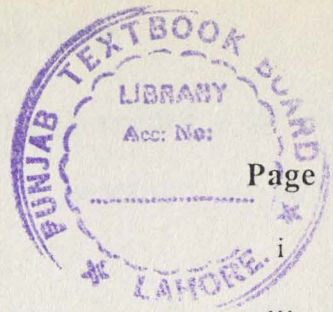


EDUCATION

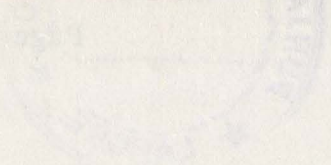
2001

Classes IX-X

Table of contents



S.No.	Contents	Page
1	Foreword	i
2	Introduction	iii
3	General objectives	1
4	Specific objectives	2
5	Curriculum	3
6	Teaching methodology	6
7	Instructions to the Authors	7
8	Assessment pattern	8
9	Unit wise weightage	9
10	Period wise weightage	10
11	Subject wise Time allocation	11
12	Members of the Curriculum Development Committee	12
13	Members of the Review Committee	13
14	Appendices: Graphic Interpretation of Pre-Test & Post Test for Classes IX-X	



1	Introduction
2	General objectives
3	Specific objectives
4	Methodology
5	Teaching methodology
6	Instruction to the student
7	Assessment system
8	Unit and weights
9	Period wise weights
10	Subject wise weight
11	Allocation
12	Members of the Council in Department (Students)
13	Members of the Review Committee
14	Appendix
15	Graphic Representation of the First Part of the Class IX

FOREWORD

The existing Curricula in the Humanities do not meet our national needs and aspirations. Therefore it is essential to revise the Curricula, Textbooks and teaching aids.

Realizing this, the Governor, Punjab, Lt. Gen. (R) Muhammad Safdar, who himself is a renowned educationist, ordered the Punjab Education Department to take in hand the revision and updating of the Humanities Curricula for school education at all levels, from primary to higher secondary. He believes that Pakistan's Curricula should be of worldwide standard.

We took this command of the Governor to the Ministry of Education, which, at an Inter-Provincial Meeting of Education Ministers, allowed and encouraged the Punjab Government to undertake this huge work.

The Government of the Punjab, Education Department formed a Task Force consisting of sixteen groups in the subjects of

- | | |
|-------------------------|---------------------------|
| 1. Urdu (compulsory) | 9. Civics |
| 2. Urdu (Elective) | 10. Education |
| 3. English (Compulsory) | 11. Psychology |
| 4. English (Elective) | 12. Islamiat (Compulsory) |
| 5. Social Studies | 13. Islamiat (Elective) |
| 6. History | 14. General Science |
| 7. Geography | 15. Economics |
| 8. Sociology | 16. Pakistan Studies |

for revision of the Curricula and development of Textbooks and Teaching aids for Classes I to XII. These sixteen groups took up the task assigned to them in September 2000.

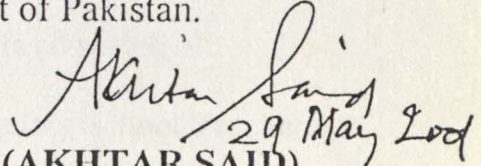
The object was to modernize the Curricula for all Arts subjects, so that they were in accord with the developed world in content and approach. It gives me great pleasure to see this great task accomplished in only a few months.

The members of the curriculum development groups deserve appreciation and recognition. Without their dedication, the development of the new curricula would not have been possible. In completing a work of such magnitude, of such quality, and in such a short time, they have done great service not only to the cause of education but also to national development, which directly depends on education. Although the importance of Science and Technology is paramount, no nation can ignore the development of Social Sciences and the Arts and remain civilized.

I must here mention the name of Dr. Fouzia Saleemi, an eminent educationist, who as Chief Coordinator of this Task Force was the principal organizer of these sixteen groups, their mentor and guide. Without her ability and relentless perseverance, nothing could have been achieved. I am very thankful to her.

It is with a sense of deep gratitude that I acknowledge the leadership role of Mr. Kamran Rasool, Secretary Education, Government of Punjab, in bringing to fruition this gigantic and unprecedented exercise. His day to day guidance and problem-solving have been indispensable, and without these this work would have stalled long ago.

Today, it is with immense satisfaction that I report to the Governor fulfillment of his command, and present this work of the Department of Education to him, and through him to the Government of Pakistan.


