# AN APPROACH TO CURRICULUM DEVELOPMENT IN PUBLIC SECONDARY EDUCATION IN THE PROVINCE OF SINDH: THEORETICAL FRAMEWORK

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## ABSTRACT

*The role of curriculum in secondary education is best source for the arrangement of value and important instructive projects and administrations to the present and potential students in the province of sindh and somewhere else on the earth. Despite sizes, sorts or starting points, educational modules are viewed as the complete self of every single instructive foundation. Curriculum modules are critical for the prosperity and capability of advanced education (Barnett and Coate, 2005) both in the short and long haul. sorrowfully it is a generally perceived idea in the scholarly world that the way to deal with creating educational programs is deteriorated in that negligible and quiet contemplations are given to the different basic components, for example, institutional authority, social patterns, industry factors and the part of the administration. Subsequently, this paper is committed to the investigation of existing writing on an integrative way to deal with curriculum modules advancement as a source of significant appropriate and far reaching information administration in organizations of advanced education with a specific reference to the province of sindh.*

**Keywords:** Higher Secondary competencies, Curriculum development, education environment, educational leadership.

## INTRODUCTION

Whether secretly or state  develop curriculum modules  are  socially and broadly bound in that unexpected countries have diverse approaches, projects and establishments associated with managing and directing educational modules improvement. In the current writing on educational programs improvement in nations like Australia, UK and the USA, the degree and kind of government attack into the area of advanced education administration differs from nation to nation. Despite the administration association advanced education establishments are relied upon to ensure that "The educational modules  are clear about what must be instructed and what ought to be realized at each phase of tutoring, depends on sensible desires of time and assets, and is adaptable and grown cooperatively with schools and purviews (Australian Curriculum, Assessment and Reporting Authority, 2010a)." Curriculum is the establishment of the educating learning process. It includes creating projects of study (ponder plans), showing systems, assets portions, particular lesson designs and evaluation of understudies, and personnel improvement (Alberta Education, 2012). Given these substances the way to deal with creating educational modules in advanced education establishments is and ought to be a prime worry for all partners, particularly for instructors, arrangement producers, government, guardians and the general public everywhere (Alberta

Education, 2012; De Coninck, 2008). Instructive foundations and businesses alike are of the view that training should enable understudies to pick up learning and fundamental aptitudes (Bounds, 2009). Outlining proper educational programs is significant for giving such learning and aptitudes. Additionally, there is a developing requirement for advanced education foundations to react to the changing condition in a positive and student focused way through quality educational programs. For instance, the ability based educational programs produces graduates who are better arranged for their future administration tasks Understudies who have figured out how to adjust to change and to adjust their capacities to an assortment of settings and circumstances, create administrative skills for a chaotic world (Pacheco, 2000, refered to in Bounds, 2009). Strangely the hypothesis and routine with regards to educational programs advancement in instructive establishments have remained and keep on being fervently topics in the scholarly world, basically on the grounds that there are distinctive definitions and elucidations of the term educational modules notwithstanding varieties in ways to deal with educational programs plan. Above all, the expressions "educational modules" and "instruction" however characterized and deciphered distinctively in principle, in any case, are interrelated www.ccsenet.org/ies International Education Studies Vol. 8, No. 3; 2015 67 and indivisible by and by. In this way, planning suitable educational modules are considered (as) an establishment stone for excellent projects and administrations, paying little mind to the sort of instructive projects and foundation. Indispensable instruction is tied in with building up an entire individual, so the way to deal with educational programs administration (outlining, executing, surveying) ought to incorporate both specialized abilities and the advancement of the student in general individual (Fish, 2013). Educational programs is basic in giving great instructive projects and administrations; in any case, there are holes between how educational modules is produced and how educational modules should be created in principle. This difficulty is additionally elaborated by the way that there are enormous contrasts between the educational modules distributed by the instructive foundations and the educational modules really instructed by the instructors in their classrooms. Educational modules are considered as an establishment stone for the "prosperity and adequacy of advanced education" (Barnett and Coate, 2005, p. 7 educational programs are characterized and what are its degree and significance, it is a standout amongst the most huge issues in advanced education; nonetheless, little consideration has been given to the development of educational programs, its survey and change in the establishments of advanced education (Hyun, 2006, 2009). This idea is additionally fortified by the way that there is shortage of research takes a shot at the subject and the writing that exists is for the most part centered around the plan of the educational modules (Hicks, 2007). Building up an integrative educational modules has turned into an all inclusive talked about issue and trying for all foundations of advanced education. In this paper a writing survey based exploratory investigation is attempted keeping in mind the end goal to locate an integrative way to deal with educational modules improvement with regards to the District Nawabshah. Moreover, this paper gives a hypothetical applied structure which could be utilized for characterizing the procedure of educational programs administration (improvement, execution and assessment) by all partners in the instructive establishments, regardless of whether they are situated in province of sindh or somewhere else on the earth.

