



**NATIONAL CURRICULUM  
EDUCATION  
FOR  
CLASSES XI-XII**

**MARCH 2002**

**GOVERNMENT OF PAKISTAN  
MINISTRY OF EDUCATION  
(CURRICULUM WING)  
ISLAMABAD**





# **NATIONAL CURRICULUM**

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(40)

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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.

2. 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.

3. 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.

4. 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

Education, the subject as such was introduced as an elective subject at Higher secondary level in mid seven of the last century. In 1984, the curriculum of the subject was revised. Our changing socio-economic needs of the 21<sup>st</sup> Century demand to revise the curriculum in the light of the new dynamics and realities.

## AIMS

1. To make the students understand the basics and fundamentals of Education as a subject.
2. To make the student aware about the role of Education in the development of an individual and society.
3. To make the students understand the principles and procedures of the National System of Education and it's various organizations.
4. To create an interest in the children for teaching as a profession.

## OBJECTIVES

1. To understand the basics of Education as a subject.
2. To familiarize with the process of child growth, development and learning.
3. To develop an awareness of the role of Education in society.
4. To familiarize with the development and problems of Education in Pakistan.

## Outlines of Syllabus

The syllabus has been divided into two parts A and B. Part A is meant for Class-XI and Part B is for Class-XII. Both papers A and B each is of 100 marks and three hours of duration. In Paper A students will attempt one compulsory question (objective type) and four out of eight other questions. Each question will be of 20 marks. In Paper B students will attempt five questions. One compulsory question (objective types) and four out of eight other questions. The compulsory and eight other questions will cover Unit-I & II 50% each by weightage. All questions will carry equal marks i.e 10 marks each. Paper setters are suggested to follow Bloom's taxonomy while setting the papers.

### Class XI

	Weightage %
<b>Unit – I</b>	40
1. Education	
2. Aims of Education	
3. Foundation of Education	
<b>Unit – II</b>	20
4. Human Development	
5. Learning	
<b>Unit – III</b>	30
6. Society, Community and Education	
7. Guidance and Counseling	
8. Curriculum, syllabus and textbooks	10
Exercises	10

### Class XII

	Total	100
<b>Unit – I</b>		47
9. Muslim Education system in Sub-continent		
10. British Education System in Sub-continent		
11. Policies and Plans of Education in Pakistan		
<b>Unit – II</b>		43
12. Educational Problems in Pakistan		
13. Role of various organizations on contribution towards education		
Exercises		10
Total		100

# LEARNING COMPETENCIES FOR CLASS XI

## PART-I UNIT-I CHAPTER - I EDUCATION

Objectives	Concepts	Contents	Activities	Evaluation
<p><b>Cognitive</b></p> <p>1. Enumerate the elements and functions of Education</p> <p><b>Affective</b></p> <p>1. Describe the importance of Education</p> <p>2. Appreciate the importance of Education as source of conversation, transmission and reformation of culture heritage.</p> <p><b>Psychomotor</b></p> <p>1. Ask questions seek clarification, support their ideas during the discussion in small groups.</p> <p>2. Listen to others: share ideas verbally take turns while working in small groups.</p>	<p>1. Introduction to Education</p> <p>2. Elements of Education</p> <p>3. Functions of Education</p>	<p>1. Importance and description of Education</p> <p>2. Role and Scope of Education as a subject/discipline</p> <ul style="list-style-type: none"> <li>- Teachers</li> <li>- Students</li> <li>- Content areas</li> <li>- Milieu</li> <li>- Environment Culture</li> </ul> <p>3. Function of Education</p> <p>4. Model of Education, Formal, informal and non-formal</p> <ul style="list-style-type: none"> <li>- Conversation</li> <li>- Transmission</li> <li>- Reformation</li> </ul>	<p>1. Small group</p> <p>2. Discussion on the scope of education</p> <p>3. Ask students to indicate on a grid how each elements is affected by:</p> <ul style="list-style-type: none"> <li>- A discipline problem</li> <li>- A text</li> <li>- Lack of electricity on a hot day</li> <li>- Undertaking an inquiry</li> </ul>	<p>1. What do you mean by the term Education?</p> <p>2. What are the elements of Education?</p>