29 May 2001
(AKHTAR SAID)

MINISTER OF EDUCATION

HUMANITIES CURRICULA 2001

INTRODUCTION

The education policy 1998-2010, recognizing Curricula as the cornerstone of educational development, has called for bold reforms which include, "starting a new cycle of Curriculum development at all levels of Education"

After the revision of Science and Mathematics Curricula the Governor Punjab, Lt.Gen(R). Muhammad Safdar, who himself is a renowned educationist, ordered the Punjab Education Department to take in hand the revision and updating of Humanities Curricula as well, for Classes I-XII.

Punjab Education Department took up the challenge and established Curriculum revision/development committees in the following subjects.

- | | |
|-------------------------|---------------------------|
| 1. Urdu (compulsory) | 9. Civics |
| 2. Urdu (Elective) | 10. Education |
| 3. English (Compulsory) | 11. Psychology |
| 4. English (Elective) | 12. Islamiat (Compulsory) |
| 5. Social Studies | 13. Islamiat (Elective) |
| 6. History | 14. General Science |
| 7. Geography | 15. Economics |
| 8. Sociology | 16. Pakistan Studies |

These committees were entrusted with the responsibility of revision of Curricula and Textbooks in the above mentioned subjects for classes I-XII. The purpose of this exercise was to bring our Curricula at par with the Curricula already implemented in developed countries, by bridging the gaps, removing overlaps and introducing modern concepts.

MEMBERSHIP PROFILE OF THE COMMITTEES FOR DEVELOPMENT OF CURRICULA 2001

The Committee Members for Revision of Curricula consisted of:

1. Primary, Middle, Secondary and Higher Secondary School Teachers
2. Teachers of colleges in the respective subjects
3. Subject Experts i.e. Ph.D., M.Phil degree holders in the respective subjects
4. Teacher Educators with qualifications of B.Ed and M.Ed.
5. Subject specialists from CRDC and Punjab Textbook Board

PROCEDURE ADOPTED

The committees examined several Curricula, Textbooks and Reference books, while formulating a proposed Curricula in 16 Arts subjects. The following material was inter alia consulted:

CURRICULA

1. Existing Curricula of Government of Pakistan
2. 'O' Level and 'A' Level courses of London University
3. Senior Cambridge and Higher Secondary courses of Cambridge University (wherever applicable)
4. Korean Curricula for lower and Higher Secondary Schools
5. Australian Curricula for School Education (1-7) i.e. equivalent to I-XII in Pakistan

TEXTBOOKS

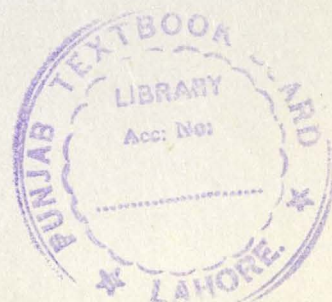
1. Existing Textbooks for Classes I-XII
2. Existing 'O' Level and 'A' level Textbooks
3. Senior Cambridge and H.S.C course books of Cambridge University
4. Australian Textbooks
5. Reference books related to Teaching Methodology and Textual material written by Pakistani Authors
6. Reference books related to Textual Material and Teaching Methodology written by foreign authors
7. FEP, Oxford textbooks
8. American Textbooks

RESEARCH REPORTS

Reports on evaluation of Curricula and Textbooks available at CRDC.

While revising/developing Curricula, some weaknesses of current Curricula were observed which are as follows:

1. Lack of continuity, integration and logical development of some concepts
2. Horizontal as well as vertical gaps/overlapping of few concepts
3. Lack of due weightage regarding practical and fieldwork (wherever applicable)
4. Need for incorporating new concepts in global perspective
5. The scope of the subject is not well defined in some cases
6. In some cases presentation of concepts lack consistency and do not match the mental level of the learners



Similarly the existing prescribed Textbooks are also reviewed and the following weaknesses are found in them.

- a. Objectives and needs of Curricula are not clearly reflected
- b. Concepts have not been co-related with every day life
- c. Illustrations are not sufficient
- d. Illustrations present in the books are poorly drawn
- e. The books contain factual and printing errors
- f. Questions given in the exercises do not cover all the three aspects i.e. Knowledge, Comprehension and Application
- g. Glossary, Index and Bibliography are not given
- h. The language of the books needs to be simplified

To take education out of this syndrome, the Punjab Education Department has developed

Curricula 2001 in sixteen subjects. These Curricula have been developed in such a way that they, not only address to current needs but also meet the needs of 21st Century School Education in global perspective.

