

COURSE CONTENT OF THE PRIMARY CLASSES, EARLY CHILD EDUCATION, ASSESSMENT, SLOS, CURRICULUM, ITEM DEVELOPMENT, QUALITY DRIVE, LITERACY & NUMERACY DRIVE.

Course Contents of the Primary Classes

Curriculum development emerged as a national activity in Pakistan in the early sixties and has been a continuous process since then. The word "curriculum", as a technical term, got currency in Pakistan in the early seventies when it became apparent that the curriculum that had been prescribed earlier had not taken into consideration the aspirations of a newly independent nation nor had it recognized the problems that were likely to best the implementation of the curriculum in an over populated, resource constrained and inadequately manned education system. Pakistan had to make the transition from a colonial approach towards education to a nationalistic one and it had already erred on the side of delay. The piecemeal approaches of the fifties and the sixties had to be abandoned in favour of a scenario that would embrace the requirements of the populace at large, without restricting itself to upholding the interests of a few. For the national curriculum, a conceptual re-organization resulted in the transformation of the content areas that were being taught at school. The years 1972-74 saw the emergence of new curricula, textbooks and teaching materials across the entire fabric of the school system, that is, from classes 1 to 10.

Experts were called upon to frame the procedure of curriculum development. They used a prescriptive approach. A combination of cross-sectional involvement and a small scale experimentation commenced in the seventies, in the second cycle of curriculum revision. The reports, that were produced them, as a result of the new process, listed objectives of curriculum that were much beyond imparting of simple facts of knowledge. To handle this task, a separate institution called "National Bureau of Curriculum and Textbooks" was established as a wing of the Ministry of education. The National Bureau was assisted by four Provincial Bureaus of Curriculum, one in each province in accomplishing its task. The 1973 constitution along with the subsequent Act of 1976 enabled the NBCT to exercise necessary powers for implementation of curriculum.

The NBCT, with the collaboration of Provincial Governments, constitutes a National Committee, which prepares a final draft curriculum, after having studied the draft reports produced by the Provincial Bureaus of Curriculum. The final draft, prepared by the National Committee is circulated among several listed agencies concerned with education, soliciting their comments. The National Committee meets again to prepare the final curriculum in the light of the comments thus received. This exercise is repeated in each subject area and for each class. The final curriculum is then sent to the four Provincial Textbook Boards which produce books and teacher guides, through their own specific practices. These textbooks, according to the Act of 1976, are approved by the National Review Committee, constituted by the NBCT.

The Federal Curriculum Wing approves the final curriculum and provides copies of the same to these Boards for production and distribution of textbooks according to a timeframe. The Boards then assign this work to a number of authors, normally more than one for each book, that they select in different ways. The Punjab and Sindh Boards invite, through the press, all those who are interested to submit completed manuscripts to the Boards within a specific period of time. These manuscripts are reviewed

to evaluators, who select the last chapters from the manuscripts. These chapters are then put together to form a textbook. The NWFP and Balochistan Textbook Boards, however, themselves appoint the authors for providing the manuscripts. These manuscripts are edited and reviewed by an editor who is either on the staff of the Board or appointed from the outside. The edited manuscripts in case of all the four Boards are sent to the Curriculum Wing of the Ministry of Education. The Curriculum Wing appoints a National Review Committee (NRC) in consultation with the Boards and the Provincial Governments. This committee reviews and further edits the manuscripts. In case of approval the Manuscripts are returned to the Boards for final printing. If there, is a difference of opinion between the Boards and the NRC, a second or third review may be called for.

Salient Features of Course Content

1. Continuation of integrated curriculum for class I-III, with separate treatment of Mathematics.
2. Starting Nazira Quran from Class I, and its completion in the terminal year (Class VII).
3. Updating concept based curriculum for increasing awareness of the learners about society and inculcating Islamic values.
4. Adopting a liberal policy concerning the medium of instruction, Provincial, National or English.
5. In areas where female participation is low, special incentive oriented programmes to be created to enroll and retain girls in schools.
6. Updating the primary kit, guides and workbooks in the languages of the medium of instruction, and providing them to the schools.
7. Providing special funds to improve the facilities for improving the learning process. This may include computers, science kits, and supplementary books dealing with general knowledge.
8. Initiating a new cycle of curriculum reform directed towards improving the delivery of curriculum.
9. Encouraging, enquiry, creativity and progressive thinking through project oriented education.
10. Reinforcing and coordinating the linkages in the areas of curriculum development, textbook writing, teacher training and examinations to enhance the quality of education.
11. Integrating concepts dealing with the environment health and population education into relevant subjects.
12. Removing overcrowding and overlapping of concepts in the curricula.
13. Adopting workshop techniques for developing new textbooks, giving comprehensive treatment to the concepts. Use of graded vocabulary emphasized.
14. Providing incentive to teachers for preparing new and attractive materials, making use of audio-visual and printed media.
15. Approving multiple textbooks and allowing the institutions to select any of these texts.
16. Encouraging use of library materials to enhance creative writing, problem solving, collection, presentation and dissemination of information.
17. Reviewing a system of continuous internal evaluation culminating in the Annual Examination to assess student performance.

Goals of Primary School

The general goals of the Primary Education Curriculum are:-

1. To provide for the overall growth and development of the child.
2. To create in the child a sense of citizenship in community, country and world.

3. To promote intellectual development of the child which includes literacy in languages and numeracy in Mathematics, inquiry in Science, problem-solving in Social Studies and inculcating values in Islamiyat.
4. To provide learning that is relevant to the needs of the child.
5. To equip the child life-long learning skills.

The specific goals are to develop in the child:

1. A balanced personality by acquiring knowledge of Islamic values and by encouraging their use in thought and action.
2. An understanding of the ideological foundations of Pakistan and to encourage patriotism and love for country and mankind.
3. Basic language skills.
4. Basic numeracy skills.
5. An understanding of the scientific method and development of a range of basic skills and relevant content.
6. An awareness of natural resources, their use and conservation.
7. An understanding of the environment and the interaction among the human population, plant and animals, and the physical conditions.
8. A spirit of appreciation for religious and cultural activities and festivals of all communities. An understanding of healthy living and the need for hygiene and sanitation.
10. An understanding of the inter-dependence of the family and the community and their functioning.
11. An understanding of the need for communication and transport as essential elements in development.
12. An understanding and participation in physical activities.
13. Attitude, skills and abilities to pursue learning to become productive members of society.

CONTENT OF PRIMARY SCHOOL CURRICULUM

The content of primary school curriculum, along with topics and sub topics is presented below.

Classes—I, II, III

Subject – The English Language

A. Listening and Speaking Skills

1. Identify and recite alphabets and numbers up to ten.
2. Identify and name familiar objects in singular and plural form.
3. Follow simple instructions.
4. Understand and use social courtesy expressions.
5. Articulate words with short vowels and sounds of familiar objects.

B. Reading

1. Recognize and associate sounds with letters.
2. Sound out and associate small and capital letters.
3. Recognize numbers and letters.
4. Light read familiar words of one or two syllabus.

C. Writing

1. Identify and trace/copy out small and capital letters.
2. Identify and trace/copy out numbers up to ten.
3. Write the beginning sounds of familiar vocabulary.

Subject: The Urdu Language

A. Listening Skills

1. Discriminate sounds of different syllabus.
2. Follow verbal directions.
3. Listen to stories and answer questions.
4. Discriminate sounds of different animals and machines, heard in the environment.

B. Speaking Skills

1. Speak with correct pronunciations.
2. Speak salutations and convey messages correctly.
3. Tell about environment and narrate simple stories.

C. Reading and Comprehension

1. Read sounds, make words and simple sentences.
2. Read and comprehend textual material.
3. Answer simple questions.

D. Vocabulary

1. Understand vocabulary by matching; (a) words with pictures, (b) singular and plural, (c) masculine and feminine and (d) opposite words.

E. Sentence Structure

1. Complete sentences using singular, plural, nouns, helping verbs.
2. Complete sentences using masculine and feminine nouns and verbs in the present tense.
3. Change affirmative to negative sentences.
4. Use of interrogative words.
5. Use of adjectives, pronouns, personal and possessive in the masculine and feminine forms.
6. Use of prepositions.
7. Use of simple present tense, present continuous tense and simple past tense.

F. Writing Skills

1. Spell simple words, two to three syllables.
2. Transcribe words and sentences from the text.
3. Write simple sentences correctly.
4. Order words to make a correct sentence.
5. Write dictation correctly.
6. Use words to complete sentences, forming a small paragraph on one topic.

Subject: Mathematics

A. Number

1. Understanding of numbers from 0 to 9.
2. To use and interpret a number line for whole numbers.
3. Understand the use of place. Value for tens and ones and;
(a) count from 1 to 100, (b) write numbers from 1 to 100 in ascending and descending order, (c) arrange randomly chosen numbers in order.
4. Understand the concepts of half and quarter, identifying these fractions of familiar objects and of numbers e.g. a group of student.

B. Algebra

1. Understand that addition is commutative.
2. Add together 2 digit numbers, without carrying, the sum being less than 100.
3. Subtract 2 digit numbers without borrowing.

C. Money

1. To be familiar with Pakistan coins and notes up to Rs. 100.
2. Solve problems involving addition and subtraction of money less than Rs. 100 and the following notes: 1, 2, 5, 10, 50.

D. Measurement

1. To be able to measure and compare lengths of objects using informal units, e.g. hands, pieces of sticks, strings, etc.
2. To be able to measure and compare the capacities of containers using informal units, e.g. cups, spoons.

E. Time

1. To be able to tell and write clock time expressed on the hour e.g. 11 O'clock.
2. Know the names and sequence of the days of the week.
3. To be able to answer questions requiring identification and writing of the days of the week.

F. Geometry

1. To identify and name the different plane shapes i.e. circle, rectangle, square and triangle.
2. To identify the inside and outside of these shapes.

Subject; Science

A. Living Things

1. Classify animals according to their physical appearance i.e. sizes and shapes.
2. Classify animals according to their movement pattern.
3. Observe and classify plants according to their physical appearance i.e. relative sizes and shapes of their leaves.
4. Observe plants and classify flowers according to their sizes, shapes and colours.

B. Matter & Energy

1. List various material objects around us.
2. Differentiate between material objects in three states i.e. solid, liquid and gas.
3. Identify sources and uses of heat and light.
4. Observe and state that light sources are usually heat sources as well.
5. Observe and state how light enables us to see things.

C. Earth and Universe

1. Tell that the sun, moon and stars are seen in the sky.
2. Observe and state that the sun is a source of heat and light.
3. Observe and state that day and night are related to the rising and setting of the sun.
4. Observe and state that morning, noon and evening are related to the position of the sun.
5. State that weather condition changes by wind, rain and clouds.

Subject: Islamiyat

A. Quran Khwani (Recitation)

1. Recognition of Arabic alphabet.
2. Memorization (Hifz)
 - In the name of God, the Merciful, the Mercy Giving.
 - There is no god but God and Mohammad is His Messenger

B. Beliefs and Prayers

1. Belief in Allah (the Creator and the only One having no counterpart).
2. Hazrat Muhammad (PBUH) is the last and final Prophet of Allah.
3. The Holy Quran is the last and final Book revealed from Allah.
4. Etiquettes and Taharat (ablution) and cleanliness of body and dress.

