

**Curriculum Development and Teachers' Training: A Study of Governance of
Primary Education in Punjab**

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Abstract

The purpose of this research is to study the governance of primary education in Lahore, Punjab, in view of curriculum development and teacher training. The study seeks to explain the system of primary education, the characteristics of the institution involved and how they relate to the curriculum development and teachers' training of the primary schools. The research aims to study the formal structures of these institutions and the relationships that guide and influence them. The study seeks to find the key factors affecting the governance of primary education, namely curriculum development and teacher training; to bring to light the changes in the governance policies and their effect on the curriculum development and revision; to help analyze the supervision and monitoring mechanism developed by the government of Punjab to check teaching quality and training. For this purpose, qualitative research methodology was used. Data was collected through structured interviews with officials of the School Education Department. An interpretive approach was used to analyze data.

Key Words:

SED School Education Department

DSD Directorate of Staff Development

PCTB Punjab Curriculum & Textbook Board

INTRODUCTION

Education is important for the progress of society and is considered its chief pillar (Adams, 1998). All over the world only those nations and societies progress which have an established and sound system of education (Ball, 1990). Ever since its independence, Pakistan's progress and national development have lagged due to weak education system. Literacy significantly contributes to the learning process and human development in society. The force of disregarding it will be long-standing and probably disturbing for the people of Pakistan. The social benefits of primary schooling appear to be significantly greater than that of other educational levels. The primary education of women is more beneficial because female participation at the primary level reduces the population, progresses health and nutrition, and encourages other behavioral development. According to the Pakistan Demographic and Health Survey, 2006-07, reduced rate of birth is the result of educating girls to a middle school level. Education also creates awareness for improving health care as shown in the aforementioned survey. The survey showed that 69% of mothers with a middle school education immunize their children against diseases which further increase the importance of imparting education from the primary level.

The School Education Department of the government of Punjab is responsible for legislation, policy formulation, and planning in the areas of primary, elementary and secondary education; maintaining the standards of education including formulation of curricula and publication of textbooks; monitoring and evaluation; promotion of quality education; staff development; and other regulatory functions. The School Education Department (SED) carries out its functions with the help of its affiliated departments and organizations. Among all its affiliated organizations the Directorate of Staff Development and Punjab Curriculum Textbook Board are most directly linked with the primary education in Punjab.

The Directorate of Staff Development (DSD) serves as the most fundamental institute for in-service and pre-service training of public sector teachers. It focuses on the capacity building of the teachers in the public schools of Punjab as well as the professional development of the teachers. It strives to develop a force of competent teachers in the public sector who will work towards the promotion of the National Education Policy. The Punjab Curriculum and Textbook Board (PCTB) is an affiliated organization with the SED. It strives to broaden the horizon of learning through quality textbooks that are up-to-date and low priced, easily affordable, and based on innovative culture. The PCTB is also responsible for the development and rectification of the curriculum. It is responsible for the production and publication of textbooks, supplementary reading material related to textbooks, guidebooks for teachers, production of reference and research material, and conducting research in the field of curricula, textbooks and other reading material.

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The present study intends to accomplish the following objectives:

- This study aims to find key factors affecting the governance of primary education.
- This study will highlight the change in governance due to 18th constitutional amendment and decentralization of the ministry of education and its effect on the curriculum development and revision.
- This study will help to analyze supervision and monitoring mechanisms developed by the Government of Punjab to check teaching quality, provisions of textbooks and additional teaching and learning support.

LITERATURE REVIEW

The concept of governance has been gaining a lot of importance throughout the world; however, there is no set definition of governance. Governance has been defined in many different ways. The business dictionary defines governance as a design of procedures and the constant supervision of their appropriate execution, by the associates of the principal body of an institution. In another definition, governance is defined as the course of action that determines which judgments are to be made and put into operation. Administration without exploitation and dishonesty, and abiding by the rule of law are the basics of good governance (IMF, 2007).

