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Curriculum Development

Introduction

Curriculum is often one of the main concerns in the educational field. What kind of curricula should we offer to learners? Educators and teachers are concerned about what choices are to make about teaching content and methods. As for the parents, they would like to know what their children are going to learn. Learners are also concerned about what kinds of content they are going to have in class. "Curriculum" seems to be considered greatly as what teachers are going to teach and, in other words, what learners are going to learn. In fact, "curriculum" is also closely related to how well the learners learn—the outcomes. Thus, as an umbrella term, "curriculum" includes a lot of issues, for example, teaching curriculum, learning curriculum, testing curriculum, administrative curriculum and the hidden curriculum. This paper presents relevant literature associated with the term "curriculum" to help clarify what is the entity that we need to be concerned about in the school context.

Definitions

A curriculum can be defined as a plan for action or a written document that includes strategies 1) for achieving desired goals or ends. (Tyler)

A curriculum usually contains a statement of aims and specific of octives. It indicates some 2) selection and organization of content; it either implies or manifests certain patterns of learning and teaching... finally it includes a programme of evaluation of the outcomes. (Taba)

...a plan for providing sets of learning opportunities for persons to be educated. (Saylor) 3)

Curriculum is an organized set of formal education and/or training intentions. (Pratt) 4)

...a plan for learning whereby objectives determine what learning is important. (Wiles & Bondi) 5)

Curriculum is the planned experiences offered to the learners under the guidance of the school. 6) pakiobsinto.com (Wheeler)

The curriculum consists of the ongoing experiences of children under the guidance of the school. 7) It represents a special environment for helping children achieve self-realization through active participation within the school. (Shepherd & Ragan)

... a programme the school offers to its students ... a preplanned series of educational hurdles ... 8)

an entire range of experiences a child has within school. (Eisner)

The planned and guided learning experiences and intended outcomes, formulated through the 9) systematic reconstruction of knowledge and experience, under the auspices of the school, for the learner's continuous and willful growth in personal-social competence. (Tanner & Tanner)

Curriculum is a plan for achieving intended learning outcomes, with what is to be learned and 10)

the results of instruction. (Unruh and Unruh)

- The curriculum of a school is the totality of the experiences that a school plans for its pupils. It 11) is not restricted to courses; extracurricular activities and auxiliary services such as guidance and health services are also part of the curriculum. On the other hand the curriculum does not include everything the students learn in school. (Clarke and Starr)
- Curriculum is an explicitly and implicitly intentional set of interactions designed to facilitate 12) learning and development and to impose meaning on experience. The explicit intentions usually are expressed in written curricula and in courses of study; the implicit intentions are found in the 'hidden curriculum' by which we mean the roles and norms that underlie interactions in the school. (Miller and Seller)
- The curriculum can be defined as a course of learning activities set out for the learner to perform to make him achieve certain goals prescribed by the educational system. The curriculum 13) generally includes all subjects and activities over which the school has responsibility. It also defines the limits within which certain types of learning are to take place. It denotes those experiences and activities which are devised by the school or other institutions of learning for

