

Evaluation of Curriculum at Secondary Level in Pakistan in light of Subject Specialists' Views

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ABSTRACT

The purpose of this study was to gauge the effectiveness of Secondary school curriculum in light of Subject Specialists' views . Since the prime objective of education is the socialization of human beings and the school is the pivotal agency to organize and transmitt all the cultural and social values to individuals. Curriculum is the most effective tool to dissiminate all these values to the society and individuaals. To measure the effectiveness of curriculum a breachless effort is needed. Therefore development and improvement in curriculum is the need of hour to meet the emerging challenges of society. The study was aimed __ to determine experts' views regarding correspondence of curriculum with the needs and aspirations of the country, to examine the changes made in the curriculum from time to time and to analyze the existing position of secondary school curriculum. The Subject Specialists working in Curriculum Wings, Text Book Boards and Secondary Schools constituted as the population of which 19 Subject Specialists were conveniently selected as the population of study. Major findings of the study were as follows: all Subject Specialists were not satisfied with the curriculum inherited from the British in meeting the future manpower needs of the society; curriculum was not according to students' abilities; previous studies were not taken into consideration while making a new curriculum; teachers were not properly trained in implementation of curriculum. On the basis of findings and conclusions, the following recommendations were made. The process of curriculum development should be harmonized with the culture and the society; Curriculum planners should be well trained, qualified and competent enough. Continuous research should be carried out to remove the draw-backs in the current curricula.

Key Words: Subject Specialists, Education, Nominally, Majority, Not at All

Introduction

Curriculum issues, either in an explicit or an implicit manner, are inextricably linked to current thinking and action on educational concerns and reforms around the world. Experiences of educational reform almost all over the world have shown that

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curriculum is at the same time a policy and a technical issue, a process and a product, involving a wide range of institutions and actors. Due to the ambiguity of the term “innovation,” it is necessary to establish characteristics of how innovations are defined for this paper. Mintrom (2000) uses the term “innovative” to refer to “ideas or practices that are new within the context of the school.” More clearly stated, an innovation is “an idea, practice, or object that is perceived as new by an individual or other unit of adoption” (Rogers, 1995). Another definition of innovation involves newly introduced method, custom, device etc; “change in the way of doing things”; “renew, alter” (Webster’s New World Dictionary, 2001) or doing things differently or doing different things” (Dunkin, 2000). The process of constructing the curriculum is unique to each national setting. It is a complex outcome of the opinions and solutions that key stakeholders propose for society’s requirements and needs. There are no ‘successful’ international models to copy. Many innovations with the curriculum include an emphasis on a particular field and the use of the core knowledge curriculum where basic factual information is presented before any abstract concepts, leading to a focus on the mastery of basics.

Curriculum

A successful system of education functions through its curriculum to achieve desirable objectives. Curriculum is the base on which the educational activities and experiences are planned. It is a kind of blue print, or plan of the school that include experience for the learners (Zahoor, 1998).

So, curriculum is the sum of all the experiences that are provided to the pupil in order to achieve the objectives of education. Therefore, a curriculum is more than the textbook and course of studies. On the other hand syllabus is just a part of curriculum. It is generally concerned with the subject matter of various subjects. It indicates the specific tasks pertaining to the contents of various subjects. Scheme of studies is a way by which things are planned. It is a plan or arrangement for doing some thing. It considers subjects, weightage of each subject and time allocation of the subject.

Objectives of the Study

Following were the objectives of the study:

1. To determine the effectivity of Secondary School Curriculum in meeting the emerging needs of society.
2. To examine the amendments made in secondary school curriculum from time to time by the Govt. through Curriculum Review Committee.
3. To assess the existing secondary school curriculum through Experts opinion.

RESEARCH METHODOLOGY

Methodology

The method for this study is descriptive.

Population

The most appropriate sources of information were the the Subject Specialists and Senior School Teachers of Islamabad.

Sample

Nineteen Subjects Specialists were selected (from the lists provided by the concerned organization) by using convenience sampling technique as per the following distribution, depending upon their availability and consent to respond:

- | | |
|---|----|
| 1. Subject Specialists/experts, Textbook Board, Lahore, Punjab | 07 |
| 2. Subject Specialists/experts, Textbook Board, Abbotabad, NWFP. | 07 |
| 3. Subject Specialists/experts, Textbook Board, jamshoro, Sindh | 03 |
| 4. Subject Specialists/experts, Textbook Board, Quetta, Balochistan | 02 |

Volunteer sampling technique was used to select Secondary Teachers of Federal Government and modal schools from the lists of Federal Directorate of Education. As regards private schools, the institutions were identified personally.

Research Instruments

Questionnaires were developed on the basis of related literature. Main feature of the curriculum process in the shape of objectives, content, methodology and evaluation were kept in view the questionnaire for Subject Specialists were developed to collect their responses.

Questionnaires were prepared at five point scales that are listed below:

- Entirely
- TGE: To Great Extent

- TSE: To Some Extent
- Nominally
- NAA: Not At All

The questionnaire for Subject Specialists included 22 items. The questionnaire had three section based on personal information, items other than requiring personal information and information on the curriculum issues at secondary level in Pakistan.

Validation of Research Tool

The questionnaires laid a great help in facts gathering and final decision making. It further provided the researcher very sound factual information.

Data Collection

The researcher personally traveled through the target areas of Islamabad, Lahore, and Abbotabad. Due to unavoidable circumstance, the researcher could not travel to Sindh and Balochistan and data was collected through mail.

Analysis of Data

Raw data were converted into meaningful data through the use of percentage. The data needed to be edited, classified and tabulated so that it could serve worthwhile purposes. In order to draw conclusion, the collected data were analyzed and presented in the form of tables and percentages. Data collected on five point scale items were analyzed by percentage.

FINDINGS

Table 1: Correspondence between Curriculum and Cultural Requirements of Society

Subject Specialist	No	Entirely	TGE	TSE	Nominally	NAA
PTBB Lahore	7	-	-	4(21%)	1(5%)	2(11%)
NWFP Abbotabad	7	-	2(11%)	3(16%)	2(11%)	-
Balochistan, Quetta	2	-	-	2(11%)	-	-
Sindh, Jamshoro	3	-	-	2(11%)	-	1(5%)
Total	19	-	2(11%)	11(57%)	3(16%)	3(16%)

Graphical presentation of the Correspondence between Curriculum and Cultural Requirements of Society

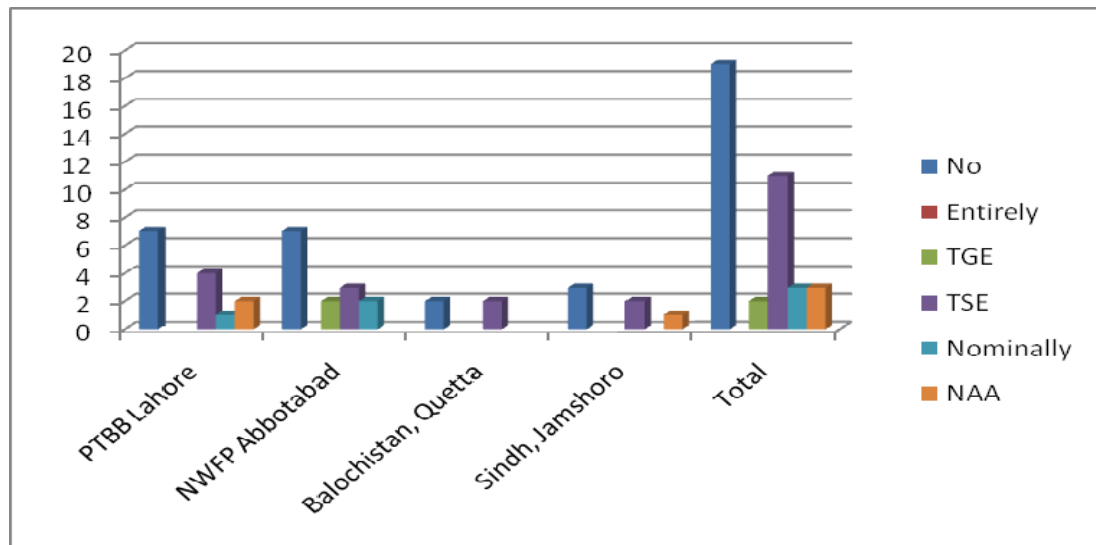


Table 1 depicts that more than half (57%) of the Subject Specialists were of the view that there was some correspondence between the inherited curriculum and the cultural

requirements of society. About a third of them 6(32%) said that correspondence was either nominal or non existent.

It is clear from the above data that majority of the Subject Specialists were of the view that curriculum which was inherited from British was not according to the cultural requirement of society. These views corroborated with the views of the curriculum experts.

