CURRICULUM OF PAKISTAN STUDIES AT SECONDARY SCHOOL LEVEL: EVALUATION BASED ON PERCEPTION OF THE TEACHERS OF PUNJAB

By

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35 – SS/Ph.D.(Edu)/05

"A thesis submitted in partial fulfillment of the requirement for the degree of **Doctor of Philosophy in EDUCATION"**

DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
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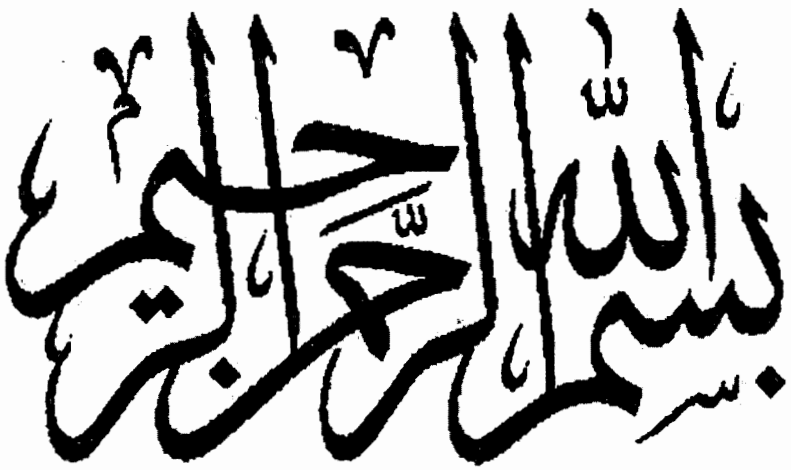
بسم الله الرحمن الرحيم

In the name of Allah,
The Beneficent, the merciful.

Dedicated to

My loving parents, wife & children

Who have been source of encouragement and

inspiration to me throughout my life

APPROVAL SHEET

The thesis, titled "Curriculum of Pakistan Studies at Secondary School Level: Evaluation Based on Perception of the Teachers of Punjab" submitted by Kamran Masood, Registration No. 35 – SS/Ph.D(Edu)/05, in partial fulfillment for the requirements of PhD degree in Education with specialization in Teacher Education, is accepted by the Department of Education, Faculty of Social Sciences, International Islamic University, Islamabad (IIUI) for the award of PhD degree in Education.

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ABSTRACT

This study aimed at evaluating the curriculum of Pakistan Studies through the perception of the teachers. The objectives of the study were; to evaluate the curriculum of Pakistan Studies for secondary school level in Pakistan with respect to objectives, content, teaching methodology and evaluation and; to examine the opinion of the teachers and curriculum experts about existing curriculum of Pakistan Studies at secondary school level in Pakistan; to explore weaknesses in existing curriculum of Pakistan Studies at Secondary level as perceived by teachers and curriculum experts; to propose solutions in existing curriculum of Pakistan Studies at Secondary level as perceived by teachers and curriculum experts. The population of the study was all the working teachers teaching at secondary school level in 4669 public sector secondary school and 30 curriculum development experts. The sample of the study was selected through stage sampling technique. The sample included 936 Pakistan Studies teachers and 30 curriculum development experts in the field of curriculum. The data was collected through the administration of tailor made questionnaire and interview schedule by the researcher himself. Prior to data collection, those instruments were made reliable and valid. Chi-square test was applied for data analysis. It was found that the majority of the teachers were of the opinion that the objectives of Pakistan Studies given by the Curriculum Wing, Ministry of Education were according to the national ideology of Pakistan. Most of the experts were against the process of curriculum development adopted by the Curriculum Wing. Most of the teachers taught the subject of Pakistan Studies through lecture method. It was also found that the standard of student's assessment in Pakistan Studies was not up to mark. It was concluded that the objectives of Pakistan Studies were in consonance with the national ideology. It was also concluded that most of the teachers used lecture method whereas the other methodologies like discussion method was ignored. It was also concluded that the assessment of students in the subject of Pakistan Studies focused on knowledge domain and only promoted rote learning. Keeping in view the findings and conclusions, it was recommended that all the key stakeholders of education may be involved in the process of curriculum development. It was also recommended that the capacity of teachers of Pakistan Studies may be developed to apply innovative teaching learning methodologies in classrooms.

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INTRODUCTION

1.1 INTRODUCTION

Education is a strong catalyst that gives mental, physical ideological and moral training to persons, so that they may be able to know fully their aim in life, and prepares them to achieve that end. It is meant for the spiritual as well as material accomplishment of human needs. Within the context of Islamic concepts, education is a source of nurturing the behavior of individuals in accordance with righteousness and fair play to help build a practical Islamic society (McNergney, Robert & Herbert, 2001).

Education is the art of giving instructions or training by which people learn to develop their mental and physical powers to face the challenges of life. Curriculum, being an integral part of education, is a crucial representative of the culture that gives color to life. It is a representative of bright traditions of the past and cherished dreams of the future. Most importantly, it is a representative of the ideology of life that runs through the veins of a nation. Such an important and deep rooted issue that bestows continuity and strength upon the lives of nations cannot be left on the disposal of Pseudo intellectuals (McNergney et al., 2001).

Pakistan Studies deals with the ideological horizon, independence movement, geographical and citizenship and social life of Pakistan. It gives students basic understanding of Pakistan movement, creation of Pakistan, and functioning of the country. It helps them in developing skills and attitudes essential for attentive and affective Pakistani citizen. It develops the knowledge about the constitution of Pakistan. It tells about policies and their implementations. It acquaints students with

the society in which they live. It helps in understanding the concept of two-nation theory (Nawaz, 2000).

Pakistan was established on the basis of Islamic ideology in 1947, according to the National Curriculum of Pakistan Studies (Ministry of Education 2007). Its ideology is also well reflected in the constitution of Pakistan. Although the Islamic ideology of Pakistan has been affirmed since the birth of Pakistan, there seems to be a clash among the thinking individuals in Pakistan for being it as an Islamic state or a secular state. This clash of ideas gave birth to a clash in the value system set for the country in various walks of life too. At different times, in view of changing needs, different values were set to accomplish the national objectives through its national curriculum. This need of value-based society gave rise to the birth of "Pakistan Studies" whose major purpose was to bring about national integration among the disparate groups of the Pakistani society (Edvardsson, 2009).

Pakistan Studies was recommended by the Pakistan Educational Conference held in Karachi in 1947 but its name was not mentioned (Government of Pakistan, 1947). In the history of curriculum development in Pakistan, "Social Studies" was introduced as a compulsory subject at elementary and secondary levels in 1960. Pakistan Studies was introduced after the crisis of 1971. During the civil war in East Pakistan in 1971, it was observed that there was lack of patriotism among Pakistanis and national integration that could bring the two parts of the nation together. This lack of patriotism and national cohesion ultimately resulted in the dismemberment of Pakistan and the detachment of East Pakistan from West Pakistan. After the fall of Dhaka, an urgent need was felt to bring back the national unity and patriotism among the residue (West) Pakistanis (Rehman, 2004).

After this incident, the educationists felt a need to contribute to national strength and integrity. It was thought that it can only be made possible if changes were brought about in the national curriculum of Pakistan. In 1972, Government of Pakistan introduced the Education Policy in which it was recommended that for the promotion of Pakistan Studies, this subject should be established in various universities of the country under the Pakistan Study Centers Act, 1976. The Government of Pakistan set up Pakistan Study Centers in several universities such as at Jamshoro, Karachi, Lahore, Peshawar, and Quetta while a Department of History and Pakistan Studies was also set up in Islamia University Bahawlpur and Bahauddin Zakariya University, Multan to promote Pakistan Studies. Allama Iqbal Open University Islamabad was also allowed to start a program leading to Master's Degree in Pakistan Studies (Dar & Ansari, 2001).

The main function of Pakistan Study Centers was to engage in the study of languages, literatures, social structure, customs, attitudes, and motivation of people of various regions of Pakistan (Government of Pakistan, 1972). In 1976, the subject of "Pakistan Studies" was introduced in National curriculum of Pakistan and in 1979; the curriculum of Pakistan Studies was formulated for high classes (IX-X). It was different from that of previous curriculum framed in 1960 (Government of Pakistan, 1979).

In 1992, the Government of Pakistan presented a new education policy called as National Education Policy, which aimed to bring out the creative and dynamic abilities of students which may enable them to defend the ideology of Pakistan at the interface of international, social, political, and economic development. It was also aimed that Pakistan Studies shall be adjusted to the learning level of students, removal of distortions and avoidance of unnecessary repetitions. New curricula and textbooks

in Pakistan Studies was articulated in a most attractive manner with inclusion of ethical, moral, social, and religious values of Islam. The efficiency of Pakistan Study Centers was evaluated and new efforts were made to speed up M. Phil and PhD programs. Pakistan Study Centers were also strengthened (Government of Pakistan, 1992).

As compulsory subject, Pakistan Studies is taught at secondary, intermediate, bachelor's and master's levels in Pakistan. It is a multidisciplinary subject and has its correlation with almost all the subjects of social sciences by inculcating the ability to appreciate and understand the economic, political, social problems and the development of social consciousness of one's social obligations, rights and duties, fostering patriotism, loyalty, respect for the established values and appreciation of cultural and national heritage. Furthermore, it was argued that Pakistan Studies provides a sound knowledge to the learners not only about the factors leading to the creation of Pakistan, but also makes learners appreciate various aspects of its ideology, history, culture, geography, politics, economy and strategic position in regional and international affairs (Meher-un-Nisa, 2007).

In every society curriculum is always a reflection of what people think, feel believe, and do. Curriculum preserves the cultural heritage of a society and it is transmitted to the generation through suitable teaching learning situations. Whenever the contents of a subject are selected, the principles of survival, interest and utility are to be kept in mind. The contents selected for a particular subject should answer three questions i.e. Does the subject matter stand the test of survival? Is the subject matter interesting to the learner? Is the subject matter useful? The principle of survival is the acceptance of the "old and tried" with the belief that the things that have come up

from the past are the product of generations and even centuries of experimentation (Rehman, 2004).

The curricula of Pakistan Studies has been borrowed directly from the idea of Quaid-i-Azam Muhammad Ali Jinnah where he wanted all Pakistanis to be Pakistanis irrespective of their regional and religious differences. Pakistan Studies have mainly been introduced to produce patriotic Pakistanis who avoid provincial and religious discrimination. Hence, the curriculum designed by curriculum developers also reflects the same vision (Azhar, 2007). The teachers of Pakistan Studies keep continuity in the forming of objectives and admiration of the developments taking place in social, cultural and geo-political environment of the country. Main purpose of teaching Pakistan Studies is to promote the knowledge of the individual about himself, the country and the world around him, importance of nation building, and development of social and moral consciousness that lead to healthy living in democratic society (Hashmi, 2011).

Every nation tries to include new ideas and developments in its educational system for better education of its citizens. The existing curriculum has capacity for change in its teaching methods, evaluation and testing exercises. The updating of curriculum in the light of national needs and contemporary demands is a continuous process (Driel, Verloop & Bulte, 2008). Curriculum must change in order to prepare young students to cope with the challenges of economic demands and technological changes. Nations keep on revising the school curricula with a view to meet the global market trends and technological advancements of 21st century. In 2006, Pakistan started a major revision process to bring its national curricula in line with a competency-based model rather than an objective-based model. Curricula for 23 core subjects were notified as first batch in 2006-07.

1.2 STATEMENT OF THE PROBLEM

Pakistan Studies is a subject in the compulsory core of the curriculum for secondary education in Pakistan. This subject was introduced in the school curriculum to develop patriotism in students. Pakistan national school curriculum including Pakistan Studies curriculum was revamped in 2006. Being a compulsory subject Pakistan Studies promotes national integration, national cohesion and patriotism along-with citizenship concept in education to the students. Pakistan Studies provides detailed information about all the aspects of Pakistan ranging from ideology, history, world affaire, economic development, society, population, and culture. It is the general impression that the subject has not achieved its desired goals although efforts have been made. This study was therefore designed to evaluate the existing curriculum of Pakistan studies for secondary school level on the basis of the perception of the teachers teaching Pakistan studies in Punjab and to come up with improvements in existing curriculum of Pakistan Studies.

1.3 OBJECTIVES OF THE STUDY

Following were the objectives of the study:

1. To evaluate the curriculum of Pakistan Studies for secondary school level with respect to:
    a- Objectives
    b- Content
    c- Teaching Methodology
    d- Evaluation
2. To examine the opinions of the teachers about existing curriculum of Pakistan Studies at secondary level in Pakistan.

3. To examine the opinions of the curriculum experts about existing curriculum of Pakistan Studies at secondary level in Pakistan.
4. To review the textbook of Pakistan Studies on the basis of perception of teachers.
5. To explore weaknesses in existing curriculum of Pakistan Studies at Secondary level as perceived by teachers.
6. To explore weaknesses in existing curriculum of Pakistan Studies at Secondary level as perceived by experts.
7. To propose solutions of existing weaknesses in curriculum of Pakistan Studies at secondary level as given by teaches.
8. To propose solutions of existing weaknesses in curriculum of Pakistan Studies at secondary level as given by experts.

1.4 RESEARCH QUESTIONS

1. What were the objectives of Pakistan Studies curriculum that can be achieved through prescribed content?
2. How did secondary school teachers evaluate Pakistan Studies curriculum for secondary school level with respect to objectives and evaluation?
3. How did secondary school teachers evaluate Pakistan Studies curriculum for secondary school level with respect to content and teaching methodology?
4. How did the curriculum development experts perceive the existing curriculum of Pakistan Studies at secondary level with respect to objectives, content, teaching methodology and evaluation?

5. What were the weaknesses in the existing curriculum of Pakistan Studies perceived by the curriculum development experts?

1.5 SIGNIFICANCE OF THE STUDY

The present study explains some key points regarding the changes in the curriculum of Pakistan Studies for both the curriculum planners and curriculum designers to build national harmony among the nation. It would bring about the strengths of Pakistan Studies curriculum at Secondary School level.

This research is expected to provide new horizons to the subject teachers. The present study would provide ample opportunities for the subject teachers to expand their knowledge update their understanding about the subject and apply futurist approaches in order to inculcate love of Pakistan in the minds of Pakistani youth.

Since the policy makers play a key role in curriculum planning, they need to have fresh ideas and a strong vision for the subject of Pakistan Studies. Keeping in view the threats and dangers from its neighbor states and global enemies, the policy makers need to be enlightened with a fresh vision of Pakistan, so that they may adopt such policies that become helpful for the unity of Pakistan as a nation. The findings of this study are likely to help the curriculum designers in this aspect. In brief, this study would extend a message to the policy makers that they should evolve fresh policies, not only for teaching of the subject but also for future vision and prospects of Pakistan.

1.6 METHODOLOGY

This study was descriptive in nature and survey designed was applied. Descriptive research is used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation. The methods involved the survey which describes the status quo of the phenomena.

1.6.1 POPULATION

Population for this study consisted of all the Pakistan Studies teachers working in 4669 public sector secondary schools (1134 Urban, 3535 Rural) of Punjab in academic session 2007-08 and 30 curriculum development experts of the Pakistan Studies.

1.6.2 SAMPLE

The sample of this study was selected through stage sampling technique. The size of the sample was 966, including 936 teachers from different strata of the schools in Punjab and 30 curriculum development experts.

1.7 DEVELOPMENT OF RESEARCH INSTRUMENTS

Following research instruments were developed and administered for data collection:

1. Questionnaire for teachers teaching Pakistan Studies at secondary school level.
2. Interview for experts of curriculum development.

The Cronbach alpha coefficient formula was used to check the reliability of the whole questionnaire. This was found at 0.85 that established high internal

consistency of the instrument. The content and concurrent validity of the instruments were determined by the subject specialists and education experts. After that, pilot testing was conducted and 50 teachers were selected for this purpose from Khanewal district and in the light of their responses, some items were revised. The questionnaire was also amended and improved in the light of opinions of experts. Some items regarding objectives of teaching Pakistan Studies, content, and textbook, whereas some items relating to teaching methodology were found irrelevant and hence deleted.

1.8 DATA COLLECTION

Data was collected through the administration of tailor made questionnaires. Interviews were taken by the researcher personally from curriculum development experts of Pakistan Studies.

1.9 DATA ANALYSIS

After the collection of data, the researcher applied percentage and chi-square value for the purpose of data analysis.

1.10 DELIMITATIONS OF STUDY

The study was delimited to:

1. Public sector high and higher secondary schools of Punjab province in academic session 2007-08
2. The Curriculum of Pakistan Studies for Secondary Classes
3. The curriculum of Pakistan Studies (2006) prepared by the Curriculum Wing, Ministry of Education.
4. Pakistan Studies textbook published by Punjab Textbook Board, Lahore

CHAPTER 2

REVIEW OF RELATED LITERATURE

The overall objective of this study was to evaluate the curriculum of Pakistan Studies at secondary school level. For this purpose, the review in this chapter is divided into two parts.

In the first part, a brief review of the current understanding of curriculum and nature of curriculum at secondary school level is provided. This is followed by an overview of the definition and aims and objectives of teaching Pakistan Studies at Secondary School level. The second part of this chapter is dedicated to an analysis of the research findings published to date in the world on the evaluation of curriculum and the need for research on the critical review of Pakistan Studies at secondary school level.

2.1 SECONDARY EDUCATION

Secondary Education plays very important role in judging the effectiveness of the educational system of a country. The problems, which the students face at secondary school level, are getting increased and this phenomenon is making the developed and Europeans to spend more of their energies and attention in sorting out those problems. The quality of education imparted at high school level determines the sort of education given at higher levels. Character building and the underlying basis of a good future leadership are associated with this stage. During the same time period, the influencing development of the youth takes place (Brown, Lauder & Ashton, 2008).

2.1.1 Nature of Secondary Education

Secondary Education in Pakistan like other countries cannot be elevated unless the needs of the students are not properly known and fulfilled. It leads to recognition of the national cultures in the areas where schools exist. The nature of learning process must be considered also. Assessment of an adequate educational system is possible if it is seen in worldwide perspective. An educational system becomes invalid and useless very soon if its runners are not aware of the new values and trends of the world (Govt. of Pakistan, 2002).

2.1.2 Objectives of Secondary Education

After Pakistan came into existence, struggle was made to give a specific direction to education. Quaid-e-Azam mentioned definite aims and objectives that gave guidance to all the relevant persons in the country. In this regard, the constitution of Pakistan was developed in the light of the desires of Quaid-e-Azam (Govt. of Pakistan, 2002).

The objectives of secondary education are to enable students to perform their roles introduced to them in the secondary education. There are long-lasting objectives that change little as the time passes. The following particular objectives will assist to explain how main objectives can be gained at secondary school level (Govt. of Pakistan, 2009). The general objectives of Pakistan Studies at secondary level are following:

1. To provide equitable educational facilities, according to their personal talents and abilities. This objective tries to overcome class-ridden education system.
2. To be a source to gain national unity and national aims of progress
3. To be helpful in elevating the living standard of the people

4. To provide stepping stone in form of secondary education for those who aspire to gain higher or professional education
5. To make learning better with the help of formal and non-formal approaches to education using modern technologies and aids.
6. To make education closely linked with society in order to minimize the gap between students' education and their current life.
7. Developing new programmes keeping in mind the immediate needs of the students as well as economic, social, political, scientific and technological demands of the remote future.

In addition to general objectives, the specific objectives of secondary education are as follows:

1. To promote the learning and living skills to;
   (a) Create communication ability
   (b) Encourage sense of enquiry
   (c) Get individual satisfaction through struggle in learning something
   (d) Promote liking of problem solving method
   (e) Support individuals to promote their creative and inventive response
2. To promote proper value such as to:
   (a) Become self confident and to be responsible for individual and group actions in a way that makes feel them caring and respecting others
   (b) Be contented on the provision of their due rights and not be discontented to gain the rights of others.
   (c) Let the students develop self-respect and self-recognition
   (d) Support society in a meaningful and purposeful way by entering world of constructive work and adult life.

3. To give knowledge to satisfy and make base for further education to:

   (a) Promote keenness of the factors of their non-living and living environment.

   (b) Support the people in recognizing the role of the arts and technical education in society and in lives of people.

   (c) Provide the experience of arts and science desirable for society.

   (d) Give the students knowledge of their history, culture and way of life.

   (e) Support people to know and comprehend the ways of life of other communities and countries and their relation with them.

   (f) Promote their perception of human dependence on natural surroundings and man-made environment, and responsible behavior in using resources (Govt. of Pakistan, 2009).

2.2 CURRICULUM

Curriculum is defined in different ways by different people. According to some educationists, curriculum means all the work that is done by the students in school. Some view curriculum as all the activities of students carried out under the direct supervision of the teacher. According to different needs and perspectives, teachers used this term in different ways (Sowell, 2000).

The term curriculum refers to the sum total of the organized learning stated as educational ends, activities, school subjects or topics decided upon and provided within the educational institution for the attainment of students' achievement under the effective leadership of the school officials and teachers. Curriculum is a plan of action, which incorporates the learning outcomes to be attained over a period of time

by exposing the learner to various learning experiences. Anything and everything that teaches a lesson planned or otherwise, is included in curriculum (Gershon, 2011).

Curriculum is the base on which the content, activities and experience are planned. It is more than a textbook, more than the subject matter or course of studies. It is the totality of all the learning to which the students are exposed during study in the school – classroom, laboratory, library and the playground. Opinions widely differ about what constitutes the curriculum of school (Gershon, 2011).

2.2.1 Definition of the Curriculum

Different people have varied views about curriculum. Few of them take it to be an academic activity, which the students carry out at schools. Some think that it's an educational stuff available in markets in the form of books, which are mostly taught by teachers. According to their requirements and mental approaches, teachers also have different concepts of curriculum.

Vankataiah (2007) viewed that the curriculum should not be stagnant because of its being the core element of education. Keeping in view the always-expanding boundaries of knowledge, the curriculum should be revised in such a way as guarantees the high quality education. So, the social change makes variations in the curriculum unavoidable. Woitczak (2002), presenting the definition of the curriculum, says that it is an educational strategy which explicitly states what topics and methods are to be acquired for learning and what learning, teaching and evaluation aim at.

Coles (2003) says that curriculum is not restricted to specified topics in an educational program. It is a written policy about a piece of education and it states the ways to achieve that policy through the course of actions. In the practical sense, curriculum is much more than this. The proper definition of curriculum may be all the

activities, experiences and learning opportunities provided by an institution or a teacher either intentionally or unintentionally.

Actually, there are three parts of a curriculum: The curriculum in the written from, the curriculum in practice and the curriculum actually learnt by the participations (Anglin, 2009). The hidden curriculum has a direct impact on the formal curriculum, which means the informal relation between teachers and students and between students and students. Hidden curriculum is defined as a set of influences that function at the level of organizational structure and culture. By definition, the hidden curriculum is operational but will remain invisible unless it jolts students with messages and meanings that are outside of or counter to students' own norms and expectations (Hafferty, 1998).

A hidden curriculum refers to the unspoken or implicit values, behaviors, procedures, and norms that exist in the educational setting. While such expectations are not explicitly written, hidden curriculum is the unstated promotion and enforcement of certain behavioral patterns, professional standards, and social beliefs while navigating a learning environment (Miller & Seller, 1990). In hidden curriculum students learn to form opinions and ideas about their environment and their classmates. For example, children learn 'appropriate' ways to act at school - what's going to make them popular with teachers and students. They also learn what is expected of them; for example, many students pick up on the fact that year-end test scores are what really matters. These attitudes and ideas aren't taught in any formal way, but kids absorb and internalize them through natural observation and participation in classroom and social activities (Alsubaie, 2011).

Curriculum is sometimes supposed to be the experience of students in regards of their learning content, activities and structures. Doll (1996) writes in his book

'Curriculum Improvement' that decision making phenomenon, improved knowledge, better understanding, polished skills and developed attitudes are gained during the process of formal and informal education under the guidance of school. Doll (1996) states further that the consequences of the curriculum can be measured by practically applying the curriculum and by making improvements in that. Conclusively, curriculum refers to a general concept which includes the whole interlinked system of philosophical, social and administrative factors that has a direct influence on an education plan. This provides the basis for planning subjects, activities and experiences.

2.3 CURRICULUM FOUNDATIONS

Foundations are the forces that influence the minds of curriculum developers. In this way they affect the content and structure of the curriculum. The curriculum reflects the society and culture of a country and this is the desire of a society that their children should learn the habits, ideas, attitudes and skills of the adult society and culture. In this respect educational institutional are the proper place to impart these skill. Now it is the duty of the teacher and the school to discipline the young of the society and provide them the set of experiences in the form of curriculum. The needs, knowledge and information of the society provide foundations in the formation of curriculum (Sultan, 2014).

2.3.1 Philosophical/ Ideological Foundation

It is concerned with beliefs.

- What is real – ONTOLOGY
- What is true – EPISTEMOLOGY
- What is good – AXIOLOGY

According to Print (1993) philosophy means the love of wisdom; it is search for truth, not simple truth. It searches for eternal truth, reality and general principles of life. Curriculum help in the practical use of knowledge in real life situations and understanding realities and ideas of life and this world that is why curriculum is called the dynamic side of philosophy.

Curriculum is used for the modification of the behavior of the students and philosophy help in the process of finding new ways and basis for teachers and curriculum planner to modify their behavior. Philosophy also helps in exploring new methods of teaching and how to apply those methods in the classroom situation for better achievement of the teaching learning process. It also provides new ways and methods for the evaluation of student's achievement and evaluation of curriculum (Lovat, and Smith, 2010).

Today the world emphasizes on finding new ways through which man develops new concepts of reality and knowledge and to form a new structure of knowledge in this dynamic and changing time. Therefore a high value is given to discovery, invention and restructuring of knowledge and curriculum in new patterns. Now the new curriculum is open to new experiences, logical and critical thinking, and to bring about the concept of knowledge out of interpreted experience (Ornstein and Hunkins, 2004).

According to Hirst and Peters (1970) philosophy and ideology of education provide rules and principles which lead the in decision-making regarding educational practices and polices planning. It guides the curriculum planner on the basses of the philosophical and ideological belief of the society in the constructing of subject matter keeping in view the future demands and needs of the schools and help in the promoting of human life through social change in the behavior of the students. In

Pakistan the ideological beliefs of the society is based on Islam. Therefore they are looking for curriculum planner to introduce such curriculum in education system, which inculcate true knowledge of Islam and preserve the culture of Muslim society in new generation.

According to Yard, Bent and Urruh (2011) philosophy and ideology has direct effect in curriculum planning because it guides the curriculum planner in the selection of the objectives, learning experiences and content of the curriculum, and how to evaluate the curriculum, learning experiences and achievements of the students. Some justification provided for the implications of curriculum given by them are as under:

- Various customs values, traditions and knowledge need to be preserved by transfer them to the next generation.
- The students also needed the knowledge of past and present in which they live. It helps them in the process of adaptation and adjusting their self to new changes and new situation in life. It teaches student how to reason, develops mental ability to solve the problems in practical life situations. It helps in using different methods for search of eternal truth and how to analyze the knowledge and methods of inquiry.
- The secondary school curriculum should designed for developing maximum potentialities of the students by including variety of leaning activities to educate each students to its highest.
- Schools should be a tool and leader in directing new changes in the curriculum rather than maintainers of curriculum.
- Students need skills and for that purpose some subject matter must be included in the curriculum to help them in acquiring these skills like experimentation and the use of laboratory techniques so they advance the knowledge.

2.3.2 Psychological Foundations

Psychological foundation is based on the individual differences. Every student has its own unique personality and they have differences in their learning and skills. They are different in nature so they cannot be treated alike in teaching learning process, some may be fast learner while other slow. Therefore the curriculum should be based on the above facts, and it should be design to support the capacity and potentialities of all the students (Ornstein and Hunkins, 2004).

Psychology plays a vital role in the teaching learning process. It is the foundation for all type of educational related programmed. Psychological foundations helped in the selection of content of subject and the methods and theories of learning, the overall development of the students and to inculcate the norms of the society in the students. Psychology helps in all the processes above in the development process of the curriculum (Ornstein and Hunkins, 2004).

Zais (1976) contends that the curriculum for child development and learning was developed in traditional ways without keeping in view the psychological implication in the development of curriculum. Today psychology is the core and foundation element of all the learning processes; curriculum development, child mental development, teaching methods, learning theories, administration of education system and planning, character building of the students, attitude of students and teacher, the society, the use of different technologies.

Psychology helps in all fields of education. Psychology is applied in practical class room situation as well as in the curriculum development process by defining teaching methods. In the process of using psychology in curriculum development process some positive concepts or ideas about teaching learning process emerged (Walker & Evers, 1988).

- The traditional readiness concept for a difficult subject which requires children maturity has been rejected by the modern researchers. Now the researchers formed a new principle that the child can teach any subject on the condition that it provided keeping in view the principle of from simple to complex and that the students have the previous experience.
- When the importance is given to basic concepts and the process of inquiry for teaching learning and curriculum development process the transfer of learning and future learning are improved.
- The guided discovery of the relationships in the student learning outcomes, subject matter and in teaching methods play a very important role in the teaching learning process compare to those approaches in which the curriculum planner used the views and conclusions of other for developing curriculum.
- The Interest and motivation level of the students may be generated using the discovery method within the subject itself, the content of the subject should be interesting and appealing to generate curiosity in the students to find more. In this way the student engage in finding the relationships in the subject matter presented to him, and engage the students in the process of inquiry.
- Meaningful conversation involves the students in the organizing or structuring of facts into conceptual system which help the students to generate new ideas, make new interpretations and raise new questions.
- The researchers prefer the use of inductive methods because it helps in the discovery through inquiry and help in the formulating of hypotheses and interpretation of information.

- To study a topic in depth or more helpful in the discovering the relationships between them than try to cover the whole material in once.
- The Depth of learning could be attained by applying different ideas, processes, theories, and models.
- Learning is improved when there is relationship order in the continuity of unit to unit from simple to complex in the instruction programme.
- The solving of problems helps the students in acquiring the concept development, and how to use different principles which lead the students to a higher level of mental development.
- It put emphasis on the organizing of ideas which helps the students to develop the skills to identify the relationships, improves their skills, remembers and retrieves old ideas; it provides a foundation for generating new ideas and concepts, and helps in the transfer of learning.

Therefore it is said that the impact of psychological sources on the foundations of curriculum is more than significant and still on the rise. The scope of the psychology for applying in curriculum construction and its principles, concepts, processes is rising. The role of psychology in the development of curriculum is vast and with each day it is becoming increasingly more meaningful and unavoidable. The purpose of psychology and psychologist is the study of human behavior, the study of living being. Therefore, curriculum needs educational psychology to provide information particularly in four areas:

- Prepare objectives of education
- Characteristics of the students
- The leaning processes
- The methods of teaching (Lovat & Smith, 2010).

2.3.3 Socio Cultural Foundation

According to Print (1993) the society and culture exercise massive powers on the formation curriculum and the reason behind that it was society who created schooling to safeguard the survival of their cultural heritage, and survival of their species. The purpose of curriculum planner and developers to translate traditional norms, philosophies, ethics, knowledge and attitudes in the objectives of curriculum, the content, learning processes and the evaluation of elements of the curriculum. Sociological factors have highest impact on the content of curriculum and that is the reason that curriculum developers and planner both reflect and transfer their own culture in curriculum. Therefore a curriculum without the reflection of culture is not possible for that reason one should consider what characteristic of the culture should be the part of curriculum and what not.

The social and cultural inspirations that affect curriculum designers consciously and unconsciously are apparent from the curriculum and their influence is deep. For example in Pakistan the curriculum is more reflective of the society and curriculum is designed in a way that leads society to change. The society manifest through the curriculum and education, and the outcomes of the curriculum developers display the role of both of the above in curriculum development. Because curriculum developers are the part of the society therefore they indirectly effected by the society and culture. Their cultural standards, attitudes and beliefs leave deep impact on the individuals because the curriculum designers influence the selection of objectives, subject matter, teaching learning methods and the process of evaluation (Cunningham, Gannon, Kavanagh, Greene, Reddy, & Whitson, 2007).

Curriculum developers are well aware of society needs and they have planned intention to incorporate all those things in the curricula which the society need in the

curriculum but the question is that the curriculum should be student centered or society centered. Curriculum should be a tool for guiding the student's potentialities in directions or to develop those potentialities without any restrictions (Mkandawire, 2008).

To find how much and to which degree the society and culture affect the education system of the society is a controversial issue. Curriculum developers are the part of the society and culture therefore they should keep in mind that their decision could affect their culture and society. Therefore their decision should be culturally related to the society's need and values. Guideline given by Rud Yard (1969) related to curriculum planning decision-making is derived from societal needs and goals.

When a societal goal become an educational objective then the school, teacher and student must make their efforts to achieve it and for that purpose appropriate educational facilities and methods must be planned. If there is a conflict between the objectives and aims of majority and minority groups, the aims of larger group is accepted. Educational aims are based on the study of sociological and political condition of the society and the main purpose of the curriculum is preservation and advancement of that society (Escotet, 2008).

2.3.4 Historical Foundations

It includes

1. Role of curriculum in achievements of nations.
2. Guides future plans
3. Factors that influence development of nation e.g. unity
4. Eliminates the useless traditions.

History of the curriculum plays a very important role in the development of the nation. It takes long and tedious time to formulate a good curriculum which

represents the need of the society and the experiences of the past. The history of the curriculum tell the curriculum planner how to develop and modify the curriculum, what to teach and what should be the core material of the subjects, what objectives they want to achieve through the curriculum. History also tell them how the teacher should teach, what are the best practices they need to incorporate in curriculum teaching and what kind of teaching need to be avoid (Bilbao, Lucido, Iringan, & Javier, 2008).

The history of the curriculum also explains the teacher psychology at different time and how to improve their teaching styles. The history also provides a detail about the learner behavior at different times. It also provides information about the psychology of the students, how they learn and what they want to learn. Today majority of the developed countries are those countries who have a long history of freedom and proper education system. They achieved their successes through education and implementation of time needed curriculum. They modified their curriculum according to the need of time. Some of newly born countries also achieved that status because they adopted successful model of other developed countries and modified according to their own needs and culture (Ornstein & Levine, 2003).

The history of the curriculum guides the future plans because curriculum is always based on the future demands of the country and the lesson learned through history, tell the curriculum developer not to repeat the mistake of the past and develop a curriculum which is based on the future need of the society and international demands. History is the profile of past successes and failures (deMarrais & LeCompte, 1999).

2.3.5 Economical Foundations

It focuses on:

- Job or market oriented curriculum
- Skill learning

The economical foundation of curriculum gives importance to the vocational aspect of the curriculum. The economic condition of a nation or a society guide the curriculum of the country, because the stakeholder of the education wants to employ such a curriculum which help them to build their economy and the people have better jobs when they finish their schooling. In this kind of situations the curriculum become job or market oriented. In this curriculum the curriculum developer gives importance to skills acquisition which is the demands of the time (Print, 1993). Undeveloped nations try to prepare skill work force and send it to other countries for jobs. Here are some economical factors which influence the curriculum development process:

- The financial condition of a country reflects its curriculum because without proper funding one cannot achieve the outcome of a good curriculum. It is the financial aspect of a country which guides them to adopt which type of curriculum. For example activity base or learner center curriculum need more money in the process of the implementation of the curriculum than subject matter curriculum because activity base and learner center curriculum need more space and money than subject matter. For that reason in Pakistan we adopted subject base curriculum because we have shortage of schools, classrooms in schools, trained teachers.
- In economical sound countries they have implemented all kind of curriculums in their schools according to the need of the school and that society. Without proper funding one cannot implement a good curriculum in the country and

achieve the benefits of that curriculum. Lack of resources due to financial constrains effect the developing and planning of the curriculum. There are different factor in curriculum development, planning and implementation process which need financial support e.g. Schools lack physical facilities including buildings, classrooms, furniture, Hostel, Play grounds, mats and even very basic necessities like blackboard, chalk, and charts, water, Fan, Electricity.