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(C) 1835 (D) 1819 7. The victory of the Anglicists over the Orientalists drew a sharp dividing line between, the schools employing English as the medium of instruction and those using the native languages. (A) Indian / (B) Muslim (C) Commonwealth (D) Regional (C) Commonwealth (D) Regional In order to classifying schools for administrative purposes into government, local and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction and those	6.	A resolution was adopted by the parties to the same of
(C) 1835 (D) 1819 7. The victory of the Anglicists over the Orientalists drew a sharp dividing line between, the schools employing English as the medium of instruction and those using the native languages. (A) Indian / (B) Muslim (C) Commonwealth (D) Regional (C) Commonwealth (D) Regional In order to classifying schools for administrative purposes into government, local and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction and those		charter: (B) 1813 / Palkjodsinio.com
7. The victory of the Anglicists over the Orientalists drew a start between, the schools employing English as the medium of instruction and those using the nativelanguages. (A) Indian / (B) Muslim (C) Commonwealth (D) Regional (C) Commonwealth (D) Regional In order to classifying schools for administrative purposes into government, local and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and their curriculum was not (B) 3 (C) 4 / (D) 5 / (D) 6 / (D) 6 / (D) 7 / (D		(A) 1655 (D) 1819
using the native languages. (A) Indian / (B) Muslim (C) Commonwealth (D) Regional In order to classifying schools for administrative purposes into government, local and others, they were categorised according to the medium of instruction used and and others, they were categorised according to the medium of instruction used and the curriculum taught. These were: (B) 3 (A) 2 (C) 4 / (D) 5 (C) 4 / (D) 5 (D) Middle Schools and their curriculum was not diversified? (A) Middle English Schools (B) Middle Schools (D) Anglo-Vernacular Schools (C) English Schools (D) Anglo-Vernacular Schools (D) Anglo-Vernacula	-	The rejectory of the Anglicists over the Orientalists drew a sharp of instruction and those
(A) Indian (B) Muslim (C) Commonwealth (D) Regional (C) Commonwealth (D) Regional (E) Regional (C) Commonwealth (D) Regional (E) Regi	7.	* A WARRY PRO ECHILIBRE MARRIED WARRENTS W
(A) Indian (D) Regional (C) Commonwealth (D) Regional (C) Commonwealth (D) Regional (E) Regional (C) Commonwealth (D) Regional (E) Regi		using the hative
the curriculum taught. These were: (B) 3 (A) 2 (C) 4 Which schools were lower stage secondary schools and their curriculum was not diversified? (B) Middle Schools (C) English Schools (B) Middle Schools (C) English Schools (D) Anglo-Vernacular Schools (C) English Schools (D) Anglo-Vernacular Schools (E) English Schools (C) English Schools (D) Anglo-Vernacular Schools (E) High Schools (E) 1850		(A) Indiany
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the curriculum taught. These were: (B) 3 (A) 2 (C) 4 Which schools were lower stage secondary schools and their curriculum was not diversified? (B) Middle Schools (C) English Schools (B) Middle Schools (C) English Schools (D) Anglo-Vernacular Schools (C) English Schools (D) Anglo-Vernacular Schools (E) English Schools (C) English Schools (D) Anglo-Vernacular Schools (E) High Schools (E) 1850	8	In order to classifying schools for according to the medium of the
(A) 2 (C) 4 Which schools were lower stage secondary schools and their curriculum was not diversified? (A) Middle English Schools (B) Middle Schools (B) Middle Schools (C) English Schools (D) Anglo-Vernacular Schools (C) English Schools (D) Anglo-Vernacular Schools (E) Anglo-Vernacular Schools (C) English Schools (D) Anglo-Vernacular Schools (E) Anglo-Vernacular Schools		and others, the These were.
(A) 2 (C) 4 Which schools were lower stage secondary schools and their curricular schools diversified? (A) Middle English Schools (B) Middle Schools (C) English Schools (D) Anglo-Vernacular Schools (C) English Schools (D) Anglo-Vernacular schools about the subjects to be taught in schools was not very specific about the subjects to be taught in secondary schools. (B) 1850		the curriculum taught. (B) 3
(A) Middle English Schools (C) English Schools (B) 1850		(A) 2 (D) 5
(A) Middle English Schools (C) English Schools (D) Anglo-Vernacular Schools about the subjects to be taught in the subject		(C) 4
(A) Middle English Schools (C) English Schools (D) Anglo-Vernacular Schools about the subjects to be taught in the subject	9	Which schools were would be schools
10. The Despatch of Schools "too		diversified! (B) Middle Schools (B) White Schools
10. The Despatch of Schools "too		(A) Middle English (D) Anglo (D) Ang
ARDONAS TV SCHOOLS (B) 1830		(C) English of was not
(A) 1848 (B) 1854 (C) 1852 (C) 1852 When the Indian Education Commission found the curriculum or semination ridden?" when the Indian Education Commission found the curriculum or semination ridden?" condemic, narrow, college preparatory, and examination ridden?"		10. The Desparence schools. (D) 1850
(C) 1852 When the Indian Education Commission Iounical When the Indian Education Commission Iounical Education Iounical Education Iounical Education Commission Iounical Education Iounical Education Iounical Education Iounical Iouni		(b) 1854 cound the curriculum of school 1854
11. When the Indian Education college preparatory, and academic, narrow, college preparatory, and		(C) 1852 cion Commission route and examination ridden
neademic, narrow, college i		When the Indian Education preparatory, and
		academic, narrow, college

