

Evaluation of Curriculum at Secondary Level in Pakistan in light of Expert's 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 transmit all the cultural and social values to individuals. Curriculum is the most effective tool to disseminate all these values to the society and individuals. To measure the effectiveness of curriculum a breathless 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 experts 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.

Introduction

Education is a gradual process of acquiring knowledge. Education is a preparation for life. 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

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opportunities to earn higher wages in the labour market. So, it contributes both to the individual development and national development.

Education System

In Pakistan the education system is divided into Primary, Middle, Secondary, Higher Secondary and tertiary education. The secondary stage is said to be very crucial stage of life. On the one hand, it provides skilled workers for the economy and on the other hand it acts as a feeder for the higher level of education. The secondary education consists of two stages: high or secondary (grade IX-X) and intermediate or higher secondary stage (grade IX-X). In general, Urdu is the medium of instruction. Urdu, English, Pakistan Studies and Islamiyat are taught as compulsory subjects. Other subjects are grouped, Humanities group and Technical group to cater for different interests, of the students.

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, weight age of each subject and time allocation of the subject.

Objectives of the Study

Following were the objectives of the study:

1. To determine expert' views regarding correspondence of curriculum with the need and aspiration of the country.

2. To examine the amendments made in secondary school curriculum from time to time by the Govt. through Curriculum Review Committee.
3. To analyze the existing secondary school curriculum through Experts opinion.

Nature and Significance of the Study

1. It is expected that present study may be helpful for the researchers and students to know informed experts' about secondary school curriculum.
2. It is also expected that this study may be useful for the researchers and curriculum experts for the development of effective curriculum.
3. This study may also be helpful for the planners and policy makers to improve the current situation of the secondary school curriculum and remove the drawbacks in the current curricula and to develop such strategies, which may help to overcome its weaknesses.

The Concept of Curriculum

Curriculum includes all those activities, experiences and environment which the students receive during their educational career or curriculum can refer to a total structure of ideas and activities developed by an educational institution in order to meet the needs of students and educational aim. A school curriculum consists of all those activities, which encourage the development of the students (Masroor, 2000).

According to Crow and Crow, "curriculum includes all the learner's experience, in or outside school that are included in the program which has been devised to help him to develop mentally, physically, emotionally, socially, spiritually and morally" (Rizvi, 1999)

Characteristics of a good Curriculum

Through curriculum the school translates the hopes for education into a concrete reality. A good curriculum must have the following characteristics:

1. It trains a pupil in such a way that he becomes an asset to the society and contributes to its full development.

2. In a good curriculum, proper attention is given to different areas of experiences.
3. A good curriculum should cover a wide range of interests and experiences that are required for individual development (Olive, 1997).

Another list of the characteristics of a good curriculum is as follows:

1. Curriculum is helpful in the development of a balanced personality.
2. Curriculum is designed to achieve the goals and objectives of education which are set by the society.
3. A good curriculum is dynamic in order to keep with the needs, interests, abilities, attitude and life of the pupil.
4. A good curriculum is concerned both with the life of the individual and his environment (Masroor, 2000).

Aims and Objectives of Curriculum Development

The aims and objectives of the curriculum at secondary level generally include the following:

1. Promoting learning concepts and skills.
2. Encouraging observation, experimentation, practical work and creative expression.
3. Meeting the individual and societal needs.
4. Developing a creative, productive and law abiding citizen.
5. Emphasize on dignity of labor (Masroor, 2000).

Mechanism for Curriculum Development in Pakistan

Whenever it is intended to frame or revise a curriculum in the country, the curriculum Wing of the ministry of Education sends the proposal to the provincial curriculum centers. These centers develop or revise the curriculum according to the framework provided by Curriculum Wing. In the provincial centers the revision or framing of the curriculum is done by the committees. These Committees usually comprise of subject Specialist and persons equipped with pedagogical skills. The draft curriculum is sent to the Curriculum Wing, Ministry of Education, for their consideration and approval.

