

# Course: Curriculum Development (8603)

## Semester: Spring, 2023

### Assignment No. 1

#### Q.1 Evaluate the process model and objectives model? Suggest suitable model for Pakistan.

The process model and objectives model are two different approaches to curriculum development. Let's evaluate each model and consider their suitability for Pakistan:

##### 1. Process Model:

- The process model focuses on the step-by-step process of curriculum development, including needs assessment, goal setting, content selection, instructional strategies, and assessment methods.
- It emphasizes the systematic planning and implementation of the curriculum, ensuring alignment between educational goals, content, and instructional practices.
- The process model allows for flexibility and adaptation to changing needs and contexts.
- It involves the active involvement of stakeholders, including teachers, administrators, and experts, in the curriculum development process.

Evaluation: The process model provides a structured framework for curriculum development, ensuring coherence and consistency. It allows for systematic decision-making and ensures that curriculum development is an ongoing, iterative process. This model is suitable for countries like Pakistan that aim to establish a standardized curriculum that meets educational goals and reflects the needs of diverse stakeholders.

##### 2. Objectives Model:

- The objectives model emphasizes the clear articulation of learning objectives or outcomes that students should achieve at the end of a course or program.
- It involves the identification and sequencing of specific learning objectives, which guide the selection of content, instructional strategies, and assessments.
- The objectives model focuses on specifying desired learning outcomes in terms of knowledge, skills, attitudes, and values.
- It allows for a systematic and measurable approach to curriculum development and assessment.

Evaluation: The objectives model provides a clear and specific framework for curriculum development, ensuring that educational objectives are well-defined and aligned with desired outcomes. It promotes transparency, accountability, and clarity in curriculum design. However, this model can sometimes lead to a narrow focus on predetermined objectives, potentially overlooking the holistic development of students and the inclusion of broader skills and competencies.

Suitable Model for Pakistan: Considering the context of Pakistan, a suitable model for curriculum development could be a combination of the process model and the objectives model. This approach would involve a systematic process that incorporates clear learning objectives.

By adopting the process model, Pakistan can ensure that curriculum development involves a collaborative and inclusive approach, considering the input of various stakeholders. It allows for flexibility and adaptation to local needs and contexts.

# **Course: Curriculum Development (8603)**

## **Semester: Spring, 2023**

Incorporating the objectives model helps ensure that curriculum objectives are clearly defined, measurable, and aligned with desired learning outcomes. It promotes clarity and accountability in curriculum design and helps guide content selection, instructional strategies, and assessments.

By combining these two models, Pakistan can benefit from a systematic and structured approach to curriculum development while maintaining a focus on achieving desired educational outcomes. This approach allows for adaptability, stakeholder engagement, and the inclusion of both process-oriented and outcome-oriented elements in the curriculum.

### **Q.2 Explain the scope of curriculum development for economic development of country. Critically analyze the principles of curriculum development.**

The scope of curriculum studies encompasses the theory, planning, design, development, implementation, and evaluation of curriculum. Once the curriculum developers decide what is to be taught, who is to be taught, and who is in control of what the content of the curriculum is, the process can proceed to the planning and development stage.

Curriculum studies incorporate a variety of processes including:

- curriculum theory,
- curriculum planning,
- curriculum design,
- curriculum development,
- curriculum implementation, and
- curriculum evaluation.

Curriculum theory refers to a set of related statements that give meaning to school curriculum by pointing out the relationships among its elements and directing its development, its use, and its evaluation. It gives justification for practices in curriculum.

According to Urevbu (1990), a curriculum theory provides practical guidance as to:

- “what to teach,”
- “who is taught,”
- who controls its selection and distribution, and
- who gets taught what.

In other words, it is a way of seeing ‘things’ or guiding principles for curriculum.

### **Functions of Curriculum Theory**

What then are the functions of a theory? Most philosophers of science argue that theory has three legitimate purposes:

- to describe,
- to explain, and
- to predict.

# **Course: Curriculum Development (8603)**

## **Semester: Spring, 2023**

Thus, curriculum theory provides educators with a critical perspective about society and its schools. Hence, they describe and explain from a critical perspective.

Curriculum theory is, therefore, important for planning curriculum. It helps in guiding the planning process and then the curriculum development. The theory used is reflected in the product, i.e. the final curriculum.

Curriculum planning can be viewed as the process of gathering, selecting, balancing, and synthesizing relevant information from many sources to design those experiences that will assist the learner to attain the goals of education (Glen, Hass, 1980).