- Without proper financial support it is hard to train the people to support the teaching learning process. Teachers are the core of education system and without proper training one cannot implement a curriculum and to support the curriculum one need to train the entire teacher on that style of curriculum. So the skills of the teachers also guide the direction of the curriculum, and to develop these skills in the teachers need funds.
- The lack of labs and libraries also affect the curriculum development process because without proper computer labs in cities and villages one cannot implement computer education curriculum all over the country. In the same way without proper libraries in all school one cannot implement a curriculum which needs supporting or reference books.
- Also without proper health care system in the schools lot of activities cannot become part of the curriculum due to the risk factor to the health of the students and teachers.
- The overburden of the population is also one of the factors that affect the financial support of the curriculum development, lack of facilities and implementation of the curriculum in the country (Bilbao et al., 2008).

In short we can say that economic play a vital role in the curriculum development and implementation process in the country and it is the foundation of the successful curriculum, without a good economic background a country cannot afford a curriculum which needs huge financial support.

2.4 FACTORS INFLUENCING CURRICULUM PLANNING

It seems necessary to discover the nature of factors that influence the process of curriculum planning. There are a number of such factors as affect the curriculum (Mutch, 2001).

2.4.1 Political Factors

According to Tanner and Tanner (1995) changes in government or political strategies and policies affect the planning of appropriate curriculum. National ideology and philosophy have a tremendous influence on the education system because:

1. Politics determine and define the goals, content, learning experiences and evaluation strategies in education.
2. Curricular materials and their interpretation are usually heavily influenced by political considerations.
3. Political considerations may play a part in the hiring of personnel.
4. Funding of education is greatly influenced by politics.
5. Entry into educational institutions and the examination systems are heavily influenced by politics (Stenhouse, 1975).

2.4.2 Economical Factors

The state of the economy will affect the curriculum and schools as a whole because if there is a dip in the economy, cuts may be made by the government with

regards to schools. The recent recession is a major reason why school facilities and parts of the curriculum could be cut as there is not enough money to keep up with all a particular school needs (Fry, Ketteridge, & Marshall, 1999). The children those are taught will need to be employed. The skills needed by industry should be translated into the content and learning experiences of these children. The skills, knowledge base and attitudes required by industry should be developed in the classroom. Educational institutions find themselves working to meet these basic requirements academically and professionally. This would enhance your upward social mobility. The market forces dictate what should be included in the national curriculum. It also subtly determines the quantity of learners at different levels (Fry et al., 1999).

A teacher requires classroom supplies such as:

- Textbooks
- Charts
- Equipment, and
- Chemicals for science experiments

These materials are products of industry. Without these materials, learning is compromised. It is therefore crucial that serious consideration be given to economic demands when planning the curriculum (Fry et al., 1999).

2.4.3 Social and cultural Factors

Society has its own expectations about the aims and objectives that should be considered when planning the curriculum. It also has a perception of what the product of the school system should look like. It is therefore necessary for curriculum planners to take into account these societal considerations (Denis, 1975).

There is a number of religions co-exist in Pakistan. Our school community includes Muslims, Christians, Hindus and adherents of other religions. Their views

must be considered when planning a curriculum. If this does not happen, the curriculum becomes irrelevant. The design of curricular materials and their presentation should accommodate the culture of the society that the curriculum is seeking to serve. However, be sensitive to the fact that the curriculum can be used to perpetuate inequities. There may be a curriculum that is gender biased against female children because it includes instructional materials that portray negative attitudes towards women and girls. It is therefore possible for culture to have both positive and negative influences on the curriculum (Orlosky & Smith, 2009).

So, it is very important to consider the range of students that will be attending the school or college when planning the curriculum. Because of the students of diverse cultures and religions that attend educational institutions, it is important to consider that the curriculum should not offend their views or ways of living (Mutch, 2001).

2.4.4 Environmental Factors

Over time, people have become insensitive to their surroundings and natural resources. This has affected the sky, the land and the sea. The end result is that humanity is being adversely affected by these in-considerations. Industrial wastes have polluted the world. For example, the ozone layer in the atmosphere, which protects us from harmful radiation from the sun, is being depleted. People want this redressed. It is through education that remediation can be effected. Consideration for the environment must of necessity influence curriculum planners to ensure the survival of future generations (Reinhartz & Beach, 1997).

2.4.5 Technological Factors

Due to the huge impact that technology has over society, it is also a factor that can affect the school curriculum as a lot more lessons are being taught using computer

programs. A lot of learning centers use computer technology to help children interact and learn new skills. The computer is the latest technological innovation that will have a significant impact on education and society. If you are not computer literate, you may feel that you are not up-to-date (Mutch, 2001). A number of schools have introduced computing as one of the subjects. The intention is to equip the learners with the requisite computer skills and knowledge. In addition to computers, other forms of electronic media are being used in teaching. These have provided a variety of learning experiences and have facilitated individualized learning. Curriculum planners cannot afford to ignore technology and its influence on the curriculum (Mutch, 2001).

2.4.6 Child Psychological Factors

Apart from the factors detailed above, curriculum planning is also influenced by child psychology. Theories of learning and child development have to be considered when planning the content of the curriculum and how it is delivered. Learning can be maximized by ensuring that activities and experiences are introduced at the most 'teachable' moment (Mutch, 2001).

2.5 CURRICULAR COMPONENTS

These aspects are decided on the basis of curricular foundations. Whatever type of curriculum it may be, it will essentially have the following four components:

1. Objectives
2. Materials
3. Methods
4. Evaluation

Objectives imply what the learner will be able to do at the end of the instruction. Materials include all learning resources like books, manuals, models, AV aid etc. Methods denote the way the materials will be used e. g. lectures, practical, group discussions, self study, field visits etc. Evaluation helps to provide a feedback to the learner and the teacher and also helps to certify the attainment of stipulated proficiency. These curricular components are not independent but are highly dependent on one another. Thus your evaluation has to be based on teaching methodology and conversely, the teaching methodology has to be in concurrence with evaluation techniques (Lunenburg, 2011).

2.6 CURRICULUM REFORMS

Reform is an official change in the way something is done or organized. According to Hall and Hord (2010), change is a process through which people and organizations move as they gradually come to understand and become skilled and competent in the use of new ways. Educational change involves change in practices, which alter instructional programmes, in an attempt to provide better education for the clients (Carlson, 1971). It must be understood that change is not a linear process or just a sequence of events, but rather an interaction of various factors acting at different stages, so that whatever happens in one phase may impact on and alter what happens in another (Fullan, 2001). Implementers need to realize the fact that reforms are highly complex, and that there is no simple solution to guarantee successful implementation.

Fullan (2001) believes that educational reform can happen in three areas:

1. in the use of new or revised materials,
2. in the use of new teaching approaches,

3. in the alterations of beliefs and understandings about curriculum and learning practices.

When teachers are required to change their roles and classroom practices, they may need to change previously held attitudes and beliefs before they can successfully implement the required changes. This has implications for the change in the kind of training and support teachers will need in order to meet these new challenges. To support teachers having to implement changes teachers will need information about the background to the new curriculum itself as well as information on what the requirements are and what they are expected to do (Kennedy, 1996).

In the wake of vast media discussions and repeated stress by the academic side on modernizing the syllabus at all stages, Government of Pakistan took steps in 2006 to better the syllabus of Pakistan Studies. These steps were taken in the light of the previous studies and recommendations by the former University Grants Commission in 2001 and after that by the Higher Education Commission (HEC) in 2003. This syllabus was put into practice from 2007 at secondary and higher secondary level. It included international relations, evolution of the economy and census of the country, difference in regional cultures and languages and position of religious classes keeping in view the views of Muhammad Ali Jinnah denoted by him in his speech of 11th August 1947 (Higher Education Commission, 2008).

2.7 CURRICULUM CHANGE

Curriculum change is most effectively implemented when the community understands and supports it, when facilities are available for desirable school organization, and learning activities, when appropriate materials are at hand, and

when supportive personnel assist teachers. Bondi and Wiles (1998) are of the view that the education planners have somewhat a check over the procedure of change if they are able to follow the inner nature of it. If one follows the notion of change and different kinds of changes, then the individual is at liberty to follow the true nature of the origin of change. By this, they can feel even if they are enabling to foretell results of change, but they can guess the results in a better way. Usually, curriculum change is defined as the changes of curriculum plan, its sketch, aims and contents.

There are three phases of curriculum change: minor, medium and major. Minor changes consist of re-ordering of the succession of the subject content, or leaving activities, or only adding of one topic or method to the teaching process. Medium changes are to add new things, unity of subjects, a new subject or a new reach to the present subject, major changes will affect the curriculum from many sides. For instance, content, method, approach, material, subtracting or adding to what already exists. There could also be changes in the conceptual design and organization calling for new planning (Shiundu & Omulando, 1992).

It is impossible for a curriculum to be suitable and perfect for all ages. The requirements of society keep on varying with the passage of time and to meet those needs, the curriculum has to go through variations. School serves our society as a social system, so the change in the school curriculum is inevitable to meet the needs of ever changing societies. Variations in the community trends, population and professional staff cause variations in the students' needs, interest and attitudes; therefore, change in curriculum becomes unavoidable. So, by changing the curriculum, the main objectives are to improve learning (Bondi & Wiles, 1998). Educational change is one of the social changes in itself. It is an attribute of social change. So, education is considered to be an agent to bring out social change.

Conclusively, to bring out positive changes in society, curriculum change is very important.

In present day, the curriculum change is a real structural change and it faces a great opposition in reforming the old traditional viewpoint of educational shareholders. Even if a principal, having extraordinary abilities to control situations, is exposed to change, he would have to suffer to survive and have to play a supportive role more than the authoritarian one. Opposition to curriculum change is an old notion. Hooper (1971) is of the view that opposition to curriculum change is the outcome of people's misunderstandings about change. The education shareholders do not completely grasp the idea of change, its procedure and its importance. Even the curriculum managers who are to create awareness in regards to the positive outcomes of change do not succeed in making a successful system, which can support the change in course.

2.8 FACTORS ASSOCIATED WITH CURRICULUM CHANGE

2.8.1 General Factors

Top-down management which imposes innovation on users: Curriculum innovations in developing countries tend to be large-scale, national initiatives, and imposed from the top by small groups of specialists (Lewin, & Stuart, 1991). The assumption is that implementation will be unproblematic and that the innovation will be implemented more-or-less as planned. One problem cited by Rogan and Grayson (2003) is that changes and innovations implemented through bureaucratically structured education systems tend to be far removed from the realities of most classrooms in developing countries. Innovations often require skilled, well qualified teachers who can understand and internalize the new

approaches, which is often not the case in real situations. As a result, problems manifest themselves in the gaps between the intended curriculum, the implemented curriculum, and the attained curriculum as expressed by learners' experiences (Fogleman & McNeil, 2005). Hall and Hord (2010), however, believe that top-down management can work as long as it is accompanied by continuous communication, ongoing teacher development programmes, continuous monitoring and feedback, and realistic timelines for implementation.

Lack of explicitness regarding the changes required: Lack of clearly stated, known and agreed upon goals of an innovation is one of the reasons that led to failure of many curricula (Yager, 1992). According to Fullan (2001) the extent to which an innovation will be implemented as planned depends upon the extent to which users are clear about it. Ogborn (2002) warns that the receivers of innovations will make their own sense of what is been communicated to them, if communication is not clear. Appropriate policy documents play an important role in helping teachers understand the various components of an innovation such as its philosophy, values, assumptions, objectives, subject matter, and implementation strategies (Fullan & Promfret, 1977). Lack of such information denies teachers an understanding of what they have to do, and thus inhibits successful implementation of the innovation.

Reforms which are too ambitious and which ignore classroom realities: Some of the problems of implementation seemed to have originated from the problem of design. Selecting objectives that are feasible and sustainable within the constraints of available human, financial and technological resources would be the first step that would lead towards assuring effective implementation (Rondinelli, Middleton & Verspoor, 1990). However, this was not found to be the case in most

innovations carried out earlier in many parts of the world. A review study of innovations by Fullan and Promfret (1977) found that many curriculum innovations involved as their main objective an increase in student autonomy and control over their classroom learning situations and foster learner-directed inquiry-modes. This requires learners who can think independently and be willing to seek additional information. Teachers are asked to think of learners as being capable of making their own choices. This implies that student/teacher roles have to change with the teacher being more of a facilitator than a director of learning. Such demands are often unrealistic in real life.

Most of the innovations reviewed by Fullan and Promfret (1977) were found to be highly ambitious and unrealistic as they introduced new processes to teachers who had little or no experience in the new approaches, which were required. Teachers were expected to develop practices that varied significantly from the way they taught, and that were more complex than what they were used to doing daily, and in most cases different from the kind of professional training they had gone through (Ball & Cohen, 1999).

Mismatch between innovations and mode of assessment: Often lack of alignment has been observed between intended curriculum changes and other system components such as teacher education, and assessment or examination programmes (Fogleman & McNeill, 2005). Lewin (1995) cites a study in which examination papers from eight countries were analyzed, and it was found that examinations were still dominated by recall questions and that there were few, if any, questions that were meant to measure affective outcomes as required by the new curriculum in those countries. Even the countries that claimed to have reformed their examination and assessment systems so that examinations reflected

more of the curriculum objectives were found not to have changed sufficiently to reflect the requirements of the new goals.

The content of examination items rarely changed, and their styles and quality often fell a long way short of comprehensively assessing key aspects of new science curricula. As a result, backwash from examinations was found to be undermining instead of reinforcing fundamental changes (Lewin & Stuart, 1991). According to Lewin (1995) curriculum reform can be reinforced if changes in the examination items closely reflect learning goals emphasized by the curriculum.

In-service training that does not address the concerns of teachers: Fuller (2010) came up with a model that could be used to explain teachers' responses when they are first confronted with innovations. According to Fuller (1969), when people are first confronted with change they approach it with mixed feelings irrespective of how good and valuable the change is. There are several reasons for this. Firstly, they are uncertain about the demands of the change. Secondly, they often doubt their ability to succeed in the implementation of the new ways. Thirdly, they may be grieving the loss of old ways of doing things (Hall & Hord, 2010). Because of the above-mentioned feelings, when teachers interact with the innovation, they may accept, reject or modify some parts to make it suit their particular context. The innovations get transformed in the process, as the new and old overlap to create a zone of turbulence and challenge (Pinto, Couso & Gutierrez, 2005).

Inadequately trained facilitators: Inadequately trained facilitators can seriously impact on the information passed to the implementers. For successful implementation, changes have to be introduced to the users effectively and this requires knowledgeable and experienced change facilitators (Fullan, 2001).

According to Hall and Hord (2010):

> "a major reason that widespread change often occurs only modestly across a school is that implementers, change facilitators, and policymakers do not fully understand what the change is or what it will look like when it is implemented in the envisioned way." (p. 3)

2.8.2 Teacher-Related Factors

According to Jita (1998) we should not limit our understanding of resources to financial or material resources but should include other resources that influence classroom practices such as human resources (teachers, learners and parents), knowledge (science, science education and the transformation agenda), time (deployment of teachers, learners and parents), sense of mission and commitment (among educators, learners and parents) as well as textual material (especially textbooks and syllabus documents).

Teachers are considered to be the key to the successful implementation of new curricula, as they are the means used to turn innovations into classroom realities (Pinto et al., 2005). Teachers are expected to adopt the new ideas and implement them in their teaching *i.e.* change in curriculum requires change in teachers' practices (Fullan, 1991). These demands put strain on teachers, as it requires them to change their practice and resume the role of "novice" again (Fogleman & McNeil, 2005).

Factors affecting behavioral change in teachers: If we view the changes that teachers are required to make in their practices as behaviors, then examining theories of behavioral change, and factors affecting such changes, can be extremely helpful in identifying factors which might inhibit curriculum innovation (Sanders, 2006a). One such theory is the Theory of Planned Behavior (Ajzen & Madden, 1986).

The Theory of Planned Behavior emphasizes the influence of traditional norms as well as individual's beliefs and attitudes, on their intentions to change. Their intentions, in turn, affect their behaviors. Another factor that can influence teachers' intention to change is their perceived behavioral control. Perceived behavioral control is concerned with the extent to which people believe they can successfully perform certain behaviors (Sanders, 2006a).

Teacher self-efficacy regarding implementing an innovation has important implications for teachers who are expected to make changes, because teachers will have different beliefs concerning constraints imposed by the school such as covering the syllabus and preparing for examinations. This creates a tension between the need to cover the syllabus and teaching for understanding.

Perceived value of the innovation: "Perceived value", refers to how teachers perceive various components of the programme they are going to implement (Stein & Wang, 1988). If the goals and values of the programme are not seen to be in line with those of the teacher then the chances of the innovation being superficially implemented, or not being implemented at all, are very high. On the other hand, if the suggested values are found to be congruent with teachers' beliefs then they are more likely to be implemented. According to Stein and Wang (1988) perceived values of innovations are found to be related to:

1. Teachers believe that the programme will work and have a positive impact on their students,
2. Proposed changes that could lead to the teacher's professional growth, and
3. Values that the community places on the innovation.

Inadequately qualified teachers and the level of training: According to Rogan and Grayson (2003), there are other factors, which influence teachers change and how fast they change, such as the teachers' content knowledge, and training. Empirical evidence from a study done by Lewin (1995) indicates that well-trained teachers were better able to understand the complex spiral structure of their curriculum, while the spiraling was found to be a confusing repetition of topics by the under-trained teachers.

Training of teachers is a crucial step for successful implementation, so that teachers understand what the changes are and how they can put them into practice (Rogan & Grayson 2003). The study by Stein and Wang (1988) showed that teachers could successfully implement required changes if they were given appropriate training that provided necessary knowledge and skills development. Training also helps foster teachers' interest and commitment to continue using gained expertise. Teachers require training in the skills required by new practices, and time and space are important as teachers adjust their attitudes and beliefs and move through the psychological processes associated with change (Kennedy, 1996).

Teachers should also be given continuing support and constant monitoring of their implementation progress (Stein & Wang, 1988). However, research indicates that teachers often receive short in-service training to inform them about innovations in the form of workshops, which have very little impact on classroom practices (Lewin, 1995). A study in Malaysia cited by de Feiter and Ncube, (1999) found that although teachers in the study seemed happy with content of the in-service education provided, it had little impact because the course was too short to be effective.

Lack of appropriate support material for teachers: Teacher support materials serve as a compass that gives teachers direction on how to enact the curriculum (Schneider & Krajcik, 2002). According to Collopy (2003) teacher support materials are an integral part of teachers' daily work as they support classroom instruction. Stronkhorst and van den Akker (2006) point out that curriculum material can play an important role in implementation as they clarify to teachers the implications of innovations and how they can be implemented. This is very important in the early stages of implementation. Having a clear direction on how to go about implementing the curriculum helps reduce early implementation concerns of teachers. Ball and Cohen (1999) indicate that support materials can be educative, as they provide support for teachers to think about the context of their classrooms, and to plan and structure students' activities.

Ottevanger (2002) sees teacher support materials as catalysts of curriculum change. In chemistry catalysts are important as they reduce the activation energy needed to start chemical reactions. In a similar manner, well-prepared teacher support materials can catalyze implementation by reducing the load and effort expended by teachers as they make the changes expected of them. The support materials can help teachers overcome the barrier of uncertainty, reduce the amount of work involved in implementing the new approaches, and reduce stress levels. They can also orientate teachers to new subject matter and new teaching methods.

Lack of support materials for learners: According to Carless (2002) for an innovation to be successful it has to be well resourced with good quality students' materials. Textbooks play an important role in promoting

student involvement in lessons, and have a major impact on achievement in most subjects, as they serve as the main source of authoritative information accessible to most learners.

According to Ball and Cohen (1999) textbooks can mediate how students engage with the content to be learned. Research has shown that presence of appropriate textbooks, although costly, has positive implications for students' learning (Montero-Sieburth, 1992). Lack of appropriate resources, mainly textbooks, has been identified as an implementation problem in many developing countries (Tabulawa, 1997).

Lack of equipment: Guthrie (1990) asserts that in developing countries teachers have often been held responsible for the failure of an innovation, and argues that focus should rather be directed at the context and local conditions, which make implementation difficult, even for good teachers. Rogan and Grayson (2003) claim that the lack of resources or the poor quality of resources has often been identified as undermining the effort of even the best teachers, and can seriously hinder the implementation of the new ideas. One of the studies carried out by Adeniyi, cited by Tabulawa (1997) showed that implementation was unsuccessful in some countries because of inadequate resources.

2.9 TEXTBOOK

According to the Hanks, Collins English Dictionary (1998), "textbook" is a book used as a standard source of information on a particular subject. Hamilton (1990) in "Paradigm - a Journal of the Textbook Colloquium" argues that a textbook may be any book or a book substitute, including hard-covered or paperback books, workbooks designed to be written in and used up, certain newspapers, news

magazines and manuals which a student is required to use as a text or a text-substitute in a particular class or programme as a primary source of study material intended to implement a major part of the curriculum. There is also some debate in literature over what constitutes a school textbook. Questions have been raised about whether textual materials held in school and local libraries are textbooks or reference books. Similarly it can be asked whether novels studied in classrooms are textbooks or not. Warren's (1981) answer to such questions provided the following definition.

> "A textbook is printed instructional material in bound form, the contents of which are properly organized and intended for use in elementary or high school curricula." (p.3)

Textbooks "tell children what their elders want them to know" and these books are the visible, tangible and practical manifestation of the curriculum (Hussain & Mahmood, 2002). As far as it is conceived from the literature, a textbook is the reflection of what has been decided by the curriculum developers. Therefore the content of textbook must be in accordance of the direction given in the curriculum document. Textbooks are the tools used by the teachers to motivate the students and give them maximum understanding about the topic. The expert teacher will use the textbooks in different ways.

2.9.1 Status of a Textbook in Curriculum

According to the Encyclopedia Americana:

> "A book that present a body of knowledge in an organized and usually simplified manner for the purposes of learning and that the textbook is frequently, the most important teaching tool, because it can determine, not only will be taught, but also how it will be taught." (p. 12)

According to Farooq (1993), a textbook is a manual of instruction dealing with definite subject of study, systematically arranged intended for use of a special level of instruction and used as a principal source of study material for a given course. A true

textbook is one specially prepared for the use of pupils and teacher in class, presenting a course of study in a single subject, or closely related subject.

- A textbook is a valuable teaching aid, the servant of the teacher and the class.
- A textbook is a teacher of teachers.
- Facilitates review
- Provide basic learning material for the absentees.
- Gives orientation to the instructional program.
- Places acceptable reading material in the hands of the pupils who learn more effectively by sign rather than by sound.

According to Durrani (1997) a text is not only a student's aid but it is also the teachers' tool, so a student should know that what he has to do with the text and a teacher should be given pedagogical points. So it is recommendable that students' corner and teacher's points should be given in a textbook. Though there may be a separate work book, a teacher's guide. There should be a separate flyleaf for the students to note additions or write diary.

2.9.2 Importance of Text Book in Education

According to Farooq (1993) a textbook is the most common medium used by a classroom teacher. It has had almost the universal acceptance. A textbook presents the principles of a subject and is the basis of instruction. It is the foundation upon which you build; it is a springboard from which you dive into the world of thought and learning. Textbook is always a means of carrying forward into the future whatever insights and techniques have been found serviceable.

Textbooks have become very important because of the explosion of the knowledge. There is too much to learn. Textbooks provide the services of the experts in the form of concentrated, sifted and logically arranged knowledge which otherwise would not be possible by direct experiences. To be serviceable the textbooks have to be adopted in accordance with the ends in view. These are to be related to the material in connection with which they are to be used by the teachers and the pupils at different levels of ability and experience (Chall & Conard, 1991).

Textbooks in educational institutions have been the authority on the subject matter and essential tools for the subjects, as well as guidance in the methods and procedures to be followed by the teacher and the student. Textbook is the most commonly used instructional material because it is the cheapest and the best source of graded instruction and practical exercises, a convenient source of material for discussion and study and a helper for unskilled teacher in class management, enabling him not to bother about duplicated exercises and dictated directions (Chall & Conard, 1991).

The textbook is the core of all materials and activities and better organization of the contents and methods. The textbook assures better formation of concepts of basic principles and fundamental relations (Chall & Conard, 1991). It is portable, compact, and enduring. It can be read for a few minutes at a time or for many hours at a stretch. It can be studied or skimmed quickly, read once or reread often. All students can be given the same reading assignment or each can be given different one. They can move through the material at the same pace or at very different speeds. The reader can move from the beginning of the book to the end or he can jump erratically from one section to another. He can use his book in class, at home or in the library (Chall & Conard, 1991).

Although various kinds of teaching materials and aids are now available to the teacher, especially in more advanced counties, yet the textbook still continues to be the most widely used teaching aid at all levels from primary grades to the university, for the following reasons.

a. It present sequentially arranged content, which has been organized ahead of time for the convenience and use of the teacher and pupils.
b. Accuracy of facts collected in a textbook is well established.
c. The content is organized on sound logical or psychological principles.
d. It contains explanatory and even though provoking illustration related to the subject matter under discussion.
e. It presents basic learning material in a single volume or as it were in well-defined, single physical space (Chall & Conard, 1991).

2.9.3 Why Teachers Use Textbooks?

Sheldon (1988) identified three main reasons of using textbooks as a central focus of so many classrooms by the teachers.

1. Developing their own classroom materials is an extremely difficult, arduous process for teachers.
2. Teachers have limited time in which to develop new materials due to the nature of their profession.
3. External pressures restrict many teachers.

Each of these is an accurate analysis of the strains teachers facing. A textbook is one of the most efficient and readily available ways through which teachers relieve some of these pressures. Textbook satisfies external stakeholders because it helps in preparation of lesson with no time, provide ready-made activities, and provide

concrete samples of classroom progress. However, there are other less positive reasons for textbook use. Often rather than choosing course books that fulfill the goals of curriculum, an approved textbook may easily become the curriculum in the classroom. According to Lamie (1999), any time a program for classroom allows this to occur, it is unfortunate because the learners' needs are subjugated in favor of the limited possibilities of the text.

2.9.4 How Teachers Use Textbooks

Experts advocate a variety of methods for teachers to use textbooks. Many authors believe that textbooks are only a starting point from which teachers are stimulated and provoked to create lessons for their classes. Allwright (1999) views texts as "instructional material". This perspective is supported by Cunningsworth (1984) as he believes that published material provides the initial framework, which must be adapted by each individual teacher to match the needs of their students. While these viewpoints may represent the ideas of how texts can simply enhance the teachers' effectiveness, they probably do not reflect actual classroom practices.

Skierso (1991) concedes "most teachers tend to follow the text's sequence, methodology, pacing and vocabulary to the letter". This situation occurs for variety of reasons: ease of organizations of lessons, to provide stability for students or by the will of program administrators to assure that comparable instruction is being presented across courses. O'Neill (1990) believes that course books may meet students' needs although they were not specifically designed for any particular group of students and therefore benefit both the instructor and the learner.

2.9.5 Methods of Textbook Evaluation

Many teachers feel that the most effective manner to evaluate textbooks is to examine the language objectives contained in them. Most often, an evaluation of content of the text is advocated, but what should be included under this broad topic still remains a question. Hartley (1994) sees three content areas that must be addressed. Firstly, does the book meet its teaching objectives? Secondly, is there sufficient depth and breadth of material? Lastly, will it need to be supplemented?

This final question raises concerns because as previously mentioned, many experts discourage teachers from utilizing texts to a great degree in the classroom. For them, Hartley's question would not even be a consideration. However, when faced with a curriculum and a required text, teachers need to be aware of how to judge the distance that exists between the two and how to bridge it. Therefore, Hartley's question has significant practical concerns because if teachers are spending substantial amounts of time preparing supplementary material, what purpose is the text serving for them? As well, it is irresponsible to force financially constrained students to purchase textbooks that will not be used for their maximum benefit (Hartley, 1994).

Many experts advocate a very detailed examination of a course book language content, which has led to the production of extensive evaluation checklists. These include Cunningsworth (1984) who touches upon the importance of relating materials to course objectives and the learner's needs and processes. Sheldon's (1988) checklist is very expansive and attempts to assess all aspects of content including diverse factors as graphics and physical characteristics to authenticity and flexibility. Though these approaches are the most common and likely straightforward, other writers promote evaluating language teaching material beyond simply their contents and instead focusing on cognitive and affective factors. Skierso (1991) utilizes Bloom's

Taxonomy of the Cognitive Domain to assess the processes and skills required for learners to perform.

The rating of a textbook will directly reflect the level of skill it demands. For example, a book that uses synthesis and analysis would rate higher than one that demands only comprehension. Chall and Conard (1991) have adapted Bloom's Taxonomy to create a "Questions Complexity Rating Scale". They use this to evaluate individual questions in order to analyze the difficulty of questions and to display the range of cognitive skills needed by the students to complete textbook activities. These concerns highlight the increasing significance that professionals place on the process of learning and the recognition that focusing solely on outcomes often does not address all the second language learners needs.

This approach is further extended by Littlejohn and Windeatt (1989) who seek to "look beyond the goals of language learning" and therefore include issues such as learners' perceptions of knowledge, learner's worldview, and general knowledge, as well as their affective and cognitive development. These authors stress the necessity of placing language learning within the broader context of all learning and emphasize how knowledge and cognitive ability should be addressed in the creation and evaluation of materials. As revealed by this review, experts demand a great deal from textbooks, although their beliefs may not always reflect the view or the situation of the classroom. However, an awareness of these issues is significant for enhancing one's ability to evaluate and choose the best textbooks.

Using only textbooks, from cover to cover, without any supplemental material is not the most satisfactory method for meeting students' needs. However, both teachers and students need a framework on which to build an edifice, and textbooks definitely provide this. It is important that instructors are expected to strike a balance

between being a slave to their texts and providing organized, objectively based instruction. In conducting an evaluation of texts, it is important to accept the reality that most language classrooms will be using course books to meet many of the goals of the program. Therefore, the books must provide students with language and tasks that are authentic and effective in enhancing communicative competence. The textbook can be seen as the window through which students come to know, little by little, their chosen second language and the wider context this language is used in (Mikk, 2000).

Textbooks alone cannot provide students with all the knowledge they require, but they are a major tool in enabling learners to progress. Collectively, these evaluation lists may or may not include the issues or elements that reflect the concerns of teachers choosing textbooks. Therefore, selecting particular items to create a personal evaluation index is the method for ensuring that the realities of each individual learning situation are addressed (Mikk, 2000).

2.10 DEFINITION OF SOCIAL STUDIES / PAKISTAN STUDIES

Encyclopedia Britannica (2008) defines "social science" as any discipline or branch of science that deals with human behavior in its social and cultural aspects. The social sciences include cultural anthropology, sociology, social psychology, political science, and economics. Also frequently included are social and economic geography and those areas of education that deal with the social context of learning and the relation of the school to the social order. According to Bining and Bining (1952), social sciences are those subjects that relate to the origin, organization, and development of human society, especially to man in his association with other men.

The term "Social Sciences" and "Social Studies" are used interchangeably in regard to the social subjects taught in the secondary school. The commission on the Social Studies of the American Historical Association states that social sciences, more than any other division of the school curriculum, are concerned immediately with the life, the institutions, the thought, the aspiration and the far-reaching policies of the nation in its world setting. The social sciences take as their province the entire range of human history, from the earliest times down to the latest moment, and the widest reaches of contemporary society, from the life and customs of the most remote peoples to the social practices and cultural possessions of the immediate neighborhood. The social sciences thus embrace the traditional disciplines which are concerned directly with man and society (Berson, 2000).

The term "Social Studies" has come into general use. Social Studies is defined as studies whose subject matter relates directly to the organization and development of human society, and to man as a member of social groups. In this meaning of the term, the Social Studies are adapted from the social sciences in order to play a part and a very important one in achieving the purpose or objective of education (Berson, 2000).

"Social Studies" has been defined as a school study which may include elements of history, geography, economics, and political science designed to integrate the curriculum. Social Studies have no widely accepted content or method of investigation. What is called Social Studies in one country may be quite different from Social Studies in another. All Social Studies teachers attempt to help young people learn about themselves, about other human beings and about society and culture so as to enable them to develop to their maximum human potential while functioning effectively as members of society (Berson, 2000).

Social Studies may be defined as the study of man in society in the past, present and future. As such, it involves a study of the basic characteristics of man, it includes a comparative study of the racial and environmental differences between men, and it demands a detailed investigation into the many and varied expressions of the adaptation of man to the area in which he lives, and his relationship with other men (Mathias, 1973).

2.11 TEACHING OF SOCIAL STUDIES IN PAKISTAN

The name of 'Social Studies' was first of all given to a group of subjects, History, Geography and Civics, by the Punjab University Commission, 1950-52 as elective subjects. Its recommendations did not materialize, however, schools went on teaching the age long subjects called History and Geography with practically the same content which British handed down to us.

However in 1959, the Board of Intermediate and Secondary Education, Lahore, made a departure by branding the subjects of History and Geography as Social Studies and making it compulsory to pass. Peshawar introduced the new scheme which included Social Studies as a subject in 1959 (Govt. of Pakistan, 2002).

In 1960, the Education Commission's Reforms Implementation Unit (ECRIU) of the Government of Pakistan, Ministry of Education undertook a massive curriculum reform exercise for classes I through XII. In this venture, the Social Studies curriculum was developed as a coordinated venture. The study of the subject was made compulsory for classes VI to X and ample emphasis was laid on the other subjects that provide an understanding of man's social life and other of his gradual progress from life of a brute to civilized living of modern times (Govt. of Pakistan, 2002). In Pakistan, Social Studies is taught up to class VIII, and the term 'Pakistan

Studies' was first used in the National Education Policy 1972-80, in the context of curricula for secondary and higher secondary classes developed in 1976 and afterwards (Government of Pakistan, 1979).

In the beginning Pakistan Studies was taught by graduates of economics, political science, history, geography, etc. However, with the introduction of Departments of Pakistan Studies in almost all the public sector universities in the country, the subject has now attained maturity, produced its own graduates, has acquired its own methodology, its own canons of criticism, established its own tradition of research, and its own jargon. It is included in the curricula of all the schools, colleges and universities in the country.

The Socials Studies curriculum for classes VI – VIII was introduced throughout Pakistan with effect from 1962. The Education Policy 1972 – 1980 emphasized the importance of teaching Pakistan Studies in the following words:

"For national cohesion, it is necessary for the people of one region to understand the language and literature, social structure and custom, attitudes and motivations of people of the other regions. To achieve this objective, it is necessary for each general university to establish a department for under graduate study of the language, literature and culture of the various regions of Pakistan. For research and post-graduate studies of the language, literature and culture of the people of Pakistan, a National Institute of Pakistan Studies will be established at Islamabad University" (Government of Pakistan, 1972).

The National Curriculum–Pakistan Studies for Classes IX-X developed in 2006 around the following topics (Government of Pakistan 2006):

1. Ideological Basis of Pakistan
2. Making of Pakistan

3. Land and Environment
4. History of Pakistan - I
5. History of Pakistan - II
6. Pakistan in World Affairs
7. Economic Developments
8. Population, Society and Culture of Pakistan

It is obvious that the subject has matured over a period of quarter of a century and now it claims its place in the school curriculum of its own right.

2.12 AIMS AND OBJECTIVES OF TEACHING PAKISTAN STUDIES

Like its content the objectives of teaching Social Studies and those of Pakistan Studies are content based and ideologically oriented. The aims of Social Studies may be expressed as follows; (1) the enrichment and the development of the lives of pupils to the greatest extent of their abilities and powers within their environment, and (2) the training of pupils to take their places in a democratic society in such a way as to make their country a better place in which to live (Government of Pakistan, 2002).

