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**NATIONAL CURRICULUM**  
**PAKISTAN STUDIES**  
**FOR**  
**CLASSES IX-X**

2002

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







**National Curriculum**  
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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 Bureau 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 at Secondary to Tertiary levels in the early 1980s, by the Federal Government so as 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. So, for this purpose, a cross multi-disciplinary approach of area studies was employed in the process of the development of curricula for the subject at various levels in which History, Geography, Politics, Economy, Society/culture, languages/literature and international relations of Pakistan were focused to enable students to acquaint themselves with various aspects of national life. Keeping in view these requirements the Ministry of Education revised the National Curriculum in Social/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. Covering 33-35% cognitive domains; 33-35% affective domains and 33-35% psychomotor domains, while framing the objectives, selection and translations 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 21<sup>st</sup> Century needs.
5. The feedback received from the provinces.

The concepts of Ideology of Pakistan are rehearsed. The entire course contents at both the 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 compulsory subject up to lower secondary level. The concepts and contents on various topics are broadened and strengthened. They 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 of Almighty 'Allah' for His blessings.
2. To emphasize learning of various concepts regarding Pakistan Studies in a way that it encourages observation, creativity and other higher order thinking.
3. To promote the understanding of 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 an awareness regarding some socio-cultural aspects of the civic life and a positive attitude towards the role of the people in the development of society.
6. To create awareness about current socio-cultural and socio-economic patterns of society
7. To understand Pakistan's International relations.



# LEARNING COMPETENCIES

## Chapter-I

### IDEOLOGICAL BASIS OF PAKISTAN

Objectives	Concepts	Contents	Activities	Evaluation
<p><i>Cognitive</i></p> <p>1.To develop understanding of the Ideology of Pakistan in the context of an Islamic State.</p> <p>2.To create awareness about the message of Islam for an Ideological society.</p> <p>3.To make students understand the basic principles of Islamic way of life.</p>	<p>1.Sovereignty of Allah.</p> <p>2.Justice.</p> <p>3.Equality</p> <p>4.Brotherhood</p>	<p>1.Meaning, source and significance of Ideology.</p> <p>2.Contents of Ideology. Basis of Pakistan Ideology with particular reference to the basic values of Islam and principles of democracy as enunciated by Islam.</p> <p>3.Pakistan Ideology in the light of the statements of Allama Iqbal and Quaid-i-Azam Muhammad Ali Jinnah.</p> <p>4.Ideology demands National character</p>	<p>1.Making chronological chart of Muslim rule in India.</p> <p>2.Preparing comparative charts about the rise and fall of Muslim rule in the sub-continent.</p> <p>3.Showing areas of Muslim influence in outline map of the sub-continent.</p> <p>4.Preparing debates and dramas, visiting historical places.</p>	<p>1. Observing keenness of students while preparing chronological outline maps.</p> <p>2. Observing the performance while participating in debates and dramas.</p> <p>3. Assessing the skills in filling details in the outline maps.</p> <p>4. Simple objective cum essay type tests.</p> <p>5. Draw an outline of sub-continent showing Muslim population areas</p>



Chapter – II

MAKING OF PAKISTAN

Objectives	Concept	Contents	Activities	Evaluation
<p><i>Cognitive</i></p> <p>1. To develop an understanding about the different aspects of Reform Movements and their impact on Indian Muslims.</p> <p>2. To know about the origin and development of Two-Nation Theory.</p> <p>3. To get acquainted with the sacrifices rendered by the people and leaders of different provinces.</p>	<p>1. Majority</p> <p>2. Migration</p> <p>3. Assets</p> <p>4. Injustice</p> <p>5. In-equality</p> <p>6. Sacrifice</p> <p>7. Quaid-i-Azam's Role as First Governor General of Pakistan.</p>	<p>1. Revivalist Movements in the sub-continent:</p> <p>i)Shah Waliullah</p> <p>ii)Syed Ahmad Shaheed Bareilvi.</p> <p>iii)Faraizi Movement.</p> <p>iv)Aligarh Movement</p> <p>2. Development of Two Nation Theory.</p> <p>3. Muslim League as mass Movement.</p> <p>4. Role of various Provinces in the Freedom Movement.</p> <p>5. Importance of 27 Ramadan, 1366A.H./August 14, 1947 A.D why India opted 15<sup>th</sup> August instead of 14<sup>th</sup> August..</p> <p>6.Responsibility of an ideological state's citizens.</p> <p>7.Establishment of Pakistan and Quaid-i-Azam's Role as First Governor General of Pakistan his character and achievements.</p>	<p>1. Show Muslim majority areas in the outline map of the sub-continent.</p> <p>2. Filling in boundaries of Pakistan in the outline maps of the sub-continent.</p> <p>3. Participate in the debates and dramas.</p> <p>4. Organizing puppet shows and taking part in role playing.</p>	<p>1. Assessing of skill in filling outline maps.</p> <p>2. Observing the keenness and interest of the students while participating in debates, dramas and role playing.</p> <p>3. Objective cum essay type tests.</p>
<p><i>Affective</i></p> <p>1. To appreciate the role - played by Quaid-i-Azam.</p>				



