

**DETERMINATION OF THE FACTORS INFLUENCING
THE IMPLEMENTATION OF THE RECOMMENDATIONS
REGARDING CURRICULUM IN NATIONAL
EDUCATIONAL POLICIES**

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ABSTRACT

Education is considered a fundamental source of nation-building. Consequently, in order to make certain national cohesion, integration and preservation of the ideological foundation of the State, convinced educational functions have to be the responsibilities of the Federation, the Federal Ministry of Education. These responsibilities includes: curriculum, syllabus, planning, policy and educational standards. The study of the title revolves around the recommendations in the strand of curriculum enhancement stated in the National Education Policy reforms by the government of Pakistan. The area of curriculum remained neglected since 2006, when the educators realized the necessity of developing a wing and reviewing the curriculum. The dilemma of Pakistani government is that, that it fails to implement the refined curriculum at all levels i-e primary, secondary, higher secondary, higher education and at government and private level. The policy aims at the qualitative development of education. Curriculum development was considered as the hub of any educational process. The ideology of Islam and adequate Islamic content had been proposed to be given the coverage in syllabi. The revision of text books in the terms of adding up

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practical activities for students to be gained, desired skills and attitudes were also thought of as integral. Nevertheless, no such implementation could be made possible. The major reformed has to be in change in curricula focused on introducing education technology and improvising physical facilities. This research is helping to bring about powerful changes in curriculum implementation in the light of education policies.

KEY WORDS: Curriculum, Education policy, Syllabus, Government officials, Educationists

INTRODUCTION

The education policy of every state has an ideological basis at least for an expected time frame. This ideological source provides the social norms expected of a society. We must be familiar with the values and importance of our ideological base while framing the education policy for the coming cohort. Sporadically the state of Pakistan addressed the educational needs of the people and aspirations of the state in this regards, in 1947, 1951, 1959, 1969, 1972, 1992, 1998 and lastly 2010.

Curriculum is the point that delineates the learning path of students. Pakistan is blessed with a multitude of cultures. Curriculum should be objectives motivated and outcomes based. The curricula shall encourage enquiry, inspiration and progressive judgment through project oriented education. Basically the delivery of curricula, which is textbooks, teacher training and examinations suffer from a number of distortions.

When we look at the curriculum and then its implementation we see some different pictures. Curriculum demands something else and we are production another sort of production. The

outcomes of curriculum are not coming out as its implementation is not going to be progressed as it should be.

There can be many reasons and hurdles in this task of the implementation of curriculum in its true spirit and here the researcher would try to find the true reasons and hurdles behind the problem and after finding them and reaching over a conclusion the researcher would present some necessary recommendations to implement the curriculum in its true spirit and getting the best out comes.

In this regard we all i.e. parents, teachers, and students have responsibilities. Here we should take our responsibilities seriously and try to get the most of the curriculum. Our administration must try to remove hurdles which do not let it to implement.

STATEMENT OF THE PROBELM

Researcher tried to Determine the factors influencing the Implementation of the Recommendations Regarding Curriculum in National Educational Policies.

PURPOSE OF THE STUDY

The purpose of the study is to examine curriculum recommendations in all educational policies. A good education policy would try to understand the presented structures as well as the behavior of all participants to see how the scheme is working. The purpose of the education is not just to provide comfort to individual citizen but to keep going society and that can only happen of education supports a just society and teachers students to accept as true in the possibility of the better future.

RESEARCH QUESTIONS

- Who are responsible in curriculum development and designing?
- How much recommendations about curriculum implemented?
- Does our curriculum fulfill the needs and demands of students?
- Are district officers able to monitor the performance of schools in the light of policy requirements?
- What are the barriers in managing the implementation of the education policies as curriculum change?

SIGNIFICANCE OF THE STUDY

This study will develop importance of curriculum among principal, teachers, parents and students. It would be helpful for curriculum planners and expert who are going to bring changes in policies and the most important it would be helpful for teachers to understand not only the importance of curriculum but would learn how to implement it and what would be the benefits..

REVIEW OF THE RELATED LITERATURE

Background of Pakistan's Education System

Education helps to make our lives better either on education behalf or economical aspect. It brings scientific and technological improvements which plays the most important role in the present luxurious life. Education means we may learn different methods to increase our social values as well as economic. Education helps to reduce the rate of unemployment. It enhances the patience and tolerance in the society and increases the values of one's own culture. It is helpful

to produce skillful manpower in society and it is capable to lead the economy on developing path. If we consider our country Pakistan then the truth comes forward that it is still not able to achieve its targets set in different policies and curriculum of different stages of education. The main object of its curriculum is E.F.A (education for all) but this object is not to be gained yet.