## CHAPTER-II

### AIMS OF EDUCATION

Objectives	Concepts	Contents	Activities	Evaluation
<b>Cognitive</b> Describe the aims of Education <b>Affective</b> Realize the importance of educational aims <b>Psychomotor</b> Work cooperatively during group discussion	Aims of Education	1. Spiritual and Moral aims 2. Intellectual aims 3. Economic/ Vocational aims 4. Citizenship (Socio-cultural) aims 5. Types of Education - Specific - General	Discussion in group?	1. Question/ Answer Session 2. What are the aims of Education? 3. Observation of students while working in small groups

## CHAPTER-III

### FOUNDATIONS OF EDUCATION

Objective	Concepts	Contents	Activities	Evaluation
<p><b>Cognitive</b></p> <p>1. Enlist and explain the Islamic, philosophical, sociological and psychological foundations of Education</p> <p>2. Define the terms Philosophy Sociology and Psychology</p> <p>3. Give reasons for their choices</p> <p><b>Affective</b></p> <p>Express their feelings regarding contribution of psychology to education</p> <p><b>Psychomotor</b></p> <p>Select key ideas from the text.</p>	<p>1. Foundation of Education</p> <p>2. Islamic Foundation</p> <p>3. Philosophical foundation</p> <p>4. Psychological foundation</p>	<p>1. Introduction</p> <p>2. Islamic Foundation of Education</p> <p>3. Importance of Education in Islam.</p> <p>4. Sources of knowledge</p> <p>Philosophical foundations</p> <p>5. What is Philosophy, Philosophical Foundation?</p> <ul style="list-style-type: none"> <li>- Ideology</li> <li>- Religious</li> <li>- Customs, nouns &amp; students</li> </ul> <p>6. Relationship between philosophy and Education</p> <p>7. Contribution of Philosophy to Education</p> <p>Psychological foundations.</p> <p>8. What is Psychology?</p> <p>9. Relationship between Education and Psychology.</p> <p>10. Contribution of Psychology of Education</p> <p>11. Meaning of Sociology and Economics</p> <p>12. Relationship and Contribution of Sociology and Economics to Education</p> <ul style="list-style-type: none"> <li>- Social benefits</li> <li>- Economics benefits</li> </ul>	<p>1. Discussion in-group</p> <p>2. From the text identify key contribution of Philosophy to education.</p> <p>3. Ask students to Identify the contribution of Psychology</p> <p>4. Contribution on of sociology on education they like best and state why?</p> <p>5. Contribution on of economics education.</p>	<p>1. Define the terms Philosophy, Sociology and Psychology</p> <p>2. What is the Islamic ideology of life?</p> <p>3. What are the relationship of society and economics?</p> <p>4. What is importance of Education?</p> <p>5. Scientific study of Human Behaviour and mental process.</p>

## UNIT –II

### CHAPTER-IV

### HUMAN DEVELOPMENT

Objective	Concepts	Contents	Activities	Evaluation
<p><b>Cognitive</b></p> <p>1. Describe &amp; differentiate the concepts of Human growth and development</p> <p>2. Identify the factors affecting development</p> <p>3. Identify the individual differences among the children</p> <p>4. Explain the individual differences that are a result of heredity and the environment</p> <p><b>Affective</b></p> <p>Respect those different from themselves</p> <p><b>Psychomotor</b></p> <p>1. Recognize difference based on observation</p> <p>2. Make a graph based on collected data.</p>	<p>1. Human development</p> <p>2. Factors effecting development</p> <p>3. Individual differences (meaning and definition)</p> <p>4. Causes of individual differences</p>	<p>1. Explanation of the concepts of Human Development and Growth.</p> <p>2. Difference between growth and development with examples</p> <p>Principles of Development</p> <ul style="list-style-type: none"> <li>- Nature</li> <li>- Nurture</li> <li>- Family Care</li> <li>- Food</li> <li>- Climate</li> <li>- Heredity</li> <li>- Environment</li> </ul> <p>3. Individual differences and teaching learning process.</p>	<p>1. Group work discussion</p> <p>2. (Environment) students can be asked to identify the in hearted differences of students in their class e.g. eye colour hair colour height colour kind of hair etc.</p> <p>3. Make a bar graph to illustrate these differences</p> <p>4. Group work</p> <p>5. Discussion</p> <p>6. Question Answer methods</p>	<p>1. Short answer questions:</p> <p>2. What do you mean by growth?</p> <p>3. What is difference between growth and development?</p> <p>4. What are the factors effecting development?</p> <p>5. What are the causes of individual differences?</p> <p>6. Essay question:</p> <p>a) What do we mean by rid " dig?</p> <p>b) List three differences based on heredity and three differences that result from environmental difference.</p> <p>c) Explain how these differences affect the teaching /learning process.</p> <p>7. Assess the bar graph made by students.</p>

