

Curriculum for the subject of

PAKISTAN CULTURE

(IX-X) 2020



**Directorate of Curriculum and Teacher Education
Khyber Pakhtunkhwa, Abbottabad**

Preface

Responsible and useful citizens can be produced by a well-organized educational program. Curriculum plays a pivotal role in providing knowledge about rights and responsibilities of the citizens and helping them in the development of desirable and useful skills to be applied in daily life. While living in 21st century, amid flood of information, knowledge and research findings, it is the obligation of institutions to initiate reforms in education to keep pace with the emerging national and global demands .

Curriculum lies at the heart of the educational enterprise. It is a mean through which nations transmit their philosophy of life to their young generations. The process of curriculum development requires inputs from all the stakeholders to fully reflect the needs of the society as well as interests of the learners.

Curriculum, syllabus, planning, policy, centers of excellence and standards of education were on the concurrent list under Entry 38 of the Concurrent Legislative List to the Fourth Schedule of the Constitution of Islamic Republic of Pakistan, 1973. After 18th Constitutional Amendment, development of curricula and approval of textbook manuscripts and supplementary reading material relating to textbooks, production of reference and research material in respect of the problems relating to the Schemes of Studies and curricula are now the exclusive domain of the Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa, Abbottabad as per the Khyber Pakhtunkhwa Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act. 2011. Thus, making the DCTE sole competent authority in the province regarding aforementioned mandates.

The DCTE has prepared a new Scheme of Studies (SoS) from pre-primary Education to Intermediate Level for the province of Khyber Pakhtunkhwa in consultation with all the stakeholders involved in the delivery of education. The SoS is prepared keeping in view the arising need of technology in our society, modern trends in education system and to bridge the gap between public, private schools and Deeni Madaris of the Khyber Pakhtunkhwa. With the blessings of Allah Almighty, the Government of Khyber Pakhtunkhwa, Elementary & Secondary Education Department and the DCTE believe that this endeavor will be fruitful to roll out dynamic citizens, useful for the socio-economic development of the Islamic Republic of Pakistan.

In compliance with the above provisions, the DCTE developed the curriculum of Pakistan Culture for Grades IX-X. To this effect, National Curriculum for Pakistan Culture for Grades XI – XII 2011 was considered as a reference document.

Attempt has been made to make the curriculum more representative, responsive, applicable and practical to the societal needs.

It is hoped that this curriculum document would meet the socio-economic and cultural challenges posed by the rapidly changing world.

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Section 1

Introduction

Culture is product of society which encompasses the beliefs, ideas, customs, skills, professions, habits, arts, etc. of a people or group. The culture is also a series of related structures which comprise social forms, values, cosmology, the whole of knowledge and through which all experience is mediated. Thus culture encompasses all the basic institutions of human activity viz; religion, economic organization, political life, arts, sciences, education and language. Culture is dynamic and it is seldom static. It continues to change with time and this process is gradual.

Pakistani culture has evolved diachronically. Starting from Paleolithic Age it transformed into Neolithic Revolution being the first manifestation of a settled society represented by the old sites of the lithic period which set into motion the urbanization process culminating eventually into the establishment of urban centres like Mehargarh (Balochistan), Rehman Dheri (Khyber Pakhtunkhwa), Harappa (Punjab), and Mohenjodaro (Sindh). Then it witnessed the Aryan and the Buddhist epochs evolving some new patterns of life. The Gandhara and the Hindu Shahi civilizations also emerged and reached pinnacle point here. In the medieval period, Muslim civilization advanced into the subcontinent and exposed this land to the Arabs, Ghaznavids, Ghorids, Sultanate of Delhi and the Mughal influences. With the advent of Muslims, cultural formulations epitomized in the mystic episteme of the Sufi saints attracted majority of the people to the fold of Islam in the areas presently constituting Pakistan.

The British established their rule in the 18th century. Thus colonialism ushered into the whole of the Indo-Pak subcontinent. Colonial dispensation impacted profoundly, the political and economic structures as well as cultural patterns. Education and legislation had been the main instruments of cultural change. That peculiarity of Muslim culture became the fundamental reason for the creation of Pakistan. It is represented through its Islamic faith, sufi instruction, historical, and socio-political traditions, etc. which called for the establishment of a modern Muslim state of Pakistan so that these could be developed further by liberating people from the British imperial rule.