## LITERATURE REVIEW

Curriculum programs advancement is a procedure which experiences diverse stages and is attempted after each predetermined period characterized by an instructive foundation concerned. Despite the fact that it might differ from college to college, by and large it is a five years time frame with continuous correction and updates. Creating educational programs

may take pretty much 3 months relying upon the measure of the establishment. When educational programs are created, its execution and assessment are spread over the determined five years. A way to deal with create educational modules in this way, ought to include outline, usage and evaluation. Ornstein and Hunkins (2009, p. 15), propose that "Educational programs advancement includes how an educational programs is arranged, executed and assessed, and what individuals, procedures and methodology is included." Having a guide as an educational modules model may help educational modules improvement pioneers to methodically and extensively approach this testing and complex undertaking (O'Neill, 2010). So as to comprehend and assess the current speculations of curriculum  programs improvement in foundations of advanced education with a specific reference to the USA, an intensive writing survey is done with an attention on issues displayed in Figure 1 as a reasonable structure of the examination. Figure 1, exhibits that while creating educational programs, which is the principle center of this paper, all foundations of advanced education paying little respect to their sorts, roots and sizes ought to consider: Environmental factors encompassing the establishment; academic procedures to be used to learn and show exercises visualized in the educational programs secondary capabilities to be produced; and educational institution leadership is required.
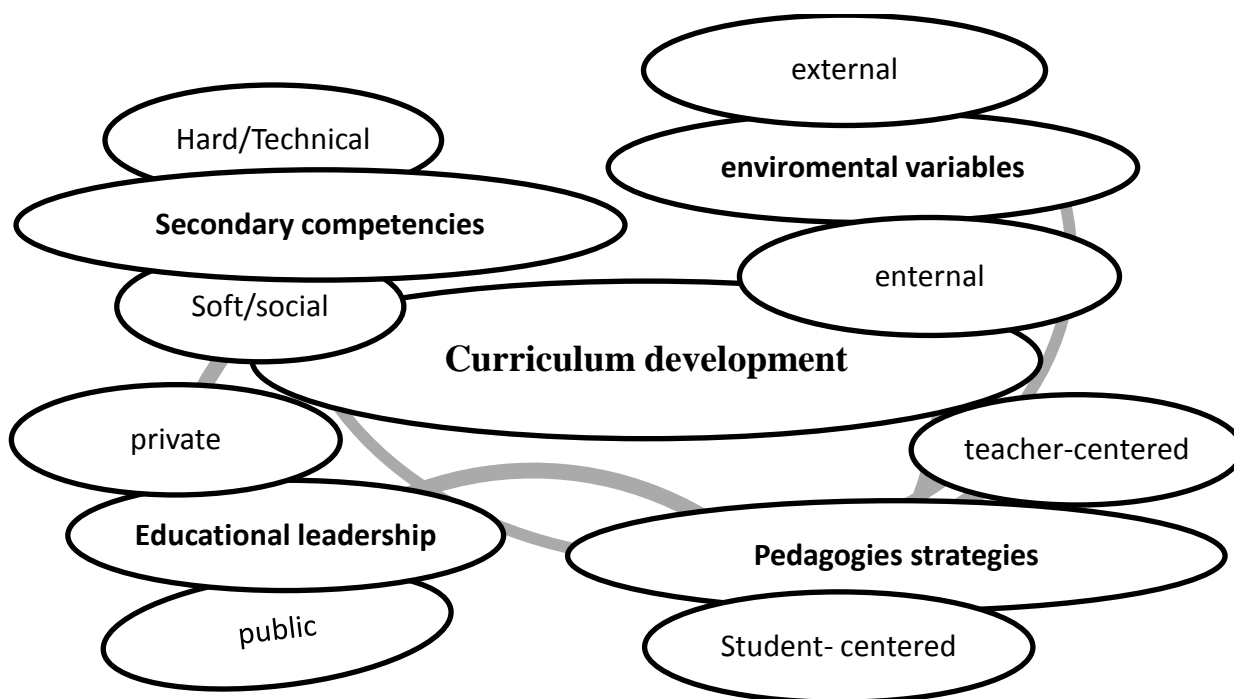


