

INSTITUTIONS OF PEDAGOGY, RESEARCH AND
CURRICULUM DEVELOPMENT IN PAKISTAN

(A Case Study)

by

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PREFACE

The case study on Structure and Organisation of National Education Institutions in Pakistan was assigned to the Academy of Educational Planning and Management, Islamabad, by the UNESCO office at Paris. A committee of professional staff comprising of Dr. Abdul Ghafoor, Dr. Sarfraz Khawaja and Dr. R.A. Farooq, was constituted to develop a mechanism for conducting the study in Pakistan.

Dr. R.A. Farooq visited various institutions in the country, collected the data and completed the study. I am grateful to the committee especially to Dr. R.A. Farooq for systematic presentation of the findings and completion of the report.

My special thanks are due to the Heads and Faculty of the Institutions who have supplied the necessary data and made valuable contributions towards the completion of the study.

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Tahir Husain
Director General

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A CASE STUDY ON STRUCTURE AND ORGANIZATION OF
NATIONAL EDUCATION INSTITUTIONS IN PAKISTAN

1. INTRODUCTION

1.1 Background

1.1.1 Pakistan came into being in 1947 as an independent sovereign state. There was need for a curriculum which suited to the requirement of an independent nation. Immediately after independence an Education Conference was held at Karachi in November-December 1947. As a result of the proceedings of this Conference, an Advisory Board of Education was appointed which in 1951 recommended structural and curricular reorganization of education.

1.1.2 The first formal exercise in curriculum development was undertaken as a result of the Report of the Commission on National Education 1959. The Commission analysed the situation pertaining to curriculum development and reform and made some concrete recommendations. Pursuant to the recommendations of the Commission, the Ministry of Education appointed a Curriculum Committee for Primary and Secondary Education in 1960.

1.1.3 In the mid sixties the new concept of integrated and modernised science courses was introduced. This effort was initially confined to science education but was later carried on into other subject areas also. It was a great contribution made by a group of scientists and curriculum specialists that they had succeeded in preparing people mentally for change.

1.1.4 Curriculum Development was not visualised as a distinct, and specialized function. The entire curriculum activity was done through committees which were created for a specific purpose at a specific time and were dissolved as soon as the task was over. No permanent Committee network was set up to advise and evaluate the task of curriculum development and implementation. It is in this context that need for creating a National Bureau of Curriculum and Textbooks at Federal level was felt for coordinating the activities of various committees and centres. Similar organizations at provincial levels were also established.

1.1.5 Curriculum Development is an activity which involves multi-disciplinary professionals. In order to develop curriculum at various stages and implement it effectively it is necessary that active participation and involvement of agencies/institutions responsible for producing educational material and training manpower required at various stages of the curriculum process be ensured. This study is intended to focus on the structure and organization of national education institutions especially Curriculum Wing, Ministry of Education along with its regional/provincial antennae i.e. Curriculum Centres. Since the development and implementation of curriculum cannot be done in isolation, it was imperative to include Institutes of Education and Research (responsible for training the teachers, educational administrators, curriculum specialists and researchers),

and the National Educational Equipment Centre, Lahore (the only agency producing standardized equipment and educational material).

1.2 Collection of Data

1.2.1 The terms of reference provided by the UNESCO were elaborated into a questionnaire/proforma (appended as Annex.1) and the same was mailed to the Joint Educational Adviser, Curriculum Wing, Ministry of Education, Islamabad, and the Directors of the

1. Curriculum Research and Development Centre, Lahore
2. Education Extension Centre, Lahore
3. Bureau of Curriculum and Extension Wing, Jamshoro, Hyderabad
4. Bureau of Curriculum Development and Education Extension Services, NWFP, Abbottabad
5. Bureau of Curriculum and Extension Centre, Quetta
6. Institute of Education and Research, University of the Punjab, New Campus, Lahore
7. Institute of Education and Research, Sind University, Hyderabad
8. Institute of Education & Research, Peshawar University, Peshawar
9. Institute of Education and Research, Gomal University, Dera Ismail Khan
10. National Educational Equipment Centre, Lahore

