

## CURRICULUM IMPLEMENTATION MECHANISM OF ADE- A CASE STUDY OF PUBLIC SECTOR ELEMENTARY COLLEGES AFFILIATED WITH UNIVERSITY OF KARACHI

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### Abstract

The purpose of this research is to investigate the existing practices of ADE Curriculum Implementation at the Government Elementary Colleges of Education affiliated with the University of Karachi. The authors have noted that many courses of study were not implemented effectively earlier to the courses under study, because the teachers had not been involved in their production. US-AID Teacher Education Project in Pakistan has introduced the involvement of all the institutional stakeholders in curriculum making. This study attempts to explore the participation effects of all the stakeholders in curriculum implementation. Earlier greater attention was paid on production rather than installation, because, content was seen as more significant than the methods. This study defines the role of University administration, College administration, faculty and prospective teachers, and is intended to pave the way for Policy-Making to ensure effective implementation. Academic administration and the faculty were interviewed while FGD was conducted with prospective teachers enrolled at three colleges. Qualitative Data was analyzed using thematic and coding strategies. Rigor was ensured through independent coding and triangulation of data. After data analysis, results are presented in terms of strengths, weaknesses, opportunities and threats involved in curriculum implementation.

**Keywords:** curriculum, curriculum development, curriculum implementation, academics, academic administration, educational administration, educational stakeholders, course development, teaching

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## Background and Purpose of the Study

The current National Education Policy (2009-2015) highlights that dependent working age population which was 57.3% in 2004 is expected to reach 61.7% in 2015. It poses an enormous challenge for Pakistan to manage knowledge economy in such a way that demographic transition benefits Pakistan. The importance of teachers to the socioeconomic development of any nation cannot be overemphasized. This is because teachers are responsible for the translation and implementation of educational policies and curriculum. For this crucial task, Pakistan needs to reform its Teacher Education system as quality learning is dependent upon quality teaching by professional who have been educated through highly innovative curriculum implemented by the active participation of Administration, Faculty and prospective teachers. Snyder et. al (1989) have referred Caswell (1950) as supervisors and administrators began to check on how well the course of study was being executed, they learned that teachers were too “free under law”: courses of study were not being used effectively. The logical conclusion was that teachers did not relate to the courses of study because they had been written by people who were too far removed from classroom practices.” In 14th Yearbook of Department of Superintendent (1936), the author has noted that many courses of study were not implemented effectively because teachers had not been involved in their production.

Syeda K Ali and Lubna A Baig (2012) in their article “Problems and issues in implementing innovative curriculum in the developing countries: the Pakistani experience” have opined that a Curriculum plan is as good as its implementation since it is the actual achievement and not merely the objectives set and organizational mechanism provided that determine the impact of a plan. Without effective implementation the decision of the curriculum planner are not to be carried out successfully. As US-AID Teacher Education Project is engaged in new curriculum development for Teacher Education in Pakistan, it is pertinent to analyze how it is being implemented in different provincial context.

The same authors have identified several institutional Problems and issues in implementing innovative curriculum in the developing countries taking medical education in Pakistan as a case study namely; infrastructure, faculty development, faculty apprehension, financial support, need and usefulness of curriculum, faculty readiness and knowledge of the program and student assessment.

One of the unique finding in this study is frequent transfers of faculty from one institution to another with a resulting faculty turn over and a need for continued faculty training activities. In the light of this study, it may be inferred that curriculum change e management plan should ensure: Continuity of policies and commitment at governmental level, shared vision of faculty and administrators. These aspects are worthy investigations in Teacher Education as well.

Zhu (2010) in his article “Curriculum Implementation: Challenges and Strategies in China” has summarized the 4 factors (socio-culture, educational resources, educational system, the quality of the teacher) which challenge the multi-level governance and decentralization of curriculum being implemented

Snyder, J. Bolin, F. & Zumwalt, K. (1989) have reported that in the past two decades of research on curriculum implementation, there have been three different approaches to the topic of researchers i.e. fidelity approach, mutual adaptation approach and curriculum enactment approach. This research will combine the three approaches.