## CHAPTER-V

### LEARNING

Objective	Concepts	Contents	Activities	Evaluation
<p><b>Cognitive</b></p> <p>1. Define and explain the concept of learning</p> <p>2. Name and explain the methods of learning</p> <p><b>Affective</b></p> <p>Appreciate the rigour involved in learning</p> <p><b>Psychomotor</b></p> <p>1. Draw a map, make a kite/doll, and make a pot of every day.</p> <p>2. List and explain the condition required for learning</p> <p>3. Recognize what motivates then.</p>	<p>1. Learning</p> <p>2. Methods of learning</p> <p>3. Laws of Learning</p> <p>4. Conditions of learning</p> <p>5. Theories of learning.</p>	<p>1. Meaning and definitions</p> <p>2. Trail and error, imitation, insight (arising from intellectual rigour, learning by doing.</p> <p>3. Law of readiness</p> <p>4. Law of Exercise</p> <p>5. Law of Effective</p> <p>6. (Readiness, motivation, interest</p> <p>Attention, meaningful/relevant, attitude</p> <p>7. Behaviorist theories</p> <p>8. Cognitive theories</p>	<p>1. Brainstorm to come up with a definition of learning</p> <p>2. Have students</p> <p>3. Draw a map of Pakistan (trial &amp; error)</p> <p>4. Make a kite/doll following the trainings demonstration (imitation)</p> <p>5. Written material from which students of question (insight)</p> <p>6. Make a pot using clay (doing)</p> <p>7. Have students identify the source of motivation for learning the subject of education.</p> <p>8. Observe students while learning by trial error, imitation, insight and learning by doing.</p>	<p>1. Short question answers</p> <p>2. What do you mean by learning?</p> <p>3. What are the methods of learning?</p> <p>4. What are the conditions of learning?</p>

## CHAPTER-VI

### SOCIETY COMMUNITY AND EDUCATION

Objective	Concepts	Contents	Activities	Evaluation
<b>Cognitive</b> 1. Explain the relationship between education and society 2. Recognize the relationship between school and community <b>Affective</b> Appreciate the contribution of schools to the development of the community <b>Psychomotor</b> Lead the group discussion work cooperatively with other	1. Society Community and Education  2. Develop- ment  3. Progress	1. Society and community (meaning and definition)  2. Explain the Interrelationship of society and Education  3. Description of the role of education in the development of individual and society.	1. Group discussion  2. Give examples from their own lives on the role of education have played in their own development and in the development of society.	1. What is the importance of community in education?  2. What is the role of education in the development of individual?