Curriculum planning is the thinking or conception stage of the curriculum development process. Thus, it deals with seeking key answers to crucial questions such as:

- What should be taught?
- How should it be taught?
- To what segment of the population?
- What should be the relationship between the various components of the curriculum?

Note that the issues raised in planning are related to those highlighted in curriculum theory.

Curriculum development is the term for all processes and activities related to curriculum development. It is thus a continuous process of renewal and planning of curriculum. Implementation is putting into effect what has been planned.

It is the process of ensuring that the new curriculum and curriculum materials are made available to all the schools and institutions targeted by the curriculum development project.

According to Richards (2001) Curriculum Development refers to the “range of planning and implementation processes involved in developing or renewing a curriculum” (p. 41). Many curriculum development textbooks present the stages of the curriculum development process as follows:

1. Needs analysis or assessment
2. Setting goals and objectives
3. Course organization
4. Selecting and preparing teaching materials
5. Evaluation

These steps may be varied according to the district or education entity and modified to meet the needs of the students and stakeholders.

In the past, curriculum development committees were typically composed of teachers with expertise in the content areas who were asked to create scope and sequence documents and to suggest texts and other resources for adoption by school districts. This understanding of curriculum development has changed. The process is now viewed as an opportunity to develop understanding and ownership by the participants, and hence curriculum development committees that include members of all parties with interests in the educational system. Identifying

# **Course: Curriculum Development (8603)**

## **Semester: Spring, 2023**

and sequencing the content can have a more positive effect on student achievement when it is combined with effective instructional and assessment strategies as well as a supportive school environment.

As a result, the job of curriculum development committees is more extensive than in the past. Curriculum development committees must research effective practices to support school environments that offer rich and varied learning experiences. They must review policies and behaviors that foster community involvement and equitable opportunities for all.

They must also consider professional development activities to support the content, instruction, and assessment expectations. The expectations of curriculum development committees cross some boundaries into what was previously defined as administrative roles. While some curriculum-development committees might not have the time, resources, or power to assume all of these roles, they can consider the importance of each of the issues raised in this document and delegate related responsibilities to others who can affect these changes.

### **Assumptions**

A quality curriculum development process addresses what students are to know, be able to do, and be committed to (content); how it is taught (instruction); how it is measured (assessment); and how the educational system is organized (context).

Every aspect of curriculum development should model inclusive, learner-centered instruction. In other words, district curriculum development committee meetings and district professional development mirror best teaching practices. Curriculum development, instruction, and assessment are open, fair processes. Everyone involved must know the purposes for every activity, the materials or processes to be used, the definition of success, and the consequences of failure.

- The goal is to encourage individuals on the committee to be independent yet collaborate effectively; be self-evaluative yet take others' perceptions into account; be voracious learners yet commit themselves to a balanced education.
- Curriculum development reflects the fact that students learn better when topics and concepts are tied together through interdisciplinary curriculum and thematic instruction.
- Curriculum for educating and assessing young children follows early childhood education guidelines and include the involvement of parents and the early childhood community.
- The curriculum development process must assume that students develop at different times; levels or stages must be looked at as ranges rather than specific grade levels or single-age categories.
- Educational accountability means that the district has a clear statement of standards and expectations for students, teachers, instructional aides, parents, district officials, and all others who participate in the particular education community.
  - Both standards and assessments must be known and credible to the entire community. Standards must be evaluated by a variety of assessments.

# **Course: Curriculum Development (8603)**

## **Semester: Spring, 2023**

- Any evaluation process must identify the measurement yardsticks (processes, instruments), the purposes for measuring, the measurement points or descriptors, and the consequences of meeting or not meeting the stated expectations.
- Professional development is provided for the curriculum development committee and, when implementing the new curriculum, teachers and staff also need professional development. A significant investment in professional development must be an integral part of any curriculum development process.
- The educational structures must be flexible to allow for the integration of curriculum across the disciplines in cases where such integration would improve the motivation of the students and the relevance of the content.

These assumptions must lead to rethinking the conventional structure and schedule of schools in terms of the:

- school day,
- school year,
- grade levels,
- subject areas,
- graduation requirements,
- student grouping, and
- physical plant (school building).

