

Evaluation of Curriculum at Secondary Level in Pakistan in light of Senior Secondary School Teachers' Views

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ABSTRACT

School is a social agency that is entrusted with the task of transmitting cultural and social values and curriculum is an effective tool to achieve these goals. To gauge the effectiveness of this tool constant effort is needed. Therefore, revision and improvement in curriculum is necessary to meet the emerging challenges. This study aimed at eliciting Senior Secondary Teachers' views on secondary school curriculum in Pakistan. The specific objectives of the study were __ to determine Teachers' 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. Senior Secondary Teachers of Federal Government and modal schools from the lists of Federal Directorate of Education were chosen that constituted the population of this study. As regards private schools, the institutions were identified personally. Major findings of the study were as follows: all Secondary Teachers 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; there was lack of coordination between curriculum centre, examination bodies, teachers training institutions and textbook boards. 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. The curriculum should be in accordance with Islamic, cultural, social, political and economic needs of the country.

Key Words: Education, Secondary, Teacher, Curriculum, Individuals, Needs.

Introduction

A successful system of education functions through its curriculum to achieve desirable objectives. Curriculum is the base on which the educational activities and

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experiences are planned. It is a kind of blue print, or plan of the school that include experience for the learners (Zahoor, 1998).

There are many meaning attached to the word “Curriculum”. It is often loosely used to mean ‘syllabus’, or ‘list of subjects’, or ‘course of study’, or ‘topics’, or organization of teaching and learning’, or ‘method’ or time_table’ and so on. According to Bishop (1985) curriculum is meant the sum total of all the experiences a student undergoes.

Curriculum is defined in another way by Duke (1990) as “the curriculum is all the learning experiences planned and directed by the school to attain its educational goals.” Morrison and Riedly (1988) see curriculum as “all those activities designed or encouraged within the school’s organizational framework to promote the intellectual, personal, social and physical development of its pupils.”

These definitions suggest that curriculum includes not only formal programme of lessons but also the informal programme of so called extra curricular activities. In addition to these definitions, the review of the literature on curriculum indicates a number of other definitions proposed by different writers. Among all those, the definition proposed by Tanner and Tanner (1980) seems very comprehensive and working. According to him, curriculum is “Reconstruction of knowledge and experience, systematically developed under the auspices of school (or university) to enable the learner to increase his or her control of knowledge or experience

Education is a gradual process of acquiring knowledge it provides mental, physical, social and moral training to individual. Education also provides people skills that make them more productive in their work and create opportunities to earn higher wages in the labour market. So, it contributes both to the individual development and national development.

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.

Statement of the Problem

The education system of Pakistan is now about 60 year old. Very little is known the experts' views about the secondary school curriculum in Pakistan. What were the aims and objectives of secondary education at the time of creation of Pakistan? What were the broad components of curriculum at that time? How many times secondary school curriculum was revised and in those revisions which major issues and problems were considered? What were the results of the revisions? What were the main objectives of present curriculum? How much weightage was given to each subject? Was the present curriculum effective for the practical life of the students and whether the content of present secondary school curriculum was able to develop the students' abilities of adjustment with the changing needs of the time? It was with these questions in mind that researcher embarked upon this study.

Objectives of the Study

Following were the objectives of the study:-

1. To determine Secondary School Teachers' views regarding correspondence of curriculum with the need and aspiration of the country.
2. To examine the effectiveness of amendments made in secondary school curriculum from time to time by the Government through Curriculum Review Committee.
3. To analyze the existing secondary school curriculum through Secondary School Teachers' opinion.

RESEARCH METHODOLOGY

Methodology

The method for this study is descriptive.

Population

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

Sample

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 Secondary School Teachers 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 Secondary School Teachers 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.

Table 1: Satisfaction with Curriculum Development Process

School	No	Teachers	Entirely	TGE	TSE	Nominally	NAA
Federal Govt	30	M (15)	1(1%)	4(5%)	2(3%)	3(4%)	5(6%)
		F (15)	-	3(4%)	9(11%)	2(3%)	1(1%)
Modal	30	M (15)	1(1%)	2(3%)	10(12%)	1(1%)	1(1%)
		F (15)	2(3%)	4(5%)	4(5%)	1(1%)	4(5%)
Private	20	M (10)	-	-	5(6%)	4(5%)	1(1%)
		F (10)	-	-	2(3%)	4(5%)	4(5%)
Total	80	80	4(5%)	13(16%)	32(40%)	15(19%)	16(20%)

Graphical presentation of Satisfaction with Curriculum Development Process

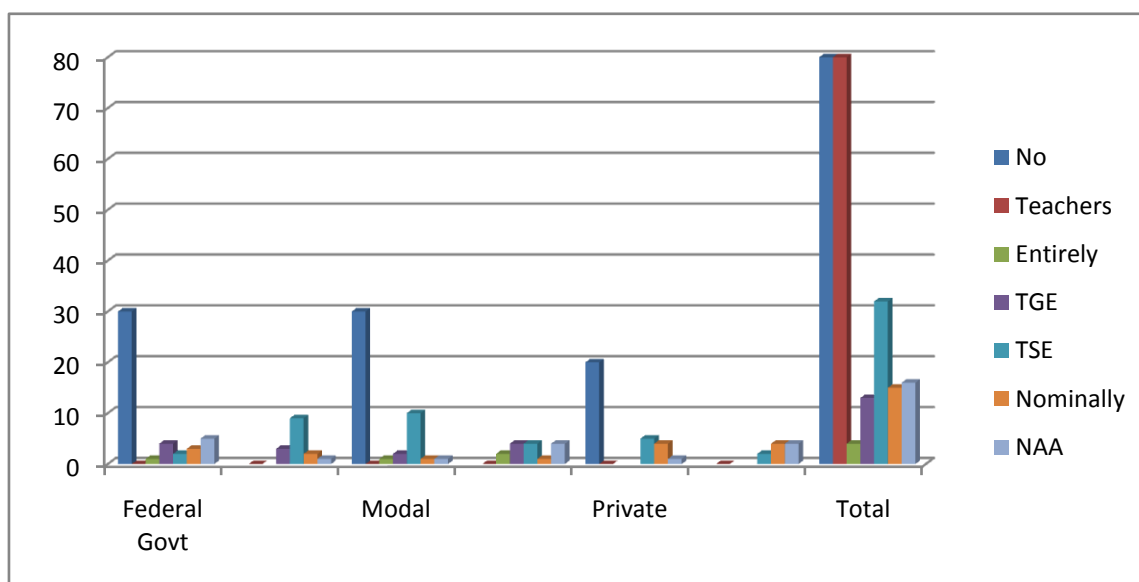


Table 1 indicates that 32 out of 80(40%) of the teachers were to some extent satisfied with the curriculum development process. Almost an equal proportion was either nominally or not at all satisfied. There were, however, 17(21%) teachers who either expressed their entire satisfaction or satisfaction to a great extent with the curriculum

development process. Probable, the teachers who were involved in curriculum development were more favorably disposed towards the process than those who were not, curriculum development process. This seems to be particularly true of both male and female teachers of federal Government schools and modal schools. Teachers of private schools both male and female appeared to be less satisfied with the process. Perhaps, they did not get much opportunity to participate in the process of curriculum development.