1.2.2 The heads of these institutions/organisations were requested through a letter to supply the required information. The researcher visited the abovementioned institutions/organizations to collect data on the sport and have in-depth interviews of the heads of the organizations. On the basis of data collected from the field, the scope of the study was confined to the following:

I. Curriculum Development and Training of Teachers - Curriculum Wing, Ministry of Education alongwith Provincial Bureaus/Centres.

II. Training of Teachers, Educational Administrators, Curriculum Planners and Researchers - Institutes of Education and Research.

III. Material Production - National Educational Equipment Centre.

Each of the above component is discussed in the following presentation.

2. CURRICULUM DEVELOPMENT AND TRAINING OF TEACHERS

2.1 CURRICULUM WING, MINISTRY OF EDUCATION

2.1.1 The existing Curriculum Wing, Ministry of Education is, in fact, a developed form of the National Bureau of Curriculum and Textbooks (N.B.C.T.), which was set up as a result of a decision taken at the Governors Conference held in February 1967. The reasons for the creation of the new organisation were, amongst others, the need for integration, coordination of the work of the Provinces and setting standards of education. The main objective assigned to this organisation, at that time, was to ensure that the contents of the curricula in schools, colleges and universities in all the provinces are uniform and of the same standards; and the textbooks do not contain any thing incompatible with the basic Ideology of Pakistan and national integration.

2.1.2 After the promulgation of 1973 Constitution, the curriculum, Syllabi, planning policy, Centres of Excellence, Standards of Education, Islamic Education were placed on the Concurrent Legislative List of the Federal Government. This was a significant departure from the previous position when the education was an entirely provincial subject.

2.1.3 With these constitutional provisions, the dimensions of National Bureau of Curriculum and Textbooks changed and its responsibilities increased manifold. The Federal Supervision of Curriculum, Textbooks and Maintenance of Standards of Education Act, 1976, enabled

the National Bureau of Curricula and Textbooks to assume a supervisory role over the Provincial Bureaus of Curricula and Provincial Textbook Boards.

2.1.4 Functions

With the enforcement of Federal Supervision of Curriculum, Textbooks and Maintenance of Standards of Education Act, 1976, the Curriculum Wing has been charged with the following major functions:

1. To assist and advise the Government in the formulation and implementation of national policies and programmes of curriculum development, textbooks production, teacher education and evaluation.
2. To provide leadership in curriculum development, textbooks production, teacher education and to coordinate the activities of the provincial curriculum Bureaus/Centres.
3. To conduct research on different aspects of curriculum for Classes I-XII and to publish curriculum bulletins and handbooks.
4. To collect information and data of other countries on curriculum development and textbook production for research and dissemination among the provincial agencies.
5. To provide guidance and resource material to Textbook Boards and authors in writing the textbooks and training of teachers.
6. To maintain liaison with educational institutions and authorities in Pakistan and with International agencies such as UNESCO, IBE, UNICEF, ILO and with Curriculum Development Organizations in other countries.
7. To develop instructional material, modules, audio-visual aids based on curriculum needs for classroom use.

8. To develop curricula for in-service and pre-service training of teachers and to produce teacher guides and manuals.

2.1.5 Administration

The Curriculum Wing is an integral part of the Ministry of Education and the Incharge of the Wing is a Joint Educational Adviser of the Ministry. Similar arrangements exist in the case of Curriculum Centres/Bureaus at the Provinces, because none of them has an autonomous or even a statutory status.