While explaining Islamic concept in this connection, Dr. Allama Muhammad Iqbal in his address at Allahabad (1930) said:

“I therefore demand the formation of a consolidated Muslim State in the best interests of India and Islam. For this, it means security and peace resulting from an internal balance of power; for Islam, an opportunity to rid itself of the stamp that Arabian Imperialism was forced to give it, to mobilize its laws, its education, its culture, and to bring them into closer contact with its own original spirit and with the spirit of modern times. ...Indian Muslim is entitled to full and free development on the lines of his own culture and tradition in his own Indian homelands is recognized as the basis of a permanent communal settlement. ... Indeed it is no exaggeration

to say that India is perhaps the only country in the world where Islam, as a people building force, has worked at its best.”

Addressing the historic Lahore session of All India Muslim League on 23 March 1940, Quaid-i-Azam Mohammad Ali Jinnah said:

“Mussalmans are a nation according to any definition of a nation, and they must have their homelands, their territory and their State. We wish to live in peace and harmony with our neighbours as a free and independent people. We wish our people to develop to the fullest our spiritual, cultural, economic, social and political life in a way that we think best, and in consonance with our own ideals and according to the genius of our people.”

A team of subject specialists from different institutions of Elementary and Secondary Education Department Khyber Pakhtunkhwa met and deliberated in Peshawar under the aegis of the Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa. Hence the curriculum of Pakistan Culture has been designed keeping in view the historical and cultural heritage of Pakistan alongwith its exhibits in the present culture. This curriculum, it is hoped, would go a long way in cultivating the requisite understanding of Pakistani Culture among the students so that they can appreciate the multi-layered composition of our cultural heritage which is exposed to the challenges of different times.

AIMS AND OBJECTIVES

The main aims of this curriculum are:

- To provide basic conceptual understanding about culture, its definition, scope and significance.
- To acquaint students with the importance of culture as an instrument of forging unity and creating harmony in different ethnic and regional groups.
 - To cultivate the essential understanding among the students about varied patterns of cultural heritage of Pakistan.
 - To understand the role of Islam in influencing different traits and patterns of Pakistani culture.
 - To discuss and understand the essential ingredients of Pakistani Culture.
 - To disseminate requisite knowledge about the diverse (national, regional, and local) cultural patterns, highlighting their salient features.
 - To pinpoint multiple modes of cultural expressions in the forms of fairs, art performances and literary articulations in the country.
 - To explain the sub-culture of minorities as part and parcel of Pakistani Culture.
 - To delineate the tolerant aspects of Pakistani culture, reinforcing Sufi social ethos whereby love for humanity is professed and practiced.
 - To understand unity in diversity of Pakistani Culture.
 - To impart consciousness amongst the students about ‘geography’ of different regions affecting the growth of diverse cultural trends.
 - To educate the students about the evolution of divergent patterns of Pakistani culture from the Indus Civilization to the Modern times.
 - To understand the identity and uniqueness of Pakistani culture in the global context.

- To comprehend how the Pakistani culture is amenable to the modern thoughts and trends especially in the fields of media, science and technology.
- To understand how Pakistani culture cooperates with the international institutions for the purpose of peace, tolerance and promotion of human rights.
- To perceive various manifestations of cultures of different regions in terms of their language, literature, religion, customs, traditions, arts, architecture, historical experience, etc. as parts or sub-cultures of Pakistani culture.

Section 2

STUDENTS LEARNING OUTCOMES

GRADE- IX

CHAPTER 1: INTRODUCTION TO CULTURE	
CONTENT	STUDENTS LEARNING OUTCOMES
Definitions of Culture	The students will be able to: – Define culture.
Significance of Culture	– Explain the significance of culture.
Concept of Islamic Culture	– Describe the concept of Islamic Culture with special reference to the exaltation of human life as a goal of culture.
<ul style="list-style-type: none">• Types of Culture<ul style="list-style-type: none">▪ Material Culture▪ Non-material culture	<ul style="list-style-type: none">– Explain the material and Non-material Culture with examples.– Prepare a collage of the pictures of objects from the material culture.
Functions of Culture	– Interpret the functions of Culture.