In the Curriculum Wing, the draft curriculum on each subject revised from the provincial centers is put up to the concerned National Review Committee. This Committee is usually constituted for each subject and comprises the nominees of the provincial governments and subject Specialists considered suitable for the purpose. The curriculum finalized by the National review Committee is then put up to the Federal Educational Secretary for approval. The approval curriculum is sent to the provincial textbook boards for production of textbooks.

Composition of Curriculum Committees

The committee are constituted by obtaining nominations of suitable persons from the Boards of Intermediate and Secondary Education, the Provincial Education Departments, the Textbook Boards and other research organizations such as the institutes of Education and Research at Lahore, Hyderabad, Peshawar, Dera Ismail Khan; the College of Education at Karachi, Multan, Faisalabad, Lahore: the Department of Education of Baluchistan University, Quetta, Bahauddin Zakariya University Multan And Islamia University Bahawalpur, the Faculty of Educations, Allama Iqbal Open University Islamabad. There arrangements ensure the involvement of experts in the process of Curriculum Development. The Composition of the Committees at Provincial and federal Level is given below:

Provincial

1. Representatives of the provincial curriculum centers.
2. Supervisions.
3. Teachers
4. Educational administrators
5. Subject Specialist
6. Representatives of the textbook boards.
7. Representatives of the BISEs.
8. Teacher trainers.

Federal

In addition to the above mentioned members, the following are given representation:

- a. Representative of the Curriculum Wing, Ministry of Education.
- b. Foreign experts/consultants/ advisers from UNESCO.
- c. Community leaders and parents.

So, on the basis of this mechanism a curriculum can be evaluated (Chishti, 1996).

Method and Procedure

Population

The most appropriate sources of information were the curriculum experts (meant the officials working in curriculum Wing, Ministry of Education, Provincial Curriculum Bureaus and Provincial Textbook Boards), the Subject Specialists and Senior School Teachers of Islamabad.

As such, curriculum experts, subject Specialist, and secondary school teachers constituted the population of this study.

Sample

Twenty two curriculum experts 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. Curriculum experts, Curriculum Wing Ministry of Education, Islamabad 05
2. Curriculum experts, Curriculum Research and Development Center, Lahore 03
3. Curriculum experts, Bureau of Curriculum Development, Abbotabad, NWFP 03
4. Curriculum experts, Bureau of Curriculum, Jamshoro, Sindh 06
5. Curriculum experts, Bureau of Curriculum Development, Quetta, Balochistan. 05

Research Instruments

Questionnaire was 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 to collect the responses of Curriculum Experts.

Questionnaire was 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 Curriculum Experts 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. The researcher personally met the curriculum experts of Federal Curriculum Wing, Punjab Curriculum Bureau and NWFP Curriculum Bureau and collected their responses.

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. Data collected on five point scale items were analyzed by percentage.

Table:1 Correspondence between Curriculums Inherited from the British Period and Cultural requirements of Society

Experts	No	Entirely	TGE	TSE	Nominally	NAA
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Islamabad	5	-	-	2(8%)	-	3(11%)
Sindh, Jamshoro	8	-	2(8%)	5(19%)	1(4%)	-
NWFP Abbotabad	3	-	3(11%)	-	-	-
Balochistan, Quetta	7	-	2(8%)	1(4%)	4(15%)	-
Punjab, Lahore	3	-	1(4%)	1(4%)	-	1(4%)
Total	26	-	8(31%)	9(35%)	5(19%)	4(15%)

Table:1 depicts that 8 out of 26 (nearly one third) of the curriculum experts were of the view that the curriculum inherited from the British corresponded to a great extent to the cultural requirement of the society. Where as 9(35%) of the experts stated that the inherited curriculum had correspondence to some extent with the cultural requirement of the society. However, another one third of the curriculum experts said that such correspondence was either nominal or did not exist at all. The majority of the curriculum experts did not seem to see much correspondence between the curriculum inherited from the British and cultural requirements of the society.