C. Seerat-un-Nabi

1. Name, father's name and up-bringing of the Holy Prophet (PBUH).

D. Morals & Manners

1. Getting up early, recite Kalimah Tayyebah, Islamic greetings (Salaam) etiquettes of eating and drinking.

Objective (MCQs)

Early Child Education

The Punjab Education Foundation defines "early childhood" as occurring before the age of eight, and it is during this period that a child goes through the most rapid phase of growth and development. Their brains develop faster than at any other point in their lives, so these years are critical. The foundations for their social skills, self-esteem, perception of the world and moral outlook are established during these years, as well as the development of cognitive skills.

Early childhood education is encouraged for the healthy development and nurturing of all these important foundations, and trends show that parents are increasingly recognizing this.

Early childhood education is not mandated by the Department of Education. Elementary and secondary education is all that is legally required for students, though early childhood education is doubtlessly an important and fundamental stage of learning.

Objective (MCQs)

1. Pakistan follows centralized system of education and there is statutory requirement for all schools and colleges to follow a national:
 - (a) Content
 - (b) Curriculum✓
 - (c) Education
 - (d) Project
2. Which education contributes towards the time-bound development of child?
 - (a) Pre-school education✓
 - (b) Public education
 - (c) Elementary education
 - (d) Secondary education
3. A child of _____ years is usually considered suitable for pre-school education.
 - (a) 2+
 - (b) 3+✓
 - (c) 4+
 - (d) 5+
4. The early childhood is a development period that extends from the end of infancy to about:
 - (a) 3 years
 - (b) 4 years
 - (c) 5 years✓
 - (d) 6 years
5. How many developments are considered during pre-schooling?
 - (a) 5
 - (b) 4✓
 - (c) 3
 - (d) 2
6. At the early childhood education, a child is provided with _____ activities.
 - (a) Play✓
 - (b) Learned
 - (c) Modified
 - (d) Advanced
7. Which age of children is the most impressionable part of their growth?
 - (a) 2 - 4 years
 - (b) 2 - 3 years
 - (c) 3 - 4 years
 - (d) 3 - 6 years✓
8. At the early childhood education, future

social prejudices and social maladjustments are removed by the provision of a properly environment for the children.

- (a) Educational
 - (b) Healthy
 - (c) Controlled✓
 - (d) Focussed
9. Early childhood education deals mainly with two aspects which may be broadly called the physical and:
- (a) Educational✓
 - (b) Promotional
 - (c) Technical
 - (d) Developmental
10. At the early child education, the major focus is on basic mathematical and _____ skills.
- (a) Learned
 - (b) Advanced
 - (c) Proper
 - (d) Literacy✓
11. موبیل ٹینکنگ اور سندھ میں کس جماعت سے صوبائی حکومت کے ساتھ ساتھ اردو بھی پڑھائی جاتی ہے؟
- (ا) پہلی جماعت
 - (ب) دوسری جماعت
 - (ج) تیسرا جماعت ✓
 - (د) پانچویں جماعت
12. پاکستان میں پر اگری نصاب کی تکمیل کسی ذمہ داری ہے؟
- (ا) وفاقی وزارت تعلیم ✓
 - (ب) صوبائی وزارت تعلیم
 - (ج) تویی نصاب کمیٹی
 - (د) صوبائی نصابی یورڈ
13. ہنگامی حکومت نے کس جماعت سے انگریزی زبان لازمی کرنے کی سفارش کی ہے؟
- (ا) پہلی جماعت ✓
 - (ب) دوسری جماعت
 - (ج) تیسرا جماعت
 - (د) پانچویں جماعت
14. پاکستانی جماعت میں بچوں کیلئے کون سے دو مضمین خصوصی اہمیت رکھتے ہیں؟
- (ا) حساب اور سائز
 - (ب) حساب اور سادہ لکھائی
 - (ج) تدریس زبان اور حساب ✓
 - (د) آرٹ اور تدریس زبان
15. کونکمی نصاب کے مقاصد کا تحسین کرتی ہے؟
- (ا) تویی نصاب کمیٹی ✓
 - (ب) صوبائی نصاب کمیٹی
 - (ج) صوبائی تکمیل بورڈ
 - (د) صوبائی مضمین کمیٹی

Assessment

There are a number of assessment terms that will appear in any discussion of assessment. Listed below are common interpretations of some of these terms:

- A working definition of Assessment for learning from a widely cited article contends: "the term 'assessment' refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged."

Since this seminal article, educators have differentiated assessment according to its purpose:

ASSESSMENT FOR LEARNING

- comprises two phases—initial or diagnostic assessment and formative assessment
- assessment can be based on a variety of information sources (e.g., portfolios, works in progress, teacher observation, conversation)
- verbal or written feedback to the student is primarily descriptive and emphasizes strengths, identifies challenges, and points to next steps
- as teachers check on understanding they adjust their instruction to keep students on track
- no grades or scores are given - record-keeping is primarily anecdotal and descriptive
- occurs throughout the learning process, from the outset of the course of study to the time of summative assessment

ASSESSMENT AS LEARNING

- begins as students become aware of the goals of instruction and the criteria for performance
- involves goal-setting, monitoring progress, and reflecting on results
- implies student ownership and responsibility for moving his or her thinking forward (meta-cognition)
- occurs throughout the learning process

ASSESSMENT OF LEARNING

- assessment that is accompanied by a number or letter grade (summative)
- compares one student's achievement with standards
- results can be communicated to the student and parents
- occurs at the end of the learning unit

EVALUATION

- Diagnostic assessment (now referred to more often as "pre-assessment")
- assessment made to determine what a student does and does not know about a topic
- assessment made to determine a student's learning style or preferences
- used to determine how well a student can perform a certain set of skills related to a particular subject or group of subjects
- occurs at the beginning of a unit of study
- used to inform instruction: makes up the initial phase of assessment for learning

FORMATIVE ASSESSMENT

- assessment made to determine a student's knowledge and skills, including learning gaps they progress through a unit of study
- used to inform instruction and guide learning
- occurs during the course of a unit of study
- makes up the subsequent phase of assessment for learning

SUMMATIVE ASSESSMENT

- assessment that is made at the end of a unit of study to determine the level of understanding the student has achieved
- includes a mark or grade against an expected standard

PRINCIPLES

Their principal focus is on crucial aspects of assessment for learning, including how assessment should be seen as central to classroom practice, and that all teachers should regard assessment for learning as a key professional skill.

According to celebrated educators, there are five key components of assessment:

1. The provision of effective feedback to students.
 2. The active involvement of students in their own learning.
 3. Adjusting teaching to take account of the results of assessment.
 4. Recognition of the profound influence assessment has on the motivation and self-esteem of pupils, both of which are critical influences on learning.
 5. The need for students to be able to assess themselves and understand how to improve.
- *****

Objective (MCQs)

1. Assessment is part and parcel of:
 - (a) Learning
 - (b) Language
 - (c) Teaching✓
 - (d) Communication
 2. It its broader terms, assessment concerns the determination of whether learning has taken place or whether further _____ is required.
 - (a) Intelligence
 - (b) Instructions✓
 - (c) Information
 - (d) Planning
 3. From the teacher's point of view, reports vary considerably in terms of both content and:
 - (a) Quality✓
 - (b) Idea
 - (c) Variation
 - (d) Assessment
 4. In the case of children with _____, it is likely to involve formal assessments of intelligence, language, and neurological or motor development.
 - (a) Different behaviours
 - (b) Disabilities✓
 - (c) Skills
 - (d) Inclinations
 5. Administering a/an _____ intelligence test is something educational psychologists do very often.
 - (a) Indicative
 - (b) Directional
 - (c) Standardized✓
 - (d) Qualitative
 6. The concept of _____ means that the test is always given in the same order, using the same equipment and the same instructions.
 - (a) Standardization✓
 - (b) Reasoning
 - (c) Indexing
 - (d) Manipulation
 7. _____ or cognitive ability tests are useful indicators of general ability but teachers also need to know about significant strengths and weaknesses in school achievement.
 - (a) Coded
 - (b) Intelligence✓
 - (c) Individual
 - (d) Observational
 8. The reading scores are based on three categories: word reading, reading comprehension and:
 - (a) Word comprehension
 - (b) Pseudoword reading
 - (c) Pseudoword decoding✓
 - (d) Pseudoword comprehension
 9. Which of these sections assesses skills in numerical operations and mathematical reasoning?
-
10. Mathematics✓ (b) Reasoning
 - (c) Gradation
 - (d) Calculation
 - How many written expression tasks are there?
 - (a) Two
 - (b) Three
 - (c) Four
 - (d) Five✓
 11. Alphabet writing counts the number of lower-case letters written in:
 - (a) 10 seconds
 - (b) 15 seconds✓
 - (c) 20 seconds
 - (d) 30 seconds
 12. Word fluency counts the number of words able to be generated in:
 - (a) 15 seconds
 - (b) 30 seconds
 - (c) 45 seconds
 - (d) 60 seconds✓
 13. Inclusive classrooms are those which primarily compare a child's progress with his/her own past performance in a variety of different areas across the:
 - (a) Curriculum✓
 - (b) Syllabus
 - (c) Assessment
 - (d) Analysis
 14. The concept of curriculum-based assessment is widely used as the basis for measuring the performance of all students in a classroom regardless of their:
 - (a) Ability✓
 - (b) Learning
 - (c) Skill
 - (d) Behaviour
 15. A combination of curriculum-based assessment and portfolio assessment can be helpful in giving teaching and learning some:
 - (a) Advantage
 - (b) Direction✓
 - (c) Sequence
 - (d) Display

جائزہ کا لفظ میں ہے:

- (ا) تدوینت (ب) جانچ پڑھال ✓
(ج) تعلیمی نشوونا (د) تعلیمی نشوونا

کس طریقہ کا میں تعلیمی ماہر ملک فراہم سے حاصل کردہ معلومات کو کام میں لا کر کسی شے کی افادہ کیتے کے نصیلے سکے بخوبیت ہے؟

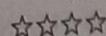
- (ا) تعلیمی فلم (ب) تعلیمی پرکٹ

- (ج) تعلیمی پیاپش ✓ (د) تعلیمی جائزہ ✓

وہ کون سے طریقے ہیں جن کے ذریعے طلب کی ہوتی جسمانی، معاشرتی اور تعلیمی نشوونما کی ترقی کا پہنچ چکا ہے؟

- (ا) تعلیمی پیاپش ✓ (ب) تعلیمی جائزہ ✓

- (ج) تعلیمی پرکٹ (د) تعلیمی فلم



Student Learning Objectives (SLOs)

Student Learning Objectives (SLOs) are measurable instructional goals established for a specific group of students over a set period of time. Student learning is the ultimate measure of the success of a teacher and an instructional leader. For teachers of tested subjects, this component consists of a student growth percentile measure. Tested subjects include reading, English language arts, mathematics, science, and social studies for grades 4-8 and all high school courses for which there is an End-of-Course Test (EOCT).