The draft Curricula thus prepared were placed before review committees consisting of working school, college and universities teachers.

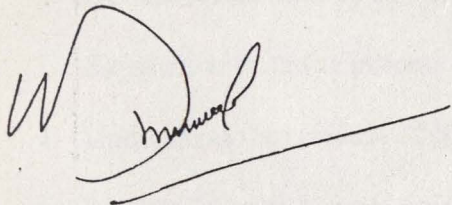
In addition to the review committees, opinion was also sought from students, parents and subject experts. The draft Curricula 2001 were formally reviewed and modified in the light of these suggestions and final draft is proposed.

SALIENT FEATURES OF HUMANITIES CURRICULA 2001

1. The General and specific objectives are carefully drawn.
2. The Curricula respond to the objectives of school education
3. The contents and scopes are clearly defined.
4. Continuity and integration are very well looked after
6. While developing Curricula, cognitive, affective and psychomotor domains have been treated as the base of the Curricula.
7. The new Curricula have the capacity to develop in the students the Ability to think, recall, exchange, synthesize and apply their Knowledge.
8. At the end of the Curricula, clear and useful guidelines have been provided for Textbook writers
9. Teacher development programs have also been recommended
10. Weightage of the content and period-wise time allocation is given in the Curricula
11. Assessment pattern is also suggested

In addition to the review committees, opinion was sought from the College/School/University teachers, students and subject experts. The Curricula 2001 were finally reviewed and modified in the light of these suggestions and final draft was prepared.

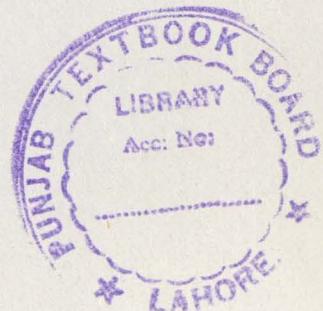
We would be failing in our duties if we did not acknowledge the single minded dedication and commitment of Mr. Akhtar Said, Education Minister, without which this project would have been neither conceived nor implemented. Mr. Akhtar Said has a passion for education, and the Curriculum 2001 project is one of the manifestations of this.



KAMRAN RASOOL
Secretary Education
Punjab

Dr. Fouzia Saleemi
30.4.2001.

Dr. Fouzia Saleemi
Chief Coordinator
&
Principal
Government College of Education
for Women, Lahore.



GENERAL OBJECTIVES

The subject aims at enabling the students to:

1. Understand the basics of Education as a subject.
2. Determine the role of Education in society.
3. Be familiar with the process of child growth, development and learning.
4. Understand the concept of curriculum development and teaching strategies.
5. Be familiar with the education system of Pakistan.
6. Understand the basic concept of guidance and counseling.
7. Discuss the foundations of Education.
8. Develop an awareness of the role of Education.
9. Be familiar with the development of Education in Pakistan.
10. Understand the problems of Education in Pakistan.

SPECIFIC OBJECTIVES

At the end of the course it is expected that students will be able to:

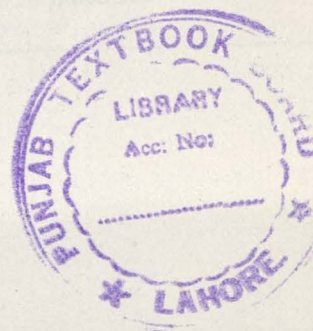
1. State basic concepts of education.
2. Identify, comprehend and explain the scope of Education.
3. Explain the concept of Education in Islamic perspective.
4. Perceive the foundations of Education.
5. Describe the role of Education in society.
6. Correlate the role of school, community and individual.
7. Appreciate the role of Education as a mean of promoting development of individuals and society.
8. Identify the developmental stages and needs of children.
9. Identify the factors influencing learning.
10. Be sensitive to the needs of children and behave accordingly.
11. Describe the importance of curriculum.
12. Prepare lesson plans and develop simple testing instrument.
13. Describe the salient features of Education in Pakistan.
14. Analyze problems of fellow students at school level.
15. Be sensitive to the problems of Education in Pakistan.
16. Define the meaning and concept of guidance and counseling.
17. Recognize the importance of guidance and counseling in Education.
18. Determine the role of guidance and counseling in schools.