## CURRICULUM DEVELOPMENT

According different sources available in the existing literature(Egan,2003), explored that curriculum has its origions in the running tracks of Greece(literary meaning a course). In latin curriculum is a racing chariot  and the word currere is meaning to run.(Mednik ,2006).discussed that learning should be planned and guided in order to specify the target and methods to reach the desired learning outcomes. Going back to the history of debates on curriculum development ,Tyler(1969) ,suggested following essential elements in order to design a successful curriculum. Educational purpose of institutions, availability of the educational experiences to attain theses purposes, organization of education experiences

,mechanism to measure whether these purpose are being attained.(Cuban ,1992,cortes, 1981,longstreet and shane ,1993).Discussed that the degree of importance of curriculum for educational programs and educational institution:

a. Official curriculum ( curriculum approved and published by the concerned education institution in terms of the programs of study like courses ,and contents etc)

b. Taught curriculum (what is really taught in classroom by the teachers)

c. Learned curriculum(what is actually learned by learners)

d. Tested curriculum( what is actually measurd by the education institution through different tests  mechanisms)

e. The hidden or covert curriculum ( i.e , students learn from examples and behavior demonstrated by a teacher like puntualty,respect, and discipline)
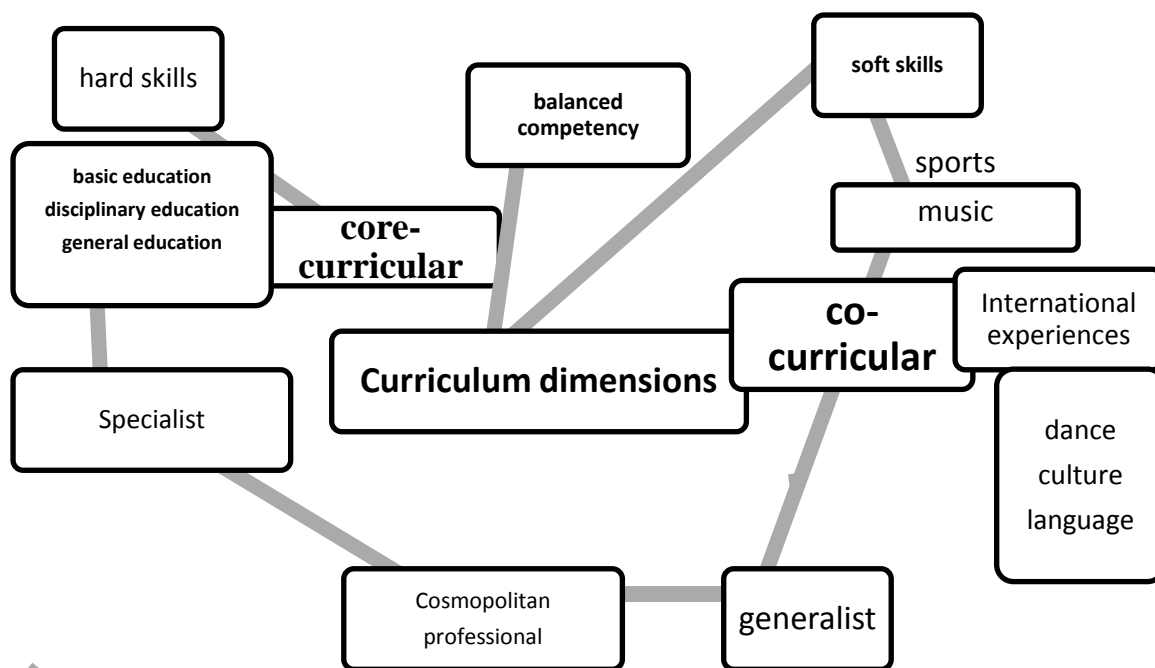


Figure 2: It also provides a comprehensive approach to curriculum development involving co –curricular and core –curricular teaching and learning activities. An appropriate combination of two elements of quality –cum-inclusive educational programs and services are believed to help to produce good secondary learners throughout the province of sindh.