Curriculum Development:

The word curriculum has many different meanings attached to it. Some of the most common meanings are syllabus, prospectus, course of study, the program of study, or an association of teaching methodologies and learning experience. Bishop (1985) see curriculum as the sum of all experiences gained by a pupil. According to Cuban (1995) a curriculum is a framework and course of study that is taught by teachers, designed by the education authorities, and learned by the students. According to Braslavsky (2003), the curriculum is an accord amid parties such as the State, communities and the educational experts. It's a pact on what the novices should engage in during particular periods of their life. Murty (1981) suggests that the objectives of primary education are to develop learning, thinking and a love for education as well as to provide the students with basic knowledge and skills needed for a respectful life. The curriculum is said to be effective when these classroom experiences of students adequately represent the envisioned goals (Wiles and Bondi, 1989). According to Asif (2001), the curriculum at the elementary level in Pakistan had many weaknesses, such as:

- a) It did not develop critical thinking or creativity.
- b) It was not suitable for the mental level of the students and was thus not understandable by the students.
- c) The curriculum was not helpful in the physical development of students.
- d) Topics relating to library, population, environment, and peace were not given due weight in the curriculum.

Careful planning and organization of curriculum are needed to develop in students the skills for rational scientific thinking and a suitable system of values so that they are capable to face the challenges of the future. The curriculum should help in the mastery of basic skills and fulfilling the life needs of the pupil themselves (Farooq, 1994). The curriculum development process includes situational analysis, development of objectives, content and methodology.

According to Nicholls and Nicholls (1974), a situational analysis is the analysis of features like students, their homes and student's background; self-analysis, school and its staff, facilities and equipment; along with a study of the implications for curriculum. Farrant(1990) described that the culture, the social order, plans, school organization and instructive supervisor, teaching matter and methods and educator's function are the fundamentals of curriculum development. The Content of the curricula includes attitudes, knowledge, values, and skills to be learned. Content complements the objectives of the curriculum (Nicholls and Nicholls, 1974). The curriculum in itself is not able to fulfill its purpose until the right methods of teaching are employed in teaching it. This is why the Curriculum developers use appropriate learning activities to employ the content of the curriculum effectively.

Qualified and Trained Teachers

Changes occur around the world continuously. To keep abreast with the new changes and latest activities in society and the world at large, the teachers have to be up-to-date with the new research and knowledge (Siddique, 1990). Teaching is a professional activity. Professionalism is a sound way for teachers to solve their professional and social issues. The teachers need to be up-to-date and obtain the most recent knowledge and skills to teach effectively (Farooq, 1990). Inefficient teaching and learning exercises are the cause of poor communication skills and social skills in students who graduate from primary schools (British Council, 1988).

Lack of proper communication makes teachers apathetic to the general advancement in the education system at the primary school level, as a consequent increase in absenteeism is detected (Khan, 1980). There is miscommunication between policymakers and schools staff causing the teachers at the primary level to stay oblivious of new policies and developmental programs (Zafar, 2003). Poor organization in the education system promotes confusion between the teachers and administration. This miscommunication and inefficient coordination between schools and administration create difficulty for teachers of primary schools.

Primary schools in the public sector of Pakistan lack the use of learning resources due to insufficient infrastructure where the schools lack basic facilities like boards, textbooks, libraries and other associated learning material. This hampers the mutual process of student learning and teachers' teaching techniques (Muhammad, 2002). According to Diamond (1991) in order to become a superior teacher, a variety of skills, attitudes, abilities, knowledge, and other behaviors are required, which are endowed by teacher training. To make a training program more effective importance should be given to the development of inter-personal skills and attitudes of the teachers. Teacher training being a very important part of the literacy efforts needs to develop certain skills in teachers, for that reason, Kholi (1992) expressed the following skills required to be created in the teachers through teacher training:

- a) Employing teaching methodologies regarding the subjects of specialization.
- b) Carry out the objectives of the curriculum in terms of specific programs and activities.
- c) Arranging co-curricular activities.
- d) To use simple evaluation techniques.
- e) Sound communication skills.

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Many researchers propose inter-personal skills to be capable of being transmitted to the teachers effectively. These inter-personal skills are effective in classrooms in terms of student attitude, behavior, and achievements. According to Karlinger (1980), attitude may be a positive or a negative value depending upon one's propensity to perform towards or against something in a situation. Kholi (1992) suggested the following attitudes should be developed in teachers to yield effective outcomes:

- a) Aesthetic appreciation.
- b) Consideration towards professional problems.
- c) Explicit attitude in solving educational problems.
- d) Constructive temperament towards manual work.
- e) Optimistic outlook towards work ethics and vocation.