## CHAPTER-VII

### GUIDANCE AND COUNSELING

Objective	Concepts	Contents	Activities	Evaluation
<p><b>Cognitive</b></p> <p>1. Explain the meaning of guidance &amp; Counseling.</p> <p>2. Define the role of Education for the development of society and individual</p> <p>3. Define the terms guidance and counseling</p> <p>4. Understand and Appreciate the need, importance and role of guidance and counseling for human life particularly in education.</p> <p><b>Affective</b></p> <p>1. Identify their intellectual abilities personal strengths etc.</p> <p>2. Accept ones potential and limitations.</p> <p><b>Psychomotor</b></p> <p>1. Respect for all kinds of work</p> <p>2. Counsel youngsters then themselves.</p>	<p>1. Guidance and counseling</p> <p>2. Methods</p>	<p>1. Guidance and counseling (meaning and definition)</p> <p>2. Needs &amp; role of guidance and counseling in school.</p> <p>3. Forms of guidance (Education and Career)</p> <p>4. Need and importance of counseling in schools.</p> <p>5. Types and methods of counseling.</p>	<p>1. The teacher will guide the students how to choose their career?</p> <p>2. Asking them to identify their intellectual utilities and personal</p> <p>3. Identify the abilities and strengths required by different professions</p> <p>4. Match their abilities and strengths with the professions to identify which are not suitable for them.</p> <p>5. Counsel someone at home or school.</p>	<p>1. Students identify their intellectual abilities, their personal strengths to identify career most suitable for them</p> <p>2. Assess students ability to recognize their abilities &amp; strengths and match them with appropriate professions.</p>

## CHAPTER-VIII

### CURRICULUM, SYLLABUS, AND TEXTBOOK

Objective	Concepts	Contents	Activities	Evaluation
<p><b>Cognitive</b></p> <p>1. Define and explain the concept of curriculum</p> <p>2. Differentiate between curriculum, syllabus and textbooks.</p> <p>3. Describe the elements of curriculum and show their interrelationship</p> <p><b>Affective</b></p> <p>Analyze a textbook to identify its strengths and weakness</p> <p><b>Psychomotor</b></p> <p>1. Explain the characteristics of a good curriculum and effective teaching</p> <p>2. Identify the characteristics of good textbooks.</p> <p>3. Appreciate the difficulty in writing of textbook</p> <p>4. Work cooperatively to complete a task.</p>	<p>1. Curriculum, syllabus and textbooks</p> <p>2. Curriculum development</p> <p>3. Impact of teaching learning process.</p> <p>4. Discussion regarding characteristics of good curriculum.</p> <p>5. Characteristics of good textbooks</p> <p>6. Impact of curriculum on effective teaching learning process.</p>	<p>1. Meaning and definition of curriculum.</p> <p>2. Differences between curriculum, syllabus and textbooks</p> <p>3. Components of curriculum and their interrelationship.</p> <p>4. Importance of Assessment and evaluation.</p>	<p>1. Make a list of the characteristics of good textbooks</p> <p>2. In small groups analyze a textbook to see how many characteristics it has</p> <p>3. Making a list of their own courses of study and valuating them with future possible careers</p> <p>4. Develop the criteria for an essay question and then check the question back on the criteria.</p>	<p>1. Short questions</p> <p>2. What is curriculum?</p> <p>3. List the elements of curriculum?</p> <p>4. Enumerate the characteristics of a good textbook.</p>

# LEARNING COMPETENCIES FOR CLASS XII

## UNIT-I

### CHAPTER – IX

#### MUSLIM EDUCATION IN SUB-CONTINENT

Objectives	Concepts	Contents	Activities	Evaluation
<p><b>Cognitive</b></p> <p>1. Explain the contribution of selected Muslim thinkers towards Education.</p> <p>2 List the salient features of the Muslim system of education.</p> <p>3. Contrast (show different) between the Muslim Educational tradition and the British System of Education.</p> <p><b>Affective</b></p> <p>1. Recognize and appreciate the contribution</p> <p><b>Psychomotor</b></p> <p>Interpret, organize and present information.</p>	<p>1. Salient features of Education system of Muslim Era.</p>	<p>1. Historic back ground (Maktab, Madrassa Education)</p> <p>2. Contribution of Muslim thinkers towards education with special reference to:                      - Al-Ghazali                      - Ibni-Khaldon                      - Ibni-Seena                      - Al-Zurnuzi</p> <p>3. Concept of knowledge</p> <p>4. Aims &amp; objective of education</p> <p>5. Curriculum</p> <p>6. Methods of teaching</p> <p>7. Student training relationship</p> <p>8. Salient feature, of the Muslim system of Education in Indo-Pak.                      - Objectives                      - Curriculum and Content                      - Administration                      - Teaching Methods                      - Evaluation</p>	<p>1. Group work</p> <p>2. Question Answer discussion</p> <p>3. Read, interpret and organize the information on the selected Muslim thinkers</p> <p>4. Present the information colleagues</p>	<p>1. What are the importance of Maktab and Madarssa in Education</p> <p>2. Write down salient feature of the Muslim system of Education?</p>