Non-tested subjects include all courses not listed as tested subjects. Approximately 70-75% of all teachers teach non-tested subjects for at least some portion of the instructional day. For teachers of non-tested subjects, this component consists of the Punjab Department of Education (DOE) approved Student Learning Objectives (SLOs).

SLOs are content-specific, grade level learning objectives that are measurable, focused on growth in student learning, and aligned to curriculum standards. As a measure of teachers' impact on student learning, SLOs give educators, school systems, and state leaders an additional means by which to understand, value, and recognize success in the classroom.

The primary purpose of SLOs is to improve student learning at the classroom level. An equally important purpose of SLOs is to provide evidence of each teacher's instructional impact on student learning.

ESSENTIAL SLO COMPONENTS

DATA DRIVEN PROCESS

Student Learning Objectives require that teachers, principals, and the Education Department pay close attention to the annual academic progress made by students in non-tested subjects. Education officers developed growth targets within SLOs are determined using baseline data, previous data, or data trends and are the foundation of the SLO process. Before writing SLO growth targets, the teacher or education officer should analyze assessment and other qualitative data to inform decisions.

ALIGNED WITH CURRICULUM STANDARDS

SLOs should be rigorous, measurable, and should deepen and extend knowledge for all students in the class/group/course. Each SLO must specify the exact course, subject, grade level, and set of standards for which it was designed.

SCOPE OF SLOs

It is decided by the provincial authorities as to whether the SLO comprehensively addresses all course standards or addresses a prioritized set of standards. If the education officer chooses a set of prioritized standards, teachers are expected to teach all of the standards for the course and not exclude standards not assessed in the SLO.

INTERVAL OF INSTRUCTIONAL TIME

Education officers determine the pre- and post-assessment administration windows for each SLO. SLOs should be written for the entire length of the course being taught. For the majority of teachers, the instructional period is the full academic year. However, for teachers with courses that span only part of the academic year, the instructional period will be the duration of that course (e.g., a semester, six weeks, or nine weeks). The interval cannot change once approved.

ASSESSMENTS AND MEASURES

An assessment measures student learning of the chosen standards. Appropriate measures of student growth differ substantially based on the learners' grade level and content area. Therefore, the type and format of assessments will vary.

OBJECTIVE (MCQs)

1. True or False: Student learning is the ultimate measure of the success of a teacher and an instructional leader.
- True ✓
 - False
2. Approximately _____ of all teachers teach non-tested subjects for at least some portion of the instructional day.
- 50-60%
 - 70-75% ✓
 - 75-80%
 - 80-90%
3. SLOs are _____.
- Profession oriented
 - Skill oriented
 - Content specific ✓
 - Dynamic
4. True or False: SLOs hardly give educators, school systems, and state leaders an additional means by which to understand, value, and recognize success in the classroom.
- True
 - False ✓
5. The primary purpose of SLOs is to improve student learning at the _____ level.
- Classroom ✓
 - School
 - Provincial
 - National
- True or False: SLOs should be rigorous, measurable, and should deepen and extend knowledge for all students in the class/group/course.
- True ✓
 - False

Curriculum Development

Introduction

Curriculum is often one of the main concerns in the educational field. What kind of curriculum 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

- 1) A curriculum can be defined as a plan for action or a written document that includes strategies for achieving desired goals or ends. (Tyler)
- 2) A curriculum usually contains a statement of aims and specific objectives. It indicates some 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)
- 3) ...a plan for providing sets of learning opportunities for persons to be educated. (Saylor)
- 4) Curriculum is an organized set of formal education and/or training intentions. (Pratt)
- 5) ...a plan for learning whereby objectives determine what learning is important. (Wiles & Bondi)
- 6) Curriculum is the planned experiences offered to the learners under the guidance of the school. (Wheeler)
- 7) The curriculum consists of the ongoing experiences of children under the guidance of the school. It represents a special environment for helping children achieve self-realization through active participation within the school. (Shepherd & Ragan)
- 8) ...a programme the school offers to its students ... a preplanned series of educational hurdles ... an entire range of experiences a child has within school. (Eisner)
- 9) The planned and guided learning experiences and intended outcomes, formulated through the 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)
- 10) Curriculum is a plan for achieving intended learning outcomes, with what is to be learned and the results of instruction. (Unruh and Unruh)
- 11) The curriculum of a school is the totality of the experiences that a school plans for its pupils. It 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)
- 12) Curriculum is an explicitly and implicitly intentional set of interactions designed to facilitate 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)
- 13) 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 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 the purpose of changing a learner's behaviour, acquiring or reinforcing certain skills and preparing him to fit properly into his society. (Robinson)

Types of Curriculum

Formal or Official Curriculum - This includes the activities accommodated in the regular hours of school. The timetable of the school allocates specific periods of teaching time for different areas of the formal curriculum.

Informal Curriculum - Activities that occur outside of regular school hours, during breaks of lunch time, after school and sometimes on weekends, are also sources of learning and constitute the informal curriculum. These are sometimes referred to as extra-curriculum or co-curriculum activities and are therefore treated in a different way from the activities of the formal curriculum.

Educationists speak of the 'hidden curriculum' by which they mean those things which pupils learn at school because of the way in which the school is planned and organized but which are not in themselves overtly included in the planning or even in the consciousness of those responsible for school arrangements.

Actual or Received Curriculum - These terms are often used interchangeably. This view of curriculum acknowledges that a definition of curriculum ought to embrace all the learning that results from the experience of schooling. This includes not only learning that is explicitly planned in the formal curriculum, but also unplanned learning that is a by-product of planning and practice and is learnt through the hidden curriculum. Examples of this are social roles, sex roles and certain attitudes and values. For this reason, some writers prefer to make a distinction between the official curriculum and the actual curriculum or between planned and the received curriculum. The official or planned curriculum refers to what is openly acknowledged and often written down while the actual or received curriculum is the full range of pupils' experiences in school.

Total Curriculum - The curriculum offered by a school to students should not be simply a collection of separate bits of information and unrelated experiences. Schools need to be concerned with a 'total curriculum'. There must be vertical and horizontal organization of the curriculum elements. Vertical Organization ensures sequence and continuity within a given subject area, not only for a particular grade but also between grades. One example of vertical organization is placing 'the family' in the grade 1 social studies curriculum and 'the community' in Grade 2. Another form of vertical organization is where subject curricula are organized so that the same topics are treated in different grades but increasingly more difficult levels. This corresponds to Bruner's idea of the spiral curriculum. Horizontal organization is concerned with side by side relationships or integration, that is, how one area of the curriculum relates to another; for example, how topics in mathematics relate to topics in science.

Design of Curricula

A. Curricula as a Set of Objectives

Curriculum can be seen as a means of achieving specific educational goals and objectives. In this sense, a curriculum can be regarded as a checklist of desired outcomes. In the curriculum development process, generally speaking, the objectives are clear and specific in behavioral and observable terms. The emphasis on objectives is the characterization of an objectives curriculum model. In this sense, the focus is on products or ends, and is also teacher-orientated or administrative-orientated. If it is the latter, curriculum is set by politicians without consulting teachers and very few of the teachers feel any sense of "ownership" for the material they are compelled to teach.

B. Curricula as Courses of Study or Content

Curriculum can be understood as a process of selecting courses of study or content. In this sense, a curriculum also either describes or prescribes the content and goals of formal instruction but lays the means of instruction out of the foreground of focus. Although this use of the curriculum appears similar

to the above-mentioned definition-Curricula as a Set of Objectives-in terms of the inclusion of goals, in fact, there is a different focus. The first definition emphasizes the specification and prescription of instructional objectives whereas the definition here focuses on course content rather than learning objectives. The "courses" feature a variation of scope and amount. The definition here can be exemplified by the terminology of Wood and Davis in their monograph aiming at designing and evaluating higher education curricula in the University of California, Berkeley. They suggest that a curriculum be considered as a "totality of courses that constitute a course of study offered by an institution or followed by a student."

C. Curricula as Plans

A curriculum can be seen as a plan, or a sort of blueprint for systematically implementing educational activities. This sense of the term combines content with instructional methods and hence has a wider scope than the former two curricular paradigms because of the inclusion of methods. In this vein, Tom canvasses curriculum as "a plan for teaching or instruction." Similarly, Pratt conceives it as "a plan for a sustained process of teaching and learning" with a specific focus on content and the process of teaching and learning. What is worth noting is that this view of curriculum is not pragmatically equated with methods themselves in action. Pratt further explains this by stating that "actual teaching and learning is not curriculum, for curriculum refers to plans for instructional acts, not the acts of instruction themselves." According to this view, curricula can be likened to construction blueprints. As a blueprint is not a building *per se*, a curriculum is not actual teaching or learning.

D. Curricula as Documents

Other people, for example, Brady, view curriculum as a document--an outline of a course program that is written on a piece of paper. Thus, curriculum "has become associated with the official written programs of study published by ministries or departments of education, local authorities or boards of education, and commercial firms or teams of educational specialists working on specially funded projects". This view of the visual written document attached to curriculum derives from the need that, particularly in the phases of curriculum development and implementation, a written form has to be made to include a statement of objectives, content, method, and assessment. The presentation of the document purports to provide teachers with a model to follow in the curriculum process. In this sense, curriculum is synonymous with the term, "syllabus".

E. Curricula as Experiences

Instead of regarding curricula narrowly as formalized classroom content or prescriptive learning objectives, it may be useful to think of them more holistically as programs for experiences. Following this line of definition, one may recall what Marsh posits of curriculum as "an interrelated set of plans and experiences which a student completes under the guidance of the school". That means: the relationship between "plans and experiences" is intertwined, where "plans" are attributed to planned curricula in advance and "experiences" refer to unplanned happenings in classrooms. Although planning is a precursor to action, it is important to acknowledge that unplanned happenings often occur in classroom settings. For this reason, Marsh states, "the actual curricula which are implemented in classrooms consist of an amalgam of plans and experiences..." In other words, teaching is seldom entirely spontaneous or planned, but rather an interplay between impulse and intention; learning experiences extend beyond the classroom to activities outside the classroom. In this sense, the experiences mean the possible learning experiential encounters that learners would engage themselves in inside or outside the classroom. All interactions that students are exposed to, in an academic environment, can be considered part of their curriculum. Hence, the whole range of experiences students are likely to undergo in the course of their education, such as school clubs, assemblies, excursions, fetes and academic competitions, are parts of the extended curriculum. In this light, the experiences of teaching and learning can be viewed as post-curricular activities. In the same vein, the American Educational Research Association's Encyclopedia of Educational Research defines curriculum as "all the experiences that a learner has under the guidance of the school." Barrow and Milburn echo this by

describing a curriculum as "all the experiences that a child has in school." Thus, the subject matter provided for students, the actions of teachers (attitudes and motivations) in the classroom, the actions of students (reactions, attitudes, and motivation), and the instructional materials can all be understood as facets of the experiential curriculum.