Theoretical Framework

Carver's Policy Governance Model is practically useful to understand the Governance of Primary Education regarding curriculum development and teacher training.

Carver's Policy Governance Model

The policy governance model was presented by John Carver. The model is easily applied to business, non-profit, governmental governing boards and all settings. The Policy Governance Model noticeably differentiates between the leadership roles of the board and chief executive officer (CEO). The board's responsibility is that of a curator or a steward. The main focus of the board is on the vision, mission and values of the organization. It ensures that all the strategic priorities of the organization are met. It warrants empowerment to staff and receptiveness to stakeholders to accomplish the mission and vision of the organization within recognized precincts. In this regard, the CEO provides operational leadership to administer and manage the organization so that organization's mission is effectively fulfilled. The performance of the CEO is monitored and evaluated by the board in accordance with its policies. The term CEO is used to reflect the role definition. The term CEO can be substituted with the executive director, director, president, general manager, or any other title.

The board has total accountability for and authority over the organization but has to rely on the others (i.e. the CEO) to carry out the work of being accountable and exercise authority. This necessitates that the board gives careful attention to sound delegation. For governing the organization soundly and efficiently, the board communicates and files policies in the following areas:

- a) The focal point is conclusion and results instead of the means (a staff responsibility). It means that the focus is on the 'Ends' which include the successful accomplishment of the mission, vision, values and deliberate goals of the organization.
- b) The board ascertains stricture and limitations inside which the CEO has unrestricted autonomy.
- c) The board procedures delineate the allocation of power from the board to the CEO. It monitors the achievements of the CEO.
- d) Meanwhile, the board accomplishes its own course of policies and structure, which

consist of committee structures and the expectations of board members.

The model allows the boards to be truly accountable and relieves the boards from the unimportant and hollow rituals, with reactivity and trivia. In the situation of school education, the School Education Department of the government of Punjab is the governing board. The SED is required to perform the functions of legislation, policy formulation and planning. It is required to maintain standards of education, promotion of quality education, staff development and monitoring and evaluation of systems. All of these functions are performed by the affiliated organizations each headed by a chairperson or the CEO. Among these organizations, the Directorate of Staff Development and Punjab Curriculum and Textbook Board are most directly linked with primary education.

Ends: The centre of attention is the effects and results instead of means (a staff responsibility). In other words, the focus is on the 'Ends' which include the successful accomplishment of the mission, vision, values and deliberate goals of the organization. The governing board or SED is concerned over the outcomes and the ends achieved by the affiliated organizations. Each organization under the governing board is required to accomplish the mission, vision and strategic objectives of the organization. The board allows a certain freedom to the staff in order to accomplish the Ends in the most creative and cost-effective way as possible.

The DSD is appointed a Director (CEO) by the SED. The Director has the authority to conduct the operations of the organization by any fair means to accomplish the Ends or the policies as directed by the SED. The SED assesses the performance of the organization and that of the Director through evaluation and monitoring. The board performs all its policies and structures acting in an organized, designed and highly disciplined manner.

Executive Limitations: The board has complete power over the organization and is held responsible for it; nevertheless, it has to depend upon others to accomplish the work. The management is responsible for the real administration. Both organizations under SED is headed by a CEO. The CEO has the authority and the freedom to run and operate all the functions of the organization inside the confines placed by the board. The board ascertains stricture or limitations inside which the CEO has boundless liberty. The board is, therefore, charged with defining the Ends. The board tells the CEO that on condition that the ends are achieved and intolerable means are not used then the CEO has the allowance to take any decision he/she thinks is wise. The Curriculum and Textbook Board Act 2015 was provided for the establishment of the Punjab curriculum and Textbook Board. The board was created as an autonomous body that was still answerable and accountable in its policies to the Government (i.e. in this case the School Education Department of the government of Pakistan).