Table 2: Curriculum and Future Manpower needs of the Society

Subject Specialist	No	Entirely	TGE	TSE	Nominally	NAA
PTBB Lahore	7	-	-	3(16%)	2(10.5%)	2(11%)
NWFP Abbotabad	7	-	-	4(21%)	2(10.5%)	1(5%)
Balochistan, Quetta	2	-	-	-	2(10.5%)	-
Sindh, Jamshoro	3	-	-	1(5%)	2(10.5%)	-
Total	19	-	-	8(42%)	8(42%)	3(16%)

Pictorial presentation of the Curriculum and Future Manpower needs of the Society

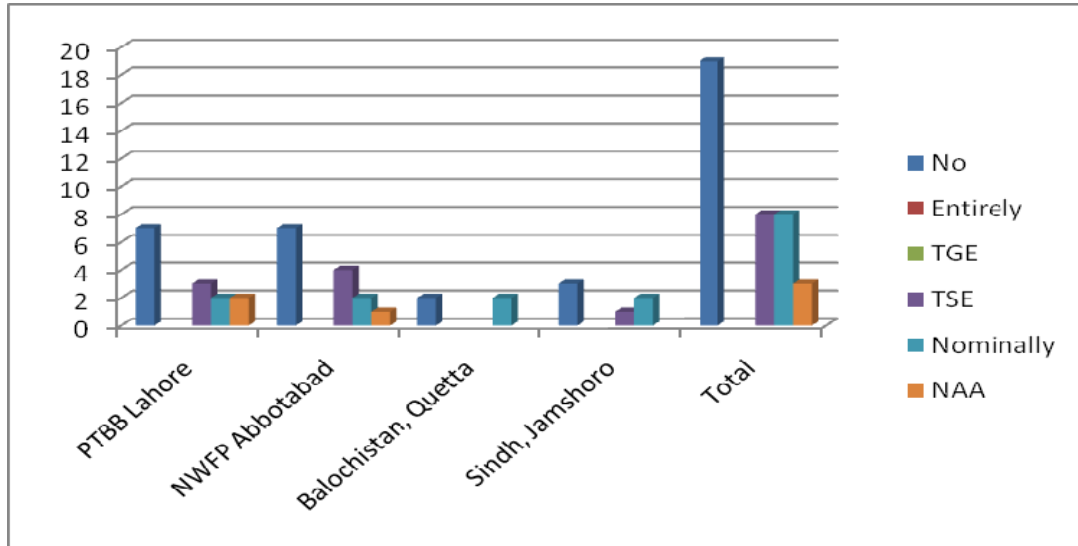


Table 2 shows that slightly less than half of the Subject Specialists (42%) were of the view that inherited curriculum from the British met the future manpower needs of society to some extent and the remaining more than half (58%) of the subject Specialists stated that the inherited curriculum met the future man power needs of the society only nominally or not at all. The subject Specialists were generally dissatisfied with the curriculum inherited from the British in meeting the manpower needs of the society. The same views were given by the curriculum experts.

Table 3: Inherited Curriculum and needs of Youth

Subject Specialist	No	Entirely	TGE	TSE	Nominally	NAA
P.T.B.B Lahore	7	-	2(11%)	3(16%)	2(11%)	-
NWFP Abbotabad	7	-	-	-	4(21%)	3(16%)
Balochistan, Quetta	2	-	-	1(5%)	1(5%)	-

Sindh, Jamshoro	3	-	-	1(5%)	-	2(11%)
Total	19	-	2(11%)	5(26%)	7(37%)	5(26%)

Graphical presentation of the Inherited Curriculum and needs of Youth

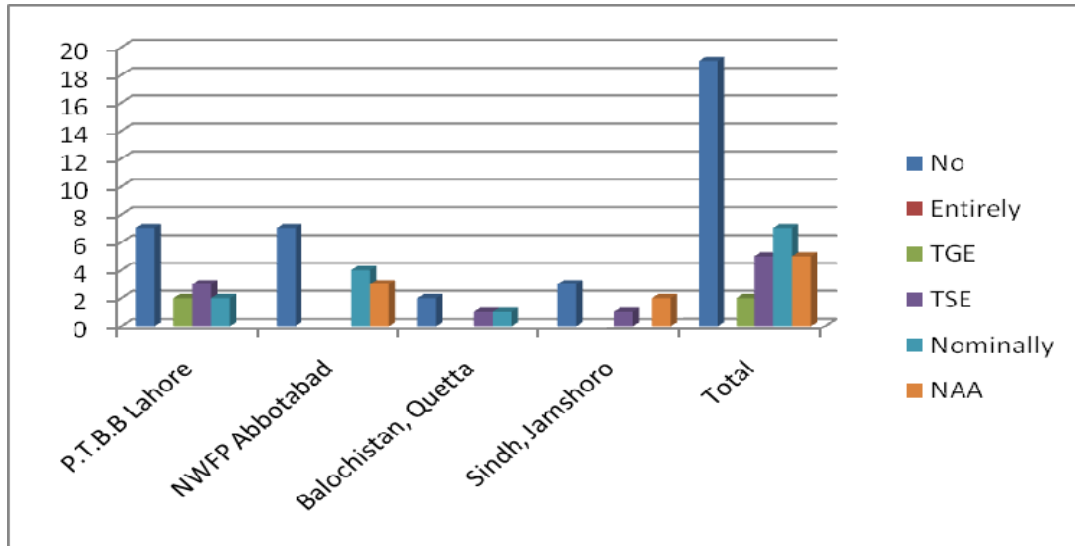


Table 3 reflects that 7(37%) Subject Specialists were of the view that the inherited curriculum was nominally adequate to meet the needs of the youth. Whereas more than a quarter 5(26%) of the experts stated that the curriculum did not at all meet the needs of the youth. An equal number 5(26%) stated that the inherited curriculum met the needs of the youth to some extent. Thus the curriculum inherited from the British was not deemed by the subject Specialist as suited to the needs of the youth. This view was totally in accordance with the views of the curriculum experts.

Table 4: Revision and Examination of Curriculum

Subject Specialist	No	Entirely	TGE	TSE	Nominally	NAA
P.T.B.B	7	-	3(15%)	2(11%)	2(11%)	-

Lahore						
NWFP Abbotabad	7	-	-	4(21%)	-	3(16%)
Balochistan, Quetta	2	-	-	2(11%)	-	-
Sindh, Jamshoro	3	-	-	2(11%)	-	1(5%)
Total	19	-	3(15%)	10(53%)	2(11%)	4(21%)

Pictorial presentation of the Revision and Examination of Curriculum

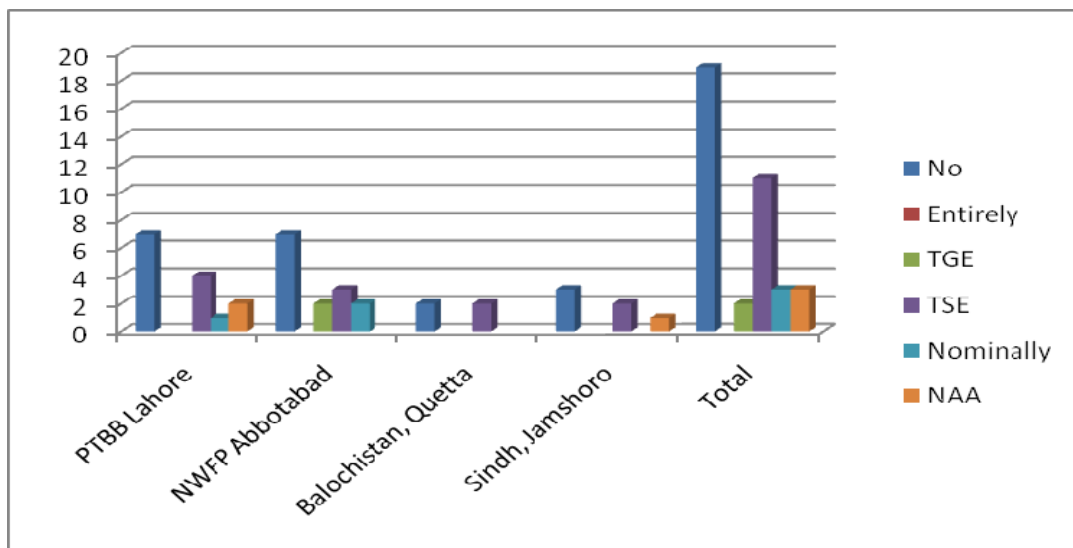


Table 4 shows mixed responses. More than half of the subject specialists 10(53%) were of the view that the curriculum was examined and revised by experts according to the changing needs of society to some extent. Six (33%) Specialists stated that Curriculum was only nominally revised or not revised at all. Three (15%) subject Specialists expressed that curriculum was periodically examined and revised according to the needs of society to a great extent. Majority of the subject Specialists, 16(84%) did not seem to be convinced that the curriculum was periodically examined and revised. The same responses were given by curriculum experts.