## THE ISLAMIC REPUBLIC OF PAKISTAN

Objectives	Concepts	Contents	Activities	Evaluation
<i>Cognitive</i>				
1.To understand the nature of Objectives Resolution.	1.Objectives Resolution.	Why is constitution required?	1.Making charts.	1.Observing the attitudes of pupils while making speeches.
2.To get acquainted with the elements of constitutional history of Pakistan.	2.State. 3.National integration and cohesion	1.The Objectives Resolution 1949. i) Salient Features. ii) Significance. 2.Constitutional Development. 1956, 1962 (Brief background)	2.Making speeches. 3.Role-plays and organizing functions. 4.Visiting Assembly Sessions.	2. Assessing their keenness while role playing.
3.To know about the salient features of the various constitutional documents with particular reference to the Constitution of Pakistan, 1973.		3.Salient Features of the Constitution of Pakistan, 1973 with special reference to the provinces relating to Islam, National cohesion and principles of state policy. 4.The fall of East Pakistan: - Causes. - Role of India. - Recognition of Bangla Desh. - Two Nation Theory. - Our role for Pakistan's prosperity.	5.Collecting information and reporting. 6.Participating in-group discussions. 7. Arranging mock sessions.	3. Objective cum essay type tests.



## Chapter – IV

### LAND AND CLIMATE OF ISLAMIC REPUBLIC OF PAKISTAN

Objectives	Concepts	Contents	Activities	Evaluation
<p><i>Cognitive</i></p> <p>1.To get acquainted with the geographical and strategical location of Pakistan.</p> <p>2.To get acquainted with the physical features of Pakistan.</p> <p>3.To know about the climatic variations of Pakistan.</p> <p>4.To get acquainted with the environmental pollution, its causes and consequences.</p>	<p>1. Mountains</p> <p>2. Plateau</p> <p>3. Plains</p> <p>4. Rivers</p> <p>5. Location</p> <p>6-Environment</p> <p>7.Pollutants.</p>	<p>1. Location</p> <p>2. Physical Features.</p> <p>3. Climate: Why climate change? Its causes.</p> <p>4. Influence of climate on life.</p> <p>5. Environment problems, causes, consequences and remedies.</p> <p>6. Environment pollutants:</p> <p>(a) Air</p> <p>(b) Land</p> <p>(c) Water</p> <p>(d) Sub-soil pollution</p> <p>What should we do now?</p>	<p>1. Making a map of Pakistan on the grounds or hard board showing different landforms</p> <p>2. Visiting river sides' field etc.</p> <p>3. Drawing the outline map of Pakistan.</p> <p>4. How to keep school clean.</p>	<p>1. Evaluating performance of the students while working on the projects.</p> <p>2. Assessing their skills in making maps and charts.</p> <p>3. Objective type tests.</p> <p>4. Defining environment.</p> <p>5. Analyze environment in relation to human life.</p>



**Chapter – V**  
**RESOURCES**

Objectives	Concepts	Contents	Activities	Evaluation
<b>Cognitive:</b>				
1. To have knowledge about different types of soils.	1.Conservation 2.Preservation. 3.Unity.	1. Resources and their importance in National Development.	1.Collecting specimen of various kinds of wood and agricultural products and putting them in the museum.	1. Assessing the skills and attitudes of students while working on different projects.
2. To understand the importance of forests and mineral resources of Pakistan.	4.Exploration 5.Exploitation. 6.National economy.	2. Natural Resources: (i) Soil (ii) Forest (iii) Mineral	2.Drawing map of Pakistan showing distribution of forests and agricultural products and minerals.	2. Evaluation of the individual performance in the classroom and out of the class.
3. To get acquainted with the importance of agriculture.	7.Food Production.	3. Agriculture i) System of Agriculture.		
4. To know about the irrigation system of Pakistan.	8.Foreign Exchange. 9.Self Reliance.	ii) Irrigation iii) Live Stock.		3. Testing skills of arranging things and writing information
5. To get acquainted with the agricultural reforms and their objectives.		4. Power Resources: i) Hydro-electricity ii) Thermo-electricity iii) Solar Energy	3.Making projects of visits to forests mines, museum, agricultural fields and canal headworks	4. Observing the keenness of the students to conserve and preserve the plants and trees.
6. To understand the importance of self-sufficiency and self-help.		iv) Nuclear Energy		
<b>Affective:</b>				
1. Feeling of happiness and gratefulness of Allah for		5. Human Resources		5. Objective cum essay type tests.