Table 2: Curriculum and Cultural Requirement of the Society

School	No	Teachers	Entirely	TGE	TSE	Nominally	NAA
Federal Govt	30	M (15)	-	4(5%)	6(8%)	3(4%)	2(3%)
		F (15)	2(3%)	4(5%)	5(6%)	2(3%)	2(3%)
Modal	30	M (15)	-	7(9%)	7(9%)	1(1%)	-
		F (15)	-	4(5%)	6(8%)	3(4%)	2(3%)
Private	20	M (10)	-	-	6(8%)	2(3%)	2(3%)
		F (10)	-	-	6(8%)	4(5%)	-
Total	80	80	2(3%)	19(24%)	36(45%)	15(19%)	8(10%)

Graphical representation of Curriculum and Cultural Requirement of the Society

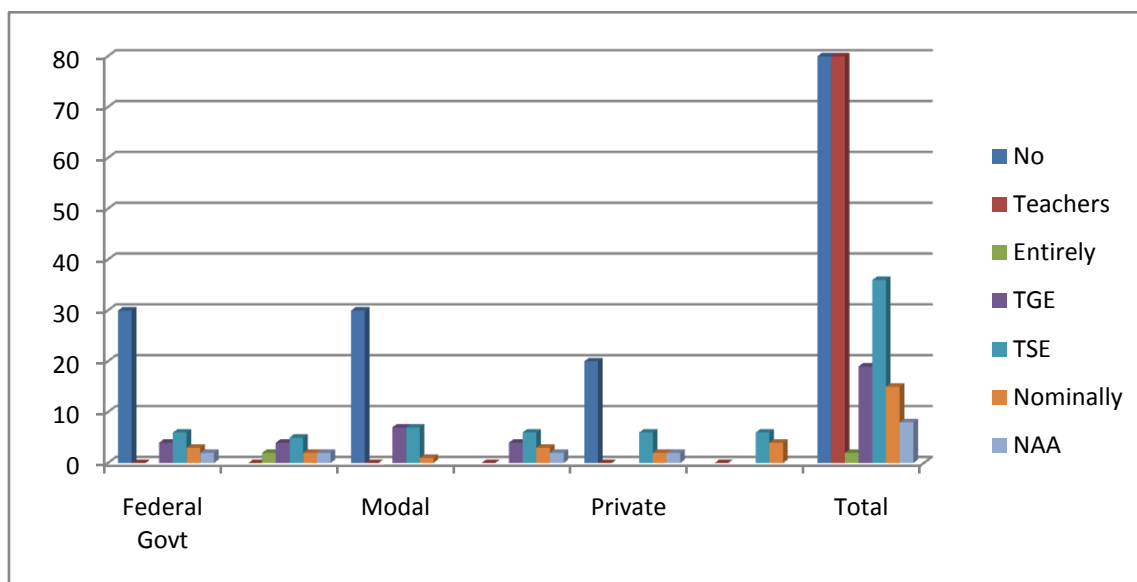


Table 2 depicts that a little less than half of the teachers 36(45%) were of the view that secondary curriculum was to some extent according to cultural requirement of society and 23(29%) of the teachers stated that curriculum was either nominally according to cultural requirement of society or to a great extent according to cultural requirement of society. It is clear the above that teachers, male and female, of both government and private schools did not think that curriculum was much according to the cultural requirement of society.

Table 3: Curriculum and Future Manpower Needs

School	No	Teachers	Entirely	TGE	TSE	Nominally	NAA
Federal Govt.	30	M (15)	-	3(4%)	8(10%)	2(3%)	2(3%)
		F (15)	2(3%)	2(3%)	4(5%)	5(6%)	2(3%)
Modal	30	M (15)	-	3(4%)	5(6%)	6(7%)	1(1%)
		F (15)	-	1(1%)	6(7%)	3(4%)	5(6%)
Private	20	M (10)	-	-	3(4%)	7(9%)	-
		F (10)	1(1%)	-	3(4%)	4(5%)	-
Total	80	80	3(4%)	19(11%)	29(36%)	27(34%)	12(15%)

Graphical presentation of the Curriculum and Future Manpower Needs

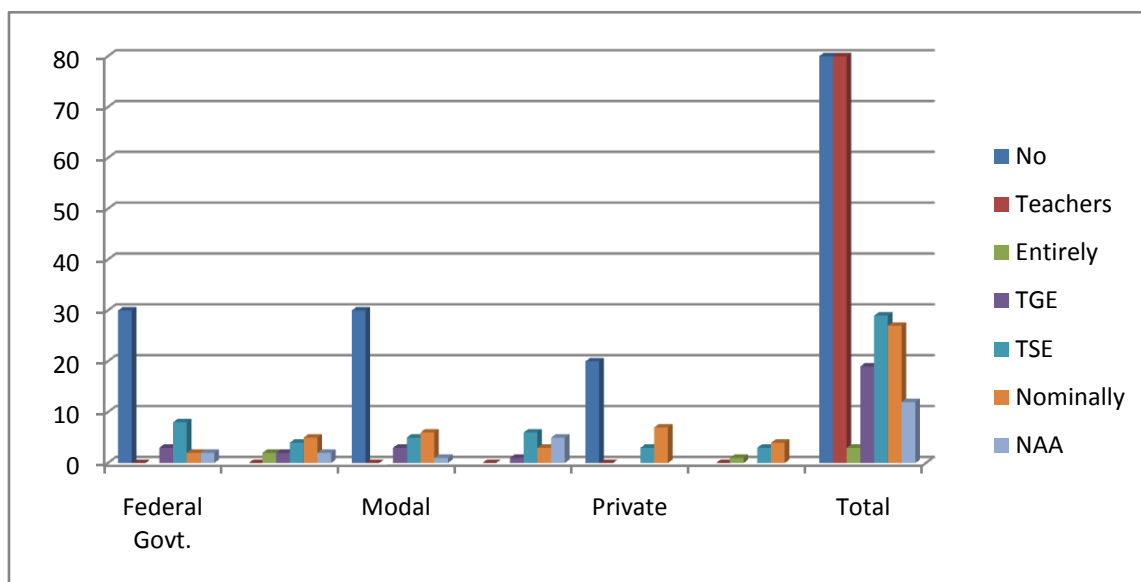


Table 3 shows that 29 out of 80(36%) teachers were of the view that curriculum was helpful in meeting the future manpower needs of society to some extent, and 39(49%) of the teachers were of the view that curriculum was either nominally or not at all helpful in meeting the future manpower needs of the society. Whereas only 12(15%) of the teachers were of the view that entirely or to great extent curriculum was either entirely or not at all helpful in meeting the future manpower need of society .

Majority of male and female teachers of all categories of schools included in the study did not seem to consider that the curriculum was much helpful in meeting the future manpower needs of the society.

Table 4: Students' Needs and Curriculum

School	No	Teachers	Entirely	TGE	TSE	Nominally	NAA
Federal Govt	30	M (15)	2(3%)	3(4%)	-	6(7%)	4(5%)
		F (15)	-	8(10%)	5(6%)	2(3%)	-
Modal	30	M (15)	3(4%)	2(3%)	7(9%)	3(4%)	-
		F (15)	3(4%)	1(1%)	6(7%)	1(1%)	4(5%)
Private	20	M (10)	-	3(4%)	6(7%)	1(1%)	-
		F (10)	2(3%)	4(5%)	1(1%)	3(4%)	-

Total	80	80	10(13%)	21(26%)	25(31%)	16(20%)	8(10%)
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Pictorial representation of the Students' Needs and Curriculum

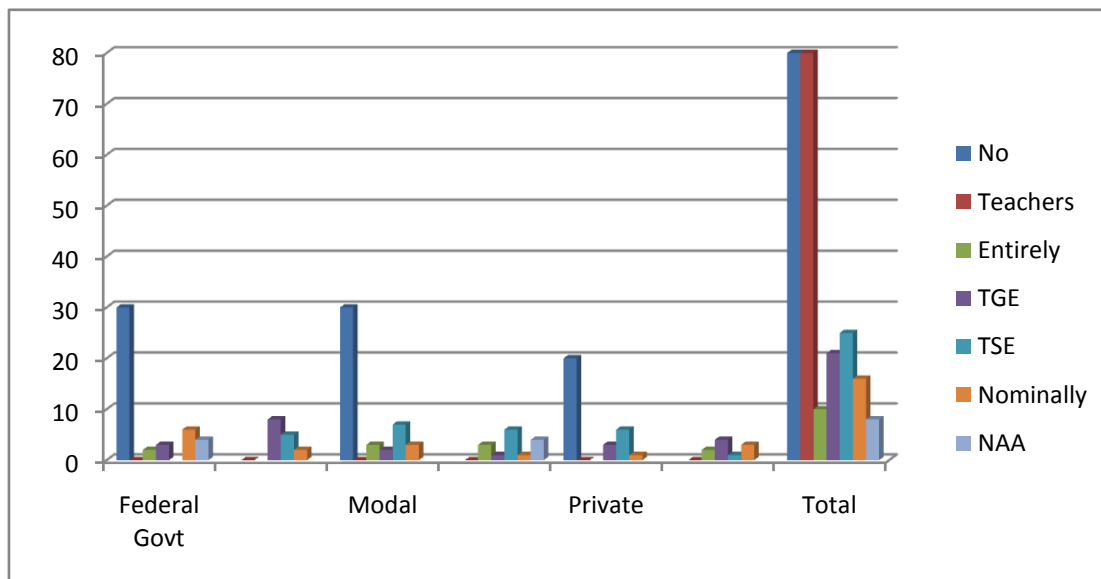


Table 4 shows that 25(31%) of the teachers were of the view that students' needs were given priority in secondary school curriculum revision and an equal proportion 24(30%) of the teachers stated that students' needs were given priority nominally or not at all in curriculum revision process. Whereas 31(39%) of the teachers stated that students' needs were given priority either or to a great extent in secondary school curriculum revisions. However, 49(61%) did not appear to feel that students needs were given much priority during the process of curriculum revision.

