

**SCHOOL EDUCATION AND LITERACY DEPARTMENT
GOVERNMENT OF SINDH**



**REPORT ON REVIEW OF CURRICULUM FOR
PAKISTAN STUDIES GRADE IX-X**

2017

First Meeting 8th-10th May, 2017

**REVIEW COMMITTEE, BUREAU OF CURRICULUM AND
EXTENSION WING SINDH, JAMSHORO**

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Minutes of meeting for the review of the National Curriculum for Pakistan Studies Grade IX-X

Three days meeting of the Provincial Review Committee (PRC) was held on 8th-10th May, 2017 at Government Elementary College of Education (Men) Hyderabad for the review of the National Curriculum for Pakistan Studies Grade IX-X revised in 2017.

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The Provincial Review Committee (PRC) reviewed the National Curriculum for Pakistan Studies Grade IX-X and revised the same in accordance to align the set Standards with the Benchmarks, Themes and Students Learning Outcomes.

The observations / recommendations and additions made by the review committee are strongly recommended for incorporation in future. For further review two consecutive meetings for three days are suggested to be held on the same after Ramzan for completion of the same to approve and notify the Curriculum for Pakistan Studies Grade IX-X by the Curriculum Council and School Education Department, Government of Sindh.

ACKNOWLEDGEMENT

The Curriculum review team was assigned a task by the School Education Department, Government of Sindh to review the National Curriculum 2006 for Pakistan Studies Grade IX-X.

We are pleased to inform that the review team partially completed the task and reviewed the Curriculum. The team worked three days from 8th-10th May, 2017. The Curriculum review team discussed about various aspects of the Curriculum, Curriculum review team has critically examined the contextual and textual parts and aligned the different sections horizontally and vertically of the Curriculum.

Pakistan Studies Curriculum Review Team highly appreciates the efforts of the Government of Sindh for focusing on the quality education and development of effective Curriculum for Secondary Schools of Sindh. This will further improve teaching and learning of the Government Schools.

The huge task of review could not be possible without the support of School Education Department which not only facilitated the team but also guided from time to time about how to reform our existing Curriculum. The Bureau of Curriculum (BOC) played vital role in organizing the workshops and meetings at Hyderabad for the completion of task. The Director (BOC) deserves sincere appreciation. He always supported our team and took serious efforts for the successful completion of the task.

The initiative taken by the Government of Sindh to review of the Curriculum indicates that the leadership is committed to the cause of quality education. Curriculum advancement and educational reforms will promote the process of transformation of schooling through creativity, research-based education, and critical thinking.

We also would like to acknowledge the positive support we received from a number of educationists, researchers and teachers.

The members of team got opportunity to learn new knowledge, share ideas and to enhance motivation and communication. Discussion and debate among team members made it possible to partially complete the huge task of reviewing Curriculum. The team received incredible feedback from civil society, educationists, researchers, scholars and experts of related fields for improving Curriculum.

LIST OF ABBREVIATIONS

BOC : Bureau of Curriculum

PS : Pakistan Studies.

STBB : Sindh Text Book Board

PEACE: Provincial Education Assessment Centre

CPS : Curriculum for Pakistan Studies

RCR : Review Committee Report

RC : Review Committee

SLO : Student Learning Outcome

ABSTRACT

Review Committee Report (RCR) has been prepared to identify gaps, omissions and mistakes in the contents of the Curriculum. The RCR also presents the summary of proposed major and minor changes in the text. These changes will address weaknesses of the document. The report also recommends key points for further improvement of the document. The review committee (RC) believes that proposed changes if incorporated will surely make curriculum student-teacher friendly and useful in terms of creativity, critical thinking scientific inquiry and skills for life. These changes have been highlighted in the document attached with this report.

CURRICULUM FOR PAKISTAN STUDIES (CPS)

The Curriculum advancement is one of the key factors for maintaining the high standards of education. Curriculum development involves all types of learning through planned activities. It includes the set of objectives and learning outcomes which can be achieved with the help of required methodology. There are several factors which actually bring a change in a Curriculum. Most important factors for change include the lack of effectiveness and inability of Curriculum to work under changed circumstances and its failure to respond to new needs of society. Changing economic and social environment also creates sense of urgency about the need for change in the Curriculum. Nevertheless, the lack of effectiveness is most important reason for bringing new change.

The Curriculum experts always look for innovative way of designing new themes of learning. Innovation in Curriculum is planned activity and it is a continuous process. Thus, it is important to describe new curriculum change objectively. At the same time new change should be justified on scientific grounds. In this way Curriculum change can be implemented in a positive manner. Curriculum is a part of social planning. Thus, it must reflect the issues of society.

The Curriculum for Pakistan Studies is consisted of 11 standards which are focused on key areas of learning of Pakistan Studies. First two standards are based on study of history and historical skills. Standards three and four deal with subject of geography. Standard five and six are about political Science. Economics has been placed under Standard seven and eight. The last two standards are designed to focus on skill development. According to this division of themes the subject of Pakistan Studies is a combination of history, geography, economics and political science. Thus, the authors National Curriculum for Pakistan Studies 2006 have completely ignored the important areas including society, culture, history and geography of

Sindh. It can be argued that the purpose of Pakistan Studies cannot be achieved without the study of sociological themes including social values, social and cultural changes and social problems. Thus, without incorporating these changes, the Pakistan studies cannot justify its existence. If the changes are accepted, the new Curriculum will be consisted of twelve Standards.

IMPORTANCE OF PAKISTAN STUDIES

Pakistan Studies subject has been neglected field of knowledge in our country. It has not received proper attention of researchers and historians. Subject of Pakistan studies could not fully flourish as a full-fledged discipline of knowledge until it is changed according to new needs. It has been considered as a least important subject for following reasons.

