaluation and revision of the whole process.

Problems of curriculum change: concept and inertia, forces which make curriculum to change, strategies of curriculum change and barriers in curriculum change are discussed in Unit No.7.

Unit No.8 discusses curriculum development in Pakistan keeping in view of national educational policies. Unit No.9 i.e. deals with the issues and problems involved in curriculum development so that student-teacher may become aware of recent trends, issues and problems.

Any suggestion/criticism for improvement will be welcomed and accommodated if feasible.

Dr. Muhammad Javed Iqbal
Course Coordinator
March, 2007

OBJECTIVES OF THE COURSE

Hopefully on the completion of the course, the student will be able to:

1. Explain the Foundations of Curriculum Development;
2. Discuss the selections and organisation of content;
3. Appreciate the Design of Curriculum;
4. Discuss efforts of Curriculum Development in Pakistan;
5. Specify the role of Teacher in Curriculum Development;
6. Identify the problems and issues involved in Curriculum Development in Pakistan.

INTRODUCTION TO CURRICULUM

Written By
DR. MUHAMMAD RASHID

Curriculum is the base on which the subjects, activities and experiences are planned. It is more than the textbook, more than the subject matter or course of studies. It is the totality of all the learning to which you are exposed during study in the school, classroom, laboratory, library and the playground. Syllabus is just a part of the curriculum. It is generally concerned with the subject matter of various subjects. It is divided term-wise or week-wise. It indicates the specific tasks pertaining to the contents of various subjects. The positions to be taught during a particular period and the activities related to the subject matter are also included in it.

Opinions widely differ about what constitutes the curriculum of school for almost everyone seems to have an opinion about what you ought to learn or study. The definitions of curriculum are just like images and conceptions like blind men (of course here, there are no blind men) seeing an elephant. Each of several blind men touched a different part of the body of the elephant. One grasped the leg and described that an elephant was like a tree, another touched the trunk and described as a large snake, another examined the ear and thought of a huge fan, still another felt the tusk and likened the elephant to a sharp spear. Could it be that the staunch protagonists of one view of curriculum are only examining one of many facets of entire realm?

However, in the words of Schwab, J (1969, p.5): "The school curriculum comes what it is in any school at any given moment because of social setting, The ideals and commitment of individuals; and the skills, understanding and strategy of those concerned with change"

Curriculum has been viewed by many scholars as under:-

- a. Curriculum as content or subject matter.
- b. Curriculum as a programme of planned activities.
- c. Curriculum as intended learning outcomes.
- d. Cultural reproduction.
- e. Curriculum as cultural presentation.
- f. Curriculum as experience.
- g. Curriculum as discrete tasks and concepts.
- h. Curriculum as an Agenda for social reconstruction.
- i. Curriculum as career, it refers to the running of the race and emphasizes the individual's capacity to reconceptualize his or her autobiography. Here curriculum becomes a social process whereby individual comes to greater understanding of himself, others and the world through mutual conceptualization. Curriculum is the interpretation of lived experiences.

However, a curriculum is the sum total of a school's efforts to influence learning and behaviour of the child whether in the classroom, on the play ground or out of school. In fact curriculum has been described as the environment in motion.

On the other hand, the child of today is the builder of tomorrow. It is only through a well designed and effectively implemented curriculum, which equips a child to realize his inner potential and make him contribute meaningfully to nation building. Curriculum is basic element to the esthetic, emotional, ethical intellectual, physical, social, spiritual and vocational development of the child. Like wise, if the teacher is guide, the curriculum is path. A good curriculum marks the points of significance so that you do not wonder aimlessly over the terrain, dependent solely on chance to discover the landmarks of human achievements.

Finally, broadly speaking, a curriculum is blue print or plan of the school that includes experiences for the learners. It is a means to achieve the ends of education. Guidance of the school staff plays all important part in providing suitable experiences to the learners. Moreover, the curriculum lays the basis for increasing the ability of as many of you as possible to become active, participating adults. The active participation means that you learn some real skills and knowledge which allow you to take part in adding to the general social good and also gain the basis for making judgements about undesirable social directions.

Effort has been made in this unit to highlight the concept, scope and potential role, with important elements of curriculum.

1.2 OBJECTIVES

After studying the unit, it is hoped you will be able to:

1. Discuss the nature of curriculum.
2. Explain the meaning of curriculum.
3. Classify curriculum definitions into their distinct type.
4. Define the terms of curriculum development, curriculum construction, curriculum implementation, curriculum formulations, curriculum design, curriculum change and curriculum innovation.
5. Explain the scope of curriculum.
6. Specify the functions/role of curriculum.
7. Discuss why a study of curriculum is important.

do, and the materials you use. Definition C would suggest that to study the curriculum we should have to study the structure of the learning outcomes intended for you. We certainly would not be looking at the learning activities and what went on in the classroom. In Definition D, though similar to B, the emphasis is on the learning experiences; states that curriculum is the design of these experiences, rather than what actually happens. Thus the focus of study would be the design, and perhaps our attention might also be directed to an understanding of the social group who made the design.

Some writers use the word curriculum rather narrowly. Bruner (1960, p.31) refers to the "curriculum of a subject". He says that,

"The curriculum of a subject should be determined by the most fundamental understanding that can be achieved of the underlying principles that give structure to that subject". But, the subject curriculum is often taken as the content of particular courses. For example, the history curriculum might be explained by reference to the topics covered.

Stenhouse (1975, p.4) refers to the curriculum which he bought in a bookshop in Oslo, the curriculum for comprehensive schools in Norway. It is a 350 page book, "Masterplan for Grunnskolen". It includes statements of aims and specifies the content to be covered for every subject in each year of the school. It also gives guidance on methods to be used in teaching. This view implies that curriculum is a written document, prescribing what should go on in schools. Whilst no such overall document is used in Pakistani schools.

The idea of curriculum as merely a set of written intentions overlooks those things which go on in school which are unplanned and unintended. The term 'hidden curriculum' is often used to refer to some of the unintended consequences of the experiences students have in schools. For example, the teacher's intention might be to teach the student certain mathematical operations, but as a result of the experience the student comes to hate mathematics. They dislike, which the student has learned, has to be counted as part of the curriculum according to those who have a very wide ranging conception of the curriculum. A greater understanding of the operation of the hidden curriculum can help curriculum planners avoid some unintended outcomes. At the evaluation stage, it is important that possible unintended outcomes are monitored.

We might say that definitions of the curriculum fall largely into two very general

1.3 CONCEPTS OF CURRICULUM

There are numerous uses of the word "curriculum". The Concise Oxford Dictionary defines it as a "Course of Study" and notes that it derives from the Latin word for a chariot race-course. The idea of a curriculum as a race with a series of "hurdles" to be overcome might still be a view held by a number of you today.

For a definition of curriculum, people would say that the curriculum includes English, Mathematics, Social Studies, Science, Music, Art, ... etc. However, that would certainly tell very little about the learning experiences you might be engaged in, or what it is hoped you might achieve as a result of these experiences.

There exists now a number of definitions of curriculum used by writers in the field. You may ask why it is necessary to worry about definitions, but you will immediately realize as you read through the following examples that different definitions suggest different concerns in the study of curriculum.

- A According to J.F. Kerr, (1968, p.5)
"All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school."
- B H. Rugg (1936, p. 17-18) states:-
"... the curriculum... is really the entire programme of the school's work. It is the essential means of education. It is everything that you and your teachers do. Thus it is twofold in nature, being made up of the activities, the things done, and of the materials with which they are done."
- C M. Johnson (1967, p.130) provides:
"... curriculum is a structured series of intended learning outcomes. Curriculum prescribes (or at least anticipates) the results of instruction. It does not prescribe the means i.e. the activities, materials or even the instructional content, to be used in achieving the results.... The central thesis of the present paper is that curriculum has reference to what it is intended that you learn, not what it is intended that they do."
- D G. A. Beachamp (1968, p.34) says:-
(a curriculum is) ... "a design of a social group for the educational experiences of their children in school."

A close look at just these four definitions will reveal that the focus of our study of the curriculum would be different in each case. If we accepted definition A, we might study the planning of learning as well as what actually takes place both inside and outside the school. Definition B would focus our attention on the things that teachers and you

- B Those which see the curriculum as what actually happens in the classroom.

A third view might embrace both. Lawrence Stenhouse (1975, p.4) attempts to cast the idea of a curriculum as a set of intended learning outcomes as problematic. He states

"A curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice".

He compares a curriculum to a cooking recipe, which can be analyzed on nutritional or gastronomic grounds, as well as practical grounds. The curriculum, like a dish, is first an idea about a possibility, and later is the subject of an experiment which depending on the cook (teacher) and the ingredients (resources), may or may not be a success.

Stenhouse (1975, p.5) elaborates on his definition, by saying

"A curriculum is the means by which the experience of attempting to put an educational proposal into practice is made publicly available. It involves both content and method, and in its widest application takes account of the problem of implementation in the institutions of the educational system."

He, therefore, argues that a curriculum should at least provide "a basis for planning a course, studying it empirically and considering the grounds of justification".

He goes on to suggest what such a curriculum would include: (i) for planning, principles as the basis for selecting content, developing a teaching strategy and making decisions about sequencing as well as for diagnosing strengths and weaknesses of individual students; (ii) for empirical study, principles by which to study and judge the progress of students and teachers, guidance about how feasible the curriculum might be in different schools or environments and with different sorts of students and information about the variation in effects likely with different students in different contexts; (iii) for justification - an intention or aim of the curriculum, available for scrutiny.

Similarly, Jenkins and Shipman (1976, p.6) take a broad definition, whereby 'curriculum' includes implementation and the outcomes.

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We might say that definitions of the curriculum fall largely into two very general categories:

- a. Those which see the curriculum as a kind of blueprint or plan, a statement of intent.
 - i) Stated in terms of expected outcomes.
 - ii) Stated in terms of learning experiences or content to be covered.

b. Those which see the curriculum as what actually happens in the classroom.

A third view might embrace both. Lawrence Stenhouse (1975, p.4) attempts to cast the idea of a curriculum as a set of intended learning outcomes as problematic. He states:

"A curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice".

He compares a curriculum to a cooking recipe, which can be analyzed on nutritional or gastronomic grounds, as well as practical grounds. The curriculum, like a dish, is first an idea about a possibility, and later is the subject of an experiment which depending on the cook (teacher) and the ingredients (resources), may or may not be a success.

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He, therefore, argues that a curriculum should at least provide "a basis for planning a course, studying it empirically and considering the grounds of justification".

He goes on to suggest what such a curriculum would include: (i) for planning, principles as the basis for selecting content, developing a teaching strategy and making decisions about sequencing as well as for diagnosing strengths and weaknesses of individual students; (ii) for empirical study, principles by which to study and judge the progress of students and teachers, guidance about how feasible the curriculum might be in different schools or environments and with different sorts of students and information about the variation in effects likely with different students in different contexts; (iii) for justification - an intention or aim of the curriculum, available for scrutiny.

Similarly, Jenkins and Shipman (1976, p.6) take a broad definition, whereby 'curriculum' includes implementation and the outcomes.

"A curriculum is the formulation and implementation of an educational proposal, to be taught and learned within a school or other institution and for which that institution accepts responsibility at three levels, its rationale, its actual implementation and its effects. Just to describe a curriculum is a complex task."

Before leaving the subject of definitions it is worth making the point that there is no correct definition of curriculum and to search for one might not be a very worthwhile pastime. Schwab (1969, p. 183) argues that the curriculum field is 'moribund' because it is overly preoccupied with arguments about theoretical points, such as the precise definition of "curriculum". It might be more useful to accept the idea that the definition which we adopt might vary with our purposes.

Thus, for curriculum evaluation purposes, the most useful definition would include the experiences which learners actually had, regardless of whether they were planned or not. If, on the other hand, one was engaged in curriculum planning, a definition which emphasized a design or plan for action would be the most useful. That should serve to remind you to clarify the meaning of the term curriculum before you use it, and alert you to consider the meaning of the word which is implied by various writers in the field.

Walton (1976, p.6) has proposed another way of organizing the numerous definitions of curriculum into a more manageable form. He has devised a simple typology of into which all definitions of curriculum will fit. He points out that definitions of curriculum have become more inclusive with regard to areas covered, and that more reference is made to the learner when considering the areas to be included.

He used these two criteria in organizing the definitions of curriculum, as the figure below indicates.

Figure-1

		Area to be covered by Difinitions			
		Subjects	Subjects	School wide	School & Community
Criteria of selection	Content				
	Content and method				
	Content, method, learner				
	Learner				

Source: Walton (1976, p.67)

The type of curriculum which teaches the content (meaning facts, ideas, outlines) of a specific subject, with no consideration of the process or learner would belong in the first box in the first column.

At the other extreme, in the last box in the last column, would be the type of curriculum related to environmental involvement and which would be responsive to the needs of learners.

Commenting on his typology Walton (1976, p.7) says,

The curriculum types suggested in the foregoing typology themselves reflect a stance taken by their supporters related to a number of variables, viz., knowledge, process and child. These variables themselves are subject to change. Figure 1, whilst indicating certain general interpretations of the curriculum that can be made, does not indicate the other interpretations that are associated with those boxes labelled 'criteria of selection'. These interpretations tend to change over time as new knowledge and new insights appear.

Goodlad has observed and wonders how in the field that curriculum is defined in such variety. He maintains that the questions asked and the problems tackled by these workers are essentially the same. Even those defining curriculum in the broadest sense, in terms of what actually happens to learners, are still concerned with problems of design and development.

Be that as it may, it is essential that in talking about curriculum you attempt to define what you have taken the word to mean, as this may well affect the scope of issues you need to consider.

In this unit, the definition of curriculum which we favour is that of Stenhouse (1975). We are mainly concerned with curriculum plans and justifications and the principles behind them. Many of the considerations about implementation are more fully dealt with in Curriculum Development.

For further details, please read the below referred material.

Saulor, J. Galen, Alexander William, M. & Lewis, Arthur, J. (1981)	Curriculum Planning for better teaching and learning, 4 th ed., New York, Rinehart and Winston, pp. 3-8	1-1
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1.4 THE SCOPE OF CURRICULUM

There is a number of distant areas of study and action related to curriculum. Terms such as "curriculum foundations", "curriculum design", "curriculum construction", "curriculum development", "curriculum implementation" and "curriculum

innovation" abound. Just as there is no precise, agreed definition of the term 'curriculum', these terms are also used in various ways often rather loosely and interchangeably. Here in this section of unit, an attempt is made to clarify the distinctions between the terms, and thereby indicate the range of concerns of curriculum studies.

The following diagram attempts to provide an overview of the relationships between some of the concepts.

Curriculum Development
(total process)

includes

leading to

Curriculum Construction
(decisions about elements
of design)

Curriculum Implementation

which is based on

and

demands that decisions be
made about overall

Curriculum Foundations

Curriculum Design

Source: Taylor and Richard (1979, p. 11)

a) **Curriculum Development**

Curriculum Development refers to the total process of designing, implementing and evaluating a curriculum. It includes decisions about who will be involved in curriculum construction and the procedures to be used. Obviously, curriculum development includes the process of curriculum construction. However, it might also embrace decisions to set up parent meetings, and attempt to carry out what Skilbeck refers to as a "Situational analysis" (including, for example, an effort to systematically collect data about the population and area which the school serves, and an analysis of the constraints and strengths within the school itself).

b) **Curriculum Construction**

This term has traditionally been used to cover all the processes involved in curriculum making. It is often used synonymously with the term curriculum development. However, it can be argued that while curriculum development refers to the entire process of designing and constructing a curriculum, Curriculum construction refers to a part of that process in which decisions are actually made about the elements of the curriculum design.

c) **Curriculum Implementation**

Curriculum Implementation is a term over which there is probably more agreement about its meaning than any other. It means, quite literally, implementing the curriculum, which has been produced through the processes of curriculum development and construction. It is the process of putting the curriculum design into practice in the classroom. Whilst this stage is usually thought to follow curriculum development, it is sometimes the case that a curriculum is being developed and implemented almost concurrently. Thus an early draft of part of a programme may be implemented. This provides the potential for collecting evaluation data to provide some evaluative 'feedback' (to the curriculum developers) which can guide future curriculum development and construction processes.

d) **Curriculum Design**

This term is applied to the arrangement of the elements of the curriculum. (It is often used interchangeably with the term "curriculum organization".) The elements usually included in a curriculum are (1) the aims or intentions, sometimes expressed as precise objectives, (2) the subject matter or content, (3) the learning activities and (4) the evaluation procedures. The nature of these elements and the way in which they are organized to form a curriculum constitute a "curriculum design".

Taba (1962, p.421) states:

"Curriculum design is a statement which identifies the elements of a curriculum, states what their relationships are to each other, and indicates the principles of organization and the requirements of that organization for the administrative conditions under which it is to operate".

Curriculum designs are frequently identified by the way in which subject matter or content is organized. Thus one may identify, for example 'subject' design, a 'broadfields' design or an 'activity' design. The choice of a particular curriculum design is influenced by one's beliefs concerning curriculum foundations.

e) **Curriculum Foundations**

Curriculum foundations are generally referred to as the basic forces or ideas which influence and shape the curriculum. It is usually considered that these include philosophical ideas about the nature of education and knowledge, the influence of society and culture and views about the person (or child) and how he or she learns. The influence of these foundation areas are dealt with in more detail later in this guide. The foundations of the curriculum are sometimes called

the 'sources' of the curriculum. Tyler refers to the three sources of the curriculum, i.e. the learners, contemporary life, and the subjects. These, he says, are 'screened' through the disciplines of philosophy and psychology.

f) **The Issues of Curriculum Change and Curriculum Innovation**

The terms 'curriculum change' and 'curriculum innovation' are frequently used interchangeably. However, the two are not exactly the same. Curriculum change refers to changes which occur in the curriculum over a period of time. They are frequent responses to certain social or economic changes which occur in the society at large. Changes may occur in any of the elements of the curriculum, including the hidden curriculum. The distinction between change and innovation is that change is not necessarily planned, it just happens. Curriculum innovation refers to a very deliberate attempt to foster something new in the curriculum. By now, many writers accept that an activity has to be judged by its innovativeness in its context; few things would be absolutely innovative in the sense that no-one has ever done them before. Thus, curriculum innovation is a planned change, an attempt to develop and implement something new in a situation. It often involves considerable effort and risk on the part of the innovator (who may be an individual or a group of people).

Thus while change is inevitable and may not necessarily be in any pre-specified direction, innovation is a purposeful activity expected to improve the curriculum experience for particular students.

Obviously, the student of the curriculum could be involved in study of any or all of these areas.

In order to comprehend the scope of curriculum, please read the below referred material.

Goodland, John, I and Associates (1979)	Curriculum Inquiry. New York McGraw-Hill Book Company. pp. 19-37	1-2
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1.5 ROLE OF CURRICULUM IN NATIONAL DEVELOPMENT

Curriculum role as observed in the National Education Policy (1979) should aim at enabling the learners to acquire knowledge, develop concepts and inculcate skills, attitudes, values and habits conducive to the all round development of their personality

and commensurate with the social, cultural, economic and environmental realities at national and international levels. The role of curriculum further includes:

(a) **Curriculum and Developing Democratic Life**

Obviously the foremost demand of the present society on our education is the 'development of a vital democracy' which in the terms of curriculum objectives mean:

- i) the development of every individual according to his capacities;
- ii) the development of an abiding faith in democratic principles and processes;
- iii) the development of enlightened and responsible citizens; and
- iv) the encouragement of leadership at all levels.

(b) **Raising Standard of Living.**

The nation's 'economic growth' is the sine qua non for a stable and prosperous democracy, which would be able to ensure minimum standard of living of all the citizens. This clearly sets our educational goals as:

- i) the improvement of productive efficiency;
- ii) the maximization of production, the full use of manpower and natural resources and a better flow of distributive services;
- iii) stemming the fast growth of population;
- iv) helping in obtaining self-sufficiency in food, and
- v) opening up more channels of employment.

Curriculum implications for realizing the objectives are the introduction of work experience, socially useful productive work and vocationalisation of education.

(c) **Curriculum and National Integration**

Of paramount importance to Pakistan today is the 'promotion of national integration'. According to the Education Commission (1959), the problem of national integration is essentially one of harmonizing of differences, of enabling different elements of the population to live peacefully and cooperatively and to utilize their varied gifts for the enrichment of the national life as a whole. We have to cultivate a spirit of large hearted tolerance, of mutual give and take, of the appreciation of ways in which people differ from one another. Our citizens must, therefore,

- i) be imbued with love for motherland and a commitment to the values she stands for;
- ii) appreciate the richness of her varied culture;
- iii) have faith in the unity that runs through apparent diversity;
- iv) make, by example and endeavour, such unity a reality;
- v) learn to respect every faith;

vi) grow in themselves a deeper concern for moral and spiritual values in life.

In terms of curriculum development, subjects and activities related to the promotion of national integration should be duly stressed.

(d) **Curriculum and modernizing the society**

New Pakistan's image of her future is intimately tied up with advance in science and technology. If we want to modernize the social order and keep pace with the fast changing world this shall have to be reflected in our education.

In terms of curriculum objectives this means:

- i) the development of scientific outlook from early child-hood;
- ii) a loosening of the bonds of dogmatism and dispelling of fear, superstition, fatalism and passive resignation;
- iii) promoting the capacity to think, to enquire and judge for himself, and contribute to the stock of human knowledge.

(e) **Ushering a Cultural Renaissance**

Lastly, but not of least importance to our country at the present juncture, is the dynamism which our people could muster to bring about cultural renaissance. This means that through education an ever-increasing portion of our population will:

- i) learn to take a justifiable pride in Pakistan's rich cultural heritage and carry on the good tradition and Islamic values.
- ii) cultivate a taste and an appreciation for truth and beauty in every aspect of life.

McNeil, John D. (1990)	Curriculum: A comprehensive introduction, 4 th ed. Los Angeles, Harpar Collins Publishers. pp.128-31	1-3
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1.6 ELEMENTS OF CURRICULUM

According to Lawton D, et.al (1976, p.21), the elements of curriculum are the goals, objectives, content, processes, resources and means of evaluation of all the learning experiences planned for pupils both in and out H school and community through class room instruction and related programmes (for example-field trips, library programmes, work experience education, guidance and extra class-room activities).

The main elements of curriculum are as under:

- a) Programme of Studies.
- b) Programme of Activities.
- c) Programme of Guidance.

(a) **Programme of Studies**

This refers to various subjects like History, Languages, Mathematics, Science, etc. Emphasis on the study of a subject/subjects has changed from time to time in accordance with the philosophical and sociological ideals. Conservation and promotion of culture has been an important determinant in the selection of the contents of the subjects. In view of the vastness of culture, principle of selection is followed. The level of information to be imparted at a particular stage or class is graded suitably.

The methods of imparting knowledge are determined on the basis of psychological findings especially regarding learning.

(b) **Programme of Activities**

With the changing concepts of education and consequently curriculum, an increasing emphasis is being laid on the organization of various activities in the schools. In view of the importance of activities in the promotion of ideals of citizenship, cooperative living and democracy, many educators advocate that curriculum should be envisaged in terms of activities rather than subject. The principles of learning emphasize that participation in activities goes a long way in sublimating the instincts of children and making teaching-learning more enjoyable as well as effective.

(c) **Programme of Guidance**

A comprehensive programme of guidance includes helping students solve their educational, vocational and personal problems. With the rapid changes in the society in various fields, it has become very necessary to include guidance programmes in curriculum.

Moreover, about elements of curriculum you will read in unit No.3 about the content, objectives, instructional strategies and evaluation. However, with reference to this unit's elements of curriculum, please read the below referred material.

Weeler, D.K. (1974)	Curriculum Process, London, University of London, Press pp. 30-50	1-4
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1.7 ACTIVITIES

1. Please read the relevant portion of Schwab, J's (1969) book concerning school curriculum and then write below a summary of that portion.

2. Write below a working definition of curriculum which you consider more suitable for the situation of Pakistan.

3. Write at least five important roles which curriculum can play in national development.

1.8. EXERCISE

Hopefully you have read the unit carefully now please answer the following questions.

- Q. 1 Discuss different connotations of the term curriculum.
- Q. 2 Explain various views about curriculum.

- Q. 3 Discuss the concept of curriculum.
- Q. 4 Explain the different definitions of the concept of curriculum.
- Q. 5 "All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school" is called curriculum. Discuss, the statement with reference to the concept, need and scope of curriculum.
- Q. 6 "The curriculum of a subject should be determined by the most fundamental understanding that can be achieved of the underlying principles that give structure to that subject". Discuss.
- Q. 7 Describe any three definitions of the concept of curriculum and point out how and why they are different from each other.
- Q. 8 Discuss the meaning and significance of curriculum.
- Q. 9 Explain the anatomy of curriculum.
- Q. 10 Discuss the role of curriculum development.
- Q. 11 Discuss the scope of curriculum.
- Q. 12 Describe different elements of curriculum. Explain how they are related with each other ?
- Q. 13 Write short notes on the following:
1. Curriculum Development.
 2. Curriculum Construction.
 3. Curriculum Implementation.
 4. Curriculum Design.
 5. Curriculum Foundations.
 6. Issues of Curriculum Change and Curriculum Innovations.

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Unit No.2

**FOUNDATIONS OF CURRICULUM
DEVELOPMENT**

**Written By
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2.1 INTRODUCTION

Curriculum constitutes the means through which the objectives of education are achieved. The term curriculum refers to the totality of activities and experiences planned by the school with a view to achieve the objectives of education, and provide a justification for the various curricular activities that are normally provided in the school. Curriculum Planning should begin with a clarification of the objectives which it seeks to achieve. The Philosophy of education also helps by providing a better understanding of issues relating to knowledge, which is central concern of curriculum.

Let us consider philosophical, sociological and psychological issues, individually:

Philosophical

- the structure of knowledge; whether it can be differentiated into different "Forms" or "Realms".
- the idea that each form of knowledge can be identified according to key concepts, distinctive processes of enquiry, certain structures and particular criteria for judging the 'truth' or 'objectivity' of the knowledge whether knowledge can be divided into know and know-how.
- how different sorts of knowledge are related, or integrated
- which sort of knowledge might be judged as most important and on what grounds
- the view of 'education' which is implied in various arguments about knowledge

Sociological

- the role of school in society
- the changing nature of society
- to what extent knowledge is stratified and distributed according to the social structure of society
- which knowledge is counted as school knowledge
- to what extent the school curriculum 'reproduces' the existing social system
- to what extent the school curriculum challenges the existing social system

- the socio-cultural setting from which school knowledge is selected

Psychological

- what is range of models of the teaching-learning process exist?
- according to these different views to what extent the teacher designs learning activities
- to what extent learning activities encourage pupil autonomy
- the degree of congruence between stages of cognitive development and learning activities
- to what extent learning activities encourage the development of interpersonal skills
- the role of models of the teaching-learning process in determining sequence in the structure of the curriculum

These are just some issues you might have chosen, there might be many more. It is on the basis of explicit or implicit views about these things that curriculum decisions are made.