The Directorate of Staff Development (DSD) sets the methodology for design and development programs, materials and training curricula. The DSD determines an assortment of phases of design and development, re-evaluation of responsibility and authority; however, the inputs related to the program, such as functional, performance, statutory and regulatory requirements of the School Education Department of the Government of Punjab are also maintained.

The Board and CEO Relationship: The board procedures delineate the allocation of power from the board to the CEO. It monitors the achievements of the CEO. The board entrusts power to the staff through the CEO, who is held accountable. Extensive authority is granted to the CEO by the board. For acute effectiveness, there is an acute need for a strong CEO. The CEOs delegated by SED are accountable for the achievement of the Ends as directed by the board. The board sets certain limits, including time limits, budgets and agendas that are to be met by the CEO. The CEO has the freedom to bring about the desired results in any way that is wise, being as creative and innovative as he/she wants.

Governing Process: The board attends to its own course of policies and structures which include committee structures and expectations of board members. The model entails that the board proceeds with a structured, designed and vastly efficient approach. The board decides the detail, quality and level of excellence required to follow its schema in the following year. Evaluation is the responsibility of the board. The proper evaluation of the staff is also a way to properly evaluate the performance of the CEO.

The governing board, SED, evaluates the performance of the CEOs of the affiliated organizations. The board is required to appraise the quality and the level of excellence achieved by the CEOs. The reports of all the CEOs are collected and appraised by the board and the performance of the CEOs is also reviewed. As stated by Curriculum and Textbook Board Act 2015, the government may issue any policy or guidelines to the PCTB that PCTB will have to implement in the performance of its functions. The Managing Director (or the CEO) of the PCTB is liable to ensure that the policy guidelines and directions received by the government are faithfully implemented. The policy decisions can only be taken by the government. In the case of primary education, the PCTB is liable to follow the Policies of the SED. The board is concerned only with the Ends and receives reports on the working of the organization. The board reviews the reports and evaluates the performance of the chairperson. This way the board is not liable to involve in the trivial working of each and every affiliated organization of the SED. The performance of the board is the result of or reflected by the performance of the chairperson and the CEOs of the said organizations.

The directorate of staff development (DSD) plans and execute supervisory measures and development processes in order to ensure that the training has been provided to teachers and trainers as per course, with conformity to quality and continuous improvement. The data is collected from different sources which are then analysed in order to check its conformance with the quality standards, requirements and the strategic priorities of the organization. In case of non-conformities, corrective and preventive measures are taken so that continuous improvement of quality and system is ensured and the desired Ends are met. The reports are then forwarded to the Board for analysis and development of new policies.

Methodology

This research study is aimed at the analysis of Governance of Primary Education using the two key variables of Curriculum development and Teacher Training. Qualitative research methodology was used to gather data. When collecting the qualitative data, post-positivist approach was used coalescing theory and practice. Using the postpositive approach was a means to combat the shortcomings of the positivist approach which tends to ignore the human factor, theory and context. A population is a group of elements the researcher wishes to inspect.

Therefore, the population for this study was the key personnel involved in the development of curriculum and teacher training. Therefore, the target population for the study was officials of the Directorate of Staff Development and Punjab Curriculum and Textbook Board of School Education Department. For qualitative data, 12 structured interviews were conducted with the policy and decision-makers of both the Punjab Curriculum and Textbook Board and the Directorate of Staff Development. For interviews from concerned subsidiaries of the Punjab Education Department, Purposive Sampling was used to select representative units. Purposive sampling or Judgment Sampling is a type of non-probability sampling technique, in which the units of the sample are chosen based on their professional expertise and knowledge by the investigator (Black, 2010). Interpretive approach was used and the identified themes helped to answer the research questions.