In order to accomplish these aims, certain specific objectives must be set up and achieved. The teaching of factual knowledge is not enough. The pupil must be taught to realize the influences that control his life, as well as those lives with which he comes in contact. The inculcation of the spirit of cooperation, the development of tolerance and an understanding and sympathy for mankind, as well as practice in constructive thinking, reasoning, and critical judgment, should be the main purposes of the Social Studies in achieving the general objectives of education. The specific aims should include the teaching of certain definite knowledge, advancement in

intellectual life, and concomitant learning such as habits, skills, ideas, attitudes, and appreciations. These may be classified into five groups:

Acquiring of knowledge: The question as to how much definite knowledge should be taught in the various Social Studies is a difficult and serious one to answer. One of the chief aims setup in the teaching of these subjects has been the acquisition of facts. In the teaching of history and other Social Studies in this country, although at different times there has been a variety of aims, largely conditioned by the textbooks, the outstanding objective, whether admitted or not, has been the teaching of facts contained in those textbooks. Exact knowledge and understanding contribute directly to social progress because they are necessary for clear thinking and reservation of judgment. In the setting of objectives of knowledge, certain information should be learned and not forgotten such materials and data as are referred to every day.

The Development of Reasoning Power and Critical Judgment: Closely related to the acquisition of knowledge is the development of reasoning power. The psychology of reflective thinking may be briefly explained. The power of thinking and reasoning cannot be trained without the acquisition of facts. For the solving of a new problem, old experiences must be brought to mind and the elements of the old situation be taken to meet the response of the new. A simple example of this may be seen in the problem, "What factors aided in the development of the West following the Civil War?" The Social Studies must be the chief media for training pupils to render social judgments and to draw generalizations after sufficient and proper data have been gathered. It is important in the development of reasoning power and judgment that the teacher take into account the age and mental ability of the pupils.

Training in Independent Study: One of the most important objectives that must be setup in the Social Studies is the ability to study independently. A method of

study will remain long after most of the factual knowledge is forgotten. Training pupils to study cannot be done by simply asking or exhorting them to study. The development of correct study habits on the part of the pupils must be considered by the teacher in the same manner as an outcome of teaching. A technique of study must be built up by the pupil under the direction of the teacher. Sufficient drill in study methods must be given, as well as a gradual reduction of the guided effort of the pupil as he progresses through the course. If this objective is accomplished, no matter how much or how little knowledge or information has been obtained from the course, a great deal has been achieved for the pupil. The training, however, is not an end in itself. Most of the values lie in the use made of it after school days is over. If a pupil's reading deteriorates at the conclusion of his school experience, certainly he is not continuing in his effort to understand and appreciate the world in which he lives. The objective of independent study involves the desire and choice of good reading and other experiences throughout life (Government of Pakistan, 2002).

The Formation of Habits and Skills: In the Social Studies, habits and skills constitute an important part of the work. Habit has been defined as "a relatively simple acquired tendency to act, usually described in terms of outward conduct." It is needless to discuss the part played by habit in everyday life. The development of the habit of independent study has already been pointed out. Certain motor skills are peculiar to the Social Studies. A skill has been defined as "a complex of simple habits used with greater consciousness of the end in view." Such skills as the making of outlines, maps, charts, and graphs should constitute part of the instruction in the Social Studies (Government of Pakistan, 2002).

Training in Desirable Patterns of Conduct: The withdrawal of the family from efficient participation in the educational process has resulted in the failure to

meet opportunities of the development of character or desirable patterns of behavior leading to high ethical character of the youth. Consequently much of this burden has been thrown upon the schools.

These also emphasize development of personality of the pupils. Thus these aims include, among others, acquiring of knowledge, development of reasoning power and critical judgment, training in independent study, formation of habits and skills, and training in desirable patterns of conduct (Government of Pakistan, 2002). In Pakistan, the Curriculum Committee for Secondary Education laid the following objectives for teaching Social Studies in our schools:

1 To create the ability to appreciate and understand economic, political and other social problems

2 To develop the ability to think, feel and act as a useful and loyal citizen

3 To foster patriotism and respect for the established values of life by developing the appreciation of cultural and national heritage

4 To create a due regard for personal and public property (Mirza & Hameed, 1995).

As a part of implementation of the recommendations of the National Education Policy – 1972-80, when new curricula were developed, the nomenclature of the subject for secondary and higher secondary classes was changed from "Social Studies" to "Pakistan Studies" with greater emphasis on national cohesion and patriotism. Thus the following aims and objectives of Pakistan Studies were formulated for the 1976 Curriculum for secondary classes:

1 To give a balanced course providing necessary knowledge about the country

2 To understand Islam as a complete code of life which constitutes the basis of the ideology of Pakistan

3 To foster love for the nation and a sense of pride in its cultural heritage

4 To show that great national objectives can be achieved by cooperation, discipline, proper ordering of loyalties and rooting out selfishness

5 To bring out the supreme need for the preservation of independence

6 To make the students realize that the bonds that unite the people of Pakistan are far more real than the superficial differences that seem to divide them. The Pakistan Culture is not the sum-total of differences relating to food, dress and amusement. It is essentially made of those fundamental beliefs and values for the preservation of which Pakistan came into existence.

7 To understand the various requirements of Pakistani society and emphasize the need for taking part in its development to the fullest possible extent (Government of Pakistan, 2002).

It is understandable that during the period in which this curriculum was being developed, the nation was passing through a period of reconstruction after the fall of Dhaka. The tone of these objectives is directed towards fostering national cohesion and to emphasize unity in diversity among different ethnic groups of Pakistan. Compared with those of the 1976 Curriculum, these objectives depict a stable society in the views of the curriculum developers and are more directed towards the understanding of ideological, social and cultural life of Pakistan. The curriculum content is thus developed for the achievement of these objectives in the classroom (Government of Pakistan, 2002).

2.13 PLACE OF SOCIAL STUDIES/PAKISTAN STUDIES IN THE CURRICULUM

In considering the place of the Social Studies in the curriculum, one is confronted with the time element. The problem of what should be omitted in the curriculum is just as important as what should be included. The Social Studies must be considered in relation to the rest of the curriculum; English, Mathematics, Science, language, and other subjects. In considering the high school of grades nine to twelve, one finds that there is more or less agreement as to what should constitute the bulk of subject matter for the various curricula. The general practice has been to limit the Social Studies to one unit a year; many educators believe that this is insufficient if we are to attain the objectives of education. Others have argued that there has been too much specialization in all vocational fields. As a result, many plans have been devised, especially along the lines of fusion or core subjects, which place more emphasis on the Social Studies. The question of the place of the Social Studies in the school curriculum has received much attention both as to time and as to content (Government of Pakistan, 2002).

2.14 SCOPE OF SOCIAL STUDIES/PAKISTAN STUDIES

Curriculum development may often be generated by the reporting of ideas and schemes produced by specialist teams. Apart from this, however, the real work must be done by the teachers who use the courses they create in the particular schools and circumstances for which they are devised. Mathias (1973) has given following aspects of the scope of the subject:

- First, the courses to be used should be well documented for teachers. Aims and objectives should be clearly set out.
- Secondly, a variety of suggestions for teaching methods should be included.
- Thirdly, it should be possible for work on the topics to be started in the local situation.
- Further, topics are more likely to be successful if they fit in with or cater for the particular specialism, enthusiasms and qualifications of the teacher or teachers concerned.
- Finally, the content of a course must be reinforced by the availability of resource materials.

2.15 METHODS OF TEACHING SOCIAL STUDIES/PAKISTAN STUDIES

The integrated discipline like Pakistan Studies cannot be taught simply by talk-and-chalk method. Emphasis is now being placed on pupil discovery. Discovery approach is recognized as constructivist approaches. Constructivist approach puts emphasis on construction of knowledge through interaction with the environment where learners negotiate meanings with others. Discovery approach provides a learning context where knowledge construction processes occur during processes where learners have hands-on experiences to construct meanings. Discovery learning stresses that learners construct knowledge on the basis of new information as collected by them in an explorative learning environment. This form of learning has been widely studied (Saab, van Joolingen, & van Hout-Wolters, 2005).

A wider curriculum which demands the involvement of pupils in the world beyond the classroom and a pupil-teacher relationship of mutually shared activity. The grater sophistication of young people themselves as a result of wider

opportunities and the effects of the mass media, the larger proportion of an enormous amount of educational research, have helped to account for this. There must now be a supply of a variety of books, illustrations and other miscellaneous resources; film strips, tapes, gramophone records, reproduced documents, computer and internet, a system of organized visits to places outside the school. All these involve the teacher in a variety of interesting and hard work, and they must all be linked to a planned, coherent programme (Twiselton, 2002).

As a result teachers are now developed as people who provide opportunities for discovery. The idea of one teacher teaching one class has in some cases given way to team teaching. Also a variety of methods are now being used to achieve the objectives of the course. A discussion of two of these methods is summarized by Mathias (1973) and he said that during the development of work within a topic, theme or area of enquiry, it is desirable that some priorities, such as the following, should be kept in mind:

a. Methods and supporting consumable and resource material should be available for all types of work and for all type of pupils of all levels of ability.

b. The overall spirit and emphasis of the course must be an active enquiry and a sense of discovery.

c. There should be opportunities for reading, writing, speaking, listening, organizing material, making comparisons, testing observations, interpreting statistical and illustrative materials and applying judgment to the solution of problems.

d. Pupils should be taught to recognize material, select what is necessary for a particular assignment, and reject irrelevant data.

e. The area of enquiry should be developed in such a way that pupils can gain experience of co-operating with others, of working together in a group and of working on their own.

f. Pupils should be given an opportunity for developing a sense of responsibility for, and control over, their own work.

The project method allows pupils to study in depth an aspect of a theme, which interests them, as part of their normal curriculum work. A method adopted by some teachers is that of topic web. A web contains a breakdown of a theme or topic, and a copy of it may be given to pupils at the beginning of their work. With this method of work, every pupil may be working on a different aspect of a topic, both in theory and practice. It follows that teachers must perform very different roles from those traditionally ascribed to them. Apart from topic webs, there are other methods of outlining individual project work and assignments for pupils. One is to provide suggestions as a basis for study in the form of work sheets (Szallassy, 2008).

According to Mirza and Hameed (1995), Social Studies is to be taught by means of a unified approach to the subject involving consideration of geographical, historical and civic background of Pakistan and the rest of the world. Secondly, this subject is to be taught not as a means of acquiring knowledge and collecting information alone, but as a means of developing certain healthy attitudes and activities.

History is not to be taught as a chronological record of kings and dynasties and an array of dates and political upheavals, but as a means of attaining noble ideals, including morals, inspiring patriotism, training for citizenship, developing cultural interests, and in providing for the profitable use of leisure time. Similarly geography is not to be considered just as knowledge of the physical features of the earth and a

list of geographical names and description of boundaries, but as the study of the relationship between man and his environment. It should emphasize a knowledge, understanding, and appreciation of the peoples, their ideas and their modes of life and their problems in different parts of the world, as related to their natural geographic environments. The study of civics should be something practical and interesting, affording the pupils training in citizenship, rather than the mere knowledge of the constitution of a country and the mode of its government or the memorization of a few other facts (Mirza & Hameed, 1995).

Mathias' (1973) has suggested the roles for the teacher and the pupils by elaborating that in Social Studies the teacher is partly an instructor, partly a colleague and collaborator with pupils in all aspects of the learning process, partly adviser, counselor, social worker, psychiatrist and friend. Teacher must be prepared to allow pupils to study any aspect of topic that interests them, within sensible limits of content and of safety if work is to be done outside the classroom. No teacher can have too wide an armory of methods on which to draw, particularly if mixed ability classes are being taught, as is often the case today.

Once a topic or an aspect of a topic or problem has been decided upon, the teacher must discuss the method of tackling the work with the class, group or individuals concerned. In cases where such methods of working are being used for the first time, the teacher will have to contribute extensively at this stage. Teacher and pupil can be very much involved in a learning partnership in Social Studies. For example, pupils as well as teachers have ideas about topics. Pupils must be given credit for good ideas, and the best way to do this is by adopting some of the ideas (Mathias, 1973).

2.16 CURRICULUM OF PAKISTAN STUDIES

According to Nasreen, Naz, and Awan (2011) Pakistan Studies is the integrated, coordinated and systematic study drawing upon disciplines of social sciences such as history, geography, anthropology, economics, political science and sociology in relation to Pakistan. It is one of the compulsory courses at the Secondary School and Higher Secondary school levels of education. It is also taught as a degree course at most of the Social Science departments in many universities. There are also university departments dedicated to the education and research in Pakistan Studies. There are a number of research institutes, national and international organizations that are engaged in collaborative teaching, research, and exchange activities on Pakistan Studies. There are also larger multinational and multicultural organizations that provide pluralist platforms for the discussions and debates on Pakistan Studies within the wider contexts of Asia.

This Pakistan Studies course provides a background of Pakistan Movement and political development after its inception. It will also particularly cover the salient features of Pakistan, that is, land, economy, human development and domestic and international current issues. The course will provide opportunities to the prospective teachers to enhance their content knowledge in disciplines that form the core of Pakistan Studies; to critically examine the content; to broaden their vision and understanding of society, democratic citizenship, respect for cultural diversity and religious harmony; to develop their range of skills such as information gathering and processing, map reading, critical thinking, decision making, problem solving, communication and presentation skills; and to explore values and dispositions such as commitment to the common good and justice, to social responsibility, action and

develop personal qualities like self-esteem, confidence and initiative and risk taking (Nasreen, Naz, & Awan, 2011).

The Pakistan Studies course is designed keeping in mind aims/objectives of the National Curriculum for Pakistan studies and the topics outlined in the curriculum. This course endeavors for preparing students to be intellectuals who take informed decisions and to be active, conscientious citizens with the responsibility to make contribution for positive change in the society as a whole. The subject of "Pakistan studies" provides for development of healthy attitude of individuals to the community and appreciation of the cultural heritage, and understanding of the need for economic stability (Nasreen, Naz, & Awan, 2011).

2.17 TEACHING STRATEGIES SUGGESTED IN THE PAKISTAN STUDIES CURRICULUM

The main objective of Pakistan Studies curriculum is to promote abilities like observation, keen desire to know about things, creativity, and an inquisitive nature. Therefore method of teaching should be improved in a way that it can develop these skills (Hashmi, 2011). In the teaching learning process, some suggestions have been made to bring off the desired objectives. These are as follows:

1- Teacher should design the lesson according to the aims of the National curriculum.

2- The curriculum can only be delivered successfully if students are taking an active part in the class. Therefore, the active participation of students plays a vital role.

3- In the present age, multimedia is an important part of the classrooms. So, it needs to be managed properly.

4- The National Curriculum values activity in the classrooms (Higher Education Commission, 2012).

It makes the teachers deal with the curriculum and the reference content according to the following suggestions:. 1- Inquisitive approach. 2- The approach valuing activity in the classrooms. 3- Approach lying emphasize on the central role of students in the classrooms. 4- Approach ensuring question answer, session in the classrooms. 5- Groups discussion. 6- Seminars. 7- Role Play. 8- Debates and Speeches. The present study is the analysis of the aims and objectives of teaching methods in regards to the curriculum of Pakistan Studies (Higher Education Commission, 2012).

2.18 CRITICAL REVIEW OF PAKISTAN STUDIES

The curriculum of Pakistan studies is comprehensive in nature. A thematic approach has been adopted for all its constituent parts of history, geography, civics and economics of country but the chapters are not given in separate thematic strands. Some of the chapters like 'Resources' and industrial development in Pakistan are unnecessarily lengthy and slightly difficult and boring for students, while others are normal in length and lead students from easy to difficult concept (Wilayat, 2009).

On the whole the course is theoretical in nature, not supported by various activities to be carried out by students so that the subject could be made interesting and consolidate the understanding of concepts around the topic. Activity is the natural urge of the child, while this need of the child is not incorporated to bring the student close to the real life situation (Wilayat, 2009).

No objectives are given in the beginning of each chapter. Contents are not devised properly due to lack of objectives. In order to make the student familiar of

social, cultural and geographical environment, study trips is the most important activity but we cannot see any provision for such trips. Almost no audio-visual aids have been recommended to be used in teaching of Pakistan studies. There is no indication which type of aid is prepared by teachers and students. No pictorial representation, that is, pictures of important personalities and places are not provided. The book is not attractive for the students (Wilayat, 2009).

New social problems & issues will emerge with the passage of time but in this book there is no flexibility to absorb and accommodate such changes and development without disturbing its fundamentals and equilibrium. No important project work is given at the end of units as to ensure the participation of children in various community based activities outside the school. There is no provision of skill development for school children, for example, map making, or making models of different form of landscapes (Wilayat, 2009).

2.19 EVALUATION

Evaluation is an activity or sum of activities that individuals do to collect information that will make them able to accept, change or eliminate. Evaluation is a procedure or a complex of interlinked processes, which people perform to collect data that will help them to decide if they should accept reform or prohibit something specifically an educational text book and generally the curriculum (Worthing & Saunders, 2010).

Curriculum evaluation is therefore the process of passing judgment on educational programmes. It is a process of appraising educational programmes to determine whether or not, programme goals has been achieved (Daramola, 1995). Bloom (1972) defined evaluation as the systematic collection of evidence to

determine whether in fact certain changes are taking place in the learners, as well as to determine the amount of or degree of change in individual students.

Richards (1990) stated that evaluation is the identification of the value of a thing. Getting information to assess the value of a program, procedure, product or objective and the usefulness of the alternative procedures developed to gain particular aims. Compbell and Rozsnyai (2002) stated that evaluation represents any procedure yielding judgments and suggestions about the quality of a unit. Here the term "unit" represents a program, institution or discipline.

Classification of evaluation into types emanate naturally from the purpose, which the curriculum planner has in mind before evaluating. One classification has been identified as direct and indirect evaluation by Daramola (1995). Direct evaluation is the evaluation of the programme itself. This is done to determine whether the programme is adequately serving its purpose or not. It involves the assessment of goals to determine its suitability, the adequacy of the subject content and the appropriateness of the instructional materials and personnel. It is the programme that is to be evaluated not the students. This type of evaluation is done by experts, who judges each of the constituent parts of the educational programme against some criteria to determine whether the educational programme will serve or is serving its purpose or not.

Indirect evaluation involves the assessment of students' performance in the programmes. The purpose is to find out whether or not the desired behavior change has taken place. Evaluation tools such as test and other measuring devices are used in this type of evaluation (Daramola, 1995).

There are two other types of evaluation called formative and summative evaluation. They are useful in determining either the usability (formative) or

suitability (summative) of an educational programme. Scriven (1967) differentiated formative evaluation and summative evaluation as following:

2.19.1 Formative Evaluation

The term formative indicates that data is gathered during the formation or development of the curriculum so that revisions to it can be made cost-effective. Formative evaluation may include determining who needs the programme, how great is the need and how to meet the need. In education, the aim of formative evaluation is usually to obtain information to improve a programme (Rogers, 2002).

Formative evaluation is done at the planning stage of curriculum development. The outcome is used as an input to improve on the programme before its final adoption. Curriculum developers use formative evaluation to detect flaws in the programme so that necessary adjustment to the programme can be made. Formative evaluation is also done at instructional or classroom level. The classroom teacher gives continuous assessment in order to ascertain the weaknesses of his/her teaching method, materials used, and other learner variables, which hinder learning. The result of such evaluation is taken into consideration on designing and planning the next lesson. (Rogers, 2002).

According to Rogers (2002) experts would evaluate the match between the instructional strategies and materials used, and the learning outcomes or what it aims to achieve in formative evaluation. For example, it is possible that in a curriculum plan the learning outcomes and the learning activities do no match. You want students to develop critical thinking skills but there are no learning activities, which provide opportunities for students to practice critical thinking. Formative evaluation by experts is useful before full-scale implementation of the programme. Review by

experts of the curriculum plan may provide useful information for modifying or revising selected strategies.

2.19.2 Summative Evaluation

The term summative indicates that data is collected at the end of the implementation of the curriculum programme. Summative evaluation can occur just after new course materials have been implemented in full (i.e. evaluate the effectiveness of the programme), or several months to years after the materials have been implemented in full. It is important to specify what questions you want answered by the evaluation and what decisions will be made as a result of the evaluation. You may want to know if learners achieved the objectives or whether the programme produced the desired outcomes. For example, the use of specific simulation software in the teaching of geography enhanced the decision making skills of learners. These outcomes can be determined through formal assessment tasks such as marks obtained in tests and examinations. Other concerns include: Was the innovation was cost-effective? Was the innovation efficient in terms of time to completion? Were there any unexpected outcomes? How well students met specified objectives? Besides quantitative data, qualitative data like interviews, direct observations, and document analyses could also be used (Rogers, 2002).

2.20 CURRICULUM EVALUATION

Curriculum evaluation aims to examine the impact of implemented curriculum on student achievement, so that the official curriculum can be revised if necessary and teaching and learning processes in the classroom could be reviewed. Curriculum evaluation establishes:

- Specific strengths and weaknesses of a curriculum and its implementation;

- Critical information for strategic changes and policy decisions;
- Inputs needed for improved learning and teaching;
- Indicators for monitoring (Adagale, 2012).

According to Adagale (2012) curriculum evaluation may be an internal activity and process conducted by the various units within the education system for their own respective purposes. These units may include national Ministries of Education, regional education authorities, institutional supervision and reporting systems, departments of education, schools and communities. Curriculum evaluation may also be external or commissioned review processes. These may be undertaken regularly by special committees or task forces on the curriculum, or they may be research-based studies on the state and effectiveness of various aspects of the curriculum and its implementation. These processes might examine, for example, the effectiveness of curriculum content, existing pedagogies and instructional approaches, teacher training and textbooks and instructional materials.

Evaluation is the process of collecting data on a programme to determine its value or worth with the aim of deciding whether to adopt, reject, or revise the programme. Programmes are evaluated to answer questions and concerns of various parties. The public want to know whether the curriculum implemented has achieved its aims and objectives; teachers want to know whether what they are doing in the classroom is effective; and the developer or planner wants to know how to improve the curriculum product (Adagale, 2012).

McNeil (1977) states that curriculum evaluation is an attempt to throw light on two questions: Do planned learning opportunities, programmes, courses and activities as developed and organized actually produce desired results? How can the curriculum offerings best be improved? Ornstein and Hunkins (2004) define curriculum

evaluation as a process or cluster of processes that people perform in order to gather data that will enable them to decide whether to accept, change, or eliminate something- the curriculum in general or an educational textbook in particular.

Worthen and Sanders (2010) define curriculum evaluation as the formal determination of the quality, effectiveness, or value of a programme, product, project, process, objective, or curriculum. Gay (1987) argues that the aim of curriculum evaluation is to identify its weaknesses and strengths as well as problems encountered in implementation; to improve the curriculum development process; to determine the effectiveness of the curriculum and the returns on finance allocated. Oliva (1992) defined curriculum evaluation as the process of delineating, obtaining, and providing useful information for judging decision alternatives. The primary decision alternatives to consider based upon the evaluation results are: to maintain the curriculum as it is; to modify the curriculum; or to eliminate the curriculum. Evaluation is a disciplined inquiry to determine the worth of things. 'Things' may include programmes, procedures or objects. Generally, research and evaluation are different even though similar data collection tools may be used. The three dimensions on which they may differ are:

First, evaluation need not have as its objective the generation of knowledge. Evaluation is applied while research tends to be basic. Second, evaluation presumably, produces information that is used to make decisions or forms the basis of policy. Evaluation yields information that has immediate use while research need not. Third, evaluation is a judgment of worth. Evaluation results in value judgments while research need not and some would say should not (Oliva, 1992).

A curriculum evaluation programme should not only tell us what is being achieved with the courses but also what meaning this has for the overall attainment of

educational goals. According to Hurd (1994) curriculum evaluation is something more than counting scores, enrollments, financial costs and textbook sales. Evaluation is a value-weighted interpretation of goals, objectives, subject matter, teach-ability and learn-ability of materials, and costs in time and effort.

2.21 NEED FOR CURRICULUM EVALUATION

Education prepares future generations to take their place in society and neither educators nor other members of society can afford to retain substandard educational goals, materials, or instruction. Curriculum evaluation that monitors and reports on the quality of education serves educational policy makers and those who must make decisions that affect the education system at different levels. It contributes to public relations and aids planning. Curriculum evaluation of this type is called summative evaluation. Identifying aspects of a curriculum, which should be improved and then guided decisions about how to improve them, is another role of curriculum evaluation. Professional educators concern themselves with changing curriculum content, teaching methods or experiences, educational facilities, staff selection and development, and objectives for student outcomes as needs of their students and society. This calls for a continuous process of curriculum study and improvement (Welch, 1995).

The first role of curriculum evaluation serves the needs of policy makers, administrators, and other members of society for information about the educational system that help them to make important decisions affecting curriculum. The second role of curriculum evaluation serves the needs of teachers, curriculum specialists, school administrators, and others who are responsible for curriculum development (Welch, 1995).

2.22 MODELS OF CURRICULUM EVALUATION

A model is a representation of a system that allows for investigation of the properties of the system and, in some cases, prediction of future outcomes. Models are often used in qualitative analysis and technical analysis, and sometime also in fundamental analysis. It can also be said that a model is a simplified representation used to explain the workings of a real world system or event.

Several models of curriculum evaluation have been put forward in the educational literature. However, a comparative summary of five evaluation models are given below:

(i) Tyler's Goal Attainment Model

(ii) Oliva's Curriculum Model

(iii) Stufflebeam's CIPP Model

(iv) Stake's Countenance Model

(v) Taba's Social Studies Evaluation Model

(vi) Eisner's Connoisseurship Model

2.22.1 Tyler's Goal Attainment Model

Tyler's goal attainment model or sometimes called the objectives-centered model is the basis for most common models in curriculum design, development and evaluation. The Tyler model is comprised of four major parts. These are:

1) Defining objectives of the learning experience;
2) Identifying learning activities for meeting the defined objectives;
3) Organizing the learning activities for attaining the defined objectives; and
4) Evaluating and assessing the learning experiences.

The Tyler Model begins by defining the objectives of the learning experience. These objectives must have relevancy to the field of study and to the overall curriculum (Keating, 2006). Tyler's model obtains the curriculum objectives from three sources:

1) The student,
2) The society, and
3) The subject matter.

When defining the objectives of a learning experience Tyler gives emphasis on the input of students, the community and the subject content. Tyler believes that curriculum objectives that do not address the needs and interests of students, the community and the subject matter will not be the best curriculum. The second part of the Tyler's model involves the identification of learning activities that will allow students to meet the defined objectives. To emphasize the importance of identifying learning activities that meets defined objectives,

Tyler states that the important thing is for students to discover content that is useful and meaningful to them (Meek, 1993). In a way Tyler is a strong supporter of the student-centered approach to learning. Overall, Tyler's model is designed to measure the degree to which pre-defined objectives and goals have been attained. In addition, the model focuses primarily on the product rather than the process for achieving the goals and objectives of the curriculum. Therefore, Tyler's model is product focused. It evaluates the degree to which the pre-defined goals and objectives have been attained.

2.22.2 Oliva's (1992) curriculum model

Oliva's (1992) curriculum model conceptualized four main components – curriculum goals, curriculum objectives, organization and implementation of the

curriculum, and evaluation of the curriculum. Figure 1 shows the feedback line in which information obtained in evaluation component provide useful data for each of the components of the Curriculum Model.

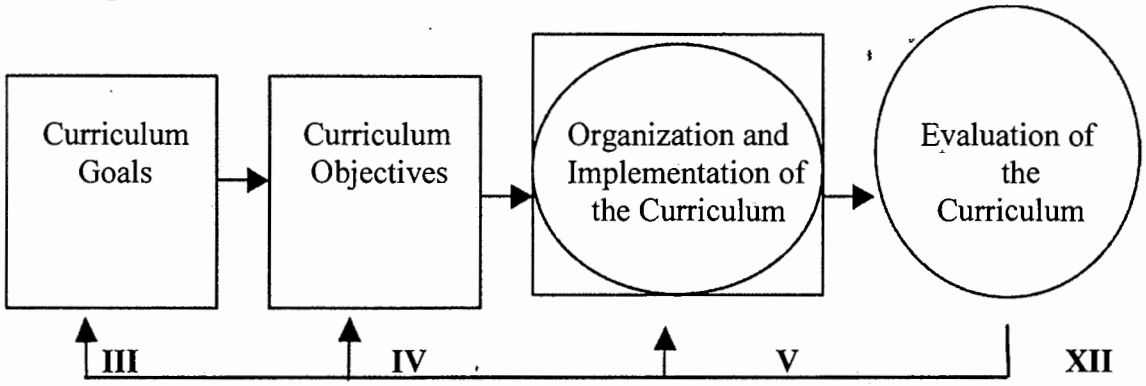

Figure 1: Curriculum model with all feedback lines (Oliva, 1992: 478)

Oliva (1992) points out that to consider students' achievement in their cognitive, affective and psychomotor learning as the effectiveness of the curriculum is not accurate. This is because, according to Oliva (1992), the primary purpose of curriculum evaluation is to determine whether the curriculum goals and objectives are being successfully carried out or not. In addition, Oliva (1992) asserts that in the course of the instructional process, there are other questions curriculum planners would like to know, too. Questions suggested by Oliva (1992) that are relevant in the context of this study are:

i. whether the curriculum is functioning while in operation

ii. if the best material is being used and following the best methods

It is the consensus of most curriculum developers that once a developed curriculum is implemented in schools, appropriate evaluation procedures shall be devised to examine the effectiveness of the curriculum in achieving the aims, goals and objectives of the curriculum. Feedback obtained shall also include any unintended outcomes so that information about the curriculum can provide useful data to enable further modifications in the curriculum, if necessary. A new curriculum once

implemented in schools is in progress until a time when the need arises it will not be terminated. Therefore, since a curriculum is ongoing, curriculum evaluation, teacher evaluation and programme evaluation are seen as the main components of process evaluation (Print, 1993).

2.22.3 Context, Input, Process, Product Model (CIPP Model)

Stufflebeam (1971), who chaired the Phi Delta Kappa National Study Committee on Evaluation, introduced a widely cited model of evaluation known as the CIPP (context, input, process and product) model. The approach when applied to education aims to determine if a particular educational effort has resulted in a positive change in school, college, university or training organization. A major aspect of the Stufflebeam's model is centered on decision making or an act of making up one's mind about the programme introduced. For evaluations to be done correctly and aid in the decision making process, curriculum evaluators have to:

- First delineate what is to be evaluated and determine what information that has to be collected (e.g. how effective has the new programme been in enhancing the thinking skills of children)
- Second is to obtain or collect the information using selected techniques and methods (e.g. interview teachers, collect test scores of students);
- Third is to provide or make available the information (in the form of tables, graphs) to interested parties. To decide whether to maintain, modify or eliminate the new curriculum or programme, information is obtained by conducting the following 4 types of evaluation: context, input, process and product (Stufflebeam, 2003).

Stufflebeam's model of evaluation relies on both formative and summative evaluation to determine the overall effectiveness a curriculum programme. Evaluation is required at all levels of the programme implemented.

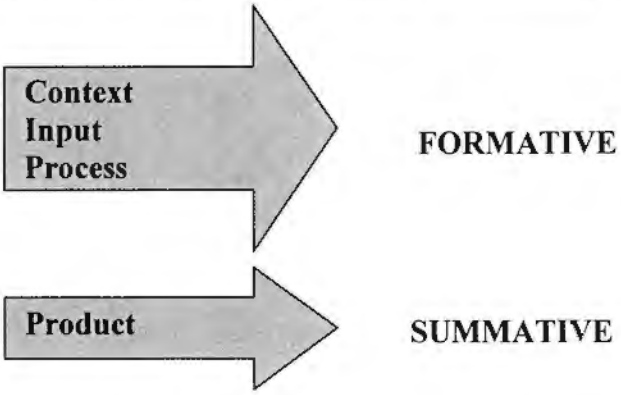

Figure 2: Formative and summative evaluation in the CIPP Model

a) Context Evaluation (What needs to be done and in what context)?

This is the most basic kind of evaluation with the purpose of providing a rationale for the objectives. The evaluator defines the environment in which the curriculum is implemented which could be a classroom, school or training department. The evaluator determines needs that were not met and reasons why the needs are not being met. Also identified are the shortcomings and problems in the organization under review. Goals and objectives are specified on the basis of context evaluation. In other words, the evaluator determines the background in which the innovations are being implemented (Stufflebeam, 2003).

The techniques of data collection would include observation of conditions in the school, background statistics of teachers and interviews with players involve in implementation of the curriculum.

b) Input Evaluation (How should it be done?)

The purpose of input evaluation is to provide information for determining how to utilize resources to achieve objectives of the curriculum. The resources of the school and various designs for carrying out the curriculum are considered. At this stage the

evaluator decides on procedures to be used. Unfortunately, methods for input evaluation are lacking in education. The prevalent practices include committee deliberations, appeal to the professional literature, the employment of consultants and pilot experimental projects (Stufflebeam, 2003).

c) Process Evaluation (Is it being done?)

Process evaluation is the provision of periodic feedback while the curriculum is being implemented (Stufflebeam, 2003).

d) **Product Evaluation** (Did it succeed?)

Product evaluation involves measuring the achievement of objectives, interpreting the data and providing with information that will enable them to decide whether to continue, terminate or modify the new curriculum. For example, product evaluation might reveal that students have become more interested in Pakistan Studies and are more positive towards the subject after introduction of the new Pakistan Studies curriculum. Based on this finding the decision may be made to implement the programme throughout the country (Stufflebeam, 2003).

2.22.4 Stake's Countenance Model

The model proposed by Stake (1967) suggests three phases of curriculum evaluation: the antecedent phase, the transaction phase and the outcome phase. The antecedent phase includes conditions existing prior to instruction that may relate to outcomes. The transaction phase constitutes the process of instruction while the outcome phase relates to the effects of the programme. Stake emphasizes two operations; descriptions and judgments. Descriptions are divided according to whether they refer to what was intended or what actually was observed. Judgments are separated according to whether they refer to standards used in arriving at the judgments or to the actual judgments.

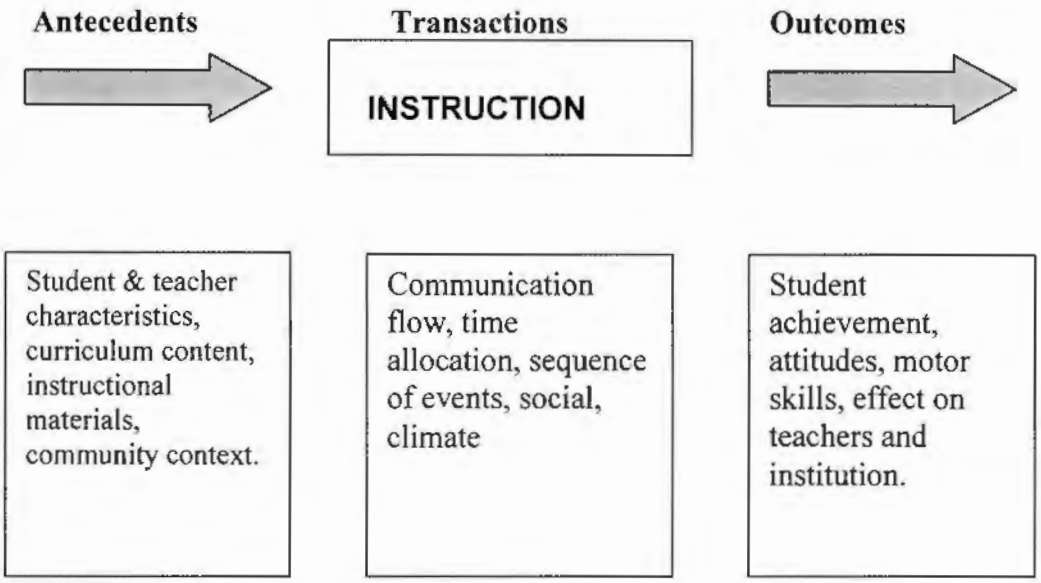

Figure 3: Stake's Countenance Model

2.22.5 Taba's Social Studies Evaluation Model

Hilda Taba (1962) reversed the commonly accepted procedure for curriculum development by suggesting that instead of developing a general plan for the school program as the scholars in the tradition of deductive models do, it would be more profitable to begin with the planning of teaching-learning units. In such a system, teaching-learning units would provide the basis for the curriculum design. Thus, the curriculum would emerge from the instructional strategies.