CHAPTER 2: FEATURES OF PAKISTAN CULTURE

CONTENT	STUDENTS LEARNING OUTCOMES
<ul style="list-style-type: none"> • Islam <ul style="list-style-type: none"> ▪ Essentials of Islam ▪ Ideological moorings of Pakistan Culture 	<p>The students will be able to:</p> <ul style="list-style-type: none"> – Explain the essentials of Islam – Discuss the nature of knowledge (<i>Ilm</i>) and learning with reference to the spiritual and moral values of Islam. – Relate the concept of life after death with an individual's conduct in private and public life in this world. – Discuss the role of mystics (<i>sufiaa-e-karaam</i>) with emphasis on the mechanism of delivering the Divine Message in the Indo-Pak sub-continent.
Minorities	<ul style="list-style-type: none"> – Describe the role and rights of minorities given under the Pakistan constitution of 1973. – Discuss the culture of minorities (places of worship, festivals, cultural events etc).
Languages (National and Regional)	<ul style="list-style-type: none"> – Trace the origin and evolution of Urdu. – Cite reasons for declaring Urdu as a national language. – List the main regional languages of Pakistan and the regions where these are spoken.
Literature	<ul style="list-style-type: none"> – Explain the exponents of Urdu literature.i.e. <i>Hamd, Naat, Ghazal, Nazm, Afsana</i> and <i>Novel</i>. – Enlist the works of renowned poets and prose writers of Urdu, Punjabi, Sindhi, Pashto and Balochi.
Art and Architecture	<ul style="list-style-type: none"> – Explain the different forms of arts that exist in the various cultures found in Pakistan. – Describe main features of the architecture developed under the Muslim rule in the areas constituting today's Pakistan.
Cultural Heritage	<ul style="list-style-type: none"> – Enlist the major archeological remains, <i>masajid</i>, forts, tombs, gardens, necropoli as cultural heritage of Pakistan.

CHAPTER3: GEOGRAPHY AS A DETERMINANT OF PAKISTAN CULTURE	
CONTENT	STUDENTS LEARNING OUTCOMES
Location	<p>The students will be able to:</p> <ul style="list-style-type: none"> – Locate Pakistan on world map. – Identify the location of Pakistan with reference to latitudes and longitudes. – Discuss the significance of geo-strategic location of Pakistan.
<ul style="list-style-type: none"> • Physical features <ul style="list-style-type: none"> ▪ Mountains ▪ Plateaus ▪ Plains ▪ Deserts ▪ Coastal Area 	<ul style="list-style-type: none"> – Discuss the effects of landforms on the life style of the people. – Compare and contrast the culture of any of two physical regions of Pakistan.
<ul style="list-style-type: none"> • Water resources <ul style="list-style-type: none"> ▪ Rainfall ▪ Glaciers ▪ Rivers 	<ul style="list-style-type: none"> – Relate the importance of water resources as basis for the flowering of culture and civilization.
<ul style="list-style-type: none"> • Vegetation <ul style="list-style-type: none"> ▪ Crops ▪ Forests 	<ul style="list-style-type: none"> – Interpret the significance of crops as interdependent factor between various cultural regions in Pakistan. – Explain the importance of forest with reference to environment.
Livestock	<ul style="list-style-type: none"> – Categorize the livestock found in various regions of Pakistan.
Mineral Resources	<ul style="list-style-type: none"> – Recognize the mineral resources found in different areas as source of income for people and its role in economic development.
Human Resource	<ul style="list-style-type: none"> – Discuss the urban and rural workforce with reference to their education/training and income.
Disasters and culture	<ul style="list-style-type: none"> – Elaborate the effects of disasters on livelihood, infrastructure and culture.

