



The Islamia University of Bahawalpur
BAHAWALNAGAR CAMPUS
Department of Education
CURRICULUM DEVELOPMENT

M.A EDUCATION, (Semester-2nd)

TEACHING/LEARNING MATERIAL
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1- CONCEPT OF CURRICULUM

Curriculum is the outline of concepts to be taught to students to help them meet the content standards. Curriculum is what is taught in a given course or subject. Curriculum refers to an interactive system of instruction and learning with specific goals, contents, strategies, measurement, and resources allocation with evaluation system. Curriculum development is defined as planned, a purposeful, progressive, and systematic process to create positive improvements in the educational system. Every time there are changes or developments happening around the world, the school curricula are affected and then re modified.

In curriculum development, we think about the type of learning experiences to be given to a child at various age and grade levels. It needs systematic and sequential planning to widen the sphere of the learning experience at each level by keeping in view the principles of integration and correlation.

Modern education is the combination of two dynamic processes. The curriculum includes all the learners' experience in or outside school that are included in a program which has been devised to help him developmentally, emotionally, socially, spiritually and morally”.

There are various factors that influence Curriculum Implementation like the learners, resource materials and facilities, the teacher, the school environment, culture and ideology, instructional supervision and assessment.

2- DIFFERENTIATE CURRICULUM SYLLABUS AND CONTENTS

In the field of education, the two concepts which pop up in our mind which are commonly misconstrued are syllabus and curriculum. Syllabus connotes the subjects as

well as the topics covered in the course of study. On the other hand, curriculum implies the chapters and academic content taught in school or college. It alludes to the knowledge, skills and competencies students should learn during study.

The syllabus is described as the summary of the topics covered or units to be taught in the particular subject. Curriculum refers to the overall content, taught in an educational system or a course. Syllabus is descriptive in nature, but the curriculum is prescriptive. Syllabus is set for a particular subject comprises over a list of chapters and contents.

✓ Table: 1 Comparison Chart

BASIS FOR COMPARISON	SYLLABUS	CURRICULUM
Meaning	Syllabus is the document that contains all the portion of the concepts covered in a subject.	Curriculum is the overall content, taught in an educational system or a course.
Origin	Syllabus is a Greek term.	Curriculum is a Latin term.
Set for	A subject	A course
Nature	Descriptive	Prescriptive
Scope	Narrow	Wide
Set out by	Exam board	Government or the administration of school, college or institute.
Term	For a fixed term, normally a year.	Till the course lasts.
Uniformity	Varies from teacher to teacher.	Same for all teachers.

- ✓ **Syllabus:** The syllabus is defined as the documents that consist of topics or portion covered in a particular subject. It is determined by the examination board and created by the professors. The professors are responsible for the quality of the course. It is made available to the students by the teachers, either in hard copy or electronic form to bring their attention towards the subject and take their study seriously. A syllabus is considered as a guide to the in charge as well as to the students. It helps the students to know about the subject in detail, why it is a part of their course of study, what are the expectations from students, consequences of failure, etc. It contains general rules, policies, instructions, topics covered, assignments, projects, test dates, and so on.

- ✓ **Curriculum:** The curriculum is defined as the guideline of the chapters an academic content covered by an educational system while undergoing a particular course or program. In a theoretical sense, curriculum refers to what is offered by the school or college. However, practically it has a wider scope which covers the knowledge, attitude, behavior, manner, performance and skills that are imparted or inculcated in a student. It contains the teaching methods, lessons, assignments, physical and mental exercises, activities, projects, study material, tutorials, presentations, assessments, test series, learning objectives, and so on.

The curriculum is well planned, guided and designed by the government or the educational institution. It is aimed at both physical and mental development of a student. It is the overall learning experience that a student goes through during the particular course of study.

