

## Introduction

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

## Definitions

- 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



## OBJECTIVE (MCQs)

**FOUR CHOICES ARE GIVEN, CHOOSE THE RIGHT CHOICE**

1. The curriculum of educational institutions in any \_\_\_\_\_ reflects the need and aspirations of the people at large.  
(A) Town (B) Province  
(C) Country✓ (D) Continent
2. The curriculum in the secondary schools in British India should have been formulated to meet the socio-\_\_\_\_\_ needs of the local people.  
(A) Development (B) Progressive  
(C) Independent (D) Economic✓
3. Warren Hastings was the first Governor-General of Britain, who had a working knowledge of both Bengali &  
(A) English (B) Urdu✓  
(C) Persian (D) Hindi
4. When Charles Grant raised his voice to make English the supreme language of administration to develop better understanding between the rulers and the ruled?  
(A) 1892 (B) 1782  
(C) 1772 (D) 1792✓
5. 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
6. A resolution was adopted by the parliament which became the 43rd section in the charter:  
(A) 1833 (B) 1813✓  
(C) 1835 (D) 1819
7. The victory of the Anglicists over the Orientalists drew a sharp dividing line between, the schools employing English as the medium of instruction and those using the native \_\_\_\_\_ languages.  
(A) Indian✓ (B) Muslim  
(C) Commonwealth (D) Regional
8. In order to classifying 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:  
(A) 2 (B) 3  
(C) 4✓ (D) 5
9. Which schools were lower stage secondary schools and their curriculum was not diversified?  
(A) Middle English Schools (B) Middle Schools✓  
(C) English Schools (D) Anglo-Vernacular Schools
10. The Despatch of \_\_\_\_\_ was not very specific about the subjects to be taught in secondary schools.  
(A) 1848 (B) 1850  
(C) 1852 (D) 1854✓
11. When the Indian Education Commission found the curriculum of schools "too academic, narrow, college preparatory, and examination ridden?"

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- (A) 1876 (B) 1880  
(C) 1882✓ (D) 1885

12. Which curriculum has been in a state of flux all over the world?  
(A) Education Curriculum (B) School Curriculum✓  
(C) College Curriculum (D) University Curriculum
13. Education is a \_\_\_\_\_ process of imparting knowledge, developing skills and inculcating proper interests, attitudes and values.  
(A) Fivefold (B) Fourfold  
(C) Threefold✓ (D) Twofold
14. Whenever the curricula are reviewed and redesigned for Secondary Schools and Higher Secondary Schools, the National Bureau of Curriculum & Textbooks constitutes National Committees for \_\_\_\_\_ subjects.  
(A) Basic (B) Secondary  
(C) Collective (D) Individual✓
15. The writing and publishing of textbooks is the responsibility of the Provincial Textbook:  
(A) Boards✓ (B) Bureaus  
(C) Corporations (D) Centres
16. Each Board either commissions a panel of authors for writing the manuscripts or invites the manuscripts through:  
(A) Bids (B) Open Competitions✓  
(C) Different Schemes (D) None of these
17. The manuscripts are edited by the Provincial Textbook Boards and sent to the Federal Ministry of Education for seeking approval for their:  
(A) Binding (B) Copying  
(C) Editing (D) Publication✓
18. At the secondary stage, diversification takes place and the students opt for either Science Group or:  
(A) General Group✓ (B) Mathematical Group  
(C) English Group (D) Urdu Group
19. Which is the national language of Pakistan?  
(A) Punjabi (B) Sindhi  
(C) English (D) Urdu✓
20. Medium of instruction at primary level in Pakistan is:  
(A) Urdu/English (B) Urdu/Provincial Language✓  
(C) English/Provincial Language  
(D) Urdu
21. Medium of instruction at higher secondary and university level is:  
(A) Urdu/Provincial Language (B) Urdu  
(C) Urdu/English✓ (D) English
22. There are \_\_\_\_\_ approximately working weeks in a year at primary and secondary levels.  
(A) 35✓ (B) 32  
(C) 30 (D) 25
23. When the pattern of curriculum which is being followed today in our universities was proposed by the Calcutta University Commission?  
(A) 1935 (B) 1928

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- (C) 1925 (D) 1919✓
24. 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
25. About \_\_\_\_\_ subjects of various disciplines are taught in the universities.  
(A) 70 (B) 80  
(C) 90 (D) 100✓
26. 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
27. When University Grants Commission (a federal level body) was established in Islamabad?  
(A) 1968 (B) 1972  
(C) 1974✓ (D) 1973
28. 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
29. 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
30. 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
31. Curriculum organization should be consistent with the unified manner in which \_\_\_\_\_ learn.  
(A) Students (B) Children✓  
(C) Teachers (D) All of these
32. 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✓ (B) Progressive  
 (C) Training (D) Experimental
45. How many aspects of vertical organization of the curriculum deserve attention?  
 (A) 4 (B) 2✓  
 (C) 3 (D) 5
46. The curriculum should never be considered finished product or a \_\_\_\_\_ plan.  
 (A) Basic (B) First  
 (C) Coming (D) Final✓
47. With the leadership of the principal and others, the staff should examine the programme:  
 (A) Independently (B) Continuously✓  
 (C) Monthly (D) Annually
48. Change for the sake of change is \_\_\_\_\_ desirable.

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