Table 5: Correspondence between Contents and Objectives of Curriculum

Subject Specialist	No	Entirely	TGE	TSE	Nominally	NAA
PTBB Lahore	7	-	2(11%)	5(26%)	-	-
NWFP Abbotabad	7	-	-	3(16%)	1(5%)	3(16%)
Balochistan, Quetta	2	-	-	2(11%)	-	-
Sindh, Jamshoro	3	-	2(11%)	-	1(5%)	-
Total	19	-	4(21%)	10(53%)	2(10%)	3(16%)

Graphical presentation of the Correspondence between Contents and Objectives of Curriculum

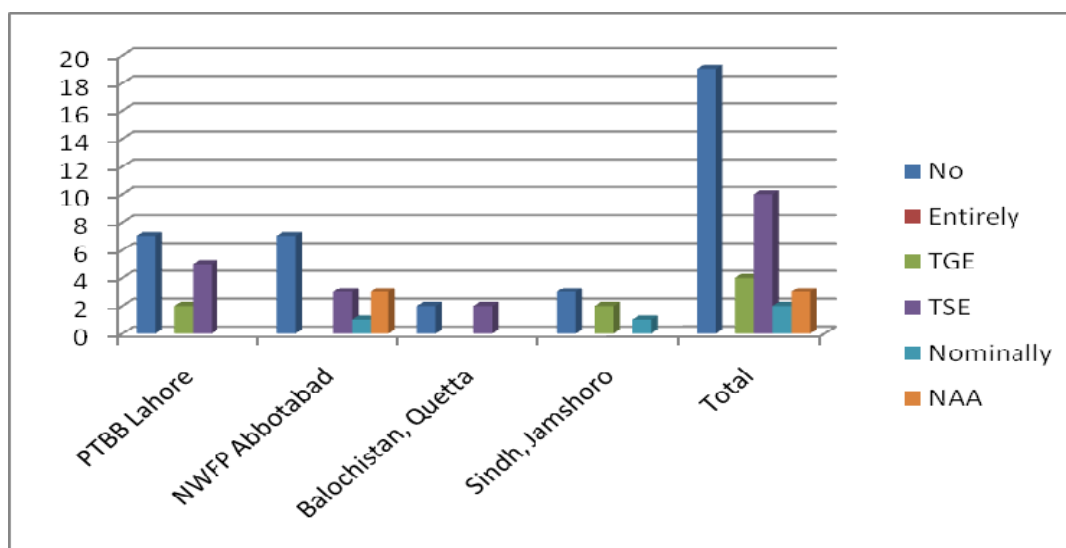


Table 5 shows that more than half 10(53%) of the Subject Specialists were of the view that the content of the curriculum reflected the objectives of the curriculum to some extent. Five (26%) of the subject Specialists were of the view that content of the curriculum reflected the objectives of the curriculum nominally or not at all. Less than a quarter, 4(21%) of the subject Specialists were of the view that content reflected the objectives of the curriculum to a great extent content. Majority of the subject Specialists, 15(79%) did not seem to see such correspondence. The view of the Subject Specialists corresponded with the views of curriculum experts.

Table 6: Changes Brought in Curriculum according to Principles of Learning

Subject Specialist	No	Entirely	TGE	TSE	Nominally	NAA
PTBB Lahore	7	-	3(16%)	4(21%)	-	-
NWFP Abbotabad	7	-	1(5%)	2(11%)	4(21%)	-
Balochistan, Quetta	2	-	-	2(11%)	-	-
Sindh, Jamshoro	3	-	1(5%)	1(5%)	-	1(5%)
Total	19	-	5(26%)	9(48%)	4(21%)	1(5%)

Pictorial Presentation of the Changes Brought in Curriculum according to Principles of Learning

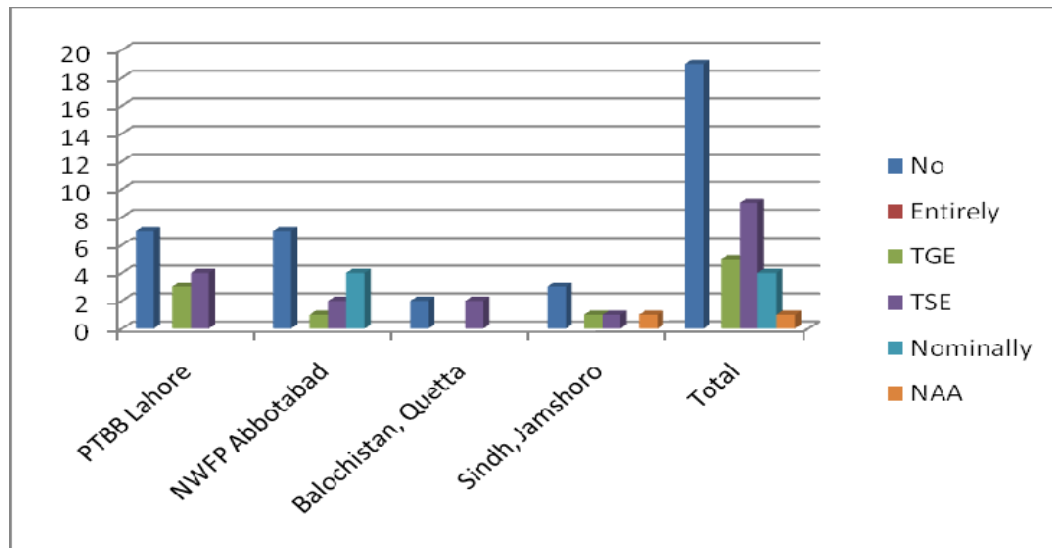


Table 6 depicts that a little less than half 9(48%) of the subject Specialists were of the view that changes brought in curriculum were according to psychological principles of learning to some extent. About a quarter 5(26%) of Specialists, thought that changes brought in curriculum were according to the principles of learning to great extent. The majority 14(74%) of the subject Specialists however stated that changes

brought in curriculum were according to psychological principles of learning and philosophical goals of school to some extent, nominally or not at all. These views corresponded with the views of curriculum experts.

Table 7: Satisfaction of Experts with Curriculum Process

Subject Specialist	No	Entirely	TGE	TSE	Nominally	NAA
P.T.B.B Lahore	7	-	2(11%)	1(5%)	2(11%)	2(11%)
NWFP Abbotabad	7	-	-	4(21%)	3(16%)	-
Balochistan, Quetta	2	-	-	-	1(5%)	1(5%)
Sindh, Jamshoro	3	-	1(5%)	2(11%)	-	-
Total	19	-	3(16%)	7(36%)	6(32%)	3(16%)

Pictorial presentation of the Satisfaction of Experts with Curriculum Process

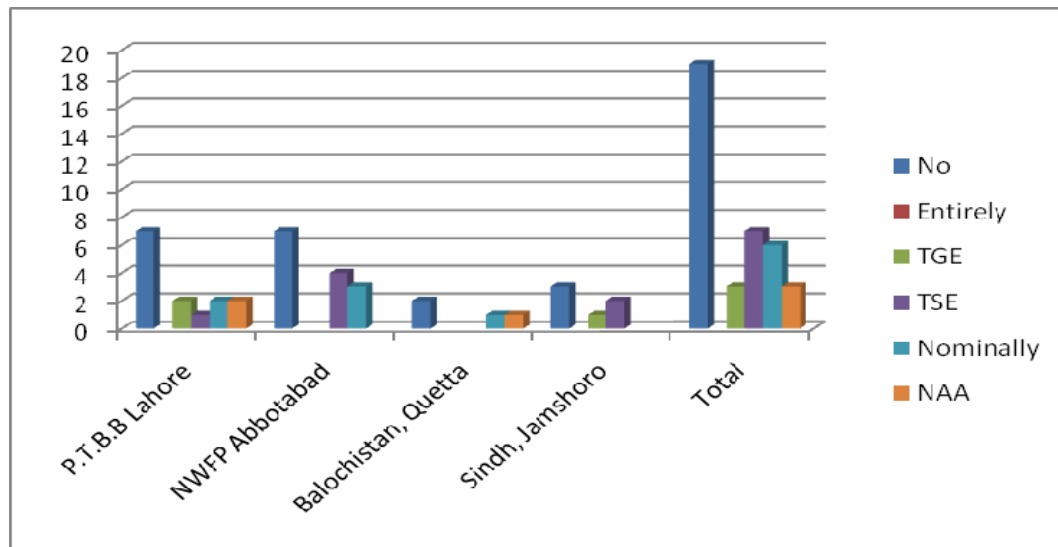


Table 7 reflects that 7(36%) of the subject Specialists were satisfied with curriculum process to some extent. They were supported by more than a quarter 6(32%) of the

Specialists” who were nominally satisfied with curriculum development process. Three out of 19(16%) subject Specialists were of the view that they were satisfied with curriculum process to great extent. Majority 16(84%) of the subject Specialists at the national and provincial levels did not seem to be much satisfied with curriculum development process. The same responses were given by the curriculum experts.