2.2 OBJECTIVES

After studying the unit, it is hoped that you will be able to:-

1. Discuss the philosophical foundations of curriculum development
2. Identify philosophical, sociological and psychological issues in curriculum development
3. Explain social interaction models, information processing models and operant conditioning as psychological sources
4. Analyze the definitions of society and culture
5. Discuss the sociological foundations of curriculum development
6. State the role of school in society
7. Describe the aims of our schools and social education

2.3 THE PHILOSOPHICAL FOUNDATIONS

The following are the philosophical issues which can affect curriculum decisions related to (a) the aims of education (b) the structure of knowledge and (c) the worth whileness of knowledge. The details of these are as under:-

(a) The aims of education

- Eisner, E. (1979, p.51) outlines five possible emphasis in any curriculum. These are (1) the development of cognitive processes, (2) academic rationalism, (3) personal relevance (4) social adaptation and social reconstruction, and (5) curriculum as technology.

Each orientation assumes a particular view of educational virtue and serves to legitimate certain practices rather than others. In practice these orientations; as pointed out by Eisner (1979), are unlikely to occur in pure forms and secondly, that their appropriateness to a particular group of students depends very much on their context.

(b) The structure of knowledge

If one accepts the view that knowledge can exist independent of the Knower, then it is logical to ask, "What is the structure of that knowledge? In this regard, Schwab (1975), pp.252 – 253) identifies three problems concerning the nature of the disciplines of knowledge. These include:-

- i) The problem of determining the membership and organization of the disciplines, of identifying the significantly different disciplines, and of locating their relations to one another.
- ii) The problem of substantive structures of each discipline. By this Schwab means the conceptual structure of a discipline which tells us how to observe and interpret data. He cites as an example, the role of the concept of universal gravitation in providing an almost universal mechanics.
- iii) The problem of the syntactical issues of the disciplines. By this, he means how one proceeds in each particular discipline. What criteria it uses for measuring the quality of its data, how strictly it can apply canons of evidence, and in general determining the route or pathway by which the discipline moves from its raw data through a longer or shorter process of interpretation to its conclusion.

If more than one discipline or form of knowledge is included in a document, it is worth examining how they are related to each other. Are they kept separate, and taught as "different ways of studying the same thing" (e.g. studying 'society' from the viewpoint of economics or sociology, examining the physical aspects of health separately from moral questions about health) or, is the course

a truly 'integrated' one, so that the students are not made aware that he/she are using different disciplines or forms of knowledge during the course of study.

Once you have identified which discipline or disciplines (forms of knowledge/realms of meaning) form the basis of the document, and the way in which they relate to each other (if appropriate), you should turn your attention to a closer examination of the view of the disciplines which is being emphasized in the document.

If you recall, Hirst (1974) identified four criteria for identification of a form of knowledge. These were:-

- i. that it possessed distinctive central concepts
- ii. that it utilized distinctive modes of enquiry
- iii. that it had a clear logical structure
- iv. that it had its own 'tests for truth' or methods of verification

Schwab (1975) used only two categories; he referred to the substantive structure of the discipline and the syntactical structure. Thus one might be able to identify, in a document, the view of the substantive and syntactical structures of the discipline(s) and the relative emphasis placed on each. The substantive structures can be seen as the key concept and how they relate to each other, while the syntactical structures can be seen as the processes of enquiry and the appropriate 'tests for truth'.

Two examples of objectives should demonstrate the difference in emphasis.

A. Substantive structure emphasized objectives:

You will be able to explain:

- (1) the relationship between the perimeter of a square and the length of one of its sides.
- (2) To introduce you to interpolation (estimation of the value of an unobserved intermediate value in a known sequence) and extrapolation (estimation of the value of a variable outside of tabulated or observed range).

In the first example emphasis is placed upon the key concepts (e.g. square, perimeter, circle, diameter) and the relationships between them, while the second emphasis is on the process of recording and analyzing data and the way in which it is used to make statements or hypotheses (through interpolation and extrapolation).

B. The worthwhileness of knowledge

Learning is a function of the interactions between the individual and those aspects of the environment with which they have personal relevance. During the interfunctional process new modes of physical behaviour are generated, feelings are intensified or changed, and ways of explaining the experiences are formed.

Knowledge can be defined as the meanings which are generated as a result of interaction between the individual and some object, situation or idea.

From this perspective knowledge it is seen to be essentially a personal phenomenon, an explanation at the cognitive level of the objectives, situations and ideas encountered, and the feelings during encounters, between the inner and the outer world. Without such encounters knowledge could not be generated, though some educational practices seem to operate under the assumption that it is possible to transmit knowledge such as a radio-transmitter passes on information to a network of receivers.

Such educational practices reflect a confusion between what Schwab (1975) refers to as 'knowledge versus information', and Phenix (1964) calls 'knowing versus knowledge'. Both these educational philosophers acknowledge the possibility of transmitting information, but suggest that this is not the same thing as ensuring that learners possess knowledge which they are able to use. Whilst possessing information may, in some cases, be a prelude to having knowledge which can be operationalised, the two cannot be equated. Continued growth at a cognitive, socio-emotional, and physical level would appear to be related to the development of personally constructed knowledge rather than to the acquisition and subsequent regurgitation of verbally held information.

Confusion about the relationship between stored information and operational knowledge is one of the many problems facing educational thinking and practices. Another is a tendency to create a dichotomy between knowledge as personally constructed meanings and knowledge as a specificable body of information to be learned, and to promote one at the expense of the other. In this unit the assumption is made that both definitions are not perspectives of the same concept, and in the tradition of perspectives, each focuses on one aspect of the same concept.

Social knowledge represents shared sets of meanings used by a society. These shared sets of meanings are solutions to recurring problems faced by members of society interacting in a particular environment. Each new member of society

faces some recurring problems and in the process of searching for solutions encounters culturally defined meanings and artifacts. These may be adopted if they prove useful to the individual. Schutz and Luckmann (1973) noted the important role that the process of socialization every human being must experience plays in determining not only which solutions are available to the young but also what they will define as problems. Thus the social environments in which children are reared have an important influence on the ways in which children interact within those environments and on the meanings they construct to explain their experiences; yet the extent to which social knowledge is assimilated will depend ultimately on the extent to which that knowledge contributes to each individual child's sense of satisfaction and mastery.

Underlying these assumptions concerning knowledge is a theme of reciprocity, between the accumulated knowledge held by a society and the child seeking satisfaction and mastery whilst interacting within that society. Knowledge is assumed to be created afresh by each individual, whilst the creative process is assumed to be enriched by exposing individual learners to the wealth of information, ideas and artifacts already held within a society.

Unfortunately, not all documents make their assumptions so clearly as some of the examples quoted above. Analysis therefore becomes almost a detective game, with as much attention being paid to what is not stated as what is.

Assumptions about what sort of knowledge is most worthwhile is mainly reflected in the amount of choice allowed by the syllabus (in Bernstein's terms, the strength or weakness of the framing).

Thus a document may set up a predetermined set of worthwhile objectives, content and activities for each pupil. Alternatively, if based on a more "child-centred" view of education, the document might leave the selection of 'what is worthwhile' to the student, or student and teacher together to decide. In the former case the selection of the most worthwhile knowledge would be based on assumptions about the value of initiation into the existing disciplines, and selection of content and learning experiences would be made on criteria such as the representativeness of particular concepts or skills for the discipline as a whole, the power of the idea or generalization to help organize and understand apparently unrelated pieces of information, etc.

However, in most modern documents at least some reference is made to the "child's interests". Behind what is probably similar rhetoric, lie two different views about children's interests which must be clearly distinguished.

The second adopts the view that a child's interest must be aroused, and used as a motivational device. Thus the teacher has to create interests in order to lead children to learn what someone else deems they ought to know. Interests are instrumental to education, rather than intrinsic to it. The following extracts summarize the two points of view.

1. Pupil's interests as a basis for selecting objectives; the child chosen curriculum. According to Wilson, p.s. (1971 pp.66-68)
... to advocate learning, in this way, 'through interest' is not to give the assistance of all the multitudinous and often nefarious interests which any particular child has. In practice, even the child himself has to choose which of his interests to follow at any particular time. Helping him to choose sensibly, in terms of the keenness and clarity of his interest, the availability of resources for the pursuit of it, and the compatibility of this pursuit with other equally interesting pursuits, is just as much a part of educative teaching as is the help which the teacher should give in the actual pursuit itself. Over and above such educational grounds for selection, however, teachers have a duty too, to consider whether or not a particular interest is undesirable on other grounds, such as its being very probably dangerous, or being morally obnoxious.

2. **Pupil's interests: the instrumental view.**

Midwinter, E. (1972, p.27) says that:

'Interest is about method; while agreeing wholeheartedly that a child must be interested to be educated, the reverse is not true, otherwise a diet of television serials might suffice. It is equally the teacher's function, not only to opt easily for what is evidently interesting, but to make professional judgements about what is valuable, and then by shrewd deployment of methodology to make it interesting and tempting.

Moreover, what a child is interested in may also be of educational value. To develop depth and breath of understanding in relation to this would be an obvious way into a curriculum; for a child might pass smoothly and eagerly along this path into other realms that have to be explored. But there may be many things which he 'needs' to learn in which he has not the slightest interest. So the curriculum itself, as distinct from the point of entry to the curriculum, could not be determined purely by his interests.

teaching people, as distinct from just lecturing at them is that the teacher should start from where the learner is and attempt to lead him on from this point. This is one of the most important aspects of the emphasis on developmental stages which we shall be considering in our next chapter. The same is true in the motivational sphere. Children's existing interests can be used as a starting point from which they can be led on to take an interest in realms of whose existence they never dreamt.

For further details of philosophical foundation John U. Michaelis; et al (1967) gave very comprehensive idea about classifications of knowledge, three activities, classifications of curriculum planning, identify the structures of disciplines, and social, and philosophical foundations.

Please read their below referred material

John U. Michaelis, Ruth H. Grossman and Lloyd L. Scott. (1967)	New Design for the Elementary School Curriculum, New York McGraw-Hill Book Company, pp. 2-16	2-1
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2.4 PSYCHOLOGICAL FOUNDATIONS

There are a number of relatively diverse theoretical perspectives in the field of psychological models of the teaching learning process. In addition to the work of several theorists of your own choice, you studied the key ideas of: Ausubel, Piaget, Thelen, Rogers and Skinner. It was stressed that each of these writers tended to focus on a relatively limited aspect of human experience, while neglecting other aspects. For the sake of conceptual refinement, the narrow foci of researchers are almost obligatory; however, the writers of curriculum documents are often interested in a wide range of educational outcomes, and therefore a wide range of objectives and associated learning experiences, which together are likely to reflect a diverse range of psychological models of the teaching-learning process. So, while one theorist, or one family of models of teaching, might appear to have been given emphasis in a particular document, it is unlikely that such an emphasis will totally exclude the embodiment of principles drawn from a number of other models of teaching. After all, most educators are interested in the "whole child". In the main, then, in analyzing your chosen curriculum document, you should look for the reflection of a number of psychological sources in the structure of the document.

Some examples will now be given to demonstrate the apparent embodiment

(intentionally or intuitively) of a variety of psychological principles in a variety of curriculum documents.

These examples are:

(a) **Information processing models as a psychological source**

The two theorists to be dealt with in this subsection are Ausubel and Piaget. You might, however, have focussed on other theorists or models of teaching, such as Taba, Bruner, Suchman or Schwab, so you might be expected to make reference to one or more of these writers (where appropriate) in your study.

In addition to the obvious Piagetian emphasis, other psychological models of teaching are also evident in the High/Scope document. Just one example of the influence of other psychological sources is the argument that the writers of the document put forward when they point out that the way that children feel about themselves is largely affected by their own competence and success, and subsequently outline the role of "self-chosen activities" in the curriculum. Such comments tend to reflect the humanistic orientation, which is the essence of the theoretical position espoused by Carl Rogers. Similarly, there is a humanistic emphasis in the inclusion of the educational goal: "To develop the child's self-discipline ...". It is possible then, to draw upon any part of the document, statements of objectives, learning activities, introductory statements, etc., to exemplify the apparent influence of various psychological sources.

The other information processing model of teaching that was emphasized in Study Book II was that based on the work of Ausubel. Not many curriculum documents emphasize the notion of the advance organizer in terms of a strict definition of the idea, but many documents incorporate scope and sequence charts often in diagrammatic form, which have the potential for use as advance organizers, either expository or comparative.

Reys and Post (1973) argue that the columns deal with topics which are not sequential or logically dependent upon one another, and that the teacher will therefore have a fair amount of flexibility in matching the activities with the pupils. (This latter statement, of course, could be interpreted as exemplifying a piagetian influence). The major writing theme underlying this particular part of the "Mathematics Curriculum" is experimentation with graphical analysis. It seems reasonable to suggest that the overview of this theme could be presented to students as part of an expository or comparative advance organizer, depending on the familiarity of the material to the pupils involved. Indeed, it seems likely that many curriculum documents, while not making explicit reference to the

advance concept, provide sufficient information concerning the conceptual framework underlying the curriculum, to make the task of the teacher, who wants to apply an Ausubelian approach, a relatively simple one.

(b) **Social Interaction Model as a Psychological Source**

The major representative of this model of teaching is Herbert Thelen. Thelen's emphasis on interpersonal skills and democratic procedures is quite straightforward. Such an orientation is reflected in many recent curriculum documents in which there has been an increasingly noticeable trend to nominate some type of group work as an appropriate learning experience. However, as mentioned previously, it is better to leave the analysis of learning experiences to set aside specifically for that purpose and to look for evidence of psychological sources in terms of general principles usually embodied in introductory rationales and/or the statements of goals and objectives.

The following example of an explicit emphasis on interpersonal skills is taken from the Adaptive Beginning-School Learning Environment Programme (ABLE) developed largely by Wang and Siegel (1977, p. 16). These authors argued that a principal aim of the ABLE programme was to help the pupil become a "socially competent person". In that part of the document that delineated, so-called "specific" objectives derived from this principal aim, was the statement pertaining to the objective that the pupil should develop the ability to "perceive oneself as a person who is capable of getting along with others".

(c) **Operant Conditioning as a Psychological Source**

As you are now aware, that the Skinner's Operant Conditioning Model of teaching of behaviour modification approach evolved from attempts to develop efficient systems for sequencing learning tasks and shaping behaviour by manipulating reinforcement. The question of the sequencing of learning tasks often based on the task analysis techniques as reflected in the work of Gagne, R.M (1970).

Besides the specific aspects of the influence of behavioural psychology, there is need to look for in the selected document which will give perhaps an overview of the psychological source.

However, for further details of psychological foundations, please read the below referred material.

Minor Gwynn, J and Chase, John, B (1969)	Curriculum Principles and social trends, 4 th ed. New York, The Macmillan Company pp. 58-75	2-2
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2.5. SOCIOLOGICAL FOUNDATIONS

If you refer back to section 2.1, you will realize that not only philosophical but also sociological views underlie curriculum. Such views might reflect ideas about (a) nature of society, (b) social change, (c) role the school should play in the society and (d) social construction of reality.

Before looking at how sociologists might approach an analysis of the curriculum it is important to remind ourselves of the central concerns of the sociology of education. The main pre-occupation of sociologists of education has been those factors which affect "equality of opportunity", and "equality of outcomes" for students.

Initially, these concerns were expressed through arguments about the differential access of different social groups to education. In Britain for example, during the late nineteenth and early twentieth centuries the system of elementary education for lower classes was quite separate and distinct from the system of education for the middle classes. However, increasingly after the First World War, working class children began to enter secondary education, and following the 1944 Education Act, secondary education became a stage in the education process of all, rather than the preserve of the middle class. Nevertheless, because of the "tripartite" system (of Grammar, Technical and Secondary Modern Schools) the Grammar Schools served mainly the middle class; the system of private, prestige schools also ascribed elite status to the children of members of the middle and upper classes who attended them.

Once access to any type of education had been made theoretically possible for working class students, sociologists' attention turned to the degree of success or failure of different social groups within the education system. It was soon clear that the selection processes for Grammar schools, (and later, tertiary study) based on 'intelligence' and academic ability, still led to a preponderance of middle class students in Grammar schools. Sociologists soon began to account for this, and the fate of those working class students who did attend Grammar schools, in terms of home background factors. The failure of working class students was correlated with such things as mother's education, the condition of the home in which the child lived, the father's occupation, the number of siblings etc. The British Plowden Report reinforced these ideas and the whole notion of cultural disadvantage gained support.

The work of Basil Bernstein on language codes was quickly taken up to 'explain' the failure of working class students. These children failed because they were linguistically "deprived". This interpretation of Bernstein's work was not necessarily intended by the author, yet the implicit value he placed upon the elaborated code certainly suggested that it was superior.

From the idea of language deficit, attention gradually moved to the notions of language and cultural difference. The work of writers such as Laboy and Wax and Wax drew attention to the differences, rather than deficiencies of language and culture, which made success in school difficult for some children. It was almost inevitable that this would lead sociologists to turn their attention to the entire curriculum as a cause of the failure of working class students.

Thus, over a period of time, attention had been drawn away from non-school factors which were used to explain the failure of working class children, to within-school factors, notably the social organization of schooling and the curriculum.

However, the sociological theories which influence curriculum decisions have to do with:

- The nature of society
- Social change
- The social construction of reality.
- The role of the school in society.

Thus, underlying any curriculum there will be assumption which may or may not be made explicit.

(a) **The nature of society**

Underlying any curriculum is a view about society. Thus it seems important to examine first of all what is meant by the word 'society', and how views of this phenomenon differ. Society, according to Zais, (1976), is, "a collection of individuals who have organized themselves into a distinct group".

As you will realize, sociologists differ about the basis of that organization, or more correctly, about the basis of social order in any society. On one hand are those who argue that social order is maintained through a consensus about shared values and beliefs, which lead to shared norms of behaviour. Thus society is seen rather like a body, with all parts interrelating to form an organic functional whole. On the other hand there are those who argue that society exists to serve men's interests, but that the interests of different groups conflict. In particular, differential access to scarce resources, - wealth, power, prestige and knowledge - is the basis of conflict. The apparent consensus in society is false; the supposed "shared" values of the society are, in fact, the values of the dominant social group who impose them upon the rest.

Those of you who have already studied Educational Sociology should be more than familiar with these two perspectives on society. A third perspective sees

society as made by people who create meanings through interactions with others, and can act on and modify social relationships and hence social life as a whole. Such a view would be supported by those 'micro' theorists who subscribe to the symbolic interactionist and phenomenological perspectives.

Views of society are inextricably linked to views about human nature and to concepts of culture within a society. First, however, we should examine the notion of "culture".

Zais describes culture as,

"a kind of social cement that consists of the characteristic habits, ideals, attitudes, beliefs and ways of thinking of a particular group of people.

Reynolds and Skilbeck (1973) argue that the idea of culture is rather elusive, that rather than being a thing it is a process.

"We can regard it as the field of interaction between (1) men's social relationships and conventions, (2) the symbolic forms available to them for focusing on and coordinating experience and (3) their systems of belief, values and action".

Thus although 'society' and 'culture' are not the same thing, they are interdependent.

It is worth examining the concept of culture in more detail, since, as Lawton D. (1975) states, schools make selections from the culture in planning and implementing curricula:

"Certain aspects of our way of life, certain kinds of knowledge, certain attitudes and values are regarded as so important that their transmission to the next generation is not left to chance in our society".

Definitions of 'culture'

The word 'culture' has two distinct meanings. In popular usage it tends to refer to some sort of "high" culture, reflecting minority tastes in such areas as music, the visual and performing arts and literature. Thus a link is made with minority tastes, social position and elitism.

in its more technical usage, anthropologists and sociologists refer to culture in a descriptive but as far as possible, value-free way. An example of the type of definition used by such workers is given below:

"Culture is more than a collection of mere isolated bits of behaviour. It is the integrate sum total of learned behaviour traits which are manifest and shared by members of a society.

The culture and individual personality

The 'Universals' of each culture suggest a 'normal' personality appropriate to it. Two more brief examples will illustrate this clearly.

1. The pueblo Indians of New Mexico discourage personal ambition and individual achievement. Activities only interest them if many people can participate with an equal chance. Responsibility and power are evenly distributed and the individual fulfills his needs through the group. A 'normal' pueblan is co-operative and self-effacing, mild, non-violent and never show arrogance or strong emotions.
2. The Dobu people, (who come from an island south east of New Guinea) are quite different. For them, life is a constant fight with the other members of the group for anything and everything. Hence the culture is characterized by suspicion, ill will, hostility, quarrels, abuse and violence. Even within marriage such sentiments are not normal, adultery is rife and broken marriages frequent. The 'normal' Dobuan is suspicious, resentful, jealous and treacherous. He is successful to the extent that he survives and does well relative to his neighbors, by cheating, stealing or any other selfish activity.

A crucial point to note is that until one steps out of a culture, one cannot see that what is accepted as 'normal' behaviour is largely culturally defined. Since we believe that our culturally accepted behaviour is normal, we unconsciously mould ourselves to the culturally acceptable norms, as if they were 'natural' laws. The strength of belief as a mold of behaviour has been demonstrated by a number of studies.

Clearly, the curriculum consciously and unconsciously perpetuates cultural values which are accepted as Universals, it also perpetuates culturally induced biases which may work to the disadvantage of

particular groups in society. Those cultural biases which are passed on unconsciously are the "hidden curriculum".

Moreover, you have studied the section 2.3 on the aims of education, little specific reference was made educational sociology. However, by way of reminder, I have summarized below the keypoints of various theories about society. It may be difficult for you to readily identify how such views underlie syllabuses in mathematics or science for example. If, on the other hand, you find a syllabus in social studies, history, or economics, you are likely to pick out the underlying view of society much more easily. It might be possible to pick out the following sorts of assumptions:

- i) Society is based on certain shared norms or values, about which there is a great deal of consensus, and each member of society plays a role in reaching some overall goals.
- ii) Society is based on competing interest groups, according to people's relationship to the means of production, or their position in the authority structure of society.
- iii) Society is made by man who creates meanings through interactions with others, and can act on, and modify social relationships, and hence social life as whole.

Finally, one of the school's most important responsibilities is to provide children with an opportunity of gaining an awareness of their spiritual heritage. Steadfastly and consistently the school should aim at building character by presenting the highest aspirations and hopes of making and by giving children opportunities to experience the satisfactions which are the outcomes of right thought and action. One rich source of such aspirations may be found in the Holy Quran.

However, in sum, in almost any curriculum document which you examine, you will be able to identify certain views about society and certain values which are culturally induced.

(b) **Social Change**

There are a number of changes in society which influence in one way or another curriculum decision to a change in emphasis of the whole curriculum, even within subjects or packages some of these influences might be felt. Anyhow, below given are some examples of social changes which show how they may have affected the curricula. These include:-

i) **The 'knowledge explosion'.**

The 'Secondary Education report in Pakistan stated:

"We have already reached a situation where much of the knowledge an information-rich world outside the classroom".

The curriculum response to this in many cases has been a shift of emphasis away from the importance of learning a great deal of factual material towards the importance of process of enquiry (learning how to learn).

ii) **The increasing availability of technology**

The classroom availability of multi-media learning packages, pocket calculators, video equipment and so on has made the possibility of individualizing instruction and providing for a variety of learning modes real. The curriculum response is probably more evident in the implementation of a document than in the document itself. Nevertheless, you may find that "Suggested Content" refers to a selection of multi-media packages from which the teacher can choose, or in a mathematics syllabus you might well find a topic on 'calculators', or in the Secondary School, on computers.

iii) **Concern about the protection and preservation of the natural and man-made environment**

This growing concern might be reflected in sections of science or geography syllabuses about 'conservation' or about the 'balance of the ecosystem'. You should now be able to see how social change is related to changes in curricula which come through in curriculum documents; there are many more examples which could be included. You should have no difficulty in finding the influence of social change on any curriculum document you come across.

(c) **The social construction of reality**

Young, M.F.D (1975) states that all knowledge is socially and historically constructed, and curricula are merely selections from all the available knowledge. Young argues that such selection is a political act, based on the exercise of power. Thus those in positions of power in society not only define "what counts as knowledge", they thereby define the criteria by which knowledge is selected for the curriculum. 'Young

refers specifically to ideas of :

- i) stratification of knowledge
- ii) the 'scope' of knowledge (he uses 'scope' to mean the degree and kind of specialization within schools)
- iii) the interrelationships between various knowledge areas.

You may be able to refer to any or all of these three ideas when examining a curriculum document- what status' does the knowledge have? Who is the course intended for? (Children of 'low ability', examination-bound high school students?). How does this knowledge relate to any other (is it tightly 'bounded' because of the subject oriented career-structures of teachers, or the interests of "subject experts" who sat on the syllabus committee and thereby restricted its coverage?)

Young also suggests that knowledge which has high status is:

- * abstract in nature
- * individualistic
- * highly literate
- * unrelated to non-school knowledge

You may be able to evaluate the degree to which the document or package you are looking at places value on these characteristics.

(d) **The role of school in society**

In this section we want to revise the relationship of the school to the society within which it exists. The problem of the relationship between the school and the society is an old and complex one, with serious curriculum implications.

Skilbeck (1973) recognizes four views of the role of the school in society, but only accepts two of them as defensible:

- i. to preserve the past and
- ii. to respond to the future

He clearly favours the latter, but warns that cries for "relevance" can sometimes lead to a very narrow curriculum. He says that the disciplines should play a part, but the fundamental question, is "How should they be drawn on in curriculum design?" He suggests that they should be presented as problematic, controversial, and many sided, rather than as "facts to be learned" and he seeks to encourage reflective thinking rather than acquiescence.

2.7 ACTIVITIES

1. Since no view of education can be divorced from views about society and the teacher's role, please draw up a glide and analyze the views of Hirst (1974)

2. Try to work out the key concepts and logical structure of a discipline with which you are familiar.
3. Please compare the scope of knowledge covered by your school with either Hirst's Forms of knowledge or Phenix 'Realms of Meaning'.
4. Try to find out what changes have taken place in the curriculum of the school in which you teach over the past three years. Can you identify societal trends which may have influenced these curriculum changes?
5. Try to identify elements of both presentationist and reconstructionist emphases in your own school's curriculum

2.8 EXERCISE

Hopefully you have studied the unit, now please answer the following questions:

- Q.1 "Philosophy of education helps by providing a better understanding of issues relating to knowledge, which central concern of curriculum". Discuss.
- Q.2 Critically examine the philosophical issues which can effect curriculum development.
- Q.3 Discuss the five possible emphasis in any curriculum as given by Eisners E (1979).

2.6 The Aims of Our Schools and Social Education

We propose the following statement of aims:

The Principal aim of education in Pakistan Primary and Secondary Schools is to help and guide children to progress towards the full attainment of their potentialities as individuals and as adult members of our society.

In particular, it is the duty and responsibility of our teachers and educational administrators:

- i) to help children develop lively, enquiring minds giving them the ability to question and to argue rationally, and to apply themselves to tasks;
- ii) to help children to the maximum development of their physical qualities, giving them an understanding of the means of achieving, and the benefits of physical fitness, health and hygiene;
- iii) to help children to use language effectively and imaginatively in reading, writing and speaking;
- iv) to provide a basis of mathematical, scientific and technical knowledge, enabling boys and girls to learn the essential skills needed in a fast-changing world of work;
- v) to instil respect for moral values, for other people and for oneself, and tolerance of other races, religious and ways of life;
- vi) to help children understand how our country is governed and to instil an awareness of the social, civic and political responsibilities and rights of adult citizenship;
- vii) to teach children about human achievement and aspirations, and in particular to make them aware of the traditions and culture of Pakistan;
- viii) to help children understand the world in which we live, and the interdependence of nations;
- ix) to help children to appreciate how the nation earns, and maintains its standard of living and properly to esteem the essential role of agriculture, industry, and commerce in this process;
- x) to encourage and foster the development of the children whose social, physical or environmental disadvantages cripple their capacity to learn, if necessary by making additional resources available to them.

