

## An Analysis of Involving Teachers in Curriculum Development Process in Sindh, Pakistan

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**Abstract.** An edifying system is based on a curriculum in order to put in order and implement the effective educational process. The syllabus, curriculum or prospectus is nothing but a significance source which lends a hand to practitioners, teachers, faculty members and other driving forces to impart edification and knowledge to the future generations. It is evident that the theory and practice are two different things, hence mere the specialists are not adequate for developing a set of courses or syllabus but the experienced teachers, practitioners and instructors are also required to be involved in the curriculum development process. Undoubtedly, without involvement of experienced individuals, it will be an inflexible task and a narrow escape for curriculum developers to fit a curriculum into an unambiguous perspective under certain settings. The quintessence of achieving the goals pertaining to the curriculum is based upon its assessment, investigation and evaluation in the development process. When the process indicators wrap every aspect at the grassroots stage, then the product would be utilizable and practical. In the developing of curriculum process the most important element is on one ground that is the choice of content from the point of view of objective consideration. Sometimes during the evaluation of practiced curriculum it is not carried out; consequently, no outcome was extracted for revision of curriculum. This study shows the curriculum development procedure. Education is the key player to play its role as the backbone of any nation's identity, socio-economic and ethical advancement. Pakistan as a growing economy requires such an educational structure that can meet national and international standards on various spheres and tiers of different departments to compete with the ever-changing demands of globalization.

**Key words:** Technology, Globalization, Sindh, Pakistan, Curriculum, Development, Education.

### Introduction

The questions that often put developers of set of courses in dilemma, such as, for teaching what content is appropriate, why a particular set of substance is essential for teaching, which is a sufficiently appropriate way to pass on that informative thing and information to the pupils and that when the evaluation is essential to see if the specific goals are acquired or there is yet to do more to get the required incomes. The entire curriculum development process in the country is at odds with the general and standard set of courses or curriculum existing in developed nations. Those who are experts in the said field are urged to involve teachers in the development process of curriculum (Curriculum Authority, 2012). The regular practitioners can touch upon the original problems relating to curricula and settle the issues of content which might be delivered to those who are in teaching process more willingly than the queries which are available in above questions to be addressed in the advanced nations, unless the full process pertaining to the required approach is analyzed in the existing environment of teaching

& learning, the required results occur unattainable. By now, the masses have elaborated the set of courses (curriculum) in different patterns as per their interpretation, conception and perception. The set of courses (curriculum) is never a static process but it's simply a vibrant procedure which grows or evolves as per requirements and needs of beginners and the social setting (Davidson, 1971: 119-123).

The course of action of this development lasts lifetime and requires an attention to run along the main stream. Therefore, both practitioners and those who are expert in theory must develop them as per the requirements and needs of the social order, learners, background and unambiguous situations in order to better smooth their maritime and development. These circumstances are clear and well known to us. This does not challenge the centrality of the curriculum and does not threaten any kind of countrywide integrity. The participation of teachers in the process of development of curriculum would help modernize as well as look up not only the set of courses (curriculum) but also an excellent and efficient process of teaching and learning. There is an urgent need of involvement of the practitioners in the process of curriculum development who are wholly cognizant of the mechanism of the set of courses if the Sindhi society does want to experience its education successful and curriculum updated. The traditional concept of the set of courses should be reviewed and redefined with the passage of time: this set of courses is a mixture of the entire designed and spontaneous educational performance displayed within the jurisdiction of institution.

