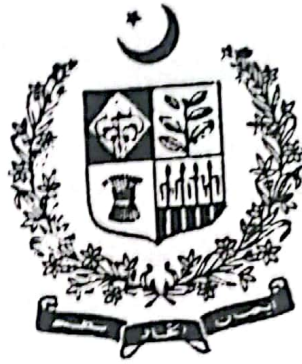




NATIONAL CURRICULUM
PAKISTAN STUDIES
FOR
CLASSES XI-XII

2002

GOVERNMENT OF PAKISTAN
MINISTRY OF EDUCATION
(CURRICULUM WING)
ISLAMABAD



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PREFACE

In pursuance of National Education Policy (1998-2010), a project on Curriculum Reforms (Vision 2010) is in progress. It aims to improve the quality of education through curriculum revision and textbook development. The highest priority has been assigned to the revision of curriculum with a view to update the entire course contents so that Ideology of Pakistan could permeate the thinking of young generation and help them with necessary conviction and ability.

Believing in participatory and coordinated approach the Ministry of Education requested the provincial governments/curriculum bureaux to attempt need based draft curricula in all the subjects for classes I through XII. Consequent upon this, the Government of the Punjab sent 36 titles and Government of NWFP sent 19 titles of draft curricula in different subjects to the Ministry of Education. The Bureau of Curriculum and Extension Center, Jamshoro Sindh, and Bureau of Curriculum and Extension Center, Quetta Balochistan furnished their comments on the existing curricula. To synchronize the feedback, the Ministry of Education appointed National Curriculum Development Committees. The panels of the committees were comprised of curriculum developers, subject specialists, university, college and school teachers. The representatives of National Curriculum Bureau and Provincial Curriculum Bureaux were also on the panels. The Committees analyzed and synthesized the comments. Global experiences of curriculum development were also kept in view while revising/ updating the National Curriculum.

In the light of the above considerations, the committees revised and updated the existing National Curriculum in Languages and Social Sciences for classes I through XII and General Science for classes IX-X. The philosophy of underlying National Curriculum is Islam and Ideology of Pakistan as set by the Parliament Act X, 1976. The objectives of the National Curriculum are framed in the light of the objectives of the latest National Education Policy (1998-2010). Purposeful learning competencies are suggested in each subject. These aim to provide the learners, skills for continuing education, civilized behaviour and attitude to become useful and peaceful citizens. The objective is also to provide them with the skills for economic development. Horizontal and vertical articulation of the contents at all levels/classes is made to make the curriculum free from gaps, overlapping, overloading and repetition. Attempt is made to make the curriculum more representative and responsive to the Ideology of Pakistan and societal needs. We still believe that curriculum development is a continuous process and can be made more responsive that is the reason, the Ministry would welcome comments and critique from community members and the users. This will help us in making the curriculum more effective and need based.

The Ministry of Education appreciates the contributions of all the Provincial Governments, Curriculum Bureaux and the National Curriculum Development Committees towards the revision of the National Curriculum.

(DR. HAROONA JATOI)
Joint Educational Adviser

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INTRODUCTION

Pakistan Studies was introduced as a compulsory subject both at Secondary and Higher Secondary levels in early 1980s, in order to promote and strengthen national integration, cohesion, solidarity and harmony among the new generation. It was also desired to inculcate interest and create consciousness among the students about the national affairs and issues, to prepare them for positive and constructive role as responsible citizens of Pakistan. For the realization of these achievable goals, a very dynamic, realistic, interesting and objective-oriented curriculum of the subject was needed. For this purpose, a cross multi-disciplinary approach of area studies was employed in the process of curriculum development for the subjects at various levels in which History, Geography, Politics, Economy, Society/culture, languages/literature and international relations of Pakistan were focused to enable the students to acquaint themselves with various aspects of national life. Keeping in view all shortcomings, the Ministry of Education revised the National Curriculum in Pakistan Studies at Secondary and Higher Secondary levels in the light of the following parameters:

1. Vertical linkage of contents of both the curricula at Secondary and Higher levels.
2. Observing 33-35% cognitive domains; 33-35% affective domains and 33-35% psychomotor domains, while framing the objectives, selection and translation of the contents.
3. Culminating and strengthening the Ideology of Pakistan in letter and spirit.
4. Socio-cultural and economic development of Pakistan in the perspective of the contemporary and 21st Century needs.
5. The feedback received from the provinces.