✓ **Key Differences between Syllabus and Curriculum**

The basic differences between syllabus and curriculum are explained in the point given below:

- The syllabus is described as the summary of the topics covered or units to be taught in the particular subject. Curriculum refers to the overall content, taught in an educational system or a course.
- Syllabus varies from teacher to teacher while the curriculum is same for all teachers.
- The term syllabus is a Greek origin, whereas the term curriculum is a Latin origin.
- The curriculum has a wider scope than the syllabus.
- The syllabus is provided to the students by the teachers so that they can take an interest in the subject. On the other hand, normally the curriculum is not made available to the students unless specifically asked for.
- Syllabus is descriptive in nature, but the curriculum is prescriptive.
- Syllabus is set for a particular subject. Unlike curriculum, which covers a particular course of study or a program?

- Syllabus is prepared by teachers. Conversely, a curriculum is decided by the government or the school or college administration.
- The duration of a syllabus is for a year only, but curriculum lasts till the completion of the course.

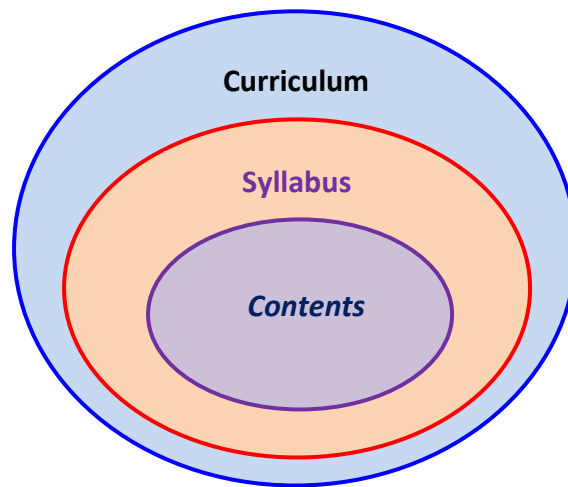


Figure: 1

For more understanding the above figure shows the relationship among contents, syllabus and curriculum.

We conclude that, Curriculum and Syllabus are the terms of education, imparted to the students by teachers. It means the knowledge, skills or qualifications that are passed on from one generation to another. A subject syllabus is a unit of the curriculum. The two terms differ in a sense that curriculum is a combination of some factors which helps in the planning of an educational program; whereas a syllabus covers the portion of what topics should be taught in a particular subject.

3- MODELS OF CURRICULUM

To understand curriculum models, let's get on the same page about what curriculum means. When we talk about curriculum in today's classrooms and schools, we mean the stuff kids are learning. It is the content, mostly, but also the planning put into the subject matter: goals and objectives, assessments, and sequencing. Schools and districts create a *curriculum guide*, a framework that details what, how, and when instruction occurs. The primary use of a curriculum guide is to give educators a uniform methodology so all students have the same opportunities to learn. Generally curriculum models have five areas they define:

- Focus- subject or student. Where is the emphasis?
- Approach - traditional or modern. What type of instruction will be used?
- Content - topic based or content based. How will units or strands be written?
- Process - formative or summative. How will assessments be used?
- Structure - system, linear or cyclical. How often does the curriculum get reviewed?

Two major curriculum models are the Taba and Tyler methods. Each emphasizes teacher planning and assessment. The Tyler model focuses on four questions to shape curriculum, and the Taba model is more focused on teacher input. Both models are reflected in most classrooms today. Taba model: Taba model is inductive approach. Taba model is teacher approach. Taba believe that teachers are aware of the students needs hence they should be the one to develop the curriculum. The main idea to this approach is that the needs of the students are at the forefront to the curriculum.

Curriculum studies is a long-established aspect of pedagogical enquiry, and whole books can quite easily be written about curricula in theory, and how theoretical and philosophical aspects of education interact with the practical aspects of teaching. This section explores the basics of three significant conceptualizations of curricula: curriculum as process, as product, and as praxis.