Taba developed a Grades 1 through 8 social studies curriculum organized around teaching-learning units (Taba, 1971). In the process, a curriculum model evolved that is applicable to many types of curricula and that can be used in many different kinds of school settings and school levels: elementary school, middle school, and high school.

The model includes an organization of, and relationships among, five mutually interactive elements; objectives, content, learning experiences, teaching strategies, and evaluative measures so that a system of teaching and learning is represented. The model is depicted in Figure 4.

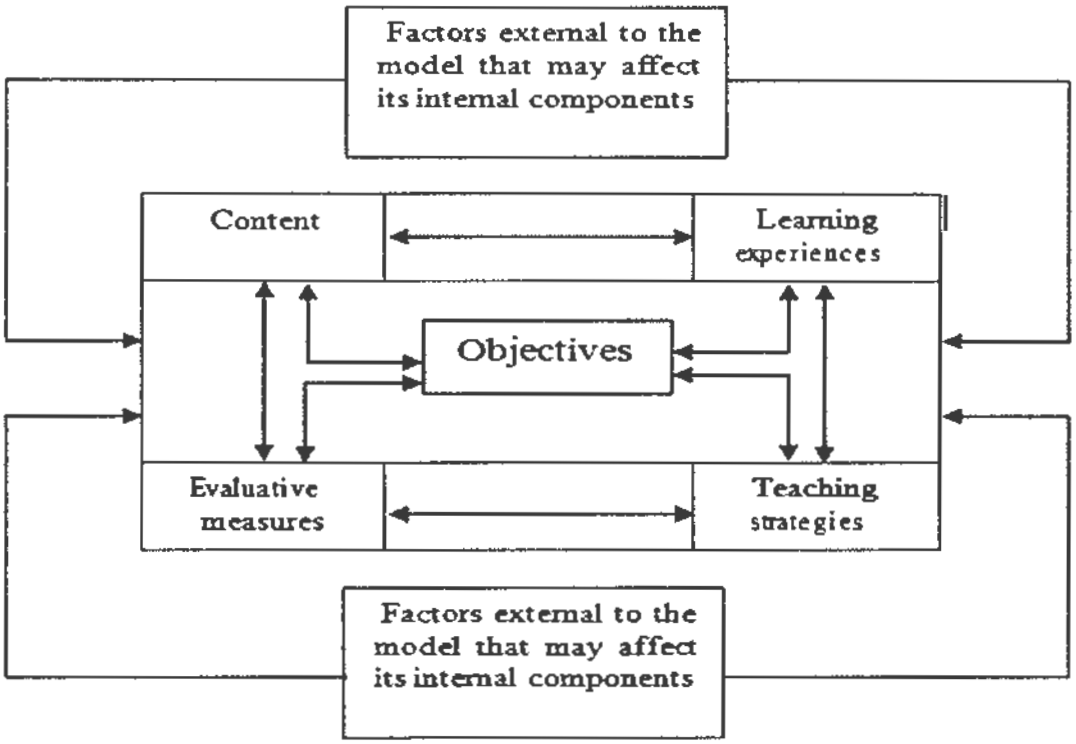

Figure 4: Designing the curriculum – an instructional strategies approach.

Taba's model contains within it a number of innovative aspects: specificity in determining objectives and content; learning experiences selected and organized in accordance with specified criteria; teaching strategies that specify a variety of methods and technology; and an elaborate array of evaluative procedures and measures. Factors external to the model that may affect its internal components are also represented. Such factors include (a) the nature of the community in which the school is located—its pressures, values, and resources; (b) the policies of the school district; (c) the nature of a particular school; its goals, resources, and administrative strategies; (d) the personal style and characteristics of the teachers involved; and (e) the nature of the student population.

Objectives help to provide a consistent focus for the curriculum, to establish criteria for the selection of content and learning experiences, and to guide and direct evaluation of learning outcomes. At the same time that objectives, content, and

learning experiences are being selected and organized, teaching strategies must also be planned and developed.

The process of determining objectives begins with the development of overall goals, originating from a variety of sources and is broken down into behavioral statements, classified in terms of the kinds of student outcomes expected and justified on the basis of a clearly thought out rationale.

The content for each grade level in the curriculum is contained within a number of teaching-learning units, all emphasizing to some degree a yearly theme. Each unit consists of three kinds of knowledge: key concepts, main ideas and specific facts.

The content contained in the units within a year's work is incorporated into learning experiences selected and organized in accordance with clearly specified criteria. Care is taken to ensure that the learning experiences develop multiple objectives: thinking, attitudes, knowledge, and skills.

Especially designed teaching strategies that identify specific procedures that teachers may use are included within the curriculum. Some have been designed to encourage students to examine their individual attitudes and values. Particularly innovative are certain strategies that promote the development of children's cognitive skills, such as comparing and contrasting, conceptualizing, generalizing, and applying previously learned relationships to new and different situations.

A variety of objective format devices have been prepared to measure the effectiveness of the curriculum in helping students to explain or recognize causal relationships, apply in new settings important generalizations developed in the curriculum, and to interpret social science data. Several open-ended devices have been designed to measure the quality of students' generalizations, the flexibility and

variety of students' conceptualizations, and the variety and nature of the content that students use in response to open-ended questions. A coding scheme has been developed and used to analyze teacher-student discussions as to the levels of thinking that they exhibit, similar to Bloom and others' taxonomies (Durkin, 1993).

2.22.6 Eisner's Connoisseurship Model

Eisner (2004) a well known art educator argued that learning was too complex to be broken down to a list of objectives and measured quantitatively to determine whether it has taken place. He argued that the teaching of small manageable pieces of information prohibits students from putting the pieces back together and applying them to new situations. As long as we evaluate students based on the small bits of information, students will only learn small bits of information. Eisner contends that evaluation has and will always drive the curriculum. If we want students to be able to solve problems and think critically then we must evaluate problem solving and critical thinking, skills which cannot be learned by rote practice. So, to evaluate a programme we must make an attempt to capture the richness and complexity of classroom events.

Eisner (2004) proposed the Connoisseurship Model in which he claimed that a knowledgeable evaluator could determine whether a curriculum programme was successful, using a combination of skills and experience. The word 'connoisseurship' comes from the Latin word cognoscere, meaning to know. For example, to be a connoisseur of food, paintings or films, you must have knowledge about and experience with different types of food, paintings or films before you are able to criticize. To be a food critic, you must be a connoisseur of different kinds of foods. To be a critic, you must be aware and appreciate the subtle differences in the phenomenon you are examining. In other words, the curriculum evaluator must seek to be an educational

critic. When employing the procedure of educational criticism the following questions may be asked:

- What has happened in the classrooms as a result of implementation of the new curriculum?
- What are some of the events that took place? (e.g. more students are participating in field work, more students are asking questions in class, even academically weak students are talking in group activities)
- How did students and teachers organize themselves in these events?
- What were the reactions of participants in these events? (e.g. students enjoyed working collaboratively in projects)
- How can the experiences of learners be made more effective as suggested by students, teachers and administrators? (e.g. more resources are needed for fieldwork, more computers are needed to integrate the internet in teaching and learning).

These questions places more emphasis on the process of learning and the quality of experiences by those involved in the implementation of the curriculum; namely, students, teachers and administrators. According to the Connoisseurship Model, evaluators provide a description and interpretation of the curriculum plan implemented:

1) **Description**: The evaluator records the actions, the features of the environment and academic level of students, experiences teachers and administrators. People who read the evaluation report will be able to visualize what the place looks like and the processes taking place. The aim here is to help the reader "see" the school or classroom and get a feel of what the curriculum evaluator or critic is attempting to understand and help others understand (Eisner, 2004).

2) **Interpretation**: The evaluator explains the meaning of events reported by putting it in its context. For example, why academically weak students were motivated to ask questions; why reading comprehension skills improved; why enthusiasm for doing science experiments increased and so forth (Eisner, 2004).

To be able to describe and interpret the implementation of a curriculum the evaluator has to collect data and the following are examples of activities an evaluator may engage in:

- The evaluator observes what is going on the classroom and records teachers and students in action using videotapes, audiotapes and photographs.
- The evaluator keeps notes of what is done, what is said and more importantly what is not said. The evaluator should strive to describe the *tone* of the curriculum in action.
- The evaluator interviews students, teachers and administrators about the quality of the curriculum
- The evaluator would analyze student's work

One of the great benefits of Eisner's (2004) activities has been the way in which he has both made the case for a concern with connoisseurship and criticism, and mediated these concerns for educators and researchers. The importance of his advocacy of these ideas cannot be underestimated - especially at a time when rather narrow concerns with instrumental outcomes and an orientation to the technical dominate. Together they offer educators a more helpful and appropriate means to approach evaluation, for example.

- Advocating moving beyond technocratic and behaviouristic modes of thinking - and for having a concern for 'expressive outcomes'.

- Calling to attend to fundamentals. Eisner has consistently warned against educational fads and fashion. He has criticized dominant paradigms and invited educators and others to ask questions such as 'what is basic in education?'
- Arguing that schools should help children create meaning from experience, and that this requires an education devoted to the senses, to meaning-making and the imagination. Eisner argues for a curriculum that fosters multiple 'literacies' in students (especially by looking to non-verbal modes of learning and expression) and a deepening of the 'artistry' of teachers (Eisner, 2004).

Over the time Eisner (2004) has been writing about the significant shifts in the context in which schools have to operate. While there have been other voices calling for changes in the culture of schooling, the impact of globalization, growing centralization in many schooling systems, reaction against more process-oriented forms of pedagogy, and a growing instrumentalism education have served to make Eisner's message both more pertinent to schools, and more difficult to respond to.

2.23 PHASES OF CURRICULUM EVALUATION

1. Aspects of the curriculum to be evaluated

The evaluator determines what is to be evaluated which may be the total school system, a particular district, a particular grade level or a particular subject. The objectives of the evaluation activity are clearly stated (Sowell, 2000).

2. Data Collection

Identify the information to be collected and the tools for collecting the data that may involve interviews, giving of questionnaires, tests, collection of documents and so forth. The evaluator also identifies the people from whom data is to be collected.

3. Analysis of Information

The data collected is analyzed and presented in the form of tables and graphs. Statistical tools are often used to compare significant differences and to establish correlation or relationship between variable.

4. Reporting of Information

Reports are written describing the findings and interpretation of the data. Based on the findings, conclusion is made on the effectiveness of curriculum implementation efforts. Recommendations are made to reconsider certain aspects of the curriculum (Sowell, 2000).

2.24 INSTRUMENTATION FOR CURRICULUM EVALUATION

No matter what evaluation model is used in evaluating a curriculum, the methods of data collection and the instruments used are more or less similar. The common instruments used in curriculum evaluation are interviews, observations, tests, survey, content analysis and portfolios (Ben-Peretz, 1990).

2.24.1 Questionnaires and Checklists

When you need to quickly and/or easily get lots of information from people in a non-threatening way, questionnaire and checklist are useful data collection techniques. Questionnaires and checklists can complete anonymously and relatively inexpensive to administer. Since data collected is quantitative, it is easy to compare and analyze and administer to many people. Massive amount of data can be obtained. It is also easy to design as there are many sample questionnaires already in existence. However, the information obtained may not be accurate as it relies on how truthfully subjects respond to the questions. There is also the fear that the wordings used can bias client's responses.

Questionnaires are impersonal and since only a sample of subjects is given the instrument, we do not get the full story (Ben-Peretz, 1990).

2.24.2 Interviews

Interviews are usually one-on-one situations in which an individual asks questions to which a second individual responds. The person asking the questions is called the interviewer while the person giving answers to the questions is called the interviewee. Interviews are used when you want to fully understand someone's impressions or experiences, or learn more about their answers to questionnaires. There are two general types of interviews depending on the extent to which the responses required are unstructured or structured (Ben-Peretz, 1990).

In an unstructured interview, the interviewer does not follow a rigid script and there is a great deal of flexibility in the responses. For example; "Why do you think the recommended textbook for the course is difficult for low ability learners? The teacher responding to such a question will give a variety of reasons. Some of the reasons given may be of a general nature while others may be specific to certain sections of the textbook. This makes the task of keeping track of responses more difficult. The open-endedness of the question will require that the interviewer record all responses and make sense of it later. The advantage of the unstructured interview is that it allows the evaluator to gather a variety of information, especially in relation to the interviewee's knowledge, beliefs or feelings toward a particular situation (Ben-Peretz, 1990).

In a structured interview, the questions asked usually require very specific responses. For example, "Is the recommended textbook difficult for low ability learners because: a) there is too much content; b) the language used is beyond the comprehension of low ability learners, c) or there are too few examples and illustrations. Regardless of which type of interview is used, evaluators should ensure that each

question is relevant to its intended purpose. In the end, the data must be translated into a form that can be analyzed and this has to be dome carefully to preserve accuracy and to maintain the sense of the data. The advantage of interviews is that this tool can get a full range and depth of information and it develops a relationship with teachers and students and it is more flexible. However, interview can take much time, can be hard to analyze and compare, can be costly and interviewer can bias interviewee's responses (Ben-Peretz, 1990).

2.24.3 Observations

To gather accurate information about how a program actually operates, particularly about processes.

2.24.4 Documents

When we want impressions of how a programme operates without interrupting the programme; we can review the memos, minutes, etc. to get a comprehensive and historical information about the implementation of the programme. However, we should be quite clear about what we are looking for as there may be a load of documents (Ben-Peretz, 1990).

2.25 RELATIONSHIP BETWEEN CURRICULUM AND INSTRUCTION

Instruction is the evolvement and use of purposeful plans for teaching of contents of curriculum. It is often referred as "planning" or "teaching" by teachers. Instruction and teaching are so closely related that sometimes both are taken as synonyms. While curriculum is teachable content along with complete process of teaching, instruction is more detailed plans and the way those plans are to be used to teach. It becomes easy to perceive that both must be compatible to improve studnt-learning maximum (Almasi & Hart, 2011).

The case of multiage class rooms demonstrates this close relation that exists between curriculum and instruction. This structure of classroom is considered to make instruction better for the age follow students to allow them move through curriculum content in the same way (Almasi & Hart, 2011). In such classrooms most common teaching method is whole class direct instruction. As this structure is prevalent through the nation, curriculum that is available commercially and state learning standards are formed to be used in this kind of learning environment. Some educators in an attempt to make education better have tried to replace a single grade classroom with multiage one. The multiage structure with a purpose keeps students of various ages together in one classroom while helping an individualized continuous progress instructional model (Almasi & Hart, 2011).

When the educators replace single grade classroom with multiage class room they also try to change the methods of instruction to meet the needs of students of different ages in a better way. They have pointed that curriculum formed for the single grade classroom is not ever adaptable to surroundings in which whole class direct instruction is not the norm. Multiage activities want the allowance of elastic grouping academic variety and personal pacing. The methods of instruction implemented by these teachers want that curriculum be formed in a compatible way (Almasi & Hart, 2011).

2.26 REVIEW OF RELATED RESEARCHES

Khan (2013) in a study on a critical analysis of Pakistan Studies curricula found that Pakistan Studies contents are capable of satisfying the aspirations of mankind for a higher and richer culture while they have not been highly prized by generation after generation. They provide the opportunities for social

intercommunication and also help to promote citizenship activities. The results showed that Pakistan Studies contents neither help in keeping students mentally fit nor assist in the maintenance of a proper home life. The studies further found that Pakistan Studies contents do not help in solving pupil problems and also unable to satisfy the needs of the learners. Similarly, it was also found from the study that Pakistan Studies contents are neither interesting to the learners nor help them in choosing vocations.

Guthrie (1990) found that teachers considered that affective domain of objectives were not properly addressed during the implementation of science curricula. Traditional practices were being employed during the student evaluation. Cummins (2007) found that pedagogy was dominated heavily by teacher-centered instruction with limited emphasis on thinking or problem-solving skills or the integration of appropriate technologies. Students' assessment depends on traditional evaluation practices. Certain adverse conditions were reported to be a hindrance in the implementation of programs.

Nickols and Forbes (2001) conducted a study involving a comparative analysis of reforms in the organization and structure of curricula and instruction in education. The researcher explored such concerns as educational norms, aims, values, customs, curricula content, instructional methods, psychological bases and their relationships with the technological and scientific cultures of the times. Chaudhary (1993) conducted a study on the teaching physics in secondary schools of Punjab. He found that in majority of the schools, the physics was being taught through lecture method. Professionally trained teachers performed better than those who were not qualified. He further found that science teachers were not available in rural areas. Those who were available taught Physics through chalk and talk method.

BoonPrakob (1994) in a study on the efficiency of the curriculum model found that all seven major components in the proposed curriculum model were accepted by all curriculum experts, but the entire model needed to be adjusted and rearranged. He suggested that a design should be problem centered. Rusbult (1997) developed a model of Integrated Scientific Methods (ISM) as a framework for describing the process of science in terms of activities (i.e. formulating a research problem, and investing and evaluating action, such as selecting and inventing theories, evaluating theories, designing experiment, and doing experiments-untended to solve the problem) and evaluation criteria (empirical, conceptual, and cultural-personal). Instead of trying to define the scientific method, ISM is intended to serve as a flexible framework that can be used to describe a variety of scientific methods.

There are complaints that curriculum in Pakistan does not meet the required international theoretical standards. For example, Mueen (1992) criticizes that our system continues to be bookish and academic. It demands from the learners more memorization and little understanding. It produces unskilled / semi skilled manpower. After criticizing the system, she comments that's fundamental changes are required in curriculum and methodology. She rightly comments that we cannot survive unless we increase our own pace and speed of change in tune with global change.

Jumani (1999) expresses that in Pakistan curriculum is prepared at national level according to act No. X of 1976. It is an act to make provision of federal supervision of curriculum textbooks and maintenance of standards of education. The curriculum of science subjects at secondary level is being taught with the help of textbooks in accordance with curriculum, prescribed by national curriculum committee. The revision of curriculum started at all levels in the country in late sixties. From class 1 to X, the science curriculum was developed by the local experts

while insight and benefit was also taken from the curriculum developed mainly in foreign countries. Revision of curriculum took place in 1968, 1986, 1990 and 2002.

Kayani (2002) concluded that the GCE-O level curriculum process, objectives, content, teaching methods and examination system were better as compared to SSC. He recommended that policy objectives may be translated into curriculum objectives. Rehman (2004) explored that teachers were never involved in the curriculum development process. He emphasized that need assessment was essential for curriculum development. He also concluded that the content needed to be made in accordance with the needs and aspirations of the modern era.

CHAPTER 3

METHODOLOGY

This chapter deals with the design, methods and procedures of the study. The chapter gives comprehensive details about how the research study was conducted and what it was about. The present study evaluated the curriculum of Pakistan Studies at secondary school level on the perception of teachers of Punjab. In this research, the researcher adopted a variety of measures to investigate the study objectives. To conduct this study, following procedure was adopted:

3.1 DESIGN

Broadly describing, the nature of study was descriptive. It was a survey study that aimed at evaluating the curriculum of Pakistan Studies through the perception of the teachers. The study examined the possible opinion of the teachers towards change of the curriculum of Pakistan Studies at secondary school level. The present study evaluated quantitatively and qualitatively the possible opinion of the teachers and curriculum development experts relating the curriculum of Pakistan Studies at secondary school level in Punjab.

3.2 POPULATION OF THE STUDY

The population of this study was all the secondary school level teachers teaching in public sector secondary schools of Punjab province in 2007-08 and the curriculum development experts / educationists. Thus all the 4669 (1134 Urban, 3535 Rural) public sector secondary schools of Punjab province were included in the

population. The 1134 (591 Male, 543 Female) public sector secondary schools in Punjab province at district headquarters and Tehsil (urban area) have common characteristics and that of 3535 (2367 Male, 1168 Female) public sector secondary schools at sub-tehsil (rural area) share many common things with each other that sometimes include culture, traditions, physical condition, socio-economic conditions, level of facilities and teachers throughout the Province.

3.3 SAMPLE OF THE STUDY

Stage sampling technique (Cohen, Manion & Morrison, 2007) was used to select the sample of this study. At first the researcher selected 1 district from each of the 9 divisions of Punjab province through random sampling technique. Thus the first sample was 9 districts out of 36 districts in Punjab province.

Secondly, the researcher selected 52 public sector secondary schools through random sampling technique from each of the 9 districts. These 52 schools included 13 (7 Male, 6 Female) urban public sector secondary schools and 39 (26 Male, 13 Female) rural public sector secondary schools. Thus the total number of schools selected through random sampling technique was 468 public sector secondary schools from 09 districts of the Punjab province. Among these 468 public sector secondary schools 113 (59 Male, 54 Female) were urban school and 355 (238 Male, 117 Female) were rural public sector secondary schools.

Thirdly, the researcher selected 2 teachers purposively from each of 468 public sector secondary schools. Thus the number of teachers selected as a sample was 936 teachers whereas 30 curriculum development experts were selected from the experts related with curriculum wing.

The sampling frame is given below to illustrate further details of the sample:

Table 1

Sample size for the study

Sr. #	Aspects	Population	Sample		
1.	Districts in Punjab	36	9		
2.	Secondary & Higher Secondary Schools	4669	**468**	In each selected district	School from each selected district
	Urban	**1134**	**113**	**13**	
3.	Male	591	59	7	13
	Female	543	54	6	
	Rural	**3535**	**355**	**39**	
4.	Male	2367	238	26	39
	Female	1168	117	13	
5.	Total number of Schools from 9 districts				52 x 9 = 468
6.	Total number of Teachers (Two teachers were taken from each school)				468 x 2 = 936
7.	Curriculum Development Experts				30
8.	**Total**				**966**

Source: - Project Monitoring Information Unit (PMIU), Lahore, 2007-08.

3.4 DEVELOPMENT OF RESEARCH INSTRUMENTS

Thorough review of related literature was carried out and then following research instruments were developed:

1. Questionnaire for teachers teaching Pakistan Studies at secondary school level.
2. Curriculum development experts were contacted and requested to spare time for structured interviews to obtain their valuable views.

The questionnaire for teachers consisted of information about name, qualification, teaching experience, name of institution, gender and their perceptions about the changes made in the curriculum of Pakistan Studies regarding objectives,

content/subject matter and text books, teaching methodology and evaluation. It was divided into seven parts i.e. Part (1) Personal Information, Part (2) Objectives, Part (3) Contents/Subject Matter and Textbook, Part (4) Teaching Methodology, Part (5) Evaluation, Part (6) Open Ended Questions, and Part (7) Gradation of the Chapters.

Part 1 (Personal Information) consisted of six items in which item (1) were based on name which was not necessary to provide. Item (2) consisted of academic and professional qualification. Item (3) related to teaching experience. Item (4) was about the name of organization/institution. Item (5) was asked about geographical location of the institution whereas item (6) was regarding gender. Part 2 (Objectives) comprised of seven items in which item (1) was about the national ideology of Pakistan. Item (2) was constructed to get knowledge regarding spirit of appreciation for religious and cultural activities and Item (3) was framed to get information about understanding of aims and objectives. Item (4) was related to know if the curriculum of Pakistan Studies has been designed in accordance to cultural requirement of society. Item (5) was included to know about whether aims and objectives are realistic. Item (6) was framed to provide information about the bloom's taxonomy of domains while item (7) contained information regarding background knowledge of students of Pakistan Studies.

Part 3 (Contents/Subject Matter and Textbook) possessed twenty two items in which item (1) provided information about Pakistan Studies textbook outlook. Item (2) was included to get information about the language of the textbook. Item (3) was related to know that the script of the book is free from error. Item (4) gave information that Pakistan Studies content is according to the level of the students. Items (5) were included to get information about the continuity of curriculum of Pakistan Studies. Item (6) provided information about creating interest among

students. Item (7) was related to develop civic sense among students. Item (8) included to get information about patriotism of the students. Item (9) was included to know the content is helpful in achieving the objectives of curriculum. Item (10) was constructed to get knowledge about giving proper place to the ideology of Pakistan. Item (11) was framed to get information about provision of audio visual aids. Item (12) was about difficulty level and item (13) was developed to get information about the length of the content. Item (14) was related to get information about the promotion of democratic attitude and item (15) was about cooperation and conflict resolution. Item (16) was framed to get information about introduction at the start of the chapter. Item (17) was about the list of keywords at the end of the book. Item (18) gave information about giving exercises at the end of each chapter. Item (19) was developed to get information about proper placement of maps, pictures and figures. Item (21) and (22) was related to get information about the principles of curriculum development and criteria for selection of activities respectively.

Part 4 (Teaching Methodology) had six items i.e. item (1) and (2) was about information regarding teachers training and refresher courses in the subject of Pakistan Studies teaching respectively. Item (3) and (4) was constructed to get knowledge about using reference book in classroom. Item (5) was framed to get information about method for teaching being used. Item (6) was about the arrangement of educational visits of the students. Part 5 (Evaluation) contained nine items. Item (1) gave information about the judgment of the performance of teachers. Item (2) and (3) was related to students' homework evaluation procedure in Pakistan Studies. Item (4) and (5) was related to get information about the evaluation of the students. Item (6) and (7) was developed to get information about the pattern of study and boards' examination question papers. Item (8) and (9) was constructed

about judging the students performance and daily classroom evaluation system respectively.

Part 6 (Open Question) has three question. Question (1) was asked to enlist major drawbacks in existing Pakistan Studies curriculum for secondary school level. Question (2) was framed to get suggestion to overcome the drawbacks in existing curriculum and question (3) was constructed to obtain some topics that may be added in present Pakistan Studies curriculum. Part 7 (Gradation of the chapters) includes five items. These items were framed to get information about the subject matter, presentation, understanding level, exercises and level of difficulty of the chapters.

Interview form had two parts. Part 1 was about personal information of the interviewee including name, qualification experience and name of the organization. Part 2 contained thirteen questions. Question (1) was asked to get information about the satisfaction with the objectives of Pakistan Studies given by curriculum wing. Question (2) was developed to get the knowledge about the process of curriculum development. Question (3) was asked about the reflection of policy objectives. Question (4) and (5) was constructed to get information about the formation clarity and richness of objectives. Question (6) and (7) was framed to get information regarding the content of the curriculum of Pakistan Studies. Question (8) and (9) was constructed to obtain information about teaching methodology and teachers training respectively. Question (10) and (11) was asked to get information regarding tools being used and evaluation system. Question (12) and (13) was asked to list areas of importance in Pakistan Studies curriculum and also provision of suggestions for the improvement of this curriculum.

3.4.1 Procedure

The teachers were approached in their respective institutions and questionnaire was administered individually. The statements from part 2 to part 5 in questionnaire was followed by five points scale i.e. Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA), and Strongly Disagree (SDA). All those items in questionnaire were close ended whereas Part 6 in questionnaire consisted of open questions and part 7 was about gradation of the chapters respectively.

3.5 RELIABILITY OF TOOLS

Ways of establishing reliability involved multiple data gathering strategies, reporting any possible personal bias and decisions made about data and categories (Burns, 2000). Reliability of the questionnaire is also associated with the number of items provided that the new added item is not poorly constructed. As the questionnaire was in two languages, Urdu and English, measures were taken to enhance the reliability of the questionnaire when it was translated to Urdu from English. The Cronbach alpha coefficient formula was used to check the reliability of the whole questionnaire. The Cronbach alpha reliability was found at .85 that established high internal consistency of the instrument.

Table 2
Reliability Statistics for Questionnaire

Cronbach's Alpha	Cronbach's Alpha based on Standardized Items	No. of Items
0.85	0.85	44

3.6 VALIDITY OF THE QUESTIONNAIRE

The nature of questionnaire substantiates its urgency of content validity to be examined. Content validity is an essential characteristic of a measurement instrument and shows relevancy of instrument to the learning universe of the subjects under study. It is defined as "Content validity is evaluated by showing how well the content of the test samples the class of situations or subject matter about which conclusions are to be drawn". In other words content validity is indicated by a description of the universe of items from which selection was made including a description of the selection process (Lennon, 1956). Content validity affects the inferences that can be drawn from the obtained data. To ensure the content validity of the questionnaire of Pakistan Studies, it was sent to 10 experts for comments. Based on comments from these experts some items were improved.

3.7 IMPROVEMENT OF TOOLS

Improvement of an instrument is a very pertinent and critical area in a research study. For the present study it was established in two steps. Firstly the questionnaire was translated into Urdu. After consultation with the supervisor, the Urdu translated version of the questionnaire was finalized. Secondly the Urdu translated version of the questionnaire was translated back into English version. After that, pilot testing was conducted and 50 teachers were selected for this purpose from Khenewal district. For questionnaire's part 2 (Objectives) item number 4 and 6 were improved. For part 3 (Content, Subject Matter and Textbook), items number 7, 10, 15, 19, 20 and 22 were improved. For part 4 (Teaching Methodology), items number 2 and 5 were improved. For part 5 (Evaluation) initially 13 items were developed. In the light of the responses during pilot testing, 4 items were deleted and items number 1, 6 and 7 were improved.

3.8 CONSTRUCT VALIDITY

Nunnally and Bernstein (1994) have stated when inferences are to be made on the basis of construct or latent variables, construct validity is central issue. Construct validity seeks agreement between a theoretical concept and a specific measuring device or procedure. To assess construct validity of a measuring instrument, factor analysis, as the literature suggests by providing considerable evidences, is an important tool for the measurement of psychological constructs. Factor analysis helps in identify the appropriate number of constructs and consequently reduce errors in measurement. Otherwise there are conceptual and empirical evidences that both specifying too many factors and particularly specifying too few factors are substantial errors that affect results. Velicer, Eaton and Fava (2000) have empirically demonstrated that misspecification in either case can lead to poor factor-loading pattern reproduction and interpretation. A number of criteria can be applied to find out appropriate number of constructs. These criteria can lead to contrasting results (Carraher & Buckley, 1991; Thompson & Daniel, 1996; Zwick & Velicer, 1986).

The construct validity of the test was performed using principal component factor analysis with a Varimox rotation. A common rule of thumb applied in factor analysis was to use correlations of 0.30 and above to retain items; those items whose correlations with the factor (or component) are less than 0.30 become candidates for omission from the test. (Nelson, 2005)

3.9 DATA COLLECTION

The process of collecting data took almost six months. In order to get responses from the concerned sample, two copies of questionnaire for each school were distributed. Hence, the researcher distributed 936 copies of questionnaire out of

which 847 copies were received back. In further scrutiny, incomplete and wrongly filled questionnaires were separated and finally 825 copies of questionnaire complete in all respects were set for analysis. From most of the places, the data were collected in person; however, registered mail and telephonic conversation were used for different schools.

3.10 DATA ANALYSIS

Data were analyzed by applying statistical operations through SPSS. The teachers, who had fully filled the questionnaire, had been allotted identification numbers, gender and areas markers in order to run appropriate analyses smoothly. In order to meet the objectives of the study, reliability and validity of the instruments were checked to find them reliable and valid for the study. Collected data were analyzed quantitatively by using percentage and chi-square test. This data was also analyzed keeping in view gender (Male & Female) and location (Rural & Urban) of the respondents. The data collected through interviews of the experts were also analyzed and presented in chapter 4.

3.11 LIMITATIONS

The limitations of the study were:

Researcher has defined few limitation of the study to guide further researches on the topic. An empirical study should be executed on the topic curriculum of Pakistan Studies at secondary school level in Punjab.

Shadish, Cook and Campbell (2002) argued that in social science survey research, many time respondents know the response to meet the expectations of the researcher. This study was descriptive survey in nature, researcher has tried its level

best to motivate the respondents to provide best answers but still researcher is of the view that few respondents may provide their responses to meet researcher's expectations. In some cases respondents not provided their consent to record their interviews due to the title and time span. He could not study the perception of secondary school level teachers working in Khyber Pakhtounkhwa, Sind, Balochistan, Azad Jammu Kashmir, Gilgit Baltistan about Pakistan Studies.

CHAPTER 4

ANALYSIS OF DATA

The first three chapters respectively introduced the problem of the study, reviewed the related literature and outlined the methodology of the study. This chapter deals with presentation and analysis of data on different aspects of the study. The data collected through questionnaires and interview was analyzed through descriptive statistics and inferential analysis.

In the 1st phase the data were analyzed descriptively. In Inferential statistical analysis, the researcher used computer software named Statistical Program for Social Sciences (SPSS) version 16. In this program, the data were analyzed through computer and results were computed through chi-square along with percentages in order to view more vivid picture. The results were then interpreted.

This chapter is divided into seven parts. The first part is related to demographic information of the sample. Part 2 is about perception of the teachers on objectives; part 3 is concerned with perception of the teachers on content, subject matter and textbook of Pakistan Studies. Part 4 is related to perception of teachers on teaching methodology of Pakistan studies. Part 5 is concerned with perception of teachers on evaluation of Pakistan Studies curriculum whereas part 6 discusses analysis of teachers perception based on open ended questions. The last part of the questionnaire discusses gradation of chapters of Pakistan Studies textbook at secondary school level. The obtained results along with the analysis and interpretation are presented in following pages.

4.1 DATA OF THE TEACHERS

PART 1: DEMOGRAPHIC INFORMATION OF THE SAMPLE

Table 3
Number and Percentage of Respondents with respect to Gender, Location and Academic Qualification

Qualification	Gender	Location				Total	%
		Urban	%	Rural	%		
Matric	Male	-	-	-	-	-	-
	Female	-	-	-	-	-	-
FA/F.Sc	Male	06	2.69	29	4.82	35	4.24
	Female	07	3.14	33	5.48	40	4.85
BA/Bsc	Male	59	26.46	252	41.86	311	37.70
	Female	51	22.87	114	18.94	165	20.00
MA/MSc	Male	55	24.66	113	18.77	168	20.36
	Female	41	18.39	54	8.97	95	11.52
M.Phil	Male	3	1.35	5	0.83	8	0.97
	Female	1	0.45	1	0.17	2	0.24
Ph. D	Male	1	0.45	-	-	1	0.12
	Female	-	0.00	-	-	-	-
Total		224		601		825	

The above data indicates that there was no participant holding academic qualification of matriculation from male urban and rural as well as female from urban and rural areas. Percentage of male urban and rural participants holding FA/F. Sc was 2.69% and 4.82% respectively and female urban and rural was 3.14% and 5.48% respectively. Participants of male urban and rural holding BA/B. Sc was 26.46% and 41.86% respectively and female urban and rural was 22.87% and 18.94% respectively. Participants from male urban and rural holding MA/M. Sc was 24.66% and 18.77% respectively and female urban and rural was 18.39% and 8.97% respectively. Participants from male urban and rural holding M. Phil/Ph. D was 1.80% and 0.83% respectively and female urban and rural participant was 0.45% respectively. There was no female rural participant holding M. Phil /Ph. D.