CHAPTER 4: CULTURAL DIVERSITY OF PAKISTAN

CONTENT	STUDENTS LEARNING OUTCOMES
<ul style="list-style-type: none"> • Punjab <ul style="list-style-type: none"> ▪ Material Culture <ul style="list-style-type: none"> ○ Literature ○ Art and Architecture ○ Dress ○ Institutions ▪ Non-material Culture <ul style="list-style-type: none"> ○ Language ○ Religion ○ Customs and Traditions ▪ Minorities Culture 	<p>The students will be able to:</p> <ul style="list-style-type: none"> – Discuss various languages spoken in the Punjab and highlight the importance and development of literature of each of them. – Discuss the role and importance of Islam in the Punjabi society. – Describe the importance of music in the traditions and folklore of the Punjab. – Describe various patterns of dress and ornaments in the Punjab worn by the ladies, men and children. – Discuss major ethnic groups of the Punjab. – Explain major social institutions in the Punjab. – Describe various customs and traditions of the people of the Punjab. – Describe different patterns of art and architecture in the Punjab. – Describe various fairs and festivals arranged in different areas of the Punjab. – Discuss the role and position of various minorities in Punjab.
<ul style="list-style-type: none"> • Sindh <ul style="list-style-type: none"> ▪ Material Culture <ul style="list-style-type: none"> ○ Literature ○ Art and Architecture ○ Dress ○ Institutions ▪ Non-material Culture <ul style="list-style-type: none"> ○ Language ○ Religion ○ Customs and Traditions ▪ Minorities Culture 	<ul style="list-style-type: none"> – Discuss various languages spoken in Sindh and highlight the importance and development of literature of each of them. – Elaborate the role of religion for the development of socio-cultural life of the people of Sindh. – Describe the importance of music in the traditions and folklore of Sindh. – Describe various patterns of dress and ornaments in Sindh worn by the ladies, men and children. – Describe various customs and traditions of the people of Sindh. – Describe different patterns of art and architecture in Sindh. – Discuss major ethnic groups of Sindh. – Describe major social institutions of Sindh. – Discuss various fairs and festivals held in various parts of Sindh. – Discuss the role and position of various minorities in Sindh.
<ul style="list-style-type: none"> • Khyber Pakhtunkhwa <ul style="list-style-type: none"> ▪ Material Culture <ul style="list-style-type: none"> ○ Literature ○ Art and Architecture 	<ul style="list-style-type: none"> – Discuss various languages spoken in Khyber Pakhtunkhwa and highlight the importance and development of literature of each of them.

<ul style="list-style-type: none"> ○ Dress ○ Institutions ▪ Non-material Culture <ul style="list-style-type: none"> ○ Language ○ Religion ○ Customs and Traditions ▪ Minorities Culture 	<ul style="list-style-type: none"> – Elaborate the characteristics of folk music in the Khyber Pakhtunkhwa. – Delineate various customs and traditions of Khyber Pakhtunkhwa. – Describe the importance of Islam amongst the people of Khyber Pakhtunkhwa. – Discuss the art and architecture of Khyber Pakhtunkhwa. – Describe the pattern of dress and ornaments used by the people in the Khyber Pakhtunkhwa. – Describe major social institutions of Khyber Pakhtunkhwa. – Discuss major ethnic groups of Khyber Pakhtunkhwa. – Discuss various fairs and festivals held in Khyber Pakhtunkhwa. – Explain the structure and functioning of tribal society. – Explain the mystic traditions in the Khyber Pakhtunkhwa. – Describe the position and role of minorities in Khyber Pakhtunkhwa.
<ul style="list-style-type: none"> • Balochistan <ul style="list-style-type: none"> ▪ Material Culture <ul style="list-style-type: none"> ○ Literature ○ Art and Architecture ○ Dress ○ Institutions ▪ Non-material Culture <ul style="list-style-type: none"> ○ Language ○ Religion ○ Customs and Traditions ▪ Minorities Culture 	<ul style="list-style-type: none"> – Discuss various languages spoken in Balochistan and highlight the importance and development of literature of each of them. – Discuss the role and importance of Islam in the Balochi society and culture. – Describe various forms of Balochi music. – Delineate the art and architecture of Balochistan. – Describe the dress patterns and ornaments used by men, women and children in Balochistan. – Delineate various customs and traditions of Balochistan. – Discuss major ethnic groups of Balochistan. – Explain major social institutions in Balochistan. – Describe various fairs and festivals held in Balochistan. – Discuss various tribes in Balochistan. – Discuss the debit and credit side of Sardari system for education in Balochistan. – Explain the position and role of minorities living in Balochistan.