✓ **Process models of curriculum**

Process-based approaches to curriculum theory tend to be focused less on summative activity - the final grades, the end-point assessments, and the grading and achievements associated with them - than with the pathway which learners take through a course. For process-oriented thinkers, the journey is the chief concern, rather than the destination. Process models originate with Laurence Stenhouse - in his 1975 book "*An Introduction to Curriculum Research and Development*", he argued that there were three aspects to curricula:

- The curriculum should contain planning aspects: content, sequence, and strategies relevant to teaching that content in that sequence
- The curriculum should embody methods for the research and evaluation of learner and teacher experiences, and the contexts of delivery

- The curriculum should be open to external scrutiny, so that the curriculum may be justified

Stenhouse focus was on curriculum development as learner-centric, with an additional focus on the autonomy of the individual teacher in effecting learner development; curricula should therefore be not overly prescriptive, and have latitude built in so that diverse methodologies and assessments may be used at the educator's discretion (Stenhouse, 1975). Perhaps naturally, process-oriented conceptualizations are popular within education as they privilege the practice of teaching, and place a value on the professional judgment of the educator, while supporting the cognitive development of learners.

Where a process-centric conceptualization of curriculum enquiry is centered on the holistic experience of the learner and on the teacher's role in supporting the pupil and their development, models of curriculum which are product-oriented are focused on destinations rather than on journeys. Indeed, alternative terms for this kind of approach include 'objectives model'; central to product models of curricula are questions related to achievement and to learner competencies after having completed the course of instruction.

✓ **Product models of curriculum**

A prominent early educationalist who is associated with the development of the product model as a curriculum paradigm is Ralph Tyler (1948). The basic principles of curriculum and instruction asked four sets key questions which remain the bedrock of product-based curriculum enquiry:

- What are the educational purposes of the curriculum? What are its aims and objectives?
- Which learning experiences will help these aims and objectives to be attained?
- How should these experiences be best organized so that the curriculum is as effective as it can be?
- How should the curriculum be evaluated? Which parts of it were not effective?

Tyler argued that the more rigorous and clear the curriculum was, the better it could be scrutinized to assess its effectiveness, and the more apparent the issues which might lead to underperformance in assessment terms might be.

There are many positives which can be associated with product models of curriculum. Achievements are important, and clarity in curriculum design, and in aims and objectives which lend themselves to measurable determination of their being satisfied or otherwise means that there can be data-driven analysis of the effectiveness or otherwise of a course of instruction (or of its delivery by a particular institution/teacher). Outcomes-based measurement may be comparatively straightforward, in that an outcome either has or has not been met, or a cohort is above or below the national average, but it inevitably downplays the importance and the detail of a qualitative-informed analysis.

✓ **Praxis models of curriculum**

Praxis, in the sense of critically-informed practice, has long been an aspect of academic and philosophical inquiry into education. Praxis-focused conceptualizations of curriculum focus on the notion that curricula are designed and taught not merely out of unquestioning obedience, or through managerial diktat, but because there are aspects of teaching which accord with the individual's philosophical or political attitudes to the world.

Teaching is not value-free, and the curriculum may similarly be imbued with social and cultural positions that have moral significance. Sometimes these are more overt than others. A course in religious education may have curriculum elements which foster the respect of all faiths, for example. That is not to say that all teaching is driven by the imperative of setting and reinforcing values encoded into curricula, though there may be an aspect of this to an individual's teaching practice. Similarly, there may be elements of a course to which the teacher may raise objections of one form or another, and this may influence the ways in which that topic or position is introduced or discussed in the classroom environment. The extent to which this is appropriate may depend on the subject, topic, and context of teaching (Kelly, 2009).

Conclusion: No-one would wish to be taught by someone who does not have some kind of personal enthusiasm or other investment in their subject and its communication to learners, and in the support of developing those learners towards achievement in terms referable back to the curriculum.

4- CLASSIFICATION OF CURRICULUM OBJECTIVES, (BLOOM'S TAXONOMY)

The word taxonomy derived from the Greek word 'taxis' which means systematic classification. Prof. Benjamin S Bloom and his associate, University of Chicago developed and classified the domains of educational objectives. Bloom (1956) presented his taxonomy related to cognitive domain giving emphasis to the hierarchy of cognitive process in attaining knowledge and development of thinking. Later Krathwhol (1964) introduced affective domain and Simpson (1966) developed psychomotor domain. They described the hierarchical development of the three domains of the learner through instruction. This classification objective is known as Blooms taxonomy of educational objectives. One of the most widely used ways of organizing levels of expertise is according to Bloom's Taxonomy of Educational Objectives.