Table 5: Objectives of Curriculum and Appreciation for Religious/Cultural Activities

School	No	Teachers	Entirely	TGE	TSE	Nominally	NAA
Federal Govt.	30	M (15)	3(4%)	2(3%)	6(7%)	1(1%)	4(5%)
		F (15)	2(3%)	2(3%)	5(6%)	6(7%)	-
Modal	30	M (15)	1(1%)	1(1%)	7(9%)	5(6%)	1(1%)

		F (15)	4(5%)	3(4%)	5(6%)	-	3(4%)
Private	20	M (10)	-	3(4%)	2(3%)	2(3%)	3(4%)
		F (10)	1(1%)	1(1%)	5(6%)	2(3%)	-
Total	80	80	11(14%)	12(15%)	30(37%)	16(20%)	11(14%)

Graphical presentation of Objectives of Curriculum and Appreciation for Religious/Cultural Activities

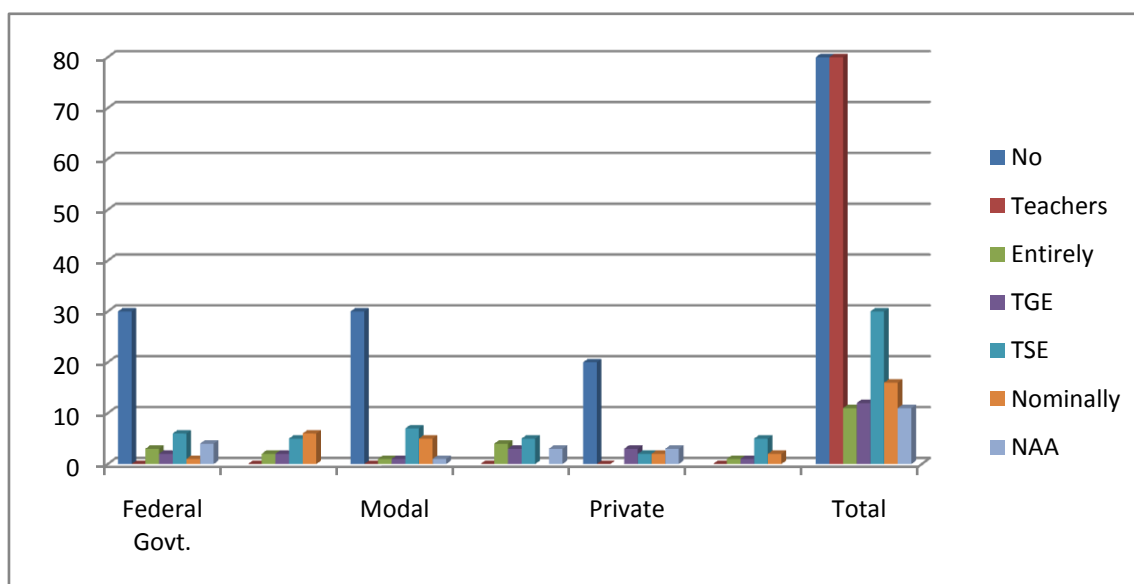


Table 5 indicates that 30 out of 80(37%) of the teachers were of the view that curriculum objectives to some extent aimed at development of appreciation for cultural and religious activities and 27(34%) teachers stated curriculum objectives either nominally or not at all aimed at development of appreciation for cultural and religious activities in the students. There were, however 23(29%) teachers who believed that curriculum objectives aimed at either entirely or to great extent for the development of appreciation of religion and cultural activities nevertheless. Majority 57(71%) teachers seemed to see little in the curriculum objectives that aimed at development of appreciation of cultural and religious activities among students.

Table 6: Curriculum and Language Skills

School	No	Teachers	Entirely	TGE	TSE	Nominally	NAA
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Federal Govt.	30	M (15)	1(1%)	5(6%)	2(3%)	3(4%)	4(5%)
		F (15)	1(1%)	4(5%)	4(5%)	6(7%)	-
Modal	30	M (15)	1(1%)	3(4%)	4(5%)	5(6%)	2(3%)
		F (15)	4(5%)	5(6%)	1(1%)	2(3%)	3(4%)
Private	20	M (10)	-	1(1%)	3(4%)	4(5%)	2(3%)
		F (10)	1(1%)	-	7(9%)	1(1%)	1(1%)
Total	80	80	8(10%)	18(23%)	21(26%)	21(26%)	12(15%)

Graphical presentation Curriculum and Language Skills

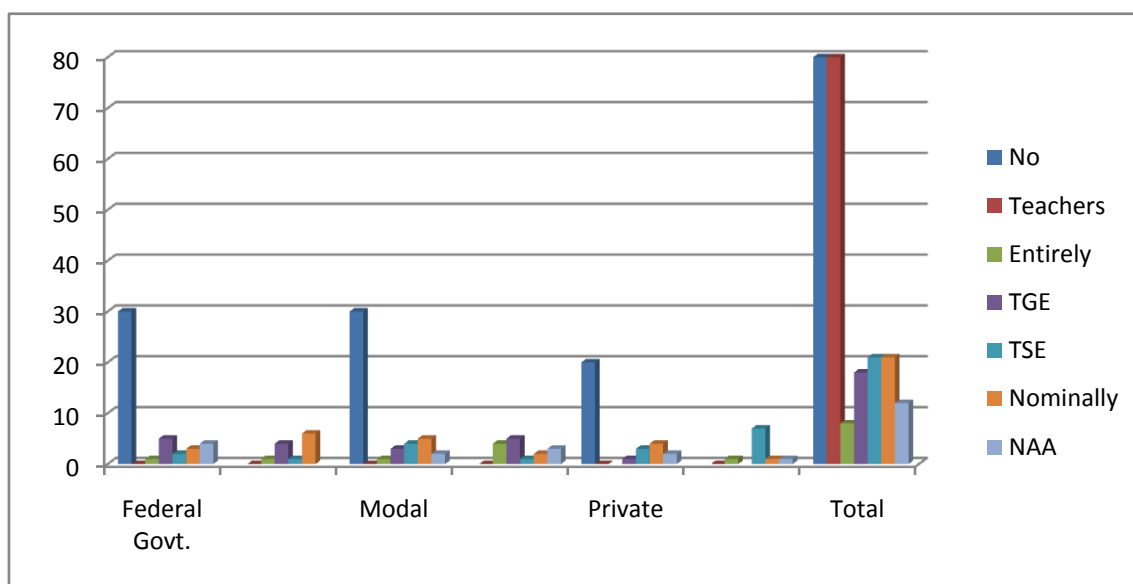


Table 6 shows that 21(26%) of the teachers were of the view that curriculum to some extent developed basic language skills in the students and 33(41%) teachers said that curriculum either nominally or not at all developed basic language skills. Whereas 26(33%) of the teachers asserted that curriculum either entirely or to a great extent developed basic language skills in the students, majority 54(67%) of the teacher appeared to think that curriculum developed little basic language skills in students.