2.1.6 Staff

A - Sanctioned Posts of the Curriculum Wing, Ministry of Education are given below:

- i. Joint Educational Adviser
(National Director General) - 1
- ii. Deputy Educational Adviser
(National Director) - 4
- iii. Assistant Educational Adviser/Education Officer - 40

B - The existing staff of the Curriculum Wing is reported to be as follows:

- i. Joint Educational Adviser - 1
- ii. Deputy Educational Adviser - 4
- iii. Asst. Educational Adviser - 9
- iv. Asst. Research Officer - 2
- v. Education Officer - 2
- vi. Research Scholars - 2
- vii. Assistant Educational Adviser/
Project Director - 1

(Organization Chart given as Annex. II)

2.1.7 Finances

The funds are provided by the Federal Ministry of Education. The total budget for the last five years was found to be as follows:

1984-85	-	Rs.1,60,000
1983-84		15,73,000
1982-83		17,00,000
1981-82		18,80,000
1980-81		20,00,000

2.1.8 Research and Evaluation

The Curriculum Wing, Ministry of Education has conducted/sponsored 70 studies so far, for the evaluation of curricula of various subjects. 11 Studies as reported to be in progress. (List appended as Annex.III).

2.1.9 Mechanism for Curriculum Development

Whenever it is intended to frame or revise a curriculum, the Curriculum Wing of the Ministry of Education sends the proposal to the Provincial Curriculum Bureaus/Centres. These Bureaus/Centres develop or revise the curriculum in the light of the framework provided by the Curriculum Wing. In the Provincial Centres the revision or framing of the curriculum is done by the Committees. These committees usually comprise subject specialists and persons equipped with pedagogical skills. The draft curriculum is sent to the Curriculum Wing, Ministry of Education, for their consideration and approval. In the Curriculum Wing, the draft curriculum on each subject received from the Provincial Bureaus/Centres, is put up to the concerned

National Review Committee. This Committee is usually constituted for each subject and comprises the nominees of the Provincial Governments and subject specialists considered suitable for the purpose. The Curriculum finalized by the National Review Committee is then put up to the Education Secretary for approval. The approved curriculum is sent to the Provincial Textbook Boards for production of textbooks. Various steps involved in Curriculum Development are listed below:

1. Curriculum Wing requests the Provincial Centres to prepare draft curriculum for each subject taught in various classes upto Class XII.
2. Provincial Centres call in Committee of Experts, Teachers, Subject Specialists on each subject.
3. Provincial Curriculum Committees prepare curriculum plan.
4. The draft plan is sent to the Curriculum Wing.
5. Curriculum Wing circulates the drafts to the selected teachers, subject specialists, in schools, colleges, and other agencies concerned and invites their comments.
6. The comments are reviewed in the Curriculum Wing.
7. The National Committee of Curriculum scrutinizes the drafts in the light of the comments.
8. The Committee submits its recommendations to the Ministry of Education.
9. Secretary Education accords necessary approval.
10. The curriculum schemes duly approved are passed on to the Provincial Textbook Boards for preparation of textbooks.

2.1.10 Composition of Curriculum Committees

The committees are constituted by obtaining nominations of suitable persons from the Boards of Intermediate and Secondary Education, the Provincial Education Departments, the Textbook Boards and other research organisations such as the Institutes of Education and Research at Lahore, Hyderabad, Peshawar, Dera Ismail Khan, the College of Education at Karachi and the Department of Education of Baluchistan University, Quetta. These arrangements ensure the involvement of experts in the process of Curriculum Development. The Composition of the Committees at Provincial and Federal level, is given below:

Provincial

- a. Representatives of the Provincial Curriculum Centres.
- b. Supervisors.
- c. Teachers.
- d. Educational Administrators.
- e. Subject Specialists from the Schools, Colleges, Universities and other Research Organisations.
- f. Representatives of the Textbook Boards.
- g. Representatives of the Boards of Intermediate and Secondary Education.
- h. Teacher Trainers.