CURRICULUM

CLASS IX

CONTENT	SCOPE
UNIT-I	
1. Concept of Education	Meaning of Education Definitions of Education General concept/view point of Education Islamic concept/view point of Education Elements of Education
2. Scope and Functions of Education	Education and Society Scope of Education as a discipline Function of Education Conservation Transmission Reconstruction
3. Society and School	Individual and society (Meaning and definition) Formation of society Difference between society and community Role of Education in development of society Relationship between school, community and society Role/services of community for school Role/services of school for community How to promote school community relationship.

Unit-II	
4. Child Development	Meaning and definition of development Development stages Infancy Early childhood Childhood Early Adolescence Adolescence Different aspects of development Physical development Mental Development Lingual Development Emotional Development Social and Moral Development. Basic needs of children (Meanings and definition) Physical needs Psychological needs Social needs Aesthetic needs
5. Learning	Learning (Meaning and definition) Methods of learning Factors influencing learning Individual difference (Meaning and definition) Factors influencing individual differences Individual differences in learning



CLASS-X

CONTENT	SCOPE
UNIT-I	
1. Concept of Curriculum	Meaning and definition of curriculum Process of curriculum development Elements of curriculum Objectives Content Teaching methodology Evaluation Development of lesson planes.
2. Education in Pakistan	General objectives Structure of Education (types, stages and administration) Curriculum Development in Pakistan Development of Instructional material Teacher training Assessment and evaluation (Examination)
UNIT-II	
3. Problems of students at school level	Educational problems Social problems Economic problems Personal problems
4. Guidance and Counseling	Meaning and definition of guidance and counseling Difference between guidance and counseling Role of guidance and counseling in school Organization and administration of guidance services in schools

TEACHING METHODOLOGY

A. Teacher qualification

1. Minimum qualification for teaching Education at secondary level should be B.Ed preferably Master's Degree in Education.
2. Minimum qualification for teaching Education at intermediate level should be Master Degree in Education.

B. Teaching methodology and instructional techniques

Modern techniques of teaching should be used to make teaching learning process effective. The committee feels that sticking to lecture method is doing injustice to the students. The committee recommends the following methods/techniques to be used while evolving teaching strategies.

- a) Discussion
- b) Demonstration
- c) Activity
- d) Assignments
- e) Questions-Answers
- f) Video
- g) Computer Assisted Instructions

All these methods/techniques remain incomplete without allied materials and activities.

C. Teacher orientation

Periodic refresher courses should be organized to update the knowledge of teachers in the content area and methodology.

INSTRUCTIONS TO THE AUTHORS

The curriculum committee feels that textbook is being used as a main tool by teachers and students in our education system. Thus it should be written in such an effective manner that it proves to be the main source of knowledge. Keeping in view the objectives, concepts and content outline, the committee suggests as follows:

1. The textual material should respond to the objectives to be achieved.
2. Language and presentation of the content should be consonance with the class level of the students.
3. English terms may be retained in brackets where necessary.
4. Latest knowledge and statistics about Education in Pakistan may be included.
5. The historic perspective should consist of and be referred to rich and authentic sources.
6. Diagrams and graphic interpretations to the facts may be included where needed.
7. Glossary of important terms should be appended to each textbook.
8. Exercise should consist of objective/subjective questions framed in such a way that they cover all the three aspects i.e. knowledge, comprehension and application.
9. The textual material and exercise questions should prove to be as a source of creative orientation and discourage rote learning.
10. A short bibliography of related readings should be included at the end of the textbooks for classes XI and XII to guide the students for further study.
11. Simple language is once again strongly recommended.