From fidelity perspective, those factors will be determined which facilitate or inhibit curriculum implementation. Fullan and Pomfret (1977). Fullan (1982) has identified factors which influence implementation. Using Fullan factors as a framework, factors influencing curriculum implementation in Pakistan with special reference to Teacher Education will be identified so that these factors should be taken into consideration while revising B.Ed(Hons)/ ADE Curriculum.

Tamir, P. (2010) in his article "Curriculum implementation revisited" has reported Havelock (1971) identified 7 factors pertaining to users which may serve as facilitators, or barriers, to the effectiveness of such channels in implementation of curriculum

Mutual adaptation Berman and Pauley (1975) studies how the innovation is adapted during implementation process. This research project will attempt to explore this aspect in local context of Punjab and Sindh.

Curriculum enactment approach studies how curriculum is shaped through the evolving constructs of teachers and student. But using this approach, some common constructs about the process of curriculum implementation will be formulated. This can inform the policy making about effective curriculum implementation of teacher education

The complexity of the implementation process makes predictions of success risky. And it also makes it very "profitable to monitor implementation with care at each stage of the process, so that remedies may be applied periodically toward coping with unanticipated difficulties." (Thomas 1994, p.1852)

### **Objectives**

- To investigate the existing practices of ADE Curriculum Implementation at the Government Elementary Colleges of Education affiliated with the University of Karachi.
- To defines the role of University administration, College administration and faculty for Policy-making to ensure effective implementation of ADE curriculum.

### **Research Question(s)**

- Q.No.1. What is existing mechanism at elementary college to ensure curriculum implementation?
- Q.No.2. What are the Strengths and limitations of the current implementation mechanism?
- Q.No.3. How might the university level policies for curriculum implementation be revised to facilitate affiliated colleges?

## **Methodology**

This research has employed qualitative design. A case study approach will was used to answer the research questions taking implementation of ADE curriculum as a case. The implementation of curriculum is on-going process so it involves thorough investigation and it also involve observation, field notes and in-depth interviews with all the institutional stakeholder to capture curriculum implementation mechanism. As this study attempt to combine three approaches of curriculum implementation studies referred in Snyder et.al (1989), it requires rigorous investigation of implementation phenomenon involving institutional stake holders. The voices of all the stake-holders were taken into consideration adequately through qualitative research design encompassing document analysis, interviews, and observations.

Data was collected from affiliation and examination sections of the concerned university, academic administration (Dean, Principal) and the sampled faculty members teaching ADE courses and sampled prospective teachers from each institution.

## **Data Collection Procedures**

Havelock (1971) identified 7 factors pertaining to users which may serve as facilitators, or barriers, to the effectiveness of such channels in implementation of curriculum. On the basis of these factors interview protocol, observational check lists inventory for the document analysis was developed and pilot tested before finalization of data collection. Academic administration and the faculty was interviewed while FGD was conducted with prospective teachers. Policy guidelines related to affiliation and examination were examined on the basis of inventory for document analysis.

## **Data Analysis**

Qualitative data was analyzed by thematic and coding strategies using “Dedoose.” Rigor was be ensured through independent coding and triangulation of data.

## **Ethical Consideration**

Informed consent was sought. All research ethics were observed. Pseudonym of the research participants were used to safeguard the research participants.

## **Major Findings**

### **Strengths:**

- Innovative Teaching Learning Strategies.
- Motivated and well trained faculty professionally developed by USAID Teacher Education Project.
- Subject Support Forum has served to bridge the gap between University and College faculty.

