

National Curriculum for
PAKISTAN STUDIES
Grades IX-X
2006



GOVERNMENT OF PAKISTAN
MINISTRY OF EDUCATION
ISLAMABAD



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INTRODUCTION

This course of Pakistan Studies — which is a multi-disciplinary subject — has been designed for the students of Grades IX and X, with a view to enable them not only to understand the factors leading to the creation of their homeland, but also to appreciate various aspects of its ideology, history, culture, geography, politics, economy and strategic position in regional and international affairs.

OBJECTIVES:

Broadly speaking, the Curriculum of Pakistan Studies is designed to:

1. inculcate a sense of gratitude to Almighty Allah for blessing us with an independent and sovereign state.
2. underscore the importance of national integration, cohesion and patriotism.
3. encourage traits of observation, creativity, analysis and reflection in students.
4. promote an understanding of the ideology of Pakistan, the Muslim struggle for independence and endeavours for establishing a modern welfare Islamic state.
5. acquaint the students with various phases of Pakistan's historical, political and constitutional developments.
6. inculcate awareness about the multi-cultural heritage of Pakistan so as to enable the students to better appreciate the socio-cultural diversity of Pakistani society and get used to the idea of unity in diversity in our national context.
7. enhance understanding of the physical features and human resources of Pakistan.
8. impart awareness about various aspects of socio-economic activities at national level and the role played by Pakistanis in the development of their society.
9. highlight Pakistan's strategic position in international politics, especially its relations with neighbouring and Muslim countries.
10. lay emphasis on the rights and obligations of the citizens of an independent and sovereign state.

CHAPTER I IDEOLOGICAL BASIS OF PAKISTAN

Contents	Learning Outcomes
<ol style="list-style-type: none"> 1. Definition, sources and significance of ideology 2. Basis of Pakistan Ideology with particular reference to the basic values of Islam and economic deprivation of Muslims in India 3. Two-nation theory: origin and explication 4. Pakistan ideology: Allama Iqbal's and Quaid-i-Azam's pronouncements 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Define the term ideology. • Identify the major sources of Pakistan ideology. • Explain the ideology of Pakistan with reference to the basic values of Islam, and socio-cultural milieu of Muslim India. • Trace the origins and evolution of Two-Nation Theory, with specific reference to economic and social deprivation of Muslims in India. • Identify the concepts relating to Pakistan ideology in the pronouncements of Allama Iqbal and Quaid-i-Azam.

Contents	Learning Outcomes
<ol style="list-style-type: none"> 1. Pakistan Movement (1940 – 47) <ul style="list-style-type: none"> • Pakistan Resolution (1940) • Cripps Mission (1942) • Jinnah-Gandhi Talks (1944) • Simla Conference (1945) • General Elections (1945-46) • Muslim League Legislators' Convention (1946) • Cabinet Mission Plan (1946) • Interim Government (1946-47) • 3rd June Plan (1947) • Partition and the creation of Pakistan (1947) 2. British colonialism: Their objectives and strategies in British India 3. Quaid-i-Azam's role in the making of Pakistan 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Trace the antecedents of the Pakistan Resolution 1940. • Discuss the Congress alternative to Pakistan: C.R. Formula and Jinnah-Gandhi talks. • State the key features of the first Simla Conference (1945). • Describe the impact of the 1945-46 General Elections on the creation of Pakistan. • Compare and contrast the Cripps' offer and Cabinet Mission Plan. • Discuss the Muslim League Legislators' Convention in the light of Lahore Resolution and the Madras Amendment. • Discuss the role of Interim Government in advancing the Pakistan cause. • Analyse the 3rd June Plan and the creation of Pakistan. • Discuss the role of the Quaid-i-Azam in the making of Pakistan. • Define British colonialism and its impact on various aspects of life in Indo-Pakistan subcontinent.

Contents	Learning Outcomes
<ol style="list-style-type: none"> 1. Location 2. Geographical Features <ul style="list-style-type: none"> • Landforms • Climatic Conditions • Glaciers and Drainage System 3. Natural Vegetation and Wildlife <ul style="list-style-type: none"> • Vegetation • Wildlife 4. Major Natural Regions: Their Characteristics, Potential and problems <ul style="list-style-type: none"> • Plains • Deserts • Coastal Areas • Arid and Semi-Arid Mountains • Sub-humid and Humid Mountains 5. Major Environmental Hazards and remedies <ul style="list-style-type: none"> • Salinity and water- logging • Deforestation • Desertification • Pollution and its forms 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the location of Pakistan with reference to latitudes and longitudes and in respects of its neighbours. • Describe the major landform features of Pakistan. • Explain the temperature and precipitation conditions in different parts and in different seasons of Pakistan. • Divide Pakistan into major climatic regions and briefly describe climatic characteristics of each region. • Identify the location of major glaciers of Pakistan and highlight their importance. • Describe the pattern of drainage system of Pakistan. • Discuss the major forest types and their distribution. • Identify the wild life of Pakistan and their habitat. • Identify major natural Regions and their distinguishing characteristics. • Discuss major contrasts and potentials of these regions.