Bloom's Taxonomy uses a multi-tiered scale to express the level of expertise required to achieve each measurable student outcome. Organizing measurable student outcomes in this way will allow us to select appropriate classroom assessment techniques for the course. There are three taxonomies, which of the three to use for a given measurable student outcome depends upon the original goal to which the measurable student outcome is connected. There are knowledge-based goals, skills-based goals, and affective goals (affective: values, attitudes, and interests); accordingly, there is a taxonomy for each, within each taxonomy; levels of expertise are listed in order of increasing complexity. Measurable student outcomes that require the higher levels of expertise will require more sophisticated classroom assessment techniques.

✓ Table 2 : Bloom's Taxonomy of Educational Objectives for Knowledge-Based Goals

Level of Expertise	Description of Level	Example of Measurable Student Outcome
1. Knowledge	Recall, or recognition of terms, ideas, procedure, theories, etc.	When is the first day of Spring?
2. Comprehension	Translate, interpret, extrapolate, but not see full implications or transfer to other situations, closer to literal translation.	What does the summer solstice represent?
3. Application	Apply abstractions, general principles, or methods to specific concrete situations.	What would Earth's seasons be like in specific regions with a different axis tilt?
4. Analysis	Separation of a complex idea into its constituent parts and an understanding of organization and relationship between the parts. Includes realizing the distinction between hypothesis and fact as well as between relevant and extraneous variables.	Why are seasons reversed in the southern hemisphere?

5. Synthesis	Creative, mental construction of ideas and concepts from multiple sources to form complex ideas into a new, integrated, and meaningful pattern subject to given constraints.	If the longest day of the year is in June, why is the northern hemisphere hottest in August?
6. Evaluation	To make a judgment of ideas or methods using external evidence or self-selected criteria substantiated by observations or informed rationalizations.	What would be the important variables for predicting seasons on a newly discovered planet?

✓ Table 3: Bloom's Taxonomy of Educational Objectives for *Skills-Based Goals*

Level of Expertise	Description of Level	Example of Measurable Student Outcome
1. Perception	Uses sensory cues to guide actions	Some of the colored samples you see will need dilution before you take their spectra. Using only observation, how will you decide which solutions might need to be diluted?
2. Set	Demonstrates a readiness to take action to perform the task or objective	Describe how you would go about taking the absorbance spectra of a sample of pigments?
3. Guided Response	Knows steps required to complete the task or objective	Determine the density of a group of sample metals with regular and irregular shapes.
4. Mechanism	Performs task or objective in a somewhat confident, proficient, and habitual manner	Using the procedure described below, determine the quantity of copper in your unknown ore. Report its mean value and standard deviation.
5. Complex Overt Response	Performs task or objective in a confident, proficient, and habitual manner	Use titration to determine the K_a for an unknown weak acid.
6. Adaptation	Performs task or objective as above, but can also modify actions to account for new or problematic situations	You are performing titrations on a series of unknown acids and find a variety of problems with the resulting curves, e.g., only 3.0 ml of base is required for one acid while 75.0 ml is required in another. What can you do to get valid data for all the unknown acids?
7. Organization	Creates new tasks or objectives incorporating learned ones	Recall your plating and etching experiences with an aluminum substrate. Choose a different metal substrate and design a process to plate, mask, and etch so that a pattern of 4 different metals is created.