## THE ENVIRONMENTAL ANALYSIS

The education environment can be viewed from two different aspects , the internal environment and the external environment which is also called the institutional environment reflects the culture,operations, people , strategies and structure of institution.(Hallinger and Snidvongs, 2008).Explored that the rise of worldwide market which is more associated and coordinated; an open and free monetary framework; a venture well disposed and majority rule political framework; and, the progressive changes in the field of data and correspondence advancements. Sibley (1998) recognized a few developing issues that concur with the difficulties confronting the present organizations of advanced education around the globe: expanding worldwide rivalry; an information age workforce requiring basic intuition abilities, adaptability and participation; and deep rooted learning and second vocation preparing. Creating and graduating understudies with different skills, for example, basic considering,

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adapting, inventiveness, critical thinking silks and standardizing/connected morals is the duty of every single instructive framework (Sibley, 1998). It is trusted that training establishments create and exchange information and get ready graduates for this present reality (the work environment). Along these lines, they impact fruitful industry-business related practices and open arrangements (Li, Wong, and Wang, 2005). Accordingly, instructive foundations of advanced education need to make noteworthy adjustments in the educational programs intended for the present and also the future students.

## PEDAGOGICAL STRATEGIES

Pedagogy as a term is characterized as a showing strategy, a method for accomplishing something, particularly a methodical way, infers a deliberate consistent course of action or "the capacity or work of an educator or instructing". It is likewise the craftsmanship and investigation of educating (Webster's College Dictionary, 2010). Cogill (2000) characterizes instructional method just like any action in which both student and instructor effectively take an interest and therefore, proposing that teaching method is additionally about the social cooperation amongst educators and understudies. Pedagogy encompass both teaching and learning ,these two methods are mentioned as under:

- Brainstorming
- Verbal presentation
- Lecturing
- Report writing
- Role play
- Questions/Ans
- Observation
- Field visit and study tours

## SECONDARY STUDENTS COMPETENCIES

The term competency alludes to learning, expertise, or disposition that empowers one to successfully play out the exercises of a given occupation or capacity to the gauges expected in work (International Board of Standards for Training and Performance Instruction, 2005). Competency is the mix of aptitudes, capacities, and learning expected to play out a particular assignment (The National Center for Education Statistics (NCES) of the U.S. Division of Education, 2002). In business and expert life, capabilities are utilized for representative determination, the reason for pay, execution estimation, preparing needs evaluation, preparing results appraisal, and key arranging. It is trusted that having information alone isn't adequate in the present society; understudies need to adjust to change and to apply their insight to taking care of issues (Evers, Rush, and Berdrow, 1998). Four regular skills are found in the current writing: overseeing self; conveying; overseeing individuals and assignments; and, overseeing advancement and change (Evers et al. 1998). Different abilities include: basic considering, relational aptitudes and PC abilities. Generally speaking, the design is to create proficient practices in students which may incorporate time administration abilities, settling on moral choices, taking part in proficient associations, fitting proficient appearance, and proper meeting practices (Hall, 2006). For instance, essential specialized aptitudes required for an occupation in business are: generation and operations administration, HR administration and vital arranging (Fr. David and Fo. David, 2011). The non specific capabilities critical for the business understudies to have once they graduate are: moral thinking, dialect and correspondences capacities, critical thinking abilities, and arrangement for deep rooted learning (AACSB International, 2012). AACSB is the

Association to Advance Collegiate School of Business. It is a USA based association yet has worldwide branches. It manages accreditation and principles for business and bookkeeping programs. In synopsis, thinking about the proceeding with change of social, social and authoritative settings, this new postmodern environment expects experts to create long lasting learning capabilities. Authority of a scholarly calling requires that understudies get no less than three vital capabilities paying little heed to a specific train or field of study (Nygaard, Hojlt, and Hermansen, 2006): Competent utilization of models and hypotheses (hypothetical comprehension); skilled utilization of research strategies (examination, organizing thoughts); and, able investigation of observational practice (application and practice).