Academic activities ought to go beyond the combined vision, the national dogma, ideology, code of belief and the values, philosophy & viewpoint of the state and its nation. The school curricula turn out to be effective when teachers enact it with the help of lessons and coaching but the curriculum encloses as many as four main essentials which include review of learner's assessment, teaching paradigm, content and objectives. Every element can be called uniformly significant (Nicholls and Nicholls, 1983; Brett, 1973). However, the set of courses (curriculum) which is said to be as recognized set of courses exclude a concealed set of courses whereas it plays a pivotal role in the institutions of higher learning. Therefore, the curriculum turns out to be a great resource of passing on societal values, ethics, norms, customs and morals with the help of teaching learning process at universities and other institutions of higher learning. Consequently, the curriculum ought to be able to react and respond to the community requirements, principles, values, ethics and beliefs in order that the future generation may develop and progress mentally, physically, ethically, jointly, decently and rationally in the capacity of dynamic citizens. The detailed deliberation has been made on curriculum and its insulation and impact through the following sections for the edification in the province of Sindh.

### **Curriculum Development Process in Pakistan's Sindh Province**

The curricula in Pakistan have gone through numerous revisions and it is still undergoing the modifications from time to time. However, in Pakistan, the first ever state-run curriculum was built up in the years 1975-76 by the educational leaders. The curriculum was again modified in 1984-85 and then again in 1994-1995 in order to ameliorate it. Thus, the third assessment and analysis were held from 2000 to 2002 by the experts. Later, a wide-ranging reviews and modifications of curriculum of schools were carried out in 2005. The curriculum has been revised to make it more goal-oriented and results-oriented as well as respond to the needs of the modern market, social, economic, technical and needs. By this way, a revised curriculum for 25 core areas under discussion (subjects) from grade one to intermediate known as the "National Curriculum

2006", were emerged. So, the characteristic and benchmark of the new curriculum were the insertion of what is called "Student Learning Outcomes" for every grade level and subject equally. This was based on the "Student Learning Outcomes" under which the evaluation, textbooks and assessment were to be expanded. The development of curricula in Sindh, both before and after the transition of power, has been uninformed from key players in the past. Key contributors in education including teachers, book writers and parents have no impact on curriculum setup and growth. The syllabus is simply delivered to teachers with no view of actuality that they can be the best source to illustrate the development requirements and concerns of students.

### **Curriculum and Textbook Development: A Picture of Sindh Province**

Post-devolution, course book improvement in the province of Sindh is supervised by two organizations: the Bureau of Curriculum and Extension Wing (BCEW) and Sindh Textbook Board (STBB). Similar to Directorate of Curriculum & Teacher Education (DCTE), the BCEW plays a vital role in ascertaining textbook quality and standard. This is in fact charged with assessing, evaluating and recommending the schoolbooks in order to dispatch the same for publication to the Regional Audit Committee after meeting the obligatory criteria and standard. Sindh Textbook Board gets consent for developing course books in configuration with the curricula which are taught in the province, conducting an in-house evaluation and performing the duty of publishing as well as printing the books which belong to the courses from grade I to grade XII. Soon after the 18th Amendment reforms, Sindh Text Book Board started publishing and printing the books with the help of private publishers having invited tenders. Nevertheless, the process to get the books published by the private publishers has been slowed down. The miscellaneous outlook has come ahead as motives for this stalled process.

However, some of the viewpoints suggested disagreement between the authorities of Sindh Textbook Board and private publishers upon the payments as well as the issue of copyright. On the other hand, it has also been observed that there is a scarcity of such private publishers who have some suitable credibility and an appropriate track record in order to meet international or set standards for publishing the textbooks. Consequently, the textbooks are being urbanized and published under the administration of Sindh Textbook Board. The board is authorized to choose authors for writing and revision of books unswervingly. The people who were interviewed in this regard noted that there ought to be raw coordination in the job description and responsibility of the board and CEW because these both organizations work in dissimilar components of the same course of action. However, it has not been the case so far as this has been designed and considered under Sindh Education Reform Program (SERP) solely.