Table 4
Number and Percentage of Respondents with respect to Gender, Location and Professional Qualification

Qualification	Gender	Location				Total	%
		Urban	%	Rural	%		
PTC	Male	1	0.44	1	0.17	2	0.24
	Female	1	0.44	3	0.50	4	0.48
	Total	2	0.88	4	0.66	6	0.72
CT	Male	14	6.19	11	1.83	28	3.38
	Female	26	11.50	34	5.65	60	7.25
	Total	40	17.70	45	7.48	88	10.63
B.Ed	Male	74	32.74	249	41.36	323	39.01
	Female	53	23.45	111	18.44	164	19.81
	Total	127	56.19	360	59.80	487	58.82
M.Ed	Male	31	13.72	139	23.09	170	20.53
	Female	23	10.18	54	8.97	77	9.30
	Total	54	23.89	193	32.06	247	29.83

The above data indicates that the percentage of male urban participants holding professional qualification of PTC was 0.44%, rural was 0.17% and female urban participants holding PTC was 0.44%, rural was 0.50%. Participants of male urban holding professional qualification of CT was 6.19%, rural was 1.83% and female urban participants holding CT was 11.50%, rural was 5.65%. Participants from male urban holding professional qualification of B. Ed was 32.74%, rural was 41.36% and female urban participants holding B. Ed was 23.45%, rural was 18.44%. Participants from male urban holding professional qualification of M. Ed was 13.72%, rural was a 23.09% and female urban participant holding M. Ed was 10.18% and rural was 8.97.

Table 5
Teaching Experience

Sr. No.	Gender	Years	Location				Total	%
			Urban	%	Rural	%		
1	Male	0-5	4	1.79	28	12.56	32	3.88
	Female		2	0.90	11	4.93	13	1.58
	Total		6	2.69	39	17.49	45	5.45
2	Male	6-10	27	12.11	31	13.90	58	7.03
	Female		17	7.62	11	4.93	28	3.39
	Total		44	19.73	42	18.83	86	10.42
3	Male	11-15	18	8.07	87	39.01	105	12.73
	Female		9	4.04	18	8.07	27	3.27
	Total		27	12.11	105	47.09	132	16.00
4	Male	16-20	43	19.28	131	58.74	174	21.09
	Female		51	22.87	78	34.98	129	15.64
	Total		94	42.15	209.00	93.72	303	36.73
5	Male	Above 20	31	13.90	123	55.16	154	18.67
	Female		21	9.42	84	37.67	105	12.73
	Total		52	23.32	207	92.83	259	31.39

Total number of responses = 825

The above data indicates that the participant having teaching experience of 0–5 years of male urban and rural was 1.79% and 12.56% respectively and female urban and rural 0.90% and 4.93% respectively. Participants of male urban and rural having teaching experience of 6–10 years was 12.11% and 13.90% respectively and female urban and rural was 7.62% and 4.93% respectively. Participants from male urban and rural having teaching experience of 11–15 years was 8.07% and 39.01% respectively and female urban and rural was 4.04% and 8.07% respectively. Participants from male urban and rural having teaching experience of 16–20 years was 19.28% and 58.74% respectively. Participant from female urban and rural was 22.87% and 34.98% respectively. Participants from male urban and rural having teaching experience of above 20 years was 13.90% and 55.16% respectively and female urban and rural was 9.42% and 37.67% respectively.

PART 2: PERCEPTION OF TEACHERS ON OBJECTIVE OF PAKISTAN STUDIES CURRICULUM

Table 6

The aims and objectives of curriculum are consonant with our national ideology

Level	Male	Female	Total	Chi Value
SA	133 (25.40)	103 (34.12)	236 (28.60)	
A	182 (34.80)	110 (36.42)	292 (35.39)	
UD	50 (09.50)	46 (15.23)	96 (11.64)	209.794
DA	100 (19.20)	14 (04.63)	114 (13.82)	
SDA	58 (11.10)	29 (09.60)	87 (10.55)	

Note: Figures in parentheses illustrate percentages

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

Table 6 indicates that the calculated value of χ^2 is 209.794 which is greater than the table value 9.49 at 0.05 level of significance. The opinion of the respondents showed significance difference on this statement. The majority of the respondents were agreed with the statement that the aims and objectives of curriculum are consonant with our national ideology. Hence it can be inferred that the respondents agreed with the statement. The result of the table shows that our national ideology holds a very important place and curriculum makers keep the ideology in mind while making objectives of the curriculum.

Table 7

The aims and objectives of curriculum increase the spirit of appreciation for religious and cultural actives

Level	Male	Female	Total	Chi Value
SA	45 (08.60)	54 (17.88)	99 (12.00)	332.594
A	35 (07.70)	46 (15.24)	81 (09.82)	
UD	52 (09.54)	14 (04.64)	66 (08.00)	
DA	229 (43.78)	97 (32.11)	236 (39.51)	
SDA	162 (30.98)	91 (30.13)	253 (30.67)	

Note: Figures in parentheses illustrate percentages

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

Table 7 depicted that the calculated value of χ^2 is 332.594 and the table value is 9.49 which is lesser than the calculated value at 0.05 level of significance. Majority of the respondents disagreed that "The aims and objectives of curriculum increase the spirit of appreciation for religious and cultural actives". Hence it can be inferred that the respondents disagreed with the statement. The result shows that objectives of the curriculum have not been designed appropriately and they are not mindful of the religious and cultural activities in the society. So the curriculum satisfies the cognitive domain of the students but lacks in developing affective and psychomotor domain.

Table 8

The aims and objectives of curriculum are:
A-Understandable B-Well formulated C- Attainable within the stipulated time

Options	Level	Male	Female	Total	Chi Value
Understandable	SA	182 (34.81)	67 (22.18)	249 (30.18)	349.383
	A	187 (35.76)	148 (49.02)	335 (40.62)	
	UD	61 (11.66)	30 (09.93)	91 (11.03)	
	DA	40 (07.64)	37 (12.25)	77 (009.33)	
	SDA	53 (10.13)	20 (09.62)	73 (08.84)	
Well formulated	SA	162 (30.97)	83 (27.48)	245 (29.70)	266.364
	A	201 (38.43)	108 (35.78)	309 (37.45)	
	UD	42 (08.04)	41 (13.57)	83 (10.06)	
	DA	59 (11.28)	33 (10.92)	92 (11.15)	
	SDA	59 (11.28)	37 (12.25)	96 (11.64)	
Attainable within the stipulated time	SA	37 (07.00)	69 (22.84)	133 (16.12)	302.715
	A	42 (08.00)	103 (34.11)	145 (17.58)	
	UD	52 (09.94)	37 (12.25)	89 (10.79)	
	DA	113 (21.61)	361 (119.53)	474 (57.45)	
	SDA	73 (13.95)	176 (58.27)	249 (30.18)	

Note: Figures in parentheses illustrate percentages
$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

A- Understandable:

Table 8 indicates that the calculated value of χ^2 is 349.383 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. The majority of the respondents agreed with this statement "The aims and objectives of curriculum are understandable".

B- Well formulated:

Table 8 depicted that the calculated value of χ^2 is 266.364 which is greater than table value of χ^2 (9.49) at 0.05 level of significance. The most of respondents agreed with this statement "The aims and objectives of curriculum are well formulated".

C- Attainable within the stipulated time:

Table 8 indicates that the calculated value of χ^2 is 302.715 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. The responses of respondents were inclined towards disagreement. Hence the majority of respondents disagreed with this statement. "The aims and objectives of curriculum are attainable within the stipulated time."

Importance of objectives is clear from the statement, "Objectives provide a basic for the selection of content and its evaluation. They serve as basic road map where a student is needed. They occupy central position in curriculum planning". The findings of the study exactly support the statement (Peterson, 1969).

Table 9

The aims & objectives of the curriculum of Pakistan studies at secondary school level are according to the cultural requirement of the society

Level	Male	Female	Total	Chi Value
SA	111 (21.22)	86 (28.47)	197 (23.88)	332.594
A	236 (45.15)	97 (32.15)	333 (40.36)	
UD	80 (15.29)	45 (14.19)	125 (15.15)	
DA	49 (09.36)	31 (10.26)	80 (09.70)	
SDA	47 (08.98)	43 (14.23)	90 (10.91)	

Note: Figures in parentheses illustrate percentages

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The table 9 indicates that χ^2 value is 332.594 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. This shows that there is significant difference in the opinions of the respondents. The majority of the respondents were inclined towards agreement with the statement: "The aims and objectives of the curriculum of Pakistan studies at secondary school level are according to the cultural requirement of the society". Hence the result indicates that culture has appropriately been reflected in the curriculum of Pakistan studies.

Table 10
The aims & objectives of the curriculum of Pakistan studies at secondary school level are realistic

Level	Male	Female	Total	Chi Value
SA	167 (31.93)	87 (28.80)	254 (30.79)	
A	203 (38.84)	102 (33.77)	305 (36.97)	
UD	29 (05.53)	43 (14.23)	72 (08.73)	332.594
DA	69 (13.19)	31 (10.26)	100 (12.12)	
SDA	55 (10.51)	39 (12.94)	94 (11.39)	

Note: Figures in parentheses illustrate percentages
$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The table 10 indicates that χ^2 value is 332.594 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. It shows that the majority of the respondents were inclined towards agreement with the statement, "The aims and objectives of the curriculum of Pakistan studies at secondary school level are realistic". It is inferred that the aims and objectives of Pakistan Studies at secondary school level are according to the needs of Pakistani society.

Table 11

The curriculum is satisfactory with respect to the following:

a. Cognitive Domain b. Affective Domain c. Psychomotor Domain

Options	Level	Male	Female	Total	Chi Value
Cognitive Domain	SA	136 (26.05)	66 (21.85)	202 (24.48)	473.030
	A	278 (53.15)	117 (38.74)	395 (47.88)	
	UD	42 (08.00)	37 (12.27)	79 (09.58)	
	DA	37 (07.00)	39 (12.91)	76 (09.21)	
	SDA	30 (05.70)	43 (14.23)	73 (08.85)	
Affective Domain	SA	47 (08.90)	29 (09.06)	76 (09.21)	419.176
	A	30 (05.70)	23 (07.61)	53 (06.42)	
	UD	56 (10.74)	52 (17.24)	108 (13.09)	
	DA	271 (51.81)	101 (33.44)	372 (45.9)	
	SDA	119 (22.75)	97 (32.11)	216 (26.18)	
Psychomotor Domain	SA	32 (06.10)	23 (07.61)	55 (06.67)	461.903
	A	42 (08.00)	21 (06.95)	63 (7.64)	
	UD	56 (10.70)	52 (17.24)	107 (12.97)	
	DA	269 (51.40)	115 (38.07)	384 (46.55)	
	SDA	124 (23.70)	91 (30.13)	215 (26.06)	

Note: Figures in parentheses illustrate percentages

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

a. Cognitive Domain:

The table 11 indicates that χ^2 value is 473.030 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. This shows that there is significant difference in the opinion of the respondents. As the majority of the respondents were tilted towards agreement with the statement. Hence the statement, "The curriculum is satisfactory with respect to cognitive domain" is agreed by respondents.

b. Affective Domain:

The table 11 indicates that χ^2 value is 419.176 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were inclined towards disagreement with the statement. Hence the statement, "The curriculum is satisfactory with respect to affective domain" is disagreed.

Psychomotor Domain:

The table 11 indicates that χ^2 value is 461.903 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were tilted towards disagreement with the statement. Hence the statement, "The curriculum is satisfactory with respect to psychomotor domain" is disagreed.

Table 12

The background knowledge of students for studying Pakistan Studies is satisfactory

Level	Male	Female	Total	Chi Value
SA	133 (06.30)	81 (26.80)	214 (25.94)	
A	182 (34.79)	78 (25.80)	260 (31.52)	
UD	50 (09.50)	48 (15.89)	98 (11.88)	119.030
DA	100 (19.11)	46 (15.22)	146 (17.70)	
SDA	58 (11.00)	48 (15.89)	107 (12.97)	

Note: Figures in parentheses illustrate percentages

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The table 12 indicates that calculated χ^2 value is 119.030 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. The majority of the respondents were tilted towards agreement with the statement "The background knowledge of students for studying Pakistan Studies is satisfactory". Hence it may be inferred that the students at secondary school level have background information about the contents of Pakistan Studies.

PART 3: PERCEPTION OF TEACHERS ON CONTENT, SUBJECT MATER AND TEXTBOOK OF PAKISTAN STUDIES CURRICULUM

Table 13

The outlook of the prescribed Pakistan studies textbook is good looking

Level	Male	Female	Total	Chi Value
SA	111 (21.22)	75 (24.83)	186 (22.55)	
A	169 (32.30)	73 (24.17)	269 (32.61)	
UD	57 (10.89)	30 (09.93)	87 (10.55)	112.473
DA	81 (15.48)	68 (22.53)	149 (18.06)	
SDA	78 (14.91)	56 (18.54)	134 (16.24)	

Note: Figures in parentheses illustrate percentages

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The table 13 indicates that χ^2 value is 112.473 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. The majority of the respondents were inclined towards agreement with the statement. Hence the statement, "The outlook of the prescribed Pakistan studies textbook is good looking" is agreed. The textbook of Pakistan Studies developed by Punjab Textbook Board has attractive and appealing outlook.

Table 14
The language of the text book is understandable

Level	Male	Female	Total	Chi Value
SA	187 (35.75)	93 (30.79)	280 (33.94)	
A	182 (34.79)	99 (32.78)	281 (34.06)	
UD	10 (01.94)	23 (07.63)	33 (4.00)	297.079
DA	73 (13.95)	45 (14.90)	118 (14.30)	
SDA	71 (13.57)	42 (13.90)	113 (13.70)	

Note: Figures in parentheses illustrate percentages
$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The table 14 indicates that χ^2 value is 297.079 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. The majority of the respondents were tilted towards agreement with the statement. Hence the statement, "The language of the textbook is understandable" is agreed.

Regarding textbook development in Pakistan, a conference was organized by Ministry of Education in collaboration with provincial education departments, World Bank, UNICEF and British Council. This conference highlighted the same. Language issues, textbook contents and its impact on pupil's achievement were also reported and it was suggested that the language of the book should be understandable. It is inferred that the language of Pakistan Studies textbook is clear and easy for better understanding of secondary school level students.

Table 15

The script of the book is free from error

Level	Male	Female	Total	Chi Value
SA	111 (21.22)	75 (24.83)	186 (22.55)	
A	169 (32.31)	73 (24.17)	269 (32.61)	
UD	57 (10.89)	30 (09.93)	87 (10.55)	112.473
DA	81 (15.48)	68 (22.53)	149 (18.06)	
SDA	78 (14.90)	56 (18.54)	134 (16.24)	

Note: Figures in parentheses illustrate percentages

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The table 15 indicates that χ^2 value is 112.473 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. The majority of the respondents were prone towards agreement with the statement. Hence the statement, "The script of the book is free from error" is agreed. This is indicative of the fact that the textbook of Pakistan Studies developed by Punjab Textbook Board is written after thorough revision of its content and is free from typing errors.

Table 16

The content of the curriculum of Pakistan studies at secondary school level is according to the level of the students

Level	Male	Female	Total	Chi Value
SA	179 (34.20)	92 (30.46)	271 (32.85)	
A	180 (34.40)	97 (32.11)	277 (33.58)	
UD	63 (12.00)	13 (04.32)	76 (09.21)	243.891
DA	57 (10.80)	54 (17.88)	111 (13.45)	
SDA	44 (08.40)	46 (15.23)	90 (10.91)	

Note: Figures in parentheses illustrate percentages

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The table 16 indicates that χ^2 value is 243.891 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. The majority of the respondents were inclined towards agreement with the statement. Hence the statement, "The content of the curriculum of Pakistan studies at secondary school level is according to the level of the students" is agreed.

Table 17
The content of the curriculum of Pakistan studies at secondary school level has continuity

Level	Male	Female	Total	Chi Value
SA	103 (19.69)	83 (27.48)	186 (22.55)	
A	197 (34.66)	92 (30.46)	289 (35.03)	
UD	59 (11.28)	46 (15.23)	105 (12.73)	139.818
DA	79 (15.10)	39 (12.91)	118 (14.30)	
SDA	85 (16.25)	42 (13.92)	127 (15.39)	

Note: Figures in parentheses illustrate percentages
$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The table 17 indicates that χ^2 value is 139.818 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. The majority of the respondents were inclined towards agreement with the statement. Hence the statement, "The content of the curriculum of Pakistan studies at secondary school level has continuity" is agreed.

Table 18

The content of the curriculum of Pakistan studies at secondary school level create interest among the students

Level	Male	Female	Total	Chi Value
SA	61 (11.66)	44 (14.56)	105 (12.73)	
A	73 (13.95)	53 (17.54)	126 (15.27)	
UD	57 (10.89)	21 (06.98)	78 (09.45)	261.273
DA	231 (44.16)	108 (35.76)	339 (40.94)	
SDA	101 (19.34)	76 (25.16)	177 (21.45)	

Note: Figures in parentheses illustrate percentages

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The table 18 indicates that χ^2 value is 261.273 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. The majority of the respondents were prone towards disagreement with the statement. Hence the statement, "The content of the curriculum of Pakistan studies at secondary school level create interest among the students" is not agreed. It shows that the textbook of Pakistan Studies at secondary level is not interesting.

Table 19

The content of the curriculum of Pakistan studies at secondary school level develops the civic sense among the students

Level	Male	Female	Total	Chi Value
SA	56 (10.70)	8 (02.64)	64 (07.76)	
A	91 (17.39)	35 (11.58)	126 (15.27)	
UD	50 (09.51)	38 (12.60)	88 (10.67)	364.897
DA	231 (44.10)	140 (46.36)	371 (44.97)	
SDA	95 (18.10)	81 (26.82)	176 (21.33)	

Note: Figures in parentheses illustrate percentages

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The table 19 indicates that χ^2 value is 364.897 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were tilted towards disagreement with the statement. Hence the statement, "The content of the curriculum of Pakistan studies at secondary school level develops the civic sense among the students" is disagreed. It may be inferred that development of civic sense among students is not being accomplished through this textbook.

Table 20

The content of the curriculum of Pakistan studies at secondary school level develops the patriotism among the students

Level	Male	Female	Total	Chi Value
SA	71 (13.57)	29 (09.60)	100 (12.12)	243.891
A	41 (07.80)	38 (12.58)	79 (09.58)	
UD	42 (08.03)	17 (05.64)	59 (07.15)	
DA	180 (34.40)	109 (36.09)	289 (35.03)	
SDA	189 (36.10)	109 (36.09)	298 (36.12)	

Note: Figures in parentheses illustrate percentages

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The table 20 indicates that χ^2 value is 243.891 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. The majority of the respondents were inclined towards disagreement with the statement. Hence the statement, "The content of the curriculum of Pakistan studies at secondary school level develops the patriotism among the students" is disagreed. The disagreement to the statement explains that Pakistan studies curriculum in our secondary schools needs to be revised in order to add topics / themes on patriotism which is currently lacking in the curriculum.

Table 21

The content being taught at secondary school level is helpful in achieving the objectives of the curriculum

Level	Male	Female	Total	Chi Value
SA	83 (15.80)	31 (10.26)	114 (13.82)	
A	89 (17.06)	37 (12.25)	126 (15.27)	
UD	59 (11.20)	15 (04.99)	74 (08.97)	188.612
DA	177 (33.84)	113 (37.41)	290 (29.09)	
SDA	115 (21.90)	106 (35.09)	221 (26.79)	

Note: Figures in parentheses illustrate percentages

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The table 21 indicates that χ^2 value is 188.612 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. The majority of the respondents were prone towards disagreement with the statement. Hence the statement, "The content being taught at secondary school level is helpful in achieving the objectives of the curriculum" is disagreed. So in researcher's opinion, there seems a mismatch between the content of the curriculum and the objectives of the curriculum, which needs to be synchronized.

Table 22
The content of Pakistan Studies curriculum gives proper place to the ideology of Pakistan

Level	Male	Female	Total	%age	Chi Value
SA	93 (17.70)	69 (22.84)	162 (19.64)	19.64	
A	87 (16.60)	70 (23.17)	127 (15.39)	15.39	
UD	51 (09.70)	35 (11.58)	86 (10.42)	10.42	135.370
DA	187 (35.70)	99 (32.78)	286 (34.67)	34.67	
SDA	105 (20.00)	59 (19.57)	164 (19.88)	19.88	

Note: Figures in parentheses illustrate percentages
$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The table 22 indicates that χ^2 value is 135.370 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. The majority of the respondents were tilted towards disagreement with the statement. Hence the statement, "The content of Pakistan Studies curriculum gives proper place to the ideology of Pakistan" is disagreed. The researcher is of the view that more substance may be added on ideology of Pakistan in order to reflect true spirit of Pakistan ideology in Pakistan studies curriculum.

Table 23

Audio video aids are provided to you for teaching of Pakistan Studies at secondary school level

Level	Male	Female	Total	Chi Value
SA	22 (04.00)	30 (09.93)	52 (06.30)	486.523
A	42 (08.20)	37 (12.25)	79 (09.58)	
UD	41 (07.80)	15 (04.99)	56 (06.79)	
DA	232 (44.30)	107 (35.45)	339 (41.09)	
SDA	187 (35.70)	112 (37.80)	299 (36.24)	

Note: Figures in parentheses illustrate percentages

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The table 23 indicates that χ^2 value is 486.523 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. The majority of the respondents were inclined towards disagreement with the statement. Hence the statement, "Audio video aids are provided to you for teaching of Pakistan Studies at secondary school level" is disagreed. The disagreement shows that our secondary schools do not have appropriate resources i.e. equipment and audio visual aids to teach Pakistan studies curriculum. Laboratories for teaching Pakistan studies may prove productive along with the training of Pakistan studies teachers to use audio video aids.

Table 24

The content of Pakistan Studies at SSC level is: A. Very difficult. B. Difficult. C. Easy.

Options	Level	Male	Female	Total	Chi Value
Very difficult	SA	71 (13.58)	30 (09.93)	101 (12.24)	345.176
	A	42 (08.03)	37 (12.25)	79 (09.58)	
	UD	41 (07.85)	15 (04.98)	56 (06.79)	
	DA	182 (34.89)	108 (35.76)	290 (35.15)	
	SDA	187 (35.75)	112 (37.08)	299 (36.24)	
Difficult	SA	71 (13.59)	44 (14.56)	115 (13.94)	297.515
	A	73 (13.95)	45 (14.90)	118 (14.30)	
	UD	10 (01.91)	22 (07.26)	32 (03.88)	
	DA	183 (34.99)	108 (35.70)	291 (35.27)	
	SDA	186 (35.56)	83 (27.48)	269 (32.61)	
Easy	SA	102 (19.50)	107 (35.43)	209 (25.33)	203.236
	A	187 (35.75)	113 (37.41)	300 (36.36)	
	UD	49 (09.39)	14 (06.65)	63 (07.64)	
	DA	88 (16.82)	37 (12.25)	125 (15.15)	
	SDA	97 (18.54)	31 (10.26)	128 (15.52)	

Note: Figures in parentheses illustrate percentages

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

A. Very Difficult

The table 24 indicates that χ^2 value is 345.176 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were tilted towards disagreement with the statement. Hence the statement, "The content of Pakistan Studies at SSC level is very difficult" is disagreed.

B. Difficult

The table 24 indicates that χ^2 value is 297.515 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were inclined towards disagreement with the statement. Hence the statement, "The content of Pakistan Studies at SSC level is difficult" is disagreed.

C. Easy

The table 24 indicates that χ^2 value is 203.236 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were prone towards agreement with the statement. Hence the statement, "The content of Pakistan Studies at SSC level is easy" is agreed.

The result indicates that content of Pakistan studies curriculum is easier for the secondary school level and it should be made according to the age and mental level of the learners.

Table 25

The Content of Pakistan Studies at SSC level is: A. Very Lengthy B. Lengthy C. Short

Options	Level	Male	Female	Total	Chi Value
Very Lengthy	SA	45 (08.60)	29 (09.60)	74 (08.97)	346.848
	A	71 (13.57)	39 (12.91)	110 (13.33)	
	UD	38 (04.29)	15 (04.99)	53 (06.42)	
	DA	188 (34.94)	113 (37.41)	301 (36.48)	
	SDA	181 (36.60)	106 (35.09)	287 (34.79)	
Lengthy	SA	43 (08.22)	31 (10.26)	74 (08.97)	308.848
	A	79 (15.12)	37 (12.25)	116 (14.06)	
	UD	47 (08.98)	15 (04.98)	62 (07.52)	
	DA	183 (34.99)	112 (37.08)	295 (35.76)	
	SDA	171 (32.69)	107 (35.43)	278 (33.70)	
Short	SA	150 (28.68)	97 (32.11)	247 (29.94)	177.903
	A	161 (30.78)	103 (34.13)	264 (32.00)	
	UD	41 (07.83)	28 (09.27)	69 (08.36)	
	DA	89 (17.04)	33 (10.92)	122 (14.79)	
	SDA	82 (15.67)	41 (13.57)	123 (14.91)	

Note: Figures in parentheses illustrate percentages

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

A. Very lengthy

The table 25 indicates that χ^2 value is 346.848 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were tilted towards disagreement with the statement. Hence the statement, "The content of Pakistan Studies at SSC level is very lengthy" is disagreed.

B. Lengthy

The table 25 indicates that χ^2 value is 308.848 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were inclined towards disagreement with the statement. Hence the statement, "The content of Pakistan Studies at SSC level is lengthy" is disagreed.

C. Short

The table 25 indicates that χ^2 value is 177.903 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were tilted towards agreement with the statement. Hence the statement, "The content of Pakistan Studies at SSC level is short" is agreed. It means that reasonable and justified quantity of bits and pieces may be added to make Pakistan studies curriculum appropriate for the respective level.

Table 26
The content of the curriculum of Pakistan studies at secondary school level promotes democratic attitudes among the students

Level	Male	Female	Total	Chi Value
SA	42 (08.05)	38 (12.58)	80 (09.70)	
A	65 (12.42)	67 (22.18)	132 (16.00)	
UD	50 (09.56)	43 (14.26)	93 (11.27)	191.636
DA	187 (35.75)	79 (25.15)	266 (32.24)	
SDA	179 (34.22)	75 (24.83)	254 (30.79)	

Note: Figures in parentheses illustrate percentages
$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The table 26 indicates that χ^2 value is 191.636 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were prone towards disagreement with the statement. Hence the statement, "The content of the curriculum of Pakistan studies at secondary school level promotes democratic attitudes among the students" is disagreed. The deficiency of content on democratic values causes many problems like intolerance and disrespect. In researcher's view, there is a need to add content which will promote democratic values and attitudes among the teachers and the learners.

Table 27

The curriculum of Pakistan studies at secondary school level develop

A. Social Justice B. Equity C. Cooperation & Conflict Resolution D. Peace

Options	Level	Male	Female	Total	Chi Value
Social Justice	SA	189 (36.10)	72 (23.84)	261 (31.64)	225.321
	A	193 (36.90)	76 (25.16)	269 (32.61)	
	UD	33 (06.30)	15 (04.96)	48 (05.82)	
	DA	79 (15.10)	47 (15.56)	126 (15.27)	
	SDA	29 (05.54)	92 (30.48)	121 (14.67)	
Equity	SA	75 (14.34)	23 (07.61)	98 (11.88)	294.012
	A	93 (17.78)	25 (08.27)	118 (14.30)	
	UD	41 (07.83)	11 (03.66)	52 (06.30)	
	DA	193 (36.91)	126 (41.72)	319 (38.67)	
	SDA	121 (23.10)	117 (38.74)	238 (28.85)	
Cooperation & Conflict Resolution	SA	45 (08.61)	36 (11.92)	81 (09.82)	401.879
	A	72 (13.76)	11 (03.64)	83 (10.06)	
	UD	37 (07.07)	15 (04.96)	52 (06.30)	
	DA	163 (31.16)	112 (37.08)	275 (33.33)	
	SDA	156 (29.82)	128 (42.30)	284 (34.42)	
Peace	SA	151 (28.87)	103 (34.13)	254 (30.79)	177.709
	A	160 (30.59)	97 (32.11)	257 (31.15)	
	UD	41 (07.83)	27 (08.94)	68 (08.24)	
	DA	89 (17.01)	34 (11.25)	123 (14.91)	
	SDA	82 (15.67)	41 (13.57)	123 (14.91)	

Note: Figures in parentheses illustrate percentages

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

A. Social Justice

The table 27 indicates that χ^2 is 225.321 in above case which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were inclined towards agreement with the statement. Hence the statement, "The curriculum of Pakistan studies at secondary school level develops social justice" is agreed.

B. Equity

The table 27 indicates that χ^2 value is 294.012 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were tilted towards disagreement with the statement. Hence the statement, "The curriculum of Pakistan studies at secondary school level develops equity" is disagreed.

C. Cooperation and Conflict Resolution

The table 27 indicates that $\chi 2$ value is 401.879 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were tilted towards disagreement with the statement. Hence the statement, "The curriculum of Pakistan studies at secondary school level develops cooperation and conflict resolution" is disagreed.

D. Peace

The table 27 indicates that $\chi 2$ value is 177.709 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were inclined towards agreement with the statement. Hence the statement, "The curriculum of Pakistan studies at secondary school level develops peace" is agreed.

Table 28
The introduction of each chapter is given properly in the start of the every chapter

Level	Male	Female	Total	Chi Value
SA	59 (11.28)	47 (15.56)	106 (12.85)	
A	40 (07.64)	44 (14.56)	84 (10.18)	
UD	39 (07.48)	27 (08.96)	66 (08.00)	294.036
DA	188 (35.94)	89 (29.47)	277 (33.58)	
SDA	197 (36.66)	95 (31.45)	292 (35.39)	

Note: Figures in parentheses illustrate percentages
$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The table 28 indicates that $\chi 2$ value is 294.036 which is greater than the table value χ^2 (9.49) at 0.05 level of significance. The majority of the respondents were prone towards disagreement with the statement. Hence the statement, "The introduction of each chapter is given properly in the start of the every chapter" is disagreed. The result of the above indicates that the chapters of Pakistan studies textbook must have been started with proper introduction which will make it clear for the teachers and the students to understand properly.

Table 29
A list of keywords is provided at the end of the book

Level	Male	Female	Total	Chi Value
SA	39 (07.46)	43 (14.23)	82 (9.94)	
A	63 (12.55)	42 (13.90)	103 (12.48)	
UD	15 (02.87)	23 (07.64)	38 (04.61)	415.006
DA	233 (44.55)	119 (39.40)	352 (42.67)	
SDA	173 (33.07)	75 (24.83)	248 (30.06)	

Note: Figures in parentheses illustrate percentages
$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The table 29 indicates that χ^2 value is 415.006 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. The majority of the respondents were inclined towards disagreement with the statement. Hence the statement, "A list of key words is provided at the end of the book" is disagreed. Keywords make it easier for the students and the teachers to find specific and relevant information quickly. Non-availability of keywords makes it difficult.

Table 30
Exercises at the end of each chapter cover all the aspects of the chapter

Level	Male	Female	Total	Chi Value
SA	21 (04.01)	17 (05.62)	38 (04.61)	821.758
A	62 (11.85)	57 (18.87)	119 (14.42)	
UD	17 (03.27)	29 (09.63)	46 (05.58)	
DA	348 (66.53)	137 (45.36)	485 (58.79)	
SDA	75 (14.34)	62 (20.52)	137 (16.61)	

Note: Figures in parentheses illustrate percentages
$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The table 30 indicates that $\chi 2$ value is 821.758 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. The majority of the respondents were tilted towards disagreement with the statement. Hence the statement, "Exercises at the end of each chapter cover all the aspects of the chapter" is disagreed. This is very pleasant to have such exercises which cover maximum aspects of the chapter.

Table 31
Maps, Pictures, Figures & Graphs are properly placed in the book

Level	Male	Female	Total	Chi Value
SA	21 (4.01)	31 (10.26)	52 (06.30)	
A	62 (11.85)	57 (18.87)	119 (14.42)	
UD	10 (01.93)	15 (04.96)	25 (03.03)	
DA	349 (66.73)	148 (49.03)	497 (60.24)	
SDA	81 (15.48)	51 (16.88)	132 (16.00)	

Note: Figures in parentheses illustrate percentages
$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The table 31 indicates that calculated χ^2 value is 883.624 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. The majority of the respondents were tilted towards disagreement with the statement. Hence the statement, "Maps, Pictures, Figures & Graphs are properly placed in the book" is disagreed. Pakistan studies book can best be taught if there are more maps, pictures, figures and graphs. The current Pakistan studies text book lacks such illustrations which may be incorporated for better understanding of the learners and the teachers.

Table 32

The criterion of selection of the content of Pakistan Studies curriculum for secondary school level is based on philosophy, the need, the development, up-date knowledge, to teach

Options	Level	Male	Female	Total	Chi Value
Philosophy of the life	SA	110 (21.03)	72 (23.84)	182 (22.06)	197.915
	A	225 (43.02)	73 (24.17)	298 (36.12)	
	UD	45 (08.62)	17 (05.65)	62 (07.52)	
	DA	101 (19.31)	79 (26.15)	180 (21.82)	
	SDA	42 (08.03)	61 (20.19)	103 (12.48)	
The need of the society	SA	179 (34.22)	92 (30.46)	271 (32.85)	243.891
	A	180 (34.41)	97 (32.11)	277 (33.58)	
	UD	63 (06.88)	13 (04.32)	76 (09.21)	
	DA	57 (10.89)	54 (17.88)	111 (13.45)	
	SDA	44 (08.44)	46 (15.23)	90 (10.91)	
The development of democratic attitudes and interests	SA	103 (19.69)	83 (17.48)	186 (22.55)	139.818
	A	197 (37.66)	92 (30.46)	289 (35.03)	
	UD	59 (11.28)	46 (15.25)	105 (12.73)	
	DA	79 (15.12)	39 (12.91)	118 (14.30)	
	SDA	85 (16.25)	42 (13.90)	127 (15.39)	
Up-date knowledge	SA	111 (21.22)	75 (24.83)	186 (22.55)	112.473
	A	169 (32.31)	73 (24.17)	269 (32.61)	
	UD	57 (10.89)	30 (09.95)	87 (10.55)	
	DA	81 (15.48)	68 (22.51)	149 (18.06)	
	SDA	78 (14.90)	56 (18.54)	134 (16.24)	

Table Continued on to next page:-

Options	Level	Male	Female	Total	Chi Value
To teach with past	SA	103 (19.59)	79 (26.15)	182 (22.06)	88.558
	A	172 (32.88)	81 (26.82)	253 (34.30)	
	UD	57 (10.89)	29 (09.62)	86 (10.42)	
	DA	79 (15.13)	73 (24.17)	152 (18.42)	
	SDA	112 (21.41)	40 (13.24)	152 (18.42)	
To teach with world	SA	32 (06.11)	23 07.61	55 18.42	461.903
	A	42 (08.03)	21 06.95	63 07.64	
	UD	56 (10.73)	52 17.24	107 12.97	
	DA	269 (51.43)	115 38.07	384 46.55	
	SDA	124 (23.70)	91 30.13.	215 26.06	

Note: Figures in parentheses illustrate percentages

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

A. Philosophy of the life

The table 32 indicates that calculated χ^2 value is 197.915 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were inclined towards agreement with the statement. Hence the statement, "The criterion of selection of the content of Pakistan Studies curriculum for secondary school level is based on the philosophy of the life" is agreed.

B. The need of the society

The table 32 indicates that calculated χ^2 value is 243.891 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were prone towards agreement with the statement. Hence the

statement, "The criterion of selection of the content of Pakistan Studies curriculum for secondary school level is based on the need of the society" is agreed. Although the curriculum is based on said criterion; yet socio-cultural norms and practices should also be given due place in the curriculum of Pakistan Studies.

