

ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD
(Department of Educational Planning, Policy Studies & Leadership)

WARNING

- 1. PLAGIARISM OR HIRING OF GHOST WRITER(S) FOR SOLVING THE ASSIGNMENT(S) WILL DEBAR THE STUDENT FROM AWARD OF DEGREE/ CERTIFICATE, IF FOUND AT ANY STAGE.**
- 2. SUBMITTING ASSIGNMENTS BORROWED OR STOLEN FROM OTHER(S) AS ONE'S OWN WILL BE PENALIZED AS DEFINED IN "AIOU PLAGIARISM POLICY".**

Course: Curriculum Planning and Evaluation-II (8232/6564)

Semester: Autumn 2026

Level: PGD/BE4 4-years

Please read the following instructions for writing your assignments. (AD, BS, B.Ed, MA/MSc, MEd) (ODL Mode).

1. All questions are compulsory and carry equal marks, but within a question, the marks are distributed according to its requirements.
2. Read the question carefully and then answer it according to the requirements of the question.
3. Avoid irrelevant discussion/ information and reproducing from books, study guide or allied material.
4. Handwritten scanned assignments are not acceptable.
5. Upload your typed (in Word or PDF format) assignments on or before the due date.
6. Your own analysis and synthesis will be appreciated.
7. Late assignments can't be uploaded at LMS.
8. The students who attempt their assignments in Urdu/Arabic may upload a scanned copy of their handwritten assignments (in PDF format) on the University LMS. The size of the file should not exceed 5MB.

Total Marks: 100

Pass Marks: 50

ASSIGNMENT No. 1
(Units 1-4)

- Q1: Analyze the major phases of curriculum development in Pakistan from the pre-independence period to the post-18th Amendment context, and evaluate how educational developments have influenced the present curriculum development process. (20)
- Q2: Apply the principles of validity, reliability, and appropriate testing procedures to design an assessment framework for evaluating whether a newly developed curriculum is achieving its intended (20)

learning outcomes.

- Q3: Analyze the major forces that necessitate curriculum change and develop a practical strategy for managing curriculum change in a Pakistani educational institution. (20)
- Q4: Compare curriculum development practices in Pakistan with those of any two countries discussed in Unit 4, and synthesize the findings into recommendations that could inform curriculum improvement in Pakistan. (20)
- Q5: Evaluate the curriculum development process in Pakistan in light of historical policy developments, international comparative practices, and the changing educational needs of Pakistani society, (20)

Total Marks: 100

Pass Marks: 50

ASSIGNMENT No. 2
(Units 5-9)

- Q1: Analyze the characteristics of successful science and mathematics curriculum innovation programmes discussed in Unit 5 (20)
- Q2: Evaluate an existing scheme of studies or curriculum in a selected Pakistani educational context by applying the principles of curriculum analysis and recommend evidence-based modifications to improve its relevance, coherence, and integration. (20)
- Q3: Analyze the relationship between education, curriculum, and national development in Pakistan and other Asian contexts, and develop a curriculum-based strategy for strengthening productive skills and supporting rural development. (20)
- Q4: Evaluate how cultural values, social structures, economic conditions, technology, belief systems, and patterns of communication influence curriculum development, and formulate principles for developing a culturally responsive curriculum for contemporary Pakistani learners. (20)
- Q5: Compare subject-centered, activity, correlated, and core curricula, and design a suitable curriculum model for a contemporary Pakistani school that addresses learner diversity, problem-solving, social needs, and changing demands of society. (20)