### **Kinds of Curriculum**

The published syllabus or curriculum suggests following the fundamental lesson plan which mainly include resources, materials, sequencing and objectives in order to provide the base and groundwork for answerability, accountability rather responsibility. So the pragmatic approach may be what an orator revises and how he is delivering. It takes in what an orator edifies while he is present in the classroom whereas the student's learning outcomes also matters in this regard. So far as the veiled curriculum is concerned, it ought to include and follow the rules & regulations, ideas and the significant values of the adjoining and neighboring people. These components are powerful rather more durable which the first two must be self-assured with them. The unacceptable set of courses (curriculum) comprises of that certain things have not been taught so far. Mull

over why things shouldn't be incorporated in prescribed, official or outfitted approaches? It is clear that the supplementary curriculum is nothing but an experience premeditated outer surface of the particular erudition period. Formal is the customary and agreed credentials of the committee that must lead to practices and performances. Some of such acts can be observed at the University Bulletin- in Andrews. So the unofficial curricula are such activities which crop up that these are not officially accepted, planned or designed by the management of schools situated at the province. Curriculum developers, based on their personal experience, preferred curriculum concept and understanding of curriculum-based curricula, have built curricula according to designs that can be categorized as:

1. Core Curriculum.
2. Subject Centered Curriculum
3. Learner Centered Curriculum
4. Activity Based Curriculum
5. Integrated Curriculum
6. Hidden Curriculum

#### *Core Curriculum*

The term core curriculum is occasionally simply called the "core". The terms applied to the basic core course include general education, basic studies of basic education, social life and standardized studies. Which such divers name, it is expected that there would be wide variation in the programs represented

#### *Subject Centered Curriculum*

The subject centered-curriculum is the most extensively consumed curriculum pattern so far in the schools in Sindh. Learning relates primarily to cognitive development and the acquisition of knowledge and information. With this approach, complete materials are separated for education. In general, content areas are taught separately from each other, which do not try to integrate. The course curriculum focuses on oral speech and comprehensive explanation.

#### *Learner Centered Curriculum*

Child centered curriculum is to be varied and elastic, meeting in visual differences and adopted to individual needs and requirements. Satisfaction of the child nature is period of the equipment for future life.

#### *Activity Based Curriculum*

In activity based curriculum, the pupils engage in any activities, which are desirable for their development.

#### *Integrated Curriculum*

Integration is the process of emerging different subjects or part of subjects through coordination so that individual components lose their subjects identity.

#### *Hidden Curriculum*

The hidden curriculum is a term to use to described the unwritten social rules and expectation of behavior that we all seen to know, but we were taught. The hidden curriculum refers to the message conveyed by the school's management and operation irrespective of the official or public statements of the mission and the curriculum guidelines. In other words, the moderator is a major source of the message. The hidden curriculum message usually deals with attitudes, values, beliefs and behavior. The massage of hidden curriculum may complementary or oppose every other as well as the official curriculum.

### **Merits and Demerits of Curriculum Development**

Idyllically, the development, assessment and reviews of curriculum are continuing from time to time in order to further improve the curriculum while the process of design, planning, assessment, implementation, monitoring, teacher training materials, evaluation and feedback. Curriculum renewal is anchored in subsequent wide-ranging quarters of interest. Large-scale issues of importance contain ecological alteration, deprivation as well as populace control, gender related matters and global thoughtful & collaboration. Curriculum should promote respect, prevent cultural traditions, indigenous values and ways of life (Taba, 1962).

To introduce a competency-based curriculum by identifying miniature involved in learning competence at both primary and secondary level. The major steps drawn in the development of curriculum in Sindh are given below in nine types of curriculum adaptation or acclimatization which include quality, time, height of support, input, difficulty, output, participation, alternate goals and substitute curriculum.

*Quantity*

Acclimatize the number of elements that the beginner is optimistic to be taught or the activities that he will complete before the assessment to master. For instance, diminish the social study words that a pupil ought to be taught simultaneously. Insert extra database (worksheet) and actions (activities).

*Time*

Adapt the allotted time and allowing learning, completing the task or test, for example, individuals schedule to complete the task, the pace of learning difficulty for some learner.