The concepts of Ideology of Pakistan are rehearsed. The entire course contents both at Secondary and Higher Secondary levels are restructured in the light of its spirit and values. The gaps, repetition, overlapping and overloading of the contents are removed. The subject is made interesting and dynamic. Vertical and horizontal articulations are made with reference to the other subjects particularly, the Social Studies offered as a compulsory subject up to lower secondary level. The concepts and contents on various topics are broadened and strengthened. These will enhance the vision of the students and provide a solid base for the promotion of the subject.

OBJECTIVES

1. To inculcate the sense of gratitude to Almighty Allah for His all blessings.
2. To emphasize learning of various concepts regarding Pakistan Studies in a way that it encourages observation, creativity and other higher order skills.
3. To promote and understand Ideology of Pakistan, struggle of Muslims for emergence of an ideological state, and efforts for achieving the goals of Islamization.
4. To enhance the understanding of physical and human aspects of Pakistan Geography.
5. To develop awareness regarding some socio-cultural aspects of the civic life.
6. To develop positive attitudes towards the role of the people in the development of society.
7. To create awareness about current socio-cultural and socio-economic patterns of society.
8. To create awareness in relation to Pakistan's International relations.

LEARNING COMPETENCIES

Chapter-I

GENESIS OF ISLAMIC REPUBLIC OF PAKISTAN

Objectives	Contents	Guidelines for Authors
<p>1. To understand and appreciate the spread of Islam as a progressive, social and economic discipline in South Asia.</p> <p>2. To know about the social and cultural changes brought by Islam with particular emphasis on the contribution of the Ulema.</p> <p>3. To realize the importance of revival of Islamic Society in the changing world context and Pakistan, being a step towards this revival.</p> <p>4. To understand the importance of the struggle and appreciate the role of different personalities and people in various provinces.</p> <p>5. To know about the mass political struggle under the banner of Muslim League.</p>	<p>I. Ideology of Pakistan - Concept - Components:-</p> <ol style="list-style-type: none"> 1. Islam 2. Democracy 3. Social justice, equality and responsibility. 4. Basic Human Rights. <p>II. Pakistan – The result of Muslim Struggle</p> <ol style="list-style-type: none"> 1. Tehrik-e-Khilafat. 2. Foundation of Muslim League, 3. Ali Garh Tehrik. 4. Pakistan Resolution. 5. Cripps' Mission. 6. Elections of 1945-46 7. Cabinet Mission Plan. 8. Simla Conference. 9. Interim Government. 10. 3rd June 1947 Plan. 11. Independence Act 1947 12. Emergence of Pakistan. 	<ol style="list-style-type: none"> 1. Textbook should reflect the role of Ideology of Pakistan in the promotion of Social, Cultural and Economic well being of all the people and areas of the country. 2. The writer should ensure that all the achievements were the result of a democratic process.

Chapter-II

INITIAL PROBLEMS OF ISLAMIC REPUBLIC OF PAKISTAN

Objectives	Contents	Guidelines for Authors
<ol style="list-style-type: none"> 1. To know about the salient aspects of partition. 2. To appreciate the leadership and guidance provided by Quaid-i-Azam. 3. To appreciate the sufferings and scarifies made by the people of Pakistan. 	<p>A. Problems:</p> <ol style="list-style-type: none"> 1. Introductory remarks. 2. Red Cliff Award – Its injustices. 3. Administrative problems. 4. Influx of Refugees. 5. Division of Assets. 6. Division of Armed Forces and Assets. 7. Water/Canal Dispute. 8. Accession of Princely States. (Junagarh, Manawdar, Kashmir, Hyderabad Daccan). 9. What actions were taken to resolve the problems. 10. National Solidarity and Stability. <p>B. The vision of Quaid-i-Azam Muhammad Ali Jinnah about Pakistan</p> <ol style="list-style-type: none"> 1. Settlement of Refugees. 2. Advice to Govt. officials for national service. 3. Provincialism, parochialism. 4. Guiding principles for the economy of Pakistan 	<p>The text should briefly narrate the initial difficulties and highlight the guidance provided by Quaid-i-Azam alongwith the sacrifices made and shared by all the people of Pakistan, at this stage.</p>