Table :2 Curriculum Inherited from the British and future Manpower needs of the Society

Experts	No	Entirely	TGE	TSE	Nominally	NAA
Islamabad	5	-	-	2(8%)	2(8%)	3(11%)
Sindh, Jamshoro	8	-	-	5(19%)	3(11%)	-
NWFP Abbotabad	3	-	-	2(8%)	-	1(4%)
Balochistan, Quetta	7	-	-	3(11%)	4(15%)	-
Punjab, Lahore	3	-	-	2(8%)	-	1(4%)

Total	26	-	-	14(54%)	9(34%)	3(12%)
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Table: 2 shows that nearly half of the curriculum experts (54%) were of the view that inherited curriculum from the British met the future manpower needs of society to some extent. The remaining half (46%) of the curriculum experts stated that the inherited curriculum met the future manpower needs of society only nominally or not at all. The curriculum experts were generally dissatisfied with the curriculum inherited from the British in meeting the future manpower needs of the society.

Table:3 Inherited Curriculum and Needs of Youth

Experts	No	Entirely	TGE	TSE	Nominally	NAA
Islamabad	5	-	-	1(4%)	3(11%)	1(4%)
Sindh, Jamshoro	8	-	-	2(8%)	6(23%)	-
NWFP Abbotabad	3	-	-	-	1(4%)	2(8%)
Balochistan, Quetta	7	-	-	3(11%)	2(8%)	2(8%)
Punjab, Lahore	3	-	-	1(4%)	1(4%)	1(4%)
Total	26	-	-	7(27%)	13(50%)	6(23%)

Table :3 reflects that half of the curriculum experts (50%) were of the view that inherited curriculum only nominally met the needs of the youth and about a quarter (23%) of the experts stated that curriculum did not at all meet the needs of the youth. Just above a quarter (27%) stated that the inherited curriculum met the needs of the youth to some extent. Thus the curriculum inherited from the British was not considered by the curriculum experts as suited to the needs of the youth

Table :4 Revision and Examination of Curriculum

Experts	No	Entirely	TGE	TSE	Nominally	NAA
Islamabad	5	1(4%)	1(4%)	1(4%)	-	-
Sindh, Jamshoro	8	1(4%)	-	2(8%)	-	1(4%)
NWFP Abbotabad	3	-	-	2(8%)	-	1(4%)
Balochistan, Quetta	7	-	1(4%)	5(19%)	1(4%)	-
Punjab, Lahore	3	1(4%)	1(4%)	1(4%)	-	-
Total	26	3(12%)	7(27%)	13(50%)	1(4%)	2(8%)

Table:4 shows mixed responses. Half of the experts, 13(50%), were of the view that curriculum to some extent periodically examined and revised by experts according to the changing needs of society to which may be added 3 more (12%) who stated that curriculum was only nominally revised or not at all. Seven curriculum experts (27%) expressed that the curriculum was periodically examined and revised according to changing needs of the society to a great extent 3(12%) asserted that the curriculum was periodically examined and revised according to the needs of the society entirely. So, majority of the curriculum experts 62% did not seem to be convinced that the curriculum was periodically examined and revised.

Table :5 Correspondence between the Contents and Objectives of the Curriculum

Experts	No	Entirely	TGE	TSE	Nominally	NAA
Islamabad	5	2(8%)	-	3(11%)	-	-
Sindh, Jamshoro	8	-	-	2(8%)	-	1(4%)
NWFP Abbotabad	3	-	-	1(4%)	1(4%)	1(4%)

Balochistan, Quetta	7	-	1(4%)	6(23%)	1(4%)	-
Punjab, Lahore	3	-	1(4%)	2(8%)	-	-
Total	26	2(8%)	6(23%)	14(54%)	2(8%)	2(8%)

Table:5 shows that slightly more half of the experts (54%) were of the view that the content of the curriculum reflected the objectives of the curriculum to some extent and another 4(8%) of the curriculum experts said that such correspondence either existed nominally or did not exist at all. Only six curriculum experts (23%) expressed that content reflected the objectives of the curriculum to a great extent. Majority of the curriculum experts 18(72%) did not seem to see much correspondence between the content of the curriculum and objectives of the curriculum.