According to a survey of UNESCO Pakistan got one of the lowest places in getting the objective of E.F.A. According to the report the true adult literacy rate is below 50%. Only 30% women have reading ability. Even it is planned in the education policy but it looks impossible to get the set target of adult literacy rate by the end of 2015. It cannot be said that progress has not been made but the speed is very slow. Beside that gender quality goal is also not yet been achieved. Still a massive number of six million children which were supposed to be in school are out of school.

Purpose of education

The main purpose of an educational system is to bring out skillful, well-informed, creative minded and confident individuals who must have problem solving skills and they must be committed to ethical values and human rights. Such persons are open to welcome new ideas to make progress, they have a sense of responsibility. They must value their own culture and norms, toleration for digest the differences and a compassion towards all of the humanity. They must involve in productive activities which are helpful for the society as whole and the use science, technology and good things for the benefits for society.

Even it has been included in the constitution of Pakistan that for every citizen of Pakistan primary and secondary education but the fact is that Pakistan is not successful to achieve the set

targets in different policies till yet. If we make a survey of Pakistan enrolment rate the true fact comes forth that only 68% children are going to schools at primary level it means 32% are still deprived of schools. And the results getting from independent sources show that only 53% students are going to schools at primary level. It shows still half of the children are not able to go to school and it indicates the future literacy rate which is supposed to be worse if the present trend continues.

This shows that incomplete and non rational educations policies which look the best on papers are not being implemented in their true sense. There are many hurdles and brakes in the way of development. Each and every government tries to condemn the previous policy and bring out new of her own without proper consideration and thinking about the good points of previous plans and polices.

What we are lacking is the follow up the accomplishment of curriculum in class room learning process. In class, the teachers focuses mainly on text book, syllabus and assignments etc and he or she does not have any concern about learning objectives of the taught lesson. This is the place where curriculum fails to get its output. And the most important thing is that there is no system to get appraisal for the implement curriculum nor there is any system to get feedback from teachers to improve it. That's why there is not major change in policies and enhancement of curriculum development activity. It makes a great impact that if the concerned authorities make a system to get feedback and recommendations from teachers too as they are the true representatives of curriculum, they can tell you better that how much a curriculum is successful to achieve its goals and objectives. It will also a healthy sign if teachers are in contact with curriculum makers and they get feedback.

Defining Policy

The word policy is derived from the Greek polis, referring to city or citizen. In modern age, policy refers to a uniform decision rule, a regulation, or a set of prescriptions that applies in all similar circumstances.

Policy controls the flow between educational institutions and society. Policy means the decision with set of rules enact by the government authorities. The policy conduit is capable of reciprocal transmission while at the same time it preferences the shape and cultural values of society and the outcomes of educational policies influences the values and preferences of the broader and larger society where multi cultural people live.

If we specify the educational policy only then it means that government rules regarding school attendance, graduation, college entry, what studied, who will teach, who paid, and who pay are all illustrations of education policies. It also indicated the curriculum objectives and what sorts of people are needed to the society. Educational policy covers all these areas which directly or indirectly connect with education and development of individuals.

Policy making

There are two methods of policy making which are synoptic and incremental but both have differences as well. In the synoptic form one single central planning authority plans for the whole of society. It combines economic, political and social control into one integrated planning and all other changes which that authority thinks they are necessary.

It assumes:

- a) Problems cannot go beyond the cognitive capacity of man.
- b) All sort of solutions can be judged on existing agreed criteria even they are in social conflict on value.

- c) The problem solvers have sufficient motivations to stay with synoptic analysis until it is complete.

On the other hand incremental policy relies on interaction in democratic way instead of one man show. It emphasizes upon a complete analysis of situation to bring out the solution for solving problems. The incremental policy making approach is built on the following:

- a) Policy options are based on highly undecided and fluid knowledge, and are in reaction to a dynamic situation
- b) No 'correct' solution can therefore be found, or technically derived from a diagnosis of the situation. Thus, no sweeping or extreme reforms should be attempted;
- c) Only incremental and limited policy alterations can be made.

- d) Policy adjustments are expected to remedy an experienced dissatisfaction with past policies, and must be revised as the dynamics of the situation evolve.