	<p>5. Guiding principles of Foreign Policy.</p> <p>6. Advice to the students to concentrate on education.</p> <p>C) Ways and means to resolve problems:</p> <p>i) Leadership qualities.</p> <p>ii) Negotiations, premises, concessions, discussions.</p> <p>iii) Faith, Unity and Discipline.</p>	
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Chapter-III

GEOGRAPHY OF ISLAMIC REPUBLIC OF PAKISTAN

Objectives	Contents	Guidelines for Authors
<ol style="list-style-type: none"> 1. To appreciate the strategic location of Pakistan. 2. To know about the salient physiographic and climatic conditions of Pakistan. 3. To appreciate the various geographic and political parts of Pakistan. 4. To know about the landscapes and their development. 5. To appreciate geographic potential and environment. 6. To understand interaction within and between human processes. 	<ol style="list-style-type: none"> 1. Physiography of Pakistan. 2. Climatic zones of Pakistan. 3. Imbalanced Economic Growth and Regional Disparities. 4. Influence of climate on human life. 5. Geo-strategic position. 6. Attraction for tourists. 7. Gateway to land locked countries: Afghanistan, Central Asian Republics. 8. Map reading. 	<p>The chapter should describe the evolution of Pakistan in such a way that knowledge about all parts of the country is imbibed but encyclopedia narration is avoided. Graphic illustrations and maps should suffice in place of mathematical tables. Attempt should be made to familiarize the students with the great geographic varieties of terrain, climate and natural regions. The text on political divisions of the country should introduce each area as integral segment.</p>

Chapter - IV

STEPS TOWARDS AN ISLAMIC REPUBLIC OF PAKISTAN

Objectives	Contents	Guidelines for Authors
1. To know about the cardinal principles of the constitution of Pakistan.	1. Significance and impact of Objectives Resolution 1949.	<p>The chapter may begin with the objectives Resolution as the cardinal principles of state policy and then narrate basic Islamic provisions in the Constitution of Pakistan with particular reference to 1973 Constitution. The step towards Islamization in Pakistan since 1949 be incorporated in a way that all aspects of social and economic life of the people are covered.</p> <p>Fundamental Rights are to be elaborated in such a way as to make the students understand what their place in the society is.</p>
2. To know about the Islamic Provisions.	2. Islamic provisions in the constitutional documents.	
3. To appreciate the implementation of constitutional provisions on Islamization.	3. Steps towards Islamization since 1949.	
4. To know the Fundamental Rights granted by the constitution.	4. Difficulties in the way of Implementing Islamic provisions.	
	5. Rights and responsibilities.	
	6. Affects: if one breaches and deviates from them.	
	7. Human Rights.	
	8. Salient features World Human Rights Declaration – 1948.	
	9. Khutba Hujjat-ul-Vida, the comprehensive charter of Human Rights.	