C. The development of democratic attitudes and interest

The table 32 indicates that calculated χ^2 value is 139.818 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were inclined towards agreement with the statement. Hence the statement, "The criterion of selection of the content of Pakistan Studies curriculum for secondary school level is based on the development of democratic attitude and interest" is agreed. But this is still a deficient area and material on democratic values should be more added to develop democratic attitudes.

D. Up-date knowledge

The table 32 indicates that calculated χ^2 value is 112.473 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were tilted towards agreement with the statement. Hence the statement, "The criterion of selection of the content of Pakistan Studies curriculum for secondary school level is based on up-date knowledge" is agreed. But with the new developments in national and international affairs, current and up to date content should be more added in the Pakistan Studies curriculum.

E. To teach with past

The table 32 indicates that calculated χ^2 value is 88.558 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were inclined towards agreement with the statement. Hence the

statement, "The criterion of selection of the content of Pakistan Studies curriculum for secondary school level is based on to teach with past" is agreed.

F. To teach with world

The table 32 indicates that calculated χ^2 value is 461.903 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were tilted towards agreement with the statement. Hence the statement, "The criterion of selection of the content of Pakistan Studies curriculum for secondary school level is based on "to teach with world" is agreed. Today we live in a global world and to keep ourselves updated with the world, Pakistan studies curriculum should reflect more on contents related to global trends.

Table 33

The present Pakistan Studies curriculum follows the principles of:

A. Topic wise sequence B. Simple to complex C. Continuity between the topics

Options	Level	Male	Female	Total	Chi Value
Topic wise sequence.	SA	103 (19.69)	47 (15.56)	150 (18.18)	94.812
	A	185 (35.37)	85 (28.14)	270 (32.73)	
	UD	75 (14.36)	38 (12.60)	113 (13.70)	
	DA	91 (17.39)	77 (25.49)	168 (20.36)	
	SDA	69 (13.19)	55 (18.21)	124 (15.03)	
Simple to complex	SA	151 (28.87)	103 (34.10)	254 (30.79)	177.709
	A	160 (30.59)	97 (32.11)	257 (31.15)	
	UD	41 (07.86)	27 (08.94)	68 (08.24)	
	DA	89 (17.01)	34 (11.25)	123 (14.91)	
	SDA	82 (15.67)	41 (13.57)	123 (14.91)	
Continuity between the topic	SA	112 (21.41)	73 (24.17)	185 (22.42)	225.430
	A	199 (38.04)	125 (41.39)	324 (39.27)	
	UD	48 (09.10)	34 (11.27)	82 (09.94)	
	DA	79 (15.10)	41 (13.57)	120 (14.55)	
	SDA	85 (16.25)	29 (09.60)	114 (13.82)	

Note: Figures in parentheses illustrate percentages

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

A. Topic wise sequence

The table 33 indicates that calculated χ^2 value is 94.812 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were prone towards agreement with the statement. Hence the statement, "The present Pakistan Studies curriculum follows the principles of topic wise sequence" is agreed.

B. Simple to complex

The table 33 indicates that calculated χ^2 value is 177.709 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. Hence the statement, "The present Pakistan Studies curriculum follows the principles of simple to complex" is agreed.

C. Continuity between the topics

The table 33 indicates that calculated χ^2 value is 225.430 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were inclined towards agreement with the statement. Hence the statement, "The present Pakistan Studies curriculum follows the principles of Continuity between the topics" is agreed.

Table 34
The criteria for selection of activities are based upon

Options	Level	Male	Female	Total	Chi Value
Curriculum Objectives	SA	131 (25.04)	91 (30.13)	222 (26.91)	126.521
	A	147 (28.10)	113 (37.41)	260 (31.52)	
	UD	51 (09.78)	39 (12.94)	90 (10.90)	
	DA	99 (18.92)	25 (08.27)	124 (15.03)	
	SDA	95 (18.16)	34 (11.25)	129 (15.64)	
Understanding the topic	SA	201 (38.43)	103 (34.15)	304 (36.85)	606.521
	A	237 (45.31)	123 (40.72)	360 (43.64)	
	UD	41 (07.83)	16 (05.29)	57 (06.91)	
	DA	11 (02.10)	23 (07.61)	34 (04.12)	
	SDA	33 (06.33)	27 (08.93)	60 (07.27)	
Strengthening the problem solving skill.	SA	197 (37.66)	103 (34.10)	300 (36.36)	611.418
	A	237 (45.32)	136 (45.03)	373 (45.21)	
	UD	37 (07.09)	03 (00.99)	40 (04.85)	
	DA	29 (05.54)	29 (09.62)	58 (07.03)	
	SDA	23 (04.39)	31 (10.26)	54 (06.55)	
For the development of learner's interest.	SA	193 (36.90)	72 (23.84)	265 (32.12)	379.224
	A	217 (41.49)	113 (37.41)	330 (40.00)	
	UD	32 (06.14)	12 (03.99)	44 (05.33)	
	DA	49 (09.36)	57 (18.87)	106 (12.85)	
	SDA	32 (06.11)	48 (15.89)	80 (09.70)	

Note: Figures in parentheses illustrate percentages

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

A. Curriculum Objectives

The table 34 indicates that calculated χ^2 value is 126.521 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were tilted towards agreement with the statement. Hence the statement, "The criteria for selection of activities are based upon curriculum objectives" is agreed. Activities play a main role in teaching at any level for best understanding of concepts.

B. Understanding the topic

The table 34 indicates that calculated χ^2 value is 606.521 which is greater than the table value χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were tilted towards agreement with the statement. Hence the statement, "The criteria for selection of activities are based upon understanding the topic" is agreed. So, most of the respondents believe that activities of Pakistan studies curriculum are appropriate and easy to understand the topics.

C. Strengthening the problem solving skill

The table 34 indicates that calculated χ^2 value is 379.224 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were inclined towards agreement with the statement. Hence the statement, "The criteria for selection of activities are based upon strengthening the problem solving skill" is agreed.

D. For the development of learner's interest

The table 34 indicates that calculated χ^2 value is 379.224 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were prone towards agreement with the statement. Hence the statement, "The criteria for selection of activities are based upon for the development

of learner's interest" is agreed. So, it is inferred that current content of Pakistan studies curriculum develops learners' interests which is a good sign.

PART 4: PERCEPTION OF TEACHERS ON TEACHING METHODOLOGY OF PAKISTAN STUDIES CURRICULUM

Table 35
Teacher training in the subject of Pakistan Studies at secondary school level is required

Level	Male	Female	Total	Chi Value
SA	187 (35.75)	95 (31.75)	282 (34.18)	253.939
A	191 (36.52)	73 (24.17)	264 (32.00)	
UD	37 (07.07)	13 (04.30)	50 (06.06)	
DA	37 (07.07)	71 (23.50)	108 (13.09)	
SDA	71 (13.57)	50 (16.55)	121 (14.67)	

Note: Figures in parentheses illustrate percentages
$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The table 35 indicates that calculated χ^2 value is 253.939 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were tilted towards agreement with the statement. Hence the statement, "Teacher training in the subject of Pakistan Studies at secondary school level is required" is agreed.

The findings of the study supports the point of view of Government of Pakistan (1998) that teacher education is facing an identity crisis essentially because teaching skills have erroneously been accepted to be synonymous with teaching training skills. Every teacher trainer is a teacher of a sort, but every teacher is not and cannot automatically be a teacher trainer. In addition, while teacher training is a professional discipline it is not recognized as such.

Teacher training in our country is usually not done by subject experts and teacher trainers are not well updated and sometimes are not available. Training manuals may be developed to train teachers of Pakistan studies.

Table 36

In service teacher trainings/refresher courses in the subject of Pakistan Studies at secondary school level are arranged

Level	Male	Female	Total	Chi Value
SA	53 (10.13)	12 (03.97)	65 (07.88)	
A	59 (11.28)	29 (09.60)	88 (10.67)	
UD	07 (01.33)	10 (03.31)	17 (02.06)	671.794
DA	231 (44.10)	197 (65.23)	428 (51.88)	
SDA	173 (33.00)	54 (17.88)	227 (27.52)	

Note: Figures in parentheses illustrate percentages

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The table 36 indicates that calculated χ^2 value is 671.794 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were inclined towards disagreement with the statement. Hence the statement, "In service teacher trainings / refresher courses in the subject of Pakistan Studies at secondary school level are arranged" is disagreed. Government and teacher training institutions should arrange in-service training and refresher courses for Pakistan studies teachers.

Table 37

During the teaching of Pakistan studies in the class at secondary school level teachers use reference book /guide book

Level	Male	Female	Total	Chi Value
SA	41 (07.83)	45 (14.90)	86 (10.42)	317.503
A	72 (13.58)	37 (12.25)	109 (13.21)	
UD	69 (13.19)	15 (04.96)	84 (10.18)	
DA	237 (45.31)	117 (38.74)	354 (42.91)	
SDA	104 (19.88)	88 (29.13)	192 (23.27)	

Note: Figures in parentheses illustrate percentages

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The table 37 indicates that calculated χ^2 value is 317.503 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were prone towards disagreement with the statement. Hence the statement, "During the teaching of Pakistan studies in the class at secondary school level teachers use reference book /guide book" is not agreed. This is because usually Pakistan studies teachers are not subject experts and are not familiar with such books. If subject teachers are appointed, this problem can be solved.

Table 38
Pakistan studies curriculum based upon single text book

Level	Male	Female	Total	Chi Value
SA	270 (51.62)	119 (39.40)	409 (44.58)	722.242
A	147 (28.10)	137 (45.36)	284 (34.42)	
UD	10 (01.91)	04 (01.32)	14 (01.70)	
DA	20 (03.84)	29 (09.60)	49 (05.94)	
SDA	56 (10.70)	13 (04.30)	69 (08.36)	

Note: Figures in parentheses illustrate percentages
$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The table 38 indicates that calculated χ^2 value is 722.242 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were tilted towards agreement with the statement. Hence the statement, "Pakistan studies curriculum based upon single text book" is agreed. This trend presents a very limited view of the subject. Multiple text books may be suggested to give a broader vision of the subject.

Table 39

The teacher follows following methods for teaching Pakistan Studies:
A. Textbook B. Lecture C. Discussion
D. Demonstration. E. Other methods of teaching

Options	Level	Male	Female	Total	Chi Value
Textbook	SA	153 (29.25)	113 (37.41)	266 (32.24)	295.261
	A	187 (35.75)	102 (33.77)	289 (35.03)	
	UD	21 (04.01)	05 (01.65)	26 (03.15)	
	DA	69 (13.19)	40 (13.24)	109 (13.21)	
	SDA	93 (19.78)	41 (13.57)	134 (16.24)	
Lecture	SA	151 (28.87)	107 (35.43)	258 (31.27)	242.170
	A	173 (33.07)	98 (32.45)	271 (32.85)	
	UD	20 (03.82)	11 (03.64)	31 (03.76)	
	DA	96 (18.35)	35 (11.58)	131 (05.88)	
	SDA	83 (15.87)	51 (16.88)	134 (16.24)	
Discussion	SA	91 (17.39)	41 (13.57)	132 (16.00)	181.382
	A	93 (17.78)	39 (12.91)	132 (16.00)	
	UD	37 (07.07)	18 (05.96)	55 (16.00)	
	DA	159 (30.40)	103 (34.10)	262 (31.76)	
	SDA	143 (27.34)	101 (33.44)	244 (29.58)	
Demonstration	SA	49 (09.36)	35 (11.58)	84 (10.18)	403.745
	A	37 (07.07)	32 (10.50)	69 (08.36)	
	UD	40 (07.64)	21 (06.95)	61 (07.39)	
	DA	204 (39.00)	118 (39.07)	322 (39.03)	
	SDA	193 (36.90)	96 (31.78)	289 (35.03)	

Note: Continued on next page

Options	Level	Male	Female	Total	Chi Value
Other methods of teaching	SA	45 (08.60)	15 (04.96)	60 (07.27)	814.436
	A	36 (06.88)	17 (05.62)	53 (06.42)	
	UD	20 (03.82)	9 (02.98)	29 (03.52)	
	DA	271 (15.81)	193 (63.90)	464 (56.24)	
	SDA	151 (28.87	68 (22.51)	219 (26.55)	

Note: Figures in parentheses illustrate percentages

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

A. Textbook

The table 39 indicates that calculated χ^2 value is 295.261 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were inclined towards agreement with the statement. Hence the statement, "The teachers follow the text book methods for teaching Pakistan Studies" is agreed.

B. Lecture

The table 39 indicates that calculated χ^2 value is 242.170 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were tilted towards agreement with the statement. Hence the statement, "The teachers follow the Lecture methods for teaching Pakistan Studies" is agreed.

C. Discussion

The table 39 indicates that calculated χ^2 value is 181.382 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were inclined towards disagreement with the statement. Hence the statement, "The teachers follow the Discussion methods for teaching Pakistan Studies" is disagreed.

D. Demonstration

The table 39 indicates that calculated χ^2 value is 403.745 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were tilted towards disagreement with the statement. Hence the statement, "The teachers follow the Demonstration methods for teaching Pakistan Studies" is disagreed.

E. Other methods of teaching

The table 39 indicates that calculated χ^2 value is 814.436 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were inclined towards disagreement with the statement. Hence the statement, "The teachers follow the other methods of teaching for teaching Pakistan Studies" is disagreed.

The above results show that most of the teachers use traditional teaching methods. Pakistan studies is a subject which needs demonstration and activities in the classroom. Most of the teachers do not use demonstration and activity methods because they lack proper training to teach such subjects.

Table 40
Educational visits on Pakistan studies content is arranged during the academic session

Level	Male	Female	Total	Chi Value
SA	101 (19.31)	47 (15.56)	148 (17.94)	
A	87 (16.63)	80 (26.49)	167 (20.24)	
UD	47 (08.98)	33 (10.92)	80 (09.70)	76.061
DA	137 (26.19)	82 (27.15)	219 (26.55)	
SDA	151 (28.87)	60 (19.86)	211 (25.58)	

Note: Figures in parentheses illustrate percentages
$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The table 40 indicates that calculated χ^2 value is 76.061 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. The majority of the respondents were prone towards disagreement with the statement. Hence the statement, "Educational visits on Pakistan studies content is arranged during the academic session" is disagreed. These visits are not arranged due to various reasons. Sometimes due to lack of funds, sometimes attitude of school managers etc.

PART 5: PERCEPTION OF TEACHERS ON EVALUATION OF PAKISTAN STUDIES CURRICULUM

Table 41
The performance of the teachers is judged on the basis of their result in the final examination

Level	Male	Female	Total	Chi Value
SA	133 (25.43)	101 (33.44)	234 (28.36)	448.024
A	261 (49.90)	112 (37.08)	373 (45.21)	
UD	51 (09.75)	29 (19.60)	80 (09.70)	
DA	49 (09.36)	31 (10.26)	80 (09.70)	
SDA	29 (05.54)	29 (09.60)	58 (07.03)	

Note: Figures in parentheses illustrate percentages
$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The table 41 indicates that calculated χ^2 value is 448.024 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. The majority of the respondents were inclined towards agreement with the statement. Hence the statement, "The performance of the teachers is judged on the basis of their result in the final examination" is agreed. This is only one aspect which is not sufficient. Students' opinions may be obtained on teachers' attitude, his interaction with the students and other professional activities in the institution.

Table 42

Home work is given to the students on regular basis

Level	Male	Female	Total	Chi Value
SA	133 (25.43)	101 (33.44)	234 (28.36)	448.024
A	261 (49.90)	112 (37.80)	373 (45.21)	
UD	51 (09.75)	29 (09.60)	80 (09.90)	
DA	49 (09.36)	31 (10.26)	80 (09.70)	
SDA	29 (05.54)	29 (09.60)	58 (07.03)	

Note: Figures in parentheses illustrate percentages

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The table 42 indicates that calculated χ^2 value is 448.024 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. The majority of the respondents were tilted towards agreement with the statement. Hence the statement, "Home work is given to the students on regular basis" is agreed.

Table 43

Home work is checked on regular basis

Level	Male	Female	Total	Chi Value
SA	75 (14.34)	23 (07.61)	98 (11.88)	
A	93 (17.78)	25 (08.27)	118 (14.30)	
UD	41 (07.83)	11 (03.64)	52 (06.30)	274.133*
DA	113 (21.60)	126 (41.72)	239 (28.97)	
SDA	121 (23.13)	117 (38.74)	238 (28.95)	

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The table 43 indicates that calculated χ^2 value is 274.133 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. The majority of the respondents were tilted towards disagreement with the statement. Hence the statement, "Home work is checked on regular basis" is disagreed. This happens because of overcrowded classroom or sometimes due to lack of motivation or teacher's attitude. The teachers do not consider it as an important subject like science and English language teaching.

Table 44

The items in the examination of secondary school level for Pakistan Studies are based upon achievements of the objectives of the curriculum, knowledge, writing skill, rote learning/memorization, evaluation and the content of the course

Options	Level	Male	Female	Total	Chi Value
Achievements of the objectives of the curriculum	**SA**	73 (15.10)	45 (14.90)	118 (14.30)	176.267
	A	93 (17.78)	37 (12.25)	130 (15.76)	
	UD	54 (10.32)	19 (06.29)	73 (08.85)	
	DA	177 (33.84)	107 (35.43)	284 (34.42)	
	SDA	126 (24.09)	94 (31.12)	220 (26.67)	
Knowledge	**SA**	189 (36.13)	101 (33.44)	290 (35.15)	362.412
	A	192 (36.71)	113 (37.41)	305 (36.97)	
	UD	37 (07.07)	13 (04.30)	50 (06.06)	
	DA	42 (08.03)	41 (13.57)	83 (10.06)	
	SDA	63 (12.04)	34 (11.25)	97 (11.76)	
Writing skill	**SA**	75 (14.34)	23 (07.61	98 (11.88)	274.133
	A	93 (17.78)	25 (08.27)	118 (14.30)	
	UD	41 (07.83)	11 (03.64)	52 (06.30)	
	DA	113 (21.60)	126 (41.72)	239 (28.97)	
	SDA	121 (23.13)	117 (38.74)	238 (28.85)	
Rote learning/memorization	**SA**	189 (36.13)	113 (37.41)	302 (36.61)	302.703
	A	192 (36.71)	73 (24.19)	265 (32.12)	
	UD	37 (07.07)	11 (03.64)	48 (05.82)	
	DA	42 (08.03)	51 (16.88)	93 (11.27)	
	SDA	63 (12.40)	54 (17.88)	117 (14.18)	

Note: Table continued on to next page:-

Options	Level	Male	Female	Total	Chi Value
Evaluation	SA	186 (35.56)	103 (34.10)	289 (35.03)	261.564
	A	192 (36.71)	71 (23.50)	262 (31.76)	
	UD	42 (08.03)	12 (03.97)	54 (06.55)	
	DA	67 (12.81)	44 (14.56)	111 (13.45)	
	SDA	37 (07.07)	72 (23.84)	109 (13.21)	
Content of the course	SA	186 (34.43)	103 (34.13)	289 (35.03)	285.720
	A	192 (36.72)	71 (23.50)	262 (31.76)	
	UD	42 (08.04)	12 (03.97)	54 (06.55)	
	DA	67 (12.84)	44 (14.56)	111 (13.45)	
	SDA	37 (07.07)	72 (23.84)	109 (13.21)	

Note: Figures in parentheses illustrate percentages

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

A. Achievements of the objectives of the curriculum

The table 44 indicates that calculated χ^2 value is 176.267 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were inclined towards disagreement with the statement. Hence the statement, "The items in the examination of secondary school level for Pakistan Studies are based upon achievements of the objectives of the curriculum" is disagreed.

B. Knowledge

The table 44 indicates that calculated χ^2 value is 362.412 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were prone towards agreement with the statement. Hence the

statement, "The items in the examination of secondary school level for Pakistan Studies are based upon knowledge" is accepted.

C. Writing Skill

The table 44 indicates that calculated χ^2 value is 274.133 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were prone towards disagreement with the statement. Hence the statement, "The items in the examination of secondary school level for Pakistan Studies are based upon writing skill" is disagreed.

D. Rote learning/memorization

The table 44 indicates that calculated χ^2 value is 302.703 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were inclined towards agreement with the statement. Hence the statement, "The items in the examination of secondary school level for Pakistan Studies are based upon rote learning/ memorization" is agreed.

E. Evaluation

The table 44 indicates that calculated χ^2 value is 261.564 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were tilted towards agreement with the statement. Hence the statement, "The items in the examination of secondary school level for Pakistan Studies are based upon evaluation" is agreed.

F. Content of the course

The table 44 indicates that calculated χ^2 value is 285.720 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were tilted towards agreement with the statement. Hence the

statement, "The items in the examination of secondary school level for Pakistan Studies are based upon content of course" is agreed.

Table 45

The present system of evaluation of Pakistan studies subject is satisfactory

Level	Male	Female	Total	Chi Value
SA	72 (13.76)	79 (26.15)	151 (18.30)	
A	59 (11.28)	59 (19.53)	118 (14.30)	
UD	43 (08.22)	27 (08.96)	70 (08.48)	213.030
DA	236 (45.12)	83 (27.48)	319 (38.67)	
SDA	113 (21.62)	54 (17.88)	167 (20.24)	

Note: Figures in parentheses illustrate percentages

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The table 45 indicates that calculated χ^2 value is 213.030 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were inclined towards disagreement with the statement. Hence the statement, "The present system of evaluation of Pakistan Studies subject is satisfactory" is disagreed. Teachers should be trained on assessment techniques in order to improve evaluation format of Pakistan studies subject.

Table 46

Teachers use selective study methods in teaching Pakistan Studies at secondary school level

Level	Male	Female	Total	Chi Value
SA	186 (35.56)	103 (34.11)	289 (35.03)	285.720
A	192 (36.71)	71 (23.52)	262 (31.76)	
UD	42 (08.03)	12 (03.97)	54 (06.55)	
DA	67 (12.83)	44 (14.56)	111 (13.45)	
SDA	37 (07.07)	72 (23.84)	109 (13.21)	

Note: Figures in parentheses illustrate percentages

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The table 46 indicates that calculated χ^2 value is 285.720 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. The majority of the respondents were tilted towards disagreement with the statement. Hence the statement, "teachers use selective study methods in teaching Pakistan Studies at secondary school level" is agreed.

Table 47

The pattern of the choice in the board's examination for the paper of Pakistan Studies at secondary school level is appropriate

Level	Male	Female	Total	Chi Value
SA	62 (11.85)	09 (02.98)	71 (08.61)	
A	48 (09.17)	15 (04.98)	63 (07.64)	
UD	30 (05.73)	05 (01.65)	35 (02.24)	542.824
DA	191 (36.52)	125 (41.39)	316 (38.30)	
SDA	193 (36.93)	147 (48.69)	340 (41.21)	

Note: Figures in parentheses illustrate percentages

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The table 47 indicates that calculated χ^2 value is 542.824 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were tilted towards disagreement with the statement. Hence the statement, "The pattern of the choice in the board's examination for the paper of Pakistan Studies at secondary school level is appropriate" is disagreed. This is because most of the teachers are not familiar with appropriate modern techniques of paper setting / paper making in Pakistan studies subject.

Table 48

The students' performance is judged on the basis of: (A) Interest (B) Homework (C) Assignments. (D) Examination results

Options	Level	Male	Female	Total	Chi Value
Interest	SA	53 (10.13)	31 (10.26)	84 (10.18)	395.467
	A	36 (06.88)	48 (15.89)	84 (10.18)	
	UD	32 (06.13)	17 (05.64)	49 (05.94)	
	DA	191 (36.52)	117 (38.74)	308 (37.33)	
	SDA	211 (40.34)	89 (29.47)	300 (33.64)	
Home work	SA	43 (08.22)	110 (36.42)	153 (18.55)	253.612
	A	49 (09.36)	20 (06.62)	79 (09.58)	
	UD	23 (04.39)	31 (10.28)	54 (06.55)	
	DA	181 (34.64)	80 (26.49)	261 (31.64)	
	SDA	217 (41.49)	61 (20.19)	278 (33.70)	
Assignments	SA	67 (12.82)	45 (14.92)	112 (13.58)	262.521
	A	39 (07.45)	51 (16.88)	90 (10.91)	
	UD	48 (09.17)	21 (06.95)	69 (08.36)	
	DA	156 (29.84)	104 (34.43)	260 (31.52)	
	SDA	213 (40.72)	81 (26.82)	294 (35.64)	
Examination results	SA	197 (37.66)	104 (34.43)	301 (36.48)	280.218
	A	181 (34.62)	77 (25.49)	258 (31.27)	
	UD	37 (07.07)	21 (06.49)	58 (07.03)	
	DA	63 (12.04)	51 (16.88)	114 (13.82)	
	SDA	45 (08.61)	49 (16.22)	94 (11.39)	

Note: Figures in parentheses illustrate percentages

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

A. Interest

The table 48 indicates that calculated χ^2 value is 395.467 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were inclined towards disagreement with the statement. Hence the statement, "The students' performance is judged on the basis of interest" is disagreed.

B. Home work

The table 48 indicates that calculated χ^2 value is 253.612 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were tilted towards disagreement with the statement. Hence the statement, "The students' performance is judged on the basis of home work" is disagreed.

C. Assignments

The table 48 indicates that calculated χ^2 value is 262.521 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were tilted towards disagreement with the statement. Hence the statement, "The students' performance is judged on the basis of assignments" is disagreed.

D. Examination Results

The table 48 indicates that calculated χ^2 value is 280.218 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were inclined towards disagreement with the statement. Hence the statement, "The students' performance is judged on the basis of examination results" is agreed.

Table 49

The daily class room evaluation system aims at:

A. Assessing the rote memory of the student

B. Conceptual understanding of the topics.

Options	Level	Male	Female	Total	Chi Value
Assessing the rote memory of the student	SA	218 (41.68)	81 (26.82)	369 (44.73)	349.006
	A	113 (21.64)	79 (26.15)	192 (23.27)	
	UD	51 (09.78)	10 (03.31)	61 (07.39)	
	DA	41 (07.83)	68 (22.51)	129 (15.64)	
	SDA	37 (07.07)	64 (21.19)	101 (12.24)	
Conceptual understanding of the topics.	SA	73 (13.75)	23 (07.61)	96 (11.64)	183.539
	A	87 (16.63)	37 (12.25)	124 (15.03)	
	UD	69 (13.22)	21 (06.95)	90 (10.91)	
	DA	115 (21.98)	119 (39.40)	234 (28.36)	
	SDA	179 (34.22)	102 (33.77)	281 (34.06)	

Note: Figures in parentheses illustrate percentages

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

A. Assessing the rote memory of the student

The table 49 indicates that calculated χ^2 value is 349.006 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were tilted towards agreement with the statement. Hence the statement, "The daily class room evaluation system aims at Assessing the rote memory of the student" is agreed.

B. Conceptual understanding of the topics

The table 49 indicates that calculated χ^2 value is 183.539 which is greater than the table value of χ^2 (9.49) at 0.05 level of significance. As the majority of the respondents were tilted towards disagreement with the statement. Hence the statement, "The daily class room evaluation system aims at conceptual understanding of the topics" is disagreed. Teachers focus on knowledge and memorization and ignore conceptual aspects of the learning. This is because they believe; students can get more marks through memorization

SUMMARY OF PERCEPTION OF TEACHERS

Table 50
Perception of teachers regarding objectives

Items	SA	A	UD	DA	SDA	Chi Sq
The aims and objectives of curriculum are consonant with our national ideology.	236 (29)	292 (35)	96 (11)	114 (14)	87 (11)	209.794
The aims and objectives of curriculum increase the spirit of appreciation for religious and cultural actives.	99 (12)	81 (10)	66 (8)	236 (40)	253 (30)	332.594
The aims and objectives of curriculum area:						
a. Understandable	249 (30)	335 (41)	91 (11)	77 (9)	73 (9)	349.383
b. Well-formulated	245 (30)	309 (37)	83 (10)	92 (11)	96 (12)	266.364
c. Attainable within the stipulated time	133 (16)	145 (18)	89 (11)	274 (33)	184 (22)	302.715
The aims & objectives of the curriculum of Pakistan studies at secondary school level are according to the cultural requirement of the society.	197 (24)	333 (40)	125 (15)	80 (10)	90 (11)	332.594
The aims & objectives of the curriculum of Pakistan studies at secondary school level are realistic.	254 (31)	305 (37)	72 (9)	100 (12)	94 (11)	332.594
The curriculum is satisfactory with respect to the following:						
a. Cognitive Domain	202 (24)	395 (48)	79 (10)	76 (9)	73 (9)	473.030
b. Affective Domain	76 (9)	53 (6)	108 (13)	372 (45)	216 (26)	419.176
c. Psychomotor Domain	55 (7)	63 (8)	107 (13)	384 (47)	215 (26)	416.903
The background knowledge of students for studying Pakistan Studies is satisfactory.	214 (26)	260 (31)	98 (12)	146 (18)	107 (13)	119.030

Note: Figures in parentheses illustrate percentages
$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

The above table shows that our national ideology holds a very important place and curriculum makers keep the ideology in mind while making objectives of the curriculum.

The objectives of the curriculum have not been designed appropriately and they are not mindful of the religious and cultural activities in the society. So the curriculum satisfies the cognitive domain of the students but lacks in developing affective and psychomotor domain.

Majority of the respondents agreed with this statement "The aims and objectives of curriculum are understandable and well formulated". Majority of respondents disagreed with this statement. "The aims and objectives of curriculum are attainable within the stipulated time."

Majority of the respondents were inclined towards agreement with the statement: "The aims and objectives of the curriculum of Pakistan studies at secondary school level are according to the cultural requirement of the society". Hence the result indicates that culture has appropriately been reflected in the curriculum of Pakistan studies.

Majority of the respondents were inclined towards agreement with the statement, "The aims and objectives of the curriculum of Pakistan studies at secondary school level are realistic". It is inferred that the aims and objectives of Pakistan Studies at secondary school level are according to the needs of Pakistani society.

Majority of the respondents were tilted towards agreement with the statement that the curriculum is satisfactory with respect to cognitive domain whereas the majority of the respondents were inclined towards disagreement with the statement that the curriculum is satisfactory with respect to affective domain and psychomotor domain.

Majority of the respondents were tilted towards agreement with the statement "The background knowledge of students for studying Pakistan Studies is satisfactory". Hence it may be inferred that the students at secondary school level have background information about the contents of Pakistan Studies.

Table 51

Perception of teachers regarding content, subject matter and textbook

Items	SA	A	UD	DA	SDA	Chi Sq
The outlook of the prescribed Pakistan studies textbook is good looking.	186 (23)	269 (33)	87 (10)	149 (18)	134 (16)	112.473
The language of the text book is understandable.	280 (34)	281 (34)	33 (4)	118 (14)	113 (14)	297.079
The scrip of the book is free from error.	186 (23)	269 (33)	87 (10)	149 (18)	134 (16)	112.473
The content of the curriculum of Pakistan studies at secondary school level is according to the level of the students.	271 (33)	277 (34)	76 (9)	111 (13)	90 (11)	234.891
The content of the curriculum of Pakistan studies at secondary school level has continuity.	186 (23)	289 (35)	105 (13)	118 (14)	127 (15)	139.818
The content of the curriculum of Pakistan studies at secondary school level creates interest among the students.	105 (13)	126 (15)	78 (10)	339 (41)	177 (21)	261.273
The content of the curriculum of Pakistan studies at secondary school level develops the civic sense among the students.	64 (8)	126 (15)	88 (11)	371 (45)	176 (21)	364.897
The content of the curriculum of Pakistan studies at secondary school level develops the patriotism among the students.	100 (12)	79 (10)	59 (7)	289 (35)	298 (36)	243.891
The content being taught at secondary school level is helpful in achieving the objectives of the curriculum.	114 (14)	126 (15)	74 (9)	290 (29)	221 (27)	188.612
The content of Pakistan Studies gives proper place to the ideology of Pakistan.	162 (20)	127 (15)	86 (10)	286 (35)	164 (20)	135.370
Audio video aids are provided to you for teaching of Pakistan Studies at secondary school level.	52 (6)	79 (10)	56 (7)	339 (41)	299 (36)	486.523
The content of Pakistan Studies at SSC level is: a. Very difficult.	101 (12)	79 (10)	56 (7)	290 (35)	299 (36)	345.176
b. Difficult.	115 (14)	118 (14)	32 (4)	291 (35)	269 (33)	297.515
c. Easy.	209 (25)	300 (36)	63 (8)	125 (15)	128 (16)	203.236
The content of Pakistan Studies at SSC level is: a. Very Lengthy	74 (9)	110 (13)	53 (6)	301 (37)	287 (35)	346.848
b. Lengthy	74 (9)	116 (14)	62 (8)	295 (36)	278 (34)	308.848
c. Short	247 (30)	264 (32)	69 (8)	122 (15)	123 (15)	177.903
The content of the curriculum of Pakistan studies at secondary school level promotes democratic attitudes among the students.	80 (10)	132 (16)	93 (11)	266 (32)	254 (31)	191.636

The content of Pakistan studies at secondary school level develops:	261 (31)	269 (33)	48 (6)	126 (15)	121 (15)	225.321
a. Social justice						
b. Equity	98 (12)	118 (14)	52 (6)	319 (39)	238 (29)	294.012
Co-operation & conflict resolution	81 (10)	83 (10)	52 (6)	275 (33)	284 (34)	401.879
Peace	254 (31)	257 (31)	68 (8)	123 (15)	123 (15)	177.709
The introduction of each chapter is given properly in the start of the every chapter.	106 (13)	84 (10)	66 (8)	277 (34)	292 (35)	294.036
A list of key words is provided at the end of the book.	82 (10)	103 (12)	38 (5)	352 (43)	248 (30)	415.006
Exercises at the end of each chapter cover all the aspects of the chapter.	38 (5)	119 (14)	46 (6)	485 (58)	137 (17)	821.758
Maps, Pictures, Figures & Graphs are proper placed in the book.	52 (6)	119 (15)	25 (3)	497 (60)	132 (16)	883.624
The criterion of selection of the content of Pakistan Studies curriculum for secondary school level is:	182 (22)	298 (36)	62 (8)	180 (22)	103 (12)	197.915
a. Based on philosophy of the life,						
b. Need of the society,	271 (33)	277 (34)	76 (9)	111 (13)	90 (11)	243.891
c. Development of democratic attitudes and interests,	186 (23)	189 (35)	105 (13)	118 (14)	127 (15)	139.818
d. Up-date knowledge,	186 (23)	269 (33)	87 (11)	149 (18)	134 (16)	112.473
e. Teach with past and	182 (22)	253 (34)	86 (10)	152 (17)	152 (17)	88.558
f. Teach with world	55 (7)	63 (8)	107 (13)	385 (47)	215 (25)	461.903
The present Pakistan Studies curriculum follows the principles of :	150 (18)	270 (33)	113 (14)	168 (20)	124 (15)	94.812
a. Topic wise sequence						
Simple to complex	254 (31)	257 (31)	68 (8)	123 (15)	123 (15)	177.709
Continuity between the topics	185 (22)	324 (39)	82 (10)	120 (15)	114 (14)	225.430
The criteria for selection of activities are based upon:	222 (27)	260 (32)	90 (10)	124 (15)	129 (16)	126.521
a. Curriculum objectives						
b. Understanding the topic	304 (37)	360 (44)	57 (7)	34 (5)	60 (7)	606.521
c. Strengthening the problem solving skill	300 (36)	373 (46)	40 (5)	58 (7)	54 (6)	611.418
d. For the development of learner's interest	265 (32)	330 (40)	44 (5)	106 (13)	80 (10)	379.224

Note: Figures in parentheses illustrate percentages

$\alpha = 0.05$ & df = 4 Table value of χ^2 = 9.49 N = 825

Table 51shows that the majority of the respondents were inclined towards agreement with the statement "The outlook of the prescribed Pakistan studies textbook is good looking". So the textbook of Pakistan Studies developed by Punjab Textbook Board has attractive and appealing outlook.