Table 7: Content and Objectives of Curriculum

School	No	Teachers	Entirely	TGE	TSE	Nominally	NAA
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Federal Govt	30	M (15)	1(1%)	5(6%)	6(7%)	3(4%)	-
		F (15)	1(1%)	2(3%)	8(10%)	4(5%)	-
Modal	30	M (15)	-	4(5%)	7(9%)	3(4%)	1(1%)
		F (15)	1(1%)	3(4%)	9(11%)	1(1%)	-
Private	20	M (10)	-	1(1%)	7(9%)	2(3%)	-
		F (10)	-	-	5(6%)	5(6%)	-
Total	80	80	3(4%)	16(20%)	42(53%)	18(22%)	1(1%)

Graphical presentation of Content and Objectives of Curriculum

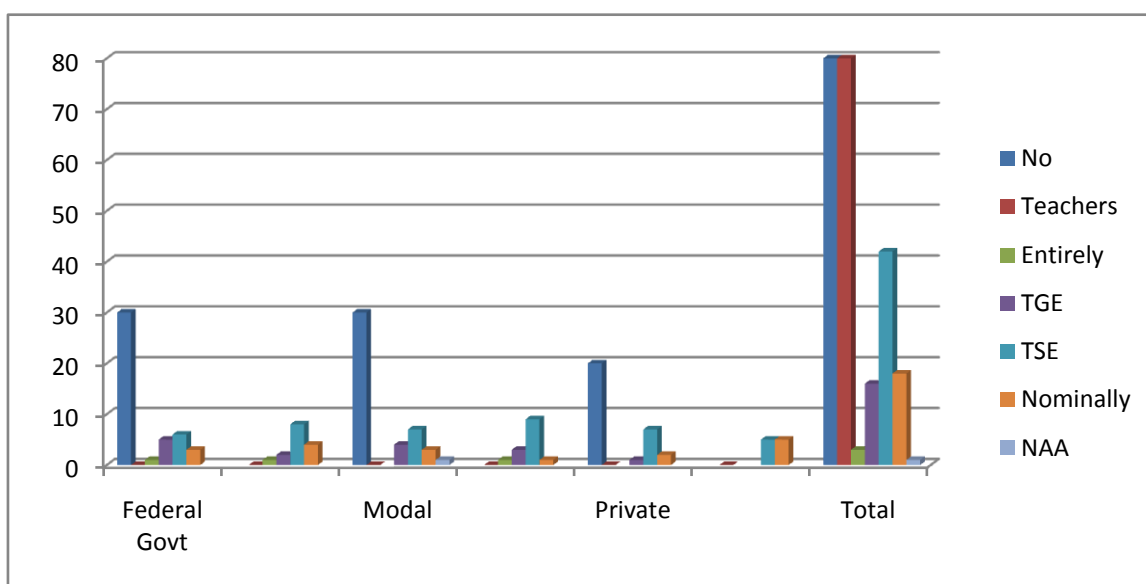


Table 7 shows that half of the teachers 42(53%) were of the view that content being taught at secondary level were to some extent helpful in achieving the curriculum objectives and 19(23%) teachers indicated that content were either nominally or not at all helpful in achieving the objectives of curriculum. Whereas 19(24%) teachers thought that content was entirely or to a great extent helpful in achieving the objectives of the curriculum. Therefore, it is concluded from the views of the majority 62(76%) of teachers the content taught at a secondary level was not much helpful in achieving the objectives of the curriculum.

Table 8: Contents and Desirable Attitudes and Values

School	No	Teachers	Entirely	TGE	TSE	Nominally	NAA
Federal Govt	30	M (15)	-	5(6%)	4(5%)	5(6%)	1(1%)
		F (15)	-	4(5%)	7(9%)	4(5%)	-
Modal	30	M (15)	-	5(6%)	5(6%)	3(4%)	2(3%)
		F (15)	-	3(4%)	5(6%)	5(6%)	2(3%)
Private	20	M (10)	-	2(3%)	2(3%)	6(7%)	-
		F (10)	-	-	3(4%)	5(6%)	2(3%)
Total	80	80	-	19(24%)	26(32%)	28(35%)	7(9%)

Graphical presentation of Contents and Desirable Attitudes and Values

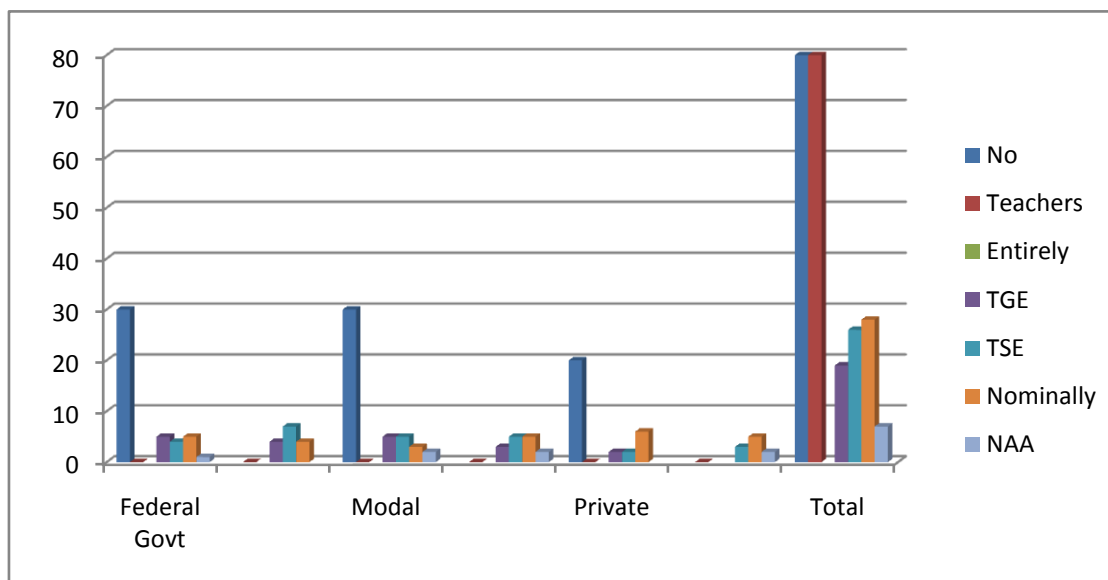


Table 8 shows that 26 out of 80(35%) of the teachers were of the view that the content to some extent developed the desirable attitudes and values in the students, and 35(44%) of the teachers were of the view that the content either nominally or not at all developed the desirable attitudes and values in the students. Whereas 19(24%) of the teachers were of the view that content developed to a great extent desirable attitude in

the students. The majority 61(74%) of the teachers did not seem to be convinced that the content develop desirable attitude and values in the students.

Table 9: Content and Interest of Learners

School	No	Teachers	Entirely	TGE	TSE	Nominally	NAA
Federal Govt.	30	M (15)	-	4(5%)	4(5%)	7(9%)	-
		F (15)	-	6(7%)	5(6%)	2(3%)	2(3%)
Modal	30	M (15)	-	2(3%)	6(7%)	6(7%)	-
		F (15)	-	6(7%)	3(4%)	2(3%)	4(5%)
Private	20	M (10)	-	2(3%)	6(7%)	1(1%)	2(3%)
		F (10)	-	-	3(4%)	2(3%)	4(5%)
Total	80	80	-	21(26%)	27(34%)	20(25%)	12(15%)