<ul style="list-style-type: none"> • Azad Jammu and Kashmir <ul style="list-style-type: none"> ▪ Material Culture <ul style="list-style-type: none"> ○ Literature ○ Art and Architecture ○ Dress ○ Institutions ▪ Non-material Culture <ul style="list-style-type: none"> ○ Language ○ Religion ○ Customs and Traditions ▪ Minorities Culture 	<ul style="list-style-type: none"> – Discuss various languages spoken in Azad Jammu and Kashmir and highlight the importance and development of literature of each of them. – Discuss the role and function of Islam in the Kashmiri society. – Delineate the various patterns of music in the Kashmiri society. – Delineate the art and architecture of Azad Jammu and Kashmir. – Discuss Kashmiri struggle for the inclusion of Jammu and Kashmir in Pakistan. – Describe the dress patterns and ornaments used by men, women and children in Azad Jammu and Kashmir. – Describe various patterns of society of Azad Jammu and Kashmir as part of Pakistani Culture. – Describe major ethnic groups of Azad Jammu and Kashmir. – Describe major social institutions of Azad Jammu and Kashmir. – Describe various fairs and festivals held in Azad Jammu and Kashmir. – Discuss the role and position of minorities living in Azad Jammu and Kashmir.
<ul style="list-style-type: none"> • GilgitBaltistan <ul style="list-style-type: none"> ▪ Material Culture <ul style="list-style-type: none"> ○ Literature ○ Art and Architecture ○ Dress ○ Institutions ▪ Non-material Culture <ul style="list-style-type: none"> ○ Language ○ Religion ○ Customs and Traditions ▪ Minorities Culture 	<ul style="list-style-type: none"> – Discuss various languages spoken in Gilgit-Baltistan and highlight the importance and development of literature of each of them. – Describe the role and importance of Islam in the society of Gilgit-Baltistan. – Identify the music available in Gilgit-Baltistan. – Discuss the customs and traditions of Gilgit-Baltistan. – Delineate the art and architecture of Gilgit-Baltistan. – Describe various patterns of dress and ornaments of the people of Gilgit-Baltistan. – Discuss various patterns of society of Gilgit-Baltistan as part of Pakistani culture. – Describe major ethnic groups in Gilgit-Baltistan. – Discuss major social institutions of Gilgit-Baltistan. – Explain various fairs and festivals held in Gilgit-Baltistan. – Discuss the position and role of minorities in Gilgit-Baltistan.

GRADE X

CHAPTER 1: CULTURE THROUGH THE AGES –I	
CONTENT	STUDENTS LEARNING OUTCOMES
<ul style="list-style-type: none"> • Indus valley <ul style="list-style-type: none"> ▪ Capitals <ul style="list-style-type: none"> ○ Mohenjo-Daro ○ Harappa ▪ Constructions ▪ Health awareness ▪ Cleanliness ▪ Drainage system ▪ Agriculture ▪ Dress and makeover ▪ Marriages ▪ Funerals 	<p>The students will be able to:</p> <ul style="list-style-type: none"> – Locate the areas of Indus valley civilization constituting today’s Pakistan on the map. – Describe the characteristics of urban culture of Indus valley civilization.
Aryans	<ul style="list-style-type: none"> – Describe the arrival of Aryans to India. – Discuss the structure of Aryan society.
<ul style="list-style-type: none"> • Gandhara <ul style="list-style-type: none"> ▪ Main Cities <ul style="list-style-type: none"> ○ Pushkalavati (Charsadda) ○ KanishkaPura (Peshawar) ○ TekshaShella (Taxila) ▪ Constructions ▪ Dress and Makeover ▪ Stone Carving ▪ Marriages and Funerals 	<ul style="list-style-type: none"> – Locate the areas of Gandhara civilization constituting today’s Pakistan on the map. – Explain the salient features of Gandhara civilization.
Greeks	<ul style="list-style-type: none"> – Discuss the Alexander’s expedition of north-western India and its impact on local culture.

CHAPTER 2: CULTURE THROUGH THE AGES –II	
CONTENT	STUDENTS LEARNING OUTCOMES
Early Muslim Period	<p>The students will be able to:</p> <ul style="list-style-type: none"> – Trace Arabs’ early contacts with sub-continent and its cultural effects on the region. – Examine the Impact of the Ghaznavid and Ghorid invasions on society and culture. – Analyze the contributions of mystics (<i>sufiaa-e-karaam</i>) in the expansion of Islam.
Delhi Sultanate	<ul style="list-style-type: none"> – Describe the cultural contribution of Delhi Sultanate.
The Mughals	<ul style="list-style-type: none"> – Describe the salient features of culture under the Mughal rule.
British period	<ul style="list-style-type: none"> – Describe the socio-cultural transformation under the British.