Table 8: Efforts of the Curriculum experts for Improvement of Curriculum

Subject Specialist	No	Entirely	TGE	TSE	Nominally	NAA
P.T.B.B Lahore	7	-	1(5%)	3(16%)	1(5%)	2(11%)
NWFP Abbotabad	7	-	-	2(11%)	2(11%)	3(16%)
Balochistan, Quetta	2	-	-	1(5%)	-	1(5%)
Sindh, Jamshoro	3	-	2(11%)	1(5%)	-	-
Total	19	-	3(16%)	7(37%)	3(16%)	6(31%)

Graphical presentation of the Efforts of Curriculum experts for Improvement of Curriculum

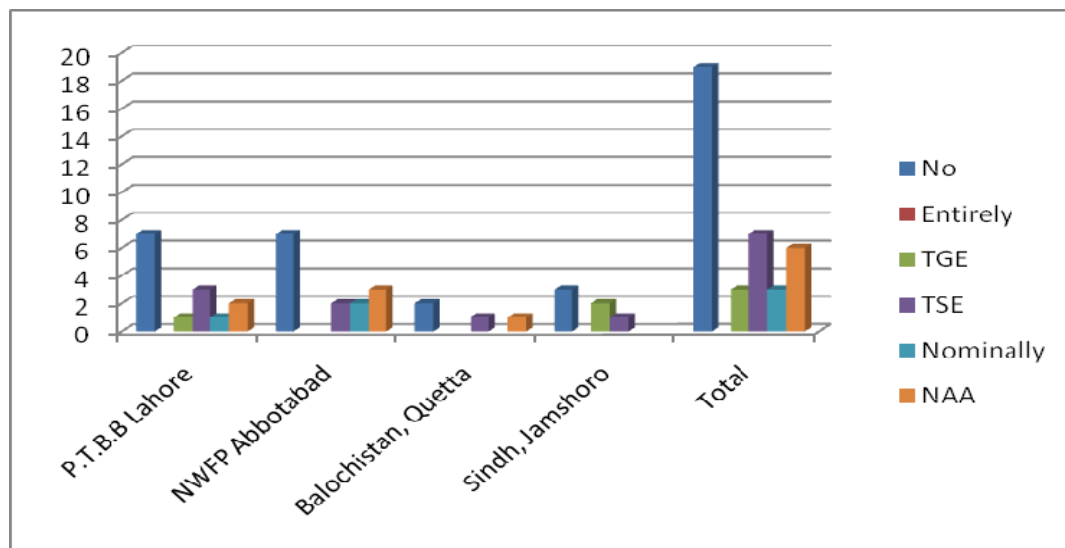


Table 8 shows that only 7(37%) out of 19 of the Subject Specialists were of the opinion that efforts were made for the improvement of curriculum to some extent and 9(47%) Specialists were of the view that any effort was made by the curriculum experts for the improvement of curriculum nominally or not at all. Whereas 3(16%) of the subject Specialists thought that efforts were made for improvement of curriculum to great extent.

Majority 16(84%) of the subject Specialists were generally dissatisfied with the efforts made for the improvement of the curriculum. The same views were expressed by the curriculum experts.

Table 9 Policy to Remove Controversial Issues from the Curriculum

Subject Specialist	No	Entirely	TGE	TSE	Nominally	NAA
PTBB Lahore	7	-	-	4(21%)	1(5%)	2(11%)
NWFP Abbotabad	7	-	1(5%)	2(11%)	2(11%)	2(11%)
Balochistan, Quetta	2	-	-	-	1(5%)	1(5%)
Sindh, Jamshoro	3	-	1(5%)	2(11%)	-	-
Total	19	-	2(10%)	8(43%)	4(21%)	5(26%)

Pictorial presentation of the Policy to Remove Controversial Issues from the Curriculum

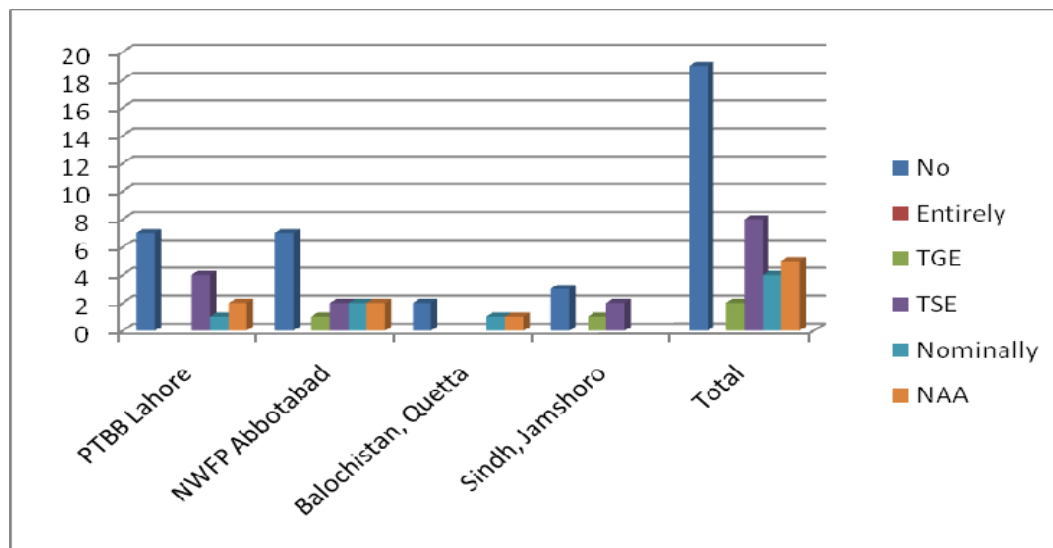


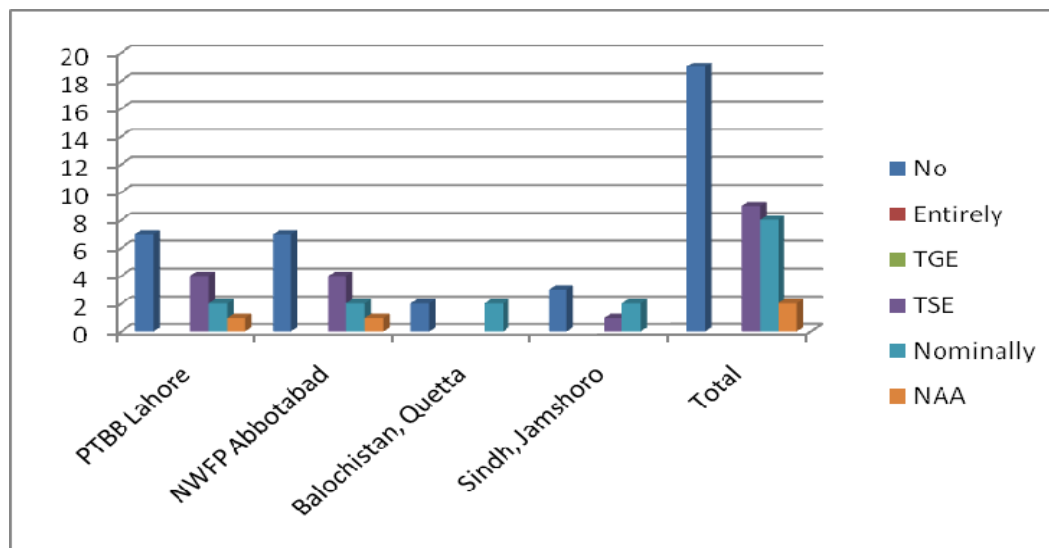
Table 9 shows that majority 8(43%) of the Subject Specialists were of the view that there was some policy for removing the controversial issues of curriculum. Where as 9(47%) of the subject Specialists indicated that policy to remove the controversial issues of curriculum either existed nominally or did not exist at all. Only 2(10%) subject Specialists were of the view that to a great policy to remove controversial issues from the curriculum very much existed. Majority 17(90%) of the Subject Specialists were not convinced about the presence of a policy to remove controversial issues from curriculum. The same views were given by the curriculum experts.

Table 10 Appropriateness between Teaching Methods and Curriculum

Subject Specialist	No	Entirely	TGE	TSE	Nominally	NAA
PTBB Lahore	7	-	-	4(21%)	2(11%)	1(5%)
NWFP Abbotabad	7	-	-	4(21%)	2(11%)	1(5%)
Balochistan, Quetta	2	-	-	-	2(11%)	-
Sindh, Jamshoro	3	-	-	1(5%)	2(11%)	-

Total	19	-	-	9(47%)	8(42%)	2(11%)
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Graphical presentation of the Appropriateness between Teaching Methods and Curriculum



It is clear from Table 10 that slightly less than half of the Subject Specialists were of the view that teaching methods used in the school were to some extent appropriate to the needs of the curriculum. Eight (42%) respondents thought that teaching methods were nominally appropriate to the curriculum and 2(11%) Specialists stated that teaching methods were not at all appropriate to the curriculum. Teaching methods used in schools were not considered appropriate to the needs of curriculum by the Subject Specialists generally.