Pictorial presentation of Content and Interest of Learners

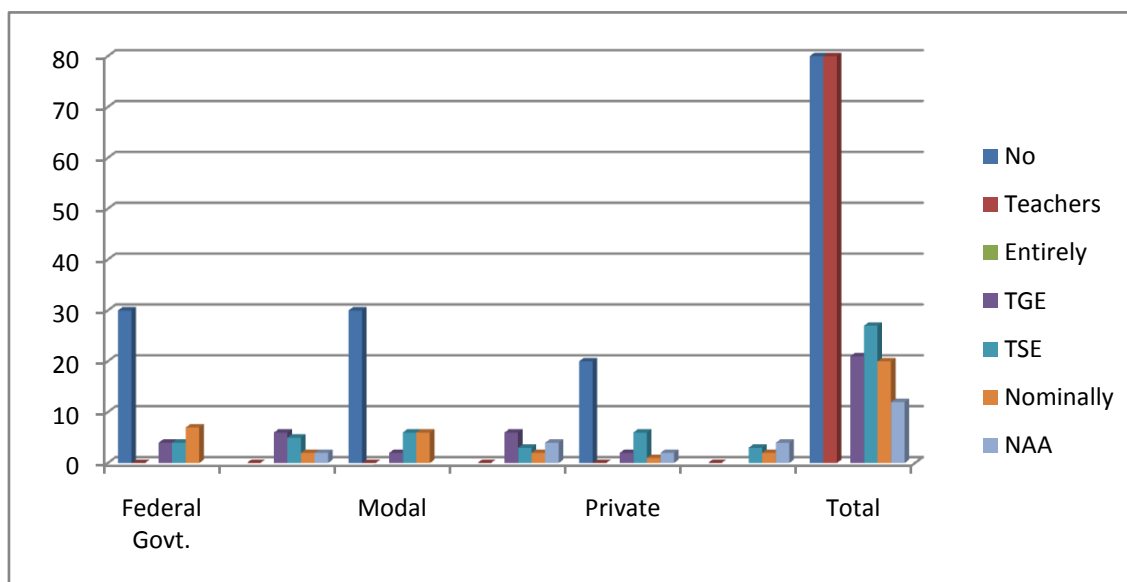


Table 9 shows that 28 out of 80 (34%) of the teachers were of the view that content was to some extent interesting for the learner and 32(40%)of the teachers thought that content was either nominally or not at all interesting for the learner. where as 21 (26%)of the teachers were of the view that content was to a great extent interesting for

the learner. Majority 59(74%) of the teachers stated that content was not much interesting for the learners.

Table 10: Content and Adjustment Abilities

School	No	Teachers	Entirely	TGE	TSE	Nominally	NAA
Federal Govt.	30	M (15)	-	4(5%)	5(6%)	5(6%)	1(1%)
		F (15)	1(1%)	2(3%)	7(9%)	5(6%)	-
Modal	30	M (15)	-	6(7%)	4(5%)	4(5%)	1(1%)
		F (15)	-	1(1%)	5(6%)	6(7%)	3(4%)
Private	20	M (10)	-	3(4%)	1(1%)	6(7%)	-
		F (10)		3(4%)	2(3%)	3(4%)	2(3%)
Total	80	80	1(1%)	19(24%)	24(30%)	29(36%)	7(9%)

Graphical presentation of Content and Adjustment Abilities

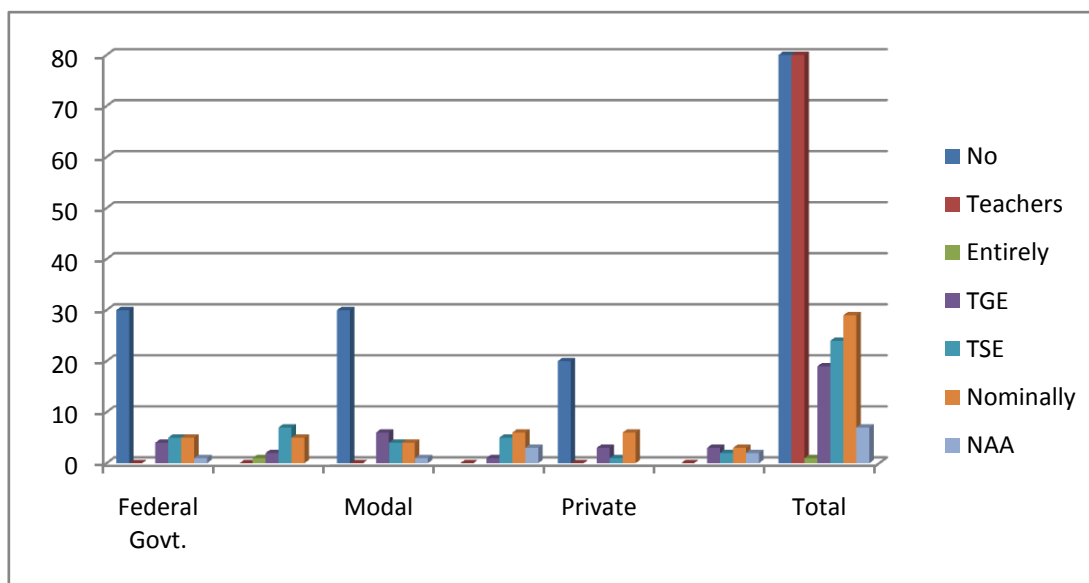


Table 10 shows that 24 out of 80(30%) teachers stated that content to some extent developed abilities of adjustment among the students and 36(45%) thought the content developed either nominally or not at all abilities of adjustment among the student. Whereas 20(25%) of the teachers were of the view that content developed either entirely or to a great extent abilities of adjustment among the students. Majority, 60(57%) teachers thought that content developed little abilities of adjustment in students.

Table 11: Content Selection and Objectives

School	No	Teachers	Entirely	TGE	TSE	Nominally	NAA
Federal Govt.	30	M (15)	2(3%)	2(3%)	7(9%)	3(4%)	1(1%)
		F (15)	2(3%)	7(9%)	3(4%)	2(3%)	1(1%)
Modal	30	M (15)	-	4(5%)	6(7%)	3(4%)	2(3%)
		F (15)	1(1%)	3(4%)	7(9%)	-	4(5%)
Private	20	M (10)	-	1(1%)	5(6%)	2(3%)	2(3%)
		F (10)		2(3%)	2(3%)	4(5%)	2(3%)
Total	80	80	5(6%)	19(24%)	30(37%)	14(18%)	12(15%)

Graphical presentation of the Content Selection and Objectives

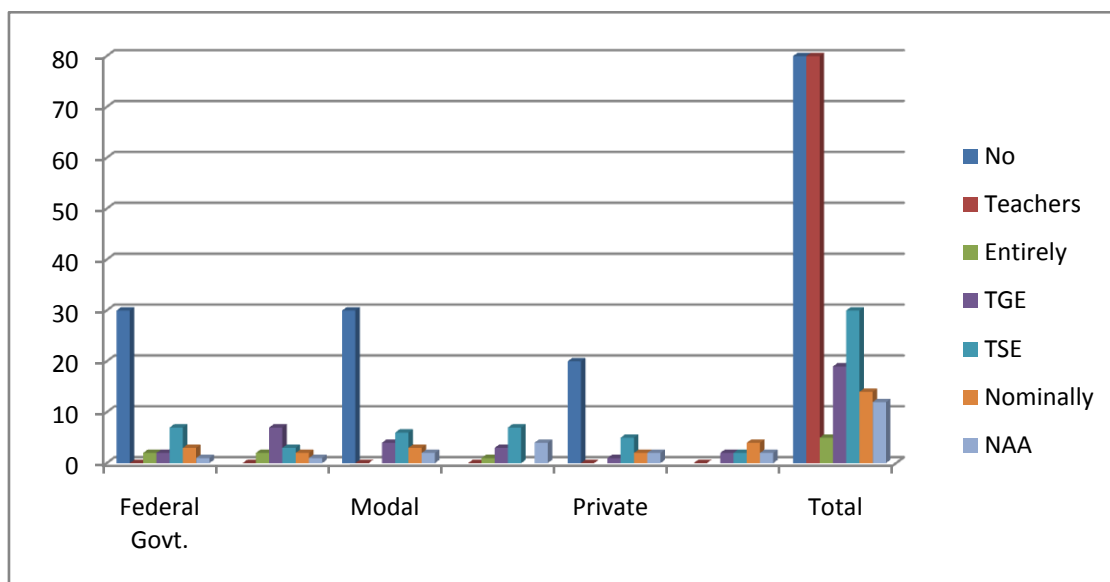


Table 11 shows that 30 out of 80(37%) teachers were of the view that the content was selected to some extent in the light of formulated objectives and 26(33%) teachers stated that content was selected nominally or not at all in the light of objectives. Whereas 24(30%) of teachers thought that content were selected either entirely or to a great extent in the light of formulated objectives. Majority of the teachers, 56(70%) were not much convinced that selection of the content was made in the light of the objectives of curriculum.