Majority of the respondents were tilted towards agreement with the statement "The language of the textbook is understandable". It is inferred that the language of Pakistan Studies textbook is clear and easy for better understanding of secondary school level students.

Majority of the respondents were prone towards agreement with the statement "The script of the book is free from error". This is indicative of the fact that the textbook of Pakistan Studies developed by Punjab Textbook Board is written after thorough revision of its content and is free from typing errors.

Majority of the respondents were inclined towards agreement with the statement "The content of the curriculum of Pakistan studies at secondary school level is according to the level of the students". The majority of the respondents were inclined towards agreement with the statement "The content of the curriculum of Pakistan studies at secondary school level has continuity".

Majority of the respondents were prone towards disagreement with the statement "The content of the curriculum of Pakistan studies at secondary school level create interest among the students". It shows that the textbook of Pakistan Studies at secondary level is not interesting.

Majority of the respondents were tilted towards disagreement with the statement "The content of the curriculum of Pakistan studies at secondary school level develops the civic sense among the students". It may be inferred that

development of civic sense among students is not being accomplished through this textbook.

The majority of the respondents were inclined towards disagreement with the statement "The content of the curriculum of Pakistan studies at secondary school level develops the patriotism among the students". The disagreement to the statement explains that Pakistan studies curriculum in our secondary schools needs to be revised in order to add topics / themes on patriotism which is currently lacking in the curriculum.

The majority of the respondents were prone towards disagreement with the statement "The content being taught at secondary school level is helpful in achieving the objectives of the curriculum". So in researcher's opinion, there seems a mismatch between the content of the curriculum and the objectives of the curriculum, which needs to be synchronized.

The majority of the respondents were tilted towards disagreement with the statement "The content of Pakistan Studies curriculum gives proper place to the ideology of Pakistan". The researcher is of the view that more substance may be added on ideology of Pakistan in order to reflect true spirit of Pakistan ideology in Pakistan studies curriculum.

Majority of the respondents were inclined towards disagreement with the statement "Audio video aids are provided to you for teaching of Pakistan Studies at secondary school level". The shows that our secondary schools do not have appropriate equipment and audio visual aids to teach Pakistan studies curriculum.

Majority of the respondents were tilted towards disagreement with the statements "The content of Pakistan Studies at SSC level is very difficult" and "The

content of Pakistan Studies at SSC level is difficult". Majority of the respondents were prone towards agreement with the statement "The content of Pakistan Studies at SSC level is easy". The result indicates that content of Pakistan studies curriculum is easier for the secondary school level and it should be made according to the age and mental level of the learners.

Majority of the respondents were tilted towards disagreement with the statement "The content of Pakistan Studies at SSC level is very lengthy" and "The content of Pakistan Studies at SSC level is lengthy". The majority of the respondents were tilted towards agreement with the statement "The content of Pakistan Studies at SSC level is short". It means that reasonable and justified quantity of bits and pieces may be added to make Pakistan studies curriculum appropriate for the respective level.

Majority of the respondents were prone towards disagreement with the statement "The content of the curriculum of Pakistan studies at secondary school level promotes democratic attitudes among the students". The deficiency of content on democratic values causes many problems like intolerance and disrespect. In researcher's view, there is a need to add content which will promote democratic values and attitudes among the teachers and the learners.

Majority of the respondents were inclined towards agreement with the statement "The curriculum of Pakistan studies at secondary school level develops social justice" and "The curriculum of Pakistan studies at secondary school level develops peace". Majority of the respondents were tilted towards disagreement with the statement "The curriculum of Pakistan studies at secondary school level develops equity" and "The curriculum of Pakistan studies at secondary school level develops cooperation and conflict resolution".

The majority of the respondents were prone towards disagreement with the statement "The introduction of each chapter is given properly in the start of the every chapter". The result of the above indicates that the chapters of Pakistan studies textbook must have been started with proper introduction which will make it clear for the teachers and the students to understand properly.

The majority of the respondents were inclined towards disagreement with the statement "A list of key words is provided at the end of the book". Keywords make it easier for the students and the teachers to find specific and relevant information quickly. Non availability of keywords makes it difficult.

The majority of the respondents were tilted towards disagreement with the statement "Exercises at the end of each chapter cover all the aspects of the chapter". This is very pleasant to have such exercises which cover maximum aspects of the chapter.

The majority of the respondents were tilted towards disagreement with the statement "Maps, Pictures, Figures & Graphs are properly placed in the book". Pakistan studies book can best be taught if there are more maps, pictures, figures and graphs. The current Pakistan studies text book lacks such illustrations which may be incorporated for better understanding of the learners and the teachers.

Majority of the respondents were inclined towards agreement with the statements "The criterion of selection of the content of Pakistan Studies curriculum for secondary school level is based on the philosophy of the life", "The criterion of selection of the content of Pakistan Studies curriculum for secondary school level is based on the need of the society", "The criterion of selection of the content of Pakistan Studies curriculum for secondary school level is based on the development of democratic attitude and interest", "The criterion of selection of the content of

Pakistan Studies curriculum for secondary school level is based on up-date knowledge", "The criterion of selection of the content of Pakistan Studies curriculum for secondary school level is based on to teach with past" and "The criterion of selection of the content of Pakistan Studies curriculum for secondary school level is based on "to teach with world". Today we live in a global world and to keep ourselves updated with the world, Pakistan studies curriculum should reflect more on contents related to global trends.

Majority of the respondents were prone towards agreement with the statements "The present Pakistan Studies curriculum follows the principles of topic wise sequence", "The present Pakistan Studies curriculum follows the principles of simple to complex" and "The present Pakistan Studies curriculum follows the principles of Continuity between the topics".

Majority of the respondents were tilted towards agreement with the statements "The criteria for selection of activities are based upon curriculum objectives", "The criteria for selection of activities are based upon understanding the topic", "The criteria for selection of activities are based upon strengthening the problem solving skill" and "The criteria for selection of activities are based upon for the development of learner's interest". So, it is inferred that current content of Pakistan studies curriculum develops learners' interests which is a good sign. Most of the respondents believe that activities of Pakistan studies curriculum are appropriate and easy to understand the topics. Further activities play a main role in teaching at any level for best understanding of concepts.

Table 52
Perception of teachers regarding teaching methodology

Items	SA	A	UD	DA	SDA	Chi Sq
Teacher training in the subject of Pakistan Studies at secondary school level is required.	282 (34)	264 (32)	50 (6)	108 (13)	121 (15)	253.939
In service teacher trainings / refresher courses in the subject of Pakistan Studies at secondary school level are arranged.	65 (8)	88 (11)	17 (2)	428 (52)	227 (27)	671.794
During the teaching of Pakistan studies in the class at secondary school level teachers use reference book /guide book	86 (10)	109 (13)	84 (10)	354 (43)	192 (24)	317.503
Pakistan studies curriculum based upon single text book.	409 (45)	284 (34)	14 (2)	49 (6)	69 (8)	722.242
The teacher follows following methods for teaching Pakistan Studies:						
a. Textbook	266 (32)	289 (35)	26 (3)	109 (13)	134 (16)	295.261
b. Lecture	258 (31)	271 (33)	31 (4)	131 (16)	134 (16)	242.170
c. Discussion	132 (16)	132 (16)	55 (6)	262 (32)	244 (30)	181.382
d. Demonstration	84 (10)	69 (9)	61 (7)	322 (39)	289 (35)	403.745
e. Other methods of teaching	60 (7)	53 (6)	29 (4)	464 (56)	219 (27)	814.436
Educational visits on Pakistan Studies content is arranged during the academic session	148 (18)	167 (20)	80 (10)	219 (27)	211 (26)	76.061

The table 52 shows that the majority of the respondents were tilted towards agreement with the statement "Teacher training in the subject of Pakistan Studies at secondary school level is required". Majority of the respondents were inclined towards disagreement with the statement "In service teacher trainings / refresher courses in the subject of Pakistan Studies at secondary school level are arranged". Government and teacher training institutions should arrange in-service training and refresher courses for Pakistan studies teachers.

The majority of the respondents were prone towards disagreement with the statement "During the teaching of Pakistan studies in the class at secondary school level teachers use reference book /guide book". This is because usually Pakistan

studies teachers are not subject experts and are not familiar with such books. If subject teachers are appointed, this problem can be solved. Majority of the respondents were tilted towards agreement with the statement "Pakistan studies curriculum based upon single text book". This trend presents a very limited view of the subject. Multiple text books may be suggested to give a broader vision of the subject.

Majority of the respondents were inclined towards agreement with the statements "The teachers follow the text book methods for teaching Pakistan Studies" and "The teachers follow the Lecture methods for teaching Pakistan Studies". Majority of the respondents were inclined towards disagreement with the statements "The teachers follow the Discussion methods for teaching Pakistan Studies", "The teachers follow the Demonstration methods for teaching Pakistan Studies" and "The teachers follow the other methods of teaching for teaching Pakistan Studies". The above results show that most of the teachers use traditional teaching methods. Pakistan Studies is a subject which needs demonstration and activities in the classroom. Most of the teachers do not use demonstration and activity methods because they lack proper training to teach such subjects.

Majority of the respondents were prone towards disagreement with the statement "Educational visits on Pakistan studies content is arranged during the academic session". These visits are not arranged due to various reasons. Sometimes due to lack of funds, sometimes attitude of school managers etc.

Table 53
Perception of teachers regarding evaluation

Items	SA	A	UD	DA	SDA	Chi Sq
The performance of the teachers is judged on the basis of their result in the final examination.	234 (28)	373 (45)	80 (10)	80 (10)	58 (7)	448.024
Home work is given to the students on regular basis.	234 (28)	373 (45)	80 (10)	80 (10)	58 (7)	448.024
Home work is checked on regular basis.	98 (12)	118 (14)	52 (6)	239 (29)	238 (29)	274.133
The items in the examination of secondary school level for Pakistan Studies are based upon:	118 (14)	130 (16)	73 (9)	284 (34)	220 (27)	176.267
a. Achievements of the objectives of the curriculum						
b. Knowledge	290 (35)	305 (37)	50 (6)	83 (10)	97 (12)	362.412
c. Writing skill	98 (12)	118 (14)	52 (6)	239 (29)	238 (29)	274.133
d. Rote learning/memorization,	302 (37)	265 (32)	48 (6)	93 (11)	117 (14)	302.703
e. Evaluation	289 (35)	262 (32)	54 (7)	111 (13)	109 (13)	261.564
f. The content of the course	289 (35)	262 (32)	54 (7)	111 (13)	109 (13)	285.720
The present system of evaluation of Pakistan Studies is satisfactory.	151 (18)	118 (14)	70 (8)	319 (39)	167 (20)	213.030
The selective study of Pakistan Studies at secondary school level should be encouraged.	289 (35)	262 (32)	54 (7)	111 (13)	109 (13)	285.720
The pattern of the choice in the board's examination for the paper of Pakistan Studies at secondary school level is appropriate.	71 (9)	63 (8)	35 (3)	316 (38)	340 (41)	542.824
The students' performance is judged on the basis of:	84 (10)	84 (10)	49 (7)	308 (38)	300 (35)	395.467
a. Interest						
b. Homework	153 (18)	79 (10)	54 (6)	261 (32)	278 (34)	253.612
c. Assignments	112 (14)	90 (11)	69 (8)	260 (31)	294 (36)	262.521
d. Examination results	301 (37)	258 (31)	58 (7)	114 (14)	94 (11)	280.218
The daily class room evaluation system aims at:	369 (45)	192 (23)	61 (7)	129 (16)	101 (12)	349.006
a. Assessing the rote memory of the student						
b. Conceptual understanding of the topics.	96 (12)	124 (15)	90 (10)	234 (28)	281 (34)	183.539

The table 53 depicted that the majority of the respondents were inclined towards agreement with the statements "The performance of the teachers is judged on the basis of their result in the final examination", "Home work is given to the students on regular basis". This is only one aspect which is not sufficient. Students' opinions may be obtained on teachers' attitude, his interaction with the students and other professional activities in the institution.

The majority of the respondents were tilted towards disagreement with the statement "Home work is checked on regular basis". This happens because of overcrowded classroom or sometimes due to lack of motivation or teacher's attitude. The teachers do not consider it as an important subject like science and English language teaching.

Majority of the respondents were inclined towards disagreement with the statements "The items in the examination of secondary school level for Pakistan Studies are based upon achievements of the objectives of the curriculum" and "The items in the examination of secondary school level for Pakistan Studies are based upon writing skill".

Majority of the respondents were prone towards agreement with the statements "The items in the examination of secondary school level for Pakistan Studies are based upon knowledge", "The items in the examination of secondary school level for Pakistan Studies are based upon rote learning/ memorization", "The items in the examination of secondary school level for Pakistan Studies are based upon evaluation" and "The items in the examination of secondary school level for Pakistan Studies are based upon content of course".

Majority of the respondents were inclined towards disagreement with the statement "The present system of evaluation of Pakistan Studies subject is satisfactory". Teachers should be trained on assessment techniques in order to improve evaluation format of Pakistan studies subject.

Majority of the respondents were tilted towards disagreement with the statement "teachers use selective study methods in teaching Pakistan Studies at secondary school level". Majority of the respondents were tilted towards disagreement with the statement "The pattern of the choice in the board's examination for the paper of Pakistan Studies at secondary school level is appropriate". This is because most of the teachers are not familiar with appropriate modern techniques of paper setting / paper making in Pakistan studies subject.

The majority of the respondents were inclined towards disagreement with the statement "The students' performance is judged on the basis of interest", "The students' performance is judged on the basis of home work", "The students' performance is judged on the basis of assignments" and "The students' performance is judged on the basis of examination results".

The majority of the respondents were tilted towards agreement with the statement "The daily class room evaluation system aims at assessing the rote memory of the student".

Majority of the respondents were tilted towards disagreement with the statement "The daily class room evaluation system aims at conceptual understanding of the topics". Teachers focus on knowledge and memorization and ignore conceptual aspects of the learning. This is because they believe; students can get more marks through memorization.

PART 6: OPEN ENDED QUESTIONS ANALYSIS OF TEACHERS PERCEPTION

Table 54
Enlist few major drawbacks in existing Pakistan studies curriculum for secondary school level?

Major drawbacks	No. of Responses	Percentage	Rank Order
Easy and short	673	81.60%	1
No active role of teachers in curriculum development process.	623	75.54%	2
Teacher active and student passive	589	71.40%	3
The present system of evaluation is not satisfactory.	542	65.98%	4
No creativity produces among the students.	496	60.09%	5
Insufficient exercises at the end of chapter.	445	53.88%	6
Not availability audio visual aids for teaching of Pakistan studies.	311	37.70	7
Global issues in Pakistan Studies	262	31.76	8

Table 54 indicates the major drawbacks pointed out by the teachers. According to this table the curriculum of Pakistan Studies for secondary level is easy and short in the opinion of majority of the respondents (81.60%). Similarly no active involvement of teachers in curriculum development process was also seen as a major drawback by majority of the respondents (75.54%). Moreover, student's passiveness, evaluation system, lack of ability to inculcate creativity among students and global issues in Pakistan Studies was also viewed as major drawbacks.

Table 55
Suggestions to overcome above mentioned difficulties

Suggestions to overcome above major drawbacks.	**No. of Responses**	**Percentage**	**Rank Order**
Enrich the content of Pakistan Study and make more specific.	633	76.73	1
Maximum participation of working teachers be ensured in curriculum development process.	627	76.00	2
Objectives of Pakistan Studies curriculum should be given much width and make them attainable.	604	73.21	3
Examination should be focused on concept learning rather them cramming.	601	72.85	4
Multi textbook culture should be adopted to inculcate problem solving skill, and creativity among the students.	477	57.82	5
Provide funds to schools for audio visual aids for the teaching of Pakistan Studies.	311	37.70	6

Table 55 shows the suggestions made by the teachers to overcome the drawbacks indentified in the previous table. It shows that majority of the respondents (76.73%) were of the view that the curriculum content of Pakistan Study may be enriched and made more specific. Similarly participation of working teachers be ensured in curriculum development process was also seen (76%). Moreover, objectives of Pakistan Studies curriculum should be attainable (73.21%), examination should be focused on concept learning rather them cramming (72.85%), multi

textbook culture should be adopted to inculcate problem solving skill, and creativity among the students (57.82%) whereas (37.70%) provide funds to schools for audio visual aids for the teaching of Pakistan Studies was also viewed as major suggestions.

Table 56
Give 3 or 4 topics which do you want to add in Pakistan studies curriculum for secondary school level

Addition of Topics	No. of Responses	Percentage	Rank Order
The foreign policy of Pakistan.	702	85.09	1
Maps draw activities	673	81.57	2
In chapter one adds more Muslim thinkers.	583	70.66	3
Detail information about National Assembly and Senate with respect to seats, procedure of election etc.	542	65.69	4

Table 56 indicated that (85.09%) respondents were of the opinion that the foreign policy of Pakistan should be added in the curriculum, (81.57%) were in favor of maps draw activities, (70.66%) were of the opinion that in chapter one adds more Muslim thinkers whereas (65.69%) wanted that the detail information about National Assembly and Senate with respect to seats, procedure of election etc should be given in the curriculum of Pakistan Studies.

PART 7: GRADATION OF CHAPTERS OF PAKISTAN STUDIES TEXTBOOK AT SECONDARY SCHOOL LEVEL BY TEACHERS

Table 57

Chapter No. 1 Ideological Basis of Pakistan

S. No	Feature	Excellent %age	V. Good %age	Better %age	Good %age	Poor %age
1.	Subject matter of the chapter	0.60	1.57	1.45	96.38	00
2	Presentation style of the subject matter	00	1.45	2.18	96.36	00
3	Understanding level of the concepts in the chapter	00	00	3.03	96.97	00
4	Exercise in the end of the chapters	00	00	00	9.09	90.91
5	Level of difficulty of chapter	00	11	20	00	69

(N-825)

Subject matter of the chapter

Table 57 shows that majority (96.38%) of the respondents were of the opinion that the subject matter of the chapter is good, 1.57 % termed it very good, 1.45% said it is better, Nobody gave opinion about poor.

Presentation style of the subject matter

Table 57 shows that majority (96.36%) of the respondents were of the opinion that the subject matter of the chapter is good, 2.18% termed it better, 1.45% said it is very good whereas nobody gave opinion about excellent and poor.

Understanding level of the concepts in the chapter

Table 57 shows that majority (96.97%) of the respondents were of the opinion that Understanding level of the concepts in the chapter is good, 3.03% termed it better whereas nobody gave opinion about its excellent, very good and poor.

Exercise in the end of the chapters

Table 57 shows that majority (90.91%) of the respondents were of the opinion that the subject matter of the chapter is poor, 9.09% termed it good, whereas nobody gave opinion about its excellent, very good and better.

Level of difficulty of the chapter

Table 57 shows that majority (69%) of the respondents were of the opinion that the subject matter of the chapter is poor ,11% termed it very good, 20% said it is better ,whereas nobody gave opinion about its good and excellent.

Table 58

Chapter No. 2 Making of Pakistan

S. No	Feature	Excellent %age	V. Good %age	Better %age	Good %age	Poor %age
1.	Subject matter of the chapter	00	00	7.17	92.73	00
2	Presentation style of the subject matter	00	3.03	3.02	95.15	00
3	Understanding level of the concepts in the chapter	00	00	6.06	95.15	00
4	Exercise in the end of the chapters	00	00	00	6.30	93.70
5	Level of difficulty of chapter	00	00	00	6.42	93.58

(N-825)

Subject matter of the chapter:

Table 58 shows that majority (92.73%) of the respondents were of the opinion that the subject matter of the chapter is good, 7.17% termed it better. Nobody gave opinion about excellent, very good and poor.

Presentation of the subject matter

Table 58 shows that majority (95.15%) of the respondents were of the opinion that the subject matter of the chapter is good, 3.03 % termed it very good, 3.02% said it is better and whereas nobody gave opinion about excellent and poor.

Understanding level of the concepts in the chapter

Table 58 shows that majority (95.15%) of the respondents were of the opinion that Understanding level of the concepts in the chapter is good, 6.06% termed it better, whereas nobody gave opinion about its excellent, very good and poor.

Exercise in the end of the chapters

Table 58 shows that majority (93.70%) of the respondents were of the opinion that the subject matter of the chapter is bad, 6.30% termed it good, whereas nobody gave opinion about excellent, very good and better.

Level of difficulty of the chapter

Table 58 shows that majority (93.58%) of the respondents were of the opinion that the subject matter of the chapter is poor , 6.42% termed it very good, whereas nobody gave opinion about its better, good and excellent.

Table 59
Chapter No. 3 Land and Environment

S. No	Feature	Excellent %age	V. Good %age	Better %age	Good %age	Poor %age
1.	Subject matter of the chapter	00	00	84.85	15.15	00
2	Presentation style of the subject matter	00	00	7.52	92.48	00
3	Understanding level of the concepts in the chapter	00	00	7.52	92.48	00
4	Exercise in the end of the chapters	00	00	00	5.45	94.55
5	Level of difficulty of chapter	00	2.42	95.76	1.82	00

(N-825)

Subject matter of the chapter:

Table 59 shows that majority (84.85%) of the respondents were of the opinion that the subject matter of the chapter is better, 15.15% termed it good. Nobody gave opinion about excellent, very good and poor.

Presentation of the subject matter

Table 59 shows that majority (92.48%) of the respondents were of the opinion that the subject matter of the chapter is good, 7.52 % termed it better, whereas nobody gave opinion about its excellent good and poor.

Understanding level of the concepts in the chapter

Table 59 shows that majority (92.48%) of the respondents were of the opinion that Understanding level of the concepts in the chapter is good, 7.52% termed it better, whereas nobody gave opinion about its excellent, very good and poor.

Exercise in the end of the chapters

Table 59 shows that majority (94.55%) of the respondents were of the opinion that the subject matter of the chapter is poor, 5.45% termed it good, whereas nobody gave opinion about excellent, very good and better.

Level of difficulty of the chapter

Table 59 shows that majority (95.76%) of the respondents were of the opinion that the subject matter of the chapter is better , 2.42% termed it very good and 1.82 said good, whereas nobody gave opinion about its excellent and poor.

Table 60
Chapter No. 4 History of Pakistan - I

S. No	Feature	Excellent %age	V. Good %age	Better %age	Good %age	Poor %age
1.	Subject matter of the chapter	0.85	13.70	21.21	64.24	00
2	Presentation style of the subject matter	00	00	61.21	38.79	00
3	Understanding level of the concepts in the chapter	0.48	0.24	96.48	2.79	00
4	Exercise in the end of the chapters	00	00	00	10.67	89.33
5	Level of difficulty of chapter	00	88.85	8.48	2.79	00

(N-825)

Subject matter of the chapter:

Table 60 shows that majority (64.24%) of the respondents were of the opinion that the subject matter of the chapter is good, 21.21% termed it better ,13.70% said very good and 0.85 said excellent. Nobody gave opinion about poor.

Presentation of the subject matter

Table 60 shows that majority (61.21%) of the respondents were of the opinion that the subject matter of the chapter is better, 38.79% termed it good, whereas nobody gave opinion about its excellent, very good and poor.

Understanding level of the concepts in the chapter

Table 60 shows that majority (96.48%) of the respondents were of the opinion that Understanding level of the concepts in the chapter is better, 2.79% termed it good, 0.48 % said excellent and 0.24% said very good, whereas nobody gave opinion about its poor.

Exercise in the end of the chapters

Table 60 shows that majority (89.33%) of the respondents were of the opinion that the subject matter of the chapter is poor, 10.67% termed it good, whereas nobody gave opinion about excellent, very good and better.

Level of difficulty of the chapter

Table 60 shows that majority (8.48%) of the respondents were of the opinion that the subject matter of the chapter is better, 88.85% termed it very good, 2.79% said good, whereas nobody gave opinion about excellent and poor.

Table 61
Chapter No. 5 History of Pakistan - II

S. No	Feature	Excellent %age	V. Good %age	Better %age	Good %age	Poor %age
1.	Subject matter of the chapter	00	00	2.06	96.97	2.18
2	Presentation style of the subject matter	0.36	0.48	3.15	96.00	00
3	Understanding level of the concepts in the chapter	00	89.09	5.58	5.21	00
4	Exercise in the end of the chapters	00	00	00	8.85	89.94
5	Level of difficulty of chapter	00	00	00	10.91	89.09

(N-825)

Subject matter of the chapter:

Table 61 shows that majority (96.97%) of the respondents were of the opinion that the subject matter of the chapter is good, 2.06% termed it better and 2.18 poor . Nobody gave opinion about excellent and very good.

Presentation of the subject matter

Table 61 shows that majority (96%) of the respondents were of the opinion that the subject matter of the chapter is good, 3.15% termed it better, 0.48 % said it is very good and 0.36 is excellent, whereas nobody gave opinion about its poor.

Understanding level of the concepts in the chapter

Table 61 shows that majority (89.09%) of the respondents were of the opinion that Understanding level of the concepts in the chapter is very good, 5.58 % termed it better and 5.21 said good, whereas nobody gave opinion about its excellent and poor.

Exercise in the end of the chapters

Table 61 shows that majority (89.94%) of the respondents were of the opinion that the subject matter of the chapter is poor, 8.85% termed it good, whereas nobody gave opinion about excellent, very good and better.

Level of difficulty of the chapter

Table 61 shows that majority (89.09%) of the respondents were of the opinion that the subject matter of the chapter is poor ,10.91 % termed it good, whereas nobody gave opinion about its better, very good and excellent.

Table 62
Chapter No. 6 Pakistan in World Affairs

S. No	Feature	Excellent %age	V. Good %age	Better %age	Good %age	Poor %age
1.	Subject matter of the chapter	00	00	0.24	99.76	00
2	Presentation style of the subject matter	00	1.21	1.45	88.61	8.73
3	Understanding level of the concepts in the chapter	00	10.42	87.52	3.27	00
4	Exercise in the end of the chapters	00	00	00	8.85	91.15
5	Level of difficulty of chapter	00	8.18	11.50	00	80.32

(N-825)

Subject matter of the chapter:

Table 62 shows that majority (99.76%) of the respondents were of the opinion that the subject matter of the chapter is good, 0.24% termed it better. Nobody gave opinion about excellent, very good and poor.

Presentation of the subject matter

Table 62 shows that majority (88.61%) of the respondents were of the opinion that the subject matter of the chapter is good, 1.45% termed it better, 1.21% said it is very good and 8.73 said poor, whereas nobody gave opinion about its excellent.

Understanding level of the concepts in the chapter

Table 62 shows that majority (87.52%) of the respondents were of the opinion that Understanding level of the concepts in the chapter is better, 10.42 % termed it very good and 3.27% said good, whereas nobody gave opinion about its excellent and poor.

Exercise in the end of the chapters

Table 62 shows that majority (91.15%) of the respondents were of the opinion that the subject matter of the chapter is poor, 8.85% termed it good, whereas nobody gave opinion about its excellent, very good and better.

Level of difficulty of the chapter

Table 62 shows that majority (80.32%) of the respondents were of the opinion that the subject matter of the chapter is poor , 8.18% termed it very good and 11.50% better, whereas nobody gave opinion about good and excellent.

Table 63
Chapter No. 7 Economic Developments

S. No	Feature	Excellent %age	V. Good %age	Better %age	Good %age	Poor %age
1.	Subject matter of the chapter	00	0.36	4.24	95.39	00
2	Presentation style of the subject matter	00	0.12	0.48	9.94	99.39
3	Understanding level of the concepts in the chapter	00	0.49	2.42	97.09	00
4	Exercise in the end of the chapters	00	00	00	9.94	90.06
5	Level of difficulty of chapter	05	00	30	00	65

(N-825)

Subject matter of the chapter:

Table 63 shows that majority (95.39%) of the respondents were of the opinion that the subject matter of the chapter is good, 4.24% termed it better and 0.36% very good . Nobody gave opinion about excellent and poor.

Presentation of the subject matter

Table 63 shows that majority (99.39%) of the respondents were of the opinion that the subject matter of the chapter is poor, 0.49% termed it better, 0.12 % said it is very good and whereas nobody gave opinion about excellent.

Understanding level of the concepts in the chapter

Table 63 shows that majority (97.09%) of the respondents were of the opinion that Understanding level of the concepts in the chapter is good, 2.42 % termed it better and 0.48 % said very good ,whereas nobody gave opinion about its excellent and poor.

Exercise in the end of the chapters

Table 63 shows that majority (90.06%) of the respondents were of the opinion that the subject matter of the chapter is poor, 9.94% termed it good, whereas nobody gave opinion about excellent, very good and better.

Level of difficulty of the chapter

Table 63 shows that majority (5%) of the respondents were of the opinion that the subject matter of the chapter is excellent ,65 % termed it poor and 30% said better, whereas nobody gave opinion about its very good and good.

Table 64
Chapter No. 8 Population, Society and Culture of Pakistan

S. No	Feature	Excellent %age	V. Good %age	Better %age	Good %age	Poor %age
1.	Subject matter of the chapter	00	00	0.48	96.24	3.27
2	Presentation style of the subject matter	00	00	2.79	97.21	00
3	Understanding level of the concepts in the chapter	00	00	2.91	97.09	00
4	Exercise in the end of the chapters	00	00	00	1.70	98.30
5	Level of difficulty of chapter	00	12.12	3.03	00	84.85

(N-825)

Subject matter of the chapter

Table 64 shows that majority (96.24%) of the respondents were of the opinion that the subject matter of the chapter is good, 0.48 % termed it better and 3.27 % termed it poor. Nobody gave opinion about excellent and very good.

Presentation of the subject matter

Table 64 shows that majority (97.21%) of the respondents were of the opinion that the subject matter of the chapter is good, 2.79% termed it better, whereas nobody gave opinion about excellent, very good and poor.

Understanding level of the concepts in the chapter

Table 64 shows that majority (97.09%) of the respondents were of the opinion that Understanding level of the concepts in the chapter is good, 2.91% termed it better, whereas nobody gave opinion about excellent, very good and poor.

Exercise in the end of the chapters

Table 64 shows that majority (98.30%) of the respondents were of the opinion that the subject matter of the chapter is poor, 1.70% termed it good, whereas nobody gave opinion about excellent, very good and better.

Level of difficulty of the chapter

Table 64 shows that majority (84.85%) of the respondents were of the opinion that the subject matter of the chapter is poor ,12.12 % termed it very good and 3.03 said better, whereas nobody gave opinion about excellent and good.

INTERVIEW ANALYSIS OF EXPERTS OF CURRICULUM DEVELOPMENT

Table 65

Are you satisfied with the objectives of Pakistan Studies given by Curriculum Wing, Ministry of Education Islamabad?

	Yes	No	Total
Number of Responses	28	02	30
Percentage	93%	07%	100%

Table 65 shows that the sweeping majority of the experts (93%) were of the opinion that they were satisfied with the objectives of Pakistan studies given by Curriculum Wing, Ministry of Education, Islamabad

Table 66

Are you satisfied with the present curriculum development process?

	Yes	No	Total
Number of Responses	04	26	30
Percentage	13%	87%	100%

Table 66 depicted that the majority of the experts (87.0%) were not satisfied with the present curriculum development process. It does not meet the needs of modern era.

Table 67

Do you think that the policy objectives of secondary education have been reflected in the curriculum objectives of Pakistan Studies?

	Yes	No	Total
Number of Responses	25	05	30
Percentage	83%	17%	100%

Table 67 indicates that the majority of the experts (83.0%) were agreed with the statement that the policy objectives of secondary education have been reflected into the curriculum.

Table 68

Do you think that the objectives of Pakistan Studies curriculum are a) clear well formulated and b) attainable within the stipulated time?

a) Clear and well formulated

	Yes	No	Total
Number of Responses	25	05	30
Percentage	83%	17%	100%

b) Attainable within the stipulated time?

	Yes	No	Total
Number of Responses	2	28	30
Percentage	07%	93%	100%

Table 68 shows that the majority of the experts (83.0%) were agreed with the statement that the aims and objectives of curriculum are understandable and well formulated. However experts were of the view that these objectives were not attainable within the stipulated time.

Table 69

Is the content being taught at SSC level sufficiently rich to achieve the given objective?

	Yes	No	Total
Number of Responses	06	24	30
Percentage	19%	81%	100%

Table 69 indicates that the majority of the experts (81.0%) were disagreed with the statement that the content being taught at secondary school level sufficiently rich to achieve the given objectives.

Table 70

Are you satisfied with the content of Pakistan Studies curriculum at SSC level in respect to?

i. Its volume

	Yes	No	Total
Number of Responses	03	27	30
Percentage	10%	90%	100%

ii. Difficulty level

	Yes	No	Total
Number of Responses	02	28	30
Percentage	07%	93%	100%

iii. Need of society

	Yes	No	Total
Number of Responses	27	03	30
Percentage	90%	10%	100%

Table 70 shows that a large number of experts were disagreed that curriculum of Pakistan Studies at Secondary school level is satisfactory with respect to its volume and difficulty level. However majority of experts agreed that curriculum of Pakistan Studies at Secondary school level was fulfilling the need of society.

Table 71

Are you satisfied with the content of Pakistan Studies curriculum at SSC level with respect to

i. Creating interest among the students

	Yes	No	Total
Number of Responses	10	20	30
Percentage	37%	63%	100%

ii. Making students creative

	Yes	No	Total
Number of Responses	00	30	30
Percentage	00%	100%	100%

Table 71 indicates that the majority of experts disagreed with the statement that the content of Pakistan Studies curriculum at secondary school level is creating interest and making the students creative.

Table 72

Are you satisfied with the teaching method being used by teachers for teaching of Pakistan Studies at SSC level?

	Yes	No	Total
Number of Responses	07	23	30
Percentage	23%	77%	100%

Table 72 depicts that more than three fourth of the experts were dissatisfied with the teaching method used by teachers to teach Pakistan Studies at secondary school level. It is frequently observed that teacher used traditional method of teaching of Pakistan Studies at secondary school level such as only text book reading and lecture method. This method produces passive listeners only. The teacher should use innovative method of teaching like problem solving, role playing, discussion etc. Experts gave following suggestions regarding improvement of existing teaching methods of Pakistan studies: The teacher has to play the role of facilitator in teaching and students must be encouraged to participate in different activities. Only text book and lecture methods are widely used, it may be replaced with modern techniques. The activity based curriculum may be mostly used

Table 73

Do you feel the need of continuous teacher training (refresher courses) for working teachers of Pakistan at SSC level?

	Yes	No	Total
Number of Responses	26	4	30
Percentage	87%	13%	100%

Table 73 shows that most of the experts agreed the need of continuous teacher training and refresher courses for the enhancement of teaching methodologies.

Table 74

The paper of Pakistan Studies is an effective tool/instrument for evaluating the whole syllabus (Textbook) of Pakistan Studies at secondary school level.

	Yes	No	Total
Number of Responses	02	28	30
Percentage	07%	93%	100%

Table 74 indicates that most of the experts disagreed that the paper of Pakistan Studies is an effective tool/instrument for evaluating the whole syllabus (Textbook) of Pakistan Studies at secondary school level. But our evaluation system is not fit for the fully evaluation of the students. Our evaluation system encourages those students who believe on rote learning and guessing.

Table 75

Do you feel a need to revise the evaluation system? If yes, then what will you suggest in this regard?

	Yes	No	Total
Number of Responses	25	5	30
Percentage	83%	17%	100%

Table 75 shows that most of experts agreed that there is a need to revise the evaluation system. Such as the existing examination system had:

Repetition of only some important questions every year

Encouraging the rote learning

Encouraging Guessing and Selective studies

The experts were of the view that there should be discouragement of selective study, repetition of some important questions every year, and rote learning.