Table 11: Study on Dropout of Students

Subject Specialist	No	Entirely	TGE	TSE	Nominally	NAA
PTBB Lahore	7	-	1(5%)	3(16%)	1(5%)	2(11%)
NWFP Abbotabad	7	-	3(16%)	3(16%)	1(5%)	-

Balochistan, Quetta	2	-	-	-	1(5%)	1(5%)
Sindh, Jamshoro	3	-	-	-	3(16%)	-
Total	19	-	4(21%)	6(31.5%)	6(31.5%)	3(16%)

Graphical presentation of the Study on Dropout of Students

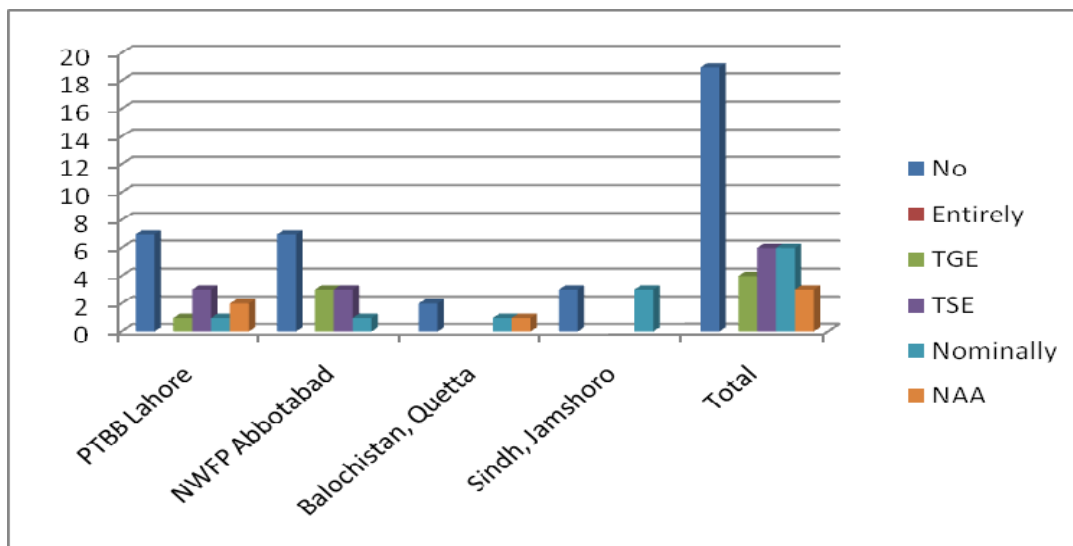


Table 11 shows that 6(31.5%) of the Subject Specialists were of the view that some study was undertaken for finding out the causes and reasons of dropping out of students from secondary school and 9(48%) of the subject Specialists were of the view that such type of study was undertaken either nominally to know the reasons of dropping out of students from the school or were not undertaken at all. Only (21%) of the subject Specialists thought that such types of studies were undertaken by experts to a great extent.

Majority 15(79%) of the Subject Specialists were not much convinced that such studies were undertaken for finding out causes and reasons of dropping out from secondary school. The same responses were given by curriculum experts.

Table 12: Study on Experiences/Comments of Secondary School Graduates about Curriculum

Subject Specialist	No	Entirely	TGE	TSE	Nominally	NAA
P.T.B.B Lahore	7	-	-	4(21%)	3(16%)	-
NWFP Abbotabad	7	-	-	1(5%)	2(11%)	4(21%)
Balochistan, Quetta	2	-	-	-	1(5%)	1(5%)
Sindh, Jamshoro	3	-	-	-	2(11%)	1(5%)
Total	19	-	-	5(26%)	8(43%)	6(31%)

Graphical representation of the Study on Experiences/Comments of Secondary School Graduates about Curriculum

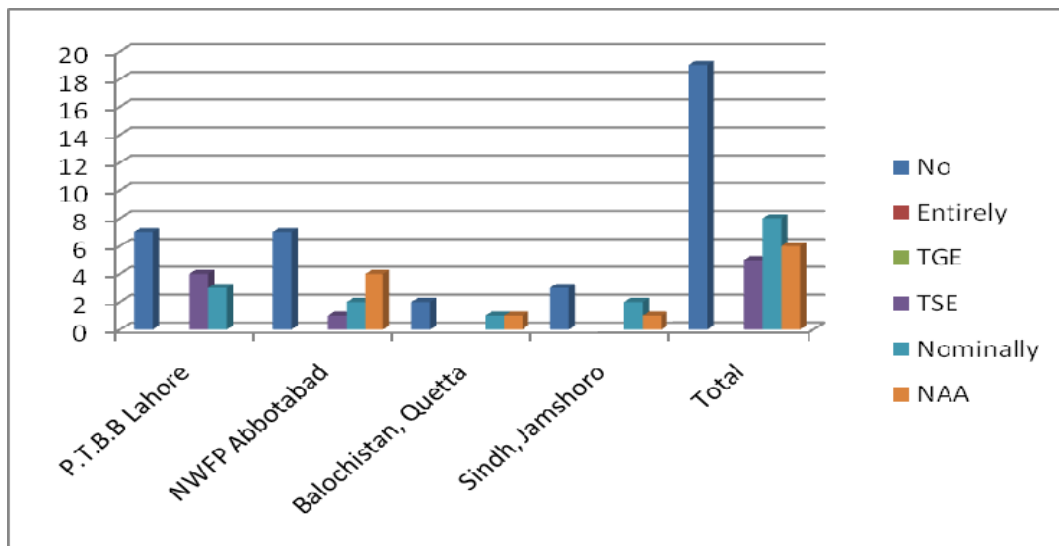


Table 12 indicates 14(74%) Subject Specialists were of the view that some study on experiences and comments of secondary school graduates about curriculum were either nominally or were not undertaken at all. Only 5(26%) of the subject Specialists stated that these studies were conducted to some extent. It would be clear that none of the Subject Specialists could respond with confidence that such studies had been carried out. The same situation was indicated by the curriculum experts.

Table 13: Standard for Evaluation of Curriculum

Subject Specialist	No	Entirely	TGE	TSE	Nominally	NAA
PTBB Lahore	7	-	-	7(37%)	-	-
NWFP Abbotabad	7	1(5%)	2(11%)	1(5%)	3(16%)	-
Balochistan, Quetta	2	-	-	1(5%)	-	1(5%)
Sindh, Jamshoro	3	-	1(5%)	2(11%)	-	-
Total	19	1(5%)	3(16%)	11(58%)	3(16%)	1(5%)

Pictorial presentation of the Standard for Evaluation of Curriculum

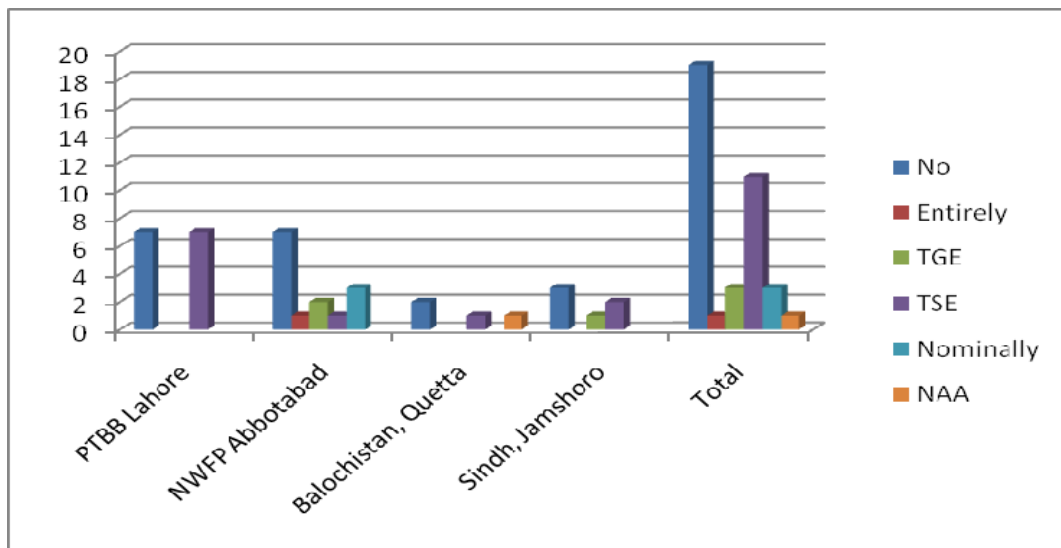


Table 13 depicts that more than half 11(58%) of the Subject Specialists were of the view that standards for evaluation of curriculum existed to some extent and 4(21%) of the subject Specialists thought that either were nominally standards or no standard at all for evaluation of curriculum. Almost equal number 4(21%) of the subject Specialists thought that there were definite standards for evaluation of curriculum.

Majority 15(79%) of the Subject Specialists were unaware of existence of any definite standards for evaluation of curriculum. The same opinions were given by the curriculum experts.

Table 14: Study of Previous reports for Preparation of new Curriculum

Subject Specialist	No	Entirely	TGE	TSE	Nominally	NAA
PTBB Lahore	7	-	-	5(26%)	2(11%)	-
NWFP Abbotabad	7	-	2(11%)	2(11%)	3(16%)	-
Balochistan, Quetta	2	-	-	1(5%)	1(5%)	-
Sindh, Jamshoro	3	1(5%)	-	2(11%)	-	-
Total	19	1(5%)	2(11%)	10(53%)	6(31%)	-

Graphical presentation of the Study of Previous reports for Preparation of new Curriculum