Table 12: Teaching Methods and Curriculum

School	No	Teachers	Entirely	TGE	TSE	Nominally	NAA
Federal Govt.	30	M (15)	1(1%)	5(6%)	4(5%)	3(4%)	2(3%)
		F (15)	1(1%)	6(7%)	4(5%)	4(5%)	-
Modal	30	M (15)	1(1%)	1(1%)	2(3%)	9(11%)	2(3%)
		F (15)	2(3%)	2(3%)	5(6%)	6(7%)	-
Private	20	M (10)	2(3%)	-	4(5%)	3(4%)	1(1%)
		F (10)	3(4%)	2(3%)	4(5%)	-	1(1%)

Total	80	80	10(13%)	16(20%)	23(29%)	25(31%)	6(7%)
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Graphical presentation of the Teaching Methods and Curriculum

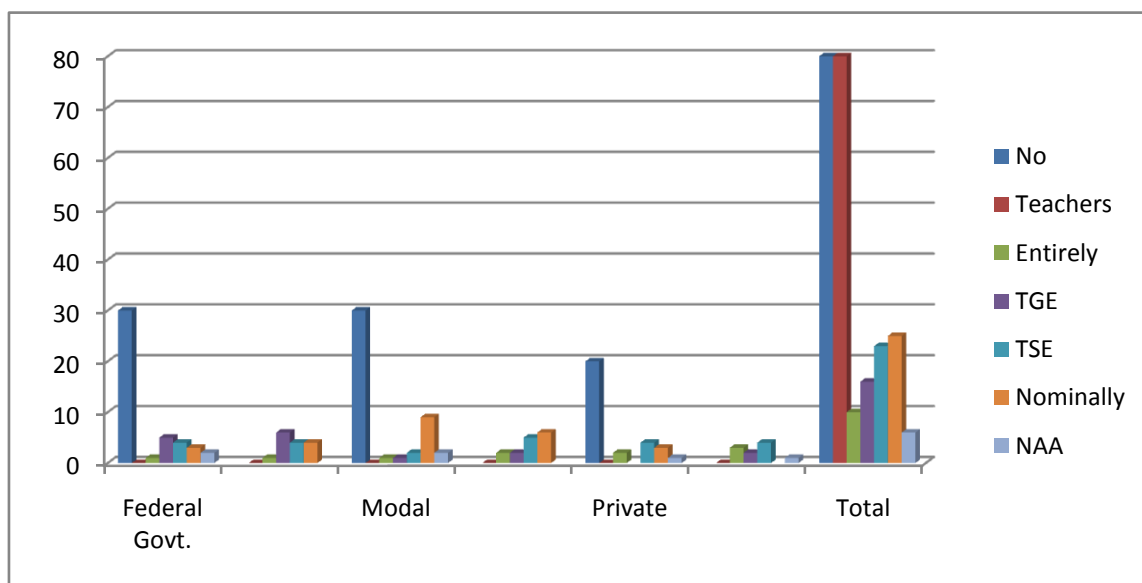


Table 12 reveals that 23(29%) of the teachers were of the view that teaching methods were to some extent appropriate to the content and 31(38%) of the teachers thought that teaching methods were either nominally or not at all appropriate to the content. Whereas 26(33%) of the teachers stated that teaching methods were either entirely or to a great extent appropriate to the content. So, majority, 54(67%) of the teacher did not find teaching methods, much appropriate to content of the curriculum.

Table 13: Teaching methods and Students' Level of Understanding

School	No	Teachers	Entirely	TGE	TSE	Nominally	NAA
Federal	30	M (15)	2(3%)	5(6%)	2(3%)	5(6%)	1(1%)
Govt		F (15)	2(3%)	4(5%)	7(9%)	2(3%)	-

Modal	30	M (15)	1(1%)	5(6%)	5(6%)	3(4%)	1(1%)
		F (15)	-	6(7%)	5(6%)	2(3%)	2(3%)
Private	20	M (10)	1(1%)	1(1%)	5(6%)	3(4%)	-
		F (10)	1(1%)	6(7%)	2(3%)	1(1%)	-
Total	80	80	7(9%)	27(34%)	26(32%)	16(20%)	4(5%)

Pictorial presentation of Teaching methods & Students’ Level of Understanding

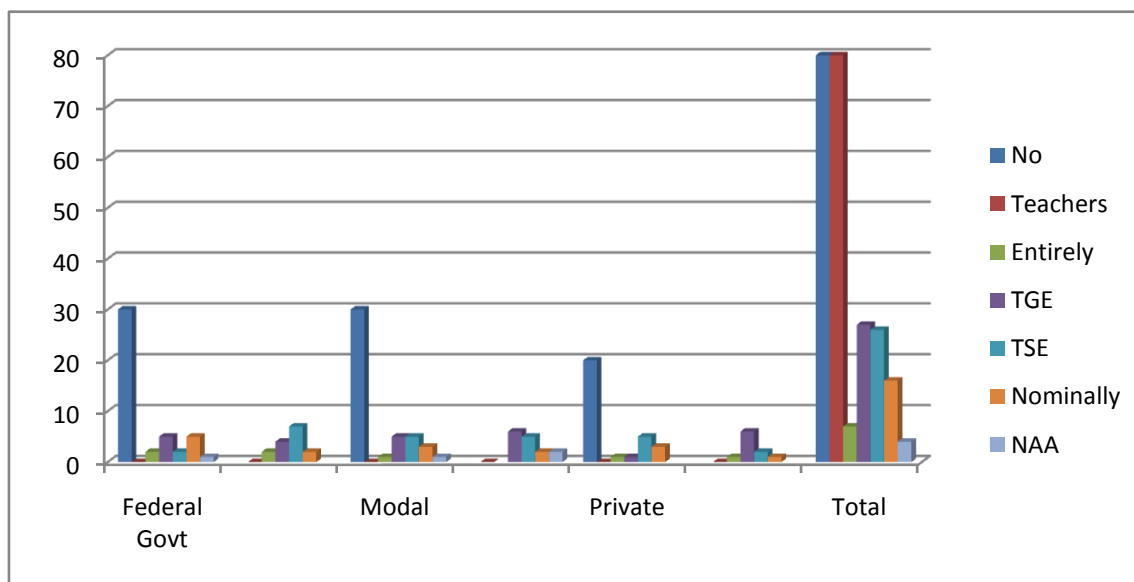


Table 13 shows that 26 out of 80(32%) teacher were of the view that teaching methods were to some extent appropriate to the students’ level of understanding and 20(25%) teachers said that teaching methods were either nominally or not at all appropriate to students’ level of understanding. Whereas 34(43%) teachers said that teaching methods were either entirely or to a great extent appropriate to the students’ level of understanding. Majority of the secondary school teachers 46(57%) were not much convinced of appropriateness of teaching methods to the student’s level of understanding.

Table 14: Formulation of Curriculum and Teachers’ Opinions

School	No	Teachers	Entirely	TGE	TSE	Nominally	NAA
Federal Govt.	30	M (15)	-	1(1%)	2(3%)	2(3%)	10(12%)
		F (15)	-	5(6%)	4(5%)	2(3%)	4(5%)
Modal	30	M (15)	-	-	6(7%)	1(1%)	8(10%)
		F (15)	2(3%)	1(1%)	2(3%)	5(6%)	5(6%)
Private	20	M (10)	1(1%)	2(3%)	2(3%)	4(5%)	1(1%)
		F (10)	1(1%)	-	1(1%)	2(3%)	6(7%)
Total	80	80	4(5%)	9(11%)	17(21%)	16(20%)	34(43%)