CHAPTER 3: TRENDS IN PAKISTAN CULTURE	
CONTENT	STUDENTS LEARNING OUTCOMES
Introduction	The students will be able to: <ul style="list-style-type: none"> – Identify the direction of change/transformation of culture after independence in 1947.
Islamization	<ul style="list-style-type: none"> – Discuss the objective resolution of 1949. – Discuss the Islamic features of 1956,1962 and 1973 Constitutions. – Explain the process of Islamization initiated by Zia-ul-Haq. – Describe the impact of Islamization on Pakistan Culture.
Education & Technology	<ul style="list-style-type: none"> – Elaborate the current state of education with reference to literacy. – Discuss the technical and vocational education in Pakistan. – Describe the development in science and technology.
Socio-economic Trends	<ul style="list-style-type: none"> – Describe the impact of media on the social outlook of the people of Pakistan. – Analyze the impact of free trade and quota system on Pakistan. – Discuss the contribution of women in national economy.

CHAPTER 4 : GLOBALIZATION AND PAKISTAN CULTURE : PERSPECTIVES& TRENDS	
CONTENT	STUDENTS LEARNING OUTCOMES
<ul style="list-style-type: none"> • Globalization <ul style="list-style-type: none"> ▪ Definitions ▪ Key characteristics <ul style="list-style-type: none"> ○ The rapidity of change ○ Shortening of time and Space 	<p>The students will be able to:</p> <ul style="list-style-type: none"> – Define Globalization – Explain rapidity of change and shortening of time and space(caused due to ICT and other sources)as the key characteristics of globalization.
<ul style="list-style-type: none"> • Agents of global change <ul style="list-style-type: none"> ▪ Media ▪ Communication ▪ Science ▪ Technology <ul style="list-style-type: none"> ▪ Migration 	<ul style="list-style-type: none"> – Enumerate the agents of change with reference to globalization.
<ul style="list-style-type: none"> • Effects of globalization on culture <ul style="list-style-type: none"> ▪ Enhanced cross-cultural contacts ▪ Cultural diffusion ▪ Increased desire for high standard of living and foreign products and ideas ▪ Adoption of new technology and practices ▪ Participation in a "world culture" ▪ Lamenting of the resulting consumerism ▪ Resentment for loss of languages. 	<ul style="list-style-type: none"> – Compare the way of life (with respect to food, dress, transport, information communication, commerce etc) of the people of Pakistan as it is in present globalization period with that in the past. – Analyze the impact of globalization on daily life of the people in Pakistan. – Interpret the positive as well as the negative effects of globalization on culture.
Steps to cope with the effects of cultural globalization	<ul style="list-style-type: none"> – Suggest ways to protect and project Pakistan Culture in the wake of cultural globalization.
Cross-cultural commitments and values	<ul style="list-style-type: none"> – Differentiate between global culture and Pakistani culture, appreciate cultural diversity within own society, in the country and globally · – Suggest the ways to strengthen diversity at global level. – Enhance understanding of and interaction with different cultures and be aware of changes taking place culturally, socially and politically at the global level.
Global interconnectedness for universal peace	<ul style="list-style-type: none"> – Demonstrate a commitment to life style for a sustainable world (saving water, careful use of electricity, reduce-reuse-recycle approach) and to work collectively for the same purpose through

	<p>self-help groups or by volunteering at civil or government organizations.</p> <ul style="list-style-type: none">– Evaluate the utility of global interconnectedness for peace and development at global level.
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Section 3

Teaching Strategies

This curriculum aims to encourage understanding and higher order skills like decision making, problem solving, critical thinking, observation, curiosity, creativity, questioning, application, etc. So the teaching methodology should be adopted in such a way that promotes higher order skills. To achieve specific objectives, the following steps in teaching learning process should be kept in view:

- The teachers should plan their lesson keeping in view both the students learning outcomes and objectives of the curriculum.
- The active involvement as well as participation of students is the key for successful delivery of the curriculum so the purposeful learning group for discussion and assignment should be organized.
- Teacher should encourage students in learning activities that will help to grow higher order skills like application, analysis, synthesis and evaluation.
- The lecture should be well organized with in limited time period with current and practical examples.
- During the lecture, the teacher should ask questions randomly from the students to assess whether they are understanding it or not.
- Arrange educational trips to different organizations and institutions.
- Assign tasks to the students to search relevant materials from other sources such as libraries, internet and newspapers etc.
- Encourage students to present selected topics of the syllabus while making presentations.
- As the curriculum is activity based. It demands that the teachers should study the curriculum and other reference materials by considering the following teaching strategies:
 1. Investigative approach
 2. Activity oriented approach
 3. Student centered approach
 4. Question/answer approach
 5. Focused group discussion
 6. Seminars
 7. Role play
 8. Speeches/debates
 9. Case studies