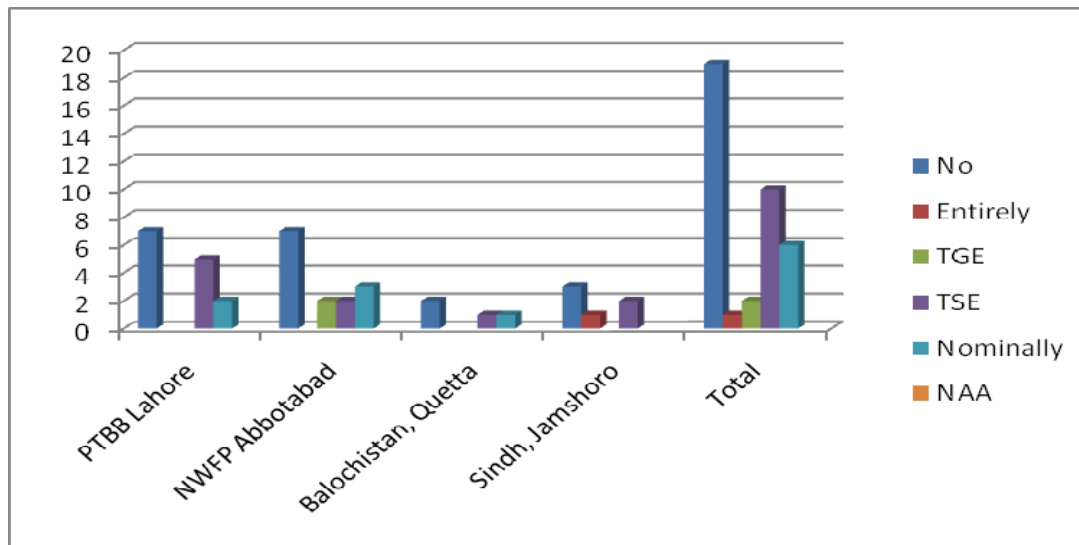


Table 14 depicts that a little more than half 10(53%) of the Subject Specialists were of the view that the previous study reports on curriculum were taken into consideration to some extent while making a new curriculum and this view was supported by

6(31%) of the Specialists who indicated that such consideration took place only nominally, whereas 3 out of 19(12%) subject Specialists were of the view that previous study reports on curriculum were definitely and to a large extent taken into consideration while making a new curriculum. According to the majority 16(84%) view point it was clear that the previous study reports on curriculum were rarely taken into consideration while making a new curriculum.

Table 15: Checklist of Principles/ Concerning role of Secondary Schools

Subject Specialist	No	Entirely	TGE	TSE	Nominally	NAA
PTBB Lahore	7	-	-	4(21%)	2(11%)	1(5%)
NWFP Abbotabad	7	-	1(5%)	3(16%)	-	3(16%)
Balochistan, Quetta	2	-	-	1(5%)	1(5%)	-
Sindh, Jamshoro	3	-	1(5%)	-	1(5%)	1(5%)
Total	19	-	2(10%)	8(43%)	4(21%)	5(26%)

Pictorial presentation of the Checklist of Principles/ Concerning role of Secondary Schools

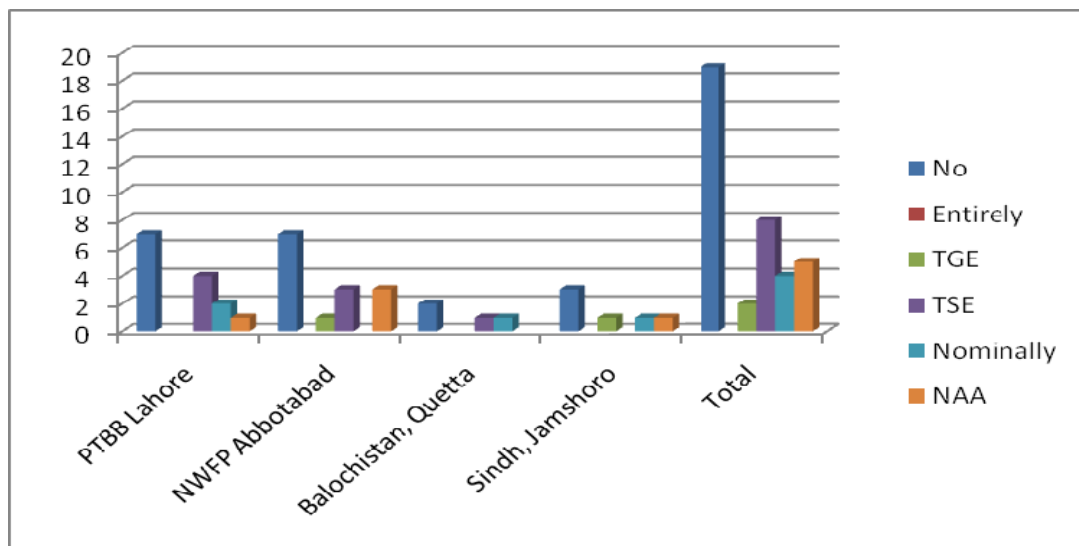


Table 15 depicts that a little less than half 4(43%) of the Subject Specialists were of the view that there were some check lists of values. Principles or beliefs concerning the role of secondary school in society and 9(48%) thought that such checklists were either present nominally or not at all. Whereas only 2(10%) of Specialists mentioned that these checklist were present to a great extent. Majority 17(90%) of the Subject Specialists did not think that checklist of values, principles concerning the role of secondary school in society was available. The same answers were given by the curriculum experts.

Table 16: Portraying Correspondence between Curriculum design and Principles of Students' Development and Learning

Subject Specialist	No	Entirely	TGE	TSE	Nominally	NAA
PTBB Lahore	7	-	3(16%)	4(21%)	-	-
NWFP Abbotabad	7	-	3(16%)	-	2(11%)	2(11%)
Balochistan, Quetta	2	-	-	1(5%)	1(5%)	
Sindh, Jamshoro	3	-	1(5%)	1(5%)	1(5%)	-
Total	19	-	7(37%)	6(32%)	4(20%)	2(11%)

Pictorial presentation of the Correspondence between Curriculum design and Principles of Students' Development and Learning

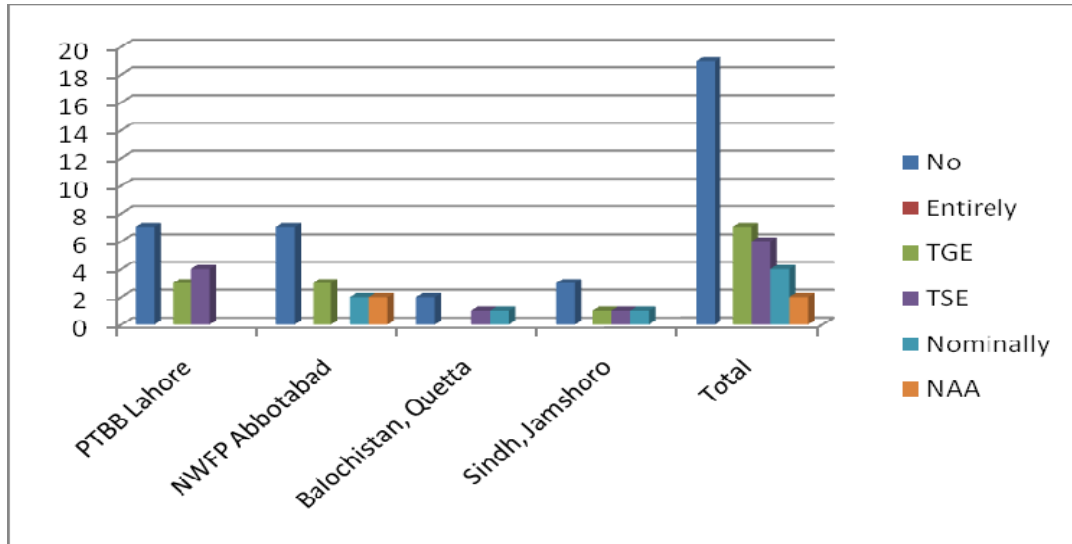


Table 16 depicts that 7(37%) of the Subject Specialists were of the view that there was a correspondence to a great extent between the curriculum design and principles of students' development and learning. but 12(63%) of the subject Specialists stated that this correspondence existed to some extent, nominally or not at all.

Table 17 Criteria and Scope of Curriculum

Subject Specialist	No	Entirely	TGE	TSE	Nominally	NAA
PTBB Lahore	7	-	2(11%)	4(21%)	1(5%)	-
NWFP Abbotabad	7	-	-	4(21%)	-	3(16%)
Balochistan, Quetta	2	-	-	1(5%)	1(5%)	-
Sindh, Jamshoro	3	1(5%)	-	1(5%)	1(5%)	-
Total	19	1(5%)	2(11%)	10(52%)	3(16%)	3(16%)

Graphical presentation of the Criteria and Scope of Curriculum

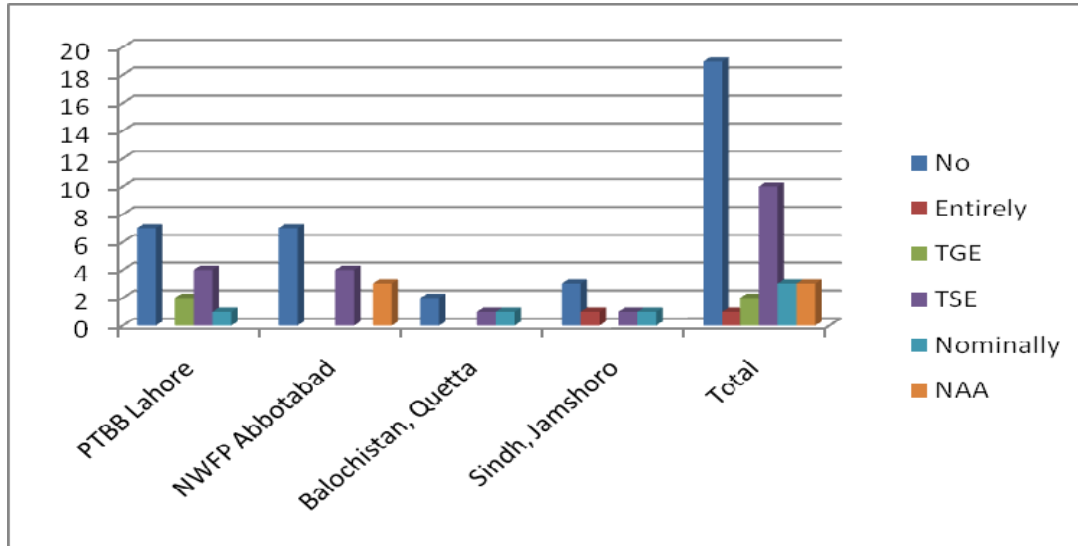


Table 17 depicts that about half 10(52%) of the Subject Specialists were of the view that there were some criteria for judging the scope of curriculum, and 6(32%) of the Subject Specialists indicated that such criteria existed nominally or not at all. Only 3(16%) of the Subject Specialists were of the view that such criteria existed definitely and to a great extent.