Graphical presentation of Formulation of Curriculum and Teachers’ Opinions

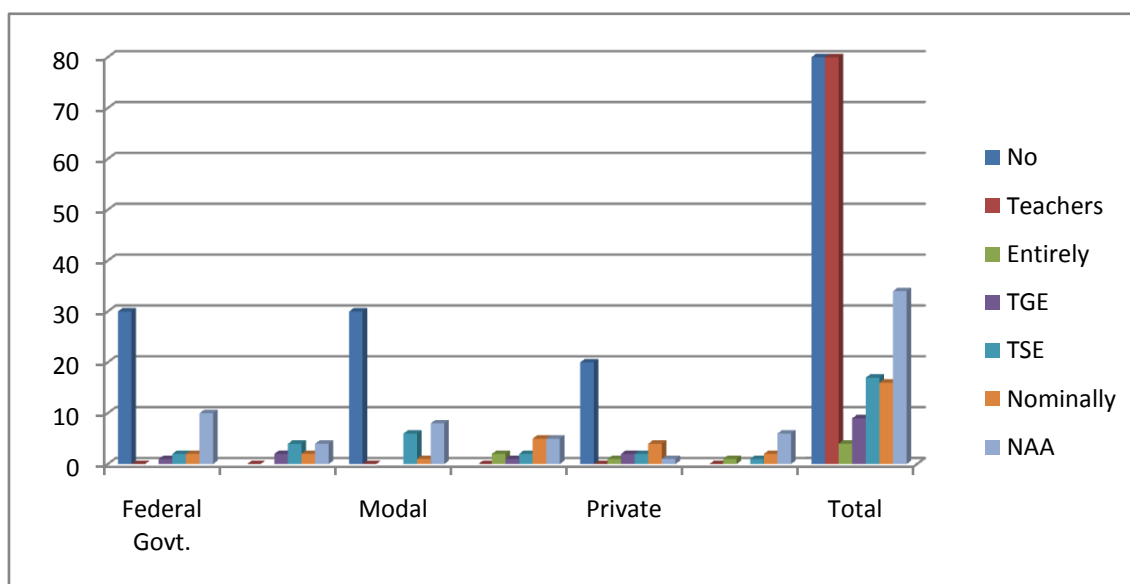


Table 14 shows that 34(43%) teachers were of the view that during the formulation of curriculum teachers opinions were not at all given any weight age and 33(41%) of teachers said that teachers where consulted either nominally or to some extent at the time of formulation of curriculum where as only 13(16%) thought due weight age was given either entirely or to a great extent to teachers opinions. According to the majority view point teachers’ opinions were not given weight age during the formulation of curriculum.

Table 15: Standard and Curriculum Evaluation

School	No	Teachers	Entirely	TGE	TSE	Nominally	NAA
Federal Govt.	30	M (15)	1(1%)	7(9%)	2(3%)	5(6%)	-
		F (15)	-	4(5%)	4(5%)	4(5%)	4(5%)
Modal	30	M (15)	-	5(6%)	3(4%)	2(3%)	4(5%)
		F (15)	2(3%)	3(4%)	3(4%)	2(3%)	5(6%)
Private	20	M (10)	-	1(1%)	3(4%)	3(4%)	3(4%)
		F (10)	-	-	5(6%)	5(6%)	-
Total	80	80	3(4%)	20(25%)	20(25%)	21(26%)	34(43%)

Graphical presentation of the Standard and Curriculum Evaluation

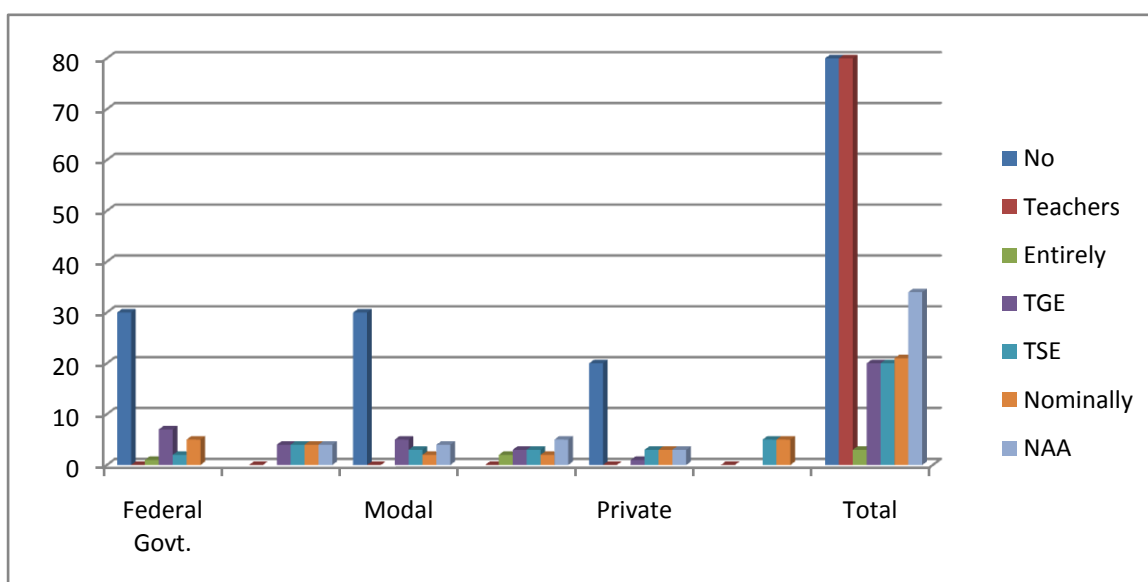


Table 15 shows that 20(25%) teachers were of the view that standards existed to some extent for curriculum evaluation and 37(46%) stated that nominally or not at all such type of standards were present either nominally or not at all for evaluation of

curriculum, where as 23(29%) teachers said that standards either entirely or to a great extent were present to evaluation curriculum. It was clear that most of the teachers 57(71%) were of the view that few standards existed to evaluation.

Table 16: Theory and Practical Components in Curriculum

School	No	Teachers	Entirely	TGE	TSE	Nominally	NAA
Federal Govt.	30	M (15)	-	3(4%)	5(6%)	5(6%)	2(3%)
		F (15)	1(1%)	2(3%)	7(9%)	4(5%)	1(1%)
Modal	30	M (15)	1(1%)	2(3%)	7(9%)	2(3%)	3(4%)
		F (15)	2(3%)	5(6%)	7(9%)	1(1%)	-
Private	20	M (10)	-	-	8(10%)	2(3%)	-
		F (10)	-	-	3(4%)	4(5%)	3(4%)
Total	80	80	5(6%)	12(15%)	37(47%)	18(22%)	8(10%)

Graphical presentation of Theory and Practical Components in Curriculum

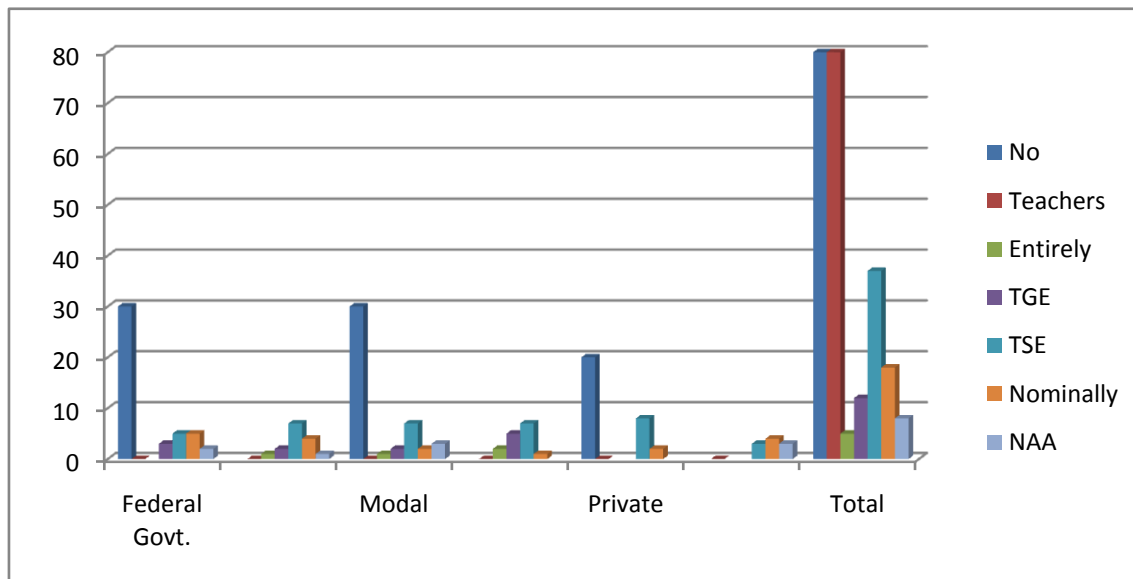


Table 16 shows that 37(47%) teachers were of the view that theory and practical components of curriculum were balanced to some extent and 26(32%) teachers indicated that theory and practical components were either nominally or not at all

balanced in the curriculum. Whereas 17(21%) teachers thought that theory and practical were either entirely or to a great extent balanced in the curriculum.