✓ Table 4: Bloom's Taxonomy of Educational Objectives for *Affective Goals*

Level of Expertise	Description of Level	Example of Measurable Student Outcome
1. Receiving	Demonstrates a willingness to participate in the activity	When I'm in class I am attentive to the instructor, take notes, etc. I do not read the newspaper instead.
2. Responding	Shows interest in the objects, phenomena, or activity by seeking it out or pursuing it for pleasure	I complete my homework and participate in class discussions.
3. Valuing	Internalizes an appreciation for (values) the objectives, phenomena, or activity	I seek out information in popular media related to my class.
4. Organization	Begins to compare different values, and resolves conflicts between them to form an internally consistent system of values	Some of the ideas I've learned in my class differ from my previous beliefs. How do I resolve this?
5. Characterization by a Value or Value Complex	Adopts a long-term value system that is "pervasive, consistent, and predictable"	I've decided to take my family on a vacation to visit some of the places I learned about in my class.

Bloom's Taxonomy is a convenient way to describe the degree to which we want our students to understand and use concepts, to demonstrate particular skills, and to have their values, attitudes, and interests affected. It is critical that we determine the levels of student expertise that we are expecting our students to achieve because this will determine which classroom assessment techniques are most appropriate for the course. Though the most common form of classroom assessment used in introductory college courses--multiple choice tests--might be quite adequate for assessing knowledge and comprehension (levels 1 and 2, Table 2), this type of assessment often falls short when we want to assess our students knowledge at the higher levels of synthesis and evaluation (levels 5 and 6).

Multiple-choice tests also rarely provide information about achievement of skills-based goals. Similarly, traditional course evaluations, a technique commonly used for affective assessment, do not generally provide useful information about changes in student values, attitudes, and interests.

Thus, commonly used assessment techniques, while perhaps providing a means for assigning grades, often do not provide us (or our students) with useful feedback for determining whether students are attaining our course goals. Usually, this is due to a combination of not having formalized goals to begin with, not having translated those goals into outcomes that are measurable, and not using assessment techniques capable of measuring expected student outcomes given the levels of expertise required to achieve them. Using the CIA model of course development, we can ensure that our curriculum, instructional methods, and classroom assessment techniques are properly aligned with course goals.

Note that Bloom's Taxonomy need not be applied exclusively after course goals have been defined. Indeed, Bloom's Taxonomy and the words associated with its different categories can help in the goals-defining process itself. Thus, Bloom's Taxonomy can be used in an iterative fashion to first state and then refine course goals. Bloom's Taxonomy can finally be used to identify which classroom assessment techniques are most appropriate for measuring these goals.

5- PROCESS OF CURRICULUM DEVELOPMENT IN PAKISTAN

The process of curriculum development, needs to be developed, designed, reviewed, evaluated, monitored and then to be implemented. Educational system of any country depends upon a curriculum to systematize and execute the process of education. Curriculum is a channel that helps teachers and other agents to impart education to future generations. There is a lot of difference between theory and practice that is why only experts are not enough to develop a curriculum unless and until it involves practitioners who have relevant and sufficient experience of teaching and learning to develop curriculum at a grass root level.

Curriculum must be a dynamic one that may have direct influential effect on the teachers and their belief systems. In a country where educational experiences for learners are very rare and even nothing to none, curriculum must become an agent of change from non-productive academic activities to a productive vehicle for providing practical and activity based academic experiences to the children. The important steps involved in the process of curriculum development have been shown in the figure-2:

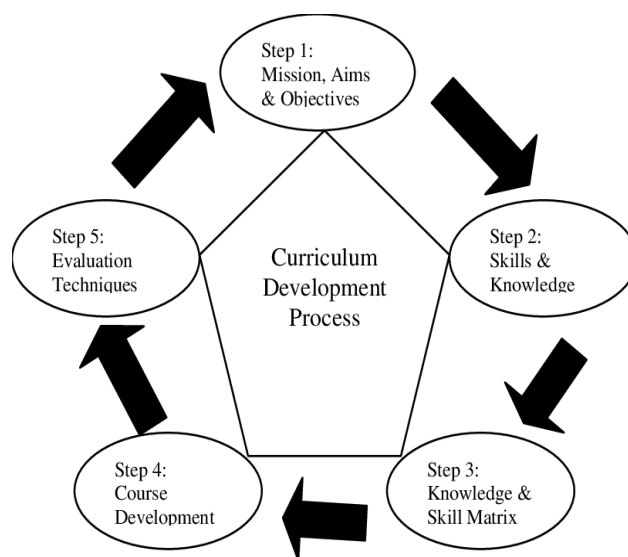


Figure-2

This new concept of curriculum may provide our policy makers, practitioners, and learners' broader implications of curriculum development and its execution. Before 1972, there was no permanent institution responsible for curriculum development in Pakistan. Saeed (1977) noted that before this time, curriculum development was not visualized as distinct, separate and specialized function. The entire curricular activity was carried out through committees