This line of interpretation of curriculum gives rise to its link to "hidden curriculum," a term used to describe the unwritten social rules and expectations of behavior that are often not taught directly but are assumed to be known. "Hidden curriculum" hinges on location, situation, people, age, and culture; more importantly, it varies with the motive or purpose of the curriculum "architect"—the persons who lay the hidden curriculum in a given setting, such as teachers, administrators, or the school authority. To further complicate the matter, "hidden curriculum" embraces a strong bond with culture, especially in the context of teaching and learning a language, as language and culture are two sides of a coin. Many cultures have unstated rules involving eye contacts, proximity, gestures, and ways of addressing people. Some cultures are high-context cultures where non-verbal cues are more important than the words that are said, whereas in low-context cultures, words, rather than non-verbal cues, express the real meaning of the conversation. The rules involving the non-verbal are all subsumed in the culture-related experience. In this light, curricula can even be conceptualized as broadly as culture. Joseph, Bravmann, Windschitl, Mikel, and Green expound this notion of curriculum-culture link.

Using a cultural lens, we can begin to regard curriculum not just as an object (content), but as a series of interwoven dynamics. Curriculum conceptualized as culture educates us to pay attention to belief systems, values, behaviors, language, artistic expression, the environment in which education takes place, power relationships, and most importantly, the norms that affect our sense about what is right or appropriate.

While "curriculum" is an interactive process developed among learners, teachers, materials, and the environment, it functions as a mirror that reflects cultural beliefs, social and political values and the organization. "Hidden curriculum" contains underestimated importance of the dynamics of human interactions in organizational behavior which are imperceptible, but have a powerful influence on institutional culture/climate. In this sense, culture refers to the values and symbols that affect organizational climate. According to Owens, the symbolic aspects of school activities (e.g., traditions, rites, and rituals) are subsumed, for these are "the values that are transmitted literally from one generation of the organization to another". The reason why hidden curriculum or learning culture counts lies in its important role in cultivating wholesome, successful students. The substance of hidden curriculum is learning acquired "by default" through participation in the activities of an institution, rather than by what has been directly taught. The covert or unintended message sent to the students might be either an enhancement or a detriment of their learning; therefore, "hidden curriculum" gives cause for concern in students' learning experiences/processes. As "hidden curriculum" includes factors of social acceptability, vulnerability, safety, anxiety and self-image, it is crucial for the students to understand the world as the understanding empowers them to manage the world around them. In fact, "all students must internalize a specific program of social norms for training in order to function effectively as members of a smaller society, the school, and later on as productive citizens of the larger American society". Therefore, the interactions between teachers and students as well as between administrators and students assist the students in shaping their attitudes and ideals.

One might argue against the likelihood to exhaust enumerating of the definitions of the term, "curriculum"; nevertheless, based on the definitions stated above in order, by and large, the curriculum elements refer to goals or objectives in the first definition and to content and goals in the second definition. They refer to teaching methods in addition to content and goals in the third definition and a combination of content, goals, methods and assessment in the fourth definition. In the fifth definition, the broadest one of all in scope and breadth, the curriculum elements encompass not only all four ingredients included in the third definition but also extracurricular activities, learning environment and even hidden curriculum as well as cultures that would entail learning experiences.

Despite variations in perceiving the term "curriculum," according to Brady and Nunan, the curriculum development process generally entails four elements: objectives, content, methods, and evaluation. Reynolds and Halpin have extended this view by considering "outcomes" as a fifth element of any curriculum by some educators. In this article, an even wider view of curriculum is recommended, one that includes the learning environment and considers the social dimensions of the schooling experience as an important element in achieving curricular effectiveness. Examples of application of the wider view of curriculum to curricular evaluation as such can go to Partlett and Hamilton in their illuminating evaluation, Walberg and Stufflebeam, Foley, Gephart, Guba, Hammond, Merriman, and Probus in their CIPP model, who include the situation or environment analysis while attributing the analysis to part of decision making and judgment. The situation analysis investigates all kinds of human and physical resources. These resources echo what Pratt is concerned about of educational "logistics" that refer to "the detailed planning of all the means--human, material, and administrative--for the delivery of instruction". According to Pratt, the logistics therefore include "materials, equipment, facilities, personnel, time, and cost".

This recommended broader notion of curriculum embraces the previously mentioned essential elements of the curriculum process. This view seems oriented to Nunan's and Richards' views of an amalgamated process and product model in which a product-oriented ends-means model is fused with a process-oriented approach. A body of scholars posits that curricular models include needs analysis, methodology, and evaluation as well as procedures for developing goals and objectives. Similarly, Nunan's learner-centred model suggests "needs analysis, goal identification, objective setting, materials development, learning activities, learning mode and environment and evaluation" be included in as essential elements. In comparison, Nunan, however, advocates a broader scope of "curriculum" than Richards does; i.e. curriculum designers should consider learner issues such as learning difficulties and strategies as well as situational conditions such as resources available.

The rationale for adopting an integrated ends-means and process-oriented model are three-fold. First, as Nunan points out, curricula which do not consider both process and product features are too narrow in scope--they fail to highlight key features of the curriculum development, implementation, and revision process. A second important reason is that an integrated model avoids the general tendency for some product-oriented approaches to downplay the importance of methodology. According to Nunan, it allows for "greater flow and integration between planning processes, implementation processes and evaluation". The various curriculum development activities are viewed as ongoing processes within the teaching-learning process and in the evaluation circle. One may argue that looking at curriculum only from a single perspective such as content, outcomes or objectives would be unbalanced and limited in the scope. As a result, there is a possibility of bias, resulting in making false judgments and failing in understanding the complexity of curricula and aspects of teaching and learning. Especially, when one step further is taken to do the evaluation of curricula before initiating curriculum reforms, one needs to take into consideration all aspects of curricula.

Conclusion

How a curriculum is planned poses itself as one of the most important factors that predetermines the success and effect of curricular implementation. Curriculum planning and instruction are closely connected to each other, and so are the curriculum planning and outcomes. In order to achieve satisfactory outcomes, the issue as to what the essence of "curriculum" is about should be clarified before any curricular endeavors, such as curriculum planning, implementation, and even evaluations, are attempted. This paper has sought to illustrate the nature of the term "curriculum" by looking into the literature associated with it. One might find the relevant literature on the term is exhaustive, and the endeavor to illustrate all the entries would be a mission impossible. In fact, probing into the related literature does not act as the main thrust of the paper but paves the way to argue for a broader view of curriculum and the curriculum development process, especially when a curricular review or evaluation is undertaken.

OBJECTIVE (MCQs)

FOUR CHOICES ARE GIVEN, CHOOSE THE CORRECT ONE.

The curriculum of educational institutions in any

The curriculum in the secondary schools in British India should have been formulated to meet the socio- _____ needs of the local people.

Warren Hastings was the first Governor-General of Britain, who had a working knowledge of both Bengali &

When Charles Grant raised his voice to make English the supreme language of administration to develop better understanding between the rulers and the ruled?

Who declared the victories to Anglicists over the Orientalists by writing that "a single shelf of a good European library was worth the whole native literature of India and Arabia?"

- (A) Lord Macaulay✓ (B) Charles Grant
 (C) Lord Curzon (D) Warren Hastings

A resolution was adopted by the parliament which became the 43rd section in the charter:

(C) 1835 (D) 1819
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

In order to classify schools for administrative purposes into government, local and others, they were categorised according to the medium of instruction used and the curriculum taught. These were:

(C) 4 ✓ (D) 5
Which schools were lower stage secondary schools and their curriculum was not diversified?
- Middle Schools ✓

- (A) Middle English Schools (B) Middle Schools✓
(C) English Schools (D) Anglo-Vernacular Schools

The Despatch of _____ was not very specific about the _____.

12. There are _____ levels.
- (A) 35✓
(B) 32
(C) 30
(D) 25
13. When the pattern of curriculum which is being followed today in our universities was proposed by the Calcutta University Commission?
- (A) 1935
(B) 1928
(C) 1925
(D) 1919✓
14. When Pakistan Government entrusted the responsibility of the revision of curricula of B.A./B.Sc. and M.A./M.Sc. level courses to the University Grants Commission and National Academy of Higher Education?
- (A) 1972*
(B) 1976✓
(C) 1974
(D) 1978
15. About _____ subjects of various disciplines are taught in the universities.
- (A) 70
(B) 80
(C) 90
(D) 100✓
16. By whom approval, the curricula is published and distributed amongst the universities and colleges for adoption?
- (A) Vice-Chancellor's Committee✓
(B) National Curriculum Revision Committee
(C) National Academy of Higher Education
(D) Task Group Committee
17. When University Grants Commission (a federal level body) was established in Islamabad?
- (A) 1968
(B) 1972
(C) 1974✓
(D) 1973
18. When the federal funding of the universities was introduced and recurring budget is also allocated to the universities from the federal budget of education?
- (A) 1976
(B) 1982✓
(C) 1980
(D) 1980
19. The University Grants Commission is headed by a chairman, and assisted by the whole-time member; honorary member; ex-officio member; advisers and:
- (A) Trainers
(B) Managers
(C) Directors✓
(D) Lawyers
20. The U.G.C. has started in-service/pre-service training programme for _____ of degree colleges and universities in the Academy of Higher Education.
- (A) Teachers✓
(B) Advisers
(C) Members
(D) Students
21. Curriculum organization should be consistent with the unified manner in which _____ learn.
- (A) Students
(B) Children✓
(C) Teachers
(D) All of these
22. Which curriculum is usually caught between the changing demands of progress and the inertia of tradition?

- (A) Introductory curriculum (B) School curriculum✓
(C) College curriculum (D) University curriculum
33. Creating the conditions for the continuous, thoughtful analysis of the school curriculum is one of the most stimulating challenges to the energies of the _____ leader.
(A) Bold (B) Experienced
(C) Creative (D) Administrative✓
34. The nature of the _____ should be determined both by the demands of contemporary society and by the needs of individuals.
(A) Curriculum✓ (B) Study
(C) Examination (D) None of these
35. It is essential that the objectives of a school be determined clearly as a logical prerequisite to intelligent curriculum:
(A) Planning✓ (B) Development
(C) Progress (D) Training
36. The curriculum is the _____ of the school programme, but its effectiveness does not depend alone upon its own quality or soundness.
(A) Base (B) Heart✓
(C) Element (D) Part
37. The furnishing and materials of instruction also should be selected and organized for the type of curriculum around which the school programme is:
(A) Adopted (B) Introduced
(C) Developed✓ (D) Presented
38. The curriculum of the school be the determining factor in the _____ of the school
(A) Progress (B) Making
(C) Staff (D) Organization✓
39. The first responsibility of the school staff is to formulate the purposes the school hopes to serve in the lives of the _____ who attend it.
(A) Teachers (B) Members
(C) Children✓ (D) All of these
40. The curriculum should be formulated on _____ basis.
(A) Strict (B) Cooperative✓
(C) Changing (D) Simple
41. It is desirable to insure that the interests, ideas, needs and planning of children are utilized in curriculum:
(A) Formation (B) Contribution
(C) Development✓ (D) Training
42. The curriculum should utilize both long-run and _____ planning.
(A) Flexible (B) Day-to-day✓
(C) Changing (D) Strict
43. The curriculum cannot be separated from teaching:
(A) Habits (B) Guidance
(C) Development (D) Methodology✓