<p>bestowing natural resources.</p> <p>2. Appreciation for the dignity of labour.</p> <p><i>Psychomotor:</i></p> <p>1. To work in the school garden growing fruits and vegetables.</p> <p>2. To prepare charts and diagrams.</p> <p>3. To visit agricultural farms and river sides.</p> <p>4. To draw and fill in the maps.</p>		<p>6. Inter-dependence of human and other resources</p> <p>7. Problems and prospects.</p> <p>8. How can we increase/preserve reservoirs?</p> <p>9. Moderation in life.</p>		
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**Chapter – VI**  
**INDUSTRIAL DEVELOPMENT IN ISLAMIC REPUBLIC**  
**OF PAKISTAN**

Objectives	Concept	Contents	Activities	Evaluation
<b>Cognitive</b>				
1. To get acquainted with the importance of Industrial Development for Pakistan.	1. Cottage Industry.	1. Meaning of: - Industry. - National Development	1. Showing national resources on the outline map of Pakistan.	1. Observing keenness of the pupils in preparing charts of import and export articles.
2. To know the means of communication and their importance for national development.	2. Factory	2. Industry and its importance for national development	2. Showing industrial areas on the outline map of Pakistan	2. Observing the interests of pupils while discussing national & international trade relations
3. To understand international trade relations.	3. Foreign trade	3. Industries: i) Cottage Industry. ii) Small Industry. iii) Heavy Industry. iv) Defence Industry.	3. Making charts showing goods of import and export.	3. Evaluation through question answer techniques
	4. Foreign exchange	4. Means of Communications Primitive and modern. i) Land ii) Air iii) Water	4. Making models of aeroplane, bus, railway engines and ship.	4. Objective type tests.
	5. Information Technology	5. Trade and commerce: i) Inland and overseas ii) E-Commerce. iii) How Industrial development can be increased?	5. Debates on national international trade relations.	
	6. Communication			
	7. Transportation			
<b>Affective</b>				
1. Feeling for independence.				
2. Appreciation for having latest technology.				
<b>Psychomotor</b>				
1. To prepare charts and diagrams.				
2. To make models.				
3. To collect information data through various sources.				



Chapter – VII

POPULATION OF PAKISTAN

Objectives	Concept	Contents	Activities	Evaluation
<b>Cognitive</b>				
1.To get acquainted with the characteristics of people of Pakistan.	1.Census	Demography	1.Collecting demographic information within the neighbourhood.	1.Observing the attitude of the students while visiting densely populated areas.
2.To understand the demographic features of population of Pakistan.	2.Population 3.Population growth 4.Urbanization	1.Population size and composition urban/rural literacy percentage.	2.Preparing population charts showing population growth.	2.Assessing their skills in preparing population charts.
3.To understand the relation of population growth with resources.	5.Migration 6.Demography	2.Growth of population migration 3.Causes of population growth.	3.Visiting urban areas where urban development is taking place.	3 Observing their attitude, while visiting construction sites, hospitals etc.
4.To get acquainted with the process of urban development and its consequent problems.		4.Development of resources vis-à-vis population growth.		
<b>Affective;</b>				
1.Feelings for the improvement of quality of life for every individual.		5.Quality of life in Pakistan in relation to education, health and food.		
2.Urge for equitable distribution of basic necessities of life.		6.Linguistic composition of population.		
<b>Psychomotor</b>				
1.To prepare demographic charts.				
2.To draw map.				