In sum, curricula differ according to the role taken by the school in the society. School are frequently expected to be change agents in a society. However, for further details, please read the below referred material concerning sociological foundations of curriculum.

Murray, Print (1993)	Curriculum Development and Design 2 nd ed. Malaysia, Allen and Unwin, pp. 39-43	2-3
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- Q.6 Knowledge can be defined as the meanings which are generated as a result of interaction between the individual and some object, situation or idea". Discuss.
- Q.7 Describe the term worth whileness of knowledge.
- Q.8 Explain the need for philosophical foundations of a curriculum.
- Q.9 Critically analyze any three determination of curriculum with suitable illustrations.
- Q.10 State the importance of sociological foundations of curriculum.
- Q.11 Bring out the significance of psychological foundations of curriculum.
- Q.12 Briefly describe human growth and development as the basis of curriculum.
- Q.13 State the contribution of different philosophies to curriculum.
- Q.14 How do the national aspirations affect the curriculum? Illustrate.
- Q.15 Why national aspiration is considered as an important determinant of curriculum?
- Q.16 Describe how culture influences the curriculum.
- Q.17 Explain the relationship between curriculum and culture.
- Q.18 List the various concerns and imperatives bearing on school curriculum.
- Q.19 State brief the factors that influence curriculum.
- Q.20 Why should 'value system' be given importance in any curriculum?
- Q.21 Define value system and explain its relevance to curriculum.
- Q.22 Why do we need a value based curriculum in Pakistan? How can it be developed?

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Unit No.3

PROCESS OF CURRICULUM DEVELOPMENT

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3.1 INTRODUCTION

According to Taba, H. (1962, p.321) "Curriculum design is a statement which identifies the elements of the curriculum, states what their relationships are to each other and indicates the principles of organization and the requirements of that organization for the administrative conditions under which it is to operate ...".

In this unit, the attention of readers is directed to the process of curriculum development. We can call the process as elements of curriculum design such as aims, objectives, the content, the learning experiences (i.e. Instructional strategies) and the evaluation. It is important to note that the elements of design should relate to each other in a consistent way. That is, the types of learning experiences suggested ought to provide opportunities for the objectives to be met.

If there is any inconsistency between the elements this might be commented on in the final section "implications of the design for implementation by the teacher". Apparent inconsistencies would lead the teacher to re-examine the document carefully and make his own decision about interpretation.

Finally, these elements are interrelated and could conceivably comprise an entire curriculum design process. However, effort has been made to highlight the process of curriculum development in this unit.

3.2 OBJECTIVES

After studying the unit, it is hoped that you will be able to:

1. discuss aims, goals and objectives in a process of curriculum development.
2. explain the characteristics of measurable objectives.
3. write general and particular instructional objectives for particular levels.
4. discuss the significance of contents in curriculum development process.
5. specify the instructional strategies for different types of objectives.
6. select instructional strategies that are appropriate for achieving objectives in different domains.
7. indicate possible effects on design that particular types of content might have.
8. design programmes which emphasises particular types of content.

9. explain methods of content organization in terms of scope and sequence.
10. apply principles of design to the task of selecting and organization of content.
11. discuss the purpose and methods of curriculum evaluation.

3.3 SITUATION ANALYSIS

In this approach, a comprehensive and thorough analysis of all relevant factors in the production of a master plan for the school curriculum is done. As you are aware that the school curriculum represents a selection of knowledge or experiences thought to be worthwhile for children at a certain place and time.

As changes occur in a society, the curriculum of its schools may be liable to change. Any curriculum is based on views such as:

- a) what is meant by education and its aims.
- b) the nature of knowledge
- c) the nature of society
- d) the role of school in the society
- e) the nature of children and how they learn
- f) what it means to teach

In Lawton (1978, p.5) model, the situation analysis can be explained on the basis of philosophical theories and sociological theories. A selection from culture, psychological theories and organization of curriculum in terms of sequence and stages.

In philosophical theories, there will be philosophical ideas about the aims of education and the structure of knowledge which lies behind any curriculum design. These are not always made explicit, therefore, we may have to examine the curriculum carefully to see what is implied.

The sociologists of knowledge have something to say about the arguments which philosophers put forward with respect to knowledge. In addition sociologists also have to say about the nature of society and issues of social, technological and ideological change. Thus sociological factor will also influence the curriculum design.

Likewise, the curriculum designer makes some selection from the culture, a choice is made about what children ought to learn. It may be determined that there is some common core of knowledge, skills and values which all children ought to study.

Having decided what students should ideally learn, the curriculum designer consults the psychologists to reconsider the ideal in terms of theories of learning. Different theorists may offer a range of issues to consider in terms of structuring and sequencing the programme to suit their notions about the child's developmental stages or learning processes. Theories of learning are insufficient without complementary theories of teaching.

Finally, a curriculum is constructed and the practical problems of its implementation have to be dealt with. In most cases it has to fit into certain time limitations, and resources, both human and material are required to teach it. To work through a curriculum, one has to think like a philosopher, a sociologist, a psychologist, and a curriculum designer. The value of using different ways of thinking about curriculum situation analysis is that one can obtain a variety of different perspectives and gain a range of insights about the process of curriculum.

In order to comprehend further the idea of situation analysis in the process of curriculum development, please read the below referred material.

Taba, Hilda (1962)	<u>Curriculum Development: Theory and Practice</u> , New York, Harcourt, Brace & World Inc., pp.31-46	3-1
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3.4 FORMULATION OF OBJECTIVES

Some of the critics of a curriculum theory which admits the importance of objectives in curriculum design. Much of their criticism on the notion that the objective model is a product of a society that values technical efficiency modelled on a production line mentality. They infer that the advocates of objectives model treat children like products on an assembly line in a factory. In some instances we would agree that this may very well be the case. Those curriculum workers of the late sixties and even early seventies who thought that programmed learning was the best design could typify this extreme view of users of an objectives model.

However, to label everyone who might suggest that objectives should form a vital element of curriculum design. It is interesting to mention here that many of such critics usually propose alternatives that are quite obviously not short on objectives.

The important point we wish to make here is that whenever you design a programme you are going to stamp this design with values. In some instances these values are derived from the society or community in which we live. In other instances these values are personal and reflect our current views of education.

This can be exemplified by using a curriculum model as proposed by Hughes(1967). Such model of curriculum development can be used to examine the points in curriculum decision making where values intrude.

In fact, Hughes indicates that there are normally four sources or inputs through which curriculum developers go for objectives. These are society, knowledge, learner and learning process. Curriculum developers at the central level use research findings, and opinions of sociologists, philosophers, subject specialists, and psychologists, as inputs for their designs. The selection of objectives is based on their collective value position which is supposed to be the representative of society because the composition of the committee is meant to reflect this. Needless to say this does not always work. The important point to get is that values form a big part in curriculum decision making at the central level.

On the other hand, at the school level or the classroom level, the intrusion of values cannot be dismissed. For example, many teachers prefer one subject area to another. Many teachers have preferences in respect to particular teaching approaches or materials. All of these involve particular value positions. Values become problematic when they dominate rationality. We are not saying that decision-making can be value-free. This is not possible. What we say is that values should not takeover and include people towards a doctrinaire position.

3.4.1 Classification of objectives

Bloom (1956) and Krathwohl (1964) have stated that there is considerable value in thinking about objectives particularly in behavioural levels. Bloom expresses these levels as ranging from simple recall or memorization of content to evaluating principles and hypothesis. Krathwohl's taxonomy ranges from "receiving" to characterization".

To facilitate the formulation of statements, of specific objectives within the frameworks proposed by Bloom and Krathwohl (1956) has included the following two tables which contain the taxonomic classifications, appropriate infinitives, which one might use in writing objectives. He also mentioned the terms which might be useful in relating the behavioural components to particular subject areas. These are merely ideas for you to contemplate in developing objectives.

Table-1: Instrumentation of the Taxonomy of Educational Objectives: Cognitive Domain.

Taxonomy classification	Key Word	
	Examples of Infinitives	Examples of Direct Objects
1.00 Knowledge	to define, to distinguish,	vocabulary, terms,
1.10 Knowledge of specific	to acquire, to identify,	terminology,
1.11 Knowledge of Terminology.	to recall, to recognize.	meaning(s), definitions, references, elements.
1.12 Knowledge of specific facts.	to recall, to recognize,	facts, factual information, (sources),
	to acquire, to identify	(names), (dates), (events), (persons),
		(places), (time periods), properties, examples, phenomena.
1.20 Knowledge of Ways and Means of Dealing with Specifics.		
1.21 Knowledge of Conventions.	to recall, to recognize,	form(s), conventions, uses, usage,
	to acquire, to identify	rules, ways, devices, symbols,
		representations, style(s) format(s)
1.22 Knowledge of Trends and Sequences.	to recall, to recognize,	action(s), Processes, movement(s),
	to acquire, to identify	continuity, development(s), trend(s),
		sequence(s), causes, relationship(s), forces, influences.
1.23 Knowledge of Classification and Categories	to recall, to recognize,	area(s), type(s), feature(s), class(es),
		set(s), division(s), arrangement(s),
		classification(s), category/categories.
1.24 Knowledge of Criteria	to recall, to recognize,	criteria, basics,
	to acquire, to identify	elements
1.25 Knowledge of Methodology.	to recall, to recognize,	methods, techniques,
	to acquire, to identify	approaches, uses,
		procedures, treatment.
1.30 Knowledge of the Universals and Abstractions in a Field.		
1.31 Knowledge of Principles and Generalizations	to recall, to recognize,	principle(s).
	to acquire, to identify	generalization(s), proposition(s),
		fundamentals, laws, principal elements,
		implications.
1.32 Knowledge of theories and structures	to recall, to recognize,	theories, bases,
	to acquire, to identify	interrelations, structure(s),
		organizations, formulation(s)

2.00 Comprehension		
2.10 Translation	to translate, to transform, to give in own words, to illustrate, to prepare, to read, to represent, to change, to rephrase, to restate.	meaning(s), sample(s), definitions, abstractions, representations, words, phrases.
2.20 Interpretation	to interpret, to reorder, to rearrange, to differentiate, to distinguish, to make, to draw, to explain, to demonstrate.	relevancies, relationships, essentials, aspects, new view(s), qualifications, conclusions, methods, theories, abstractions.
2.30 Extrapolation	to estimate, to infer, to conclude, to predict, to differentiate, to determine, to extend, to interpolate	consequences, implications, conclusions, factors, ramifications, meanings, corollaries, effects, probabilities.
3.00 Application	to apply, to generalize, to relate, to choose, to develop, to organize, to use, to employ, to transfer, to restructure, to classify.	principles, laws, conclusions, effects, methods, theories, abstractions, situations, generalizations, processes, phenomena, procedures.
4.00 Analysis		
4.10 Analysis of elements	to distinguish, to detect, to identify to classify, to discriminate, to recognize, to categorize, to deduce,	elements, hypothesis/ hypotheses, conclusions, assumptions, statements, (of fact), statements (of intent), arguments, particulars.
4.20 Analysis of relationships	to analyze, to contrast, to compare, to distinguish, to deduce	relationships, interrelations, relevance, relevances, themes, evidence, fallacies, arguments, cause- effect(s), consistency, consistencies, parts, ideas, assumptions
4.30 Analysis of organizational principles	to analyze to distinguish, to detect, to deduce	Form(s), pattern(s), purpose(s), point(s), of view(s), techniques, bias(es), structure(s), theme*(s), arrangement(s), organization(s)
5.00 Synthesis		
5.10 Production of a Unique Communication	to write, to tell, to relate, to produce to constitute, to transmit, to originate, to modify, to specify	structure(s) pattern(s), product(s), performance(s), design(s), work(s), communication efforts, specific compo- nents (s)

5.30 Derivation of a set of abstract relations	to produce, to derive, to develop, to combine, to organize, to synthesize to classify, to deduce, to develop, to formulate, to modify.	phenomena, taxonomies, concept(s), scheme(s), theories, relationships, abstraction, generalizations, hypothesis/hypotheses, perceptions, ways, discoveries.
6.00 Evaluation		
6.10 Judgements in terms of internal evidence	to judge, to argue, to validate, to assess, to decide	accuracy/accuracies, consistency/consistencies, fallacies, reliability, flaws, errors, precision, exactness.
6.20 Judgements in terms of external criteria.	to judge, to argue, to consider, to compare, to contrast, to standardize, to appraise.	ends, means, efficiency, economy/economies, utility, alternatives, courses of action, standards, theories, generalizations.

Table 2: Instrumentation of the Taxonomy of Educational Objectives: Affective Domain

Taxonomy classification	Key Words	
	Examples of Infinitives	Examples of Direct Object
1.0 Receiving		
1.1 Awareness	to differentiate, to separate, to set apart, to share	sights, sounds, events, designs, arrangements,
1.2 Willingness to receive	to accumulate, to select, to combine, to accept,	models, samples, shapes, sizes, meters, cadences
1.3 Controlled or selected attention	to select, to posturally respond to, to listen(for), to control	alternatives, answers, rhythms, nuances
2.0 Responding		
2.1 Acquiescence in responding	to comply(with), to follow, to commend, to approve.	directions, instructions, laws, policies, demonstrations
2.2 Willingness to respond	to volunteer, to discuss, to practice, to play	instruments, games, dramatic works, charades, burlesque
2.3 Satisfaction in respond	to applaud, to acclaim, to spend leisure time in, to augment.	speeches, plays, presentations, writings
3.0 Valuing		
3.1 Acceptance of value	to increase measured proficiency in, to increase numbers of, to relinquish, to specify	group membership(s), artistic production(s), musical productions, personal friendships
3.2 Preference for value	to assist, to subsidize, to help, to support	artists, projects, viewpoints, arguments
3.3 Commitment	to deny to protect, to debate, to argue	deceptions, irrelevancies, abdications, irrationalities.
4.0 Organization		
4.1 Conceptualization of value	to discuss, to theorize(on), to abstract, to compare	parameters, codes, standards, goals
4.2 Organization of value system	to balance, to organize, to define, to formulate	systems, approaches, criteria, limits

5.0 Characterization by Value or Value complex		
5.1 Generalized set	to revise, to change, to complete, to require	plans, behavior, methods, effort(s)
5.2 Characterization	to be rated high by peers in, to be rated high by superiors in, and to be rated high by subordinates in	humanitarianism, ethics, integrity, maturity, extravagance(s), excesses, conflicts, exorbitancy/ exorbitancies.

We have also included a reference to the Psychomotor Domain. This is the most "recent" taxonomy and is useful for considering the demonstration of motor skills. Instructional objectives in the psychomotor domain usually include cognitive and affective elements. The following table is not outlined in Metfessel's article.

Table 3: Instrumentation of the Taxonomy of Educational Objectives: Psychomotor Domain

TAXONOMY CLASSIFICATION	EXAMPLES OF VERBS
1. Reflex movements	Stretch, straighten, relax
2. Basic fundamental movements	Crawl, creep, jump grasp
3. Perceptual abilities	Catch, bounces, balance, distinguish by touch
4. Physical abilities	Improve, increase, move precisely
5. Skilled movements	Waltz, saw type, paint
6. Non-Discursive communication	Gesture, express, perform

There are some useful reminders for the taxonomies that might help you when you write objectives for your plans. These are summarized below:-

- (i) If planners are asking students to operate at the "higher end" of the taxonomy, then it should be emphasized that this is more likely to take place if the student has a sound knowledge base. For example, to "apply" mathematical concepts or principles would assume that students "know" and "understand" these concepts and principles. If students are required to "value" mathematics as a subject area, then it would be assumed that they have been given the opportunity to "receive" (eg. success, praise etc.) and "respond". It is possible to develop sequences of objectives based on this idea.
- (ii) These taxonomies also help us to consider balance with in this element of design. That is, it is possible to see the ratio of "knowledge type" objectives, to

objectives which focus on higher intellectual abilities. Also it is possible to compare the ratio of cognitive and affective objectives. While this concept of balance should be sought after in writing objectives you should attempt this in conjunction with a careful consideration of the balance between sources and objectives. Consideration of one without the other can lead to design problems.

3.5 SELECTION OF CONTENTS

As you are aware that in selecting content, the teacher is faced with a variety of influences which tend to make this element one of the most dominant in curriculum design. The preponderance of considerations relating to content is possibly related to a role which teachers have defined for themselves over the years. This role relates to an idea that teachers are dispensers of knowledge, most of which is defined for them. This observation is not intended to be a criticism of teachers but rather is a possible explanation for the emphasis given to content in many primary school programmes. Such type of emphasis is often very obvious in school policy statements where if they are included, the elements of objective and teaching strategies are addendum to the list of content to be covered. The same regent, although to a lesser extent, is often applied to the element of evaluation.

Moreover, in developing a curriculum at any level, the approach may be from any of the curriculum elements (objectives, content, teaching strategies and evaluation). It is not the approach to curriculum development from a base of content which is to be condemned, but the emphasis of this one element to the exclusion of the other three cannot be justified.

In discussing the role of content in curriculum development, the following topics are necessary to be discussed.

- a) Approaches to content and their influence on the elements of curriculum development.
- b) Methods of content organization.
- c) Principles of curriculum design and their relationship to content selection and organization.

Before going on to discuss the above topics, the following definitions are offered for the concepts which will facilitate you to understand the process of curriculum design.

Curriculum: A planned course of study. Such a plan may include objectives, content, evaluation techniques, teaching strategies and resources. Such plans appear as unit plans and may not include all of the elements outlined above, although it is argued that all should be carefully considered in the development of such a plan.

Objectives: These are taken to mean intended outcomes of a course. Such outcomes may be stated or remain implicit. However, it is essential that such outcomes are clearly specified for the purpose of this course.

Content: The subject matter of a course. Such matter may include factor, concepts, theories as well as processes such as thinking skills, inquiring skills and thought patterns peculiar to a discipline or area of knowledge. Content which includes factual knowledge is classified as substantive while that relating to thought processes is syntactical.

a) **Elements of curriculum Design**

The elements of design are objectives, content, learning experiences/teaching strategies, evaluation techniques and resources.

- **Discipline:** Clearly defined body of knowledge with its own syntactical and substantive structure.

b) **Methods of content organization**

There are many methods of organizing content within a curriculum unit. The purpose of this below brief discussion is to introduce a categorization of these methods. However, before it is undertaken, it is necessary to introduce two basic concepts which apply to any curriculum, scope and sequence.

Scope refers to the actual amount of material (in-corporated) into the programme. It is made up of two competing aspects of content, breadth and depth. Breadth refers to the range of material to be covered while depth refers to the amount of detail that is to be provided on each item included. The obvious problem associated with scope is to balance the demands of breadth and depth. All curriculum developers face a common enemy time. Most curricula must exist within a time frame that will not permit of unlimited breadth and depth. Thus either breadth (coverage of topic or areas) must be sacrificed for depth (intensity of treatment) or vice versa.

However, the following basic questions relating to the concept of scope must be clarified as you select your content.

1. What content (either substantive or syntactical) would you like to include?
2. What depth of coverage would you like to achieve with each item of content?
3. Is it possible to achieve the desired breadth and depth within the time allocated to the unit?

4. What, if any, content will be sacrificed and what will be maintained?

Sequence: It refers to the order in which the content is to be presented. In considering this problem one should consider the material as discussed in an article by White (1974). The arguments put forward by Ausubel and Gagne deal with this question of sequence. Ausubel argues that content should be introduced in an instructional sequence employing an advance organizer, while Gagne argues that for academic skills including processes, a definite sequence is inherent in the structure of the content which must be followed if learning is to be enhanced. However, in solving problem of sequence, the following questions can be asked.

1. Is there a logical sequence within the actual content which must be presented?
2. Is there an instructional sequence which should be followed throughout the unit?
3. What sequence will the content for the unit follow?
4. Is the selected order logical?
5. Does the sequence allow you the development of understanding?
6. Does the sequence cater for both logical and instructional requirements?

(c) **Principles underlying curriculum design and their relationship to Content Selection and Organization**

Many attempts have been made to develop a list of criteria by which curricula can be judged. Most attempts have been notable failures in that any such criteria must essentially reflect a value position which cannot be held by all involved in an area where so many diverse opinions exist. However, several principles can be identified which can be employed in the processes of curriculum development and evaluation. Such principles are very general in nature and allow for individual value positions while demanding that certain basic considerations are taken into account by the developer.

Three such principles, (balance, rationality and flexibility) and their relationship to the selection and organization of content will be briefly discussed here. You may care to identify other such principles for yourself and incorporate them in the design of your programme. On the other hand, you may choose to reject those discussed here, but such a rejection should be justified in the rationale for your unit.

- i) **Balance:** This principle refers to the consideration and weighing given competing demands made on all aspects of the curriculum. The concept is well covered by Taba and you should now re-read the relevant section

if you are not familiar with it.

When considering balance in relationship to content selection and organization, the following questions need to be considered:

- Is there a balance between the syntactical and substantive elements of the content ?
- Is there a balance between the cognitive and affective components of the content?
- Is there a balance between the four elements of curriculum design ? (objectives, content, learning experiences, evaluation)
- Is there a balance between the areas from which the content is drawn ? (That is, have social factors, as well as the demands of subject specialists in the area and student needs been taken into consideration in selecting the content)?

N.B. An apparent imbalance may be justified in terms of other basic principles.

- ii) **Rationality:** This principle refers to the logical relationships which exist within a curriculum. Such relationships may exist between and within elements of design.

Questions which relate to the principle of rationality which can be considered include:-

- Is the sequence rational ?
- Is the solution to the problem of scope, that is the relationship between breadth and depth, rational ?
- Is there a rational relationship between content and objectives; teaching strategies; evaluation ?
- Is each decision made in the development of the programme justifiable on rational grounds?

- iii) **Flexibility:** This principle refers to the need for a programme to be resilient in its application. That is the programme needs to be flexible enough to exist in the real world. Questions which relate to the principle of flexibility would include:

- Is the sequence flexible enough to cater for different learning styles and rates?
- Is the scope flexible enough to cater for unforeseen difficulties? That is, can planned depth and breadth be

modified in light of experience without destroying, the whole programme.

For further details, please read the below referred material

Murray Print. (1993)	<u>Curriculum Development and Design</u> , 2nd ed., St. Leonards, Allen and Unwin, pp.140-163	3-2
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3.6 SELECTION OF INSTRUCTIONAL STRATEGIES

The use of the term "Instructional strategies" is by no means accidental. Instructional strategy is conceptualized here, as including both (a) the teaching activities of the teacher, and (b) the learning experiences of the pupil. Too often in the designs for curricula have either ignored, or given short shrift to, both of these important aspects of a curriculum process. Even today, it is not unusual to find curriculum and teaching discussed separately in literature. In many aspects, this is an unfortunate trend, since the selection and organization of instructional strategies represent the critical point of contact between curriculum theory and the realities of classroom practice.

Taba's (1962, p.417) noted this key problem almost 35 years ago, when she commenced that very often curriculum pattern have asked teachers to achieve objectives without outlining the instructional techniques necessary to implement these objectives. No matter how high-sounding the claims for the importance of such objectives as critical thinking, and democratic loyalties are, one cannot regard as anything but pious hopes as long as there is no clear plan for appropriate learning experiences.

Taba's (1962, p.442) awareness of this problem resulted in her suggestion that the normal curriculum sequence should be inverted, so that the process would begin with the planning of teaching-learning units by teachers in conjunction with curriculum specialists and subject matter specialists, in the belief that the emergent model would be more likely to influence classroom practice than current guides which stop short of any guidance for converting the rather sketchy schemes into instructional practices.

It seems reasonable to suggest that Taba's criticism is equally applicable to many contemporary curriculum guides. Consider, for example, the copious quantities of literature that has been given over to the discussion and formulation of objectives, compared to the relatively spare literature on instructional strategies. This state of affairs tends to make the task of the teacher quite difficult, since the key activities of the

selection, organization and subsequent operationalization of instructional strategies is consistently left up to the classroom practitioner.

Question arises, how do teachers deal with the above mentioned task? Very often practitioners become somewhat defensive and tend to select or at least, concentrate on these objectives (primarily cognitive in nature) with which they feel confident and which tend to be relatively compatible with a strategy of teaching.

If we look at the teaching strategies index, we find many effective teachers who often employ quite distinctive teaching strategies. Such teaching strategies used by teachers are given below as five different point of view.

In the first point of view, the teacher places the major emphasis on systematically developing the thinking capacities of his pupils. He concentrates on the acquisition, understanding and use of ideas and concepts, rather than facts alone, in a carefully structured effort to expand the ability of his pupils to handle information. His approach is based on the sequence of learning activities in an attempt to establish sound basic concepts before leading the class to gradually more complexed, higher levels of thinking through the judicious use of questioning techniques.

Finally, the controlled development of thinking skills is the key. Teacher's careful planning, systematic presentation and controlled discussion lead the pupils to develop a solid foundation of thinking abilities, which they can later develop creative abilities. Once they have firm foundation they are in a good position to cope with the academic tasks of school and, indeed, better able to cope with life in general.

The second view about strategy places the major emphasis on social interaction as the teacher attempts to develop in the classroom a social system based on democrated processes. Here in this second strategy the group interaction is the key. The teacher makes sure that every pupil gets involved. Teachers develop interpersonal warmth and respect for negotiated rules. Their pupils develop independence as learners, and a genuine respect for one another.

The third view about teaching strategies places major emphasis on the maximization of the unique development of each pupil. However, effective self-development is the key. The teacher accepts all of his pupil for what they are, and give each one of them a feeling of belonging. As his pupils are free to choose their activities, they apply themselves vigorously to tasks that are meaningful to them. The learning is more effective in that way. This responsibility for their own learning and evaluation leads to better self-control, greater self-awareness, and eventually, to a self-confident, fully functioning human being.

The fourth point of view places major emphasis on deliberate arrangement and total control of the environment to produce a wide range of pre-selected learning effects. Hence, the key is effective management. The teacher lets the pupils know exactly what is required for them. He pays little attention to undesired behaviour, but he makes sure that he consistently rewards good performance. His attention to detail in all aspects of the instructional process leaves little to chance. The teacher tries to guarantee success for all his pupils in both academic and social behaviours.

The fifth strategy places major emphasis on the acquisition of knowledge. The teacher acts as a transmitter of knowledge. He communicates knowledge directly rather requiring his pupils to discover things for themselves. He tends to command the classroom by narrating and demonstrating and controls pupil participation by making extensive use of questioning, continually assessing answers to redirect his approach.

The concise presentation of well prepared sequence of information followed by the question and answer interplay during which the pupils reproduce the content of the lesson is perhaps the most prominent feature of his approach.

Anyhow all the five teaching strategies can be used to achieve the objectives. Further details are given in the below referred material. Please read it for understanding the topic more clearly.

Murray Print, (1993)	Curriculum Development and Design, 5th ed., Malaysia, Allen and Unwin, pp.164-186	3-3
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3.7 EVALUATION

Curriculum evaluation is often misinterpreted as student evaluation. Curriculum evaluation refers to the collection of information on which judgements might be made about the worth and effectiveness of a particular programme. It includes, of course, actually making those judgements so that decisions might be made about the future of programme. Whether to retain the programme as it stands, modify it or throw it out altogether.

Student evaluation refers to the collection of information on which judgements are usually made about the progress of particular student in the programme. It might draw on a number of assessments of a range of students capabilities.

Evaluation is necessary for decision making at all stages in curriculum planning and development. The emphasis of evaluation guidelines tends to vary, depending on which decisions evaluation is intended to serve.