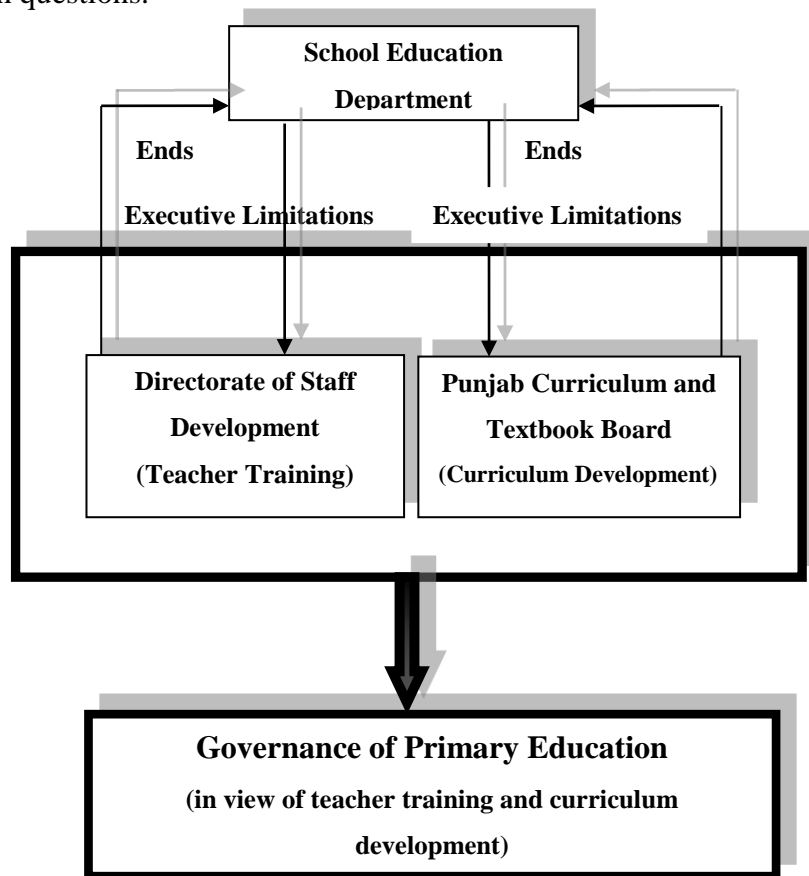


Figure 1: Conceptual Framework

Findings and Discussion:

The main objectives of the study, as discussed before, were to highlight the change in governance due to the eighteenth constitutional amendment and devolution of the ministry of education and its effect on the curriculum development and revision; to analyze supervision and monitoring mechanisms developed by the Government of Punjab to check teaching quality, provisions of textbooks and other teaching and learning aids; quality enhancement through development of modern, nationwide school curriculums for the public sector and by developing key performance indicators for teachers; upgrading knowledge and skills of existing teachers

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along with the need for recruitment of qualified and skilled teachers at the primary education level. The in-depth literature on curriculum and teacher training supports that a lot of emphases has been given to both variables by various researchers as the tool for quality education.

Punjab Curriculum and Textbook Board:

Executive Limitations: The School Education Department of the Government of Punjab sets certain limitations on its attached departments. These parameters are set in order to entail the completion of certain targets to increase quality primary school education in Punjab.

According to the Punjab Curriculum and Textbook Board Act of 2015, the PCTB develops terms for the preparation and execution of the curriculum; construct reference materials and research material regarding the format; prepare for research concerning the curriculum, textbooks and related reading material; formulate and endorse textbooks, scripts and auxiliary reading supplies concerning the textbooks. The PCTB works for the whole of Punjab. The SED allows the PCTB to strive to widen the horizon of learning experience for the students in order to broaden the student's minds to be aware of and meet the responsibilities and challenges of life. According to the SED, it is the responsibility of the PCTB to

- a) Produce and publish textbooks for students in accordance with the teachings of Islam, Pakistani culture and bring the syllabus up to date.
- b) Publish supplementary materials linked to the textbooks
- c) Carry out research in the field of reading materials, curricula and textbooks
- d) Publish guidebooks for the teachers
- e) Produce references as well as research materials relating to the scheme of studies

The PCTB has the authority to use any means and employ any methods to carry out the Ends while staying within the set parameters.

Ends: Ends include all the benefits that an organization is to produce, that is, the results that are to be accomplished for which people, at what cost and worth. Curriculum is a developmental process having a set of goals and values which creates a classroom experience of students. The curriculum is said to be effective when these classroom experiences of students adequately represent the envisioned goals (Wiles and Bondi, 1989).