44. The curriculum should be organized in terms of what is known about the process.
 (A) Learning✓
 (C) Training
 (B) Progressive
 (D) Experimental
45. How many aspects of vertical organization of the curriculum deserve attention?
 (A) 4
 (C) 3
 (B) 2✓
 (D) 5
46. The curriculum should never be considered finished product or a _____ plan.
 (A) Basic
 (C) Coming
 (B) First
 (D) Final✓
47. With the leadership of the principal and others, the staff should examine the programme:
 (A) Independently
 (C) Monthly
 (B) Continuously✓
 (D) Annually
48. Change for the sake of change is _____ desirable.
 (A) Seldom✓
 (C) Not(D) Also
 (B) Utmost
 (D) Also
49. When the new syllabi were introduced in Pakistan?
 (A) 1951
 (C) 1959
 (B) 1958
 (D) 1961✓
50. The _____ school curriculum, especially provided for developing fundamental skills through different kinds of activity, including art work, crafts, manual labour, and out-of-school expeditions, etc.
 (A) Early
 (C) Primary✓
 (B) Middle
 (D) Islamic
51. At which level, diversification of curriculum was undertaken?
 (A) Early school level
 (C) Secondary school level✓
 (B) Primary school level
 (D) Middle school level
52. The new curriculum provided for a core of compulsory subjects and a wide range of electives to allow _____ a choice in accordance with their aptitudes and abilities.
 (A) Advisors
 (C) Teachers
 (B) Students✓
 (D) All of these
53. There were _____ distinguished features of the new secondary school curriculum.
 (A) 2✓
 (C) 4
 (B) 3
 (D) 5
54. The main feature of the new secondary school curriculum was a new orientation towards _____ which was a compulsory subject.
 (A) English
 (C) Mathematics
 (B) Urdu
 (D) Science✓
55. At secondary school level, much emphasis was given to Islamic studies and:
 (A) Religious Education✓
 (C) Social Studies
 (B) Pakistan Studies
 (D) English

56. Islamic Studies was made a compulsory subject for Classes I-VIII and _____ subject in Class IX-X.

(A) Basic (B) Elective
(C) Optional✓ (D) None of these

57. Religious instruction was made compulsory even in Christian schools for children.

(A) Christian (B) Muslim✓
(C) All (D) Non-Muslim

58. Importance was also given to the improvement of Madrassas and Maktabs which constitute a specialized system of education in our:

(A) Religion (B) Traditions
(C) Province (D) Country✓

59. Who initiated a programme for improvement of the institutions and revision of the syllabi?

(A) Provincial Auqaf Departments✓ (B) Provincial Governments
(C) Central Government (D) Commission on National Education

60. The teacher training institutions were improved both in terms of equipment and:

(A) Building (B) Staff✓
(C) Funds (D) Training

61. A number of _____ schools were started in each province to act as prototype to demonstrate new teaching methods and approaches under the revised curricula.

(A) Maktab (B) Residential
(C) Pilot✓ (D) Training

62. A programme for production of guide books for teachers in _____ subjects was initiated.

(A) Various✓ (B) English
(C) Urdu (D) Religious

63. For the teaching of _____, a number of programmes for teacher training were organized by the Agriculture Universities and Colleges, and even the Rural Development Academy.

(A) Geology (B) Agriculture✓
(C) Forestry (D) Horticulture

64. The Education Extension Centres also organized a number of _____ courses.

(A) Long-term (B) Mid-term
(C) Short-term✓ (D) All of these

65. How many Agricultural colleges were raised to the status of universities?

(A) 2✓ (B) 3
(C) 4 (D) 5

66. The important achievement was initiation of short-term _____ classes in the polytechnics and other technical institutions.

(A) Morning (B) Afternoon
(C) Evening✓ (D) Sunday

How many Engineering colleges were raised to the status of universities?

(A) 2✓ (B) 3

- (C) 4
A number of scientific departments and laboratories were established by the Central Govt. and others. (D) 5
- (A) Local Councils (B) Public Departments
(C) Provincial Governments✓ (D) Rural Councils
- There were National Committees for advising the _____ on scientific development in various fields.
- (A) Institutions (B) Government✓
(C) Organizations (D) Universities
- In order to transform universities from mere examining bodies to teaching and research organizations as suggested by the National Commission, specific measures were undertaken by the:
- (A) Research Councils (B) National Councils
(C) Government✓ (D) All of these
- Which education was separated from the Universities and Boards of Intermediate and Secondary Education were established?
- (A) Physical Education (B) Technical Education
(C) Secondary Education (D) Intermediate Education✓
- Full-fledged institutes of Education were established at the universities to lay down the basis for continuous:
- (A) Research✓ (B) Education
(C) Training (D) Study
- Which additional facilities were provided to the universities to strengthen their teaching programmes?
- (A) Training (B) Physical✓
(C) Research (D) Technical
- The universities were encouraged to organize seminars, tutorials and meetings in summer vacations in order to provide university teachers with opportunities to exchange views with their counterparts in other:
- (A) Countries (B) Academies
(C) Universities✓ (D) None of these
- Which teachers were given ample opportunities for studies abroad?
- (A) University✓ (B) College
(C) Secondary School (D) Technical
- Liberal scholarships were awarded to talented and deserving _____ for giving them more and better chances for further education.
- (A) Students✓ (B) Teachers
(C) Staff (D) Professors
- In border to provide an up-to-date information and data regarding various aspects of education, who established Central Bureau of Education?
- (A) Central Government
(B) Provincial Government

- (C) Ministry of Education✓
(D) National Commission
78. In the provinces, Education Bureaus were attached to the:
(A) Education Departments✓
(B) National Councils
(C) Provincial Governments
(D) Local Authorities
79. Audio-visual aids were provided in collaboration with:
(A) World Bank (B) UNESCO✓
(C) Central Government (D) IMF
80. There are _____ possible ways in which a university may function.
(A) 2 (B) 3
(C) 4✓ (D) 5
81. There were 40 colleges and _____ universities at the time of partition in 1947.
(A) 2✓ (B) 4
(C) 6 (D) 8
82. In case of Federal Universities, who is the Chancellor?
(A) Prime Minister (B) Chairman Senate
(C) President✓ (D) Speaker National Assembly
83. The Vice-Chancellor shall be appointed by the:
(A) President (B) Prime Minister
(C) Governor (D) Chancellor✓
84. The Vice-Chancellor shall hold office for _____ years from the date of the notification of his appointment and on the expiry of his term of office shall be eligible for reappointment.
(A) 2 (B) 4✓
(C) 3 (D) 5
85. In the absence of the Chancellor, who shall preside at the Convocation of the University?
(A) Governor (B) Chief Minister
(C) Vice-Chancellor✓ (D) Any Director
- *****

Item Development

Item development means assessments that are of the highest quality, accurately measure the necessary knowledge and skills, and are fair to all test takers. It must be understood that creating a fair, valid and reliable test is a complex process that involves multiple checks and balances.

In order to elicit proficiency below are stated some steps to follow:

STEP 1: DEFINING OBJECTIVES

Educators, licensing boards or professional associations identify a need to measure certain skills or knowledge. Once a decision is made to develop a test to accommodate this need, test developers ask some fundamental questions:

- Who will take the test and for what purpose?
- What skills and/or areas of knowledge should be tested?
- How should test takers be able to use their knowledge?
- What kinds of questions should be included? How many of each kind?
- How long should the test be?
- How difficult should the test be?

STEP 2: ITEM DEVELOPMENT COMMITTEES

The answers for the questions in Step 1 are usually completed with the help of item development committees, which typically consist of educators and/or other professionals appointed by the management with the guidance of the sponsoring agency or association. Responsibilities of these item development committees may include:

- defining test objectives and specifications
- helping ensure test questions are unbiased
- determining test format (e.g., multiple-choice, essay, constructed-response, etc.)
- considering supplemental test materials
- reviewing test questions, or test items, written by staff
- writing test questions

STEP 3: WRITING AND REVIEWING QUESTIONS

Each test question — written by staff or item development committees — undergoes numerous reviews and revisions to ensure it is as clear as possible, that it has only one correct answer among the options provided on the test and that it conforms to the style rules used throughout the test. Scoring guides for open-ended responses, such as short written answers, essays and oral responses, go through similar reviews.

STEP 4: THE PRETEST

After the questions have been written and reviewed, many are pretested with a sample group similar to the population to be tested. The results enable test developers to determine:

- the difficulty of each question
- if questions are ambiguous or misleading
- if questions should be revised or eliminated
- if incorrect alternative answers should be revised or replaced

STEP 5: DETECTING AND REMOVING UNFAIR QUESTIONS

To meet the stringent Standards for Quality and Fairness guidelines, trained reviewers must carefully inspect each individual test question, the test as a whole and any descriptive or preparatory materials to ensure that language, symbols, words, phrases and content generally regarded as sexist

racist or otherwise inappropriate or offensive to any subgroup of the test-taking population are eliminated.

Statisticians also can identify questions on which two groups of test takers who have demonstrated similar knowledge or skills perform differently on the test through a process called Differential Item Functioning (DIF). If one group performs consistently better than another on a particular question, that question receives additional scrutiny and may be deemed biased or unsatisfactory. Note: If people in different groups actually differ in their average levels of relevant knowledge or skills, a fair test question will reflect those differences.

STEP 6: ASSEMBLING THE TEST

After the test is assembled, it is reviewed by other specialists, committee members and sometimes other outside experts. Each reviewer answers all questions independently and submits a list of correct answers to the test developers. The lists are compared with the answer keys to verify that the intended answer is, indeed, the correct answer. Any discrepancies are resolved before the test is published.

STEP 7: MAKING SURE — EVEN AFTER THE TEST IS ADMINISTERED — THAT THE TEST QUESTIONS ARE FUNCTIONING PROPERLY

Even after the test has been administered, statisticians and test developers review to make sure that test questions are working as intended. Before final scoring takes place, each question undergoes preliminary statistical analysis and results are reviewed question by question. If a problem is detected, such as the identification of a misleading answer to a question, corrective action, such as not scoring the question, is taken before final scoring and score reporting takes place.

Tests are also reviewed for reliability. Performance on one version of the test should reasonably predict performance on any other version of the test. If reliability is high, results will be similar no matter which version a test taker completes.

Quality Drive Initiative (QDI)

Initiative taken on Quality Drive by Secretary School Education to ensure minimum quality standards of primary schools of Punjab

Every EDO/ DEO / Dy.DEO/AEO/DTE is supposed to adopt two schools for improving students' competency in Urdu, English & Mathematics in grade 1, 2 and 3.

OBJECTIVES OF QUALITY DRIVE INITIATIVES

To increase Literacy (reading, writing while improving common sense questions preparation of students learning in natural set up) & Numeracy of Grade 1-3 in Urdu, English and Mathematics.