	(A) 1876	(B) 1880	
	(C) 1882√		I over the world?
12.	Which curriculum has	boon in a state o	f flux all over the world?
A.Ar.	(A) Education Curricului	II(D) Denog.	
	(C) College Curriculum	(D) University	Curriculum rting knowledge, developing skills and nd values.
13.	IN According in a	process of impa	i tirib
10.	inculcating proper inte	rests, attitudes a	nd values.
	(A) Fivefold	(B) Fourfold	
	The state of the s		Coondary Schools and
14.			nd redesigned for Secondary Schools and I Bureau of Curriculum & Textbooks
	Higher Secondary Scho	oois, the Nationa	1 Live
	constitutes National Co	mmittees for	
	(A) Basic	(B) Secondary	
	(C) Collective	(D) Individual	
15.	The writing and publis	hing of textbook	s is the responsibility of the Provincial
	Textbook:		
	(A) Boards√	(B) Bureaus	pakjobsinfo.com
	(C) Corporations	(D) Centres	c at Citing the manuscripts of
16.	Each Board either com	missions a pane	of authors for writing the manuscripts of
	invites the manuscripts	The state of the s	
	(A) Bids	(B) Open Com	
17.	(C) Different Schemes	ALL DESCRIPTION OF THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NAMED IN COLUM	vincial Textbook Boards and sent to the
11.	Federal Ministry of Ed		
	(A) Binding	(B) Copying	mb upprovinces and an arrangement of the provinces and arrangement of the provinces are arrangement
	(C) Editing	(D) Publicatio	n 🗸
18.		7 7 600	takes place and the students opt for either
	Science Group or:		Karana Karana and Andrews
	(A) General Group	(B) Mathemati	cal Group
	(C) English Group	(D) Urdu Grou	p
19.	Which is the national la	anguage of Paki	stan? pakjobsinfo.com
		(B) Sindhi	parjobsimo.com
	(C) English	(D) Urdu	
20.	Medium of instruction	at primary level	in Pakistan is:
	(A) Urdu/English	(B) Urdu/Prov	vincial Language
	(C) English/Provincial L	anguage	
	(D) Urdu		
21.	Medium of instruction	at higher second	lary and university level is:
	(A) Urdu/Provincial Lan		
	(C) Urdu/English	(D) English	
22.	There are app	reximately work	king weeks in a year at primary and
	secondary levels. (A) 35√	March 1971	
		(B) 32	
22	(C) 30	(D) 25	
23.	was proposed by the Co	deutta Universi	is being followed today in our universities
	was proposed by the Ca	(B) 1928	Ly Commission?