Guba and Stufflebeam (1970) identify four types of decisions which are involved in curriculum evaluation. Certain features of their work are useful as an organizing framework for examining curriculum evaluation. These types include the decisions about:-

- a) Planning intentions, e.g., which objectives to select.
- b) Planning procedures, e.g., which personnel, methods and materials to employ.
- c) Implementing procedures, e.g., whether to continue, modify or abandon a procedural plan.
- d) Outcomes, e.g., which intentions are realized, to what extent and by whom.

When examining evaluation as an element of the curriculum, the first question one might ask is the extent to which evaluation is seen as serving all four decision types. Details of all the four types are discussed below.

- a) **Planning intentions:** The type of information which one might need to make decisions about aims and objectives to set would include information about the students, their previous knowledge and experience, their interest and unpaired needs and their particular abilities. In addition, it would be necessary to obtain information about the social and geographical context in which the curriculum was to be implemented, and the resources available. Few evaluation guidelines suggest much about how to carry out a situation analysis of this type.
- b) **Planning procedures:** As in the above case few evaluation guidelines suggest ways in which to collect data which might be useful in determining the people, methods, or materials to use in the curriculum. Such information might be drawn from research findings (e.g., about the use of specific materials), observation of other teachers (e.g., their success with different methods), and knowledge of the particular skills and expertise (e.g., ability to use music or drama in their teaching). Much of this data would be available through informal discussions, but little guidance is given to teachers about how to collect data to help make planning decisions in most evaluation sections of curriculum documents or packages.
- c) **Implementing procedures:** The evaluation of the curriculum implementation areas for teachers. They do it all the time anyway informally or intuitively. Evaluation guideline usually offer more suggestions in this area for example they may give advice about how to monitor student progress, questioning techniques to establish levels of understanding or they may offer ideas about how to observe group work in a systematic way or to evaluate reactions to particular materials which were used.

- d) **Outcomes:** This is the area on which most evaluation sections of curriculum packages or documents concentrate. All kinds of tests and observations may be suggested or used to make decisions about student outcomes.

You should by now be clear about some of the reasons why curriculum evaluation is carried out. The next consideration is the way in which it is carried out. Such methods of evaluation include:

- a) **Diaries:** A great deal of data can be collected through the use of simple diary. It is true that data collected in this way will often be subjective or impressionistic. However, diaries provide an easy way of systematically gathering data and as entries accumulate it becomes possible to review them and discover what patterns are emerging. Diaries are also a painless way of monitoring certain events.
- b) **Questionnaires:** Experience has shown questionnaires to be the most commonly used instruments for gathering information. Their wide appeal can be attributed to the fact that they obtain information from a large group, they can be constructed by a variety of people with apparent ease, and allow trends to be quickly indicated.

Questionnaires have a number of disadvantages. They tend to be over-used, are difficult to design and present problems of misinterpretation e.g., questions may be ambiguous and answers too restricted.

- c) **Interview:** Although criticized for its subjectivity or because it can impose a structure, yet the interview is a useful way of collecting information from individuals or small groups. As the interview is essentially a form of communication, it is important that one as an interviewee can express feelings, solicits feedback and shares of oneself.
- d) **Observation:** One way of finding out what is going on in a classroom is to take a look. Classroom observation provides insight into the effects of techniques, strategies and personal style. What to look for, depends on the type of questions being asked or information being sought. Obviously, all teachers observe in their day to day activities but it is possible to do it in a more systematic manner to find out specific information.

However, the following are just a few points to consider when choosing instruments.

Any method of data collection will disrupt a classroom environment to some extent. It is important to remember this and allow time for students to become familiar with the techniques.

Taping interviews provides an easy way of recalling conversations. However, transcribing tapes takes an extremely long time, particularly if there are several voices.

Questionnaires are relatively easy to administer but the plethora of information which they elicit has to be dealt with. Correlating, analyzing and interpreting questionnaire data can take time and results must have a high degree of validity and reliability to make the exercise worthwhile. It is useful to videotape classroom sequences for later referral. This form of observation obviously requires more planning, someone with the necessary skills and equipment, and time to film and edit a classroom sequence. However, there is the risk of extensive classroom disruption.

For further details about the curriculum evaluation, please read the below referred material.

Murray Print, (1993)	<u>Curriculum Development and Design</u> , 5th ed., Malaysia, Allen & Unwin, pp.187-215	3-4
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3.8 ACTIVITIES

1. Making use of any curricular documents to which you have access, classify the statements of educational intentions (aims and objectives) included in these documents, according to the curricular domains proposed by Bloom.

2. List some examples in the following table.

<u>Cognitive Domain</u>	<u>Affective Domain</u>	<u>Psychomotor Domain</u>
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3. Making use of any curriculum documents to which you have access, list examples of statements of educational intentions (aims and objectives) which are representative of the different levels of Bloom's taxonomy in the cognitive domain.

<u>Taxonomy classification</u>	<u>Examples of Educational objectives</u>
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1. Knowledge

2. Comprehensive

3. Application

4. Analysis

5. Synthesis

6. Evaluation

4. Take any syllabus document or curricular package to which you have access and examine the sequence of learning which it suggests. Attempt to classify it into (a) (b) (c) or (d) above.

5. Read Murray Print chapter on the selection of content. Note below the four ways in which Print suggests criteria for selection of content.

1. _____
2. _____
3. _____
4. _____

6. Take any syllabus document available and analyse the degree to which content decisions are predetermined or open to the teacher, student and parent to decide.
7. In your own words distinguish between curriculum evaluation and student evaluation.
 1. Curriculum evaluation is :-
 2. Student evaluation is :-
8. Write down the methods which might be used to evaluate a course, other than just testing.

3.9 EXERCISE

Hopefully, you have read the unit, now please answer the following questions.

- Q.1. Critically examine the significance of situation analysis in curriculum development.
- Q.2. Discuss the effects of valuing of particular sources which they would have on the selection and organization of objectives.
- Q.3. How you would write general and specific instructional objectives for particular domain? Give examples to elaborate your answer.
- Q.4. Write a short note on the following
 1. Content objectives.
 2. Process objectives.
 3. Skill objectives.
- Q.5. Discuss the possible effects on design that particular types of content might have.
- Q.6. Critically examine the design programme which emphasises particular types of content.
- Q.7. With reference to scope and sequence, explain the methods of content organization.
- Q.8. How you would apply the principles of design to the task of selecting and organizing content.

- Q.9. Describe the appropriate instructional strategies for different types of objectives in the same domain.
- Q.10. Discuss the instructional strategies that are appropriate for achieving objectives in the different domains.
- Q.11. Distinguish between curriculum evaluation and student evaluation.
- Q.12. "Curriculum evaluation refers to the collection of information on which judgements might be made about the worth and effectiveness of a particular programme.
- Q.13. Discuss various methods of curriculum evaluation.
- Q.14. Write short note on the following.
1. Instructional strategies.
 2. Programme evaluation.
 3. Situation analysis.
 4. Significance of selection and organization.
 5. Significance of questionnaires.
 6. Role of observation in evaluation.
 7. Tools of data collection.
 8. Learning activities/experiences.

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Unit No.4

CURRICULUM DESIGN

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4.1. INTRODUCTION

Curriculum design is seen differently by different people. However, it depends from where one is viewing the process. For example, in the classroom, the teacher is concerned with the design associated with mathematics, language arts, social studies etc. The principal views design from the position of one charged with developing an overall policy for the schools. The director will interpret design differently again, possibly on a broader front.

However, the curriculum is "made all things to all men". As Warwick (1975, pp.22) says:-

"To a large extent this is inevitable and need not be disastrous so long as it is the same basic curriculum that each member of staff is interpreting, that procedures are instituted whereby its progress is discussed and monitored regularly at all levels and that it is recognized that far more than the academic content of a syllabus is involved".

For the purpose of this unit and particularly section 4.3, it is assumed that basic curriculum is a written document. This kind of reasoning immediately indicates two areas labelled as curriculum and instruction. It would be useful here to mention a short extract from Beauchamp, G.A. (1968, pp.82-83) on this distinction. It has important implications for students' understanding of the principles of curriculum design, particularly with respect to the balance of the curriculum.

The contents of the curriculum depend entirely upon whether both curriculum strategy and instructional strategy are to be encompassed in the curriculum design and there does not seem to be an way of avoiding this decision.

It is logical for the two means of achieving the ends of schooling to be conceived as two sets of strategies. They are closely related, but are two different sets. One set is conceptualized around the answers reached in respect to the question i.e. what shall we teach in school(s)? The expression of those answers may be termed as the curriculum design. The second set, the instructional strategies, is conceptualized around individual teachers and groups of pupils in response to the general question such as - How shall he teach?

A sequence of events running from the development of curriculum strategy, to the instructional strategy, to the actual activities of pupils in classrooms or elsewhere is thus a logical one. The strategies are interlated. However, None of these strategies is pupil learning, these take place as a result of the strategies.

The curriculum designer should plan strategies only in anticipation of learning activities and outcomes. In contrast, curriculum theorists or workers who think of

curriculum strategy, instructional strategy or classroom activities as a single ball of wax called curriculum, pose an entirely different problem in curriculum design. Curriculum design then includes an arrangement of objectives, subject matter chosen, specific action plans for teaching, all forms of instructional materials to be used, time schedules, activity descriptions and so forth. If one goes further and includes what pupils learn as part of curriculum, then components of evaluation also have to be added.

Beauchamp (1968) indicated that design which incorporates all of this is complex. It is true. Nevertheless the question should not be to plan but how best to plan. Such comments should be taken seriously particularly when the product is a written plan of action. However, the design should incorporate the following features:-

- a) Content to be taught.
- b) A statement of goals and objectives.
- c) Ways in which the objectives will be attained.
- d) An appraisal scheme for determining the work of the students.
- e) Determining the adequacy of the curriculum.

Curriculum is organized into important types like subjective curriculum, activity curriculum, behavioral based curriculum and process based curriculum. Effort has been made in this unit to highlight the concept of curriculum design, its principles, its need and types.

4.2 OBJECTIVES

After studying the unit, it is hoped that you will be able to:-

1. Define curriculum design.
2. Explain in writing the concept of curriculum design.
3. Write the principles of curriculum design.
4. Describe the need of curriculum design.
5. Evaluate the types of curriculum such as subjective curriculum, activity curriculum, behavioral based and process based curriculum.

4.3 CONCEPT OF CURRICULUM DESIGN

There are as many interpretations of curriculum design as the definitions of curriculum. One of the most widely accepted is the one developed by Taba, H. (1962, p.421) who maintains that:-

"...curriculum design is a statement which identifies the elements of the

curriculum, states what their relationships are to each other and indicates the principles of organization and the requirements of that organization for the administrative conditions under which it is to operate. A design, of course, needs to be supported with and to make explicit a curriculum theory which establishes the sources to consider and the principles to apply".

The elements referred to in the above quotation of Taba are:

- i) Objectives
- ii) Content
- iii) Learning experiences
- iv) Teaching strategies
- v) Evaluation.

The way in which the elements mentioned by Taba are related to each other which quite often specifies the kind of curriculum design that is portrayed. For example, the type of design that is dominated by content consisting of predominantly factual information is quite often characterized by teaching strategies that are largely expository in nature, learning experiences which depict the learner as a passive receiver, objectives which emphasize a narrow cognitive perspective and evaluation procedures which are formal testing procedures.

Such type of design is often referred to as a subject centered design. On the other hand the child - centered design-portrays the relationship between the elements in a different, and distinctive manner. The tendency to rationalize a curriculum pattern in terms of a single principle, such as child - centeredness or subject - centeredness is according to Taba, H. (1962) an over simplification. It is a point worth stressing. It is not sufficient to entre the rationale for a design on some single criterion or principle as a curriculum has to do with reaching something to somebody. It can be neither entirely content centered nor child centered in the sense of neglecting either the nature of the learning or the nature of content. For further details of the concept of curriculum design, please read the below referred books.

Taba, Hilda (1962)	<u>Curriculum Development: Theory and Practice</u> , New York, Harcourts Brace & World, Inc. pp 413-421	4-1
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4.4 PRINCIPLES OF CURRICULUM DESIGN

As Taba has indicated, curriculum developers need to employ decision making procedures that rest on multiple criteria and take into consideration a multiplicity of factors. The multiplicity of factors is obviously a reference factor such as administrative conditions under which the curriculum is to operate and the skills and competencies of those who will implement the curriculum. Such factors are commonly referred to as contextual factors.

However, Taba's reference to multiple criteria leads us to the identification of principles which might provide a sound basis for analyzing how well particular designs have been structured and how suitable they are for particular contexts.

In this regard, several curriculum theorists have constructed set of criteria that might be used for an analysis. Human, R.T. (1973, p.10) has indicated that:

"...curriculum workers must establish the criteria they will follow. They can accept a set of criteria proposed by someone else, formulate their own criteria independently, or accept parts of various sets of criteria combined with their own formulation".

Two sets of criteria are presented: (a) by Taba (1962) and (b) by Hodgkinson (1975). These should be studied carefully as they will be useful in your curriculum development exercise.

(a) Criteria Proposed by Taba (1962, pp.267-289)

The summary of the criteria is as under:

- i) Curriculum content is valid and significant to the extent that it reflects the contemporary scientific knowledge. Perhaps the more important question about validity of content is how fundamental the knowledge is.
- ii) If the curriculum is to be a useful prescription for learning, its content and the outcomes, it pursues need to be in tune with the social and cultural realities of time. Applied to the selection of content, this criterion further selects from the scientifically valid and fundamental knowledge which is also significant.
- iii) Curriculum should provide for the achievement of a wide range of objectives. An effective curriculum provides for acquisition of significant new knowledge and for the development of increasingly more effective ways of thinking, desirable attitudes, interests, and appropriate habits and skills.
- iv) Curriculum content should be learn and adaptable to students experiences. One factor in learnability is the adjustment of the curriculum content and of the learners. The problem of making the

curriculum learnable involves also the task of translating the social heritage into experiences which help each student.

- v) The curriculum should be appropriate to the needs and interests of the learners.

(b) **Criteria Proposed by Hodgkinson (1975)**

Curriculum design is a scheme for planning and providing learning experiences. The scheme is as under:

- i) It must contain strategies for dealing with curriculum inputs from the society, the individual, learning theory and knowledge.
- ii) It should include the elements of design namely, objectives, learning experiences, content selection and evaluation.
- iii) It should be based on the principles of design such as balance, rationality, consistency, flexibility, diversity, practicality and responsibility.

However, in order to comprehend the idea of principles and elements of curriculum, problems and principles of organization, please read the below referred material written by Taba Hilda.

Taba, Hilda (1962)	<u>Curriculum Development: Theory and Practice</u> , New York, Harcourts Brace & World, Inc. pp.422-444	4-2
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4.5 NEED OF CURRICULUM DESIGN

The child of today is the builder of tomorrow. It is only through a well designed and effectively implemented curriculum that the child could be equipped to realise his inner potential and to contribute meaningfully to national development. Curriculum is basic to the aesthetic, emotional, ethical, intellectual, physical, social, spiritual and vocational development of the child.

David Jenkins and Marten D. shipman (1981) have very rightly observed: "If the teacher is the guide, the curriculum is the path. A good curriculum marks the points of significance so that the student does not wander aimlessly over the terrain, dependent solely on chance to discover the landmarks of human achievement".

However, the school curriculum is designed so that pupils are helped to understand the environment they see round them, whilst being presented with a vision of what life could be. Their present experience and understanding is the starting point for the school programme.

Moreover, the curriculum ought to be one which lays the basis for increasing the ability of as many students as possible to become active, participating adults. By active participation it is meant that students learn some real skills, knowledge and attitudes/values which allow them to take part in adding to the general social good-both materially and spiritually. It also provides the basis for making judgements about undesirable social directions.

However, before we consider the specific implications of the structure of knowledge to the organisation of curriculum, we should accept the fact that some kind of a selection and organisation of curriculum content, the knowledge, skills, attitudes, values it seeks to develop is necessary. This is so because the curriculum content is chosen deliberately to achieve certain specific objectives and also the same has to be transmitted through the formal mode of schooling which sets limits and constraints on what is to be taught and how. If it were possible for the people to acquire all the knowledge they needed through informal ways there would be no necessity of formal schooling.

Formal education has become a necessity not only because an individual cannot acquire all the knowledge he needs through informal means but also due to the vastness and complexity of knowledge that mankind has come to accumulate and its continued expansion, the increasing demands made on its continued expansion, the increasing demands made on the modern man for a high degree of knowledge and skills. Thus, the challenge of selecting from this vast fund of human knowledge and of organising its suitability to facilitate smooth and efficient transmission has to be accepted.

For further details on need for curriculum design, please read the below referred material

William B Regan (1964)	Modern Elementary Curriculum, revised edit, New York, Holt, Rinehart and Winston pp. 3—7	4-3
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4.6. TYPES OF CURRICULUM.

Following are some of the important patterns of curriculum.

- a. Subject based curriculum.
- b. Activity based curriculum.
- c. Behavioural based curriculum.
- d. Process based curriculum.
- e. Hidden curriculum.
- f. Core curriculum.
- g. Co-curricular activities.

(a) **Subject based curriculum.**

In this type, as the title indicates, the curriculum is organised in terms of subjects. The subject based organisation of curriculum is traditional and a large number of schools follow this pattern. The curriculum includes different branches of knowledge, known as subjects like history, language, mathematics etc. Subjects are included in accordance with the level of various stages. For instance economics, psychology and sociology are introduced at the secondary and senior secondary stages of schooling. The contents of the subjects are also included in accordance with the level of understanding at various stages.

Following assumptions are made while organising the subject based curriculum.

1. It is believed that the school has a major role in transmitting cultural heritage from one generation to another through the medium of various subjects.
2. The child's cognitive functioning patterns follow adult's functioning.
3. It is envisaged that various disciplines or subjects would allow the accommodation of the expansion of knowledge.
4. Each subject has an internal order and it can be presented in a sequence.
5. The authoritarian and a rigid presentation of subjects is superior to a democratic approach.
6. The vast amount of knowledge in the world can be grouped into various subjects.
7. Subjects can be presented in suitable units or branches.

Historically, the curriculum was first conceived in terms of subject matter materials and even today many people view it textbooks that are used in schools.

It has dominated the Pakistani educational. It has represented the mastery over certain types of knowledge and skills, as the main objective of the educational programme at school. As a result the teacher has focussed his effort and attention on making students learn the items in subjects and courses of study according to fixed syllabi, in a rigid set pattern, to enable them pass examinations. The pupil was given knowledge and skills which would help him to become a mature and successful adult according to the criteria of adults. The pupil is prepared to live in the future as foreseen by the teacher and the parents. The present needs of the child or growing youth are hardly kept in mind.

Dewey (1966) denounces the subject based curriculum as:-

"We violate the child's nature and render difficult the best ethical results by introducing the child too abruptly to a number of special studies, of reading, writing, geography etc

The beginning is made with child's expressive activities in dealing with the fundamental social material-housing (carpentry) clothing (sewing), food (cooking). These direct modes of expression bring out the factors of social communication, i.e. speech, writing, reading, drawing, modelling, etc.

Please also read the below referred material for further details the idea of subject based curriculum.

Murray Print (1993)	Curriculum Development & Design, 5 th ed. Malaysia Allen and Unwin, pp. 97—99	4-4
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(b) **Activity based Curriculum**

Doubtless to say that curriculum in some of its various forms is considered as an expression of the human spirit and what is of the greatest and most permanent significance to the society. In activity theory, the pupils engage in any activities which are desirable for their development. This theory may be further sub-divided into (i) Overt activity conception, (ii) Centre of interest conception and (iii) Purpose conception. The details of all are as under:-

- i) Overt Activity Conception means that almost any kind of overt or covert or manual activity is a desirable curriculum activity. It may consist of making a dress, constructing a box, building a miniature house etc. in contrast to such intellectual operations as memorizing, imagination and reasoning. Memorizing, reading, writing, solving mathematical problems, or study history and geography are not considered activities. Thus in many schools which have this approach the production of articles becomes for a while the dominating factor of the curriculum.
- ii) Centre of interest conception provides curriculum related to specific topics called centres of interest. A centre of interest means different things to different people. It is usually conceived in terms of a comprehensive topic that cuts across the ordinary school subjects and includes several other things.
- iii) Purpose conception. The adherents of this view would like to confine the curriculum to purposeful activities. Obviously all desirable curriculum activities cannot be purposeful from beginning to end and some of them that are purposeful may not be desirable.

The planned activities under this curriculum become ends than means. In the activities curriculum, activities are pre-determined. Whereas, in the experience

curriculum, activities are not pre-determined. In this curriculum learners are seen as vast reservoirs of potential. The teachers and the learners discuss the importance of determining worth-while activities.

For further details of activity curriculum and difference between experience and activity curriculum, please study Taba (1962) as indicated below.

Taba Hilda (1962)	Curriculum Development: Theory and Practice, New York Harcourt, Brace & World, Inc pp 400—7	4-5
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(c) **Behavioural based Curriculum**

The knowledge of the complexity of and the range of individual differences, within each individual, between individuals, and in the living environment of each individual, suggests that the curriculum must have great flexibility. It means some adjustment of the curriculum to meet the needs of each individual within a class group, for different classes, even for each school within a community, and among communities.

Curriculum must be highly flexible in content and organization. The behaviour patterns of boys and girls in rural and urban communities are somewhat different. The kind of behaviour competencies necessary in a rural farm community include the planting and harvesting of crops, the care of livestock and familiarity with an ability to use different kinds of farm machinery. Such as other relevant competencies necessary for successful adjustments peculiar to the farm, are not necessarily appropriate to the behaviour competencies most needed by urban youth. The later may live in large crowded apartment dwellings, in densely populated surroundings, where the pressing behaviour adjustment problems for these youths involve the development of skill in living happily and successfully together under constant restrictions. They may enjoy individual freedom of action, and skills in creativity utilizing leisure time as well as the development of other behaviour patterns appropriate to radically different environments from that of their rural counterparts. However, variations in climatic conditions, cultural differences, and differences in occupational activities require flexibility in the curriculum to meet markedly different community environment.

For more details, please read the below referred book.

Saylor, Alexander Lewis, (1981)	Curriculum Planning for better teaching and learning, 4 th ed. New York, Holt, Rinehart and Winston pp. 240-248	4-6
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(d) **Process Based Curriculum**

In the process based curriculum, education is a process intended to help the young pupil living in the present world and to adapt himself to it according to his age and abilities. At the same time, he is encouraged to learn about the direction which world of tomorrow is likely to take and help him not only to adapt to it when the time comes but also to enable him build that future world in which he and his contemporaries will live.

The curriculum makes provision for the varying abilities and interests of pupils. They have choices and options which fulfil their particular needs and interests. Besides this the principle of variety operates not only at the level of individual pupil but also in different schools in various parts of the country. This variety is based on the regional or local needs of the country.

On the other hand, it is important for curriculum developers to be aware of the different types of curriculum design. Moreover, they should also be conscious of the two important forces employed in the organization of curricular which are the dimensions of horizontal and vertical integration. While discussing the process based curriculum, Murray Print (1993, p.95) states:

"... We find curriculum developers brought together to prepare for the development phase, or construction of the curriculum. In that model, we saw that an examination of curriculum conceptions and curriculum foundations that have influenced the curriculum developers was an important consideration to be made".

However, to have more clear idea about process based curriculum, please read the below referred book.

Saylor, J. Galen, William, M. Alexander and Arthur J. Lewis (1981)	<u>Curriculum Planning for better teaching and learning</u> , 4 th ed. New York, Holt Rinehart and Winston, pp. 222-227	4-7
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(e) **Hidden Curriculum**

The hidden curriculum is rarely a plan, though it remains a curriculum. It is difficult to imagine that it could be planned: although as it is pointed out in one version, it could be. the hidden curriculum might have three things. These include:-

- i) Firstly in every school there is a curriculum of a kind that is a pupil's curriculum. It contains all those facts of a pupil's life in school, the language, lore, the jokes, dieties, games, rivalries and attitudes towards work and teachers.

- ii) Secondly, there is a distinction between what the teacher sees himself teaching and what the pupils learn while he is teaching.
- iii) The third sense of a hidden curriculum is where a teacher has a hidden agenda. A history teacher may have a strong attitude of racial intolerance. He does not actually preach it, but he teaches it by invariably picking out examples which show the other races as inferior ones.

Hidden or informal curriculum is more insidious than formal discrimination because it is "Covert and therefore more difficult to detect, isolate and exercise" (Bennett, 1977, p.247)

So it is usually outside the formal school policies and no agreement exists on what is to be called hidden curriculum. If it exists, then it is not hidden. It embodies all educative experiences within the school not empirically included in the official or overt curriculum (Fischer, 1977, p. 495).

School rules and regulations, physical or social environment influence the student learning and all these are part of hidden curriculum.

It is a fact that in most cases student involvement in curriculum planning is very little hence a gap exists between curriculum planned for and curriculum experienced. It is hidden curriculum which makes students and faculty adaptation possible and smooth. Hence there is no institution which is without hidden curriculum. The similarities of these hidden curriculum are as important as those of differences.

Our system of education is inclined towards marks, promotion, grades, and reports and these may dominate the hidden curriculum of student communication, tactics and strategies to succeed in planned curriculum. Moreover students' participation in hidden curriculum: which is mode of socialization may be totally ignored. Students usually formulate their own desired out-comes for various elements of school life and may be without teachers assistance. These students' objectives may not fully coincide with those of schools'.

Basically the idea of hidden curriculum was originated in social psychology of small groups; a meeting of a committee has official agenda, and also has a "hidden agenda concerned with the social relationship of members-who is going to dominate the discussion" (Barness, 1985, p.169). This idea of hidden agenda is transferred to schools as hidden curriculum: what students will learn over official curriculum.

For more details, please read the below referred book

Murray Print (1993)	Curriculum Development and Design, 5 th ed. Malaysia: Allen and Unwin. pp.9-16	1-8
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(f) **Core Curriculum**

The term 'Core curriculum' is sometimes, simply called the 'Core'. The terminology applied to core type courses include general education, basic education, basic studies, social living and unified studies. With such diverse names, it is expected that there would be wide variation in the programmes represented.

To develop feeling of national and social solidarity in students, especially in a country like Pakistan with so many languages, is one of the most important functions of the school. Acquisition of this value would require that the student be made conscious of such elements as his social duties. For achieving this social and emotional integration, a core curriculum is proposed.

There are three aspects of rationale underlying the core curriculum. They are discussed below.

- i) It was John Dewey's philosophy of experimentalist which gave the core theory of curriculum. Three concepts which John Dewey upheld and have had significant influence upon the the development of core curriculum ideas. The concepts are (i) Focus of learning upon fundamental human activities, (ii) learning viewed as continuous reconstruction of experience, and (iii) problem solving as an important part of learning.
- ii) Basic democratic values and the dynamic changes in political and social ideas in the western world have contributed towards the nature of core proposals.
- iii) Acceptance of cognitive theories of learning has given an increased recognition of the role of cognition in human learning. The development of core programmes has been influenced by cognitive theories of learning with emphasis on objectives, problem-solving and reflective thinking.

There are certain elements of Core Concept. These elements include:-

- It is the general education aspect of all teaching, regardless of social

status or vocational choice of the student. All students can benefit from it.