Federal

In addition to the above mentioned members, the following are given representation:

- a. Representative of the Curriculum Wing, Ministry of Education.
- b. Foreign Experts including the Experts/Consultants/Advisers from UNESCO.
- c. Community leaders and Parents.

2.1.11 Relationship with Provincial Curriculum Centres and other Agencies

The Curriculum Wing works in close collaboration with the Curriculum Centres, the Education Departments, the Textbook Boards, the Boards of Intermediate and Secondary Education and other research organisations such as Institutes of Education & Research, in the Provinces. In fact, the Curriculum Centres in the Provinces are associated Centres of the Curriculum Wing.

All the projects of curriculum development are identified jointly by the Curriculum Wing and the Provincial Centres. In the initial stages the Provincial Centres do the spade work under the guidance of the Curriculum Wing. If necessary, expert advisory services and financial support are provided by the Curriculum Wing. In some cases the projects are divided between Provincial Centres and Curriculum Wing through mutual agreement. Assistance of the Boards of Intermediate and Secondary Education or the Institutes of Education and Research is also obtained in specific areas of their interest.

2.1.12 Relationship with International Agencies

Curriculum Wing, being a part of the Ministry of Education, works in close collaboration with other foreign and International agencies. This wing is an associated centre of the UNESCO's Asian Programme of Educational Innovation for Development (APEID) Bangkok. This facilitates the flow of information not only between

these two agencies but also with other foreign agencies through the good offices of UNESCO. It participates in curriculum development activities of other countries under various bilateral educational and cultural agreements.

Having described the structural and functional aspects of the National Curriculum Organization; and its linkages with Provincial as well as International agencies, the provincial/regional organizations need to be further elucidated. The following Section describes, the operational mechanism of the Provincial Curriculum Bureaus/Centres.

2.2 CURRICULUM RESEARCH AND DEVELOPMENT CENTRE, LAHORE

2.2.1 Curriculum Research and Development Centre, Lahore was established in 1968 as an integral part of the Provincial Education Department. The functions of this Centre have been summarized and are given below:

1. To develop the Curriculum material
2. To analyse and evaluate curriculum to see its effectiveness, suitability and practicability.
3. To provide in-service training to personnel in Education for effective implementation of the curricula.
4. To suggest changes in teacher-education curriculum.
5. To develop plans for proper implementation of the new curriculum.

2.2.2 Staff

In order to perform the aforementioned functions, the Centre is provided with a Director, 6 Deputy Directors and 10 Research Associates. There is an Administrative Officer who assists the Director in carrying out routine activities. The CRDC is under the direct control of the Punjab Education Department which is headed by the Provincial Education Secretary. (Chart given as Annex IV).

2.2.3 Finances

Time series data on Finances of the Centre available show the following allocation:

<u>Year</u>	<u>Developmental</u>	<u>Non-Developmental</u>
1984-85	Rs.10,11,000	Rs. 14,13,430.00
1983-84	9,20,000	13,36,500.00
1982-83	1,00,000	10,04,930.00
1981-82	NIL	8,66,770.00
1980-81	NIL	8,02,290.00

2.2.4 Facilities

The library of the Centre is equipped with 5,000 books, 1,000 journals and 500 periodicals. The faculty of the Centre has produced 35 reports on various topics. Apart from different educational institutions and organisations within the country the centre has developed its links with UNESCO, UNICEF and UNDP.

in-service training to the teachers upto secondary level.

5. Applied research

Researches of applied nature are conducted at the centre periodically. The projects like competency based teacher education, multigrade teaching etc. are in progress.

2.3 EDUCATION EXTENSION CENTRE
PUNJAB, LAHORE

2.3.1 The Education Extension Centre, Lahore, was established in 1959, prior to the establishment of CRDC. It was established as an integral part of the Provincial Education Department. The main functions of the Centre are:

1. To develop, organise and coordinate programmes of in-service training for teachers, headmasters and other educational administrators in order to equip them with the understandings of the modern concepts and contents of Education and to enable them to perform their duties with greater efficiency.
2. To reinforce the programmes of teaching of Science, Mathematics, Home Economics and Population Education in the secondary schools throughout the province by providing expert advisory services and by procuring and distributing teaching materials.
3. To increase the knowledge and teaching skills of experienced but inadequately trained teachers through intensive in-service courses.
4. To train the primary school teachers in the use and maintenance of National Teaching Kit etc.