<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify the early programs with particular emphasis on Economic, Geo-political, Refugee, State and Administrative problems. 	<ul style="list-style-type: none"> • Explain the human environment of these Regions. • Discuss the nature and importance of major environmental Hazards. • Describe the problems associated with the use and conservation strategies for water, land, natural vegetation and wild life.
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Contents	Learning Outcomes
<p>1. Consolidation of the state and search for a constitution, 1947-58</p> <ul style="list-style-type: none"> • Early problems • Quaid-i-Azam and Liaquat Ali Khan • Objectives Resolution • Accession of states and tribal areas. • 1956 Constitution <p>2. Ayub Khan Era, 1958-1969</p> <ul style="list-style-type: none"> • Martial Law • B.D. system • Muslim Family Law Ordinance, 1959 • 1962 Constitution • 1965 Elections • Indo-Pak War 1965 • Economic developments • Land Reforms <p>3. Yahya Khan Regime, 1969 – 71</p> <ul style="list-style-type: none"> • Legal Framework Order and Elections of 1970 • Separation of East Pakistan and Emergence of Bangladesh 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Narrate the early problems with particular emphasis on Economic, Geo-political, Refugee, State and administrative problems. • Understand Quaid-i-Azam's role as Pakistan's first Governor-General. • Identify Liaquat Ali Khan's role as Pakistan's Prime Minister. • Explain the major features of Objectives Resolution (1949). • Identify the main aspects of the 1956 Constitution. • Explain the causes of Martial Law promulgated in 1958. • Comprehend the main features of Basic Democracies and their implications. • State the main aspects of Muslim Family Law Ordinance, 1959. • Identify the main features of 1962 Constitution. • Discuss the Presidential Elections of 1965 and its impact on politics. • Observe the spirit of Pakistani people and armed forces during 1965 War. • Discuss Pakistan's economic development during Ayub Khan era.

	<ul style="list-style-type: none"> • Discuss the key aspects of the LFO promulgated by Yahya Khan.
<ul style="list-style-type: none"> • Explain the main aspects of the economic reforms during 1977-78. 	<ul style="list-style-type: none"> • Analyse the 1970 elections and their aftermath. • Discuss the causes of separation of East-Pakistan.

Contents	Learning Outcomes
<ol style="list-style-type: none"> 1. Z.A. Bhutto Era 1 2. 1971-77 <ul style="list-style-type: none"> • Economic Reforms • 1973 Constitution • Policy of Nationalisation 3. Zia Era 1977-88 <ul style="list-style-type: none"> • Islamization • Afghan Jihad and its implications • Junejo period, 1985-88 4. Restoration of Civilian Rule, 1988-99 <ul style="list-style-type: none"> • Benazir regimes (first and second) • Nawaz regimes (first and second) • Pakistan turns nuclear 5. Pervez Musharraf Era <ul style="list-style-type: none"> • Local self-government • Elections 2002 • Enlightened Moderation • Industrialization and Privatisation • Economic Reforms 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the main aspects of the economic reforms during 1971-77. • Discuss Impact of Nationalization on Industry, Education, Commerce and Trade. • Identify the key aspects of 1973 Constitution. • Comprehend the major aspects of the Islamization process during 1977-88. • Explain the functioning of the Junejo Government (1985-88). • Analyse the Afghan jihad and the refugee problem and their impact on Pakistani society. • Discuss the functioning of Benazir government. • Discuss the functioning of Nawaz government. • Discuss Pakistan's emergence as a nuclear power. • Comprehend the causes of Military take-over of 12 October 1999. • Define the Devolution of Power Process initiated by Pervez Musharraf's Government, with particular emphasis on the Local Self-Government. • Discuss the 2002 elections and restoration of democracy.