which were created for a specific purpose at a specific time and were dissolved as soon as the task was over.

To fulfill the gigantic task of curriculum revision and further development, the National Bureau of Curriculum in Islamabad was reorganized and strengthened in 1972. A primary feature which distinguished the education system in general and curriculum in particular, however, in all four provinces of Pakistan, parallel Bureau of Curriculum and Extension Wings were established in 1972 independently aimed at revising the school curriculum in close collaboration with the Central Bureau of Curriculum and Textbooks, Islamabad, but the role of the Provincial Bureau of Curriculum and Extension Centre was somewhat limited (Memon 1989).

The process of curriculum development is facing serious issues in Pakistan. These issues are interference of bureaucrats, the absence of involvement of school teachers, etc. Experts sitting in curriculum development boards do not use academic resources properly for revising outdated sections of school textbooks. EAST offers innovative solutions for meeting the needs of curriculum development in Pakistan.

A research study conducted by Ghulam Haider titled, "Process of Curriculum Development in Pakistan," says that curriculum is not a static process, but it is a dynamic exercise that must undergo changes according to society's new demands. In Pakistan, curriculum development is a static process.

It is difficult to give a definition for curriculum development, because it will always be affected very strongly by the context in which it takes place. ... We can think of curriculum development as a continuous process, which is relevant to the situation where it takes place, and flexible, so you can adapt it over time.

✓ **Issues in curriculum development**

There are many reasons for the failure in developing a proper curriculum. Some of them are listed here:

- ✓ Issues uniformity curriculum development.
- ✓ Curriculum is outdated.

- ✓ Involvement of government officials.
- ✓ Lack of academic research.
- ✓ Absence of school teachers' involvement.
- ✓ Result of weak academic skills of researchers.

6- SELECTION OF CURRICULUM CONTENTS

Curriculum content simply means the totality of what is to be taught in a school system. The content component of teaching learning situation refers to the important facts, principles and concepts to be taught. These contents must be in line with the learning experiences and there must be clear cut objective to be achieved by the end of each respective lesson. It can be in form of knowledge, skills, attitude and values that learners are exposed to. Content involves subject matter drawn on the basis of problems, themes or topics cutting across traditional subjects.

Learning experience refers to any interaction course, program or other experience in which learning takes place, whether it occurs in traditional academic setting (schools classrooms) or non-traditional academic setting (outside of school locations, outdoor environment or whether it include traditional educational interactions (students learning from teachers and professors) or nontraditional interactions (student learning through games and interactive software applications). According to Tyler learning experiences are the interactions between the learner and the external conditions in the environment to which he can react. It is an activity which may be planned by the class or teacher but performed by the learner for the purpose of achieving some important learning objectives

There are various types of activities that can be performed by the learners in the study of various school subjects to enhance learning. There are also various activities which teachers perform as they teach learners, but then, learning experiences are not what the teachers do, it is not the teacher methodology, but those activities performed by the learners themselves.

✓ Criteria for Selecting Curriculum Content

- i. **Validity:** The content of the curriculum is valid if it promotes the outcome that it is intended to promote. It is also the authenticity of the subject matter or content

selected, to make sure the topics are not obsolete, for this to be achieved, there should be a regular check on the curriculum content and replace it if necessary.