- Improving Skills in English and Urdu
- Phonological awareness
- Word identification
- Composition
- Reading Comprehension
- Vocabulary
- Fluency
- Improving Skills in Mathematics
- Numeracy skills (Numbers and Operations)
- Guidelines how to teach

AIMS

QDI aims at:

- A. Delivering model lessons in subjects Urdu/English/Maths, well prepared
- B. Enriching students vocabulary by using classroom objects, students bags, parts of body, chair, desk, season, vegetables, fruits, plants, dresses etc.; strengthening general understanding of students in Maths by clearing the concepts of addition, multiplication, division, length, weight, volume, decimal, fractions, percentage, average, time etc and remove hesitation in speaking, reading and writing English by creating a language friendly environment where students speak and participate without knowing they are using language, learning language through Direct Method, learning vocabulary from surroundings, learning through individual and group rehearsals
- C. All school Adopting officers will make very good display of av aids and learning points in their allocated schools and guide students to read and note to learn things well
- D. They will also assign tasks to teachers of the school and assess daily whether the tasks have been achieved

NUTSHELL OF QDI

1. Quality drive initiative is basically for quality focus, taking into consideration basics and introductory Eng/Maths and Urdu.
2. At this stage, the need is to focus on the easiest objects, bifurcating for class 1, 2 and 3. Use a few words to teach a story, same sounding words, names of vegetables, fruits, birds, animals, parts of body, simple singular/plural, feminine/masculine, simple relations, simple use of words etc.
3. It is important that this drive aims at creating confidence among students and giving them opportunity to express themselves and enjoy the language.
4. This drive aims at teaching student's basics of writing, reading and answering.

Objective (MCQs)

Note: Four possible answers have been given under each statement. Choose the best suitable option.
(The correct answers have been shown in **BOLD**)

1. All Punjab EDOs Conference was held on 19.3.2015 with the Secretary School Education, in the Chair. As per decision, Quality Drive Initiative was implemented in all 36 districts of Punjab with effect from _____.

- a) **1st April, 2015✓**
- b) 11th April, 2015
- c) 1st May, 2015
- d) 13 May, 2015

2. How many school(s) would every AEO adopt for improving students' competency?

- a) 1
- b) **2✓**
- c) 3
- d) 4

3. On which subjects would AEO focus?

- a) English, Urdu, General Knowledge
- b) English, Social studies & Mathematics
- c) **Urdu, English & Mathematics✓**
- d) Urdu, English & Geography

4. AEO is supposed to deal with the students in grade:
- a) 2, 3 and 4
 - b) 3, 4 and 5
 - c) 4, 5 and 6
 - d) 1, 2 and 3✓

5. AEOs are supposed to visit their adopted schools each _____ and _____. They would assign tasks to adopted schools teachers as per QDI Standards.
- a) Monday, Wednesday
 - b) Monday, Friday
 - c) Monday, Saturday✓
 - d) Monday, Tuesday

6. When it comes to language skills, AEO would focus on improving skills in English and Urdu:
- a) Phonological awareness
 - b) Vocabulary
 - c) Composition
 - d) All of the above✓

7. In languages, strong emphasis would be laid on
- a) Reading Comprehension
 - b) Vocabulary
 - c) Fluency
 - d) All of the above✓

8. When it comes to improving skills in mathematics, which area would be targeted?
- a) Logic
 - b) Calculus
 - c) Numeracy✓
 - d) Algebra

9. It is decided that an AEO would adopt new schools for the period of:
- a) One month
 - b) Two months✓
 - c) Three months
 - d) Four months

10. True or False: It is important that this drive aims at creating confidence among students and giving them opportunity to express themselves and enjoy language.
- a) True✓
 - b) False

Literacy and Numeracy Drive

What is literacy?

Literacy is the ability to read, view, write, design, speak and listen in a way that allows us to communicate effectively and to make sense of the world.

Why is literacy important?

Literacy is vital to ensuring your child has the best chance to succeed in their schooling and everyday life. Literacy allows us to make sense of a range of written, visual and spoken texts including books, newspapers, magazines, timetables, television and radio programmes, signs, maps, conversations and instructions.

Ways to support your child's literacy development

Research has shown that children's motivation and achievement improve when their parents or carers are involved in their education. There are many everyday things you can do to encourage literacy learning. These include:

- valuing and encouraging your child's efforts with literacy
- sharing your knowledge and explaining how you use literacy in your everyday life
- encouraging your child to read and view a variety of texts such as newspapers, novels, comics, magazines, websites, email, timetables, instructions and recipes
- encouraging your child to write and design for a variety of purposes using print and electronic resources — invitations, thank you notes, shopping lists, messages, journals and electronic slide shows
- encouraging your child to speak and listen for a variety of purposes — sharing a joke, giving instructions or asking for information
- sharing a love of language
- discussing how texts look different depending on the purpose and audience — for example, text messaging uses different spelling from school projects
- talking about things that you have read or viewed that were amusing, interesting or useful
- discussing favourite authors, producers, directors or illustrators and what you like about them
- discussing new and unusual words or phrases and exploring these through print and electronic dictionaries
- playing games that develop knowledge and enjoyment of words
- making use of community resources for information, local and school libraries, clubs, community groups and websites

WHAT IS NUMERACY?

To be numerate is to confidently and effectively use mathematics to meet the everyday demands of life.

WHY IS NUMERACY IMPORTANT?

Numeracy enables you to develop logical thinking and reasoning strategies in your daily life. We need numeracy to solve problems and make sense of time, numbers, patterns and shapes for activities like cooking, reading a map or bill, reading instructions and even playing sport.

WAYS TO SUPPORT YOUR CHILD'S NUMERACY DEVELOPMENT

Research has shown that children's motivation and achievement improve when their parents or guardians are involved in their education.

There are many everyday things you can do to encourage numeracy learning. These include:

What is numeracy?

encouraging your child to use mathematical language — how much, how big, how small, how many

discussing the use of numbers, patterns and shapes in your day-to-day life — numbers found on library books, spatial patterns or shapes in playgrounds, in the home and architecture

talking about occasions when you are using mathematics in daily jobs and real-life situations — cooking, map reading, building and playing sport

exploring situations using money such as shopping, budgets and credit cards

estimating, measuring and comparing lengths and heights, how heavy or light things are and how much containers hold

talking about different ways to solve a problem

using everyday tools like tape measures or kitchen scales and discussing the units of measure

asking 'does that make sense?', 'is the answer reasonable?' or 'what other ways could we do this?'

observing and using timetables, calendars and clocks for different purposes like study periods, holiday planning and catching public transport

helping your child to work out how much things cost and what change they will receive

playing number games using magazines, books, newspapers and number plates

organising, categorising and counting collections of things like toys, books, clothing and shoes

Objective (MCQs)

Note: Four possible answers have been given under each statement. Choose the best suitable option.

(The correct answers have been shown in **BOLD**)

1. **Literacy and Numeracy Drive (LND) supports schools with whole-school approaches to literacy and numeracy improvement that are embedded within the school's strategic improvement and accountability plan. What are the main components of LND?**

- a) Observing the mental attitude of the students
- b) Preparing fun-based exercises for the students
- c) **Using data to inform whole school and classroom planning, teaching and assessment✓**
- d) Monitoring, reporting the whereabouts of the students

2. **It supports leadership-driven planning and improvement through explicitly and actively connecting whole-school improvement through evidenced-based approaches including:**

- a) Supporting a collaborative approach to teacher capacity building including structured classroom observations and feedback
- b) Engaging parents and the community in understanding the importance of literacy and numeracy to successful student learning outcomes
- c) Maintaining school records and reporting them to the higher authorities
- d) **Both a) and b) ✓**

3. **_____ are responsible for creating resources and professional learning programmes aimed at school's learning atmosphere and for providing a whole school approach to improving student literacy and numeracy outcomes.**

- a) **Leaders✓**
- b) Teachers
- c) Students

d) School partners
4. Name the organization which is supporting the Government of the Punjab in improving access and quality of basic education by providing policy and implementation support.

- a) UNICEF
- b) ILO
- c) Department for International Development (DFID) ✓
- d) Lahore University of Management Sciences (LUMS)

5. Since there is no reliable system for testing kindergarten to four students in government schools, DFID has initiated a series of external tests that will provide a representative picture of the performance of grade 3 children in the Punjab. This testing has been named _____.

- a) Periodical assessment
- b) Rational assessment
- c) Six-monthly assessment✓
- d) Performance based assessment

6. What is the best suitable type of testing to assess the literacy and numeracy drive?

- a) Objective (MCQ) ✓
- b) Subjective
- c) Viva voce
- d) Criterion referenced

7. Tests which are designed to be given according to a standard set of circumstances, they have time limits, and they have sets of directions which are to be followed exactly are called:

- a) Informal tests
- b) Criterion-referenced
- c) Formal tests✓
- d) Survey

8. Which testing methodology should be opted to measures what the student has learnt?

- a) Dynamic (formative) tests
- b) Static (summative) tests✓
- c) Diagnostic tests
- d) Formal tests

9. _____ measures the students' grasp of material that is currently being taught. It can also measure readiness.

- a) Dynamic (formative) tests✓
- b) Static (summative) tests
- c) Diagnostic tests
- d) Formal tests

10. A type of standardized tests which compare students' performance to that of a norming or sample group who are in the same grade or are of the same age. Students' performance is communicated in percentile ranks, grade-equivalent scores, normal-curve equivalents, scaled scores, or stanine scores, are referred to as:

- a) Norm-referenced✓
- b) Criterion-referenced
- c) Static (summative) tests
- d) Dynamic (formative) tests

NON-SALARY BUDGET (NSB), FAROOQ-E-TALEEM FUND (FTF), CHILD FRIENDLY ATMOSPHERE AND SCHOOL RECORD

The Non-Salary Budget

The Government of the Punjab is committed to providing adequate non-salary recurrent allocations to schools as part of its effort to improve school quality and performance. In order to achieve this, PMIU-PESRP has developed a Need-Based Non-Salary School-Specific Budgeting Formula for nine selected districts of Punjab (one district from each division) for the financial year 2013-14. The Formula is based on the international best practices and applicable to Punjab milieu, after careful field study and discussions with various stakeholders.

The Formula works by allocating weights to different school types, number of students and several other relevant factors. Under the old mechanism of financing, the non-salary budget component has been calculated through incremental methods and based on bargaining. Historically, the allocation of budget has been very low and unpredictable. The execution of budget was very irregular and discretionary. The outcome was that merely 3% of total budget has been allocated to non salary component over the years, which is a lot less than globally accepted standard of allocating 15%-25% non salary budget component.

Under the new financing mechanism, the Non-salary budget component ceiling is fixed at 15%. Budgeting under the NSB is progressive and formula based linked with student enrolment. The new NSB formula is need based therefore the allocation of funds will be very predictable and consistent. Decentralisation of the administrative and financial management powers to the schools ensures that the execution of budget will be school based and involves a great deal of participation by the Schools Councils. The school administrations are expected to utilize these funds for providing functional facilities, fixed school expenditures, basic student entitlements and teacher and student furniture needs. This formula based funding is aimed to equip schools with the ability to manage their resources based on their specific needs. At the same time, it can give the provincial/district governments tools with which they can structure finance rules and accountability mechanisms for managing incentives.