So it was clear from the above, that majority 16(84%) of the Subject Specialists did not believe in the availability of any clear criteria for judging the scope of the curriculum.

Table 18: Criteria for Determination of Curriculum

Subject Specialist	No	Entirely	TGE	TSE	Nominally	NAA
PTBB Lahore	7	2(11%)	-	4(21%)	-	1(5%)
NWFP Abbotabad	7	-	2(11%)	1(5%)	-	4(21%)
Balochistan, Quetta	2	-	1(5%)	-	1(5%)	-
Sindh, Jamshoro	3	-	1(5%)	1(5%)	1(5%)	-
Total	19	2(11%)	4(21%)	6(32%)	2(10%)	5(26%)

Graphical presentation of the Criteria for Determination of Curriculum

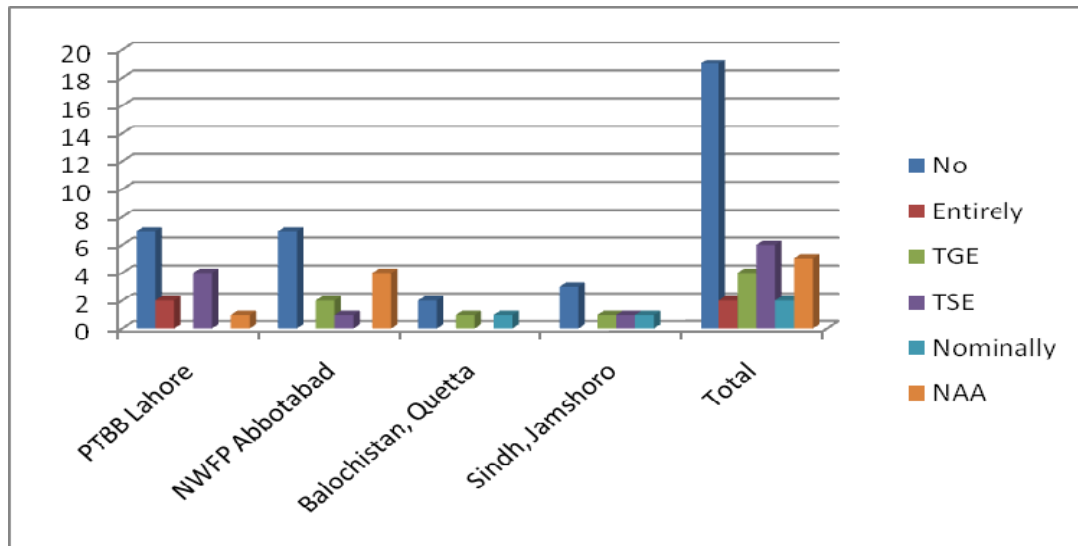


Table 18 depicts that 6 out of 19(32%) Subject Specialists were of the view that criteria for determining the curriculum existed to some extent. Whereas 7(36%) Specialists thought that the criteria for determining curricula were existed nominally or not at all. But 6(33%) of the experts held the views that these criteria did exist and were considered by experts to a great extent. Majority of the Subject Specialists did not seem to determine a curriculum. And the same conclusion was given by curriculum experts.

Table 19: Effectiveness of Curriculum to Enable Students to get a Job

Subject Specialist	No	Entirely	TGE	TSE	Nominally	NAA
PTBB Lahore	7	-	-	2(11%)	3(16%)	2(11%)
NWFP Abbotabad	7	-	2(11%)	-	3(16%)	2(11%)
Balochistan, Quetta	2	-	-	1(5%)	-	1(5%)

Sindh, Jamshoro	3	-	-	2(11%)	-	1(5%)
Total	19	-	2(11%)	5(26%)	6(31.5%)	6(31.5%)

Pictorial portrayal of Effectiveness of Curriculum to Enable Students to get Job

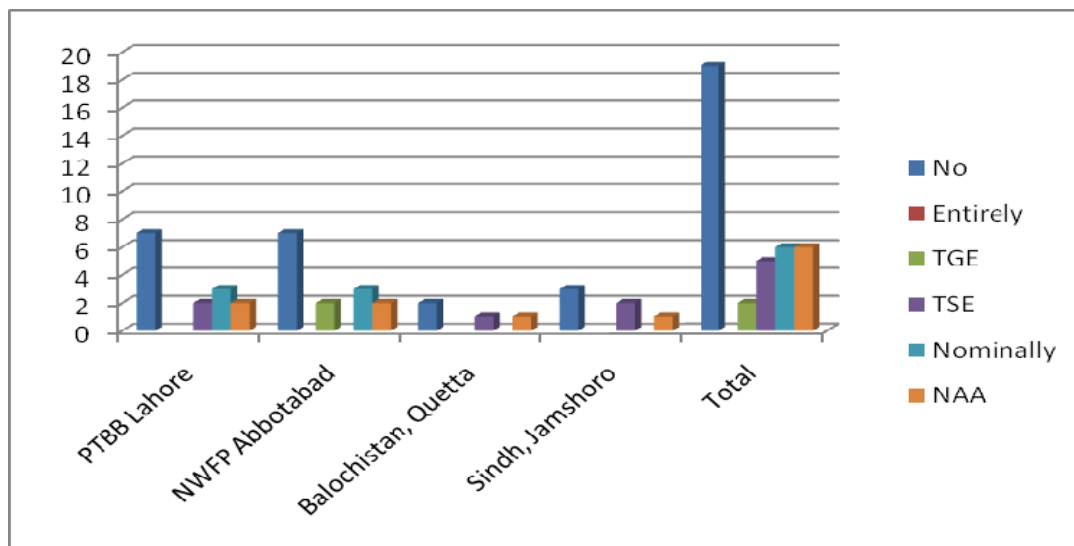


Table 19 depicts that 12(63%) of the Subject Specialists were of the view that secondary curriculum enable the students either nominally or not at all to get a job on leaving the school. Five (26%) Specialists indicate that the curriculum enable the students to some extent to get a job. Only 2(11%) Subject Specialists stated that the curriculum enable the students to a great extent to get a job on leaving the school.

Thus majority of the Subject Specialists, 17(89%) were not much satisfied with the effectiveness of the curriculum in enabling the students to get a job after discontinuing studies.

Table 20: Effectiveness of Curriculum to help students in Preparation of Higher Studies

Subject Specialist	No	Entirely	TGE	TSE	Nominally	NAA
P.T.B.B	7	-	1(5%)	6(32%)	-	-

Lahore						
NWFP Abbotabad	7	-	-	1(5%)	2(11%)	1(5%)
Balochistan, Quetta	2	-	-	1(5%)	-	1(5%)
Sindh, Jamshoro	3	-	1(5%)	2(11%)	-	-
Total	19	-	5(26%)	10(53%)	2(11%)	2(10%)

Graphical presentation of the Effectiveness of Curriculum to help students in Preparation of Higher Studies

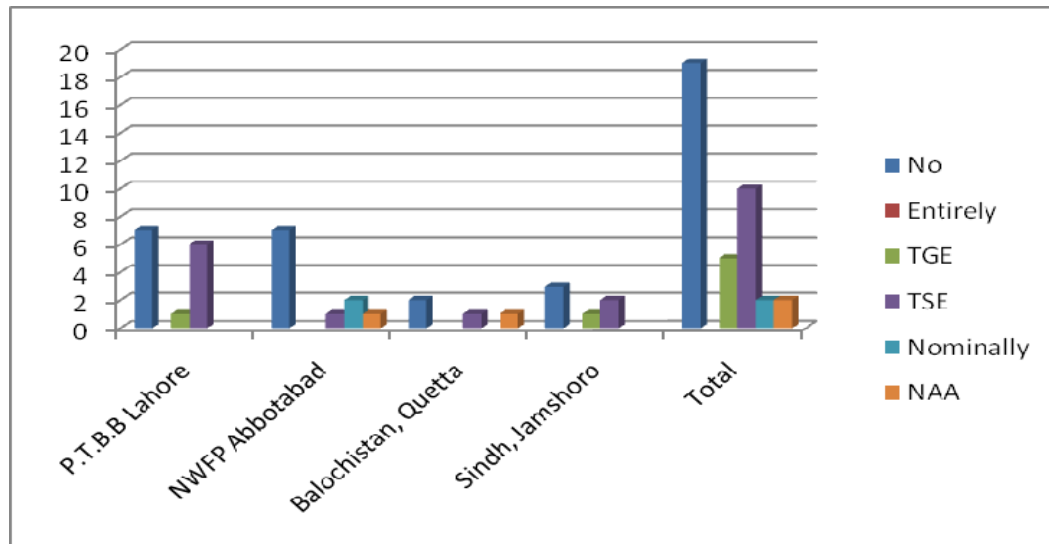


Table 20 indicates that half of the Subject Specialists, 10(53%) were of the view that secondary school curriculum helped the students to some extent to pursue higher studies. Additionally, 4(22%) Specialists said that curriculum was either nominally or not at all helpful to the students in this regard. Where as 5(26%) Specialists thought that secondary curriculum helping the students to a great extent to pursue high studies. Majority of the Subject Specialists 14(74%) did not seem to be much convinced that secondary school curriculum helped the students to pursue higher studies.