2.3.5 Facilities

The Centre has well-equipped library having 2000 text-books, 3000 reference books and 8000 books on general topics. The Centre subscribes for 5 local and 8 foreign journals. It has close circuit T.V., Tape Recorder, Language Laboratory, Photo-copying Machine, Offset Press and a complete set of Projection Equipment. The Centre has claimed 31 publications written by the faculty and other educationists. These publications/reports are meant to help the trainees to acquaint themselves with various concepts and innovations in the discipline of Education. It has established useful academic links with Colleges of Education, Institute of Education and Research in Punjab, UNICEF, UNESCO, British Council and Asian Development Bank. The Centre receives educational materials and research/training facilities/funds through the courtesy of appropriate Government agencies.

2.4 BUREAU OF CURRICULUM & EXTENSION CENTRE BALUCHISTAN, QUETTA

2.4.1. The Bureau of Curriculum and Extension Centre was established in 1968 as a Government organisation. The major functions of the Bureau are listed as:

1. To develop, organise and coordinate in-service training courses for teachers and educational administrators.
2. To undertake the curriculum development activities.
3. To organise condensed courses for graduate teachers and crash programmes for undergraduate teachers in order to meet the shortage of science teachers.

2.4.4 Facilities

The library of the Bureau contains 2559 books in addition to journals and periodicals. It has published 5 reports and other useful documents to be helpful for teachers to equip them with the latest innovations in the field of Education. The Bureau is lacking in re-production facilities. Close links with other educational institutions/organizations have been developed.

2.5 BUREAU OF CURRICULUM DEVELOPMENT AND EDUCATION EXTENSION SERVICES, N.W.F.P. ABBOTTABAD

2.5.1 The Bureau was established in 1970 as a subordinate office of N.W.F.P., provincial Education Directorate (schools).

The following functions are expected to be performed by the Bureau:

1. To carry out the activities related to curriculum development.
2. To organise in-service training courses for teachers and educational administrators.
3. To organise educational seminars and workshops.
4. To produce educational/curriculum material.

2.5.2 Staff

The Bureau has been staffed with one Director, one Deputy Director and 9 subject specialists. (Organizational Chart given as Annex.VII).

2.5.3 Training

The Bureau has been assigned the responsibility of supervising the pre-service teacher education institutions. Pre-service training is being provided for

2.5.6 Activities

The Bureau carries out various activities related to curriculum development including preparation of drafts, revision of curricula, evaluation of syllabi, in collaboration with Federal Ministry of Education. Assessment of Curricula is also done independently by the Bureau.

Besides providing in-service training to the teachers with the help of the Federal Ministry of Education, a regular programme of such training is conducted with the funds provided by the Provincial Government each year. Curriculum material at the cost of Rs. 1,00,000/- is prepared every year and is distributed free of cost among the teachers of all categories. Such material includes drafts, Education Policies, Guide Books and other documents closely related with the educational development in the province.

Similar research is carried out by the experts of the Bureau. Problems are usually selected with the help of the working teachers or by the committee constituted for this purpose. Such problems are invariably related to the teacher training and curriculum at school level.