There are two alternative models to the commonly assumed model of the unitary rational policy-maker:

- a) The Organizational process model
- b) The governmental politics model.

The first model assumes a complex allied government consisting of a conglomerate of feudal, each with a substantial life of its own. On the base of the output of the seven entities the decisions are made, functioning independently according to standard patterns of behavior but partially co-ordinate by government leaders. The second model lifts this concept more upwards. While it also supposed to be a systematical approach to decision making, the Governmental Politics form plays up the part of individuals in the process. Government decision are not made by a huge state based on rational choice, but rather are negotiated by various leaders who sit on top of the organizations involved in that particular decision-making process. Each leader is compelled by his own conception of the problem as well as by the imperatives of his organization and his own personal goals.

Educational Policy

The educational policy of every state has an ideological basis at least for a knowable time frame. This ideological basis provides the social norms expected a society. After more than a half century of independence, nearly 50% Pakistan's population is still illiterate . Educational policies will include:

- A purpose statement, a brief out line of policy with its objectives, values and explaining why the policy is needed, who it would affect, and what it would cover.
- Technical guidelines necessary to ensure fair and consistent application and interpretation of the policy.
- Where appropriate, appeal procedures outline within the policy.

Curriculum

- According to the educationists curriculum refers the written pre planned out line program which will be taught to students. It includes all courses which are offered in school and all particular areas of study.
- Another education defines it as the content or subjects and the matter which is taught in subjects specifically. It is a process by which the content is going to be learnt and learning objectives must be fulfilled. We may define curriculum as a content or actual subjects or specific subject matter, which is taught, by a systematic process to get learning outcomes. Curriculum is an educational plan to provide learning opportunities and define instructions for learning process of learners.

Purposes of Curriculum

The purpose of a curriculum:

- is based on the social aspirations of society,
- outlines the goals and aims of the programme, and

- is expressed as goals and objectives.

There are three categories of goals and objectives:

- Cognitive, referring to intellectual tasks,
- Psychomotor, referring to muscular skills, and
- Affective, referring to feeling and emotions.

Curriculum development is a local, regional, or state/provincial level process that student teachers often find difficult to comprehend (Hansen, Fliesser, Froelich, & McClain, 1992).

Curriculum development models flourish. Generally they suggest an iterative and cyclical pattern.

Description of the Population and Sample

All the policy documents, five years plans, articles, research studies, books and the senior teachers of secondary schools and colleges along with experts in the Karachi constituted the population of the study.

Random and convenient sampling procedures are adopted for the selection of experts to administer the questionnaire.

- ✓ Research officers of Secondary School of Education
- ✓ Sample of Teachers
- Private and Govt. School Teachers
- Private and Govt. College Teachers

The questionnaire of item with five point Likert type arrangements along with the data sheet is use for collection of data from the respondents. It can be administer to individuals.

3.3 Description of the Research Instrument

As indicated earlier, a questionnaire was the instruments selected and developed around the study questions to attempt a valid and accurate data collection. The instruments were developed as indicated below:

- The questionnaire (see Appendix-A) consisted of 40 questions administered to 50 teachers lecturers, head mistress, master and EDOs.

3.4 Data Collection

All the participants in this study were stating that their participation was voluntary and confidential. The instruments were administered at the participating schools. Prior to the administration of the instruments, an oral orientation and written handouts were given to all the participants concerning the purpose of the study, the confidentiality and the voluntary nature of their participation, and instructions on how to answer each instrument participant. Questions were answered after the orientation.

Additionally, each instrument stated that participation was voluntary and confidential. The participant students were randomly selected by their teachers. After the student questionnaires and interviews were administered.

FINDING OF DIFFERENT POLICIES

After studied through the reforms and policies, following points had been extracted that signifies what would had been done and what not.

National Commission – Shariff Commission 1959

After the recommendation, financial allocation was enhanced. The main areas of interest were modern concepts in sciences remained unachieved. The implementation process and lacking in planning guided to non achievement of the targets set.

National Education Policy – 1972-80

The policy aims at the qualitative development of education. Curriculum development was considered as the hub of any educational process. The ideology of Islam and adequate Islamic content had been proposed to be given the coverage in syllabi. The revision of text books in the terms of adding up practical activities for students to be gained, desired skills and attitudes were also thought of as integral. Nevertheless, no such implementation could be made possible.