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

Experts	No	Entirely	TGE	TSE	Nominally	NAA
Islamabad	5	-	4(15%)	1(4%)	-	-
Sindh, Jamshoro	8	1(4%)	-	5(19%)	2(8%)	-
NWFP Abbotabad	3	-	1(4%)	1(4%)	1(4%)	-
Balochistan, Quetta	7	-	2(8%)	4(15%)	1(4%)	-
Punjab, Lahore	3	-	1(4%)	2(8%)	-	-
Total	26	1(4%)	8(31%)	13(50%)	4(15%)	-

Table:6 depicts that 13 out of 26 (50%) of the curriculum experts were of the view that changes brought about in curriculum were according to the psychological

principal of learning to some extent and 4(15%) of the curriculum experts stated that the changes in curriculum were according to psychological principal of learning only nominally, eight curriculum experts (31%) expressed that the changes in curriculum were according to the principal of learning to a great extent, and another 1(4%) of the experts were of the view that changes brought in curriculum totally in accordance to the principal of learning. As majority of the curriculum experts (65%) were not satisfied with this concordance.

Table:7 Satisfaction of Experts with Curriculum Process

Experts	No	Entirely	TGE	TSE	Nominally	NAA
Islamabad	5	-	2(8%)	3(11%)	-	-
Sindh, Jamshoro	8	-	3(11%)	4(15%)	1(4%)	-
NWFP Abbotabad	3	-	-	1(4%)	2(8%)	-
Balochistan, Quetta	7	-	1(4%)	2(8%)	4(15%)	-
Punjab, Lahore	3	-	1(4%)	2(8%)	-	-
Total	26	-	7(27%)	12(46%)	7(27%)	-

Table:7 reflects that nearly half of the curriculum experts (46%) were satisfied with curriculum process to some extent. About one fourth (27%) of the curriculum experts were nominally satisfied with curriculum development process. The same proportion (27%) of the curriculum experts stated that they were satisfied with curriculum process to a great extent. The majority of the curriculum experts 19(37%) did not seem to be so much satisfied with curriculum development process at the national and provincial levels.

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

Experts	No	Entirely	TGE	TSE	Nominally	NAA
Islamabad	5	-	1(4%)	2(8%)	-	-
Sindh, Jamshoro	8	-	2(8%)	4(15%)	1(4%)	1(4%)
NWFP Abbotabad	3	-	-	-	2(8%)	2(8%)
Balochistan, Quetta	7	-	1(4%)	4(15%)	4(15%)	2(8%)
Punjab, Lahore	3	-	2(8%)	-	-	1(4%)
Total	26	-	6(23%)	10(38%)	7(27%)	6(23%)

Table:8 shows that only 10 out of 26 of the curriculum experts were of the opinion that efforts were made for the improvement of curriculum to some extent and about a quarter (23%) of the experts thought that efforts were made for improvement of curriculum to great extent. The remaining (39%) of the curriculum experts stated that no efforts were made for the improvement of curriculum or were only nominally made. The majority of the curriculum experts (77%) were thus generally dissatisfied with the efforts made for the improvement of curriculum.