*Height of Support*

Augment the amount of personal assistance to maintain the student on a mission or exercise unambiguous abilities, strengthen the adult student relationship, use of corporal liberty and ecological formation. For example, assign peer friends, a teaching assistant, peer teachers, or tutor across ages, and decide how to interact with the learner or how to build up the setting.

*Input*

Acclimatize the method teaching is carried out to the student such as, make use of dissimilar visual tools, enlarge text, plan more concrete examples, practice hands-on activities that put students in collaborative groups, or before teaching input ideas or expressions before the lesson or session.

*Difficulty*

Acclimatize the ability height, dilemma kind or the learner may approach work. Such as, allow the calculator to identify math problems, simplify the direction of tasks, and change the rules to house the students' requirements.

*Output*

Acclimatize who the learner can act in response to teaching. Such as, permit for oral answer rather than replying queries in writing. Make use of the encouragement book for certain learners and permit them to explain understanding of tools on their hands.

*Participation*

Acclimatize the level into their learners energetically concerned into the assignment. Such as, into geographical receiving Learners into global holding, although another points into the place, had Learners pilot a grouping. Had the Learners go round the page although session taking places your laps.

*Alternate Goals*

Acclimatize objectives as well as expected outcomes by using of few materials, wither using routine, just in favor of learners through reasonable into strict disability. With

examples, either social-studies course, expected to be able into reorganization of the state's Map color, at the same time as additional learners getting knowledge into situate every country as well as capital city name.

#### *Substitute Curriculum*

Provide different instructions and materials to achieve the objectives of the individual learner. When used routinely, this is only for students with intermediate disabilities in service. For example, during a language lesson, the student learns toileting skills with an assistant.

#### **Personal Reflections on Curriculum Development Process**

The underprivileged expansion of set of courses is a universal impasse in rising nations because many of the curriculum transformations expanded in the United States and the United Kingdom have been imported directly into the education structure of a diversity of rising nations. Traded in improvements bring into being an interface for alteration but they possess a minor influence upon the process of classrooms (Havelock and Huberman, 1977: 133-165; Klein and Eshel, 1980; Lewin, 1981). Thus, the academic syllabus procedures remained over the manuscript more willingly than in putting into practice. As a result, policy objectives have not been reached. Teacher participation into planed courses reached few attentions by courses designed expert.

Actually, curriculum development depending upon instructors were most attentive to their works. According to (Tanner, 1980), "there is no alternative of brilliant teachers partaking in improvement of curricula. They continued with courses developments depends upon Instructors developments and its skills. In theory, it is said that the participation of a teacher in the process of curriculum is provided other than putting into practice; the planning of syllabi is subjugated by the public/ civil servants and educators who have remained unable to get knowledge in training and coaching of the students (Al-Afendi and Baloch, 1980; Ngugi, 1981: 245; Memon, 1999: 76-81). Such as, Sheikh (1970) stated that the working groups are encumbered with the teachers of the colleges as well as universities. In addition to it, there is no comparative version of the school instructors that bear the ultimate responsibility for the implementation of the curriculum at the level of the classroom. This predicament is not only recognized in rising nations, but also in urbanized states (Kelly and Richardson, 1989).

This suggests that curriculum development is not only a practical problem in developing countries but also faced by developed countries. In general, the curriculum is a solely prohibited activity that is only attributed and is a function for civil servants who are not familiar with the lecture hall status and its natural demands. Tanner (1980) stated that the participants, in setting off modification agree and assume novel thoughts more easily than the ones who do not do so. Objective substantiation advocates that even in the nations and states where there is no shortage of teachers and they are learned, trained and skilled. They are improbable in taking syllabus modernization except the same are justly drawn in the entire procedure.

