

NATIONAL CURRICULUM IN THE PLANNING PERSPECTIVES

UMAR A. KHAN AND RAFIQULLAH

Institute of Education and Research Gomal University, Dera Ismail Khan.

ABSTRACT

The paper presents the picture of the curriculum development process in Pakistan. The curriculum reform movements in the context of 47 years history of Pakistan is presented. Conceptual changes in curriculum began with the first Educational Conference held in 1947 when Pakistan emerged on the map of the world, continued through National Commission on Education 1959, New Education Policy 1972-80, National Education Policy 1979, and National Education Policy 1992-2002. The sixth and seventh five years plans called for the significant changes in curriculum at all levels making it skill-oriented at primary and secondary levels. Curriculum is to accommodate changes introduced by science and technology in our computer era. Content selection needs careful consideration to ensure all round development of the learners. Some major issues like multilingual problem; integration of vocational, technical, scientific, and general education; inclusion of religious and moral education; emphasize on science and mathematics education; coordination between curriculum makers and text book writers; and unwanted political interference in curriculum development process are discussed. At the end the sketch of new dawn of curriculum reform is drawn.

OVERVIEW

Curriculum is considered of utmost significance for progress of education especially at the school level. No educational progress is possible until its qualitative aspects are dealt with and a need for improving the teaching-learning process is felt. This is the core of the system around which all peripheral activities rotate. Efficiency of the educational system is directed by the curriculum, text books, teachers and physical facilities. All these activities are considered as an in-put to the educational system. Quality of education, as a result, remains as an out-put.

CURRICULUM PROCESS

Curriculum development is the responsibility of the Federal Government, and so is its implementation for the equalization of standards. The process of curriculum development has been institutionalized by setting up the Curriculum Wing in the Ministry of Education to coordinate the work of the provinces in evolving common curricula and