Table: 9 Policies to remove Controversial Issues from the Curriculum

Experts	No	Entirely	TGE	TSE	Nominally	NAA
Islamabad	5	1(4%)	1(4%)	2(8%)	2(8%)	-
Sindh, Jamshoro	8	-	1(4%)	4(15%)	2(8%)	1(4%)
NWFP Abbotabad	3	-	1(4%)	-	-	2(8%)
Balochistan,	7	-	1(4%)	2(8%)	2(8%)	2(8%)

Quetta						
Punjab, Lahore	3	-	1(4%)	2(8%)	-	-
Total	26	1(4%)	5(19%)	10(38%)	6(23%)	5(19%)

Table:9 shows that majority of the curriculum experts 10(38%) were of the view that there were only some policies for removing the controversial issues from curriculum. Where as 11(42%) of the curriculum experts stated that such policies existed nominally or not at all. However, 6(23%) of the curriculum experts stated that such policies were present to a great extent which helped to removal the controversial issues of the curriculum. The majority of the curriculum experts 21(80%) did not appear to be convinced that clear policies existed to remove the controversial issues from curriculum.

Table :10 Appropriateness between Teaching Methods and Curriculum

Experts	No	Entirely	TGE	TSE	Nominally	NAA
Islamabad	5	-	-	4(15%)	1(4%)	-
Sindh, Jamshoro	8	-	-	5(19%)	2(8%)	1(4%)
NWFP Abbotabad	3	-	-	-	2(8%)	1(4%)
Balochistan, Quetta	7	-	-	3(11%)	2(8%)	2(8%)
Punjab,	3	-	-	2(8%)	1(4%)	-

Lahore						
Total	26	-	-	14(53%)	8(31%)	4(16%)

It is clear from Table:10 that slightly more than half of the curriculum experts (53%) were of the view that teaching methods used in the school were appropriate to the needs of the curriculum to some extent, whereas (31%) thought that teaching methods were nominally appropriate to the curriculum and (4(16%) of the experts stated that teaching methods were not at all appropriate to the curriculum. It could be concluded from the above that teaching methods used in schools were not appropriate to the needs to the needs of curriculum

Table :11 Study on Drop-out of Students

Experts	No	Entirely	TGE	TSE	Nominally	NAA
Islamabad	5	-	-	4(15%)	1(4%)	-
Sindh, Jamshoro	8	-	1(4%)	2(8%)	2(8%)	3(11%)
NWFP Abbotabad	3	-	1(4%)	2(8%)	-	-
Balochistan, Quetta	7	-	1(4%)	1(4%)	-	5(19%)
Punjab, Lahore	3	-	2(8%)	1(4%)	-	-
Total	26	-	5(19%)	10(39%)	3(12%)	8(30%)

Table:11 shows that majority of the curriculum experts (39%) were of the view that only some studies were undertaken on dropping out of students from secondary schools, where as 11 (42%) of the curriculum experts were of the view that such studies were undertaken nominally or not at all. Only (19%) of the experts thought that such type of studies were undertaken by experts to a great extent. So, majority of

the curriculum experts 21(82%) seemed to believe that not much research was undertaken on dropping out of students from secondary schools.

Table :12 Study on Secondary School Graduates

Experts	No	Entirely	TGE	TSE	Nominally	NAA
Islamabad	5	-	-	3(11%)	1(4%)	1(4%)
Sindh, Jamshoro	8	-	1(4%)	-	3(11%)	4(15%)
NWFP Abbotabad	3	-	-	1(4%)	-	2(8%)
Balochistan, Quetta	7	-	-	1(4%)	3(11%)	3(11%)
Punjab, Lahore	3	-	1(4%)	1(4%)	-	1(4%)
Total	26	-	2(8%)	6(23%)	7(27%)	11(42%)

Table:12 indicates that 11 out of 26(42%) of the curriculum experts stated that no study was at all made on graduates of secondary schools to know their experience and comments regarding curriculum. Only (8%) curriculum experts were of the view that such types of studies were conducted to a great extent. Less than a quarter (23%) of the experts stated that these studies were conducted only to some extent. Since negative that responses of the curriculum experts (92%) were over whelming, so it was concluded that not many studies were conducted by experts to know the experience and comments of graduates of the secondary schools.