ASSESSMENT PATTERN

1. Teachers should be given orientation regarding the techniques of measurement and evaluation through workshops on paper setting and paper marking.
2. Internal assessment should be continued process based upon periodic tests and assignments.
3. Question papers should consist of different types of questions bearing weightage as under:-

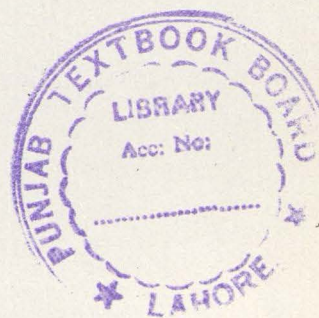
CLASS IX PAPER A: 50 MARKS

Type of Questions	Marks	Percentage
Objective Type	15	30%
Short Answers	10	20%
Essay Type	20	50%

CLASS X PAPER B: 50 MARKS

Type of Questions	Marks	Percentage
Objective Type	15	30%
Short Answers	10	20%
Essay Type	20	50%

4. Questions should cover knowledge, comprehension, and application aspects. Only 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 educationists other than the selected panels.



**UNIT WISE WEIGHTAGE
CLASS IX**

Unit	Chapter	Percentage
I	1,2,3	45%
II	4,5	42%
	Exercise	13%
	Total	100%

CLASS X

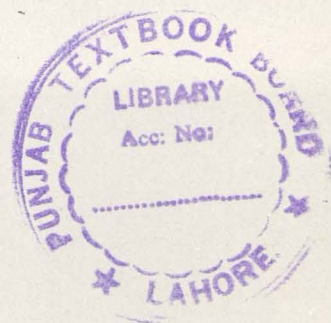
Unit	Chapter	Percentage
I	1,2	52%
II	3,4	35%
	Exercise	13%
	Total	100%

**Period wise weightage
Class-IX**

Unit No.	Chapter No.	Topic	No. of periods	Weightage in percent
I	1	Concept of Education	45	30%
	2	Scope and functions of Education	45	30
II	3	Problems of students at school level	30	20%
	4	Guidance and counselling	30	20%
		Total	150	100%

Class-X

Unit No.	Chapter No.	Topic	No. of periods	Weightage in percent
I	1	Concept of Curriculum	21	14%
	2	Education in Pakistan	18	12%
	3	Society and School	33	22%
II	4	Child Development	48	32%
	5	Learning	30	20%
		Total	150	100%



**Subject wise Time allocation
(Humanities Group)**

Subject	Number of periods per week
English	6
Urdu	6
Islamiat/Pakistan Studies	5
Mathematics	6
Elective I	6
Elective II	6
Elective III	6
Physical Education and Games	1
Societies	1
Library	1
Bazim-e-Adab	1
Guidance and Counselling	1
Total periods	46

No. of periods per day = 08

Total No. of period per week = 46

Each period will be of 40 minutes duration for the whole week with 15 minutes for morning assembly and 30 minutes for break except on Friday. On Friday there will be 4 teaching periods, one period for Guidance Counselling and one period for Bazim-e-Adab.

Total school time per day except Friday = 6 hours 5 minutes

Total school time on Friday = 4 hours 15 minutes

MEMBERS OF THE CURRICULUM DEVELOPMENT COMMITTEE

Dr. Mrs. Fouzia Saleemi
 Izaz-i-Fazeelat
 B.Sc. (Hons), M.Sc. (Pb), Ph.D. (U.K), B.Ed.(Pb)
 Principal,
 Government College of Education
 for Women, Lahore. Chief Coordinator