National Education Policy – 1979

In accordance to the curricular revision, steps had been undertaken and efforts made to infused islamization in contents at all levels. Islamic studies and Pakistan Studies had made compulsory. Again due to lack of proper planning and implementation, a shortfall has been witnessed to improvise the quality of education and the technical and vocational concepts scheme failed.

National Education Policy – 1992-2002

A major reformed has to be in change in curricula focused on introducing education technology and improvising physical facilities. The political scene of the country was changed and the policy also was interrupted half way.

National Education Policy – 1998-2010

The policy has been emphasized on reforms to improvise the curricula. It had proposed that professionals who were trained in the science of curriculum development start the new cycle of curriculum development.

A cognitive compatibility between level of curriculum and the next shall to be designed also in pipeline. Another step has to be taken was eliminating overcrowding of subjects in curricula.

Ahead interviewing a few experts, it has to be brought into light that policies had been made in isolation, without involvement of the actual stake holders that is obviously the teachers and the students. The educationists had of the opinion that the textbooks also do not meet the demand of the current era as the content does not at par with the global level and the presentation of books also needs to be look upon. The allotment of budget to the education sector also needed to be utilized effectively to ensured productive results. The experts strongly had been stated that no such evident reforms have to be taken to uplift the education system especially in terms of curriculum development. Efforts had been initiated but not implemented in actual words and spirit. A big gap was found in the progression and scope of curriculum both vertically and horizontally. Review of text books remained a secondary issue to the ministry whereas, standardized testing area also seems neglected. A perfect example of backwardness of the content has been the English book at the SSC I & II level.

QUESTIONNAIRE

Scale : Strongly agreed = 5, Agreed = 4, Un decided = 3, disagreed = 2 & strongly disagreed = 1

S.No	STATEMENTS	5	4	3	2	1
1	Education in Pakistan will be the responsibility of Govt					
2	Curriculum helps in character building in accordance with Quran and Sunnah.					
3	A curriculum already exists to meet the need.					
4	Curriculum development is a continuous process.					
5	Curriculum helps to structuring the society as dictated by the teaching of Islam.					
6	Revision of curricula for the classes I to XII harmonization of teacher training programs.					
7	Establishment of National education assessment.					
8	The policy objectives of curriculum are well clear.					
9	Need analysis is necessary for curriculum development.					
10	The policy objectives of curriculum are related to our national ideology.					
11	The policy objectives of curriculum are well formulated.					
12	Present scheme is satisfied in respect of broad based mental development.					

13	It develops a uniform system of education.					
14	Education policies seek to create a relationship between supply and demand of teachers.					
15	Content and methodology parts of teacher's education curricula will be revised.					
16	Learners have the necessary knowledge, skills and attitudes through syllabus.					
17	Curriculum helps students to achieve specific Learning.					
18	Curriculum is an activity based.					
19	To institutionalize the process of monitoring and evaluation at all levels.					
20	Merit is only the criteria for the selection of curriculum review committee members.					
21	Making curricula to satisfy the needs of learner in the modern scientific and technological world.					
22	It promotes the welfare, dignity and sense of responsibility among teachers and students.					
23	It provides equal opportunities to all citizens for cultural and religious development.					
24	It engages learners in higher order thinking tasks.					
25	The content of curriculum organized in the form of multiple levels of understanding.					
26	It helps to think and to apply their knowledge.					

27	The subjects recognize that the students come from the range of socio-cultural background.					
28	Content influences their academic achievement and their approaches of learning.					
29	Educators are working without learning resources and need guidance.					
30	Professional development of planners, managers, teachers at all level.					
31	Introduction of multiple text books scheme.					
32	Strengthening of teachers training institutions.					
33	Making education from supply to demand oriented.					
34	Rationalizing the problem of medium of instruction.					
35	Shifting the bulk of activities for educational development to Province.					
36	Giving teachers a prominent status in society.					
37	It helps to prepare the type of work-force needed for industrial growth of country.					
38	Making education purposeful and job oriented.					
39	It Emulate the principle of equity, quality and efficiency.					
40	Accommodate learning in different environments.					

RECOMMENDATIONS

Declare educational emergency

The present government should declared already a national educational emergency and involved the whole nation, included the army, in waging a war against illiteracy. a number of steps that the government might be consider taking in this regard are following:

1. Declared education as the highest main concern of the government. Explaining that unless the impedimental of illiteracy and lack of education to be removed, the path to democracy will be remain fraught with the danger of exploitation of the masses by the selected few, and that in the absence of political will be in the ruling classes to did something tangible in the arena, it seemed that it was up to the army to defended the country against illiteracy and lack of education, for there has no factor more important to the well being of a nation than human resourced and no carelessness worse than ignoring the development.