Chapter - V
ADMINISTRATIVE STRUCTURE OF PAKISTAN AND GOOD GOVERNANCE

Objectives	Contents	Guidelines for Authors
<ol style="list-style-type: none"> 1. Acquaintance with the institutions and their role in the uplift of the country. 2. Knowledge of the working of political institutions in the Islamic Republic of Pakistan. 3. Understand role of an individual in the progress of the country. 4. Knowledge of leadership in the country. 5. Understand the Islamic perspective of Good Governance and its role in the devolution of power plan. 6. Comprehend the obstacles and their remedies in the way to Good Governance. 	<ol style="list-style-type: none"> 1. Federal Government – various Institutions and their functions. 2. Provincial Governments and their functions. 3. Local Governments with reference to Devolution Plan 2001. 4. Islamic perspective of good governance. 5. Administration in the era of Hazrat Umar (R.A.U). 6. Devolution of power Plan and Good Governance. Targets and expectations. 7. Obstacles and remedies in the way to Good Governance. 	<p>The chapter should briefly give solid information to the student about the structure of both the Federal and Provincial Government spotlighting the working of various institutions. It should also emphasize the importance of the Local Government Institutions for the successful operation of democracy and that of the rise of new leadership on national level having roots in the masses.</p>

Chapter - VI

CULTURE OF ISLAMIC REPUBLIC OF PAKISTAN

Objectives	Contents	Guidelines for Authors
<ol style="list-style-type: none"> 1. To get acquainted with the antiquity of civilization in Pakistan. 2. To know about the cultural heritage of Pakistan. 3. To appreciate the common characteristics of Pakistan culture. 4. To recognize the gender equity issue in relation to women's rights in Islam and policies adopted in Pakistan for women's participation in Socio-Political affairs. 	<ol style="list-style-type: none"> 1. Meaning and significance of culture: 2. Ancient Civilization with reference to Pakistan Epitome from "History of World" by Tryon Be. 3. Cultural Heritage of Pakistan: main sites. 4. Common Characteristics of Pakistan Culture. Be Pakistani, buy Pakistani by Pakistani. 5. Gender equity; issues and problems. 6. Rights of women in Islam. 7. Policies for women participation in socio-political affairs of Pakistan. 	<p>The chapter should start with depicting Pakistan as cradle of old civilization and text should be built around cultural heritage of Pakistan. The text on common characteristics of Pakistani culture should bring out unity through diversity.</p>

Chapter - VII
LANGUAGES OF ISLAMIC REPUBLIC OF PAKISTAN

Objectives	Contents	Guidelines for Authors
<p>1. To understand the importance of language as vehicle of cultural integration and human relationship.</p> <p>2. To know about the important languages of Pakistan.</p>	<p>1. Languages as vehicle of cultural integration and human relationship.</p> <p>2. The National Language –Urdu: Historical development</p> <p>3. Regional languages in Pakistan:</p> <ul style="list-style-type: none"> - Punjabi - Pushto - Sindhi - Balochi 	<p>The chapter should present the language as a vehicle of cultural integration and human relationship in general and then give salient features of the important languages of Pakistan.</p>

Chapter VIII

NATIONAL INTEGRATION AND PROSPERITY

Objectives	Contents	Guidelines or Authors
<ol style="list-style-type: none">1. To create awareness about national integration and cohesion.2. To develop understanding about the importance of integration and cohesion in an Islamic Society.3. To create awareness about the problems in the way of national integration cohesion in Pakistan and remedial measures.	<ol style="list-style-type: none">1. Meaning of national integration and cohesion.2. Significance in an Islamic Democratic State.3. Problems in the way to national cohesion and integration in Pakistan.4. Remedial measures. My, your and our role.	<ol style="list-style-type: none">1. The chapter needs an approach to develop the sense of love for the country in Islamic background.2. The textual material should develop the sense of equity and brotherhood among the students.

Chapter - IX

ECONOMIC PLANNING AND DEVELOPMENT IN ISLAMIC REPUBLIC OF PAKISTAN

Objectives	Contents	Guidelines for Authors
<ol style="list-style-type: none"> 1. To know about Economic Planning and its importance. 2. To know about the efforts for economic development of Pakistan in specific fields and the impact of science and technology on economic development and change. 	<ol style="list-style-type: none"> 1. Meaning and Importance of Economic Planning and Development. 2. Agricultural Development. 3. Industrial Development. 4. Trade and Commerce. 5. Natural Resource Development and their conservation. 6. Education and Health for All. 7. Information Technology. 8. Economic Planning in the light of all five years plans: <ol style="list-style-type: none"> 1. Strategy. 2. Targets 3. Achievements. <p>An overview of the Plans as a whole.</p>	<p>The Chapter needs an approach that is interesting as well as effective in building confidence in natural resources of Pakistan with human integrity and application of science and technology. Role of education in economic development and social change should be given due emphasis.</p>