Table :13 Standards for Evaluation of Curriculum

Experts	No	Entirely	TGE	TSE	Nominally	NAA
Islamabad	5	-	-	2(8%)	3(11%)	-
Sindh, Jamshoro	8	1(4%)	-	2(8%)	4(15%)	1(4%)
NWFP Abbotabad	3	1(4%)	-	1(4%)	1(4%)	-
Balochistan, Quetta	7	-	-	5(19%)	-	2(8%)
Punjab, Lahore	3	2(8%)	-	1(4%)	-	-
Total	26	4(15%)	-	11(43%)	8(30%)	3(12%)

Table:13 depicts that slightly less than half of the curriculum experts (43%) were of the view that there standards for evaluation of curriculum existed to some extent, and almost the same number of the curriculum experts 11(43%) stated that standard for evaluation of curriculum existed nominally or not at all. However 4 curriculum experts (15%) asserted that there were standards for evaluation of curriculum. The majority of the curriculum experts did not seem to hold the view that there were any standard to evaluation the effectiveness of the curriculum.

Table :14 Consideration of Previous reports during Formulation of new Curriculum

Experts	No	Entirely	TGE	TSE	Nominally	NAA
Islamabad	5	-	-	3(11%)	1(4%)	1(4%)
Sindh, Jamshoro	8	-	3(11%)	2(8%)	1(4%)	2(8%)
NWFP Abbotabad	3	-	-	2(8%)	1(4%)	-
Balochistan,	7	-	-	6(23%)	1(4%)	-

Quetta						
Punjab, Lahore	3	-	1(4%)	1(4%)	-	1(4%)
Total	26	-	4(15%)	14(54%)	4(15%)	4(15%)

Table:14 depicts that slightly more than half of the curriculum experts (54%) were of the view that the previous study reports on curriculum were taken into consideration to some extent while making a new curriculum. Another 8(30%) of the curriculum experts said that previous study reports were taken into consideration nominally or not at all the time of the development of the new curriculum. Only 4(15%) of the curriculum experts were of the view that the previous study reports on curriculum were taken into consideration to a great extent while making a new curriculum. It was clear that the majority of the curriculum experts thought the previous study on curriculum were seldom taken into consideration while making a new curriculum.

Table:15 Checklist of Values, Principles and Beliefs concerning Secondary School

Experts	No	Entirely	TGE	TSE	Nominally	NAA
Islamabad	5	1(4%)	-	4(15%)	-	-
Sindh, Jamshoro	8	-	-	4(15%)	3(11%)	1(4%)
NWFP Abbotabad	3	-	1(4%)	-	-	2(8%)
Balochistan, Quetta	7	-	-	3(11%)	4(15%)	-
Punjab, Lahore	3	-	-	2(8%)	-	1(4%)
Total	26	1(4%)	1(4%)	13(50%)	7(26%)	4(16%)

Table: 15 depicts that half of the curriculum experts 13(50%) were of the view that check list of values, principles or beliefs concerning the role of secondary school in society existed to some extent, and 11(42%) curriculum experts were of the view that checklist were present only nominally or not at all. Only 2(8%) of the curriculum experts were of the view that checklist of values or principles concerning the role of secondary school in society were available entirely or to a great extent. As positive responses of the curriculum experts were only few it could be concluded that majority of the curriculum experts did not believe in the presence of checklist of values, principles concerning the role of secondary schools in society.