Table 21 Curriculum Effectiveness in developing active Learning, Enquiry and Research abilities in Students

Subject Specialist	No	Entirely	TGE	TSE	Nominally	NAA
PTBB Lahore	7	-	-	6(31%)	-	1(5%)
NWFP Abbotabad	7	-	-	4(21%)	3(16%)	-
Balochistan, Quetta	2	-	-	-	2(11%)	-
Sindh, Jamshoro	3	-	2(11%)	-	1(5%)	-
Total	19	-	2(11%)	10(52%)	6(32%)	1(5%)

Pictorial presentation of the Curriculum's Effectiveness in developing active Learning, Enquiry and Research abilities in Students

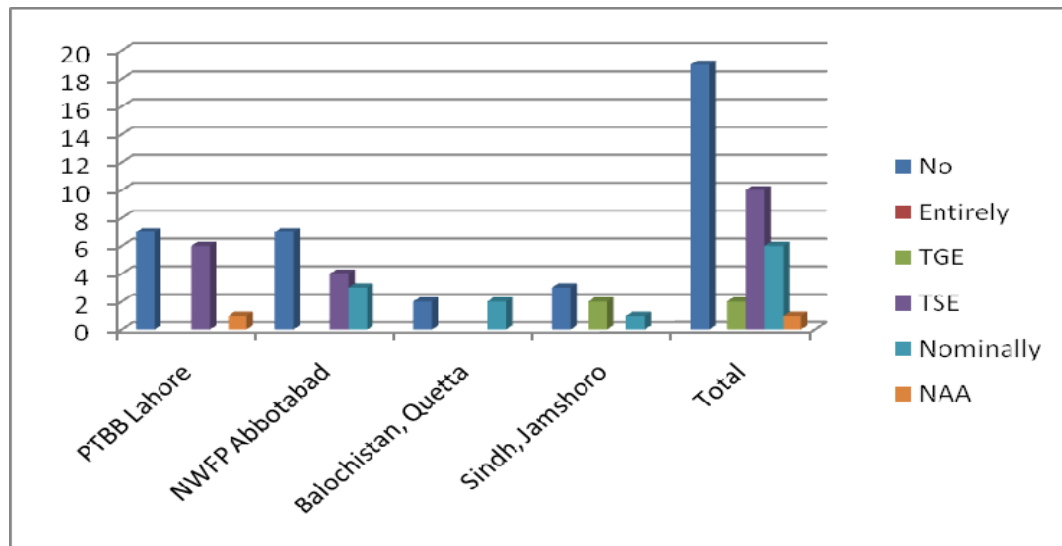


Table 21 shows that about half of the Subject Specialists 10(52%) were of the view that secondary school curriculum could develop to some extent active learning and enquiry characteristics in the student. Seven (37%) of the subject Specialists remarked that the curriculum could develop these characteristics in the students either

nominally or not at all. Only 2(11%) of the Subject Specialists were of the view that these characteristics could be develop in the students to a great extent.

Majority of the Subject Specialists 14(74%) were not much convinced of the effectiveness of the curriculum in the students in developing active learning, inquiry etc.

Table 22: Subjects and their Benefits for Students.

Subject Specialist	No	Entirely	TGE	TSE	Nominally	NAA
PTBB Lahore	7	-	5(26%)	2(10%)	-	-
NWFP Abbotabad	7	-	3(16%)	2(10%)	2(11%)	-
Balochistan, Quetta	2	-	-	2(10%)	-	-
Sindh, Jamshoro	3	-	2(11%)	-	1(5%)	-
Total	19	-	10(53%)	6(31%)	3(16%)	-

Graphical presentation of Subjects and their Benefits for Students

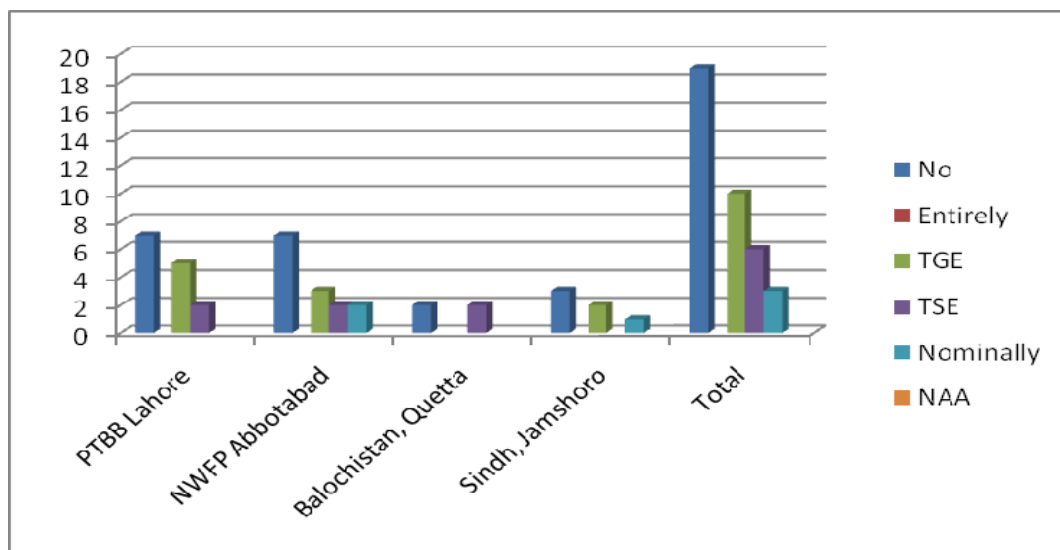


Table 22 depicts that a little more than half, 10(53%) of the Subject Specialists stated that the subject/ content were beneficial for the student to a great extent. Six (31%)

Specialists said that subjects/contents were beneficial for the students to some extent and 3(16%) said that subjects /contents were nominally beneficial.

Majority of the Subject Specialists 10(53%) were convinced that secondary level subjects were beneficial for the students to a great extent. These views were at variance with the views of curriculum experts who did not consider the content of much benefit to the students.

Conclusions

The following major conclusions were drawn on the basis of analysis of data and findings of the study:

1. The teachers indicated that proper balance did not exist between the theory and practical components of the curriculum.
2. Examination was a major tool for curriculum evaluation according to the views of teachers.
3. Teachers' opinions were not given due weight age during the formulation of curriculum.
4. According to the majority of teachers, in-service training of teachers was not conducted after the revision of curriculum.
5. The curriculum was not much interesting for the learner and did not develop their basic language skills.
6. It could be inferred from the findings that proper coordination and monitoring in implementation of curriculum did not exist and it was not revised on the basis of research studies.
7. There was no coordination between curriculum centers, examination bodies, teachers training institutions and textbook boards.
8. Proper curriculum revision did not take place because there was no felt need of change in curriculum and Curriculum Wing/Bureaus did not arrange research work on curriculum.

9. There were only few criteria for judging the scope of the curriculum.

5-3 **Recommendations**

On the basis of findings and the conclusions, the following recommendations were made:

1. The process of curriculum development should be harmonized with the cultural and the social needs of a nation or country.
2. Curriculum planners should be well trained, qualified and competent in their respective fields.
3. Curriculum should be based on need assessment and results of extensive research. Continuous research should be carried out to remove the draw backs in the current curricula.
4. Teacher's opinion should be given prime importance in the formulation and implementation of curriculum.
5. The objectives of curriculum should be related to national ideology and real life situation. Curriculum objectives and content should meet the challenges of new era.
6. Curriculum should be in accordance with Islamic, cultural, social, political and economic needs of the country.
7. There should be coordination among students, teachers and curriculum development experts throughout the process of curriculum development.
8. The subject matter/content of textbooks should be made easily understandable and interesting for learner.
9. There should be well defined criteria for determining a curriculum.
10. Proper supervision and co-ordination should be maintained during the entire process of curriculum formation and its implementation among curriculum experts, subject Specialists, practicing teachers and teacher educators.
11. In future such type of study should be delimited only to one subject because that will be helpful in finding the reality by meeting the relevant person(Experts/Subject Specialists) of that particular Subject.

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