### **Weaknesses**

- Predominant web based recommended resources in ADE curriculum
- Lack of authentic reference books in library/ Dearth of printed material
- Ambiguity between Curriculum, Syllabus and Course outline. Teacher Guides are suggestive but taken as the only source of implementation
- Non-alignment of content courses with National curricula for Elementary Education
- Lack of support from university in orienting transition from Annual to semester system
- Mushroom growing of private sector teacher education institutes offering ADE having no trained faculty
- B.Ed one Govt of Sindh has well defined Job structure for B.ED (1Year graduates. In absence of the enforcement of recruitment rules for ADE, B.Ed is perceived as potential threat for effective implementation of ADE curriculum.
- In Sindh, every student enrolled in ADE was awarded scholarship by USAID Teacher Education Project to make the program a success. After the project, non availability of such funds may de-motivate ADE entrants resulting in reduced enrollment.
- There is no well-defined equivalence status of ADE

The college administration seems to be skeptic for the success of ADE in absence of rationalized human and material resources

### **Opportunities**

- University granting affiliation should assume academic leadership role for affiliated colleges.
- Subject Support Forum should be kept alive for the continuity of active teaching learning strategies.
- University of Karachi should maintain strong academic linkage with Department of Education and Literacy,

Government of Sindh and administration of affiliated colleges be updated about the proceedings of recruitment Rules.

Regarding the existing mechanism the participants were of the view that the curriculum implementation mechanism needs to be stream lined. The colleges are under administrative control of Department of Literacy and Education Government of Sindh, as for academic calendar and the provision human and material resources. On the other hand the colleges are bound to follow the academic procedures regarding curriculum

implementation. This nonalignment of varied administrative control creates obstacle for curriculum implementation. This is against the principle of unity of direction and command set by Henry Feol.

- As far as the strengths of the existing curriculum implementation are concerned, most of the college administration opine that the faculty is well trained through the continuous professional development initiatives. Moreover, subject support forum operative at the university level was applauded. But the college administration is apprehensive of the affiliation process and mushroom growing of private sector colleges offering ADE. They perceive B Ed one year as potential hazard which may reduce enrolment in ADE. University granting affiliation should assume academic leadership role for affiliated colleges.
- The college administration through this research put forward their views as a future avenue for ensuring successful curriculum implementation by identifying areas of collaboration between the university and its affiliated colleges.
- Subject Support Forum should be kept alive for the continuity of active teaching learning strategies.
- University of Karachi should maintain strong academic linkage with Department of Education and Literacy,

Government of Sindh and administration of affiliated colleges be updated about the proceedings of recruitment Rules.

### **Discussion**

Teacher Education in Pakistan has witnessed significant developments in the recent past. The updated scheme of studies for ADE is the latest development in a journey that began in 2006 with the development of National Curriculum, which was later augmented by the 2008 National Professional Standards for Teachers in Pakistan and the 2010 Curriculum of Education Scheme of Studies. With these foundations in place, the Higher Education Commission engaged the university faculty across the nation including University of Karachi to develop detailed syllabi and course guides for ADE leading to B.Ed. (Hons.) The said syllabi and course guides have been reviewed by the National Curriculum Review Committee (NCRC) and the syllabi are approved as the updated Scheme of Studies for ADE and B.Ed. (Hons). Now the major thrust area is the implementation of this curriculum in its true spirit at campus and affiliated colleges and it requires systematic and well thought-out implementation mechanism based on the combination of monitoring, inspection, evaluation and supervision in terms of academic audit. Such mechanism requires motivated human recourse for constantly vigilant supervision of the curriculum transaction and allied activities to ensure the academic excellence. This workforce can serve for further enrichment of the program through periodic data led revision of the curricula.

**Recommendations**

Department of Teacher education should develop strong linkage with Guidance, Counseling and Placement Bureau for the internships of prospective teachers.

- The University should create strong linkage with the administration of Practicum Schools and should develop the co-operative teachers professionally.
- Affiliated colleges faculty undergoes frequent transfers and postings. University should take up the responsibility of Professional Development of newly recruited college faculty for effective curriculum implementation.
- Affiliation criteria may be revisited keeping in view Quality Assurance in ADE program.
- Equivalence status of ADE be notified
- In absence of the scholarship, University and college administration should activate and mobilize internal resources.

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