- The core pattern is problem-centred. There can, of course, be many kinds of problems but the aim here is to focus on the common problems of learners.
- The process of learning is important. It is assumed that in preparation for living in a democratic society, the learner should get first-hand experiences in the fundamental processes of democratic living.
- There is cooperative preplanning by teachers. They pool their ideas to develop resource units. There is also daily teacher-pupil planning in the classroom.
- The emphasis in core is on total growth of the pupil, social, intellectual, physical, emotional and spiritual. Each learning experience aims at the total growth.
- The core pattern is flexible. The utilization of learners' ideas allow for adjustments within the broad framework of the unit under consideration.
- A long block of time, say two or three periods at a stretch is desirable for proper functioning according to the core pattern.
- The core pattern is oriented towards guidance and counselling. There is a focus on the problems of the learner, for which guidance is needed. Another goal which is stressed in guidance is self evaluation.

However basic problem in the development of core-curriculum as given by Smith, (1957, p.336) is the 'determination of appropriate categories to take the place of the conventional subject and development of adequate sequence of potential experiences'.

For further details please read the below referred material.

Taba Hilda (1962)	Curriculum Development: Theory and Practice. New York, Harcourt Brace & World, Inc. pp.407-12	4-9
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(g) **Co-curricular activities.**

Co-curricular activities are considered usually vital part of the educational planning. Many of aims and objectives of educational programmes can be achieved more effectively than the formal mode of courses with co-curricular programme. Co-curricular activities; some times are known as extra-curricular activities, allied activities and third curriculum. Third Curriculum refers to total

school programme as 1) "required courses, 2) elective courses and 3) the extra-class offerings and hence the term third curriculum. Regardless of terms used to refer to them, they are all defined practically in the same ways". (Best and Unruh, 1969, p.133). Co-curricular activities are non-credit activities which take place in school or out of school but under the supervision of school. These activities aim to attain the same purposes as those of elective courses and are selected in the same way. Experiences provided in such a way are not available otherwise. These provide chances to the students to apply concepts which they learn. When co-curricular activities are performed along with regular instructional programmes, instructional programmes become balanced in terms of intellectual, physical, social and emotional experiences. Therefore the drop out rate falls down as these activities create interest in school. Co-curricular activities may provide opportunities to practice 1") developmental tasks ... 2) self direction, 3) democratic living 4) promote self-experiences 5) public relations with media 6) facilitation of curriculum revision 6), and provision of social interests".

Rudyard K. Bent and Adolh Unruh (1969)	Secondary School Curriculum, Lixington, D.C. Heath and Company, pp. 34-43	4-10
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4.7 ACTIVITIES

1. Please read the relevant portion of the book by Taba Hilda and list the deficiencies in rational of current curriculum designs.

2. Please make a diagram indicating the sequence of developing curriculum designs.

3. Write in two lines the meaning of the following.

Activity Curriculum

Subject curriculum.

Behaviour based

curriculum

Process based

Curriculum

Hidden curriculum

Core curriculum

Co-curriculum

4. Select book of your interest List the articles/sub. topics which fall under the umbrella of co-curriculum and why?

5. "School acts as community centre". Your school has to function like this, design an action plan in the light of title "co-curriculum".

4.8 EXERCISE

- Q.1 Write a note on general principles of curriculum design of about 200 words.
- Q.2 Discuss the main points to be kept in mind at the time of curriculum development.
- Q.3 Discuss the key principles which underlie sound curriculum.
- Q.4 Define curriculum design in terms of sources and elements.
- Q.5 Discuss curriculum designs in terms of the reference to the relationships between sources and elements.
- Q.6 "The interaction of teachers and students is affected by the structure of school and prevailing social organization". How ?
- Q.7 What may be the implications of Hidden Curriculum on curriculum planning ?
- Q.8 List and criticize the distinctive characteristics of core-curriculum.
- Q.9 Discuss classroom implications of "Co-operative planning of activities".
- Q.10 "Teacher should have training in adolescent psychology"? Comment
- Q.11 Aims of education can not be achieved without Co-curricular activities. Why?
- Q.12 How school drop out rate can be minimized by providing appropriate co-curricular activities.
- Q.13 Discuss the subject centred curriculum.
- Q.14 What is meant by core curriculum? Explain the process of its development. Also describe the role of a teacher in the implementation of such a curriculum.

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Unit No.5

**SELECTION AND ORGANIZATION OF THE
CONTENT AND LEARNING EXPERIENCES**

Written by
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5.1 INTRODUCTION

Curriculum development is a comprehensive process which "1) facilitates an analysis of purpose 2) design a programme event 3) implements a series of related activities, and 4) ends in evaluation of this process" (Wiles and Bondi, 1993, p.81). It is actually logical and deductive process. After establishing philosophies, formulation of aims, purposes and objectives, selection of content, organization of the content is made. For this need assessment framework is carried out. This includes general information, general population characteristics, programme in course offerings, professional staff, instructional patterns and strategies, student data and available facilities. After this curriculum mapping is done.

Learning in school in general, is formally organized so content and learning experiences may achieve the objectives. For this logical and psychological requirements may be interwoven.

Doll (1982, p.127) has enlisted practical hints for preparing and stating learning experiences as:

- Spell learning experiences in detail, so that these may become understandable.
- Know function of each experience within curriculum plan.
- Preferably each experience should serve more than one objective.
- Organize each experience in hierarchy of experiences.
- Try to make increments in bit size.
- Try rotating types of experiences.
- Use varied ways of learning.

5.2 OBJECTIVES

After study of this unit, you will be able to:

1. Compare and contrast judgmental, experimental, analytical and consensual procedures.
2. Solve problems related to the organization of content within unit/lesson.
3. Select and organize the learning experiences according to content.

5.3 SELECTION OF CONTENT

Translating characteristics, needs, and tasks into meaningful concepts to be used in curriculum development is special but a difficult task. Curriculum planners must give careful thought to what a particular characteristic, need, or task means for school programme. Some need immediate inferences: physical capabilities as they relate to learning experiences. Content and curriculum materials can be prepared in such a way

that all growth and developmental characteristics of learners show through them. After this, materials are likely to list a wide range of experiences for learners. But sometimes a particular view of human growth and development proves especially adaptable to the curriculum planners. Developmental task emerge from a combination of factors: maturation, culture and nature of individual. So it is interdisciplinary which originates from psychology, human growth and development and sociology. Teachers and curriculum planner who use data about learners should:

- a) Establish objectives for helping learners in finding their identities, and make attainment of goals possible.
- b) Teach with the needs, interests and developmental levels of learners.
- c) Make the school a personal and social institution.
- d) Help learners to establish roles associated with achieving adulthood and practicing good citizenship.

Curriculum content is the subject matter of teaching learning process. This includes knowledge, skills and values associated with that subject. Knowledge contains facts, concepts, generalizations principles and so forth, process or skills includes "(i.e., reading, writing, calculating, dancing, critical thinking, decision making, communicating) and values (i.e. the beliefs about matters concerned with good and bad, right and wrong, beautiful and ugly)." (Print, 1993, p.141). While selection of the content is one of the most difficult tasks. Content should meet the educational aims, goals and objectives. Content selection approach varies between two extreme approaches 1) subject knowledge approach and 2) process approach. Subject approach claims that content has its own intrinsic value which is based on human knowledge determined by academic disciplines. Process approach is of view that process really is the content and knowledge is simply a fabric place over the frame work of skills (process).

Selection of content is ideological process which serves the interest of particular social groups and classes. While selecting content for a particular curriculum the developers have to follow some guidelines so that appropriate selection can be made. Smith et al.(1957) has developed these five standards for subject-matter selection:

- i) Is the subject matter significant to an organized field of knowledge?
- ii) Does the subject matter stand the test of survival?
- iii) Is the subject matter useful?
- iv) Is the subject matter interesting?
- v) Does the subject matter contribute to the growth and development of a democratic society?" (p.132)

Curriculum developers may use these principles with the consideration which is of prime value. Content selection is the result of practical judgement and scientific investigation. It is a fact that content selection is highly "political" activity as curriculum

developers argue, negotiate, debate and meet the other concerned personnel to control the content.

There are several criteria for selecting appropriate content. Doll (1982) has outlined the following criteria:

- The validity and significance of the content as disciplined knowledge
- The balance that is being maintained between content for survey and content for study in depth.
- The appropriateness of the content to pupil needs and interest
- The durability, or lasting quality of the elements of content that are being emphasized.
- The relationship of the facts and other minor content to main ideas and concepts.
- The learnability of the content.
- The possibility of illuminating the content with data from other fields of knowledge. (pp.123-124)

Moreover, selection criteria should also include value education. This is not end, most important is that content should contribute towards achievement of wide range of objectives.

For further detail, please study, these pages.

Smith, B. Othanel; Stanley, William O. and Shores, J. Harlan (1957)	Fundamentals of Curriculum Development New York, Harcourt, Brace World, Inc. pp.152-166	5-1
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5.4 ORGANIZATION OF CONTENT

Organization of content and learning experiences which are in line with specific objectives is one of the matters to which we have given little attention. It is fundamental of curriculum development and improvement that deserves due consideration. Moreover teachers also have to keep this in view while teaching.

When objectives are agreed, means of their attainment should be sought. Here psychology helps in selecting, as well as organizing the content and learning experiences which lead to certain objectives:

- Content and learning experiences should be organized in such a manner that these allow to practice the behaviour that objectives suggest.
- Content and learning experiences should express what learner believes that he or she is expected to know
- Pupils need opportunities to proceed at their own pace through subject matter which suit them. So, content and learning experiences may some

times be of self-activating type.

Learning experiences should be fostered whenever possible.

Content and learning experiences should be as varied as the objectives represent.

After selection of the content, the stage of organization of curricula comes. Content is organized around: Key ideas, material of instruction, ways of working, processes by which one makes and dispenses knowledge in a subject matter, significant places and people. If focus is learner, then subject matter may be organized around: developmental tasks, social and scientific problems which concern people, evolution and historical order. Following may be the problems in organizing the content:

- a) Sequence b) Continuity c) Scope and balance

Sequence is an order in which content is presented to learners over time. So content is split up into segments which are presented to the learners over a period of time in a different order. This order is called sequencing. Zias (1976) puts these questions for the content arrangement:

1. What criteria should determine the order of content?
2. What should follow what, and why?
- When should learners acquire certain content, (p. 111)

Traditionally content is arranged in logical order. This is criteria for traditional sequence:

- (i) Simple to complex
- (ii) Pre-requisite learning
- (iii) Chronology
- (iv) Part to whole
- (v) Whole to part
- (vi) Increasing abstractness
- (vii) Spiral sequencing (Concentric movement in ever-widening circles of understanding or involvement).

Sequence may be governed by concept development. When topic is decided, planners may easily chalk out the sequence of the concept. Satisfactory sequence is psychological rather than logical.

Continuity relates to sequence. How long certain events should be allowed to continue? So it is vertical matter in nature and effects the continuousness with certain experiences are to be scheduled - during consecutive periods of time. It is horizontal also as it effects continuousness of particular experience on a given school day. Planning for continuity is three way for a school:

- (i) For continuity in subjects and subject fields.
- (ii) For continuity between and among levels of schooling
- (iii) For continuity in experience for individual pupils.

Scope refers to breadth and depth of content to be studied in the curriculum at any one time, so content should be arranged in such a way that it can be covered in a specific time. Zais (1976) refers scope not only to the range of content areas represented, but also to the depth of the treatment each area accorded. Sometimes it is seen as horizontal integration or horizontal organization. Scope can be determined by considering following points:

- Time
- Core/common content
- Special needs
- Integration of the content
- What to include and exclude

Breadth of school usually remains vast, each subject may grow out of bounds. This may be kept in bound if objectives are formulated and observed specifically.

Every curriculum developer is faced with the problem 'What content I shall place here? If placed here what will be its impact? If not placed here what will be its impact? What is the breadth and depth of the content when the student will learn this content?' The answer of these questions should be integrated in such a way that a balanced content at a given time stems out.

Here is a chapter of organization of curriculum content and learning from Taba's work. She has discussed problems of organizing, establishing sequence, providing cumulative learning, providing for integration and combining the logical and psychological requirements.

Taba Hilda	Curriculum Development Theory and Practices
(1962)	Harcourt Brace & World, New York Inc.
	pp.290-307

5.5. SELECTION AND ORGANIZATION OF LEARNING EXPERIENCES

Learning experiences, learning activities, teaching learning strategies and methods are used interchangeably. These are all what a teacher does to facilitate the learning within the student. These activities are integrately related with the content. These activities should have a wide variety because of

- Not all students learn equally when same strategies are applied.
- Certain technology models have more applicability to others what applied to particular situation, content.
- No single method is superior in terms of students in all learning situation. (Print, 1993, p.166)

Selection of learning experiences, just like selection of content always remained a problem in the development of curriculum. Changing set up of society has imposed

more roles on school which were previously assigned to the other institutions. Within the school programme all learning experiences can be classified as:

- a) The personal development of individual
- b) Skills for continued learning
- c) Education for social competence

These can act as a guide for planning a school programme. It is obvious that education is an organized attempt to bring change in the behaviour by presenting content and certain experiences. Learning takes place in "cultural matrix" which has many complications. School being a social unit itself, has formal and informal structures of communication, which have their own dynamics. Wheeler (1967: 129). So, principles of learning are derived from psychology. Wheeler has listed the following twelve principles.

- (i) Learning is an active process and the learner must be involved.
- (ii) Learning proceeds more effectively if the learner is an active participant.
- (iii) Learning is affected by individual goals, motives, and drives.
- (iv) Frequent repetition of responses is necessary.
- (v) Learning is reinforced by immediate reinforcement.
- (vi) For generalization and discrimination wide range of experiences should be presented.
- (vii) Behaviour is function of learner's perceptions.
- (viii) Similar situation may elicit different responses from different learners.
- (ix) Likeness between situations and possibilities may be specified for transfer of learner.
- (x) Group atmosphere affects learning and satisfaction.
- (xi) Individual differences count towards learning.
- (xii) Learning is multiple but focus can be placed on a single objective, although learning may take place simultaneously. (p. 130)

While making selection of learning experiences, curriculum developers may consider the principles of validity, comprehensiveness, variety, suitability, pattern, relevance and pupil participation.

In brief, selection of learning activities may be seen as



These activities should be organized according to continuous sequence and integration. For guidance of teachers here are criteria questions which will assist us as teachers in selecting and organizing of learning experiences.

1. Can the experiences be had with profit, by pupils, we teach, we teach?
2. Do the experiences help to meet the evident needs of our pupil?
3. Are our pupils likely to be interested in the experiences?
4. Do the experiences encourage pupils to inquire further?
5. Does the experience seem real?
6. How do the experiences accord with the life pattern of our pupils?
7. How contemporary are some of the major experiences?
8. How fundamental to mastery of total learning content are they?
9. Do experiences provide for attainment of a range of objectives?
10. Do the experiences provide opportunities for both broad study and deep study? (Boll, 1982, p. 12)

Taba (1962) has devoted a full chapter on selection of curriculum experiences. Study of some of these pages will help you in selecting experiences according to your teaching learning situations:

Taba Hilda (1962)	Curriculum Development: Theory and Practice. New York: Harcourt, Brace & World, Inc. pp. 263-378	5-3
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5.6 ACTIVITIES

1. Every content has its own purpose. Select a textbook of your taste. Analyse its purposes.
2. You just have analyzed the purpose, now see whether content mapping is made or not by the author.
3. Select a chapter from textbook of your interest. Analyse its content selection and organization in the light of the unit you have just studied.
4. Select and organize the learning experiences for the chapter you have selected for activity 3. Keeping in view logical and psychological requirements.
5. Content should contribute towards the development of the individual. Same is the case with the learning experiences. Observe and record the learning experiences provided by one of your colleagues within one week and analyse its contribution towards the development of the individual.

5.7 EXERCISE

- Q.1 The judgemental procedure demands broader social vision and freedom. Why?
- Q.2 Elaborate phases of judgmental procedure and how they are interwoven?
- Q.3 Hypothesis is an idea to be tried out. What is its significance in the experimental procedure of curriculum selection?
- Q.4 Analytical procedure for content selection is most widely used. Justify its use.
- Q.5 Critically analyze the consensual procedure.
- Q.6 Learning in school differs from learning in life. How?
- Q.7 Smith, Stanely and Shore (1957) has outlined four sequences of exposition for organizing curriculum. Discuss.
- Q.8 Psychological criterion makes it possible to internalize whatever it is being learned. Make comments.
- Q.9 Using core ideas as focusing centers saves several important functions. Enlist some of these.
- Q.10 Different individuals need different types of learning experiences for self development. Support this.

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Unit No. 6

CURRICULUM DEVELOPMENT AND TEACHER

Written By
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6.1 INTRODUCTION

It is an admitted fact that all the activities of education move round the curricula. No doubt a conflict is going on between two opposite schools of thought regarding the time of future outline of the society. Some people want Pakistan to be an exact copy of the west whereas the others believe in going back to the Islamic education. There is consciousness. There is the desire for change but there is lack of guidance.

A patient is easily cured by a specialist, but what will happen if all the people in a community and society start giving their opinion and also what they want in connection with the serious topic of social change. It is correct that only the people living in a society have the knowledge of its problems just as a patient knows about symptoms of his illness. A common patient cannot treat himself. He entrusts this work to a doctor or engineer of the body. Similarly, there is need of entrusting the guidance of direction of social change to social engineers.

Teachers are the social engineers because they are those people who are well acquainted with the characteristics of the society, its nature, its processes and the laws of its change. It is a teacher's task to guide in bringing about social changes. A teacher performs double role in presenting social changes. He gives constructive suggestions for a change. He makes arrangements to remove the obstacles in implementing these decisions.

There is usually a conflict in the immediate interest of various groups in a society. Every group tries to drive maximum benefits as opposed to the interests of others. In the same way severe opposition may exist in politics and economic groups. Persons with orthodox feelings will oppose any form of change in social organisation. They want to stick to old customs and traditions and regard it as their welfare as well as that of the society. In such a state of affairs, the teacher may not only make suggestions to act the direction of reform but may ensure that there is no conflict between these opposing groups and parties. In this direction, the foremost task is to remove the superstitions in the society and the ignorance about the importance of social change.

The teacher will have to make a study of the interest, ambitions, and nature of the society. In order to bring any social change it is necessary that its details are presented to the society in such a way that the people are convinced about its being beneficial to them and the country. So long as it does not become an integral part of the nature of society, it can be removed at any time.

Keeping the fundamental element in mind, information dissemination through education can facilitate the process of a social change. Moreover, development in the process of curriculum, the participation of teacher is a must. He can intimate the real

needs of students, society, parents. But unfortunately, the teacher is kept out of the curriculum development process. However, in order to make the curriculum design more effective and efficient, the participation of the teacher is a must.

Effort has been made in this unit to highlight the role of teacher in curriculum development, curriculum implementation and enrichment, curriculum evaluation and revision.

6.2 OBJECTIVES:

After studying the unit, you should be able.

1. to identify the role of teacher in curriculum development.
2. to specify the role of teacher in curriculum implementation and enrichment.
3. to write the importance of evaluation in curriculum.
4. to identify the techniques for curriculum revision.

6.3 ROLE OF A TEACHER IN CURRICULUM DEVELOPMENT

In any country's educational system, the emphasis is laid on quality teacher preparation. It is imperative that one can think of a better output in the field of education if the people, who are instrumental in carrying out the task, are properly equipped and have a right type of orientation. Such orientation needs to be continuously improved so as to meet the changing needs of the society.

On the other hand the essence of curriculum improvement needs to be made visible in the classrooms. One should not wonder, therefore, that every educational policy of Pakistan stressed the training and involvement of teacher in the process of curriculum development. The teacher has to play continuous and critical role in the classroom for the betterment of the students. Every class teacher has to examine continuously his own value, his approaches to learning, his procedures and resources for the achievement of student development.

The teacher holds the key position in learning process. He is engaged in the most delicate task of human engineering with whatever resources and tools available to him. All fine materials, best textbooks or correspondence units, modern electronic gadgets and other lab equipment must be used by the teacher to make his teaching more effective. However, only teacher who knows the use of A.V. aids can deliver the goods properly. A gifted and zealous teacher can pilot the ship of learning to its destination

with the simplest of tools. If necessary, a good teacher will create his own materials and make learning a creative experience for his students.

So far as the involvement of teacher in curriculum development process is concerned, it is an admitted fact that no real development can take place without teachers' involvement in curriculum development. This idea of teachers involvement in curriculum development came only a few decade ago even in the advanced countries, and that too after numerous failures in curriculum revision. Prior to that curriculum revision was done in much the same way as it has been done in Pakistan. Decision about overall purposes of education, the general scope and structure of programmes was taken without any real participation by teachers.

Today, planning and action by teachers are promoted in advanced countries. Individual and cooperative efforts by teachers to decide when, how and what to teach, to revise courses, select content, plan units and produce teaching aids has become a common practice. Reliance on textbooks and prescribed courses of study has diminished.

Several curriculum development studies have clearly shown that significant improvement has taken place where participation of teacher was both more extensive and more inclusive and where more teachers were involved in decision-making and in production of materials. Some of the conclusion from these studies tend to reinforce the role teachers perceive of themselves as masters of what happens in their classrooms but as 'technicians' of implementing someone else's programme. For example Lortie, D.C (1969, p.39) says:

"Teacher culture permits the individual teacher to approach a peer or a "super ordinate" but most teachers apparently see the exchange of technical assistance as one which is theirs to control; ideas and suggestions may be solicited from various sources, but it is the teacher who tests them in the crucible of classroom experience".

In another study Lortie (1975, p.131) indicates that:

"The activities which generate pride are teaching duties; as with hoped for outcomes and the effects of outstanding colleagues, craft pride is centred on instructional outcomes and relationships with students pride is not evoked by participation in school-wide affairs".

Similarly, another author Sarason (1971, p.151) whose writings focus on teachers and teaching says:

"..... teachers and other school personnel have inordinate difficulty in thinking other than in terms of covering 'X' amount of time.

However, he (p. 157) further adds that:

"..... the loneliness of teacher has many sources, but heading the list are the feelings that their plight is neither understood nor appropriated and that they have only themselves to fall back on".

Moreover, a final reference comes from a study by Dreehen, R. (1970, p.50) who concludes:

"..... teaching has an exceedingly simple division of labour with almost all facets of the work falling within the jurisdiction of teachers".

However, teacher's participation in curriculum planning today is to be regarded not as a pleasant gesture to the teachers, but rather as an indispensable part of the process.

Theoretically speaking teachers may be called curriculum makers but seldom have the business of curriculum making in Pakistan and even in many developing countries secured wide-spread participation of the general body of teachers. In spite of all lip service to the teachers' key role in improving instruction, their participation in curriculum planning and preparation of content and teaching materials has so far received very little practical recognition. Teachers' in Pakistan have been merely implementing, to their best of abilities and resources, the curriculum and syllabi prepared by others and prescribed by the Federal Ministry of Education.

For more details of the role of teacher in curriculum development, please read the following material as indicated.

Frymier, Jack, R. and Hawn, Horace, C. (1970)	<u>Curriculum Improvement for Better School</u> , Worthington, Ohio, Charles A. Janes Publishing Co. pp.191-210	6-2
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6.4. CURRICULUM IMPLEMENTATION AND ENRICHMENT

Before discussing curriculum implementation, it seems necessary to recapitulate something about curriculum planning. Curriculum planning is the process of gathering, sorting, selecting, balancing and synthesizing relevant information from many sources in order to design those experiences that will assist learners in attaining the necessary goals.

According to Saylor, & Alexander (1966) curriculum planning is the process where arrangements of learning opportunities or curriculum plans are created.

The characteristics of curriculum planning may be as under:

- a) Curriculum planning is ultimately concerned with the experiences of the learners.

- b) Curriculum planning involves decision about both content and planning.
- c) Curriculum planning involves decisions about a variety of issues.
- d) Curriculum planning involves many groups.
- e) Curriculum planning takes place at many levels.
- f) Curriculum planning is a continuous process.

However, various steps are involved in curriculum development process. The first step is the formulation of a guiding philosophy and basic purposes of curriculum that would provide direction for all aspects of school work.

The second task or step in curriculum planning requires translation of objectives related to all school programmes. This requires evaluation of all aspects of school life, teaching, student activities, guidance and counselling and school community relationships and working out a well-balanced school programme in the light of the new objectives of education.

Adequate provision of specific aids to teachers is the next step in curriculum revision. It has to be kept in view that it is undesirable to rely heavily upon well written textbooks.

They should be looked upon as only one of the several resources available to the teacher. Most of the teachers need concrete suggestions for student activities and use of material. In modern instruction which generally centres around themes, problems or broad topics, many sources are to be used. Curriculum planners may provide scope for teachers to produce at least some of their own material.

The next step in curriculum development is teaching-learning in the classroom where curriculum comes to life. Many people have the conception that the curriculum deals with content only and that the choice of methods is a separate problem. Content and methods are inseparable twin aspects of the teaching learning process. Total learning environment depends on the 'how' as well as the 'what' of teaching. The teaching procedures used in the classroom must be continuously evaluated with reference to the desired goals.

Following are some crucial factors which I feel will guide effective curriculum planning.

- a) Curriculum planning must be based on a clear conception of what makes a good life.
- b) It should be done in the light of the characteristics of the learners for whom they are intended.

- c) It must take into account the characteristics of past, contemporary and future society.
- d) It should make use of approaches other than subject area approach.
- e) The goals of curriculum should address a broad range of needs, interests of both individual and society.
- f) It must provide flexibility to allow teacher pupil planning.
- g) It must involve the teacher because ultimately the teacher is responsible for the implementation of curriculum plans.
- h) It must make provision for all aspects of teaching-learning situations. They should include suggested activities, content, resources and measuring devices.
- i) The curriculum planning should include provision for reflective thinking, values and valuing, enhancement of self concept and self esteem.
- j) It must provide for the infusion of spontaneous ideas which emerge during the interaction of the learners and teachers.
- k) Cooperative planning and development are most effectively done in cooperative settings.
- l) It should reflect a balance among cognitive, affective and psychomotor needs of the learners.
- m) It should take into consideration an integrated set of experiences rather than disjointed activities.
- n) Curriculum planning must provide for the infusion of spontaneous ideas which emerge during the interaction of the learners and teachers.
- o) It must provide for continuous evaluation of all aspects of curriculum.

For efficient implementation of the curriculum, the following major factors are the prerequisites.

- a) Adequate preparation of the teachers is required for meeting the changed curriculum.
- b) Sufficient supply of teaching aids and equipment needed for the implementation of the curriculum.
- c) Receptivity of the community to the new curriculum is the major factor for implementation of curriculum.
- d) Adequate supervisory and guidance facilities for teachers needed for effective implementation of the curriculum.
- e) Adequate preparation of the students to accept the new curriculum with its additional requirements of energy, money and time.
- f) Proper preparation of instrumental materials

In order to comprehend further the idea of curriculum implementation and enrichment, please read material referred to below:

Saylor, Galen, J. Alexander, William M. and Lewis, Arthur, J. (1981)	Curriculum Planning for Better Teaching and Learning, 4 th ed. New York, Holt, Rinehart and Sinston, pp.256-305	6-2
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6.5 CURRICULUM EVALUATION AND REVISION

Curriculum evaluation has become one of the current catch-words in educational parlance. It primarily refers to observations and judgements made about what actually happens in the school through judgements about what students have achieved, and what else may also be included. It further determines the worth or value of curriculum, i.e., whether the curriculum is fulfilling its purposes for which it was formulated.