## CHAPTER-X

### BRITISH EDUCATION SYSTEM IN SUB-CONTINENT

Objectives	Concepts	Contents	Activities	Evaluation
<p><b>Cognitive</b></p> <p>1. Compare the Deoband and Aligarh Movement</p> <p>2. Evaluate the contribution by Muslims Educational Movements in sub-continent during British rule.</p> <p>3. Ask question seek clarification and support ideas and unbalance ideas of others during discussion.</p> <p><b>Affective</b></p> <p>1. Appreciate the contribution of the deoband and Ali Garh Movements of education.</p> <p><b>Psychomotor</b></p> <p>1. List the salient features of the British Education system in the sub-continent</p>	<p>British Education system in the sub-continent.</p>	<p>1. Introduction</p> <p>2. Beginning of East Indian Company</p> <ul style="list-style-type: none"> <li>- Charter act (1813)</li> <li>- Woods dispatch (1854)</li> <li>- Sergeant Report (1944)</li> </ul> <p>3. Muslim Education Movements:</p> <ul style="list-style-type: none"> <li>- Deoband Movement</li> <li>- Ali Garh Movement</li> </ul>	<p>1. Read the text and identify the similarities and difference of the Deoband and Aligarh Movement.</p> <p>2. Discuss how these movements have influenced education in Pakistan</p> <p>3. Using a checklist identify students who:</p> <ul style="list-style-type: none"> <li>- Ask questions</li> <li>- Seek clarification</li> <li>- Support ideas</li> <li>- Challenges ideas of others.</li> </ul>	<p>Evaluation he students during activities.</p>

## CHAPTER-XI

### POLICIES AND PLANS OF EDUCATION IN PAKISTAN

Objectives	Concepts	Contents	Activities	Evaluation
<p><b>Cognitive</b></p> <p>1. Describe how the Ideology of Pakistan has influenced Education.</p> <p>2. Compare the 1972 –80 Education Policies with the 1992 Education Policy.</p>	<p>1. Policies and plans of Education in Pakistan</p>	<p>1. Introduction: - Implications of Ideology of Pakistan for Education</p> <p>- Salient feature of the following Education Policy</p> <p>- First Educational Conference 1947</p> <p>- Report of the commission on NE, 1959.</p> <p>- Education Policy 1970</p> <p>- Education Policy 1972</p> <p>- Education Policy 1972-80</p> <p>- NEP and Implemental Programme 1979</p> <p>- National Education Policy 1992-2002</p> <p>-National Education Policy 1998-2010</p>	<p>1. Make a grid to show the comparisons between the objectives of the 1947, 1972-80, 1992 and 1998-2010 Education Policy</p> <p>2. Compare the 1972-80 Education Policy with the 1992 –2002 Education Policy.</p> <p>3. Analyze the present Education Policy to identify key changes it suggests.</p>	<p>1. What is ideology of Pakistan?</p> <p>2. Evaluate/assess the Students during activities.</p>
<p><b>Affective</b></p> <p>1. Appreciate the process of educational development in Pakistan with special reference to educational conferences and policies.</p>				
<p><b>Psychomotor</b></p> <p>Analyze the present Education Policy. (1998-2010)</p>				