3. TRAINING OF TEACHERS, EDUCATIONAL ADMINISTRATORS, CURRICULUM PLANNERS AND RESEARCHERS

3.1 INSTITUTE OF EDUCATION AND RESEARCH UNIVERSITY OF THE PUNJAB, LAHORE

3.1.1 The Institute of Education and Research was established in 1960 as a semi autonomous organisation

3.1.4 Training

Seminars/conferences are being held for the training of in-service teachers from time to time. A plan is, however, being developed to offer courses in summer for school/college teachers in the discipline of Education. As far as the pre-service training is concerned the following programmes are being offered by the Institute:

<u>Name of Programme</u>	<u>Duration</u>	<u>Qualifi- cation Required for Admis- sion</u>	<u>Enrolment</u>
1. M.Ed. (Elementary)	1 yr.	BA/B.Sc + B.Ed	58
2. M.Ed. (Secondary)	1 yr.	-do-	109
3. M.Ed. (Technical)	1 yr.	B.A/BSc + B.Ed (Tech)	15
4. M.A. Edu. (Elementary)	2 yrs.	B.A./B.Sc	134
5. M.A. Edu. (Secondary)	2 yrs.	B.A./B.Sc	213
6. M.A. (Ind. Arts)	2 yrs.	B.A./B.Sc	51
7. M.E.E.	2 yrs.	BA/Bsc/B.Com.	83
8. M.Ed. (Special)	3 years	BA/BSc+B.Ed.	300
9. Ph. D (Edu.)	3 years	MA/MSc+M.Ed.	11
Total			974

3.1.7 Activities

The Institute has so far developed some semi standardized tests. Problem-oriented research is being conducted by the M.Ed/M.A. Education students and Ph.D. Research Scholars.

Program Duration Qualification Enrollment

3.2 INSTITUTE OF EDUCATION AND RESEARCH, PESHAWAR UNIVERSITY, PESHAWAR

3.2.1 The Institute of Education and Research, Peshawar University was established as Department of Education in 1950 and then was given the status of College of Education in 1964 and Institute of Education and Research in 1980. The main functions of the Institute include:

1. Preparation of candidates for the degrees of B.Ed., M.Ed., M.Phil., and Ph.D.
2. Organisation of Seminars, Workshops and Symposia for professional educators.
3. Research studies in educational problems.

3.2.2 Administration

The Institute has no separate Board of Governors. It is a department of the University of Peshawar which is headed by a Director with the rank of Professor.

3.2.3 Staff

Staffing position of the Institute shows that there are 2 Professors, 4 Associate Professors, 4 Assistant Professors and 5 Lecturers. Only two of these hold Ph.D in Education.

Lecturers. The faculty is recruited according to the rules prescribed by the University Grants Commission, and the existing faculty conform to the U.G.C. rules for University teachers.

3.3.3 Training

The information supplied by the Institute indicates that 8 in-service training programmes have been conducted so far by the Institute, in the areas of

3.3.5 Facilities

The Institute is lacking in equipment for reproduction of educational materials. 8465 books on various disciplines and 320 journals and periodicals are available in the library.

3.3.6 Linkages with other Agencies

The Institute has established its linkages with all the universities within the country; Department of Education, Government of Sind including Sind Text-book Board, Boards of Intermediate and Secondary Education, Bureau of Curriculum and Extension Wing, Sind; Federal Ministry of Education, Unesco agencies; and selected Institutions and universities outside the country.

3.3.7 Activities

The Institute is involved in various activities such as Test Construction; Curriculum Development; Research Design and conduct; Text-book writing; writing Instructional Units; and Evaluation of Educational outcomes.

Sind University Journal of Education contains articles/ research reports completed by the faculty of the Institute. It is an annual publication and 19 volumes have come out so far. The faculty has written 7 series of instructional material.

4.1.4 Training

4.1.4 Activities

In-service training is imparted to the instructors of Technical Institutions in certain technologies. The Centre is an associated centre of ACEID, Unesco, therefore, training is also imparted to the Unesco sponsored trainees in different fields e.g. glass blowing, optics and machine shops etc.