н

	(C) 1925	The same	Course Content 135	DIS.
24.	When Pakiston C.	(D) 1919V		4
-	of B.A./B.Sc. and a	vernment entrust	ed the responsition	
	and National Acad	M.A./M.Sc. level co	ed the responsibility of the revision of curricularies to the University Grants Commission ucation?	la
	and National Acad (A) 1972	Par Fuel Ed	ucation? Commission	
	(C) 1974	(D) 19/04		
25.	A STATE OF THE STA	(D) 1978		
43.	(A) 70	ojects of various di	isciplines are taught in the universities.	
	(C) 90	(B) 80	read are taught in the universities.	
20	The state of the s	(D) 100	V	
26.	by wnom approva	l, the curricula is	oublished and distributed amongst the	
	universities and co	olleges for adoption	1? amongst the	
	(A) Vice-Chancelle	or's Committee		
	(B) National Curric	ulum Revision Con	nmittee	
	(C) National Acade	my of Higher Educ	ation	
44	(D) Task Group Co	mmittee		
27.	When University (Grants Commission	n (a federal level body) was established in	
	and the same of th			
	(A) 1968	(B) 1972	pakjobsinfo.com	
40	(C) 1974√			
28.	in also allegeted to	lunding of the univ	ersities was introduced and recurring budget	
	(A) 1976		om the federal budget of education?	
	(C) 1980	(B) 1982√ (D) 1980		
29.			s headed by a chairman, and assisted by the	
			per; ex-officio member; advisers and:	
	(A) Trainers	(B) Manager		
	(C) Directors			
30.	The HCC hos sto	rted in-service/pre	-service training programme for of	
	degree colleges and	l universities in the	Academy of Higher Education.	
	(A) Teachers	(B) Advisers		
	100.21	(D) Students	- 15-4 mannar in	
31.	Curriculum organi	ization should be c	onsistent with the unified manner in	
	which les	arn.		
	(A) Students	(B) Children		
	(C) Teachers	(D) All of the	the changing demands of progress	
32.	Which curriculum	is usually caught b	esc netween the changing demands of progress	
	and the inertia of the	Laninon-	B) School curriculum*	
	FAN T			
	The second secon	Income (1)) Otto	nous, thoughtful analysis of the school	
33.	Creating the condit	tions for the contin	uous, thoughtful analysis of the school ting challenges to the energies of the	
	curriculum is one o	f the most stimum		12
	leader.	an Caparient	ed	
	(A) Bold	(D) Administ	rative the demands of	
	(C) Creative	(I) Addition	letermined both by the demands of	
34.	The nature of the contemporary socie	5 hours be need	s of individuals.	
	contemporary socie	(B) Study		
	(A) Curriculum	(B) 500-5		

	tosten	(D) None of these				
	(C) Examination	chiectives of a school be determined citation				
35.	It is essential that the	(D) None of these objectives of a school be determined clearly as a logical objectives of a school be determined clearly as a logical out curriculum:				
	THE PARTY OF THE P	EHI CHILDREN				
	(A) Planning	(D) Development				
	(C) Progress	(D) Training				
36.	The curriculum is the	(D) Training of the school programme, but its effectiveness does its own quality or soundness.				
	not depend alone upor	i its on a quant				
	(A) Base	(D) Dears				
		(D) Part				
37.		A I I P IN NEW MOTION BUNG ON COMPANY OF THE PROPERTY OF THE P				
31.	P. All . Annual of the second of the	P. Al. Ame of accuracy in the grant of the same of the				
	(A) Adopted	(B) Introduced pakjobsinfo.com				
	(C) Developed	(D) Presented				
20	The energiculum of the	school be the determining factor in theof the school				
38.	A) Personal	(B) Making				
	(A) Progress	(D) Ouganization				
	(C) Stair	(D) Organization vy of the school staff is to formulate the purposes the school				
39.	The first responsibilit	y of the school staff is to tormulate the party of the who attend it.				
		ives of thewho attend it.				
	(A) Teachers					
	(C) Children√					
40.	The curriculum shou	d be formulated on basis.				
		(B) Cooperative				
	(C) Changing					
41.		re that the interests, ideas, needs and planning of children are				
	utilized in curriculum					
	(A) Formation					
10	(C) Development					
42.	(A) Flexible	d utilize both long-run and planning.				
	(C) Changing					
43.		ot be separated from teaching:				
45.	(A) Habits	(B) Guidance				
	(C) Development	(B) Guidance pakjobsinfo.com (D) Methodology pakjobsinfo.com				
44.	The curriculum shou	ld be organized in terms of what is known about the				
	The Control of the Co	process.				
	(A) Learning	* Contract of the Contract of				
	(C) Training					
45.	How many aspects of	vertical organization of the curriculum deserve attention?				
	(A) 4	(B) 2√				
	(C) 3	(D) 5				
46.	The curriculum shou	ld never be considered finished product or a plan.				
	(A) Basic	(B) First				
	(C) Coming	(D) Final				
47.	With the leadership of	f the principal and others, the staff should examine the				
	programme:	The state Stroute examine the				
	(A) Independently	(B) Continuously				
	(C) Monthly	(D) Annually				
48.	Change for the sake of	of change is desirable.				