- **Self sufficiency:** This criterion helps learners attain maximum self sufficiency at the most economical manner or content selection. This is done when the students or learners are given the chance to experiment, observe and carryout field study.
 - **Significance:** The content is significant if it is selected and organized for the developed of learning activities, skills, processes and attitude that will help in solving the problem of the country. It also develops the three domain of learning namely cognitive, affective and psychomotor skills and considers the cultural aspect of the learners particularly, if your learners come from different cultural background and races then the content must be cultural sensitive.
 - **Interest:** This criterion is true to be learned centered curriculum. The interest of the students should be considered in selecting content because students learn best if the subject matter is meaningful to them. It becomes meaningful if they are interested in it. But if the curriculum is subject centered, teachers have no choice but to finish the facing schedule religiously and teach only what is in the book, this may explain why many fail in subject sometimes.
- i. **Learning ability:** The content should be what the students can learn and should be within their experience. Teachers should apply theories on psychology of learning in order to know their subject are presented, sequenced and organized to maximize the learning capacity of the students
- ii. **Utility:** This is the usefulness of the content in solving problems now and in future. It is more important in skill or procedural. Knowledge, whereby learners can put what they have learnt into practice life activities
- **Consistency with Social Realities:** This means that content should be chosen based on the fact that they relate to our present social needs economic and political situation. Content must be acceptable to the culture and belief system of the people.

7- SEQUENCING CURRICULUM CONTENT/EXPERIENCE

After learning experience and content have been selected, the next step to take is to organize them. These organization of learning experience and content is based on the cumulative development behavior the learners gradually experience during the educational

process. Content and learning experience are organized in two relationship bases; vertical and horizontal relationship;

Vertical organization is the arrangement of learning experiences and content over a time sequence across classes in the same subject. For instance, for a four year program in English, language, contents are arranged in hierarchical order, from the lowest level to the highest level. This arrangement learning of English language becomes cumulative as knowledge continues to build up over time. This knowledge building starts from simple to complex in the subject progressively.

The horizontal organization occurs when the learning in one subject enhances the knowledge, skill and attitude in another subject within the same class. For instance, there should be a relationship between the knowledge acquired in biology and that of agricultural science, the knowledge and skills acquired in economics lessons can enhance that of political science within the same class.

✓ **Criteria for Selecting learning Experience**

There are certain criteria that must be met in organizing learning experience and content. These include:

- i. **Continuity:** It is the recurring emphasis on the learners experience on a particular element or kind of activities, until mastery is achieved. With mastery, learners develop progressively, systematically and naturally, with new knowledge building on earlier acquired knowledge and thus learners can gain competence.
- ii. **Sequence:** It is also related to continuity as well as progressively moving from the lower to the higher level of knowledge and from simple to complex. In sequence, each successive experience goes more deeply and broadly into the subjects. Each experience reinforces and extends the previous one. Curriculum practices in the arrangement of sequence of learning experiences usually based according to one of the following; chronological order, logical order and difficulty.
- iii. **Integration:** It refers to the relationship among learning experiences which brings about a unified view, and behavior is a horizontal relationship which cut across several subjects and the areas of student's life. One subject should buttress the other. For instance, what

is learnt in mathematics to solve problems can be used for solving problems in other subjects, as this enhances the transfer of knowledge.

8- DEVELOPING LEARNING EXPERIENCES/ACTIVITIES

✓ Criteria for Selecting Learning Experience

The condition for selecting learning experiences by the experts must base on the recent or modern principles of learning. These criteria are:

- i. **Validity:** Learning experience is valid when it related objectives are in any of the three domains; cognitive, affective and psychomotor, the learning experience must be holistic to involve all the domains.
- ii. **Variety:** Learners are different and learn, in different ways base on their interest and ability therefore varied learning experience must be provided to help them comprehend
- iii. **Interest:** So that the desired objectives can be achieve and also for learners to demand pleasure learning experiences from tem must be of great interest to the learner.
- iv. **Relevance to Life:** Learning experience must be relevant to real-life situations in school and in the society to help learners understand their society and proffer solutions to some problems of the society. This is where community based resources comes to play. Experience in real content and situation bring realism to teaching and learning.
- v. **Suitability:** Learning experience must not be too simple nor complex but rather be suitable for the age or level of the learners and for the content which it is meant for.
- vi. **Comprehensive:** Learning experience must cover all the stated objectives in a lesson; it must range from the simplest learning experiences to the most complex, covering all the domains of learning.