	<ul style="list-style-type: none"> • Define Enlightened Moderation. • Describe the Privatization and Industrialization during the Musharraf era. • Describe the impact of privatisation. • Discuss the Economic Reforms introduced by Pervez Musharraf and Shaukat Aziz.
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Contents	Learning Outcomes
<ol style="list-style-type: none"> 1. Geo-political significance of Pakistan 2. Objectives of Pakistan Foreign Policy <ul style="list-style-type: none"> • Territorial sovereignty and security • Ideology • Economic development • Cultural enrichment 3. Pakistan's Relations with neighbouring countries 4. Pakistan and the Muslim World 5. Kashmir Dispute 6. Pakistan's relations with the major world powers 7. Pakistan and the United Nations 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Define the objectives of Pakistan's foreign policy. • Narrate Pakistan's relations with immediate neighbouring states. • Explain the genesis and development of the Kashmir problem. • Comprehend Pakistan's relations with the Central Asian countries. • Discuss Pakistan's relations with OIC countries. • Explain Pakistan's relations with SAARC countries. • Describe Pakistan's relations with USA, China, U.K., EU, Russia and Japan. • Discuss Pakistan's contribution towards peace keeping in the world.

Contents	Learning Outcomes
<p>1. Economic Developments in Pakistan through Decades</p> <p>2. Major Sectors of Economy</p> <ul style="list-style-type: none"> • Mining: Major Mineral resources, their economic values and distribution • Agriculture <ul style="list-style-type: none"> ○ Role of agriculture in Pakistan's Economic Development ○ Agricultural Potential: Problems and measures for maximization of yield ○ Water resources and Irrigation system ○ Crops ○ Livestock ○ Fishing ○ Modernisation of agriculture ○ Problems associated with agriculture • Industries <ul style="list-style-type: none"> ○ Role of industries in economic development ○ Cottage Industry ○ Small scale industry ○ Large scale manufacturing <p>3. Energy Resources</p> <ul style="list-style-type: none"> • Importance of energy resources • Electricity • Gas • Petroleum • Coal 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss Economic developments in Pakistan through decades. • Describe major metallic and non-metallic mineral resources of Pakistan, their economic values and distribution in Pakistan. • Explain the role agriculture plays in the economy of Pakistan. • Point out the agricultural potential of Pakistan along with problems and measures for maximization of yield. • Discuss the water resources of Pakistan and the existing irrigation system. • Discuss the production and distribution of major crops, livestock and fishing. • Enumerate the pattern of modernisation in agriculture. • Discuss the main problems associated with our agriculture. • Discuss the importance of industries in economic development.

<ul style="list-style-type: none"> • Non-conventional sources of energy <p>4. Imports and Exports</p> <ul style="list-style-type: none"> • Factors controlling international trade • Major Imports and exports • Trade balance • Ports of Pakistan <p>5. Poverty</p> <ul style="list-style-type: none"> • Poverty Profile of Pakistan. • Causes, consequences and remedies of poverty 	<ul style="list-style-type: none"> • Discuss briefly location and production of cottage, small and large scale industries. • Discuss the importance of energy resources in development. • Discuss the production and consumption of different sources of energy. • Analyse international trade of Pakistan, its composition, direction and changing balance. • Enumerate the causes and consequences of poverty in Pakistan. Point out the steps that can be taken to alleviate poverty. • Explain the importance of sea-ports of Pakistan. • Discuss the significance of dry ports of Pakistan.
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Contents	Learning Outcomes
<p>1. Population</p> <ul style="list-style-type: none"> • Growth and distribution • Rural-urban composition • Gender composition • Education and literacy <p>2. Pakistan Society and Culture</p> <ul style="list-style-type: none"> • National • Regional • Arts, dresses, festivals, heritage, crops, and folklore <p>3. Pakistan Languages</p> <ul style="list-style-type: none"> • National • Regional <p>4. Role of minorities in Pakistan</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss the growth and distribution of population in Pakistan • Analyse the rural-urban composition of population and the geographical distribution. • Discuss the gender composition of population in Pakistan. • Explain the basic features of Pakistani society and the major social problems faced by it. • Discuss the educational and health conditions in Pakistan. • Identify the major features of Pakistan's culture and commonality in regional cultures leading to National Integration and cohesion. • Trace the origin and evolution of national and regional languages. • Trace the role of minorities in Pakistan with specific reference to Quaid-i-Azam's speech of 11 August 1947, defining their status.

TEACHING STRATEGIES

Teachers need to ensure that whatever students learn prepares them not only to do well in examinations, but to successfully face the challenges of a global society, and develop their social consciousness to the extent that they become the agents of social change. In order to achieve this objective teachers need to adopt innovative instructional strategies.