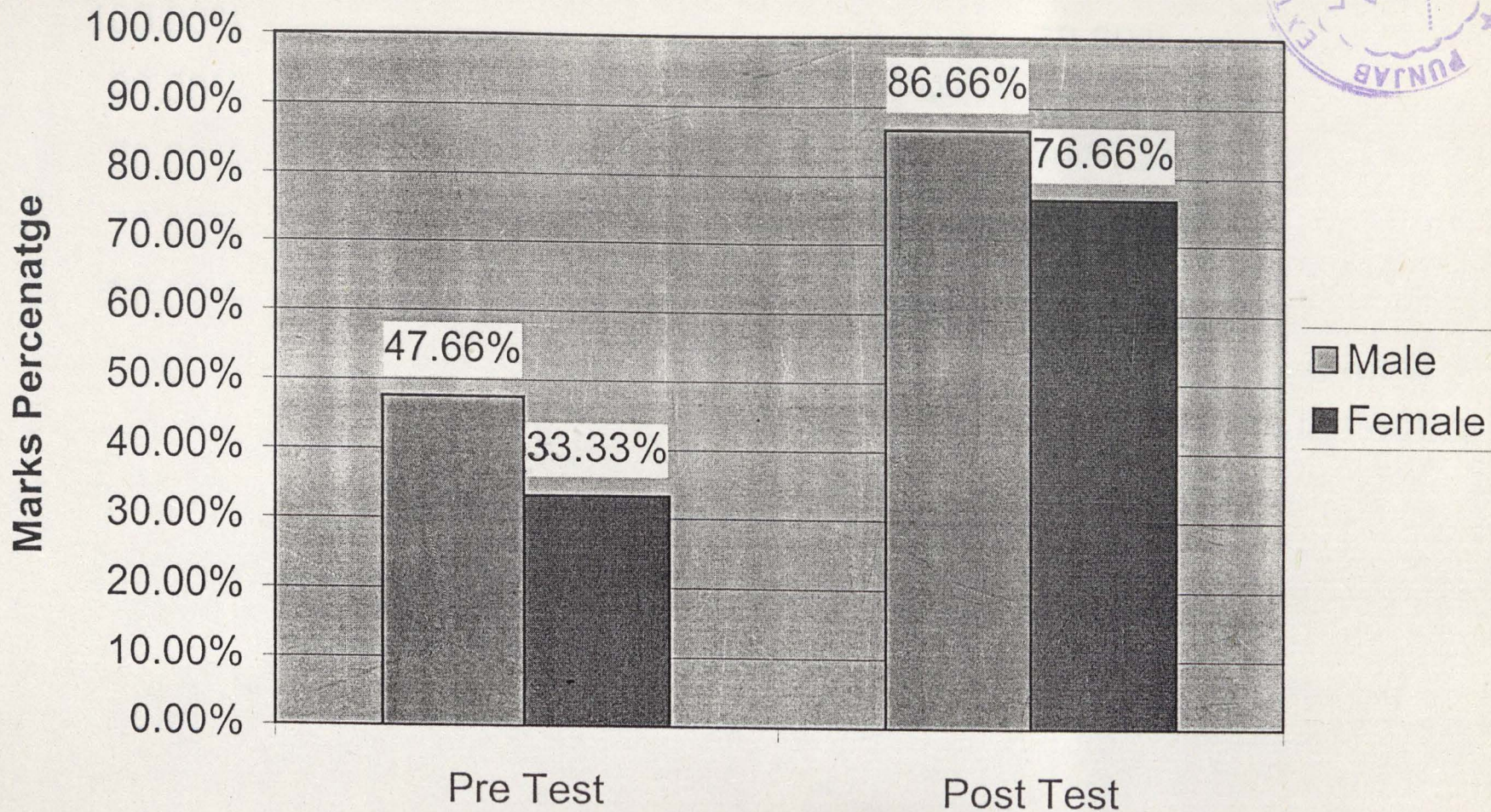
EDUCATION GROUP

1. Mrs. Farhat Saleem, Convenor
 M.A. Education (Pb) M.Ed (U.K),
 Additional Director,
 Curriculum Research & Development Centre
 Punjab Education Department, Lahore.
2. Mumtaz Ahmad Malik, Member
 M.A. Education (Pb)
 Assistant Professor of Education,
 Govt. College of Education
 Lower Mall, Lahore.
3. Jawad Rashid, Member
 Subject Specialist,
 Punjab Textbook Board,
 Lahore.