Table: 16 Curriculum design and Principles of the Student Development

Experts	No	Entirely	TGE	TSE	Nominally	NAA
Islamabad	5	-	-	3(11%)	-	-
Sindh, Jamshoro	8	-	1(4%)	3(11%)	1(4%)	3(11%)
NWFP Abbotabad	3	-	1(4%)	-	2(8%)	-
Balochistan, Quetta	7	-	-	1(4%)	3(11%)	3(11%)
Punjab, Lahore	3	-	-	-	-	1(4%)
Total	26	-	6(23%)	7(27%)	6(23%)	7(27%)

Table: 16 depicts that less than quarter (23%) of the curriculum experts were of the view that there was a correspondence between the curriculum design and principles of students' development and learning to a great extent. Where as 7 out of 26(27%) curriculum experts were of the view that only there was correspondence between the curriculum design and principles of students' development and learning to some extent. Half, 13(50%) of the curriculum experts stated that correspondence between the curriculum design and principles of students' development and learning existed

only nominally or not at all. It was clear that 20 (77%) of the curriculum experts were of the view that there was little correspondence between the curriculum design and principles of student' development and learning.

Table: 17 Criteria for Scope of Curriculum

Experts	No	Entirely	TGE	TSE	Nominally	NAA
Islamabad	5	1(4%)	1(4%)	2(8%)	1(4%)	-
Sindh, Jamshoro	8	1(4%)	-	2(8%)	3(11%)	2(9%)
NWFP Abbotabad	3	-	1(4%)	-	1(4%)	1(4%)
Balochistan, Quetta	7	-	-	2(8%)	5(19%)	-
Punjab, Lahore	3	-	2(8%)	1(4%)	-	-
Total	26	2(8%)	4(15%)	7(28%)	10(38%)	3(11%)

Table: 17 depict that about quarter (28%) of the curriculum experts were of the view that there were some criteria for judging the scope of the curriculum. Nearly half, 13(49%) of the curriculum experts stated that criteria for judging the scope of curriculum existed nominally or not at all. Only 2(8%) out of 26 curriculum experts, were of the view that there were definite criteria to judge the scope of the curriculum and there were 4(15%) of curriculum experts stated that the criteria existed to judge the scope of curriculum to a great extent. Thus majority of the curriculum experts,

20(70%) were of the view that there were little criteria for judging the scope of the curriculum.

Table:18 Criteria for Determining Curriculum

Experts	No	Entirely	TGE	TSE	Nominally	NAA
Islamabad	5	2(8%)	1(4%)	1(4%)	1(4%)	-
Sindh, Jamshoro	8	1(4%)	-	4(15%)	1(4%)	1(4%)
NWFP Abbotabad	3	-	-	1(4%)	-	2(8%)
Balochistan, Quetta	7	-	1(4%)	2(8%)	4(15%)	-
Punjab, Lahore	3	-	2(8%)	1(4%)	-	-
Total	26	3(12%)	4(15%)	9(34%)	7(27%)	3(12%)

Table:18 shows that 9(34%) curriculum experts were of the view there were some criteria for determination of the curriculum and 10(39%) curriculum experts stated that criteria were available nominally or not at all which could be considered by the curriculum experts to determine the curriculum. Three (12%) curriculum experts stated that definite criteria were available which were considered by experts. This view was supported by four (15%) curriculum experts who said that criteria existed and were used. However 19(37%) did not seem to be convinced that criteria were available and curriculum was determined on the basis of the criteria.

Table:19 Effectiveness of Curriculum for Employability of Secondary School Graduates

Experts	No	Entirely	TGE	TSE	Nominally	NAA
Islamabad	5	-	-	-	4(15%)	1(4%)
Sindh, Jamshoro	8	-	-	4(15%)	4(15%)	-

NWFP Abbotabad	3	-	-	-	2(8%)	1(4%)
Balochistan, Quetta	7	-	-	1(4%)	3(11%)	3(11%)
Punjab, Lahore	3	-	-	-	1(4%)	2(8%)
Total	26	-	-	5(19%)	14(54%)	7(27%)

Table:19 depicts about half of the curriculum experts (54%) were of the view that curriculum enabled secondary school graduates to get a job only nominally. About a quarter (27%) of the curriculum experts stated that curriculum did not at all enable secondary school graduate to get a job. Only 5 out of 26 of the curriculum experts were of the view that curriculum stated enabled secondary school, students to get a job to some extent. The curriculum experts did not seem to believe in effectiveness of the curriculum enabled students who discontinue studies to get a job.