The education budget for the Punjab, as a share of the total budget has declined considerably. Punjab government on Friday announced a balanced budget of Rs. 1,447.42 billion, registering an increase of 40 percent over the ongoing fiscal year's budget. The education budget saw an increase of Rs. 50.6 billion in 2015-16, a significant rise of 19.5 per cent over the allocated budget in 2014-15. The amount of Rs. 310.2 billion earmarked for education in 2015-16 constitutes 21.4 percent of the total provincial budget for Punjab; going down from 24 percent in 2014-15. The percentage share of education in Punjab's overall budget has gone down from 26 percent in 2013-14 to 21.4 percent in 2015-16.

According to the Budget 2015-16 White Paper issued by the Government of Punjab, major targets fixed for 2015-16 related to school education include provision of missing facilities in 7,500 schools of the province, provision of IT laboratories in 990 secondary/higher secondary schools having highest enrolment, provision of 2,500 additional classrooms in schools having highest enrollment, reconstruction of 4,727 dangerous school buildings, provision of solar solution to 5,000 off-grid and 5,000 other schools and opening of 500 new schools in Punjab.

Completion of all the above mentioned initiatives and to address other budgetary needs of the education system, the budget for school education has been increased from Rs. 48.4 billion in 2014-15 to Rs. 62.6 billion in 2015-16; an upsurge of 29 percent. The budget earmarked for school education in 2015-16 includes 47 per cent non-development budget to go with 53 per cent allocation for development budget.

Following are some of the highlights of school education budget of Punjab 2015-16:

RECONSTRUCTION OF DANGEROUS SCHOOL BUILDINGS

Recently there has been a debate around dangerous school buildings and the need of budgetary prioritization in this regard. Education budget proposals for Punjab 2015-16 developed by Institute of Social and Policy Sciences (I-SAPS) and signed by all political parties during a recent All Parties Conference (APC) held in Lahore also proposed a significant amount to be allocated for dangerous school buildings in Punjab. Punjab currently has 859 school buildings that are critically dangerous whereas 3,868 school buildings are partially dangerous in the province. For reconstruction of these 4,727 dangerous school buildings, a budget of Rs. 8.52 billion has been apportioned in 2015-16.

PROGRAMME MONITORING AND IMPLEMENTATION UNIT

A budget of Rs. 20.5 billion has been apportioned for Programme Monitoring and Implementation Unit (PMIU) in 2015-16, registering an increase of 45 per cent (Rs. 6.3 billion) over the previous year's allocation. The budget for PMIU has been increased significantly from Rs. 8.2 billion in 2007-08 to Rs. 20.5 billion in 2015-16; an increase of 150 per cent in 9 years. The allocated amount of Rs. 20.5 billion for the upcoming fiscal year includes Rs. 14 billion block allocation for augmentation of non-salary component for School Councils (SCs) in Punjab under Non-Salary Budget (NSB) scheme, Rs. 3.6 billion for free textbooks (plus Rs. 29 million for their distribution) for students under Punjab Education Sector Reform Programme (PESRP), Rs. 1.5 billion for girls' stipends in 16 selected districts of Punjab and Rs. 290 million for publicity and advertisement. I-SAPS in its education budget proposals for 2015-16 had also proposed Rs. 14 billion for SCs in all the districts of Punjab.

TEACHER TRAINING

With the international focus shifting towards ensuring inclusive, equitable and 'quality' education opportunities for all, professional development of teachers is one of the keys to success in the post MDGs period. With this in mind, the Punjab government has increased in-service teacher training budget from Rs. 2.91 billion in 2014-15 to Rs. 3.19 billion in 2015-16, marking an increase of 9.4 percent. Education budget proposals for Punjab 2015-16 by I-SAPS had proposed an increase of 15 per cent for in-service teacher training in Punjab. The budget for in-service teacher training has risen smoothly over the last 9 years showing an increase of 83 per cent, i.e., from Rs. 1.74 billion in 2007-08 to Rs. 3.19 billion in the budget for upcoming fiscal year 2015-16. Also an allocation of Rs. 1.07 billion has been made for Elementary Teachers Training Colleges in Punjab in the education budget for 2015-16.

DAANISH SCHOOL SYSTEM

With an aim to provide quality and free education to the poorest sections of the society, Daanish schools were established in the Punjab under the Punjab Daanish Schools and Centres of Excellence Authority Act 2010. The budget for Daanish schools has almost remained consistent over the last 7 years starting from Rs. 3 billion in 2009-10 to the same amount in 2015-16; although it was reduced to Rs. 2 billion in 2012-13 and 2014-15. A separate budget of Rs. 1.8 billion has also been earmarked for establishment of Daanish schools in Punjab. Also Rs. 12 million have been allocated for covering the educational expenses of students from Balochistan who are studying in Daanish Schools in Punjab.

PUNJAB EXAMINATION COMMISSION

Punjab Examination Commission (PEC) is an autonomous body set up by the Government of the Punjab to assess and examine students' learning achievements particularly of grade 5 and 8. For the upcoming fiscal year 2015-16, an amount of Rs. 908 million has been apportioned for PEC presenting a

significant increase of 15.4 per cent increasing compared with the budgetary allocation of Rs. 787 million in 2014-15.

PUNJAB EDUCATION FOUNDATION

The Punjab Education Foundation (PEF) is an autonomous statutory body formed to encourage and support the efforts of the private sector in providing education to the poor, through public-private partnerships. In the budget for 2015-16, PEF has been allocated an amount of Rs. 10.5 billion increasing its share from Rs. 7.5 billion in the last 2-years.

PUNJAB EDUCATION ASSESSMENT SYSTEM

Consistent with the budgetary allocations in 2014-15, no budget has been set aside for Punjab Education Assessment System (PEAS) in 2015-16 as well.

CHIEF MINISTER'S MONITORING FORCE

A budget of Rs. 435 million has been earmarked for Chief Minister's monitoring force in 2015-16 showing a decrease of Rs. 41 million compared with the allocated budget in 2014-15.

Objective (MCQs)

Four possible answers have been given under each statement. Choose the best suitable option.
(The correct answers have been shown in **BOLD**)

1. **The Non-Salary Budget was introduced and practised for the first time in the fiscal year:**

- a) 2008-09
- b) 2011-12
- c) **2013-14✓**
- d) 2014-15

2. **Which of the following is the objective of the Non-Salary Budgeting?**

- a) To reduce the budgetary constraints of school
- b) To improve & ensure retention of children in school
- c) To empower school management and school council
- d) **All of the above✓**

3. **What are the proposed outcomes of the said budgeting system?**

- a) Cleanliness and maintenance of school building, playground and washrooms
- b) Teacher's attendance
- c) Repair of furniture
- d) **All of the above✓**

4. **Is "purchase of new furniture" included in the proposed outcomes as well?**

- a) Yes✓
- b) No

5. **Name the institution supposed to allocate the funds for schools according to the NSB formula.**

- a) Punjab Education Foundation (PEF)
- b) **Programme Monitoring & Implementation Unit (PMIU) ✓**
- c) Provincial Management Group (PMG)
- d) CM's Special Secretariat

6. **True or False: "Head teacher will use these funds as Drawing and Disbursing Officer (DDO) with maintaining expenditure record."**

- a) True✓
- b) False

7. **SBAP stands for:**

- a) Site Based Action Plan
- b) Salary Based Action Plan
- c) **School Based Action Plan✓**

- d) Sanatorium Based Action Plan

8. Section 2.3 of the NSB policy states that:

- a) School has liberty to use funds✓
b) School management cannot use funds itself
c) School management cannot enumerate workers
d) School has a playground to use funds

9. True or False: Funds can be used on such items in NSB Policy which are; Purchase of Land, Any work/ activity which is not in school's premises, Purchase of vehicles etc. Those items which will not be used in school.

- a) True b) False✓

10. True or False: No extra funds will be allocated for non salary expenditures.

- a) True
b) False✓

11. The NSB Policy is based on:

- a) Improvement in educational environment
b) Improvement in physical environment
c) Ensure the retention of students
d) All of the above✓

12. In the year 2015-16, the budget for PMIU has been increased significantly from Rs. _____ in 2007-08.

- a) 4.2 billion
b) 6.2 billion
c) 8.2 billion✓
d) 9.2 billion

13. The allocated amount of Rs. 20.5 billion for the fiscal year 2015-16 includes Rs. _____ block allocation for augmentation of non-salary component for School Councils (SCs) in Punjab under Non-Salary Budget (NSB) scheme.

- a) 11 billion b) 12 billion
c) 13 billion d) 14 billion✓

14. Rs. _____ for free textbooks for students under Punjab Education Sector Reform Programme (PESRP).

- a) 3.6 billion✓
b) 4.6 billion
c) 5.6 billion
d) 6.6 billion

15. Rs. _____ for girls' stipends in 16 selected districts of Punjab and Rs. 290 million for publicity and advertisement.

- a) 1 billion
b) 1.5 billion✓
c) 2 billion
d) 2.5 billion

16. A budget of Rs. _____ apportioned for Programme Monitoring and Implementation Unit (PMIU) in 2015-16, registering an increase of 45 per cent (Rs. 6.3 billion) over fiscal year 2014-15 allocation.

- a) 10.5 billion
b) 15.5 billion
c) 20.5 billion✓
d) 25.5 billion

Farogh-e-Taleem Fund (Punjab)

This fund has been established under Provincial Assembly of the Punjab's Bill No. 16 of 2014. The proper name of the bill is The Punjab Free and Compulsory Education Bill, 2014. The bill states: Farogh-e-Taleem Fund— (1) The Government may permit a school management body to establish, in the prescribed manner, a Farogh-e-Taleem Fund for the school.

- (2) All voluntary contributions from the philanthropists, alumni, students and parents shall be credited to the Farogh-e-Taleem Fund, maintained at a scheduled Bank.
- (3) The Fund shall be utilized for the welfare of the students of the school in the prescribed manner.
- (4) All moneys from the Fund shall be withdrawn in the prescribed manner jointly by at least two members of the school management body.

Commentary—The Gains and Losses

Following the School Paisa, a research study launched by Centre for Peace and Development Initiatives (CPDI), has revealed that around 97 per cent students are still paying monthly fee in public schools despite the slogan of free education for all by the Punjab government.

The study has been completed by using Public Expenditure Tracking Survey (PETS) in districts of Jhang and Toba Tek Singh. It further reveals that due to the insufficient educational funds by the government, the schools generate more than 50 per cent of the resources on their own.

The public schools charge Rs 20 per student per month to the Education Promotion Fund, commonly known as Farogh-e-Taleem Fund (FTF), by which 99 per cent of the schools in Jhang generate 60.7 per cent of their total income.

District Jhang is one of the low performing districts of the Punjab in terms of education and has a primary net enrolment rate of 52 per cent for girls and 58 per cent for the boys while in Toba Tek Singh, the secondary schools are equipped with most of the basic educational facilities and infrastructure, but many of the primary and elementary schools are deprived of such basic facilities including furniture for teachers and students, drinking water, washrooms, sports equipment, computer labs etc.

Parents in both districts had to bear out-of-pocket expenditures on account of admission fee, examination fee, maintenance fund, stationery cost, student-fund, school leaving fee and many more which is the clear infringement of Article 25-A of the Constitution of Pakistan.