### **Q.3 What are the various approaches to content organization which one is the best suited for content organization in Pakistan and why?**

There are several approaches to content organization in curriculum development. The choice of the most suitable approach for content organization in Pakistan depends on various factors, including the educational goals, cultural context, and needs of the students. Let's discuss some common approaches and consider which one may be best suited for content organization in Pakistan:

#### 1. Subject-Centered Approach:

- In this approach, the curriculum is organized around separate subjects or disciplines, such as mathematics, science, history, and languages.
- This approach allows for a detailed study of each subject, emphasizing disciplinary knowledge, skills, and concepts.
- However, it may lead to fragmentation of knowledge and a lack of integration across subjects.

#### 2. Theme or Project-Based Approach:

- This approach organizes the curriculum around themes or projects that integrate multiple subjects and encourage interdisciplinary learning.
- It promotes a holistic understanding of concepts, fosters critical thinking, and encourages students to apply knowledge in real-world contexts.

# Course: Curriculum Development (8603)

## Semester: Spring, 2023

- Theme-based approaches can enhance student engagement and relevance by connecting learning to students' lives and local contexts.

### 3. Problem-Based Approach:

- This approach focuses on organizing the curriculum around real-world problems or challenges that require critical thinking, problem-solving, and collaboration.
- It encourages students to investigate, analyze, and propose solutions to complex problems, fostering higher-order thinking skills.
- Problem-based approaches promote the application of knowledge and the development of skills relevant to practical situations.

### 4. Spiral Approach:

- The spiral approach organizes the curriculum in a progressive manner, revisiting and building upon concepts and skills at increasing levels of complexity.
- It recognizes that learning is a continuous process and aims to reinforce and deepen understanding over time.
- The spiral approach helps students develop a strong foundation of knowledge and skills while promoting conceptual development.

Considering the educational context of Pakistan, a combination of subject-centered and theme-based approaches may be the most suitable for content organization. Pakistan's curriculum already follows a subject-centered approach, emphasizing individual subjects. However, integrating theme-based elements can help address the issue of fragmented knowledge and promote interdisciplinary learning.

By incorporating themes or projects that cut across subjects, students can see the connections between different disciplines and understand how knowledge is interconnected. This approach encourages critical thinking, problem-solving, and application of knowledge in real-life contexts. It also fosters engagement, relevance, and a holistic understanding of concepts.

Furthermore, integrating themes relevant to Pakistan's socio-cultural context can promote cultural awareness, national identity, and social cohesion. It allows students to explore and understand local issues, heritage, and challenges while developing a broader perspective.

Ultimately, the choice of the best-suited approach should be based on a comprehensive analysis of the educational goals, student needs, available resources, and cultural relevance. A balanced approach that combines subject-centered organization with thematic elements can provide a well-rounded and meaningful curriculum for students in Pakistan.

**Q.4 Analyze various foundations of curriculum development. What is the significance of psychological and sociological foundations?**

# **Course: Curriculum Development (8603)**

## **Semester: Spring, 2023**

Curriculum development is influenced by various foundations that provide the underlying principles, theories, and perspectives for designing educational programs. Two significant foundations of curriculum development are psychological and sociological foundations. Let's analyze the importance and significance of each:

### Psychological Foundations:

1. **Understanding Learning Processes:** Psychological foundations provide insights into how students learn, process information, and develop cognitively. The theories of learning, such as behaviorism, constructivism, and cognitive psychology, help curriculum developers understand how to structure learning experiences effectively.
2. **Individual Differences:** Psychological foundations recognize that learners have diverse abilities, learning styles, interests, and motivations. By considering these differences, curriculum developers can design instructional strategies, assessments, and activities that cater to individual needs, promote engagement, and support personalized learning.
3. **Developmental Stages:** Psychological theories of human development, such as Piaget's cognitive development theory or Erikson's psychosocial theory, help curriculum developers align curriculum content and instructional strategies with the developmental stages and needs of learners. It ensures that the curriculum is developmentally appropriate and supports students' growth.
4. **Motivation and Engagement:** Understanding motivational theories, such as self-determination theory or expectancy-value theory, helps curriculum developers create a curriculum that fosters intrinsic motivation, active engagement, and a positive learning environment. It involves designing challenging and relevant tasks, providing meaningful feedback, and promoting students' autonomy and self-efficacy.