Curriculum evaluation is an important step because a wrong or defective curriculum may cause serious problems; for example it may not be suitable to the needs of the individual and society and it may put heavy load on the students.

Curriculum evaluation may be studied under two distinct points of view. According to one point of view, curriculum evaluation is concerned with the measurement of the achievement of objectives. The other point of view is that curriculum evaluation is the collection and use of information to make decisions about the educational programme.

The second point of view envisages 'illumination' role for curriculum evaluation. Its primary objective is to provide relevant information to the decision makers so as to enable them to arrive at decisions. This implies that there is more to evaluate in the curriculum programme than its stated objectives. It highlights 'service nature' of 'curriculum evaluation'. This approach may be termed as decision oriented inquiry rather than 'conclusion oriented inquiry'.

Curricular programmes, in general, are evaluated by any one or a combination of the following.

- Self evaluation by the participants of the curricular programme, i.e. the learner.
- Evaluation by the teachers.
- Evaluation by outside evaluators, with specified terms of reference.
- Follow-up studies of those who have participated in the programme.

The important methods and techniques employed in curriculum evaluation include discussions, experiments, interviews (group and personal); opinion of various agencies

stakeholders, observation procedures, questionnaires, and practical performance and official record.

However, the evaluation of curriculum material occupies an important place as the provision of effective, meaningful, need-based and rational curricular material depends upon the learners. Good materials contribute to desirable changes in the learners. At the same time, they should be acceptable both to the learners and the teachers. They should be of practical use and fit well in the existing educational setting. This can be assured by evaluation alone. Evaluation helps in modifying the curriculum to adequately meet the growing challenges.

Evaluation is done at two levels: (i) Formative Level and (ii) Summative Level.

- (i) The formative level evaluation has two important characteristics. The curriculum developer or the writer of the curriculum himself carries out the task of material evaluation. The formative evaluation is used to improve the materials while they are being experimented upon.

Formative evaluation is conducted in 'trial' schools. Consideration is given to what actually happens in practice as the course is being implemented. As the course proceeds, an on-going or formative evaluation is carried out using inventories, questionnaires and observational and reporting techniques to establish the following:

- a) How far the learning experiences prescribed have been mastered?
- b) What are the attitudes of teachers and their pupils towards the course.

- (ii) Summative type of curriculum evaluation is done by persons other than the writer or the developer of the curriculum materials. It takes place after the finalization of the curriculum material. At this stage attempts are made to assess what has been achieved by the pupils at the end of the course. In the summative evaluation the tests used are related to what has been finally mastered and achieved as a result of the whole course. It also attempts to establish overall attitudes of teachers and pupils toward the course, its materials and methods.

6.6 INTRINSIC EVALUATION OF CURRICULUM

There is no agreement among educationists regarding the intrinsic value of different subjects in the curriculum and consequently of intrinsic evaluation. What is considered to be 'worth-while' by one individual may be considered to be 'without worth' by many others.

For example, educationists like High Sockett (1976, p.106) believes that certain truth seeking activities, such as the established disciplines of science, mathematics and

nistry have intrinsic value. On the other hand, there are educators who stress the intrinsic value of fine arts, music, literature, etc. Loyalty for one's own subject also tempts the educators to put forth all sorts of arguments to support the intrinsic worthwhileness of their subject. However, regardless of such disagreements about the intrinsic worth of such subjects, it is well recognized that some activities are in themselves more trivial than others.

While evaluating the curriculum, one may ask the following questions:

1. Do the students understand adequately the contents of various subjects taught?
2. Do the students accept the curriculum?
3. Can the curriculum be used effectively in normal school settings?
4. Does the curriculum need special facilities for its proper implementation?
5. Does the curriculum provide for learning activities and experiences?
6. Does the curriculum provide for meeting individual difference of students?
7. Is the curriculum load reasonable?
8. Can the curriculum programme be completed within the prescribed time?
9. Is the curriculum material within the early financial reach of the learners?
10. What types of processes and methods should be used in evaluating curriculum?
11. What types of tools should be used in the evaluation of the curriculum?

However, six determining factors in curriculum evaluation can easily be identified by asking the questions like:

1. Evaluation of what?
2. Evaluation of whom?
3. Evaluation for what purpose?
4. Evaluation by whom?
5. Where evaluation is to take place?
6. Evaluation for whom?

For example, there might be evaluation of last week's teaching, of the child performance, evaluation for the purpose of planning for the following week's work, evaluation in the classroom or evaluation purely for the teacher's own use.

An evaluation plan is the framework used for evaluation. It contains the following five components:

- i) The rationale of evaluation.
- ii) Objectives of the evaluation study.
- iii) Curriculum description.
- iv) Evaluation design.
- v) Evaluation report.

- i) **The Rationale:** The rationale underlying evaluation denotes the need for evaluation, the evaluation approach and the benefits to be obtained by such an evaluation.
- ii) **Objectives of the evaluation study:** They are concerned with the specifications of the standards that the curriculum should have met.
- iii) **Curriculum description:** It includes the description of curriculum objective, the philosophy, content, institutional procedures, the description of the learners who would study the curriculum, the curriculum setting under which they learn and evaluation of learning.
- iv) **Evaluation design:** The evaluation design is the most important component. It comprises the following:
 1. Constraints under which evaluation is being carried out.
 2. Evaluation model to be used.
 3. Appropriateness of evaluation design.
 4. Criteria for determination of achievement of objectives.
 5. Sources of information.
 6. Methods of collecting information.
 7. Data analysis techniques.
 8. Schedule of events.
 9. Budget.
- v) **Evaluation report:** The last component of evaluation is the evaluation report which contains the findings of the evaluation programme. It indicates the extent to which the objectives of curriculum have been achieved. It also includes suggestions for further study on the basis of evaluation results, suggestions, recommendation, related to the curriculum are made.

For further detail, please read the below referred material.

Saylor, J. Galen, Alexander, William M. and Lewis, Arthur, J. (1981)	<u>Curriculum Planning for Better Teaching and Learning</u> , 4 th ed. New York, Holt, Rinehard, and Winston, pp.316-65	6-3
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6.7 ACTIVITIES

1. Please conduct a survey through discussion with your colleagues in your school or nearby school concerning effectiveness of use of A.V. aids in the classroom and write a report.

2. Please write below the tasks of curriculum evaluation in which a teacher can be involved.

3. Write down the steps involved in the process of curriculum evaluation.

6.8 EXERCISE

Hopefully, you have studied the unit, now please answer the following.

Q. 1 Discuss the term curriculum planning and development.

Q. 2 Explain the process of curriculum development.

Q. 3 What are the major tasks in curriculum development?

Q. 4 Discuss the sources and foundations of curriculum planning.

Q. 5 Critically examine the factors determining effective planning.

Q. 6 How can a teacher effectively implement the curriculum in the school?

Q. 7 Discuss the major factors leading to the efficient implementation of the curriculum.

Q. 8 Several curriculum studies have clearly shown that significant improvement has taken place where participation of teacher was ensured". Discuss.

Q. 9 State briefly the importance of curriculum evaluation.

Q. 10 Briefly explain the evaluation machinery and list methods and techniques of curriculum evaluation.

Q. 11 Explain the need for curriculum evaluation.

- Q. 12. Discuss the important levels of evaluation.
- Q. 13. Write short notes on the following.
1. The Formative Evaluation.
 2. The Summative Evaluation.
 3. The Intrasic Evaluation.
- Q. 14. What are the important determining factors in evaluation? Prepare a curriculum evaluation plan.
- Q. 15. Critically examine the role of teacher in curriculum development, implementation and evaluation.

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Unit No. 7

PROBLEMS OF CURRICULUM CHANGE

Written by
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7.1 INTRODUCTION

Change is the process of transforming phenomena into something different. It has dimensions of rate (speed), size, degree (thoroughness), continuity (profoundness) and direction. Any change should possess all these dimensions.

Curriculum change in simple terms proceed through

- a. Selection of aims, goals and objectives
- b. Selection of learning experiences
- c. Selection of content
- d. Organization and integration of learning experiences
- e. Evaluation

These five phases of curriculum development may also act as infrastructure for curriculum change, but one may use Rational models (Tyler, Taba), Cyclic models (Wheeler, Nicholls & Nichollos) or/and Dynamic models (Walker, Skibeck).

Change incorporates the associated concepts (innovation, adoption) and is planned phenomena. Bennis (1967) has enlisted seven types of changes which are commonly found in formal organizations.

- a. Planned change
- b. Indoctrination change
- c. Coercive change
- d. Technocratic change
- e. Interactional change
- f. Cumulative change
- g. Natural change

The literature on change contains many models but Wiles and Bondi (1993) discusses four stereotype models.

- a. Agriculture model
- b. Medical model
- c. Business model
- d. Military model

So it is clear that for curriculum change, there may be many models. Every model has different stages. These stages may be seven in general.

- i. Realization of a need for change
- ii. Establishment of relationship between the need and existing situation.
- iii. Diagnosis
- iv. Examination of goals and alternative routine of action
- v. Transformation of goals into action i.e. content, learning experiences, methodology, evaluation etc.

- vi. Generalization and stabilization of change
- vii. Achievement of terminal relationship.

When process of change is in action, there may be certain barriers. McClland (1988) lists eight such barriers.

- Despite the occurring social change, forces favouring the status quo in education remains as strong as ever.
- There is no precise goal for educational institution.
- There is no established systematic approach in the educational process.
- Teacher education programmes have failed to develop the skills and knowledge needed for innovation.
- Teachers have failed to develop in themselves the habits of scholarship necessary to stay abreast of knowledge explosion.
- Evaluation and revision based on feedback are absent in educational institutions.
- Many educators are suspicious and fearful of change.
- Complex management and funding problems always cost more than single divisible problems.

Mostly the curriculum change is a part of political process which faces resistance and this change is inter-related with other events as it operates in a complex organization.

7.2 OBJECTIVES

After study of this unit, you will be able to:

1. Describe the concept of curriculum change.
2. Discuss the role of forces underlying the curriculum change.
3. Differentiate among different strategies of curriculum change.
4. Plan to overcome the barriers of curriculum change.

7.3 CURRICULUM CHANGE: CONCEPT

Curriculum improvement is a linear process, this process involves modification in curriculum over a long period. Changing in education for its own sake is costly, frustrating and senseless in every way. But change in curriculum is made for improvement. Curriculum change may be considered as a subject of educational change and as such is affected by the same type of factors affecting change within education in general (Chit 1997, p.216). So to carry out the change within school context professionals locate the ways of implementing the curriculum change which is derived from the change in society.

Curriculum change includes the content of that change and the process by which change occurs. Content refers to knowledge, skills, concepts, understanding of values etc. while change process refers to the means by which teachers will be introduced to change and how they will implement this content. Frymier and Hawn (1970) refer Guba who maintains that educational change has four stages: (i) research (ii) development (iii) diffusion and (iv) adoption (P. 14); while Roger (1962; p.81) identifies five stages i.e. (i) adoption (ii) awareness, (iii) interest (iv) evaluation (v) trial.

Change involves a shift in position which may be in either direction i.e. favourable or unfavourable. Certain changes may be called improvements by certain personnel but at the same time some personnels may regard these backward steps. Yet much of these are planned. Bennis (1960) defines it as "deliberate and collaborative process involving a change agent and a client system which are brought together to solve a problem or, more generally, to plan and attain an improved state of functioning and applying valid knowledge".

Curriculum change may be one activity while maintaining may be other activity. According to McNeil (1990, p.249), Change is of five kinds

- a. **Substitution:** Replacement of one element by another already existing elements e.g. new text book is replaced by the old one.
- b. **Alteration:** Minor change is introduced in the existing material with the hope that it will be accepted easily e.g. modification of activities in the text.
- c. **Perturbations:** Irritating changes are disruptive, but teachers can adjust to them in a short time e.g. change in length of time of teaching.
- d. **Restructuring changes:** These changes lead to modification in the system e.g. decentralization of teaching.
- e. **Value orientation changes:** These are shifts in the fundamental value orientations of participants e.g. Recruitment of such teachers who place more value to personal growth of the students than academic growths; value orientation is changed.

When the change is improvement, the following ten principles are to be observed.

- i. Curriculum improvement is a process of changing teacher's behaviour.
- ii. Extensive participation of teachers in Curriculum development shall be encouraged by organizing committees.
- iii. A free flow of communication is necessary so that proposals for change might emerge from almost any place in the system and community.
- iv. The local school building is the basic unit of participation.
- v. The responsibility of curriculum change is assigned to one person but leadership within organization should be encouraged to emerge.
- vi. System wide coordination is essential for curriculum improvement.

- vii. The organization for change in each system is determined by its own particular purpose, size and resources.
- viii. Participation of lay men in the community should be encouraged.
- ix. Experimentation is an integral part of the process of curriculum improvement.
- x. It is a major responsibility for the school administration to provide time and responsibility.

As the change is a complex one, it places heavy demands on all concerned. Moreover creation of specific atmosphere for change is necessary so that change may move towards desired direction.

For further comprehension, please read the following referred pages.

Doll, Ronald, C. (1982)	<u>Curriculum Improvement: Decision Making and process</u> , Fifth Edition. Boston, Allyn and Baton, Inc. pp.243-255	7-1
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7.4 SOURCES/FORCES OF CHANGE

The discussion we have made so far leads us to the conclusion that usually curriculum of a school remains under considerable pressure for change. Pressure according to Skilbeck (1984) comes from change in the society (indirect and direct) and changes in education (indirect and direct). These are represented by Print (1993, P.223) as under:

1 Changes in society (indirect effects) Policy Practice	3 Changes in education (indirect effects) Policy Practice
2 Changes in society (direct effects) Policy Practice	4 Changes in education (direct effects) Policy Practice

As already discussed in the preceeding section, changes in schools reflect changes in the society. These are usually indirect in nature; and rarely the changes in the society and changes in curriculum very rarely perfectly match e.g. This can be seen in high rate

of youth unemployment. But school curriculum responds to the changes in society which explicitly and deliberately enlist curricula policy and practice.

Internally based changes are these which are within education itself and have profound effect on curriculum. These stem from National Commissions/ Committees; structural re-organization of school, gender equality etc. Moreover the changes may be made or sought in curriculum policy and practice to promote certain ends or achieve particular goals in the education system. Education programmes for handicapped children are examples of these.

When the understanding of change is achieved teachers and developers are in a position to participate in the change process in a more effective way.

Curriculum being a dynamic enterprise is affected by a number of forces. These forces compel the curriculum to be changed. The more significant forces are cultural changes, explosion of knowledge, technological advancements, meeting diversified human needs, research in human learning and development, school drop outs and pressure groups. The magnitude of these forces may vary and at a time multi forces may initiate the change process.

For further detail, please go through the given pages.

Frymier Jake, R. and Hawn, C. Horace (1970)	Curriculum Improvement for Better Schools Ohio, Charles A. Jones Publishing Company, pp19-32	7-2
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7.5 STRATEGIES FOR CURRICULUM CHANGE

In Pakistan, curriculum change occurs at national level. For change, Print (1993, P.226) raises the following questions,

1. Do we need this change?
2. Why has it arisen?
3. How will it affect us?
4. What ways can we best support/ oppose it?
5. Will it improve the quality of learning?
6. How can we ensure the continuance of the change?

Changing the curriculum means change individuals in the long run. Thus change may be in two ways.

- a. Change in the way he is oriented to the world around him. What he perceives and apprehends - the cognitive aspects.

Normative - re - educative strategies

Power - coercive strategies

McNeil (1990) views these as:

Bottom up strategies

Bottom down strategies

Middle up strategies

To study in detail, study these pages so that you can comprehend the strategies in a better way.

Print, Murray (1993)	Curriculum Development and Design Second Edit, Malaysia: Allen & Unwin pp.233-238	7-3
McNeil, John, D. (1990)	Curriculum: A comprehensive Introduction, Fourth Edit, Los Angeles: Harper Collins, Publishers pp.222-227	7-4

7.6 BARRIERS IN CURRICULUM CHANGE

Change is theme of last decades. Curriculum has been revised under the direction of scholars from academic disciplines. New instructional media, language laboratories, programmed materials have been introduced. Team teaching, non graded schools, open learning system and many patterns of grouping has been explored new patterns of buildings, equipment has been designed, research on the teaching learning process is intensively carried out. All these evolved a driving force for educational change to improve the quality of instruction. For this a variety of factors have been operated together to produce change. Scientific achievements, technological advances, and explosion of knowledge are the key factors of change. National needs have also catalyzed this process of change.

A central concern of many individuals and institutions is to develop new design for curriculum. But the major challenge is to develop insight into the structure of disciplines without which identification of key concepts, concept cluster and generalization is not possible.

(a) Society

Education may be seen as preserve and transmitter of cultural heritage as well as

- b. Change in emotional orientation what he feels to be important, what he is motivated to do, and what emotional investment he makes in his goals. If strategy is to be effective it should proceed through these ways. Taba (1962, pp.455-456) has developed guidelines as
 - i. Curriculum change requires a systematic sequence of work which deals with all aspects of curriculum ranging from goals to means....
 - ii. A strategy for curriculum change involves creating conditions for productive work....
 - iii. Effective curriculum change involves a large amount of training.
 - iv. Change always involves human and emotional factors....
 - v. Since curriculum development is extremely complex, it requires many kinds of competencies in different combinations at different points of work....
 - vi. Managing curriculum change requires skilled leadership....".

Need is the first phase of change process. other three stages are adoption, implementation, institutionalisation. Typical activities of need stage are: perceived need, felt problem, deciding to start, examine similar contexts, need assessment; adoption. Typical activities include launching process, acceptance building commitment, front end training for key people, implementation activities involve design acting plan, setting goals, maintaining active commitment, developing confidence and expertise and institutionlization activities comprise of building strength, evaluating, changing organization, integration into structures, building network". (Print, 1993, P.232)

Curriculum revision usually starts with re-examining of general guide and replanning of the framework. Normally basic elements of curriculum are not renovated. Sequence of curriculum change moves through the following:

- producing pilot units
- testing experimental units
- revising and consolidating
- developing framework
- installing and disseminating new units

Change in curriculum occurs as a result of collaborative process. Actually this process takes start by determination of goals and leads to emphasis on methodology rather content learning.

Change strategies are classified by different experts in a different quite way. Print (1993) classifies these as:

Rational - empirical strategies

If changes are not understood and supported, these may not enjoy longer tenure. As curriculum change is a form of a social change so it effects the society. When the community does not share the change, it will not be prepared for absorption of the shock of unseen effects. Second consideration is those who are effected by the change, must share to the extent of their ability. To refuse the individual to share in making policies violates his right as a person. Third onsideration; those persons of community who are directly involved in it are not shared, new curricula will not work.

Assume a programme of curriculum development is planned without taking into consideration community, especially relevant persons. In this case they will develop attitude against new programmes at least at their respective positions. If community draws desirable meaning in the change of curriculum, they will become support for it.

(b) Professional Leaders

The process of curriculum change includes layman, teachers, community, students as well as professional leaders. If the leaders in the disciplines and curriculum planners have no agreement on curriculum theory and techniques, the change may not actually take place because the change so brought about will be without proper strength, foundation and support of the profession. Thus change may result in the process of personal and group conflicts. In almost every step of curriculum change, members of working committees will be directly engaged in "fact-finding, value criticism and policy making"(Smith et al. 1957, p.454).

These committees will require adequate perception of their role and technical assistant. But this is only possible when professional leaders are clear about their responsibilities. These include: technical skills and knowledge of education, knowledge of disciplines, knowledge of social and educational values and knowledge and skill in educational engineering. The grassroot approach emphasizes on the participation of layman and students, neglects the tasks of planning the procedures, strategies and techniques, required by curriculum engineering. On the other hand the systematic approach also stresses on wide participation but also uses psychological knowledge and human-relation skills in planning and controlling the process of change. In either case professional leaders must know what to do, and how to do? If not, professional leaders will not be

Lack of following competencies may cause barriers in curriculum-change.

- Competency needed for working in face-to-face situations.
- Competency required for the process of fact finding.
- Competency required for the process of mass communication.
- Competency needed in the job of selecting individuals to do particular jobs. (Smith et-al. 1957, P.463)

(c) **Consultants**

Consultants are engaged in approaches of curriculum change as used in curriculum developments. The consultants are usually employed to assist administrators, teachers, especially production committee at the points where they face difficulties.

Curriculum change is viewed as action research professionals, especially local professionals, are orientated to define and solve educational problems, hence function of consultant is concerned with training situations and activities so that teachers may learn to perform various techniques needed in research enterprise and understand the principles which are to be used in the classroom. At every stage of curriculum change, group will be concerned with what to do, how to do and what is to be done? To guide these, consultant is to visualize the situation so careful planning may be made. Otherwise he will not be able to tackle the following questions.

1. What facts should be sought in the survey of the present situation?
2. How much facts should be secured by different techniques?
3. Who should conduct the survey?
4. For what purpose facts will be used?
5. How can they be classified and interpreted for this purpose?
6. What training will be needed by the survey staff?
7. What human relations knowledge and skill will be needed by the staff?

Consultants may be barrier in the process of curriculum change, if they do not discover; the perceptual field of those whom with he has to work; gets inside the perceptive of the situation and keeps its own understanding of the situation in the background.

(d) **Institutions**

Institutions usually develop a formal structure as a way of performing their work. This structure is characterized by a hierarchy of office which has responsibilities and privileges. The process of change can be productive only if the conditions permit re-assessment of goals and means of their achievement. which persons express when such change threatens the roles they have established. Usually hierarchies, goals, procedures and roles are involved in the process of change.

The existence of rigid hierarchies and standard views of roles may hinder change. Coordinative examination of goals on the other hand helps to bring change. For this, planning by equals may be of significant support to curriculum change instead of indoctrination by superiors, and correction by superiors. In this regard four classical steps may be helpful:

- i. analyzing the situation
- ii. determining the required changes
- iii. making these changes
- iv. stabilizing the new situation, making maintenance

Usually in a present position the sum of downward forces are equal to upward forces. Process of curriculum change will only start if this balance is disturbed and modified. When curriculum planner plans to modify, resistance arises naturally. This can be overcome when planners:

- Reduce or remove the restraining forces
- Strengthen the driving force or add to their number or
- Change of the direction of certain teacher/pupil planning, strengthens or adds to competence in planning and changes the direction in which we achieve the objective of good citizenship. (Datta, 1984, p. 10)

In institutions, several categories of persons are involved in a given curriculum change, some of them likely to support the change while some resist, still others remain neutral to the curriculum change. Now question arises, why to support? why to oppose? Answering these questions may help in the change process.

(c) **Teachers**

Teacher is the person who plays a pivotal role in the whole system. Teachers if not made aware of the need of change and not informed and prepared to the direction of change, change may not occur. Ideally teachers should be involved in preliminary phases of curriculum planning and experimentation. For this, in-service teacher education programmes and curriculum development should be linked. It is a fact that accelerated innovations have made in-service training necessary.

Major problem is the development of depth of understanding in disciplines which is basic to implement change. To cope with new curriculum, these questions may be addressed:

- What specific skills are needed to be developed?
- What are the most effective procedures for in-service programmes?
- What material is needed?

Before initiating change, it is necessary to consider the potential, attitude and skills of the teachers. Teachers are especially inexperienced in the process of

identifying, classifying and organizing the general principles of the content

Moreover, new theoretical insights are also needed. Link what they know about developmental growth and placing of particular learning experiences between theories of learning and their application in practical situation is needed to be established. This linkage will permit a clear and manageable means of translating general ideas into practice in desired direction.

(f) **Financial Constraints**

During the post II World War period, there is ambitious educational expansion programme in response to demographic pressures. Change in social structure and technology has called for curriculum change. Despite of rapid enrolment, the budget allocation in general lagged behind requirements. Expenditure on education remained static around 2-4 percent of G.N.P. in our country since last many years while aims of education are blended with expansion and change. Changing curriculum is of no less importance than curriculum planning itself. Change may mean enrichment, substitution, alteration, perturbation, restructuring and value orientation as already mentioned earlier. To bring about all these, larger budgets will be required which is not made available. It is a fact that educational systems especially curriculum change finds itself in increasing squeezed between resource scarcities and rising cost from first step of change process to the classroom implementation and evaluation. Every step demands financial input while cut is being imposed more rigidly day by day. Thus it is an important barrier in change.

To cope with this situation, curriculum planners should pursue to

- a. Supplementary source of revenue
- b. Ways to improve the intended efficiency

These may cause upsets to the established routines. To cope with financial constraints it is suggested to

- i. Cut cost instead of target of revision change
- ii. Improve management of resources
- iii. Use potential of teachers to the best advantages
- iv. Promote fact finding process

7.7 ACTIVITIES

1. Select any textbook, go through it and enlist the topics which may require change in the light of psychological characteristics of the learners.
2. Draft a sub title of any subject which you want to change. Enlist objectives and teaching methodology for change.
3. Many teachers may be fearful of change. Interview with some of your colleagues and ask them why?
4. Change in curriculum is a collaborative exercise. Discuss with curriculum professionals how can the society contribute in change process.
5. Parents usually complain of frequent curriculum change. Interview some parents to find out the bases of their worry.

7.8 EXERCISE

- Q.1. The best basis for curriculum change is facts. How?
- Q.2. Change agents may play a very important role in enhancing the implementation of an innovation. Discuss?
- Q.3. Place specific suggestions about how to begin and how to organize curriculum change?
- Q.4. As educators what kind of changes you think can occur best at National Level at this time?
- Q.5. Compare top-down strategies of curriculum change with bottom-up strategies.
- Q.6. Give examples for following kinds of curriculum change:
i. substitution ii. alteration iii. value orientation
- Q.7. "Integration of theory and practice is needed at all stages of curriculum development". Give examples.
- Q.8. Compare and contrast rational empirical and power coercive strategies of curriculum change.
- Q.9. For implementing curriculum change, it is necessary to combine curriculum development and training. Why?
- Q.10. Elaborate change as function of curriculum improvement.

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Unit No. 8

CURRICULUM DEVELOPMENT IN PAKISTAN

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8.1 INTRODUCTION

Acquisition of knowledge according to Islam is not only a fundamental right but also the duty of a citizen. So it is the responsibility of the state to provide all requirements where for an individual to seek education. Pakistan being an Islamic State struggles to impart its duty properly and consciously. Within a month of independence, Quaid-i-Azam called for National Conference on Education so that direction could be given for educational efforts.

To aim both quality and quantity is not a conflicting ideal. Quality emerges out of quantity. Without quantitative expansion one can never be sure of quality within educational system. For these curriculum plays the most important role and almost every national document on education considers curricula in one or the other way.

Discussing Primary Education, Report of the Commission on National Education (1959, p.18) desires curricula as:

-"4. The curriculum should be adapted to the mental abilities of children aged five to ten and related to the normal situations they are faced within everyday life. It must be so designed as to develop the basic skills in reading, writing and arithmetic, a liking for working with one's own hands, and a high sense of patriotism.
5. Teaching methods should, as far as possible, use the activity or project approach, and teachers should show initiative in the use of local materials as teaching aids.
6. Religious education should be a compulsory subject throughout the primary stage.
7. Due emphasis should be placed on the teaching of the national languages.
8. The school should open with an assembly at which the national anthem is sung and, at regular intervals, the national flag is hoisted and talks on patriotism and character buildings are given".