2. Make it mandatory for government and army officers at all levels so will to do stints at various educational institutions in relation to their skilled and national requirements.

3. Make it a mandatory requirement for various degrees programmed those candidates, after takes their exams, shall be spend a specified period of time in teaching at assigned institutions.

4. Asked for volunteers with specified qualifications to contributed their services in areas of work under organized bodies that has be formed for this purpose by the government.

5. Asked the public to contribute financially for this purpose. Modern marketing and fund raising as techniques had be adopted for this task.

6. Many government school buildings have being converted into commercial schools of good level. The government can be considered offering many schools to private sector organizations

in the field of education on the condition that has been a specified percentage of bright students from the lower and middle classes must be granted admission and scholarships. Tax benefits or exemptions may also be making part of the deal to encouraged entrepreneurship in this area.

7. Offered tax benefits or exemptions and other such incentives to private sector groups to be invested in education in rural and less developed areas.

8. Make it mandatory for each industrial unit estate of an area above a specified limitation to be provided for a school within the premises. On the other hand, the owner had been asked to share costs with the government for setting up such school. Another option has been giving various financial/tax incentives.

9. Introduced standardization of curricula and licensing and certification of teachers to be improving standards.

10. Introduced as a high quality selection procedure for higher level teachers and offered the candidates to be better incentives.

11. Used electronic media mostly extensively for educational purposes. A channel has to be devoted to just education.

12. In rural areas, provided each school with at least one army man to be ensuring that people faces no resistance from the feudal in educating their children.

13. Provided people with incentives has to be educate their children.

14. Linked agricultural loans/tax benefits to feudal landlords with a specified number of people they had been helped in obtaining a required level of education.

15. Similar linkages had been made in relation to adult education programmed.

CONCLUSION

Education in Pakistan be essentially a provincial affair. Conversely, education considered to be a fundamental source of nation-building. Consequently, in order to make certain national cohesion, integration and preservation of the ideological foundation of the State, convinced educational functions have to be the responsibilities of the Federation, the Federal Ministry of Education.

These responsibilities includes: curriculum, syllabus, planning, policy and educational standards.

On the contrary, the qualitative dimension of teacher education programmed has received marginal attention reset in mass production of teachers with superficial considerate of both the content knowledge and methodology of education. There have no identified frontiers of the teacher education profession and any teacher belongs to the school cadre be able to become a teacher educator and joined or left the teacher training institution either at her own proposal or at the order of the higher authorities. Many teacher trainers who received training in teacher education skilled through various projects and programmed go away the teacher training institutions and may join the administrative positions in general education.

As the same way, many heads and managers in schools who have not be able to successfully handle their managerial duties have transferred to training institutions made the teachers training intuitions as a place of unsuccessful leaders and managers. The situation needed to be corrected by making teacher education as a separated cadre in it where the teacher educators be obliged to be in a position to adopted teacher education as a profession and serve the system on long term basis as a mission with no miserable feelings of being at the lowest go out of all professional careers.

The National Education Policy-2009 also put emphasis on teacher education and linked the quality of education as the quality of instructional methods in the classroom. Teacher be a major change agent and has true enforcer of educational reformed at the gross root level was considered to be the most significant factor in the whole education system. The academic qualification, subject matter knowledge, teaching competency and skills, commitment and attitude of teach produce similar effect on the quality and standard of education of the students at appropriate levels.

In view of the on top of, approach and practices be central to bring about a positive changed in the system of education in the Province with the hope of a better systematic approachd towards the problem.

As the majority of the Pakistanis have not having their very basic right to get educated, they could never become independent and lived in an educated environment which created his big class differences and affected the whole social set up. With this kind of situation, no one may expect any positive development.

Crimes, corruption, feudalism, poor economy etc are all the problems that could be arise as a result of lack of education, hence, the people failed to elect good people for the government and again suffered whole lives because the mindsets had not be changed except only with education.

It has, therefore, a dire needed of the time that proper education system is to be implemented so that a just social, economic and political system should be ensured. And with these efforts, rapidly Pakistan spirit make its way to the heights of development and prosperity.

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