According to Cuban (1995), a curriculum is a framework and course of study that is taught by teachers, designed by the education authorities and learned by the students. The curriculum has a limited course of study and is a strict regime to be followed by different stakeholders. The national curriculum is prepared to complement the productivity of existing literacy programs and improve their quality. The curriculum is prepared in order to achieve Education for All (EFA) goals, and create a literate environment in the country. The aim and objectives of the national curriculum for literacy is to provide opportunities for out-of-school population who have dropped out of school before becoming literate or never went to school in the first place. The literacy curriculum develops the literacy and numeracy skills of such persons relevant to their practical life, facilitating them in order to improve the quality of their lives.

The objectives of the national curriculum are to

- a) endorse the attainment of knowledge;
- b) the growth of competencies and skills required to enhance the quality of life;
- c) support the creation of literate environment beneficial for the development of literacy and numeracy skills;
- d) warrant the quality of learning through the acceptance of suitable methodologies and strategies;
- e) provide a basic structure that can aid in the standardization of literacy programs
- f) facilitate the aligning of the formal system of education.

The document that offers the methodological detail of the contents and objectives for a particular course is named as the curriculum. According to the Punjab Curriculum and Textbook Board Act of 2015, the attached department of SED namely the Punjab Curriculum and Textbook Board is responsible for the organization and implementation of the curricula.

Curriculum developed by the board has the following objectives or Ends:

- a) To promote the development of literacy and numeracy skills.
- b) To enhance the quality of life by the development of competencies and skills and acquisition of knowledge.
- c) To develop language, numeracy and problem-solving skills of students for effective communication and continuous learning.
- d) To provide a basic framework for the standardization of literacy programs.
- e) Adoption of appropriate strategies and methodologies
- f) To improve knowledge relating to practical uses of science and technology
- g) To enhance positive and independent thinking

According to the findings from the qualitative data analysis, it was found that an effective curriculum is revised every five years. However, with the implementation of the 18th Amendment, the Ministry of Education was dissolved and autonomy was granted to the provinces. Now since the 18th amendment, no changes have been made in the curriculum as there was a lack of coordination and competency which worked its way to warrant that no work of any significant nature was accomplished, resulting in no curriculum revision.

After the 18th amendment, in 2012 Punjab Curriculum Authority Act was implemented. All the power of curriculum development in the province of Punjab was given to the institute of Punjab Curriculum Authority. The PCA and Textbook Board were separate at the time. The two organizations could not collaborate effectively and as a result, a new curriculum could not be developed. As a result, PCTB was established in February 2015, the organizational set-up could not be established in such a short period of time so a new curriculum could still not be established. The PCTB is still in the developmental stages, and all its job-specific wings are being set up. Therefore, the curriculum of 2006 is still functional. However, in 2011, some amendments were made to the curriculum, as the 2006 curriculum was overly detailed and inconvenient.

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The PCTB's teams of researchers and subject specialists are dispatched at the district level that collects feedback regarding the curriculum and teacher competencies through various data collection tools like questionnaires, presentations and interviews with teachers and students. The data analysis of this study, collected from PSTs and analyzed for results, revealed that the majority of the Primary School Teachers believe the current curriculum to be up-to-date, promoting nationalism and a sense of citizenship in students. It promotes the speaking, writing, reading and listening skills of the students. It promotes cooperation and brotherhood, discipline and rule of law, builds characters and is interesting for the students. The analysis revealed that the curriculum is easy to understand by the students. It develops practical and problem-solving skills of the students, giving importance to both theory and practical.

Directorate of Staff Development:

Executive Limitations: As with the PCTB, the School Education Department of The Government of Punjab sets certain limitations on its attached department of the Directorate of Staff Development. One of the major functions of SED is staff development which comprises of pre-service and in-service teacher training and CPD programs. As governing board, SED imposes executive limitations including incentives, penalties, time limit on certain trainings, etc. The incentives offered or given to the teachers are decided by the SED based on their performance. In case the terms and conditions of service are not being fulfilled by the said staff of the schools, penalties are imposed. These penalties may be minor e.g.