## CHAPTER-XII

### EDUCATIONAL PROBLEMS IN PAKISTAN

Objectives	Concepts	Contents	Activities	Evaluation
<p><b>Cognitive</b></p> <p>1. Identify and analyze key educational problems</p> <p>2. Recognize the interrelationship between problems</p> <p>3. Suggest ways to address the problems</p> <p><b>Affective</b></p> <p>1. Appreciate the difficulties facing the educational sector in Pakistan.</p> <p>2. Develop a commitment to work to address these</p> <p><b>Psychomotor</b></p> <p>1. Cooperate with others</p> <p>1. Ability to read and interpret graphs and table.</p>	<p>Issues and problems.</p>	<p>1. Educational issues and problems in Pakistan:</p> <ul style="list-style-type: none"> <li>- Population growth</li> <li>- Low Enrolment and heavy drop out</li> <li>- Low literacy</li> <li>- Indiscipline</li> <li>- Female Education</li> <li>- Economic and social conditions</li> <li>- Physical condition of educational institutions</li> <li>- Quality of Education</li> <li>- Investment in Education</li> <li>- General attitude towards education</li> </ul>	<p>1. Working together in a small groups to undertake an inquiry into one of the following problems</p> <p>i) Frame a question</p> <p>ii) Make some educated guesses</p> <p>iii) Collect information</p> <p>iv) Analyze information</p> <p>v) Draw continuous results</p> <p>vi) Suggest ways to address the problems</p> <p>2. Make an oral presentation based on the inquiry</p> <p>3. Read and interpret the graphs and tables.</p>	<p>Each student will be asked to write solutions for any one problem</p>

## CHAPTER-XIII

### ROLE OF VARIOUS ORGANIZATION CONTRIBUTING TOWARDS EDUCATION

Objectives	Concepts	Contents	Activities	Evaluation
<p><b>Cognitive</b></p> <p>1. Know the educational set up of the education development.</p> <p>2. Know the importance and needs of other educational institutions, which contribute towards education.</p> <p><b>Affective</b></p> <p>1. Express the relationship between different educational institutions to the development of curriculum, textual material, teacher training and examination</p> <p><b>Psychomotor</b></p> <p>1. Prepare an interview schedule:</p> <ul style="list-style-type: none"> <li>- Gather and interpret</li> <li>- Suggest ways to improve examination</li> </ul>	<p>1. Organization,</p> <p>2. Administration.</p> <p>3. Management.</p> <p>4. Public Private Sectors.</p>	<p>1. Administration:</p> <ul style="list-style-type: none"> <li>- University Education</li> <li>- Provincial Department of Education.</li> <li>- District level Management</li> <li>- Private Sector organizations</li> </ul> <p>2. Curriculum and textual material development</p> <ul style="list-style-type: none"> <li>i) Federal Ministry of Education Curriculum Wing</li> <li>ii) Provincial Bureaus of Curriculum.</li> <li>iii) Textbook Boards</li> <li>iv) Private Sector organization</li> </ul> <p>3. Staff Development</p> <ul style="list-style-type: none"> <li>i) Colleges of Education</li> <li>ii) Government Elementary College of Education</li> <li>iii) Private Sector Organization</li> </ul> <p>4. Examination:</p> <ul style="list-style-type: none"> <li>i) Federal Board of Intermediate and Secondary Education (FBISE)</li> <li>ii) Provincial Boards of Intermediate and Secondary Education BISES</li> <li>iii) Boards of Technical Education (BTE)</li> <li>iv) Rural Development Education.</li> </ul>	<p>1. Flow chart showing the interrelationship between various educational institutions</p>	<p>1. Assess student's contribution using a checklist or anecdotal record</p> <p>2. To preparation of the interview schedule</p> <p>3. Their ability to interview</p> <p>4. Development of thinking during the panel discussion.</p>

## TEACHING STRATEGIES

The curriculum aims to encourage 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 the purposeful learning group for discussion and 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 correct.

## 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.

## ASSESSMENT PATTERN

1. Teachers should be given orientation regarding the techniques of measurement and assessment through workshops on paper setting and paper marking.
2. Internal assessment should be a continuous process based upon periodic tests and assignments
3. Question papers should consist of different types of questions bearing weightage.
4. Questions should cover cognitive, affective and psychomotor application aspects. Recall items/questions should be strongly discouraged.
5. Paper marking should be done by a panel of competent teachers/experts. It is also recommended that at least 2% papers should be randomly selected by computer and sent for rechecking to the educationist other than the selected panels.
6. Objective type questions should consist of MCQ and fill in the item. As far as possible, item should be taken from the textbook but not a taken copy of the textbook.
7. A set of model papers be prepared and provided to each paper setter.

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