9- ANALYZING THE EXISTING CURRICULUM OF GOVERNMENT AND PRIVATE SCHOOLS

The present system of education in Pakistan is the heritage of the Pre – Partitioned British India. However, since independence many policies, plans and reports have been formulated for improving the admission of children in schools, improving literacy rate and so to improve the structure of curriculum in the country. Private sector has also been encouraged to set up schools, colleges and universities.

Private school and public school supporters have long debate over, which is more beneficial, to not only the education of a child, but to their development as well. Many

of the public school supporters refuse to acknowledge the benefits of a private school education because they simply don't know how a private school curriculum is different than that of a public school.

The biggest difference is that a private school curriculum is set by the individual school charter instead of the state. Public schools have to abide by strict state educational guidelines. These guidelines do help ensure that students get the basic education they need, but they can also be severely limiting. The following are some examples of how a private school curriculum can differ when not limited by state guidelines:

- ✓ Public schools are forced to limit their curriculum because of state guidelines. Every student has to take certain classes, including specific Math, English and Science classes, leaving little room for other educational possibilities, such as classes revolving around the arts.
- ✓ In public schools, everything is based on averages. The success of a school is based on average test scores, average grades, average graduation rates and more. To get to these high averages, public school teachers must focus on certain subjects where students have the most difficulties, often neglecting other subjects – including art and music courses.
- ✓ Due to public school limitations in terms of their curriculum and in terms of how students are graded, public school teachers are basically forced to stick to one style of teaching. Private schools have much more flexibility, which means they can implement newer teaching techniques that can have a great impact on students. For example, instead of the lectures that most teachers are forced to fly through in public schools, private schools often focus on a more conversational teaching technique.

Finally, private school students take more advanced courses than do public high school students. They also appear to follow a more rigorous academic program overall, but the differences may be narrowing. While some systematic differences between public and private education have been outlined here, enormous variation exists 31 SUMMARY within each sector. How successful students are in school does not depend on whether they attend public or private schools, but is related in complex ways to the abilities, attitudes, and problems they bring to school; the skills and expertise of their teachers; and the quality of

the learning environment, which is the joint responsibility of students, teachers, school administrators, parents, the larger communities in which the schools are located, and policymaking at the local, state, and federal levels.

10- DEVELOPING CURRICULUM AT SECONDARY LEVEL

Curriculum development is an important part of the education process, ensuring that classes at all levels, from early childhood to post-secondary, are best designed to help students be successful in learning the material and gaining the skills needed to continue to advance. With the right background in developing courses and materials, professionals in the field have opportunities to create everything from textbooks to tests to lectures.

✓ Early Childhood Curriculum

A number of programs are created in order to help children between births through the age of six gain the skills that will be needed to continue on in school and be successful. Curriculum developers design each part of these programs. Curriculum at this level of education includes such activities as developing fine motor skills, language acquisition, and literacy skills.

✓ Elementary through Secondary Curriculum

Curriculum development teams for high school, middle school, and elementary schools focus on similar benchmarks as early childhood, with additional development of skills in other academic areas such as mathematics, science, and humanities. Course developers will identify textbooks, create course objectives for each section and class, and sometimes will develop language for a standardized syllabus to use across a specific school or a school district to ensure quality and consistency.

Curriculum developers at this level of education are also likely to be a part of the test writing process at a standardized level. State and college entrance examinations are developed using existing standards for secondary and elementary education. Curriculum developers craft questions on these tests to ensure that students are gaining and have mastered concepts and techniques.

✓ Professional Training

Either while in school or after a degree has been completed, many future professionals (teachers) and professionals already in the workforce look for certification and other training programs that allow completion of program that advances specific skill sets. These programs also require design, and curriculum developers are responsible for creating the information to study as well as the certification tests.

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THANKS