- a) Fine
- b) Censure
- c) Withholding of increments
- d) Withholding of promotion

Based on the severity of the misconduct, penalties may be major like,

- a) Reduction to a lower post or pay scale
- b) Removal from service
- c) Dismissal from service
- d) Compulsory retirement

The right to impose these penalties is held by the SED. The 18th Amendment in Pakistan's constitution (2010) provided complete autonomy to the provinces in terms of educational matters. This positioned DSD as a pilot organization responsible for teacher education in the province of Punjab. According to SED, it is the responsibility of DSD to develop

- a) Teacher's training programs
- b) CPD framework
- c) Cluster Training Support Centers
- d) District Training Support Centers
- e) Establishment of matters of DTEs
- f) Developing Teacher Training Modules

The DSD has the authority to use any means and employ any methods to carry out the Ends while staying within the set parameters.

Ends: The DSD is appointed a Director (CEO) by the SED. The Director has the authority to conduct the operations of the organization by any fair means to accomplish the Ends or the policies as directed by the SED. The SED assesses the performance of the organization and that of the Director through evaluation and monitoring. The board performs all its policies and structures acting in an organized, designed and highly disciplined manner.

The DSD is responsible for policy development for teacher education and has a role in implementing the CPD program implementation as well as being the center for all quality-focused initiatives. Its functions include:

- a) To act as a focal point for consolidating feedback on the National Education Policy and Curriculum
- b) Set methodology for design and development programs, materials and training curriculum.
- c) Determines the various stages of design and development, re-evaluation of responsibility and authority.
- d) To maintain the inputs such as practical and performance requirements, and appropriate statutory and regulatory requirements related to programs of the School Education Department of the Government of Punjab.
- e) Preparing the outputs of design and development to make the process of verification of inputs as simple as possible. The design and development is reviewed systematically.
- f) DSD is also responsible for linkages between national and international institutions
- g) Delivery pre-service and in-service teacher education
- h) Performance evaluation, reports and monthly assessments.

The data collected from the qualitative analysis capitulate that several types of training programs are undertaken by the DSD. These training programs are developed by the DSD and approved by the board (i.e. SED). The training includes the Continuous Professional Development (CPD) framework, pre-service training and in-service training. The DSD perpetrates to the continuous development of skills and knowledge of teachers and trainers. It endeavours for continuous improvement in all processes. The directorate of staff development (DSD) plans and implements monitoring measures and improvement processes in order to ensure that the training has been provided to teachers and trainers as per course, with conformity to quality and continuous improvement. For this purpose, processes are developed to ensure the satisfaction of trainees and trainers. The DSD collects data for analysis from Trainees and trainers, employers and Internal Audits.

The data collected from the sources are then analysed in order to check its conformance with the quality standards, requirements and strategic priorities of the organization. In case of non-conformities, corrective and preventive measures are taken so that continuous improvement of quality and system is ensured and the desired Ends are met.

The data analysis of this study, collected from PSTs and analyzed for results, attest that the training is available for all teachers; training programs promotes personal and professional development; are arranged at the appropriate time; promote problem-solving, critical thinking and inquiry in teachers; help identify work strategies to monitor student learning and outcomes; provide professional support to teachers; help teachers evaluate their own practices; and provide

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them the means and training to evaluate and encourage the overall behavior and grooming of the students in every aspect. In other words, the Ends that DSD seeks to achieve are being accomplished in a successful manner.

Conclusions

The 18th amendment in the constitution of Pakistan (2010) granted autonomy to provinces in educational matters. In this regard, a change in governance came in effect with the devolution of the ministry of education. With this change of governance, many governmental institutions gained autonomy. Curriculum Wing was no longer in operation and in its place Punjab Curriculum Authority was established in the province of Punjab. This institute was the result of the Punjab Curriculum Authority act (2012). Later, the Punjab Curriculum and Textbook Board act (2015), however, joined the two institutes of Punjab Textbook Board and Punjab Curriculum Authority into a single authority named Punjab Curriculum and Textbook Board (PCTB).