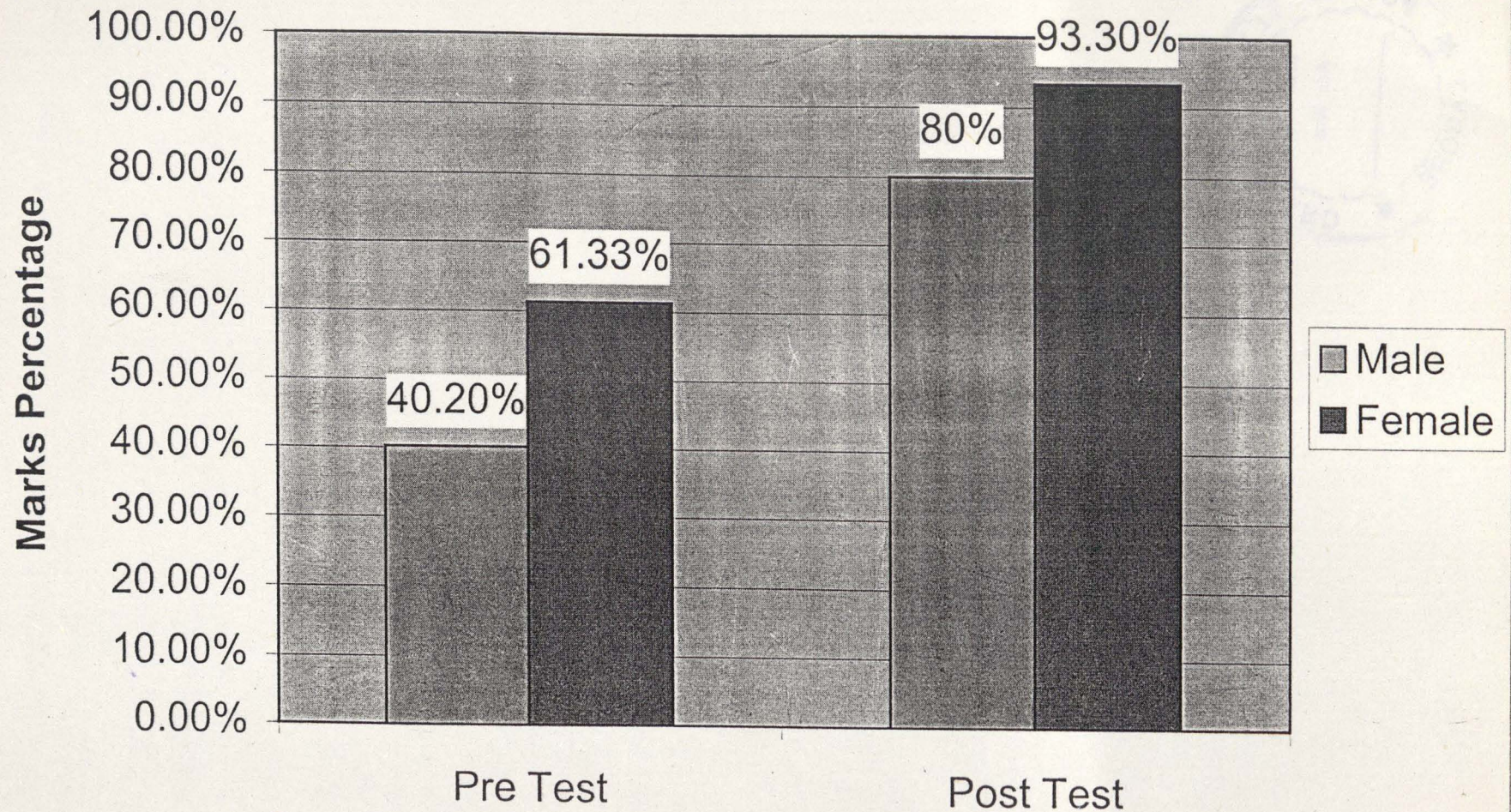
MEMBERS OF THE CURRICULUM REVIEW COMMITTEE

- | | |
|--|----------|
| 1. Mrs. Farhat Saleem
M.A. Education (Pb) M.Ed (U.K),
Additional Director,
Curriculum Research & Development Centre
Punjab Education Department, Lahore. | Convener |
| 2. Mumtaz Ahmad Malik
M.A. Education (Pb)
Assistant Professor of Education,
Govt. College of Education
Lower Mall, Lahore. | Member |
| 3. Sajjad Hussain Jafri
Assistant Professor ,
Govt. Degree College, Sargodha | Member |
| 4. Mohammad Sharif Nishter
Assistant Professor ,
Govt. College, Bosan Road,
Multan. | Member |
| 5. Miss Bashir Khan
Assistant Professor ,
Govt. College for Women,
Fowara Chowk,
Gujrat. | Member |
| 6. Mrs. Shamim Asad
S.S. Education
M.A. (Isl, B.Ed, M.Ed
Govt. Girls High School
Tatey Pur, Multan | Member |
| 7. Mrs. Tahira Nasreen
S.S. Education
Kot Sultan, Layyah. | Member |
| 8. Ismat Ullah Cheema
Govt. College of Education
Lower Mall, Lahore. | Member |

Graphic Interpretation of Pre Test and Post Test Education for Class IX



Graphic Interpretation of Pre Test and Post Test Education for Class X



Marks Percentage

100.00%
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%

Graphic Impartation of P.T. Test and Post Test
Exercises for Class X