10. Visits
11. Brain storming
12. Quiz
13. Self-assessment
14. Jigsaw technique
15. Inductive-deductive approach
16. Project method
17. Debates
18. Discovery method
19. Co-operative learning
20. Inquiring method

Section 4

Guidelines for the Textbook Authors

In textbook writing, generally the following aspects may be taken into consideration.

- The textbook should be in line with the aims, objectives and SLOs of curriculum.
- SLOs should be given at the start of each chapter.
- While developing textual material graded vocabulary should be used. The language should be simple, clear and logical.
- The graphs and schedules etc. should be in different colors.
- The activities and guidelines for teacher should be given at proper places.
- The summary of the topic should be given in the box on the same page.
- The textbook is expected to provide accurate and up-to-date information.
- The time limit for the course completion should be considered.
- The book should be student centered and avoid unnecessary details while developing the material.
- The sequential development of topics as suggested in the curriculum should be kept in mind.
- There should be glossary at the end of the textbook to clarify the key terms.
- The author should bring himself to the mental level of students he is writing for.
- The span of the textbook should be fairly reasonable.
- The material should not be cramped. To make it more digestible, it may be chunked into smaller parts with headings.
- The text material should be arranged in a logical manner; simple to complex, familiar to unfamiliar and concrete to abstract.
- Questions such as food for the thought be given at the end of the topic before embarking upon new topic/ theme.
- The text should be clear and concise. It should not give any other meaning than the one intended.
- Foot notes and side notes may be inserted wherever necessary.

Physical Features

- For creating interest among the students, the textual materials should be presented through attractive and proper schedules/ diagrams/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 arrangements of pages, exercises and model test items at the end of each chapter, should be correct.

It would be an added advantage for Textbooks authors to also follow “Standards for Textbooks & other Learning Materials” as mentioned in Minimum Standards for Quality Education in Pakistan.

Standards for Textbooks& Other Learning Materials

- Aligned with the curriculum by promoting child centered pedagogy
- Promote harmony and unity for national cohesion and integrity
- Support inquiry-based learning, critical thinking and problem solving
- Free from gender, ethnic, religious, sectarian, geographical, cultural, occupational biases and respect diversity
- Attractive, interesting and engaging for the learner to pursue further study
- Have authentic texts presented systematically in gradual steps
- Provide a variety of assessment opportunities to evaluate the cognitive, psychomotor and affective abilities
- Facilitates teachers to use a variety of instructional strategies to deliver the content

The standards for textbooks can be organized around six broad categories and commonly agreed-upon indicators for all subjects, as indicated below:

Category 1: Compliance with National Curriculum, Goals and Objectives	
1	All the Student Learning Outcomes (SLOs), themes and sub-themes are properly addressed through: <ul style="list-style-type: none">• appropriate text and/or illustrations for the age/level• end of chapter exercises consistent with assessment practices outlined in the curriculum Note: Some SLOs may not be part of the text and may be addressed through classroom activities, questions etc. mentioned in the textbook
Category 2: Quality of Content, Language and Logical Organization	
2	Text is student-centered and meets the needs of the society and interests of the students
3	Content is accurate and up-to-date (in both text and illustrations)
4	Content is free of grammatical and punctuation errors (text and illustrations)
5	Language and content of the text is according to the age and grade level of learners
6	Content is supported with examples and applications from real life that are interesting and relevant to students’ lives
7	Chapter/section previews and summaries to allow learners absorb main ideas/concepts presented
8	Relevant learning from previous grade and/or from previous chapters from the same grade is referred to for better understanding