Under the chapter of Secondary Education, in the same report Curriculum is seen as:

1. The curriculum at the secondary stage must be based on two principles. First, it must provide a compulsory core of subjects to give every pupil the knowledge he needs to live a useful and happy life in a fast developing society. Secondly, it should include additional subjects and training to prepare him for a definite vocation and career.
2. Subjects should be allotted varying degrees of importance in respect of teaching time and should be introduced and terminated at different levels in different years. Every child should acquire a preliminary understanding of some 10 to 12 subjects by the time he has completed high school.

3.
 - a) The teaching of the national language, sciences and mathematics should receive considerably greater emphasis. English should be taught as a functional subject rather than as literature.
 - b) Religious education should be compulsory in classes VI to VIII and optional hereafter.
 - c) The use of hand tools should be made compulsory in Classes VI to VIII.
4. Practical Arts courses should be introduced into secondary schools. These should include metalwork, woodwork, agricultural gardens, typewriting, home economics (for girls), and courses in the artistic and ornamental crafts.
5. Within ten years, as far as possible secondary schools should be transformed into multi-purpose schools offering a wide choice of diversified courses.

For Higher education, under the title of subjects of study, this commission on page 55 recommends

1. Courses and curricula should be revised and improved so as to bring them up-to-date, and to provide for the growing needs of the country, particularly in the sphere of scientific and technical studies.
2. An institute of Modern languages should be established for specialised training of high grade linguists to meet the needs of trade and industry and various civil and defence services of the country.
3. In social and natural sciences particular stress should be laid on the practical aspects of current problems.
4. New subjects like sociology, home economics, public and business administration and journalism which have acquired special importance recently, should be developed.

For Engineering Education, Education, these types of courses are recommended:

1. In addition to civil, Mechanical and Electrical Engineering, now taught in the engineering colleges, chemical and mining engineering should also be included. Further new courses should be introduced in ceramics, petroleum, particularly those courses which deal with exploitation of local resources.
2. Curricula should include courses in social studies and humanities to the extent of 15% of total subject matter to develop in the engineering student an understanding of social and economic forces. They should also include a series of lectures on professional ethics.
3. Practical training in the field and in industries should be arranged for students during summer vacations and satisfactory performance should be Pre-requisite to the award of degrees" (pp.75-76)

For Education and Research in Agriculture and Animal Husbandry, Commission Report p.86 proposed curricula:

"Course and curricula should devote the first two years to basic sciences, the third and fourth years to advanced study of professional subjects, and the fifth year to specialization."

Under the title of Education, Commission Report (p.92) recommended that the study and duration as below:

"The duration of L.L.B should be extended from two to three years, two years for part I and one year for part II with a university examination at the end of each year. Part I should be designed for the study of History and Principles of Law, and part II consisting of Procedural Law and practical subject for those wishing to join the profession."

For Commercial Education, this document (p.99, pp. 102-103) recommends that:

1. The course for a bachelor's degree should last for three years. The masters' degree course should cover two years. Advanced courses should be conducted for the doctorate, the thesis of which should make a significant contribution to the industrial and commercial life of the community.
2. Practical experiences of student and teachers - students of commerce should be made familiar with the practical problems of management. They should, therefore, spend a period during each vacation in commercial employment. Teachers of commerce may be permitted short periods of attachment to business or industry once every three or four years.
3. Diploma in Public and Business Administration - The institute of Public and Business Administration in Karachi should be strengthened, and students from all parts of the country should be encouraged to join it. Other universities may also develop programmes of work on the lines of Karachi institute.
4. Courses in public administration will be of great advantage to young persons wishing to enter public service as well as to those who have already entered it. The Karachi institute should organize special evening classes in public administration for the benefit of serving officials.
5. Courses in industrial management suited to the requirements of small-scale industry should also be developed in the Institute of Public and Business Administration and the College of Commerce".

Under the title of Medical Education, Commission's report (p.109) recommends:

2. The syllabus of pre-medical should be revised to give greater emphasis to certain subjects such as biochemistry.

3. The feasibility of including pre-clinical sciences in the B.Sc. course, as is the practice in many countries, should be examined.

The New Education Policy (1970) focused on national objectives at elementary level, particular emphasis on science and technological subjects and manual arts. Curriculum development is viewed as continuous process for which it was proposed to develop Bureau of Curriculum in each province. Context of the policy is as:

Elementary Curriculum:

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

Secondary Curriculum:

- 9.2 In the same way, the curriculum at the secondary stage should be pre-designed with particular emphasis on science and technical subjects and manual arts. A large number of students should be diverted to technical, agricultural and industrial streams designed to prepare them for absorption into economic life of the country.

Curriculum:

- 9.4 It will be necessary 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 continuing process. Each province, therefore, should have a permanent Bureau of curriculum development for continuous evaluation and modification of the curriculum and for coordinating the activities of the various agencies concerned with curriculum development, e.g., Teacher Training Institutions, Textbook Boards and the Secondary Education Boards.
- 9.5 The Ministry of Education should continue to coordinate and formulate national policies in curriculum development and preparation of textbooks and other reading materials.

Textbooks:

- 9.6 In order to provide impetus to the production of better textbooks and to allow some diversity in reading materials available to students, more than one textbook on a subject should be permitted and private publishers allowed to publish textbooks subject to prior approval by the Textbook Boards. The Textbook

Boards should also arrange to publish adequate supplementary reading materials and teachers' guides."

The Education Policy (1979, P 27) under the Chapter of Curricula, Book Production Libraries and Instructional Technology supported the Curriculum Bureaus and proposed to strengthen and re-organize National Curriculum Bureau in these words:

"National Curriculum Bureau:

- 10.1 To review and up-date the curricula for all stages of education, including technical and vocational education, to keep them constantly under review and to revise and modernise them at regular intervals, the National Curriculum Bureau will be strengthened and re-organized and Curriculum Centres will be established and/or developed in each Province.
- 10.2 The curricula for the elementary stage (Classes I-VIII) and the secondary stage (Classes IX-XII) will be revised in detail to eliminate over-loading, emphasis learning of concepts and skills, and encourage observation, exploration, experimentation, practical work and creative expression. This task will be assigned to representative committees of specialists, lecturers, practicing teachers and curriculum research experts."

National Education Policy (1979) made discussion on Curriculum and Textbooks. Major emphasis of policy statement of this Education Policy is "to ensure that adequate content on Islam and Islamic Ideology" is included and due coverage is given to instructional material aimed at promotion of national cohesion and integration...."

"In order to avoid over-loading integrated curriculum and textbooks will be introduced...."

The textbooks boards will be reorganized to improve their efficiency...."

To reflect this policy statement, Rational states that:

"... the most important criterion of relevance and adequacy is located in the ideological basis of Pakistan creation..."

"In order to ensure that Islamic ideology is protected, the concept of nationhood is properly reflected and high academic standards are maintained, the existing textbooks of all levels will be revised...."

As this policy has made detailed comments so programme of implementation of these is reflected below.

Programme

- "- The entire curricula and textbooks will be revised 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 programmes to bring them in consonance with the ideology of Pakistan and principles of Islam. The new curricula will duly emphasise latest knowledge and developments in scientific disciplines in particular.

- Evaluative 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 weightage will be given to 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.
- In order to make the teaching-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 curriculum and textbooks for 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.
- Text Book 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 the textbook boards will provide sufficient subsidy to keep the prices of textbooks within the reach of common man.

4. Resource allocation

There is a provision of a sum of Rs. 16.00 million of the development of curriculum in the Fifth five Year Plan. The expenditure involved in carrying out this exercise will be met from this provision. International inputs under various technical assistance programmes would be mobilized to meet the additional financial implications for the implementation of this programme.

5. Problems

Curriculum development should remain a continuous rather than sporadic, or one- generally object to frequent change in textbooks and their high prices. Improvement of quality of textbooks depends on the development of expertise of personnel responsible for preparation and production of books. In-time availability and distribution will entail problems to be attended to".

Education Policy (1992) blends curriculum and medium of instruction. This plans to:

- 3.3.2.1 Primary curriculum for classes I-III will be integrated into two books only. One integrating language, Islamiat and science, and the other dealing with basic mathematics.
- 3.3.2.2 Quran Nazira shall start in class in class I and shall be completed in the terminal years.
- 3.3.2.3 The curriculum shall be modified to include concepts which may increase the awareness of the students about the society and the Islamic ethos.
- 3.3.2.4 The medium of instruction shall be either provincial languages, the national language or English.
- 3.3.2.5 In the rural areas, the school timings, including vacation, shall be arranged according to the convenience of students, taking into consideration , the cropping pattern"

8.2 National Education policy (1998-2010) while outlining the physical provisions of Teacher Education and training of Managers states

"7.4.5. The curriculum and methods of instructions in teacher training institutions shall be reviewed and revised for bringing them in line with the requirements of modern trends in the field" To carry out is, implementing strategy suggested is.

"7.5.6. The curricula of P.T.C, C.T, B.Ed, and M.ED levels will be improved as to make those programmes learner cantered. They will also provide

opportunities to the prospective teachers to receive necessary training in pedagogical skills evolving creativity, problem solving, project method and use of innovative approaches.

8.3 National Education policy (1998-2010) under the chapter of Technical and Vocational Education makes this policy provision.

8.3.2. Revision and updating of curricula shall be made a continuing activity to keep pace with the changing needs of the job market and for accommodating the new developments. Development of technical competence, communication skills, safety and health measures and entrepreneurial skills etc. shall be reflected in the curricula.

"8.3.14 To overcome the acute shortage of textual material, the prospective authors, selected from amongst senior teachers of TVE, will be motivated through financial incentives to develop teaching-learning resource material.

To achieve these policy provision, implementing strategy as laid down in the policy document is.

"8.5.14 The scheme of studies shall be reviewed to accommodate the technical subjects without diluting the contents of relevant science subjects, so that the students are not handicapped for further studies. To develop the desired level of skill, a part of the summer vacations and period between secondary school declaration of results shall be utilized for extensive practical training in addition to regular practical during the year. The vocational courses shall be examinable by the Boards, like other subjects.

Education Sector Reforms Action Plan 2001-2004 (220, pp 35-36) describes the Curricula Reforms, Teacher Education and Training, Examination Reforms and Assessment as

Quality is the centerpiece for our education system, a shift from mere quantitative targets to achieve sustainable access.

i. Objective : Quality Assurance at all level of education

ii. Targets

- Revision of Curricula and introduction of multiple textbooks
- Teacher Education training and professional development

- Examination Reforms and setting up of Private Examination Board
- National Education Assessment System (NEAS)
- National Education Testing Service (NETS)
- Academic Audit – linkage of grants/incentives with quality
- Increase of non-salary budget by 3 percent annually

Improving the quality of delivery of education in all elementary and secondary schools of Pakistan through establishing benchmarks for competencies, continuous improvement in curriculum, teacher education and assessment.

iii Programme

Projects
Revision of Curriculum
Upgradation and Rehabilitation of Teacher Training Institutes (TTIs)
Establishment of National Institute of Education and Research (NIE&R) and networking with provincial Institutes of Teacher Education (PITEs)
Up-gradation of Elementary Teachers by Improving Educational Qualifications through Bridging Courses
Extensive INSET (Both Elementary & Secondary Levels)
Support to National Education Assessment System
Increase of Non-salary component by 3% annually
Decentralized Resource Centres

iii Implementation Strategy

- Making the Teacher Training Institute residential for effective teacher education
- Upgrading teacher qualifications lined to higher pay scales

- Bridging courses for improvement of qualifications and skills
- In-service training of teachers at all levels of the education system incorporating modern teaching methodologies
- Standard setting and review of *diploma in education* through national and provincial institutions in teacher education
- Establishing National Education Assessment System (NEAS) and undertaking Examination Reforms for improved student outcomes.
- ♦ Continuous curriculum reviewing and updating in collaboration with provincial counterparts and through public-private partnerships
- ♦ Encouraging multiple textbooks options.

8.4 OBJECTIVES

After study of this unit, students will be able to:

1. Discuss the different trends at national level, in curriculum development.
2. Differentiate between the bases of curriculum at primary, and secondary level.
3. Analyse the process of curriculum development at higher level.
4. Elaborate the need of vocational and technical curriculum.

8.5 CURRICULUM DEVELOPMENT AT PRIMARY AND SECONDARY LEVEL

Education Policy (1992) states that the curriculum for class I-III will be integrated for all subjects; languages, science social studies, Mathematics will be given separate treatment.

Aims of the integrated curricula for Class I-III are to:

- a. Reduce and simplify the curricula for lower primary grades.
- b. Emphasize the basic skills.
- c. Integrate the concepts of various subjects such as languages, social studies, science, and Islamiat into a single book.
- d. Include appropriate topics related to religious matters in the present curriculum in view of special nature of mosque schools.
- e. Give proper status to teaching of language and mathematics.

(Curriculum Document Primary Education Class K-V Integrated and Subject Based, 1995, p.5).

National Education Policy provides guide lines for instructional materials and related spheres; concerned pages of the policy are included in the allied material for your study.

Government of Pakistan (1995)	Curriculum Document, Primary Education Class K-V, Integrated and Subject Based (1995), Islamabad: National Beau. of Curriculum and Textbooks, Ministry of Education, Islamabad. pp.6-7	8.1
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Report of the curriculum committee for secondary education class (VI-XII) (1960) enlists basic considerations in planning curriculum. According to this following are to be considered

- The essence of life
- Preparation for life
- Education must look ahead
- The curriculum and the nation
- The curriculum and the child
- Balance in the curriculum
- National assets: children
- National assets: patriotism and unity
- Variations in the curriculum
- National resistance to change
- Exclusion of uniform pattern
- Consideration for environment
- Curriculum to be uniform but flexible
- Record of progress
- Appropriate workload
- Needs of the brilliant child
- Growth of knowledge
- Curriculum content must be expanded
- How the problem is met abroad
- Need of trained teachers and teaching aids

Secondary education is divided into these three stages keeping in view physiological and mental growth of pupil.

Middle stage

Secondary stage

Higher Secondary stage

The desire of the curriculum was -to weld the nation into widest strong common thinking, common hopes and common aspirations among the youngsters. This committee tried to ensure that curriculum was not theoretical. Curriculum should prepare you to discharge your individual and social responsibilities but no curriculum, however carefully

framed may be final so constant review is necessary.

This curriculum committee viewed the curriculum in its professional sense i.e. more than textbooks as "serious deficiencies in our educational institutions in respect of qualified and trained teachers, accommodation, equipment, play-grounds, hostels, stand in the of this improvement" (p.61). Curriculum committee hoped that these deficiencies will be made up. The general scheme of studies for middle stage is intended to provide the minimum knowledge and training needed by a citizen of a free country in a scientific age. At middle stage activities are to be designed in such a way that special aptitude of children may be discovered and in some latter stage children can choose appropriate career. The whole scheme is designed to blend spiritual and moral values of our national heritage and develop a progressive look on life leading to strength and solidarity of Pakistan.

The report further provided general scheme of studies for secondary stage. This scheme provides base for "trained manpower educated citizenships and competent leadership to the country".

At this stage the special aptitudes and interests of pupils are stabilised so number of compulsory subjects be reduced and wide variety of elective subjects may be available according to the aptitudes and interests of the pupils.

Secondary stage being a terminal stage for many students, so courses of study are made very close to the practical requirement of the students. The scheme also paid attention to the formation of the character and development of civic duty, patriotism and self sacrifice. The curriculum and syllabus for secondary stage constitutes one whole. It was proposed that public examination should be taken in two parts at the end of IX and X. According to this report National language (Urdu or Bangali), English, Social Studies, General Mathematics, General Science are compulsory subjects. While Elective subjects were grouped as:

- Humanities group
- Science group
- Commerce group
- Home Economic group
- Agriculture group

For higher secondary groups report describes this stage as last step in general education but has a pre-vocational character. Compulsory subjects was reduced to two and the total number of subjects to be launched were proposed to minimum so to make the training in them thorough as possible. Emphasis is paid on critical judgement than acquisition of knowledge.

Compulsory subjects are Urdu or Bengali and English while elective subjects are grouped as Humanities group, Science group (pre-medical), Science group (Pre-engineering), Science group (general), Language group, Technical group, Commerce group, Home economics group, Islamic studies group, Agriculture group.

Again the public examination was proposed to be held at the end of Class IX and X.

For detail please study these pages:

Government of Pakistan (1960)	<u>Report of the Curriculum Committee for Secondary Education (1960) (Class VI-XII)</u> Rawalpindi, Ministry of Education and Information, pp.225-267	8-2
Government of Pakistan (1960)	<u>Report of the Curriculum Committee for Secondary Education (1960) (Class VI-XII)</u> Rawalpindi, Ministry of Education and Information, pp.447-457	8-3

Actual Practice

At school level curriculum development is organized and monitored by Federal Bureau of Curriculum. When the said Bureau feels need or directed to develop a new curriculum, or revise existing curriculum, Bureau requests provincial Bureaus of curriculum to draft curriculum in the provided framework. The respective provincial Bureaus usually constitute a committee which is multi in its nature and comprises of subject experts, working teachers and representatives of Bureau. When draft is ready, all the four curriculum drafts are sent to the Federal Bureau of Curriculum. At federal level, the drafts are consolidated and sent to the Provincial Textbook Boards for seeking their feasibility report or comments. The Federal Bureau after giving due consideration to the reports received from Provincial Textbook Boards, organizes a national curriculum committee which scrutinizes it and suggests certain amendments. This gives the final shape to the curriculum of specific subject. This final version is then circulated to all concerned especially to Provincial Education Departments, Textbook Boards, Curriculum Bureaus, and the inter Board Committee of Chairman. The Provincial Textbook Boards are then given a specific time within which they are supposed to produce textbook according to the final version.

8.6 CURRICULUM DEVELOPMENT AT HIGHER LEVEL

Curriculum Development is a continuous activity. It needs a process of regular periodic evaluation. Universities are institutions of higher education which play an important role in the educational uplift. Although universities in Pakistan are autonomous

bodies yet co-ordination between them is felt necessary. For this purpose University Grants Commission was constituted under the parliament act No. XXIII of 1974 dated 27th April 1974 now is renamed as Higher Education Commission for the promotion and co-ordination of University Education, determination and maintenance of standard of teaching, examinations and research in universities, the promotion of national unity and solidarity, the orientation of university programmes to national needs. In order to meet the need for improvement of curriculum at college and university level. The University Grants Commission carries out the following functions:

1. To organize pre-service and in services programme for colleges and university teachers.
2. To undertake research and develop curricula on the subjects taught at the college and university level.
3. To organize conferences, seminars, symposia, workshops in colleges and universities to further improve education and research.
4. To serve as a center for information, retrieval and dissemination of literature on curriculum, administration and evaluation of higher education
5. To establish centers/institutes/units for research and training
6. To seek cooperation and provide professional services and support to educational institutions and other related agencies. **"(An introduction : University Grants Commission. 1983.pp.67-68)"**

It is a fact that demands for higher education cannot be met by simple extension the trends and practices of past decades. There is need for rethinking and reconsideration of the form and content of higher education in the country. For this a dynamic and progressive system is to be developed to re-organize and reshape the curriculum at college and university level, a number of curriculum committees consisting working teachers in colleges and universities and experts in the field have been of working teachers in colleges and universities and experts in the field have been appointed for reviewing and updating the courses in different disciplines.

Higher Education Commission develops curriculum through four stages:

- | | |
|------------|--------------------------------|
| Stage I: | Curriculum Under Consideration |
| Stage II: | Curriculum Draft Stage |
| Stage III: | Final Stage |
| Stage IV: | Follow up Study |

These stages are detailed below.

Keeping in view the requirements of periodic revision, to accommodate new trends, policy statement of National Education Policy 1976 (paragraph 5.policy statement on University Education) is read as follows:

"The curriculum at the B.A/B.Sc. and post-graduate levels, and research programmes of universities will be reviewed by the UGC*. Necessary changes will be made to improve the quality of education and to link it with the overall development and future needs of the country".

* Now Higher Education Commission

First phase of curriculum revision ended in 1978 while the second phase of curriculum revision initiated in 1986 and is characterised by the following aims:

- "1. To revise the curricula of subjects taught at the B.A./B.Sc. and M.A./M.Sc. level so as to incorporate new global trends and advancements in the discipline as well as requirements of teaching the subject according to experiences within the Pakistani context; and
2. To provide the required curriculum related support services".

The methodology adopted by the National Academy to implement these aims comprises of four phases:

Phase I: Curriculum Under Consideration

Step I: Collection of recommendations of experts

The existing curricula is analysed by the experts. These experts are drawn from colleges and universities. They examine the existing curricula in the light of:

- a. objectives of teaching subjects
- b. Scheme of studies
- c. Course content
- d. Weightage
- e. Reading materials
- f. Teaching strategies
- g. Methods of evaluation

Information is collected through questionnaires from all over the country, a number of experts are selected to write detailed position papers on the curriculum in use at their institutions with suggestions for improvements, while a research study on the curricula (national and international) is carried out by the University Grants Commission.

Step II: Draft Preparation by Task Group

A group of experts from universities and relative institutions is constituted which provides the revised outline and also sketches the first draft of recommendations on the basis of step I and their own teaching experience.

Phase II: Curriculum in Draft Phase

Step III:

The draft curricula and recommendations are circulated amongst the colleges and universities for expert appraisal. The report on the responses is compiled by the staff of National Academy.

Step IV: Finalization of Draft by the National Curriculum Revision Committee

The committee on particular subject consists of members of task groups and additional experts from colleges and universities who finalizes the draft of curriculum of that subject.

Step V: Approval of revised curricula by the Vice-Chancellors Committee

The second draft of the revised curricula is approved by the Vice-Chancellor's Committee.

Phase III: Curricula in Final Phase

Step VI: Preparation of Final Curricula

If Vice-Chancellors Committee recommends any changes, then these are incorporated in revised curricula and revised curricula is published by U.G.C. press.

Step VII: Distribution of the Revised Curricula for Implementation by the Universities

The revised curricula is distributed among universities and colleges for adoption.

Phase IV: Curricula in Follow-up Phase

Step VIII: Follow up study on revised curricula.

A follow-up study is carried out by University Grants Commission to find out the degree of problems in the implementation of new curricula as well as any development in the discipline. The report so compiled is placed before National Curriculum Revision committee for approval. On the recommendations of this committee, another revision exercise is carried out.

Curriculum Related Services

The National Academy for Higher Education: University Grants Commission provides following curriculum related services:

1. In-service teacher training programmes
2. Refresher courses in particular subject areas
3. Seminars workshops and conference on curricular practices, academic disciplines, and educational issues.
4. Development and publication of monographs, to encourage local authorship particularly in science and technical subjects.

Curriculum development process at post graduate level, in general terms, follows the following statutory route/ procedure.

The academic department initiates the draft course outline/details of syllabus for a subject and its components. These details are further processed by the statutory bodies: Board of Studies, Faculty Board and Academic Council. The statutory bodies of various universities are, in most cases almost same with the exception of Allama Iqbal Open University which has some additional bodies because of its special nature.

For specific example, case of Quaid-i-Azam University is summarized. Quaid-i-Azam University comprises three faculties named as:

1. The Faculty of Natural Sciences
2. The Faculty of Social Sciences
3. The Faculty of Medicine

Every faculty has various departments and every faculty has its own Board of Faculty while every department has a Board of Studies.

Board of Studies

There is a separate board of studies for each subject or group as may be prescribed by regulations. Each Board of Studies consists of:

- i) Chairman of the department concerned.
- ii) All professors and associate professors of the department concerned.
- iii) Two university teachers other than professors and associate professors, appointed by Academic Council.
- iv) Three teachers other than university teachers, appointed by Syndicate.
- v) One expert appointment by Vice-Chancellor."

When the subject under consideration is taught in the constituent colleges or affiliated colleges only, the Board of Studies will be composed of:

- a) Chairman appointed by the Syndicate.
- b) Five teachers of colleges to be appointed by the Academic Council and
- c) Two experts to be appointed by the Vice-Chancellor.

Function of Board of Studies:

- a) To advise the authorities on all academic matters connected with instruction, research and examination in the subject or subjects concerned.
- b) To process curricula and syllabi for all degree, diploma and certificate course in the subject concerned.
- c) To suggest a panel of names of paper setters and examiners in the subject or subject concerned; and
- d) To perform such other functions as prescribed by regulations."

After processing through Board of Studies, curriculum is sent to Board of Faculty which has the following functions:

- a) To co-ordinate the teaching and research work in the subject assigned to the faculty.
- b) To scrutinise the recommendations of Board of Studies comprised in the Faculty in regard to the appointment of paper setters and examiners, except for research examiners and forward the panels of suitable paper setters and examiners for each examination to the Vice-Chancellor.
- c) To consider any other academic matter relating to the faculty and to report these to the Academic Council.
- d) To perform such other functions as may be prescribed by Statutes.

When curriculum outline is scrutinized by Board of Faculty, it is forwarded to the Academic Council which is responsible for "lay-down proper standard of instruction, research and examination and to regulate and promote the academic life of the university and the colleges. Academic Council consists of:

- i) Vice-Chancellor: Chairman
- ii) The Secretary, Ministry of Education, Government of Pakistan
- iii) The Deans
- iv) The Directors of Institutes
- v) The Principals
- vi) The University Professors and Professors emeritus
- vii) The Chairman of Teaching Departments
- viii) Four Associate Professors not being chairman of teaching departments, to be elected by the associate professors.
- ix) Four assistant professors and lectures to be elected by the assistant professors and lecturers.
- x) Four teachers of constituent colleges having at least five years of experience of teaching in a degree college elected amongst themselves.
- xi) Two professors of affiliated colleges, having at least five years experience of teaching in a degree college, elected amongst themselves.
- xii) Three persons eminent in arts, the sciences and the professors, of whom one shall be from each category, to be nominated by the Chancellor.
- xiii) The Registrar
- xiv) The Librarian
- xv) The Controller of Examinations

This detailed membership reflects the consciousness about the quality of curriculum.

Board of Advanced Studies and Research

To provide facilities of advanced studies and research is prominent function of any university. For this there is Advanced Studies and Research Board. This Board is

chaired by Vice-Chancellor. Functions of this board are:

- "a) To advise the authorities on all matters connected with the promotion of advanced studies and research in the University.
- b) To propose regulations regarding the award of research degree in the University.
- c) To appoint supervisors for research students and to determine subjects of those.
- d) To recommend panels of paper setters and examiners for research examination after considering the proposals of the Board of Studies in this behalf and
- e) To perform such other functions as may be prescribed by statutes"*

* Extracts from Quaid-i-Azam University Act (amended and updated). (Upto March 1985)

Allama Iqbal Open University, as we all know is a University of unique nature in Pakistan. Now let us study its unique nature through these pages.

Rashid, M (1982)	<u>Distance Teaching as a Vehicle of Non-Formal Education in Inservice Teacher Training in Pakistan</u> . Ph.D. Unpublished Thesis. University of Wales. pp.150-158	8-4
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8.7 CURRICULUM DEVELOPMENT FOR TEACHER EDUCATION

Nearly all documents of national level on education have stressed the need for improvement in teacher education so that the growing needs of the country may be met. For this, curriculum for teacher education has been revised. National Committee on Teacher Education Curriculum (Elementary level) (1974, PP.3-4) recommends:

- i) The task of curriculum planning should be assigned to working teachers specially who have specialized in this field.
- ii) Greater emphasis should be laid on the functional and practical side of curriculum for teacher education.
- iii) During training, students teachers should be made conversant with improvisation of audio visual aids and teaching materials.
- iv) Students should be adequately involved in co-curricular activities during the teaching period

As far as text-books are concerned, this document suggests:

"Text-books are instructional materials for all types of professional courses for education of teachers, should be prepared by a committee of experts constituted by provincial governments. The textbooks so prepared may be published by Provincial Textbook Boards". (p.8)

In the light of these, detailed efforts were made by the committees of subjects for Elementary Teacher Education, who prepared a detail Curricula For Elementary Teachers.