Chapter - X

FOREIGN POLICY OF ISLAMIC REPUBLIC OF PAKISTAN

Objectives	Contents	Guidelines for Authors
<ol style="list-style-type: none">1. Understanding Foreign Policy and the Factors that go to shape the Foreign Policy of Pakistan.2. Appreciate the trends in the Foreign Policy of Pakistan.	<ol style="list-style-type: none">1. Definition of Foreign Policy.2. Principles of the Foreign policy of Pakistan.3. Objectives of the Foreign Policy of Pakistan.4. Determinants of the Foreign Policy of Pakistan.5. Foreign Policy of Pakistan with China, India, Iran, USA, Afghanistan, Saudi Arabia.6. A glimpse of World Affairs and our Foreign Policy successes and failures.	<p>The Chapter should cover the specific topics with additional discussion as to how the objectives are achieved in the implementation of Foreign Policy.</p>

TEACHING STRATEGIES

The curriculum aims at encouraging skills like observation, curiosity, creativity, questioning, application, etc. So the teaching methodology should be adopted in a way that it promotes the higher order skills. To achieve the purpose the following steps in teaching learning process should be kept in view:

- The teacher should plan their lesson keeping in view the objectives of the National Curriculum.
- The active involvement of students is the key for successful delivery of the curriculum. So, for the purposeful learning, group for discussion with assignment should be organized.
- The use of audio-visual aids should be organized properly. It should be the part and parcel of classroom activities.
- The National Curriculum is activity oriented. It demands that the teachers should consider the curriculum and other reference materials, keeping in view the following teaching strategies:
 1. Investigative approach.
 2. Activity oriented approach.
 3. Student centered approach.
 4. Question/answer approach.
 5. Group discussions.
 6. Seminar.
 7. Role play
 8. Speeches/Debates:

GUIDELINES FOR THE TEXTBOOK DEVELOPERS

Organization and Content:

- While developing textual material graded vocabulary should be used. The language should be simple, clear and logical.
- The time limit for the course completion should be considered.
- The book should be student centered as well as teacher centered and avoid unnecessary details while developing the material.
- The sequential development of topics as suggested in the curriculum should be kept in mind.
- The activities and guidelines for teachers should be given at proper places.
- There should be glossary at the end of the textbook to clarify the key terms.

Physical Features

- For creating interest among the students, the textual materials should be presented through attractive and proper diagrams/ maps/illustrations.
- Font, size and setting of the textual materials should properly be checked. It should be with respect to the age level of the students.
- The arrangement of pages, exercises and model test items at the end of each chapter should be corrected.

ASSESSMENT AND EVALUATION

The assessment is a tool to know how far the objectives of the curriculum are achieved. It depends upon the way and means of assessment and its various patterns. The assessment pattern should be in accordance with the needs of curriculum. It should be designed in a way that the students are encouraged for improving skills such as observation, curiosity, creativity, application, etc. The following points, while developing tests may be kept in view:

- In addition to the final examination, two internal examinations should be arranged during the academic year, for each class.
- There should be at least two periodic/monthly tests in addition to the class/home work. Assignments should cover 40% of total marks towards annual assessment for each class. This may be treated as bare minimum for promotion to the next class.
- For continuous assessment of the students at classroom level new techniques of testing and evaluation should be adopted. For example developing a good test (valid and reliable).
- For the public examinations, the tests or examination papers should comprise of subjective and objective test items in the ratio of 80:20 respectively, it must cover the whole range of the contents and skills suggested in the National Curriculum.
- The proper care should be taken to prepare the objective type questions relating to knowledge, comprehension, application, analysis and synthesis.
- The proportion of test items at skill level may be 30% for factual knowledge 40% for comprehension and 30% for higher order skills.

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