4.1.5 Finances

Developmental and non-developmental budget allocated for the Centre during the last five years is as follows:

<u>Year</u>	<u>Developmental</u>	<u>Non-Developmental</u>
1984-85	Rs. 187875.00	Rs. 469116.00
1983-84	1691531.00	1162947.00
1982-83	808644.00	785697.00
1981-82	284751.00	651886.00
1980-81	23023.00	553164.00

4.1.6 Facilities

Library of the Centre is equipped with 1392 books, 950 journals and 3371 periodicals. With regard to technical services, the Centre has a well-equipped laboratory/workshop and is providing facilities of practical training in different fields. Facilities are also available for the design and development of Educational aids and low cost equipment. This Centre develops prototypes of scientific equipment for the Educational Institutions and supplies them on demand.

6. RECOMMENDATIONS

In the light of the discussions held with various agencies/institutions/organisations and analysis of the problems and issues following recommendations are being made.

- 6.1 Research should be conducted to determine the relevance of the new curriculum to the socio-economics needs of the country. Drawbacks of the previous curriculum efforts and felt needs of the people should be established through empirical evidence.
- 6.2 Objectives of education should clearly be translated into appropriate curricula at all levels. The entire curriculum should emanate from an approved set of goals, aims and objective.
- 6.3 Before, proper implementation of the revised curriculum, micro-testing of the proposed curricula should be ensured. The new curriculum should be implemented as a pilot project in some selected areas and then implemented at national level.
- 6.4 Coordination between the agencies involved in the curriculum development and implementation process e.g. the Bureau of Curriculum, Textbook Boards, Boards of Intermediate and Secondary Education, Institutes of Education and Research, Education Extension Centres, Bureau of Audio-visual Aids etc. be strengthened, and streamlined.
- 6.5. Teacher training is to be properly organised. Both in-service and pre-service teacher training programmes should be modified according to the curriculum plan. Master Trainers for in-service training of teachers should be trained to re-orientate the teachers with modern concepts being introduced. These in-service training programmes should be coordinated by the respective Education Extension Centres in the country.



c. Sources of budget

Grant by the Government _____
contracts _____
any other _____
(please specify)

d. Facilities available

Library (No. of books, journals, periodicals etc) - please use separate sheet if necessary

Technical Services (Please give detail)

Anyother:

e. Publications

Name of publication author year

6. Links with other agencies: i.e. government departments universities, teachers associations, international agencies (please use separate sheet).

7. Activities being carried out by the institute/ organisation with respect to:

- i. Curriculum development
 - ii. Evaluations
 - iii. Production of educational material
 - iv. training and retraining of educational personnel
 - v. Applied research
- or any other*
For each activity, specify
- i. Nature of activity
 - ii. determination of priorities
 - iii. outcomes
 - iv. volume
 - v. Modalities foreseen for feedback or evaluation

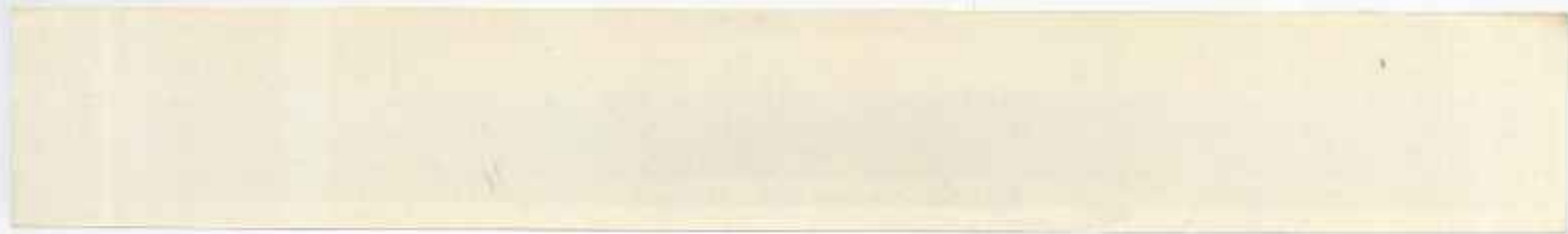
8. Other salient characteristics of the Institute/ organisation.

as a sound base for Secondary Education
(1978).