## EDUCATION INSTITUTIONAL LEADERSHIP

Conducive, dynamic and strong authority is imperative during the time spent creating, executing and assessing educational modules. The expression 'lead, take after, or escape the way' is important in the administration and long haul course of these foundations. There is an opportunity to lead, an opportunity to take after and an opportunity to escape the way (Sibley, 1998). At the school/school level, the senior member, relate dignitary, division seats, and group commanders constitute the administration group. Group structure is gainful for instructive foundations and must be received for a few reasons: (an) includes people with a few abilities and capacities who can synergistically perform major hierarchical errands; (b) offers the capacity to separate boundaries among offices, which can empower the coordination important to acquire wanted administrations; (c) gives access to assets, for example, data, gear, and supplies important to perform appointed assignments; and, (d) enables its individuals with basic leadership specialist. Workforce cooperation is basic in light of the fact that the groups themselves, instead of the authoritative pioneers, assume liability for, choices, screen their own particular execution, progress in the direction of objective achievement, and adjust to ecological changes (Wageman, 1997). Instructive pioneers need to: verbalize a dream and make the structure for that vision to work out as expected in words as well as in activities; be images of the institutional esteems that they lead and lead with moral mettle and reason in help of all establishments of advanced education is insightful of the representative idea of their pioneers.
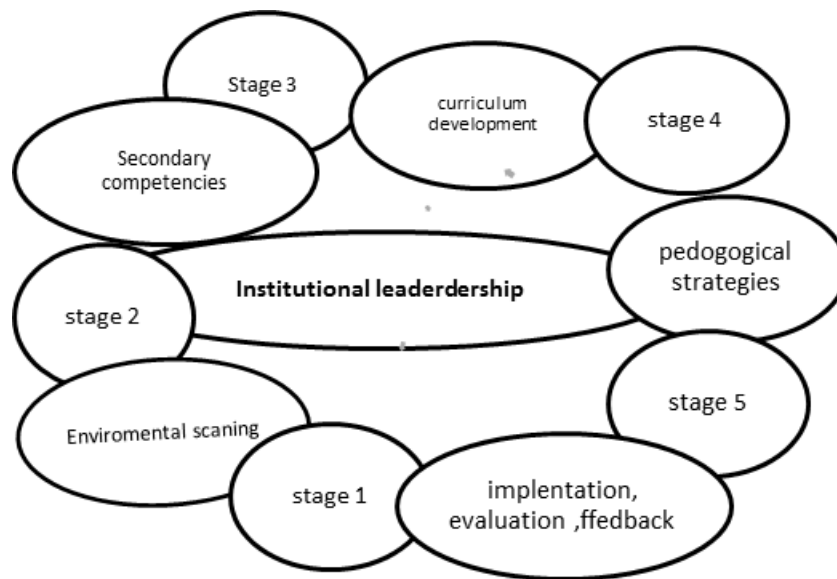


Figure 3. Institutional Leadership

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## CONCLUSION

Interestingly ,but not surprisingly ,the discussion on the importance of curriculum development in educational institution is historical and as well contemporary and the debate will continue during twenty first century .(Bounds,2009) curriculum development costs money ,is risky as a strategy ,time consuming ,but the direct and indirect benefits derived from it are far higher for all current and potential  beneficiaries. The exercise of curriculum development should be highly inclusive ,participative and democratic (involving all interested stakeholders). Overall, developing an integrative curriculum is beneficial for any educational institution both in the short run and long run.  This paper concludes that in order to approach curriculum development in institutions of secondary education several factors should be taken into careful considerations: culture of curriculum development ( school culture can be rigid and less receptive to external feedback and input ,it may not permit  a look at other variables thus not allowing a comprehensive look). Some educational institutions, especially in the public sector tend to be bureaucratic, rigid and less receptive to external influences. Work process, methods, and other resources such as technology, information management. Organizational resources including management time, money, and institutional support are limited and finally there is a need for dynamic and strategic leadership in order to make sure curriculum development.

## RECOMMENDATIONS

1.  Curriculum may be designed according to the level class
2.  District Educational leaders may identify professional learning opportunities of newly developed curriculum for teachers as well as students.
3.  Teacher may be trained for teaching newly designed curriculum.
4.  Department may arrange training centers for teaches as they could teach designed curriculum in a better way.
5.  Teachers may amend the designed curriculum, if there is any flaw and disorder in it.
6.  Trained, efficient, experienced qualified teachers may be appointed to teach that curriculum.
7.  Department may provide audio ,viodeo faculties  to the teachers for teaching the curriculum.
8.  The monitoring team may be appointed to check and to urge the teachers for achieving annually targeted academic goals.

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