These courses are designed to equip student-teachers with the basic knowledge, teaching skills and educational theories and principles necessary for their understanding of their pupils and the effective development of teaching learning process. Equal emphasis is laid on the content of courses and how to teach them at primary and middle level. Every course outline provides guide lines for the authors, e.g. course outline on "School Organization and Classroom Management" suggests:

- "a. Joint meetings of authors and curriculum planners is considered essential.
- b. Practical aspects of this course are to be emphasized.
- c. The author should suggest complementary reading material.
- d. Related questions and practical exercises should be suggested at the end of each chapter.
- e. Bibliography should be given at the end of book.
- f. The language of the textbook should be as simple and clean as possible.
- g. Concepts should be made clear with the help of illustrations, charts, tables and graphs.
- h. The authors should keep in mind the Pakistani socio-cultural imperative while writing the textbook".

Some courses of C.T. and P.T.C. also provide guide lines regarding the selection of authors, e.g. course outline on "Counselling, Testing and Evaluation" proposes:

- "a. It is suggested by this committee that the work of writing the textbook for this course may be assigned to the members of this committee.
 - b. If the above is not possible then at least one member of this national committee should be associated as consultant with a team of authors for the textbook.
 - c. Relevant portions of the Education Policy should be marked to the authors for reference.
 - d. Manuscript should be revised by competent personnel in the field of guidance, counselling and testing.
- [Detailed curricula for P.T.C. (Primary Teaching Certificate and C.T. (Certificate of Teaching) programmes, 1976, p.49]

While prescribing "Child Development C.T." General Recommendations for the textbook writers have been laid down as follows:

- "a. At least two members of committee of a particular subject be associated in an advisory capacity to the panel of authors.
 - b. The members of the committee should participate in the textbook writing.
 - c. We lack local tests, interview schedules, check lists and inventories etc. and the Federal Government should develop them as quickly as possible in order to facilitate the work of authors and class teachers.
 - d. The Federal Bureau of Audio-Visual aids should make some documentary films in which the best teachers of the country are shown teaching model lesson which reflects principles of child development and sensitivity towards the whole learning process of children".
- [Detailed curricula for P.T.C. (Primary Teaching Certificate) and C.T.

In order to reconstruct the teacher education a committee was constituted on the development of curriculum for teacher education in 1977, which drafted proposals for improvement of teacher education. At that time two models existed.

- a) Three year B.Ed. programme after F.A, F.Sc. leading to a composite B.A., B.Ed or B.Sc., B.Ed. degree.
- b) An eleven months B.Ed. programme comprising two semesters and two months teaching practice after B.A., B.Sc.

Committee proposed to have a shift from eleven months programme to three years programme. Until the shift is made, it was suggested to revise eleven months programme to one year programme comprising of two semesters, short term teaching practice of 2-3 weeks and a long term teaching practice of 4-5 weeks.

To achieve these goals, it was proposed to introduce Education at graduate level in compliance of Education Policy 1972-80. Those students who have passed education at B.A./B.Sc. level may seek admission in M.A./M.S. (Education).

General M.Ed. was proposed to be replaced with degree with specialization. Following specializations were suggested:

- i) Educational Administration
- ii) Curriculum Development
- iii) Primary Education
- iv) Secondary Education
- v) Teacher Education
- vi) Science Education
- vii) Educational Planning and Development
- viii) Special Education
- ix) Adult Education
- x) Instructional Technology
- xi) Guidance and Counselling
- xii) Research and Evaluation

M.Ed. programme will comprise of 5 compulsory subjects, 4 from specialization area, and one general education as elective.

Compulsory courses may be:

- i) Educational Psychology, Guidance and Counselling
- ii) Foundations of Education
- iii) Research, Measurement and Evaluation
- iv) Curriculum Development; (with emphasis on any one subject matter area),
and
- v) Educational administration supervision and planning.

Besides these, every student will complete a project under the supervision of faculty.

Doctorates (Education)

To provide highly educational scientists researchers, planners, advisors and experts, doctorate was proposed with two year duration. One for course work, other for research. Course work vary: 8-10 courses, out of which four should be related to the area of specialization, and one from general education as elective. Compulsory courses may be:

- a) Advanced Educational Statistics
- b) Research Design
- c) Current Trends in discipline of education
- d) Issues and problems of education in Pakistan
- e) Research in Teacher Education

For details of curriculum for B.Ed. programme please study the following pages.

Government of Pakistan (1977)	<u>Curriculum Outline for B.Ed. Programme (Draft Proposals on Development of Curriculum for Teacher Education, pp.1-6</u>	8-5
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8.8 CURRICULUM DEVELOPMENT FOR TECHNICAL EDUCATION

The introduction of agro-technical studies at elementary level and vocational studies at secondary level is based on the objectives of Education Policy 1972-80. This policy aimed to shift from aimless general education to more purposeful technical education at all levels so that students may be able to engage in "production oriented occupation on completion of their studies". Before this policy, vocational education was generally a matter of post-secondary level. The earlier stages: Elementary and Secondary education were allocated to general education.

Agro-technical component was introduced from Class VI to VII in compliance of Education policy 1972-80. At elementary level, the effort was concentrated on:

- i) Changing of attitudes of children towards manual dexterity and those who engaged in skilled occupations.
 - ii) The development in children of a motivation and potential for productive service for the welfare of the community, and
 - iii) Pride in achievement by creating useful articles."
- [Vocational Subjects (Industrial Group) Wood Trades Group Curricula for Class IX-X, 1976, p.vii)

So curricula for classes VI to VII focused on the basic skill requirements which is of value to all levels.

Secondary level "the skill potential will be developed further by training and education..." was the aim. For this, five groups of subjects have been established:

- a. Industrial
- b. Agriculture

- c. Home Economics
- d. Commercial
- e. General

All these were detailed in "Z" list. Each of these groups is further broken into trades in each subject area. Each school was to choose one particular area based on local environment. Z list is only suggestive, it might be curtailed or expanded according to local needs.

Allama Iqbal Open University is planning to launch Matric (Technical) because of:

- Government Education Policy which lays great stress on the need of skill oriented education and to lead the nation in 21st century with a strong technical base.
- In the long run, success in technical subjects at matric level will enhance the acceptance of person for diploma at polytechnic/commercial training institutes because of basic technical knowledge.
- This will help a large number of workers working in the industry, who wish to improve their education and professional skills. In this way they will improve their job prospects in industry by taking further studies.
- A shift towards technical education will help educational services to produce skilled technicians and office workers, who will be easily absorbed in the economy of the Country".

Scheme of studies of this programme is bifurcated as under:

Compulsory Courses

- | | | |
|-------------|----------------|---------------------|
| 1. Urdu | 2. English | 3. Pakistan Studies |
| 4. Islamiat | 5. Mathematics | 6. Physics |
| | | 7. Chemistry |

Elective Technical Courses

1. Electronic Fundamentals
2. Book Keeping and Accounting
3. Advance Book Keeping and Accounting
4. Elementary Computer Science
5. Basic Principles of Air-Conditioning and Refrigeration
6. Radio & Television Servicing
7. Basic Auto Mechanics
8. Material Science (Basic Level)
9. English Type Writing
10. Sales Manship
11. Import and Export Procedure
12. Maintenance of Home Electrical Appliances

13. Wood Work
14. Plumbing
15. Banking
16. Civil Supervisor
17. Quantity Supervisor
18. Business Methods
19. Secretarial Practices and Correspondence

You can take any two of these courses.

Procedure adopted for curriculum development is the same as already mentioned in the case of Allama Iqbal Open University

8.9 ACTIVITIES

1. Technically Textbook is a segment of Curricula. Select a textbook of your choice, and design remaining segments of any topic given in a textbook to make a curriculum.
2. "Emphasise on the basic skills is one of the aims of the integrated curricula of I-III. Pick up the integrated book III of Federal Directorate of Education and point out the skills which are emphasised in the text.
3. Vocationalization may be one of the implications for 'preparation of life'. Have a meeting with a professor of any vocational institute on this and ask him whether our curriculum is meeting this target or not, also ask why?
4. University Grants Commission develops curriculum through Four stages. Visit the University Grants Commission during the workshop of this Course and get briefing how it is carried out.
5. Allama Iqbal Open University has special features. See any Regional Director of Allama Iqbal Open University and seek information how it is special and present in the workshop.

8.10 EXERCISE

- Q.1. Curriculum development is a continuous process. Discuss.
- Q.2. Report of commission on National Education proposed that "Curriculum should be adapted to the mental abilities of children aged 5-10 and relate to normal situations they are faced within every day life". How it can be implemented.!

- Q.3. Elaborate the two principles as base for Curriculum Development, at secondary stage as mentioned in Commissions report (1959).
- Q.4. Education Policy (1992) has floated an idea of more than one textbook, on a subject. Do you feel it can contribute towards the improvement of standard of education. Support your answer with reasons.
- Q.5. "To weld the nation into one strong common thinking, common hopes, and common aspiration among the youngsters" is a desire of curriculum planning". Discuss.
- Q.6. Why 12+3 model of B.A., B.Sc; B.Ed. has not been implemented so far in every University?
- Q.7. Allama Iqbal Open University is going to launch Matric (Technical). Critically analyse the programme so it can be improved.
- Q.8. It is generally accepted that there is always room for improvement. What measures you think can facilitate the process of Board of Advanced Studies and Research?
- Q.9. National Education Policy (1979) has devoted a chapter under curriculum and textbooks. Analyse the policy statement.
- Q.10. Education Policy (1992), integrates primary curriculum into two books. One integrating language, Islamiat and science another dealing with basic mathematics. What may be its implications for teaching?

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Unit No. 9

**PROBLEMS AND ISSUES IN
CURRICULUM DEVELOPMENT**

Written by
DR. MUHAMMAD JAVED IQBAL

9.1 INTRODUCTION

While developing/revising a curriculum, one is faced with a number of issues and problems. It is a fact that curriculum is set of activities by which educator tries to achieve his purposes. Process of the curriculum is web of moral and intellectual purposes and beliefs which ultimately define the political, economic and social arrangement of any society. If the society is relatively stable, planner can take answer of many crucial questions guaranteed. For such society, primary function is very clear: function of education is just to shape the personality as desired by the society.

In highly dynamic societies, curriculum problems are more complex. Educational programmes have to make provisions for change as young/clientele cannot be introduced only to the ways of the past.

Societal and ideological problems facing curriculum have broadened the cultural and philosophical dilemma, these may have indirect but powerful relevance with curriculum. Social and Cultural problems include authority, poverty, inequality, indoctrination, ill health, suppression of inquiry and expression, nationalism, dissolution of family, ecological imbalance, prejudice, provincialism, alienation, threat fear, control, coercion, war and greed. Institutional and instructional problems include: apathy, discipline, individual difference, science and high technology, basics, standards, jobs, instructional packages, mastery, teacher effectiveness, life skills, drug abuse education, death education, family life, sex education, consumers' education, accountability, bilingual-multicultural education, global education, mind-body studies, feminist studies etc. (Schubert, 1986, pp.344, 345-62).

Technical and professional issues deal with the means of achieving the purpose. Some of these may be: choice of methodology, organization of curriculum, understanding the students, assessment producers and change in teachers' attitude. Function of school in every society is: "passing on from one generation to next, knowledge, skills and achievements that it has taken mankind countless ages to occur" (Werwick, 1977, p.8).

But certain practical difficulties may arise in integrating the general and vocational education. Basically concept of integration stems from the view that education is whole. Here subject specialists are brought into closer contact with colleagues of other disciplines. The danger behind such integration is that subjects tend to be gathered up into clusters or faculties thus resulting in larger units. There may be organizational concern like these also.

1. The staff concerned may realize the need for team activity.
2. Careful record keeping of the progress of each student with total design and availability for all concerned.

3. Assessment should be objective, reports should be simple and abstract of the status of the students.

Problem of planning an effective integrated and vocational education curriculum is not simple. A good curriculum evolves out of hard, dedicated, intelligent work conducted on continuous bases. Curriculum development is continuous work. It must have philosophical, psychological, social and economic basis as discussed in Unit No. 2. Moreover the curriculum planner have to investigate carefully and thoroughly the nature and qualification of those for which curriculum is to be planned. Fundamental principle of vocational education is "student must either be selected to fit the planned curriculum, or curriculum must be planned to fit the level of the students enrolled". (Kelby Jr., 1971, p.115). If all the people concerned in curriculum planning gather without conflicting points on foundations, they may be able to work faster. First thing comes first, if personnels involved have no agreement on these, then they better decide before hand than to rushing into the details. This will minimize the disparities.

Text is usually a written segment of curriculum. To provide a qualitative text the concept of multi-text has been introduced. Contents of these texts written for a specific clientele are usually same, only their treatment may be different. This difference lies normally in learning experiences, and evaluation mode as the behaviour output is derived from the goals of the policy document which is to be achieved by the authors.

9.2 OBJECTIVES

After the introduction of the unit, let us have a look into the expected behaviour:

You will be able to:

1. Discuss issues in teacher training;
2. Enlist the disparities in the curriculum development
3. Support the concept of integration.
4. Analyse the vocationization of curriculum.
5. Criticize the pros and cons of multiple textbook system.

9.3 TEACHER TRAINING

Curriculum development is a complex process. In this process professionals, community, and other stake holders are involved. Decisions about aims, goals, objectives, selection of major areas of curriculum, choosing learning experiences and evaluation procedures are reached after input by various groups. These decisions are made at different levels and carried out by different personnels.

With the expansion in the concept of the curriculum, it has become necessary to place greater responsibility upon professionals and teachers for formulation of policy, programmes thus reducing the top down approach. Teachers must be clear on the matter of curriculum theory and practice of social change. If the teacher does not have insight and skill, the resources available in the community will not be utilized by the teacher. It is necessary that at every step of curriculum formulation teacher may be involved in "fact finding, value criticism and policy making". In Pakistan, leadership function includes "technical skills and knowledge of education, knowledge of intellectual disciplines, knowledge of social and educational values and knowledge and skill in educational engineering". (Smith et al. 1960 p.454).

Values are involved in every aspect of teaching i.e. selection of educational objective, and the materials, methods of instruction, administration and operation of school. These all require choices among values. There may be conflict in values and the teacher must have insight in judgmental method at conceptual and operational levels. Actual job of the teacher is not only what to do but also how to do. Teacher is normally expected to function not only as a teacher in the classroom but also as communicator, learning facilitator, developer of learning materials, team member, experimenter, organizer, manager of instructional systems and guidance officer.

A teacher also has to act as a student of community. For this he has to learn about social structure and primary values as well as economy and patterns of behaviour. This will prepare him for formal and non-formal education. Role of teacher as evaluator is also important and how he will fulfil it is also important for a curriculum designer.

After reading these introductory lines, you might be searching for detail. For this, please go through these readings.

Schubert, W. H. (1986)	Curriculum: Perspective, Paradigm and Possibility, New York: Macmillan Publishing Company, pp 380-401	9-1
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9.4 DISPARITIES IN CURRICULUM DEVELOPMENT

Classroom culture may be said to be a sub-culture of the society. Disparities in society may also be reflected in the curriculum development. Elements of the curriculum as mentioned in Unit 1 are:

- Philosophy
- Contents
- Learning experiences
- Teaching strategies
- Evaluation

Curriculum cannot be built without philosophy, as philosophy has hidden meanings. This provides an answer to how to live a good life? Every philosophy has

some assumptions which directs the whole process. If there are conflicts and disparities among curriculum developers on philosophy, curriculum may be non-consistent. The chief function of the curriculum is to change the individual in some way, this direction is derived from philosophy. If philosophy is not agreed, it is not possible to decide what to cover, what to emphasize, what content to select and which learning experiences to be observed.

Educational objectives are derived from national ideals: ideology. A clear statement of objectives help to select from vast areas of knowledge in the various disciplines which may be necessary for valid output. According to Taba (1962, P.198) "a platform of objectives is needed to provide a common, consistent focus for the multifarious activities we call curriculum"

It is a fact that during the last fifteen years, no issue in curriculum has received more attention than value of objectives and the way they are stated. This is a philosophical problem. The positions may be:

1. An objective must specify the exact overt behaviour which the learner is to display at the end of instruction.
2. Objective must specify the behaviour or a product that indicates whether the objective has been achieved or not.
3. Objectives are not stated.

So objectives also guide the evaluation process. What is taught, what is evaluated is a common discrepancy in curriculum development. The scope of evaluation is usually narrow than the scope of objectives. Selection of content, learning experiences according to objectives need great concern as discrepancies occur here also. Whether the content serves the objectives and are implemented in the same way i.e. functioning level. The validity and significance of the content, consistency with social realities, balance, breadth and depth, learning and adaptability to your experiences and appropriateness to the needs and your interest may be areas where discrepancies may exist.

Problems of organizations are also important. Conflicts and misunderstanding about the nature of knowledge and how it is internalized may cause difficulties. Taba (1962, P.291), establishes here following questions:

- What is meant by logic of subject matter?
- How can logic be reconciled with the fact that there is psychological order of learning.
- How can learning content be so organized that it would be possible to develop at the same time a variety of behavioural objectives such as to acquire a way of thinking and certain relevant attitudes?

What has the difficulty of content to do with the level of mental operations that need to be measured? Can content be organized, i.e. fundamentals can be acquired by different models of learning to accommodate differences in mental systems and individual pattern.

Discrepancies may be for one or more than one reasons:

- 1) Learning opportunities do not cater learners' back ground and level of attainment.
- 2) New experiences, fact, activities are not provided as required by the learners or demanded by their communities.
- 3) Motivational principles as stated by McNail (1990, P.135) such as "choice, utility, link to other values, interest, models, success are not kept in view while developing opportunities".
- 4) Teachers' interest, capabilities and style may depart from standard material.

These disparities may be evolved from philosophical, psychological, technical, political and practical criteria which is not kept in view.

A serious deficiency in curriculum planning is the gap between concepts for designing learning activities and concepts for guiding teacher preparation. Paradigms for teaching are not often related to specific opportunities. Teacher training programmes do not likely prepare the teachers for curriculum designs they have to teach.

The field of evaluation is full of disparities about its purpose and how it is to be carried out. Curriculum specialists, teachers and administrators often disagree on "which techniques are to be used, in evaluation. These controversies can be solved only by showing circumstances in which one is better than the other.

For further detail, these referred pages will help us in gaining deeper insight.

Gwynn, J. Minor and Chase, Jr. John B. (1969)	<u>Curriculum Principles and Social Trends Fourth Edit.</u> New York. The Macmillan Company, pp.37-47	9-2
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9.5 INTEGRATED APPROACH

According to National Education Policy and Implementation Programme (1979) Integrated approach of curriculum development is designed to avoid over loading and over lapping. This approach is specially valid for primary classes. Integration of knowledge provides foundation for specialization. In past, attempt to integrate knowledge

was seen in the Broad fields curricula, such as general science, social studies and integrating core courses. Usually these courses are often composed by selecting topics from different fields rather than selecting "over-arching" ideas and then combining facts from fields in order to study them. If the content is selected with care from different fields, integration may be possible without losing the depth, precision and intellectual disciplines. (Taba, 1962, p.191) In fact the real integrated approach should use theme; different topics of various subjects fields are studied in relation to this theme.

The more the ideas are basic, more the integration may be made between different disciplines. Determine the focus and select materials from variety of subjects on this orientation. At the same time, one is to decide relative role of subjects whether superior role is to be given to academic over applied or vice versa or any other distribution. Complete uniformity refers to blending of all subjects and branching into a whole. Integration may shape core curriculum which has the following characteristics:

- Common learning
 - Co-operative planning of activities
 - Provision of special needs
 - Skill taught when needed (smith et al. 1957, pp.314-24)
- (Refer Unit No.5 of this study guide)

Pring (1975) has suggested four ways in which integration can be made. These

1. Integration is greater theoretical unity.
2. Integration in shared methods or procedures.
3. Integration in the focus upon practical questions and problems.
4. Integration round broad themes, ideas or topics.

But Holt (1980), an other curriculum expert has a different view. He suggests the word "inter-relationship" in Humanities than integration. In his view this brings out more clearly the loosely woven texture of the way in which learning may be organized if coordinating themes and ideas are to be given adequate scope to separate subject contributions.

Often schools see humanities as a matter of integrating history and geography but it is clear that if common curriculum leads us away from the separate subjects towards interrelated areas and team teaching, then organization of learning must allow pupils to make differentiated response to what we seek to impart. Within a given subject area or interrelated inquiry, we need enough sophistication of leaning apparatus to allow the teacher to recognize and respond to each pupil's perceptions. It may call for collection of books, and other resources so school has need to make provisions for these. Still it seems workable in the first years of schooling.

In Pakistan, there is always complaints of heavy school bag load. Bhatti et-al (1986: P-98) have described the situation in Pakistan as:

"School bag at primary stage is often too heavy to carry. Children have to study at least five subjects at primary level and carry five or six textbooks in their bags daily, separate exercise books for home work and class work are extra burden. The school bag may weigh about 1.5 kilogram in class I and upto 5 kilograms in Class V.. "

Keeping in view the situation, they recommends:

"In order to reduce the heaviness of the school bag, repetition of content in different subjects should be avoided. Selected content of Islamiyat, social studies and science may be integrated in a single Urdu textbook for class I to III."

This recommendation supplements the Sixth Five Year Plan (1983-88) which suggests that curricula may be integrated and simplified.

Now you might feel quest for more reading. Please read the Warwick work as indicated below:

Warwick, David (1974)	<u>The Integrated Curriculum Percepts and Practices</u> , London, University of London Press Ltd., pp.1-2	9-3
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9.6 INTEGRATION OF GENERAL EDUCATION

Report of the Commission on National Education (1959) views technical education as an integral part of educational system and purposes to diversify the curricula of general education in schools by including practical courses like agriculture, commerce and home economics. At the same time courses of technical and vocational institutions may include courses in social studies and humanities.

Under the title of Technical and Vocational Education, National Education policy (1979) recommends "Curricula for classes VI to VII would be continued to impart the teaching skills at the rate of 5 periods per week in the field of agriculture, industrial, arts and home economics. "(p.39) While New Education policy (1992) aims on "intensifying vocationalization of general education and introducing a new stream of technical education in middle and high school"(p.4). So it can be concluded that trend of educational documents in Pakistan remains towards integration/vocationalization, integration in terms of general and technical education. For detail please also study Unit 8.

Vocationalization of secondary education has been taken as a mean to curriculum change: an old and recurring theme in many countries. This theme is response to the poor articulation of the school with labour market. Vocationalization aims to provide chances of employment for school-leavers or self employment. Relevance with the world of work and equity considerations are the common aims, vocationalization provides better relevance with the content of the schooling, subsequently the application of acquired skills, attitude and knowledge in the world of work provides livelihood and more productivity in the work obtained, whereas aims of general education are "officially involved, labour market relevance will still be the hidden agenda of vocationalization" (Langlo and Lillin, 1988, p.9).

Secondary school output in recent years has been grown much faster than employment opportunities so it has become necessary to address the slow labour market growth and youth unemployment. In this way vocationalization has become political appeal rather than an educational response to economic problems. In these circumstances, the parents and pupils both have become more attracted towards vocationalized elements in general education. Vocationalization of mainstream has become the centre of policy attention. So thrust is to graft vocational elements onto the curriculum which is predominantly academic. But at the same time vocational elements can not provide sufficient training for direct entry into the concerned occupation but rather makes one familiar which would be useful in subsequent training. A term which is often used is 'trainable'.

An important consideration is what the employer is expecting from school leavers? There is no universal answer to this question. Some studies conclude that employers "tended to favour applicants with academic rather than vocational educational backgrounds; they place premium on technical skills but on good work habits and attitudes". (Langlo and Lillis, 1988, p.11)

In developing countries where problems of youth unemployed and low economic growth are severe. External agencies play an important role in policy making. This is through conditions of grants, loans and advisors. But usually, these policies have little support from institutions and clientele.

There is variation among countries in form of vocationalization. It is debate how for general secondary education should have a compulsory or voluntary pre-vocational education should be adjuncted in secondary schools. The distinctive feature of pre-vocational education is that it is combined in such a way that a student does not forfeit the possibility of continuing of higher education in those areas which are not related with vocational speciality. Thus two trends are prevailing - vocationalization of secondary education and secondarization of vocational education. Forces behind these: vocationalization is the response to depressed labour market while secondarization of vocational education is response to a shortage of manpower and economic growth.

Diversity of the vocationalization programme has also implementation issues. These may be:

1. Lack of clarity of curriculum
2. Problems in assessments
3. High Costs
4. Management requirements
5. Logistic Needs and
6. Repair and replacement equipments

Shortage of the competent teachers is also constraints, more over practical subjects have low status thus, Morale on both sides i.e. students and teachers may be low. In spite of all these, trend is on the vocationalization of mainstream of secondary education.

9.7 MULTIPLE TEXTBOOK APPROACH

In order to supply a range of text-books for a specific class, the principle of multiplicity of alternate text-books is introduced. This creates competition among the writers, printers and publishers. Discussing the position of Pakistan Bhatti et-al (1986, P.112) suggests

"To begin with a school in province may be allowed to select a better text-book published by another province. In order to set an example of excellence in the competition for writing and publishing quality text-books, the Ministry of Education should itself arrange to get excellence text-books compiled, published and distributed through out the country"

In this way the student of any part of the country can select textbook of ministry of education or any Text Book Board. This competition will lead to textbooks superior not in content but also in get up, durability and effectiveness. Moreover availability of textbooks within the time will also be ensured. Further more such practice will promote national integration indirectly and broaden the outlook of both teachers and students.

9.8 ACTIVITIES

1. Assume you are a member of planning committee charged with a new curriculum organization. You have asked whether the new organization plan should attempt to provide integration of subject matter at Class IV. If so, how can integration be best achieved?
2. Choose a unit from this study guide and evaluate it according to the objectives listed at the beginning of the course and unit.
3. There is also disparities between learning experiences provided to students by teachers, visit a school which is located in low socio-economic segment of the society. Observe the learning experiences provided there on any topic and compare these with your institution.
4. If secundarization becomes aim of education, after having a meeting with five of your colleagues, discuss and record recommendations of meeting for implementation.
5. Think of ways through which multiple text book system can be enforced in Pakistan.

9.9 EXERCISE

- Q.1 Critically analyze the concept of visitation in teacher development.
- Q.2 Curriculum of the schools cannot be better than the quality of persons prepared by teacher education institutions, make comments.
- Q.3 Discuss the 'riding factors' which have strong influence over any integrated curriculum scheme.
- Q.4 View of integration stems from "education as a whole". Please elaborate.
- Q.5 "Selected content of Islamiat, Social Studies and Science may be integrated in a single Urdu text-book for classes I to III" is one of the recommendations of Bhatti el-al. (1986). What implications this may have for primary education?
- Q.6 Every philosophy has some assumptions on which curriculum is designed. Enlist one assumption of Education Policy 1992 and brief how this contributes in designing the curriculum.
- Q.7 McNeil (1990) has mentioned motivational principles. How 'choice' and 'utility' contributes towards selecting better learning activities.
- Q.8 Vocationlization has political approach rather than educational. How?

- Q.9 Suggest some measures by which reconstruction of vocational education can be made.
- Q.10 Multiple text system may enhance quality of education. Support the statement.

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