## Chapter - VIII

### CULTURE OF PAKISTAN

Objectives	Concepts	Contents	Activities	Evaluation
<p><b>Cognitive</b></p> <p>1.To get acquainted with the regional languages</p> <p>2.To understand the importance of National Language as a sign of national unity.</p>	<p>1.Unity</p> <p>2. Integration</p> <p>3.National Cohesion</p> <p>4.Cooperation</p> <p>5. Language as a vehicle of communication.</p>	<p>1. Languages of Pakistan.</p> <p>2. Importance of national language viz a viz-National Unity.</p> <p>3. Common cultural, manifestation in the national life.</p> <p>4. Dress, arts and crafts festivals.</p>	<p>1. Listing and learning the vocabulary common to the regional major languages.</p> <p>2. Organizing seminars and shows emphasizing cultural unity.</p> <p>3. Visiting national cultural centers.</p> <p>4.Undertaking projects of collecting common vocabulary.</p>	<p>1. Observing enthusiasm of students in organization of cultural shows and seminars.</p> <p>2. Evaluating their performance while working on projects.</p> <p>3. Assessing their ability of preparing and learning list of common vocabulary.</p> <p>4. Judging their keenness in role-playing.</p> <p>5. Objective type tests.</p>
<p><b>Affective</b></p> <p>1.Feeling honour being a Pakistani</p> <p>2.Appreciation for the value of integration and national cohesion</p> <p>3.Appreciation for national cultural heritage.</p>	<p>6. Preservation and promotion of unity.</p> <p>7. Unity through diversity</p> <p>8. Patriotism.</p>			
<p><b>Psychomotor</b></p> <p>1.To prepare charts</p> <p>2.Organize seminars</p> <p>3.Organize exhibition of handicrafts</p>				



## Chapter – IX

### EDUCATION IN PAKISTAN

Objectives	Concept	Contents	Activities	Evaluation
<b>Cognitive</b>				
1. To get acquainted with the educational structure prevalent in Pakistan	1. Literacy	1. Importance of education for development with particular reference to Pakistan education policy:	1. Visiting an educational institution.	1. Observing attitude of the students while visiting educational institutions
2. To understand the importance of literacy and the efforts to eradicate illiteracy	2. Formal Education		2. Preparing organizational charts of education in the provinces.	2. Assessing students while working in groups.
3. To get acquainted with formal and non-formal education.	3. Non Formal Education		Visiting a center of adult education.	3. Objective type tests.
	4. Curriculum	i) Political Socio-Culture, Economic aspects.	Visiting a Madrassah.	4. What do you feel after studying this chapter.
	5. Information Technology (I.T.)	2. Formal Education System.	3. Collecting statistical information regarding literacy standard within the neighbourhood	5. Preparation of timetable for study.
		3. Scheme of studies.		6. Discuss in-groups about the role of education in development
		4. Curriculum Development.		7. Discuss how can we improve assessment & evaluation of students?
		5. Teachers Training		
		6. Textbook Development.		
		7. Examination		
		8. Technical and Vocational Education.		
		9. Higher Education		
		10. Problems in Education.		
		11. New trends in education including I.T.		
<b>Affective</b>				
1. To appreciate for necessity of education for national development.				
2. To urge for functional education.				
3. Desire and curiosity for teaching the uneducated.				
<b>Psychomotor</b>				
To visit local educational institution.				



PAKISTAN – A WELFARE STATE OUTLOOK FOR THE FUTURE

Objectives	Concept	Contents	Activities	Evaluation
<p><i>Cognitive</i></p> <p>1.To understand the concept of welfare state.</p> <p>2.To get acquainted with the National Goals of Pakistan.</p> <p>3.To know about the ways and means to make Pakistan prosperous</p>	<p>1. State</p> <p>2. Welfare State</p> <p>3. Dignity of Labour</p> <p>4. Self Reliance</p> <p>5. Justice</p> <p>6. Equality</p> <p>7. Universality of Islam</p> <p>8. Peace and prosperity.</p>	<p>1.Welfare State in Islamic Perspective.</p> <p>2.National Goals.</p> <p>3.Need for sustained constructive efforts.</p> <p>4.Self-sufficiency in food.</p> <p>5.Universal education.</p> <p>6.Egalitarian society.</p> <p>7.Universal brotherhood and world peace.</p> <p>8.Just and equitable distribution of resources.</p> <p>9.Role of individual towards welfare state,</p> <p>10. Rights and responsibilities individuals.</p>	<p>1.Making a chart showing essential characteristics of a welfare state.</p> <p>2.Organizing dramas reflecting dignity of labour nation building programs, social justice and equality.</p> <p>3.Doing good to others.</p> <p>4.Making speeches on universal education and adult literacy.</p> <p>5.Participating in National Volunteer Services.</p> <p>6.Donating blood.</p>	<p>1. Assessing the ability and skill of the students while working on the projects</p> <p>2. Judging their Keeness and attitude in organizing and participating in dramas.</p> <p>3. Observing the participation in making speeches.</p> <p>4. Evaluating their resource and carefulness in discharging voluntary services.</p> <p>5. Objective type test.</p> <p>6. Question Answer techniques.</p>
<p><i>Affective</i></p> <p>1. Appreciation for welfare state.</p> <p>2. Feelings of happiness in achieving national goals.</p> <p>3.Honour being a Pakistani.</p> <p>4.Appreciation for human values and love for mankind.</p>				
<p><i>Psychomotor</i></p> <p>1. To make charts.</p> <p>2. To share in social services.</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 materials 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

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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