The PCTB works for the whole of Punjab and strives to widen the horizon of a learning experience for the students in order to broaden the student's minds to be aware of and meet the responsibilities and challenges of life. An effective curriculum is revised every 5 years, as it is adequate time to upgrade the content in view of the technological, social and other changes in the world. The most recently revised curriculum is that of 2006. Before 2006, the curriculum of 2002 was teacher-centered; however, in 2006, the curriculum saw a big transformation and was now focused on the child. The 2006 curriculum was however overly detailed because of which some changes were made in the curriculum to make it more user-friendly. Evaluation of the curriculum is done through research using various data collection tools like questionnaires, presentations and interviews with teachers and students. Also, direct feedback from the public is also received in the form of letters, phone calls, personal visits and author reviews.

The advent of the 18th Constitutional Amendment and the resultant autonomy of educational institutes, positioned DSD as a pilot organization responsible for teacher education in the province of Punjab. The three major types of trainings include induction training (or pre-service training), in-service training and the CPD program (Continuous Professional Development). The DSD is currently responsible for all 36 districts of Punjab which are included in the CPD program. In 2011, DSD developed a comprehensive teacher's guide for primary school teachers to help them in the education of young children. DSD trains the Trainers of Trainers (TOTs) and Master trainers. These trainers train the District Teachers educators at the district level, who in turn train all the Primary School Teachers at their respective cluster centers.

The DSD plan and execute monitoring measures and development processes in order to ensure that the training has been provided to teachers and trainers as per course, with conformity to quality and continuous improvement. The data for analysis is collected from trainees and trainers, employers and Internal Audits. The data are then analyzed in order to check their conformance with the quality standards, requirements, and strategic priorities of the organization. In the case of non-conformities, corrective and preventive measures are taken.

The current management of primary education emerged as a result of the 18th constitutional amendment is consistent with changing requirements of the current educational

trends and standards. Changing the trends of curriculum from teacher-centered to child-centered has created a positive change in the education system. The introduction of creative writing and comprehension passages help create positive mental developments in students. Continuous trainings of teachers in the new trends of child education and instruction methods are a step toward the right direction, allowing both students and teachers to continuously learn and improve themselves. All these improvements and developments will play a healthy role in changing the negative mindsets of typical Pakistanis who circumvent public schools in favor of private schools due to their more advanced teaching and learning styles.

Recommendations

- Work should be done on the development of a new curriculum as early as possible. The time frame of five years should be observed in the development of the new curriculum.
- Although Subject Specialists are part of the team of the curriculum developers, College lecturers and higher secondary school teachers should also be on the curriculum development subject panels. These people may not essentially work as writers but be there to comment/react to new content. This will ensure that current trends in higher education are kept in context as the new curriculum is being developed at the primary school level.
- Curriculum feedback committees should be established at the city level. The feedback reports should be provided to the board every six months in order to keep the information up-to-date.
- Collaborated workshops should be organized for curriculum developers and teacher trainers for understanding the objectives of the curriculum and putting them into practice.
- Sufficient audio-visual aids should be made available for teachers of all subjects in order to increase the level of understanding in the students and make the teaching-learning process more attractive for the students.
- Increasing the level of education and teacher training is effective only if appropriately qualified teachers are in employment. The government of Punjab has increased the teacher qualification criteria to B.A. and onwards, which is a huge step towards educational development. However, in many public schools, especially at the primary level, a number of teachers with only a Matric or F.A. degree are in employment. Although these teachers are being provided with in-service training as well as CPD training, they are still not qualified enough to be given the responsibility of establishing a good educational base for the young minds at the primary level.
- E-learning should be allocated a higher priority in training programs. The DSD should make teachers participate in training using e-learning methods. This E-learning will play a part in the awareness-building process; also will show the variety and potential of e-learning.
- A promotion system for school principals should be linked to the professional development of the school's teaching staff. While incentives such as pay rises are in place for teachers; bonuses and increases in salary should be directly linked with the teacher performance and student learning as well as to the participation of teachers in the training.
- Coercive power, the opposite of reward power, is exercised on people showing low performance. Although the SED and the Punjab Textbook Board act (2015) set certain

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penalties on the basis of low performance and misconduct in the line of service, these penalties rarely come into effect. Because of this lack of fear of penalties, the performance of teachers and educators does not reach the expected level of efficiency. Therefore, penalties should be imposed on the low-performing teachers so that the level of education could be improved until the need for such strict measures is no longer required.

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