	Category 3: Quality and Support for Instruction
9	Interactive questions/discussion points are given in the chapter text and end-of chapter exercises to facilitate teachers in engaging students
10	A variety of tasks and activities (based on observation and hands-on learning) are given which support inquiry-based learning, critical thinking and problem solving through strategies such as discussion, role play and critical thinking, problem solving and inquiry skills
11	Extension activities are included to provide further practice and reinforcement of concepts and skills
	Category 4: Physical Presentation
12	Present appropriate number of child-friendly and appealing visual elements (title cover, inside pages)
13	Include a variety of visual elements such as pictures, tables, figures, maps, information boxes, mind maps and so on (according to the different learning needs of learners, age and grade level)
14	Visual and graphical elements have pedagogical relevance and significance
15	Glossaries are included at the end of chapters / textbook
	Category 5: Assessment: opportunities for Checking Learning (formal and informal)
16	A variety of assessment strategies are included at the end of each chapter/unit
17	Assessment strategies assess knowledge, skills and attitudes according to curriculum SLOs to promote better understanding, application of knowledge for problem solving, and higher order thinking skills such as analysis, evaluation synthesis and creativity
	Category 6: Compliance with Culture and Values
18	The content (text and illustrations) is inclusive and is free from religious, sectarian, ethnic, regional, cultural, occupational, and socio-economic biases
19	The content (text and illustrations) is free from gender bias and promotes positive images of girls and women
20	Texts promote harmony and peaceful co-existence through respect for diversity and tolerance
21	Content reflects democratic values, ethics and values of all segments of society and other societies.

Section 5

Assessment and Evaluation

Assessment means a way of measuring students' learning. It will be based on the learning: "How much did they learn?" and "How well did they learn it?" and "How well outcomes and learning outcomes will be assessed as demonstrated in the action verb of the learning outcome". Learning outcomes will also be assessed by focusing on the basic understanding of facts and concepts, and the application of concepts and theories. It helps us answering the questions did we teach it?" It determines their progress in learning through their experiences and enables them to demonstrate the intended learning outcomes. It is a tool to know how far the objectives of the curriculum are achieved. It should be designed in a way that the students are encouraged for improving skills such as observation, knowledge comprehension, curiosity, creativity, application, etc. Examination questions will require students to demonstrate knowledge, understanding, application, analysis and evaluation and synthesis appropriate to each level.

For effective assessment and evaluation, it would be necessary for Textbooks authors, teachers and paper setters to also follow "Standards for Assessment" as mentioned in Minimum Standards for Quality Education in Pakistan.

Standards for Assessment

To systematically address deficiencies in the current assessment practices in Pakistan and to enable assessment of students' performance the following list of actions and standards are required to establish effective assessment processes for learning:

- Establish a standardized assessment process including public exams to ensure uniformity across the examination so that all the students are assessed against similar benchmarks;
- Standardize procedures in order to curb and penalize academic misconduct such as cheating and use of other unfair means for public examinations;
- A valid and reliable system of summative assessments that would reflect the true learning achievement of students;
- Students' performance assessment should be based on the attainment of *Student Learning Outcomes* (SLOs) prescribed in the curriculum;
- Assessment methods and procedures should be periodically and systematically reviewed and revised as necessary to adapt to evolving requirements.
- Monitoring of exam system should ensure regulations for transparency and effectiveness of the assessment process in terms of paper setting, preparation of

marking scheme, exam supervision, collection of exam material, coding, decoding and marking;

- Appropriate use of ICT for ensuring efficiency and transparency in assessment processes;
- Accountability of assessment process through a system of checks and balances;
- Examination boards must ensure alignment of assessment to the prevalent curriculum;
- Effective policy mechanisms to ensure appropriate use of assessment data
- Uniform continuous professional development and training of assessors (paper setters, examiners, paper markers, coders and invigilators and other relevant staff) is regularly conducted to enhance their expertise with clarity about their roles, responsibilities and standards;
- Standardized multiple assessment tools in addition to traditional examinations should be developed and used to achieve a balance between formative assessment approaches, summative examinations; and high-stake examinations. Such results can then feed back into instructional, curriculum and educational planning processes;
- All assessments will aim to measure knowledge, understanding, as well as critical, analytical and creative thinking skills based on the requirements of different cognitive levels of the curriculum;
- Assessment should serve to provide constructive information for the teachers, parents, students and other stakeholders to improve student learning outcomes; and
- Assessment should focus on outcomes encompassing attitudes, behaviors and skills (both hard and soft skills) that link to positive participation in the society and motivate the learners.

Section 6

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