The analysis of the budgetary data shows leakage of 38 per cent and 2 per cent in the non-salary budget for the FY 2009-10 and 2011-12 respectively. Similarly, 2.86 per cent leakage was observed in the resources of primary schools in FY 2014-15 in Toba Tek Singh.

Both studies covered various dimensions, which include tracking budgetary allocation and leakages, looking for the available facilities and the level of satisfaction of parents, the income and expenditure of the schools, information about the school councils, monitoring and evaluation mechanism, and income and expenditure patterns of schools among others in Jhang and Toba Tek Singh.

Recommendations

It is recommended that government should make efforts to provide missing facilities, especially in primary schools and increase the allocation for operation expenditure of schools up to 12 per cent of the current budget.

The district government should issue orders to the school management authorities to ensure the implementation of "Punjab Free and Compulsory Education Act, 2014" and make sure that the students are not charged for education by any means, hence avoiding the violation of the act as well as Article 25-A of the Constitution.

Objective (MCQs)

Note: Four possible answers have been given under each statement. Choose the best suitable option.
(The correct answers have been shown in **BOLD**)

1. Farogh-e-Taleem Fund (Punjab) has been established under:

- a) The Punjab Literacy Foundation Act, 2013
- b) **The Punjab Free and Compulsory Education Bill 2014✓**
- c) The Punjab Intellectual Rights Bill, 2016
- d) Dissemination of Fair Education Act, 2012

2. Farogh-e-Taleem Fund came into force on:

- a) 1st Oct, 2014✓
- b) 10th Oct, 2014
- c) 11th Oct, 2014
- d) 21st Oct, 2014

3. The government permits a school management body to establish, in the prescribed manner, a Farogh-e-Taleem Fund for the school for:

- a) **Free and compulsory education✓**
- b) Extracurricular activities
- c) The overall betterment of the students
- d) All of the above

4. Children of what can take advantage from the said fund?

- a) **Four to sixteen years✓**
- b) Five to sixteen years
- c) Six to sixteen years
- d) Six to seventeen years

5. All voluntary contributions from the philanthropists, alumni, students and parents shall be credited to the Farogh-e-Taleem Fund, maintained at _____.

- a) School treasury department
- b) The Principal's office
- c) **Any Scheduled Bank✓**
- d) National Savings Department

6. All moneys from the Fund shall be withdrawn in the prescribed manner jointly by at least of the school management body.

- a) **Two members✓**
- b) Three members
- c) Four members
- d) Five members

7. True or False: "Free Education" implies that "the Government shall not charge any fee or expense for providing education and shall endeavour to remove financial barriers that may prevent a child from completing ten years' education."

- a) **True✓**
- b) False

8. In the Bill, the word "Government" is used for:

- a) The Government of Pakistan
- b) **The Government of the Punjab✓**
- c) The Local Government
- d) All of the above

Child Friendly Atmosphere

IN THE SCHOOL

The school environment is:

- a place where children's opinions and needs are included
- a place where peace and gender equity are upheld and differences of class, caste and religion are accepted
- a place where opportunities for children's participation are extended, both inside the classroom, and in the community
- accessible to all, including those with learning disabilities, and those who are pregnant
- safe and secure, free from violence and abuse, sale or trafficking
- a place where children take responsibility for their learning
- a place where healthy lifestyles and life skills are promoted
- above all, a place where children learn

THE SCHOOL RESOURCES

- safe water and sanitation facilities, first aid supplies
- age-appropriate furniture, and resources within reach (bookshelves, chalkboards)

THE CURRICULUM

The curriculum should contain at least:

- General knowledge
- Language
- Mathematics
- Science
- social studies

SKILLS

- literacy
- numeracy
- life skills

VALUES

- human rights
- moral and spiritual values

PROCESSES

- age-appropriate, child-centred, gender sensitive and linked to experience
- freedom of expression, creativity, association; play and recreation; free from physical and mental violence; linked to children's rights with key learning outcomes

TEACHERS

- appropriate training in learning centred education so that children participate actively, individual differences are respected, and children's well-being is promoted
- opportunities to foster professional skills so that children can achieve desired learning outcomes
- understanding and monitoring children's rights
- able to communicate goals for schooling to parents and others in the community
- educational materials, textbooks, writing tools, and learning resources are gender sensitive and encourage active learning in a language which children can understand
- flexible schedules to accommodate out of school responsibilities
- offering adequate instruction time for learning in key curriculum areas
- offering a range of learning options

- establishing schools where children live and work
- building education systems which support children's learning as a first priority
- focusing supervision on teacher improvement rather than covering the curriculum

In the Community

- viewing home and community as sources for children's learning
- involving parents in school management and learning activities
- providing parents with freedom of access to information about children's learning so that they can put into practice at home what is learned in school

Objective MCQs

Note: Four possible answers have been given under each statement. Choose the best suitable option.
(The correct answers have been shown in **BOLD**)

1. What makes a child-friendly learning atmosphere?

- School
- Playground
- Home
- All of the above✓**

2. In school environment should be:

- A place where children's opinions and needs are included
- A place where peace and gender equity are upheld and differences of class, caste and religion are accepted
- A place where opportunities for children's participation are extended, both inside the classroom, and in the community
- All of the above✓**

3. True or False: In school environment should be accessible to all, including those with learning disabilities.

- True✓**
- False

4. True or False: In school environment should be safe and secure, free from violence and abuse, sale or trafficking.

- True✓**
- False

5. True or False: School should be a place where children take responsibility for their learning.

- True✓**
- False

6. True or False: School should be a place where healthy lifestyles and life skills are promoted

- True✓**
- False

7. In order to be child-friendly, a school must have:

- Safe water
- Sanitation facilities
- First aid supplies
- All of the above✓**

8. True or false: School resources should not be age-appropriate furniture, and resources within reach (bookshelves, chalkboards)

- True
- False✓**

9. True or false: Besides general knowledge and language, the curriculum should contain at least: mathematics, science and social studies

1. True✓
2. False
3. What skills should be taught to the children?
a) Numeracy
b) Life skills
c) Both a) and b)✓
d) None of the above
4. What values should be taught to the children?
a) Human rights
b) Moral and spiritual values
c) Both a) and b)✓
d) None of the above
5. What are the basic components for child friendly atmosphere which shape a child's behavior?
a) Freedom of expression
b) Creativity
c) Free from physical and mental violence
d) All of the above✓
6. True or False: What it comes to teachers, an appropriate training in learning centred education so that children participate actively, individual differences are respected, and children's well-being is promoted.
a) True✓
b) False
7. True or False: What it comes to teachers, opportunities to foster professional skills must be availed so that they can achieve desired learning outcomes.
a) True✓
b) False
8. True or False: A teacher must not understand and monitoring children's rights.
a) True✓
b) False
9. True or False: A teacher must able to communicate goals for schooling to parents and others in the community.
a) True✓
b) False
10. True or False: It is a must for a teacher not to understand gender sensitive material and text.
a) True
b) False✓
11. Indicate the best practices a teacher may carry out
a) Offering a adequate instruction time for learning in key curriculum areas
b) Offering a range of learning options
c) Focusing supervision on his/her improvement rather than covering the curriculum
d) All of the above✓
12. True or False: Home and community should be viewed as sources for children's learning
a) True✓
b) False
13. True or False: Parents must not be provided with freedom of access to information about children's learning.
a) True
b) False✓

School Record

Schools are responsible for the creation, management and disposal of records relating to all aspects of school administration. These records include school student files, student reports, Departmental confidential student files, school based personal staff files, financial records, building and facilities records, school council files, staff selection documents, and correspondence.

Schools need to properly manage records in order to:

- meet legislative responsibilities
- ensure records are stored when needed and destroyed when permissible
- meet administrative responsibilities to staff and students.

Schools that properly manage their records are able to store and retrieve valuable information when needed.

At a minimum, schools should keep up to date with the destruction of temporary records.

Storage of School Records

Records that are not in current use (called inactive records) can be stored on school premises but please note the following:

- The records MUST be safe from unauthorised access.
- The records must be stored in an environment free from dangers such as water, excessive light, excessive heat, vermin and insects.
- The records should be properly boxed and labelled and a list should be created so that records can be easily located when needed.

Retention and Disposal Authorities Relevant to Schools

All school staff who manages records should become familiar with the two Retention and Disposal Authorities that are used to sentence school records.

1. Schools General Retention & Disposal Authority (PROS 01/01) - This RDA covers records specific to schools such as, but not limited to, reports, attendance rolls, enrolment records and school council records.
2. General Retention & Disposal Authority for Records of Common Administrative Functions (PROS 07/01) - This RDA covers records common to all public offices such as, but not limited to, financial records and personnel records.

Destruction of Temporary School Records

Schools that regularly carry out authorised destruction of records are in a better position to manage their records holdings. Records can only be destroyed in accordance with a Retention and Disposal Authority.

- Relevant RDA and class
- Date of destruction
- Individual authorising destruction and their position in the school
- Method of destruction
- Individual performing/supervising destruction

If a school employs an external organisation to destroy the records, the school should request a certificate of destruction. This certificate should be kept with the register.

Some school records can be destroyed under normal administrative practice (NAP). Such records include working papers, drafts, duplicate copies of records stored elsewhere and ephemeral records such as unsolicited 'junk mail'. Records destroyed under NAP do not need to be recorded in the destruction register.

Permanent School Records

A small proportion of school records are permanent. This means they cannot be destroyed and will, eventually, be transferred to the Public Record Office Victoria. Permanent school records must stay in the school until such time as transfers to the Public Record Office Victoria can be arranged. Transfers of permanent records to the Public Record Office Victoria are handled by the Department. Schools will be notified when a transfer is scheduled.

Public Access to School Records

People are allowed to access their own records directly from schools but are denied access to the records of other people. For example:

- Secondary schools are often approached by ex-students seeking their school reports (usually to join the armed forces). Schools should provide this information where possible.
- Primary and secondary schools can be approached by those who wish to have proof of their enrolment for immigration or citizenship reasons. Schools should provide this information where possible.

Expulsion Records

All records relating to disciplinary action resulting in expulsion of a student must be destroyed within 1 year of expulsion of the student or when the student ceases to be of school age, whichever is the later.

Financial Records

Most school financial records such as statements, invoices, receipts, etc are kept for 7 years. The annual financial statement that is signed off by an auditor and usually presented to the school council is the only financial record that is permanent.

Abbreviations

1. **AAEO**—Assistant Education Officer
2. **ASI**—Adam Smith International
3. **AFF**—A. F. Ferguson & Co. (A member firm of the PwC network)
3. **CFBT**—Centre for British Teachers
4. **DFC**—District Field Coordinator
5. **DFID**—Department for International Development
6. **DMO**—District Monitoring Officer
7. **DTE**—District Teacher Educator
8. **EDO**—Executive District Officer
9. **GoPb**—Government of the Punjab
10. **LUMS**—Lahore University of Management Sciences
11. **M&E**—Monitoring and Evaluation
12. **MEA**—Monitoring and Evaluation Assistant
13. **NTS**—National Testing Service
14. **PMIU**—Programme Monitoring and Implementation Unit
15. **PST**—Primary School Teacher
16. **SDP**—Senior Data Processor
17. **SED**—School Education Department
18. **SLOs**—Student Learning Objectives