Majority of teachers 63(79%) mentioned that practical and theory components of the curriculum were not balanced much.

Table 17: Revised Curriculum and in-service Training of the Teachers

School	No	Teachers	Entirely	TGE	TSE	Nominally	NAA
Federal Govt.	30	M (15)	2(3%)	2(3%)	3(4%)	2(3%)	6(7%)
		F (15)	-	1(1%)	6(7%)	3(4%)	5(6%)
Modal	30	M (15)	1(1%)	5(6%)	1(1%)	3(4%)	5(6%)
		F (15)	3(4%)	-	5(6%)	4(5%)	3(4%)
Private	20	M (10)	1(1%)	-	4(5%)	5(6%)	-
		F (10)	1(1%)	2(3%)	2(3%)	1(1%)	4(5%)
Total	80	80	8(10%)	10(13%)	21(26%)	18(22%)	23(29%)

Graphical presentation of Revised Curriculum & in-service Training of Teachers

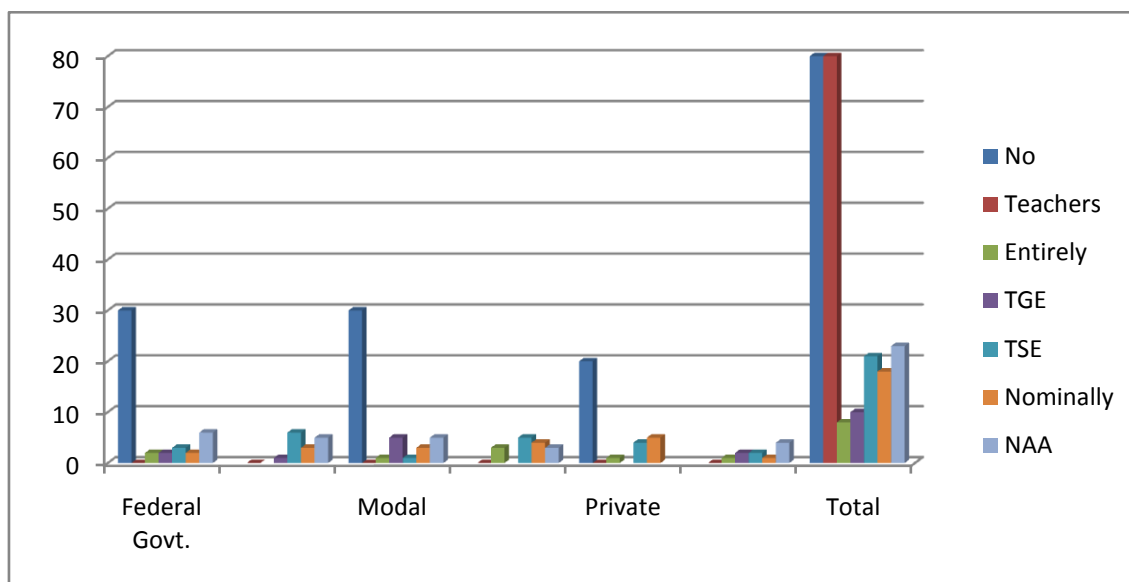


Table 17 indicates that 21(26%) teachers were of the view that to some extent in-service training of teachers was to some extent conducted after the revision of the curriculum, and 41(51%) teachers stated that such training was either nominally or not at all conducted for teachers. Whereas 18(23%) believe that in-service training of teachers was entirely or to a great extent conducted after the revision of curriculum. According to the majority 62(77%) view point not much in-service training of teachers was not conducted after the revision of the curriculum.

Table 18: Examination and Evaluation of Curriculum

School	No	Teachers	Entirely	TGE	TSE	Nominally	NAA
Federal Govt.	30	M (15)	1(1%)	4(5%)	5(6%)	1(1%)	4(5%)
		F (15)	3(4%)	4(5%)	7(9%)	1(1%)	-
Modal	30	M (15)	4(5%)	6(7%)	3(4%)	1(1%)	1(1%)
		F (15)	4(5%)	2(3%)	6(7%)	2(3%)	1(1%)
Private	20	M (10)	6(7%)	2(3%)	2(3%)	-	-
		F (10)	3(4%)	3(4%)	1(1%)	2(3%)	1(1%)

Total	80	80	21(26%))	21(26%))	24(30%))	7(9%)	7(9%))
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Graphical presentation of the Examination and Evaluation of Curriculum

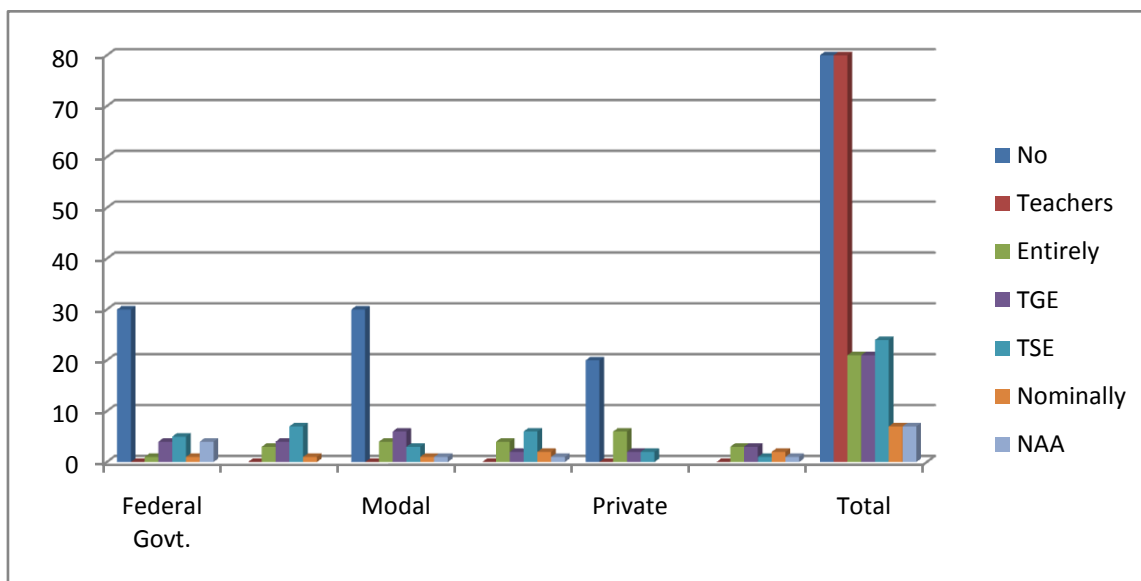


Table 18 shows that 24(30%) of the teachers were of the view that examination were a tool for curriculum evaluation to some extent and 14(18%) teachers said that examination was either nominally or not at all a tool for curriculum evaluation. Whereas 42(52%) of the teachers were of the view that examination either entirely or to a great extent a major tool for curriculum evaluation. Majority of the respondents stated that examination were a major tool for curriculum evaluation.

Conclusions

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

1. Majority of the teachers were not satisfied with the curriculum inherited from the British. They stated that inherited curriculum was not in accordance with the cultural requirement of society and also did not fulfill the needs of the youth and society.
2. Majority of the teachers were not satisfied with curriculum development process at secondary school level.
3. Secondary school curriculum was not helpful in meeting the future man power needs of the society and it was also reported that objectives of the curriculum did not promote the habit of critical and creative thinking.
4. According to Senior Teachers the previous stuffy reports on curriculum improvement were taken into consideration to some extent while making a new curriculum.
5. In the opinion of Senior Teachers teaching methods were not appropriate to the content, where as according to the view of teachers teaching methods were appropriate to the content.
6. The teachers indicated that proper balance did not exist between the theory and practical components of the curriculum.
7. Examination was a major tool for curriculum evaluation according to the views of teachers.
8. Teachers' opinions were not given due weightage during the formulation of curriculum.
9. According to the majority of teachers, in-service training of teachers was not conducted after the revision of curriculum.
10. The curriculum was not much interesting for the learner and did not develop their basic language skills.

11. 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.
12. There was no coordination between curriculum centers, examination bodies, teachers training institutions and textbook boards.
13. 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.
14. There were only few criteria for judging the scope of the curriculum.

Recommendations

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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