Jamboro.

<u>S.No.</u>	<u>Title</u>	<u>Agency</u>
34.	Evaluation of Urdu curriculum for classes VI-VIII (1980)	CRDC, Lahore.
35.	Evaluation of Islamyat Curriculum classes VI-VIII (1980)	-do-
36.	Evaluation of Arabic Curriculum classes VI-VIII (1980)	-do-
37.	Evaluation of Mathematics Curriculum for classes VI-VIII (1980)	-do-
38.	Evaluation of Curriculum in the subject of Health and Physical Education for classes VI-VII of the Middle and secondary Schools in the Punjab (Pakistan) 1980.	CRDC, Punjab Education Department Lahore.
39.	Evaluation of Agriculture Curricula for classes VI-VII of the Middle and High schools in the Punjab (1980)	-do-
40.	Survey of qualification of Teachers Teaching Mathematics in High Schools of Lahore District (1980)	CRDC, Lahore.
41.	Evaluation of Social Studies Curricula for classes VI-VIII (1980)	CRDC, Lahore.
42.	Evaluation of Industrial Arts Curriculum (VI-VIII) 1980.	CRDC, Lahore.
43.	Instructional supervision for the improvement of primary school teaching (1981)	Bureau of Curriculum Sind Assisted by UNICEF/UNDP.
44.	Techniques of Educational Measurement and Evaluation and Curriculum Development (1981)	CRDC, Lahore.
45.	A comparative study of integrated approach & separate subject approach to Teaching at Primary level (1981)	CRDC, Punjab Education Department Lahore.
46.	Survey report on local community craft in secondary schools of the Punjab (1981)	CRDC, Lahore.
47.	Report of the workshop on Examination reform for Middle and Secondary school teachers (1982)	Bureau of Curriculum Sind in collaboration Federal Ministry of Education Islamabad.
48.	A brief report on special Education in the province of Sind 1982.	Bureau of curriculum and Extension wing sind Jamshoro.
49.	A Research Project on the Introduction of Scheme of Studies at Intermediate level Analysis of curriculum in the subject of English (1982)	Department of English University of Sind Jamshoro-Pakistan.
50.	An evaluation of proposed curriculum in Sociology for Intermediate classes (1981-1982)	Board of Intermediate Education.
51.	to Evaluate study of the proposed Curriculum in sociology and social work for Intermediate classes 1982.	Board of Intermediate Karachi collaboration with C.Wing Islamabad

<u>S.NO.</u>	<u>Title</u>	<u>Agency</u>
68.	Evaluation of Curriculum in the subject of Pakistan Studies (HSSC Classes).	FBISE, Islamabad.
69.	Analysis of Physics Curriculum for Intermediate classes.	BISE, Lahore.
70.		
	<u>Studies in Progress</u>	
1.	Development of Intergrated Science Curriculum for classes IX-X.	CRDC, Hyderabad.
2.	Development of Objective Tests for Middle level.	CRDC, Hyderabad.
3.	A Critical study of the causes for the lack of career planning in secondary schools in Sind ways and means to improve the area.	-do-
4.	Development of Child to Child programme in Sind.	-do-
5.	Instructional supervision(1982-87)	-do-
6.	Evaluation of the process of Science Curriculum development and implementation strategies at elementary and secondary level.	-do-
7.	Learning of science concepts in Primary school children of Sind.	-do-
8.	Adequacy of the introduction of Mathematics at Intermediate level.	-do-
9.	Examination reform at middle and secondary level.	-do-
10.	Evaluation of the implementation of teaching Kit programme in the province of Sind.	-do-
11.	Illuminative study on teacher training programme organised under 4th Education Project.	-do-



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Annex.VII