Avoiding the spoon-feeding style of traditional classroom teaching, the strategies should intellectually engage the students of varying degrees of interests, abilities and styles of learning, strengthen their power of reasoning and stimulate their active participation through different activities and exercises.

Lecture

Lectures must be well-planned, problem-oriented and accompanied by the use of appropriate diagrams, photos, graphics, charts, etc. These can also be displayed by an overhead or multimedia projector if possible and wherever available.

Lectures should not be one sided. In order to make a lecture interactive and keep students engaged, the teacher should from time to time ask questions. The students should also be encouraged to ask questions which may be answered by the teacher or directed to other students inviting them to answer. This strategy is highly effective as students participate equally, practice social skills, and individually demonstrate what they have learned from their partners.

Discussion

Discussion is yet another important form of group interaction which yields a number of benefits to the students. It increases their knowledge of the topic and provides them with an opportunity to explore a variety of views which in turn help them to examine their assumptions in the light of different perspectives. It also strengthens their communicative skills and familiarizes them with the art of academic discourse. In planning a discussion, the teacher should review the material and choose such a topic which builds upon the contents the students have recently covered and allows them enough room to come up with innovative ideas. It should not be merely a repetition of the facts they have learned from their books or the teacher's lecture.

All students should be given equal opportunity to participate and contribute in the discussion and by putting probing questions, such as “Why do you think so?” and “Can you elaborate further?”, etc., they should be encouraged to come up with appropriate answers. All discussions should be summarized briefly and precisely, identifying the questions for further inquiry and discussion.

Cooperative Learning

Cooperative learning is one of the most important strategies in which students work together in small groups or pairs to maximize their own and each others’ learning. Improved self-esteem, increased on-task time, increased higher order thinking, better understanding of material, ability to work in collaboration with others and improved attitude towards school and teachers, are some of the more prominent benefits of cooperative learning. Besides, it creates opportunities for students to use and master social skills necessary for living productive and satisfying lives.

Inquiry/Investigation

Inquiry/investigation is a process of framing questions, gathering and analyzing information and drawing conclusions from it. There are a number of steps in conducting an inquiry, for example:

1. The teacher may choose a topic and have students frame inquiry questions(s) based on the topic, for instance, *What were the factors leading to the Muslim demand for Pakistan?*
2. Students formulate a hypothesis, i.e. provide possible explanation or educated guesses in answer to the question, for instance, *Economic, social, political and cultural suppression of Muslims led to demand for Pakistan.*
3. Students plan the inquiry. For example:
 - What is the best place to find information on the topic? /What is the best way to gather data?
 - How to allocate time?
 - Whom to consult?
4. Help students locate information/gather data. For example:
 - Read books on Pakistani history, society and culture; visit a museum; search the internet. (Depending on the availability of facilities)*
5. Students record information as they find it. For example:

Students using books should note main idea and support evidence (Note down the reference for future use) or students can record the interview of a community member.

6. Help students evaluate their findings and draw conclusions. Students may look for relationships in the information gathered, analyze the information and try to find an answer to the query. Teach them to support their opinions with evidence from their data.
7. Have students communicate their findings in creative ways, written, oral and visual. For example, as a poster, article, talk show, role-play, PowerPoint presentation or presentations on charts or even the blackboard.
8. Encourage students to suggest possible action based on findings, if required by the theme. Select actions that are doable. Look at possible consequences of each action. Choose the best action. For example: *Write a letter to the government to build a monument in the area to commemorate the contribution of the local population for the creation of Pakistan.*
9. Make an action plan and carry out the action. For example: *Write the letter.*
10. Reflect on the success/challenges of the action.

To conclude, these strategies besides promoting academic achievements would enable students to explore a range of views on a topic, gather information, answer questions, improve their problem-solving and communicative skills and teach them how to work as a team. It will also increase higher order thinking and improve their attitude towards self-learning and the environment.

ASSESSMENT AND EVALUATION

Assessment is gathering quantitative and qualitative information, using a variety of tools and techniques that are easy to understand and interpret. Assessment should aim at evaluating teaching and learning, showing proficiency in a wide variety of tasks at class level and at providing information to different people on how well standards are being met.

Assessment and its various patterns should be in accordance with the needs of the curriculum and designed in such a manner that they inculcate and improve in students various skills such as observation, curiosity, creativity and application.