1. The Curriculum for Pakistan Studies remained faulty, full of mistakes, omissions and problems with facts.
2. The past Curriculums were not based on scientific inquiry. Thus, they lacked evidence-based knowledge.
3. The previous Curriculum was not student and teacher friendly.
4. The past curriculums did not incorporate local and regional cultures and thus widen the gulf between village and city and between one region to another. These Curriculums did not promote national integration and cohesion.
5. The past curriculums did not manifestly promoted core values shared nationwide.
6. Provincial and national themes were not given proper place in the text.
7. In addition, there was a traditional way of teaching in this subject. No modern techniques were used to develop understanding of this subject.
8. This subject was not given proper attention by the State authorities.

Current debate on Curriculum for Pakistan Studies has engaged scholars of social sciences to share knowledge. Indeed, the level and intensity of the debate is evidence for the importance

of the subject of Pakistan Studies. In present times, the knowledge of Pakistan Studies has acquired vital importance for building a tolerant and peaceful society. In addition, it also helps us to understand the economy, geography, foreign policy and history of Pakistan. It can be argued that this subject actually helps school and college level students to learn about social and cultural dynamics of the country. It advances their level of knowledge of various economic and social changes that have occurred as an outcome of global changes in our country. Thus, this subject enables students to learn the process of change and to participate actively as a responsible member of the world society.

It is evident from past history that tolerance is an important factor for political and social stability in our country. Thus, there is a need to train our new generations about how to live with a sense of being and belonging together and how to contribute to peace and progress of their nation. This goal can be achieved through character-building and promoting positive values of society and discouraging the forces of extremism which disrupt normal life and destroy the economy of our country.

DEFINITION OF PAKISTAN STUDIES

The Review team has made several changes in the document including the formation of new standards, themes and SLOs. In addition, the Review Committee has also redefined some concepts and terms which did not give clear meaning and message. For instance, the definition of Pakistan Studies mentioned in the Curriculum was not clear. Thus, the new definition of Pakistan Studies is given as under:

‘Pakistan Studies’ is a systematic study of geography, history, and politics of Pakistan..’ It helps students to learn about historical, cultural, economic, social, political environmental aspects of society.

The present Curriculum however, claims that it has been designed to develop not only knowledge but also skills such as critical thinking, inquiry, analytical ability, communication, conflict resolution and decision-making required for living in the 21st Century. Nevertheless, it is clear that the present Curriculum did not include the study of key social problems which can be regarded as root causes of social disharmony, intolerance and social dis-organization in our society. For example the main issues including drug abuse, child labor, narcotics, and gender issues such as violence against women, early marriage, dowry, and divorce, honor-killing have not been incorporated in the Curriculum. In addition, concepts of health and safety, traffic management, Recycling and waste management, cycling and sport culture are missing in the new Curriculum. The new Curriculum could also be expected to incorporate the skills or risk-reduction techniques at workplace. Thus, new proposals have been given in the attached reviewed document. We have emphasized at a number of places in the document how important it is to organize the various parts of the text.

It is found that most critical element of the data analysis is arriving at your own assessment. Thus, the team tried to remain neutral as possible, reducing tension created by class, ethnicity and culture. Group discussion within our team was an important way of flushing out the social realities

RECOMMENDATIONS

1. The National Curriculum for Pakistan Studies was objective based. Nevertheless, the revised curriculum is based on Standards, Benchmarks, Themes and SLOs.
2. Review team has revised the National Curriculum for Pakistan Studies Grade IX –X in accordance with the principles of progression.
3. The National Curriculum for Pakistan Studies (PS) has been reviewed by the Committee which recommends that the revised Curriculum may be aligned with the Sindh Curriculum for Social Studies Grade VI-VIII reviewed in the year 2015. The overriding aim of review is to basically convert the objective-based curriculum into standards-based curriculum.
4. New definition of Pakistan Studies may be incorporated in the revised Curriculum
5. New proposed benchmarks Themes and SLOs for Grade IX & X may be considered and included in the revised Curriculum.
6. For clarity reasons, proposed changes regarding grammatical mistakes, linguistic and typographical errors, factual problems, omissions, repetition of ideas, words and articles, letters may be accepted.
7. The revised Curriculum for Pakistan Studies may promote the ideas of humanism, pluralistic society, rights and duties. It may discourage hate-preaching material that fuels intolerance and violence in society.
8. The revised Curriculum may be free from anti-democratic elements and free from all types of intolerance and biasness.
9. The present Curriculum is required to promote core values shared nationwide.
10. The textbooks based on this revised Curriculum may promote tolerance, democratic values, and character-building.

11. The committee recommends that review team must be strengthened and the committee also proposes that number of team members may be increased from 5 to 8 having qualification (M.A Pakistan Studies) and relevant experience.
12. The textbook lessons based on this Curriculum may promote transferable skills.
13. In addition, text lessons may also promote spirit of community service, volunteering and other social activities.
14. Sufficient time may be allocated for conducting full time meetings in order to overcome gaps and resolve the impeding issues in the Curriculum.
15. More prominence should be given to the National heroes, Rulers of Sindh and Personalities who have contributed to the fields of Science, Education, Politics, Sports, Community Service, and Social Services.
16. The Committee recommends that two consecutive meetings should be arranged after break of Eid-ul Fiter to complete the entire work of review at earliest possible.

CONCLUSION

The review report of Curriculum for Pakistan Studies briefly describes the salient features of the Curriculum development. Nevertheless, it emphasizes the need to develop Pakistan Studies as a full-fledged discipline of knowledge. The review report comes up with new ideas and proposals which can be used to improve further of the Curriculum document. The details of changes have been given in the draft of Curriculum for Pakistan Studies Grade IX-X document attached with this report.