Mulling over the orator's contribution in development program of study, Fergus Kerr (1969: 356-366) stroke a chord by saying that it is nothing but a fundamental aspect in the process and procedure of curriculum. The growth of syllabus might not be advanced unless trainers are accessible; moreover, they are enthusiastic to take part in the process of curriculum development. Consequently, there is a need for a joint effort as well as reciprocal considerate between curriculum developers and orators in order to hand out like a foundation to perk up the sorts of syllabus. Various syllabus experts for instance Tanner (1980) strappingly said that the accessibility of specialist backing to the trainers

in the implementation of novel thoughts will smooth the progress of educators in redressing their grievances at the realistic and pragmatic extent. Hoyle (1980: 42-57) described the lengthy professionalism that can guide classroom teacher work while explaining the latest syllabus to putting it into practice. He further said that the professional people are really inventive as well as resourceful while the learning centers (schools) are required to only embrace the thoughts of these specialized and expert persons. Hoyle further said that the extended professionals concentrated on going halves their educational tribulations with other people and resolving the same in mutual cooperation and collaboration. However, they are thus, contributing to overcome the troubles of syllabus alteration.

Actually, curriculum setting up is a great deal of stylish doings than the most current proletarian connivers appear to identify. Excessive simplification of curriculum problems endangers edification at its own and it should show the way to casing of the academic values more willingly than heaving standards and qualities that the existing strategies claim to seek (Kelly and Richardson: 35-55).

In order to comprehend the syllabus alterations, Altbach and Kelly (1984) stated that the necessary thing to comprehend the changes that takes place in curriculum was to comprehend as to how the change in syllabus (curriculum) appeared to be imperfect and curtailed besides that of helpless except an exploration was not included in the dynamics that tended to bring about current observance. The decade from 1960s to early 1970s marked the era of innovation in education, especially in rising nations, likes that of Pakistan.

Therefore, the most important reason to kick off and encourage novelty and modernism upon the assertion is what the developing countries will have an effect on a significant upgrading in the excellence of administrative competence within an edifying institution. It is to teach additional learners in a smaller amount of time with some of the orators along with bigger space effectiveness and spending small sum (Tanner and Tanner, 1980). This is a sign of a developed loom to edification and curricula that may not toil in actual milieu of schooling in Sindh. Nevertheless, an efficient use of assets must be made certain. However, this is depending solely upon the successful supervision of the school management and the involvement of trainers in process and procedure of the curriculum development. Consequently, the responsibility of teachers and the main teachers must be reviewed and re-inspected in the framework of the coming one thousand years (next millennium) in connection with curriculum or syllabus management and supervision.

### **Conclusion**

Efforts are being taken at public sector extent for achieving the educational reform as well as therefore, a syllabus has been modernized except a required educational goal had not been up-to level of achievement. A syllabus developer requires with understand the perspectives' syllabus prior to initiate with changes. Changing must vigilantly design in the course of utmost participation of users of syllabus or curriculum which include educators, teachers, orators and trainers in order to effectively put the curriculum into practice. In addition to it, one more significant factor is that the trainers and teachers need to be developed and trained fully with contemporary skills and teaching methodologies. They need to be given trainings from time to time for credible results in the field of education but it is regrettably being given the low priority and less attention in Sindh. Educators must be skilled and educated according to modern techniques of teaching approaches so as to make them such practitioners in schools that they ought to have

reflective research in resolving their educational as well as professional related difficulties they come across. Students learning facilities are beneficial in the class. Given educational policy objective, syllabus designers seem failed to understand these goals as well as translate their draft into courses. As an outcome generally of the goals remained scheduled manuscript, not in exercise. Teachers must also be positive in developing and updating the set of courses taking into consideration of class needs. So, it will definitely generate a milieu of professionalism among the orators who can be said the genuine decision makers in implementation the curriculum in the classrooms they teach. There is a severe need that the teachers ought to be specialized practitioners who should value curriculum instruction & school administration. There is also a stern need to create an agenda based on the mixture of both bottom-up to top-down syllabus managing, where teachers and academic program (curriculum) developers may share their realistic experiences and curriculum development challenges accordingly.

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