### Sociological Foundations:

1. **Social Context:** Sociological foundations recognize that education is influenced by the social, cultural, and historical context in which it takes place. The curriculum should reflect the values, norms, and aspirations of society, promoting social cohesion, citizenship, and cultural awareness.
2. **Socialization and Cultural Transmission:** Education plays a crucial role in socializing individuals into their communities and transmitting cultural knowledge, values, and beliefs. Sociological foundations help curriculum developers incorporate subjects like social studies, history, and cultural studies to foster students' understanding of their social, cultural, and historical contexts.
3. **Equity and Social Justice:** Sociological foundations emphasize the importance of providing equal educational opportunities and addressing educational inequalities. The curriculum should be inclusive, sensitive to diverse identities, and promote social justice by addressing issues like gender, race, class, and disability.
4. **Future Workforce and Citizenship:** Sociological foundations consider the needs of society and the future workforce. The curriculum should equip students with the knowledge, skills, and attitudes necessary for

# **Course: Curriculum Development (8603)**

## **Semester: Spring, 2023**

active citizenship, ethical decision-making, critical thinking, problem-solving, and adaptability in a rapidly changing world.

The significance of psychological and sociological foundations lies in their ability to inform curriculum developers about how students learn, develop, and interact within social contexts. By incorporating these foundations, curriculum developers can create meaningful, engaging, and relevant educational experiences that consider individual differences, promote optimal learning outcomes, foster social integration, and prepare students for their roles as active members of society. These foundations provide a theoretical framework that helps curriculum developers align educational goals, content, and instructional practices with the needs, abilities, and aspirations of learners and the broader society.

### **Q.5 Discuss in detail evolution process of curriculum development in Pakistan.**

The evolution process of curriculum development in Pakistan has undergone several stages since the country's inception. The curriculum development process is shaped by various factors, including political, social, cultural, and educational considerations. Let's discuss the different phases of curriculum development in Pakistan:

#### 1. Early Years (1947-1970):

- During the early years of Pakistan, the curriculum development process was influenced by British colonial policies and educational systems.
- The curriculum focused on a traditional approach, emphasizing subjects like English, mathematics, science, and social studies.
- Islamic studies were also included to cater to the religious and cultural needs of the majority Muslim population.

#### 2. Nationalization Era (1970-1979):

- In the 1970s, Pakistan experienced a wave of nationalization under Prime Minister Zulfikar Ali Bhutto.
- The government took control of private educational institutions, leading to the development of a standardized national curriculum.
- The curriculum incorporated socialist ideals, emphasizing concepts of social justice, nationalism, and Pakistan's ideological foundations.

#### 3. Islamization Period (1980s):

- In the 1980s, General Zia-ul-Haq implemented Islamization policies, which significantly impacted the curriculum development process.
- Islamic studies gained more prominence, and religious subjects were introduced at all levels of education.
- The emphasis on Islamic teachings aimed to align education with conservative Islamic values.

#### 4. Educational Reforms (1990s-2000s):



# **Course: Curriculum Development (8603)**

## **Semester: Spring, 2023**

- The 1990s witnessed various educational reforms aimed at addressing the shortcomings of previous curricula.
- These reforms aimed to promote critical thinking, problem-solving, and skill development.
- Subjects like computer science, environmental studies, and Pakistan studies were introduced to provide a more comprehensive curriculum.

### 5. National Curriculum Revision (2006-Present):

- In 2006, the National Curriculum Revision Committee was established to develop a uniform curriculum for all provinces of Pakistan.
- The committee aimed to create a curriculum that emphasized national cohesion, Islamic values, and modern knowledge.
- Efforts were made to reduce rote learning and promote conceptual understanding and practical skills.
- The revised curriculum focused on themes such as citizenship, human rights, and sustainable development.
- The government also aimed to bridge the gap between religious and modern education by incorporating both in the curriculum.

### 6. Ongoing Challenges:

- Despite the efforts made in curriculum development, Pakistan faces ongoing challenges.
- There is a need for better alignment between curriculum, teaching methods, and assessment practices.
- The curriculum should promote critical thinking, creativity, and skills relevant to the modern world.
- Socioeconomic disparities, regional variations, and limited resources pose challenges in implementing a standardized curriculum nationwide.
- Balancing religious, cultural, and regional diversity within the curriculum remains a complex task.

In conclusion, the evolution process of curriculum development in Pakistan has witnessed various phases, influenced by political, social, and cultural factors. Efforts have been made to create a curriculum that addresses the diverse needs of the country's population, promotes national cohesion, and prepares students for the challenges of the modern world. However, ongoing challenges persist in ensuring quality education and equitable access to a standardized curriculum across the nation.