Some of the assessment types are as under:

- **The selected response**, where students select the answer to a question from two or more given choices. This category includes multiple choice, true/false, fill in the blanks and matching items type questions.
- **A constructed response** format requires students to create their own answer to a question or task. This allows teachers to gain insight into students' thinking and creative process, and to assess higher order thinking. This category includes short and essay type questions.
- **Teachers' observations** are commonly ignored as a form of assessment. However, teachers should constantly observe and listen to students as they work. Nonverbal communication, such as inattention, looks of frustration and other cues, give greater insight than verbal feedback. Observation is also important in assessing performance tasks, classroom climate and teacher effectiveness.
- **Self-assessment** refers to students evaluating themselves. In *self-evaluation of academic achievement*, students rate their own performance in relation to established standards and criteria. Students may also be asked to answer questions that reveal their attitudes and beliefs about themselves or other students as part of their self-reporting.


The techniques of testing and evaluation adopted for continuous assessment of students at classroom level should be both valid and reliable and proper care should be taken to prepare the objective type questions so that they can



appropriately assess students' knowledge comprehension application, analysis and synthesis skills. There should also be periodic/monthly tests containing both objective and subjective type questions. Class and home assignments should also be given due weightage while assessing students' performance.

GUIDELINES FOR DEVELOPING TEACHING LEARNING RESOURCES

There are a number of teaching and learning materials required for effective teaching of particular subjects. For example:

- Textbooks
- Teachers' guides
- Students workbooks
- Visual aids such as charts, models etc.

- Computers  Computer software
Internet (Websites, online libraries)

- Community  Field trip
- The environment  Guest speaker

For History and Pakistan Studies in particular the following resources/teaching aids can be utilized to effectively support the process of teaching and learning in the classrooms:

- Primary and secondary source material
- Maps/globe (different kinds)
- case studies
- encyclopaedias
- documentaries
- newspapers/newsmagazines
- internet
- museums

TEXTBOOK

A textbook is an important teaching and learning resource. It is one of the most extensively used resources and serves as a framework for teaching throughout the year.

Basic features of a textbook

- The textbook should conform in all its details to the parameters laid down in the Curriculum.
- It must have accurate, factual and up-to-date material.
- The material must be sufficient to give students the knowledge they need to understand concepts, develop skills and engage in higher order thinking.

- The material should help students understand the world in which they live, prepare for exams, prepare for life, raise their standard and promote independent thinking.
- The language of the narrative should be simple, clear and logical and should not be loaded with unnecessary details and repetitions.
- The material must be error- free so that it can be trusted.
- The material must be unbiased and non-controversial.
- Textbooks should be well illustrated.
- A number of activities should be recommended in the textbooks.
- A variety of activities should be included throughout the book.
- End-of-the-chapter exercises must encourage students to think, develop skills, and use information for a variety of purposes.
- Textbooks must have an Index.
- Must include a Glossary.
- Must be contextually relevant.

TEACHERS' GUIDE

Teachers' guides provide detailed explanation of key concepts of the curriculum, lay down guidelines on how to teach a particular topic, and provide further examples to facilitate learning. A teacher's guide serves to educate teachers and thus can be seen as a means of helping teachers develop professionally.

Basic features of a teachers' guide:

- A teachers' guide helps teachers teach text and extend activities.
 - It does this by keeping contextual realities in view.
 - It recommends various teaching strategies and contains:
 - rationale for suggested teaching
 - various assessment strategies
 - teaching learning resources
 - additional information sources
 - extended activities and how to conduct them
 - materials that teachers can photocopy, use themselves or for students
- } up-to-date, relevant

A teachers' guide should include introduction to the guide explaining how to use it. It must be easy to understand and use, expand and develop teachers' repertoire of knowledge and skills.

WORKBOOK

Workbooks are books that contain writing activities and exercises that are related to each chapter in the textbook. Workbook exercises help to develop

students' understanding of the concepts dealt with in the text, to develop skills and to apply knowledge to new situations.

Basic features of a workbook:

- Workbooks contain many exercises and activities for each chapter, topic, sub-topic.
- These exercises and activities effectively help develop, practise and assess students' content knowledge, skills and higher order thinking and are different from exercises, activities in text and guide.
- Workbooks correspond to text – exercises and activities for same topic/ chapter grouped together; presuppose knowledge and skills developed in text only.
- They are non-repetitive in style, structure with a purpose to engage students.
- They are easy for students to understand and follow, clear instructions.
- They carry several illustrations/examples/explanations to reinforce concepts of the textbook

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