Table: 20 Curriculums and Selection of Higher Studies

Experts	No	Entirely	TGE	TSE	Nominally	NAA
Islamabad	5	1(4%)	2(8%)	1(4%)	1(4%)	-
Sindh, Jamshoro	8	1(4%)	-	5(19%)	2(8%)	-
NWFP Abbotabad	3	-	1(4%)	-	1(4%)	1(4%)
Balochistan, Quetta	7	-	-	6(23%)	-	1(4%)
Punjab, Lahore	3	-	1(4%)	2(8%)	-	-
Total	26	2(8%)	4(15%)	14(54%)	4(15%)	2(8%)

Table: 20 shows that about half of the curriculum experts (54%) were of the views that curriculum helped secondary school students to continue studies to some extent. Six (23%) curriculum experts said that nominally or not all secondary curriculums was helpful to secondary students to pursue higher studies. Against that view an equal number, 6(23%) of the curriculum experts that curriculum was helpful to students to continue higher studies entirely or to a great extent. Majority of the curriculum experts, 20(77%) however, did not seem to be much convinced about the effectiveness of the curriculum in helping secondary students to pursue higher studies.

Table: 21 Curriculum in Developing active Learning, Enquiry, Participation and Research Abilities among Students

Experts	No	Entirely	TGE	TSE	Nominally	NAA
Islamabad	5	-	1(4%)	3(11%)	-	1(4%)
Sindh, Jamshoro	8	-	2(8%)	1(4%)	5(19%)	-
NWFP Abbotabad	3	-	-	2(8%)	1(4%)	-
Balochistan, Quetta	7	-	-	2(8%)	3(11%)	2(8%)
Punjab, Lahore	3	-	-	2(8%)	1(4%)	-
Total	26	-	3(12%)	10(38%)	10(38%)	13(12%)

Table: 21 depicts that 10 out of 26(38%) curriculum experts were of the view that secondary school curriculum could develop these abilities in the students to some extent. A similar number, 10(38%) of the curriculum experts were of the view that

these abilities could be developed in the student by the secondary school curriculum only nominally. Whereas 12% of the curriculum experts thought that such abilities could be developed in the students at all. Only 3(12%) of the curriculum experts said that abilities could be developed in the students by the secondary school curriculum to great extent. It was clear that in view of the majority of curriculum experts, secondary curriculum develop these abilities much such as active learning, enquiry, participation, research in the students.

Table:22 Subjects being Beneficial for Students

Experts	No	Entirely	TGE	TSE	Nominally	NAA
Islamabad	5	-	5(19%)	-	-	-
Sindh, Jamshoro	8	-	1(4%)	5(19%)	2(8%)	-
NWFP Abbotabad	3	-	1(4%)	-	2(8%)	-
Balochistan, Quetta	7	-	1(4%)	4(15%)	2(8%)	-
Punjab, Lahore	3	-	-	3(11%)	-	-
Total	26	-	8(31%)	12(46%)	6(23%)	-

Table :22 shows that 12(46%) of the curriculum experts were of the view that subjects taught at secondary level were beneficial for student to some extent. About a quarter (23%) curriculum experts were of the view that subjects were nominally beneficial for students. Whereas 8(31%) of the curriculum experts stated that subjects were beneficial for the students to a great extent. Majority of the curriculum experts did not seem to consider subjects/content taught at secondary level 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. Majority of the experts 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 experts 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 experts the previous stuffy reports on curriculum improvement were taken into consideration to some extent while making a new curriculum.
5. In the opinion of curriculum experts, 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. 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.
9. There was no coordination between curriculum centers, examination bodies, teachers training institutions and textbook boards.
10. 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.

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 enough 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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