Table 76
Being an expert, enlist some major weaknesses in curriculum of Pakistan Studies at SSC level

Major drawbacks	No. of Responses	Percentage	Rank Order
Making the students not creative learners	30	100%	1
Very short and very essay syllabus	29	97%	2
Teacher training is needed to train teachers to use modern methods	28	93%	3
The present system of evaluation is not satisfactory	26	87%	4
Curriculum development process needs improvement and revision	26	87%	4

Table 76 indicates that majority of the experts (100%) believed that the major weaknesses of curriculum of Pakistan studies are that it does not make the students creative learners. Moreover (97%) of the experts were of the view that this curriculum is very short and very easy one. The experts (93%) further stated that the teachers of Pakistan Studies needed training to use modern methods. The experts (87%) are also against the present system of evaluation and the process of curriculum development and improvement.

Table 77

What measures do you suggest for the improvement of curriculum of Pakistan Studies at SSC level?

Suggestions	No. of Responses	Percentage	Rank Order
Curriculum of Pakistan Studies should be made lengthy and difficult.	30	100%	1
Curriculum of Pakistan Studies should make the students active and creative learners. Teachers should be given comprehensive training in use of innovative methods of teaching. The style of paper of Pakistan Studies at secondary school level should be difficult and cover all the contents	29	97%	2
Curriculum development process should be improved and revised. Parallel to the developed countries	28	93%	3

Table 77 shows that majority of the experts (100%) were of the view that the curriculum of Pakistan Studies should be made lengthy and difficult. Moreover (97%) of the experts suggested that the curriculum of Pakistan Studies should make the students active and creative learners. Teachers should be given comprehensive training in use of innovative methods of teaching. The style of paper of Pakistan Studies at secondary school level should be difficult and should cover all the contents. Whereas (93%) of the experts believed that curriculum development process should be improved and revised likewise the developed countries.

DISCUSSION

Curriculum of a subject is said to be the throbbing pulse of a nation. By looking at the curriculum of a subject, one can judge the state of intellectual development and the state of progress of a nation. The world has turned into a global village, new ideas and information are pouring in a constant stream. It is, therefore, imperative to update our curricula by introducing the recent developments in the relevant fields of knowledge.

For the last sixty-three years in Pakistan, the famous leaders were all men of social subjects and social knowledge. Thus it clearly shows the importance and depth of Social Studies/Pakistan Studies. The scientists, the engineers, the space researchers and the navigators provide facilities to the mankind but the sociologists magnify, improve and dignify the mankind. Good citizens are the assets of the nations. Of course these citizens are the main strength of the country. Thus more emphasis must be laid to the subject of Pakistan Studies of class 9^{th} and 10^{th} as it is main milestone of destination of the student.

Lack of social study/Pakistan Studies mars his future and deep Social Studies/ Pakistan Studies knowledge makes him useful citizen. In view of above statement we can understand the importance of Pakistan studies. The major objectives of the study were to evaluate the curriculum of Pakistan Studies for secondary school level with respect to objectives, content, teaching Methodology and evaluation.

The study found that the aims and objectives of the curriculum are realistic and are in consonance with our national ideology, cultural requirement of the society; well formulated but are not attainable within stipulated time. These objectives increase the spirit of appreciation for religious and cultural activities.

There are also improvement areas in the general layout of textbook and content of the book. Social and cultural activities like visits, study tours etc should be given in the textbook of Pakistan Studies. These activities must include individual and group activities. Being easy and short, non- involvement of practicing teachers in the development of curriculum process was pointed out by the teachers and experts as major drawbacks. Need for the enrichment of content was emphasized. Overall gradation of chapters of the textbook remained good except the exercises at the end of each chapter being poor. Similarly teaching methodology and evaluation process also needs improvement. These findings support Brophy and Alleman (2009), who are of the view that to make sure about fulfillment of its important aims and purposes, however, we need to restore appropriate time allocations and revitalize curriculum content and learning activities to provide an introduction to the social world that is organized around powerful ideas developed with emphasis on their connections and applications to life outside of school.

The findings of the study support the Govt. of Pakistan (1996) according to which the basic issue is that teacher education in Pakistan is facing an identity crisis, essentially because teaching skills have erroneously been accepted to be synonymous with teacher training skills.

Hashmi (2011) conducted a study on Pakistan studies curriculum which concluded that ideology is connected with the land of Pakistan; however, ideology has no connection with the land of Pakistan. With respect to the quotations given on Two Nations Theory only the quotations by Allama Iqbal and Quaid-e-Azam are given.

Above all, Pakistan Studies content is highly influenced by the personal and political influence of the people. Teachers are using the traditional way of teaching

through lectures in the classroom. Activity based learning is almost negligible. There are no special arrangements for teacher trainings or refresher courses for the Pakistan Studies teachers.

Thomas, Rena and Gary concluded that goal of Social Studies teaching is to develop creative thinking and problem solving within their students (Lucey, Shifflet & Weilbacher, 2014).

If most of the recommendation be implemented, the Pakistan Studies textbook will be more useful and beneficial for the students and for the society.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

The study was conducted to carry out the evaluation of existing curriculum of Pakistan Studies for Secondary School Certificate (SSC) level. The study mainly focused on the achievements of the objectives set by the experts in the curriculum document, appropriateness of the contents for the level, prevailing teaching methodologies and the student's evaluation. The researcher wanted to know whether the teachers and curriculum development experts were satisfied with the present curriculum or not.

The population of this study was all the secondary school level teachers teaching in public sector secondary schools of Punjab province and the curriculum development experts. Thus all the 4669 (1134 Urban, 3535 Rural) public sector secondary schools of Punjab province in 2007-08 were included in the population. Stage sampling technique (Cohen, Manion and Morrison, 2007) was used to seleet the sample of this study. At first the researcher selected 9 districts from Punjab province through random sampling technique. Secondly, the researcher selected 468 public sector secondary schools 113 (59 Male, 54 Female) from urban area and 355 (238 Male, 117 Female) from rural area. Thirdly, the researcher selected 2 teachers randomly from each of 468 public sector secondary schools. Thus the number of teachers selected as a sample was 936 teachers whereas 30 curriculum development experts were selected from the experts related with curriculum wing. So the total number of sample was 966.

The researcher developed questionnaires on five point rating scale. The questionnaires included forty three questions. They were administered in all areas of the boards relevant to the curriculum. The researcher also conducted interviews. The researcher distributed 936 copies of questionnaires for getting responses from the teachers. Out of 936 copies of questionnaires 847 copies were received back from which incomplete and wrongly filled questionnaires were separated and finally 825 copies of questionnaires were set for analysis. Percentage and Chi-square were applied for analysis of data. Further findings and conclusions were drawn from the statistical analysis of the data and recommendations were made accordingly.

5.2 FINDINGS

1. Majority (64%) of the respondents agreed with the statement: "The aim and objectives of the curriculum are in consonance with our national ideology". (Table 6)
2. Majority (70.19%) of the respondents disagreed with the statement: "The aim and objectives of the curriculum increase the spirit of appreciation for religious and cultural activities". (Table 7)
3. Majority (70.79%) of the respondents agreed with the statement: "The aim and objectives of the curriculum are understandable and (67.15%) respondents were well formulated but substantial number of respondents (33.70%) was not attainable within stipulated time". (Table 8)
4. Most of the respondents (62.24%) agreed with the statement: "The aim and objectives of the curriculum are according to cultural requirement of the society". (Table 9)

5. Most of the respondents (67.76%) agreed with the statement: "The aim and objectives of the curriculum are realistic". (Table 10)
6. Majority (72.36%) of the respondents agreed with the statement: "The curriculum is satisfactory with respect to cognitive domain but not favored it regarding affective and psychomotor domain". (Table 11)
7. Most of the respondents (57.46%) agreed with the statement: "The background knowledge of students for studying Pakistan Studies is satisfactory". (Table 12)
8. Most of the respondents (68%) agreed with the statement: "The language of the text book is understandable". (Table 14)
9. Most of the respondents (54.86%) agreed with the statement: "The script of the book is free from error". (Table 15)
10. Majority of the respondents (66.43%) agreed with the statement: "The content of the curriculum of Pakistan studies at secondary school level is according to the level of the students". (Table 16)
11. Most of the respondents (57.58%) agreed with the statement: "The content of the curriculum of Pakistan studies at secondary school level has continuity". (Table 17)
12. Majority of the respondents (62.39%) disagreed with the statement: "The content of the curriculum of Pakistan studies at secondary school level creates interest among the students". (Table 18)
13. Majority of the respondents (66.30%) disagreed with the statement: "The content of the curriculum of Pakistan studies at secondary school level develops the civic sense among the students". (Table 19)

14. Majority of the respondents (71.15%) disagreed with the statement: "The content of the curriculum of Pakistan studies at secondary school level develops the patriotism among the students." (Table 20)
15. Most of the respondents (55.18%) agreed with the statement: "The content being taught at secondary school level is helpful in achieving the objectives of the curriculum." (Table 21)
16. Most of the respondents (54.55%) agreed with the statement: "The content of Pakistan Studies gives proper place to the ideology of Pakistan." (Table 22)
17. Majority of the respondents (73.33%) agreed with the statement: "Audio video aids are provided to you for teaching of Pakistan Studies at secondary school level". (Table 23)
18. Majority of the respondents (61.69%) agreed with the statement: "The content of Pakistan Studies at SSC level is easy." (Table 24)
19. Most of the respondents (61.94%) agreed with the statement: "The content of Pakistan Studies at SSC level is short." (Table 25)
20. Majority of the respondents (63.30%) disagreed with the statement: "The content of the curriculum of Pakistan studies at secondary school level promotes democratic attitudes among the students." (Table 26)
21. Majority of the respondents (67.52%) disagreed with the statement that "The curriculum of Pakistan studies at secondary school level develops equity and cooperation and conflict resolution." However, they agreed that it develops social justice and peace. (Table 27)
22. Majority of the respondents (68.97%) disagreed with the statement that "the introduction of each chapter is given properly at the start of every chapter." (Table 28)

23. Majority of the respondents (72.73%) disagreed with the statement that "list of key words is provided at the end of the book." (Table 29)
24. Majority of the respondents (75.4%) disagreed with the statement that "Exercises at the end of each chapter cover all the aspects of the chapter." (Table 30)
25. Majority of the respondents (76.24%) disagreed with the statement that "Maps, Pictures, Figures & Graphs are proper placed in the book." (Table 31)
26. Most of the respondents agreed with the statement that "The criterion of selection of the content of Pakistan Studies curriculum for secondary school level is based upon philosophy of the life (58.18%),and to teach with past (52.36%). However (74.18%) respondents disagreed to the statement that it was based upon to teach with world, (54.55%) the development of democratic attitudes and interests, (52.85%) it up-date knowledge. Also (48.24%) respondents again disagreed to the statement of need of the society." (Table 32)
27. Majority of the respondents agreed with the statement: "The present Pakistan Studies curriculum follows the principles of topics wise sequence (50.91%) and Continuity between the topics (61.69%) and (61.94%) respondents were agreed to the statement that it was based upon principle of simple to complex. (Table 33)
28. Majority of the respondents agreed with the statement: "The criteria for selection of activities are based upon curriculum objectives (58.43%), understanding of the topics (80.49%), strengthen the problem solving skills (81.57%) and the development of learners' interest (72.12%)". (Table 34)

29. Majority of the respondents (56.18%) agreed with the statement: "Teacher training in the subject of Pakistan Studies at secondary school level is required." (Table 35)
30. Most of the respondents (79.4%) disagreed with the statement: "In service teacher trainings / refresher courses in the subject of Pakistan Studies at secondary school level are arranged." (Table 36)
31. Majority of the respondents (66.18%) disagreed with the statement: "During the teaching of Pakistan studies in the class at secondary school level teachers use reference book /guide book". (Table 37)
32. Majority of the respondents (79%) agreed with the statement: "Pakistan studies curriculum based upon single text book". (Table 38)
33. Majority of the respondents agreed with the statement: "The teacher follows textbook (67.27%) and lecture methods for teaching Pakistan Studies (64.12%). However the respondents disagreed with the statement that teachers follow discussion (61.34%), demonstration (74.06%), and other methods of teaching (82.79%)". (Table 39)
34. Most of the respondents (52.13%) disagreed with the statement: "educational visits on Pakistan Studies content is arranged during the academic session for the students." (Table 40)
35. Majority of the respondents (73.57%) agreed with the statement: "The performance of the teachers is judged on the basis of their result in the final examination." (Table 41)
36. Majority of the respondents (73.57%) agreed with the statement: "Home work is given to the students on regular basis". (Table 42)

37. Majority of the respondents (57.92%) disagreed with the statement: "Home work is checked on regular basis". (Table 43)
38. Majority of the respondents agreed with the statement: "The items which test in the examination of secondary school level for Pakistan Studies are based upon knowledge (72.12%), Rote learning/memorization (68.73%), Evaluation (66.79%), Content of the course (66.79%). However the respondents disagreed to the statements that it is based upon achievement of the objectives of the curriculum (61.09%) and writing skills (57.82%)". (Table 44)
39. Majority of the respondents (58.91%) disagreed with the statement: "The present system of evaluation Pakistan Studies subject is satisfactory". (Table 45)
40. Majority of the respondents (73.57%) agreed with the statement: "Teachers use selective study method in teaching Pakistan Studies at secondary school level". (Table 46)
41. Majority of the respondents (79.51%) disagreed with the statement: "The pattern of the choice in the board's examination for the paper of Pakistan Studies at secondary school level is appropriate". (Table 47)
42. Majority of the respondents disagreed with the statement: "The students' performance is judged on the basis of interest (73.69%), homework (65.34%), assignments (67.16%), whereas (67.75%) respondents were agreed to the statement that students' performance is judged on the basis of examination results". (Table 48)
43. Majority of the respondents (68%) agreed with the statement that, "The daily class room evaluation system aims at assessing the rote memory of the

student, whereas (62.42%) respondents were disagreed with the statement that it is based on conceptual understanding of the topics". (Table 49)

44. In the opinion of majority of respondents (81.60%) the curriculum of Pakistan Studies for secondary level is easy and short. Similarly no active involvement of teachers in curriculum development process was also seen as a major drawback by majority of the respondents (75.54%). Moreover, student's passiveness, evaluation system, lack of ability to inculcate creativity among students and global issues in Pakistan Studies was also viewed as major drawbacks. (Table 50)
45. Majority of the respondents (76.73%) were of the view that the curriculum content of Pakistan Study may be enriched and made more specific. Similarly participation of working teachers be ensured in curriculum development process was also seen (76%). Moreover, objectives of Pakistan Studies curriculum should be attainable (73.21%), examination should be focused on concept learning rather them cramming (72.85%), multi textbook culture should be adopted to inculcate problem solving skill, and creativity among the students (57.82%) whereas (37.70%) provide funds to schools for audio visual aids for the teaching of Pakistan Studies was also viewed as major suggestions. (Table 51)
46. Majority of the respondents (85.09%) were of the opinion that the foreign policy of Pakistan should be added in the curriculum, (81.57%) were in favor of maps draw activities, (70.66%) were of the opinion tbat in chapter one adds more Muslim thinkers whereas (65.69%) wanted that the detail information about National Assembly and Senate with respect to seats, procedure of election etc should be given in the curriculum of Pakistan Studies. (Table 52)

47. Majority (93.38%) of the respondents were of the opinion that the subject matter of the chapter is good, (75%) of the respondents were of the opinion that the subject matter of the chapter is good, (96.97%) of the respondents were of the opinion that understanding level of the concepts in the chapter is good, (90.91%) of the respondents were of the opinion that the subject matter of the chapter is bad, (69%) of the respondents were of the opinion that the subject matter of the chapter is excellent regarding ideological basis of Pakistan. (Table 53)
48. Majority (92.93%) of the respondents were of the opinion that the subject matter of the chapter is good, (95.15%) of the respondents were of the opinion that the subject matter of the chapter is good, (95.15%) of the respondents were of the opinion that understanding level of the concepts in the chapter is good, (93.70%) of the respondents were of the opinion that the subject matter of the chapter is bad, (93.58%) of the respondents were of the opinion that the subject matter of the chapter is excellent regarding making of Pakistan. (Table 54)
49. Majority (84.25%) of the respondents were of the opinion that the subject matter of the chapter is better, (92.48%) of the respondents were of the opinion that the subject matter of the chapter is good, (92.48%) of the respondents were of the opinion that understanding level of the concepts in the chapter is good, (94.55%) of the respondents were of the opinion that the subject matter of the chapter is poor, (95.76%) of the respondents were of the opinion that the subject matter of the chapter is good regarding land and environment. (Table 55)

50. Majority (62.24%) of the respondents were of the opinion that the subject matter of the chapter is good, (61.21%) of the respondents were of the opinion that the subject matter of the chapter is better, (96.48%) of the respondents were of the opinion that understanding level of the concepts in the chapter is better, (89.33%) of the respondents were of the opinion that the subject matter of the chapter is poor, (88.85%) of the respondents were of the opinion that the subject matter of the chapter is better regarding history of Pakistan-I. (Table 56)
51. Majority (96.97%) of the respondents were of the opinion that the subject matter of the chapter is good, (96%) of the respondents were of the opinion that the subject matter of the chapter is good, (97.09%) of the respondents were of the opinion that understanding level of the concepts in the chapter is good, (89.94%) of the respondents were of the opinion that the subject matter of the chapter is poor, (89.09%) of the respondents were of the opinion that the subject matter of the chapter is excellent regarding history of Pakistan-II. (Table 57)
52. Majority (99.76%) of the respondents were of the opinion that the subject matter of the chapter is good, (86.61%) of the respondents were of the opinion that the subject matter of the chapter is good, (87.52%) of the respondents were of the opinion that understanding level of the concepts in the chapter is good, (91.15%) of the respondents were of the opinion that the subject matter of the chapter is poor, (80.32%) of the respondents were of the opinion that the subject matter of the chapter is excellent regarding Pakistan in World affairs. (Table 58)

53. Majority (95.39%) of the respondents were of the opinion that the subject matter of the chapter is good, (99.39%) of the respondents were of the opinion that the subject matter of the chapter is good, (97.09%) of the respondents were of the opinion that understanding level of the concepts in the chapter is good, (91.15%) of the respondents were of the opinion that the subject matter of the chapter is poor, (65%) of the respondents were of the opinion that the subject matter of the chapter is good regarding economic development. (Table 59)
54. Majority (96.24%) of the respondents were of the opinion that the subject matter of the chapter is good, (97.21%) of the respondents were of the opinion that the subject matter of the chapter is good, (97.09%) of the respondents were of the opinion that understanding level of the concepts in the chapter is good, (98.30%) of the respondents were of the opinion that the subject matter of the chapter is poor, (84.85%) of the respondents were of the opinion that the subject matter of the chapter is excellent regarding population, society and cultural of Pakistan. (Table 60)
55. Majority of the experts (93%) were of the opinion that they were satisfied with the objectives of Pakistan studies given by Curriculum Wing, Ministry of Education, Islamabad. (Table 61)
56. Majority of the experts (87.0%) were not satisfied with the present curriculum development process. It does not meet the needs of modern era. (Table 62)
57. Majority of the experts (83.0%) agreed with the statement that the policy objectives of secondary education have been reflected into the curriculum. (Table 63)

58. Majority of the experts (83.0%) agreed with the statement that the aims and objectives of curriculum are understandable and well formulated. However experts were of the view that these objectives were not attainable within the stipulated time. (Table 64)
59. Majority of the experts (81.0%) disagreed with the statement that the content being taught at secondary school level sufficiently rich to achieve the given objectives. (Table 65)
60. Majority of the experts (90%) disagreed that curriculum of Pakistan Studies at Secondary school level is satisfactory with respect to its volume and difficulty level. However majority of experts agreed that curriculum of Pakistan Studies at Secondary school level was fulfilling the need of society. (Table 66)
61. Majority of experts (63%) disagreed with the statement that the content of Pakistan Studies curriculum at secondary school level is creating interest and making the students creative. (Table 67)
62. Majority of the experts (77%) dissatisfied with the teaching method used by teachers to teach Pakistan Studies at secondary school level. It is frequently observed that teacher used traditional method of teaching of Pakistan Studies at secondary school level such as only text book reading and lecture method. This method produces passive listeners only. The teacher should use innovative method of teaching like problem solving, role playing, discussion etc. Experts gave following suggestions regarding improvement of existing teaching methods of Pakistan studies: The teacher has to play the role of facilitator in teaching and students must be encouraged to participate in different activities. Only text book and lecture methods are widely used, it

may be replaced with modern techniques. The activity based curriculum may be mostly used. (Table 68)

63. Most of the experts (87%) agreed with the need of continuous teacher training and refresher courses for the enhancement of teaching methodologies. (Table 69)
64. Most of the experts (93%) disagreed with the statement that the paper of Pakistan Studies is an effective tool/instrument for evaluating the whole syllabus (Textbook) of Pakistan Studies at secondary school level. But our evaluation system is not fit for the fully evaluation of the students. Our evaluation system encourages those students who believe on rote learning and guessing. (Table 70)
65. Most of experts agreed (83%) that there is a need to revise the evaluation system. Such as the existing examination system had repetition of only some important questions every year, encouraging the rote learning and encouraging guessing and selective studies. The experts were of the view that there should be discouragement of selective study, repetition of some important questions every year, and rote learning. (Table 71)
66. Majority of the experts (100%) believed that the major weaknesses of curriculum of Pakistan studies are that it does not make the students creative learners. Moreover (97%) of the experts were of the view that this curriculum is very short and very easy one. The experts (93%) further stated that the teachers of Pakistan Studies needed training to use modern methods. The experts (87%) are also against the present system of evaluation and the process of curriculum development and improvement. (Table 72)

67. Majority of the experts (100%) were of the view that the curriculum of Pakistan Studies should be made lengthy and difficult. Moreover (97%) of the experts suggested that the curriculum of Pakistan Studies should make the students active and creative learners. Teachers should be given comprehensive training in use of innovative methods of teaching. The style of paper of Pakistan Studies at secondary school level should be difficult and should cover all the contents. Whereas (93%) of the experts believed that curriculum development process should be improved and revised likewise the developed countries. (Table 73)

5.3 CONCLUSIONS

1. The aims and objectives of the curriculum are realistic and in consonance with our national ideology, cultural requirement of the society; these are understandable, well formulated but are not attainable within stipulated time. These increase the spirit of appreciation for religious and cultural activities.
2. The curriculum is satisfactory with respect to cognitive domain but not regarding affective and psychomotor domain.
3. The background knowledge of students for studying Pakistan Studies is satisfactory.
4. The language of the textbook is understandable and its script is free of errors.
5. The content of the curriculum of Pakistan Studies at secondary school level is according to the level of the students and it has continuity; but it does not create interest, civic sense development and patriotism among the students. Moreover it is helpful in achieving the objectives of the curriculum of Pakistan Studies and gives proper place to the ideology of Pakistan.

6. The curriculum of Pakistan Studies at SSC level is easy and short. It develops social justice and equity but it neither develops cooperation and conflict resolution and peace, nor promotes democratic attitudes among the students.
7. Introduction of each chapter is given properly at the start of every chapter and list of key words is provided at the end of the book. The Exercises at the end of each chapter do not cover all the aspects of the chapter. Maps, Pictures, Figures & Graphs are not properly placed in the book. Audio video aids are provided for teaching of Pakistan Studies at secondary school level.
8. The criterion of selection of the content of Pakistan Studies curriculum for secondary school level is based upon philosophy of life, but it is not based upon the need of the society, not the development of democratic attitudes and interests, up-date knowledge to teach with past and to teach with world.
9. The present Pakistan Studies curriculum follows the principles of topic-wise sequence, continuity between the topics and the principle of simple to complex.
10. The criteria for selection of activities are based upon curriculum objectives and understanding of the topics. They strengthen the problem solving skills for the development of learner's interest.
11. In-service teacher trainings/refresher courses in the subject of Pakistan Studies at secondary school level are not arranged.
12. Pakistan Studies curriculum is based upon single textbook and during the teaching of Pakistan Studies in the class at secondary school level teachers do not use reference book /guide book. The teachers follow textbook and lecture methods for teaching Pakistan Studies but do not follow discussion, demonstration, and other methods of teaching.

13. Educational visits as per content of the subject are not arranged during the academic year.
14. The present system of evaluation is not satisfactory. The performance of the teachers is judged on the basis of their results in the final examination. The student's performance is not judged on the basis of interest, homework, assignments, but it is also judged on the basis of examination results.
15. Homework is given to the students on regular basis but it is not checked on regular basis.
16. Test items in the examination of secondary school level for Pakistan Studies are based upon knowledge, rote learning/memorization, and content of the textbook. However these do not measure the achievement of objectives of the Pakistan Studies curriculum and writing skills.
17. Teachers use selective study method in teaching Pakistan Studies at secondary school level.
18. The pattern of the choice in the board's examination for the paper of Pakistan Studies at secondary school level is not appropriate.
19. The daily classroom evaluation system aims at assessing the rote memory of the student, and it is not based on conceptual understanding of the topics.

5.4 RECOMMENDATIONS

1. It was concluded that the curriculum is not satisfactory with respect to affective and psychomotor domain of objectives. Hence it is recommended that it may be oriented towards the achievement of higher order objectives specially those of affective domain. For this purpose the conferences of the

subject specialist may be held and the experts may be assigned to develop the subjects in affective domain.

2. It was concluded that the present curriculum of Pakistan Studies at SSC level does not develop cooperation and conflict resolution and peace, nor promotes democratic attitudes among the students. It is therefore recommended that it may be made practical and activity oriented to develop cooperation and conflict resolution, peace and attitude. Steps may be taken by textbook board for the development of activity based curriculum.
3. It was also concluded that the exercises at the end of each chapter do not cover all the aspects of the chapter and the maps, pictures, figures and graphs are not properly placed in the book. Hence it is recommended that exercises at the end of each chapter may be made more interesting covering all aspects of the chapter. In addition, the exercises may be improved and better placement of maps, graphs and figures may be made. Special committee may be constituted by the provincial / federal level experts. They may be assigned to improve exercises at the end of each chapter in the textbook. This committee may also replace the maps, figures and graphs in the textbook of Pakistan Studies at secondary school level.
4. It was concluded that in service teacher trainings / refresher courses in the subject of Pakistan Studies at secondary school level are not arranged. It is therefore, recommended that refresher course / in-service training be made a regular feature for the teachers of Pakistan Studies.
5. Pakistan Studies is being taught at secondary level through single textbook using lecture or textbook method and the teachers do not use reference book /guide book. It is therefore, recommended that multiple textbook culture be

introduced to broaden the vision of the students. The teacher may be directed to use discussion and demonstration methods and other modern techniques of teaching.

6. It was concluded that the test items developed and administered during the classroom teaching or at the end of session (external) do not measure the achievement of objectives of the curriculum of Pakistan Studies and writing skills. These test items measure only the knowledge and memorization. It is recommended that test items may be developed keeping in view the objectives of the subject. The teachers may also be given proper training for developing test items.

5.5 FURTHER STUDIES

Further studies may be conducted by the stakeholders of curriculum wing of federal ministry of education and training, textbook boards and the interested researchers of the field in the following areas of the curriculum of Pakistan Studies:

1. This study was descriptive survey in nature. Researcher has studied the perception of secondary school teachers in Punjab. Same study may be conducted in other provinces of Pakistan.
2. In this study researcher has studied the curriculum of Pakistan Studies at secondary school level. Same study may be conducted at higher secondary school level.
3. The study in hand is descriptive study. Same study may be replicated by adoption an experimental approach.
4. A study comparing Pakistan Studies textbooks published by all Textbook Boards may also be conducted.

5. Further study may be conducted regarding the Organization and sequence of the content of Pakistan Studies textbooks at secondary school level
6. Visual material to arouse the motivation of the students
7. Self-assessment activities and exercises
8. Teacher guide for Pakistan Studies

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Annexure-I

To,

Subject: **DATA COLLECTION FOR PhD THESIS**

Dear Sir/ Madam,

Assalam-o-Alaikum,

I am conducting my Ph. D. research on the topic "Curriculum of Pakistan Studies at Secondary School Level: Evaluation Based on Perception of the Teachers of Punjab" under the supervision of Prof. Dr. Muhammad Maqsud Alam Bukhari, Principal/Dean, Foundation University College of Liberal Arts and Sciences, Rawalpindi. I have prepared a questionnaire to seek your opinion to evaluate the changes made in curriculum of Pakistan Studies as reflected in the textbook of 2006 published Punjab Textbook Board Lahore.

Please feel free while responding. I assure you that your responses will be used only for the research purpose and it will be reflected as group data.

I hope that you will return the filled-in questionnaire on the following address as early as possible. Thanks in advance for your kind cooperation.

Yours Sincerely,

(Kamran Masood)
PhD Education (Scholar)
International Islamic University
Islamabad
+92 333 7656387

Annexure-II

QUESTIONNAIRE FOR SECONDARY SCHOOL PAKISTAN STUDIES TEACHERS.

PART -1: PERSONAL INFORMATION

1. Name (Not necessary) _____

2. Qualification a) Academic _____ b) Professional _____

3. Teaching Experience (In Years) _____

4. Name of the organization / Institution

5. Location: Rural / Urban 6. Gender: Male/ Female

Please give your responses to the following items and Mark (✓) the columns you consider as the most appropriate.

SA=Strongly Agree, A=Agree UD=Undecided, DA=Disagree, SDA=Strongly Disagree,

PART- 2: OBJECTIVES

Sr. No.	Items	SA	A	UD	DA	SDA
1.	The aims and objectives of curriculum are consonant with our national ideology					
2.	The aims and objectives of curriculum increase the spirit of appreciation for religious and cultural actives					
3.	The aims and objectives of curriculum are: A. Understandable B. Well formulated C. Attainable within the stipulated time					
4.	The aims & objectives of the curriculum of Pakistan studies at secondary school level are according to the cultural requirement of the society.					
5.	The aims & objectives of the curriculum of Pakistan studies at secondary school level are realistic.					
6.	The curriculum is satisfactory with respect to the following: a. Cognitive Domain b. Affective Domain c. Psychomotor Domain					
7.	The background knowledge of students for studying Pakistan Studies is satisfactory					

PART-3: CONTENT, SUBJECT MATTER AND TEXT BOOK

S. No.	Items	SA	A	UD	DA	SDA
1.	The outlook of the prescribed Pakistan studies textbook is good looking.					
2.	The language of the text book is understandable.					
3.	The scrip of the book is free from error.					
4.	The content of the curriculum of Pakistan studies at secondary school level is according to the level of the students.					
5.	The content of the curriculum of Pakistan studies at secondary school level has continuity.					
6.	The content of the curriculum of Pakistan studies at secondary school level creates interest among the students.					
7.	The content of the curriculum of Pakistan studies at secondary school level develops the civic sense among the students.					
8.	The content of the curriculum of Pakistan studies at secondary school level develops the patriotism among the students.					
9.	The content being taught at secondary school level is helpful in achieving the objectives of the curriculum.					
10.	The content of Pakistan Studies gives proper place to the ideology of Pakistan.					
11.	Audio video aids are provided to you for teaching of Pakistan Studies at secondary school level.					
12.	The content of Pakistan Studies at SSC level is A. Very difficult. B. Difficult. C. Easy.					
13.	The content of Pakistan Studies at SSC level is A. Very Lengthy B. Lengthy C. Short					
14.	The content of the curriculum of Pakistan studies at secondary school level promotes democratic attitudes among the students.					
15.	The content of Pakistan studies at secondary school level develops A. Social justice B. Equity. C. Co-operation& conflict resolution D. Peace					
16.	The introduction of each chapter is given properly in the start of the every chapter.					
17.	A list of key words is provided at the end of the book.					
18.	Exercises at the end of each chapter cover all the aspects of the chapter.					
19.	Maps, Pictures, Figures & Graphs are proper placed in the book.					
20.	The criterion of selection of the content of Pakistan					

	Studies curriculum for secondary school level is based on philosophy of the life, the need of the society, the development of democratic attitudes and interests, up-date knowledge, to teach with past and to teach with world					
21.	The present Pakistan Studies curriculum follows the principles of A. Topic wise sequence B. Simple to complex C. Continuity between the topics					
22.	The criteria for selection of activities are based upon. A. Curriculum objectives B. Understanding the topic C. Strengthening the problem solving skill D. For the development of learner's interest					

PART-4: TEACHING METHODOLOGY

S. No	Items	SA	A	UD	DA	SDA
1.	Teacher training in the subject of Pakistan Studies at secondary school level is required.					
2.	In service teacher trainings / refresher courses in the subject of Pakistan Studies at secondary school level are arranged.					
3.	During the teaching of Pakistan studies in the class at secondary school level teachers use reference book /guide book					
4.	Pakistan studies curriculum based upon single text book.					
5.	The teacher follows following methods for teaching Pakistan Studies. A. Textbook B. Lecture C. Discussion D. Demonstration. E. Other methods of teaching					
6.	Educational visits on Pakistan Studies content is arranged during the academic session					

PART-5: EVALUATION

S. No.	Items	SA	A	UD	DA	SDA
1.	The performance of the teachers is judged on the basie of their result in the final examination.					
2.	Home work is given to the students on regular basis.					
3.	Home work is checked on regular basis.					
4.	The items in the examination of secondary school level for Pakistan Studies are based upon achievements of the objectives of the curriculum, knowledge, writing skill, rote learning/memorization, evaluation and the content of the course					
5.	The present system of evaluation of Pakistan Studies is satisfactory.					
6.	The selective study of Pakistan Studies at secondary school level should be encouraged.					

7.	The pattern of the choice in the board's examination for the paper of Pakistan Studies at secondary school level is appropriate.					
8.	The students' performance is judged on the basis of (A) Interest (B) Homework (C) Assignments. (D) Examination results					
9.	The daily class room evaluation system aims at Assessing the rote memory of the student Conceptual understanding of the topics.					

PART-6: OPEN QUESTIONS

a. Enlist few major drawbacks in existing Pakistan studies curriculum for secondary school level?

_____

_____

_____

b. Suggestions to overcome above mentioned difficulties

_____

_____

_____

c. Give 3 or 4 topics which do you want to add in Pakistan studies curriculum for secondary school level.

_____

_____

_____

PART -7: GRADATION OF THE CHAPTERS

Grade different features of the units of the prescribed curriculum of Pakistan Studies for class 10^{th} by writing the appropriate letter A, B, C, D, E in their corresponding column.
The grades are as described below:
A = Excellent, B = Very Good, C = Good, D = Better, E = Poor

The chapter of the prescribed textbook of Pakistan Studies for Secondary School level are as under.

1. Ideological Basis of Pakistan
2. Making of Pakistan
3. Land and Environment
4. History of Pakistan - I
5. History of Pakistan - II
6. Pakistan in World Affairs
7. Economic Developments
8. Population, Society and Culture of Pakistan

Sr. No	Features	Chapter							
		1	2	3	4	5	6	7	8
1	Subject matter of the units								
2	Presentation of the subject matter								
3	Understanding level of the concepts in the chapter								
4	Exercise in the end of the chapters								
5	Level of difficulty of chapter								

Annexure – III

STRUCTURED QUESTIONS FOR INTERVIEW FROM CURRICULUM EXPERTS/EDUCATIONISTS

1. Name (optional) _____

2. Qualification a) Academic _____

   b) Professional _____

3. Experience (in years) a) Teaching _____

   b) Curriculum Planning & Development _____

   c) Total _____

4. Name of the organization/Institution _____

Q No. 1: Are you satisfied with the objectives of Pakistan Studies given by Curriculum Wing, Ministry of Education Islamabad?

Q No. 2: Are you satisfied with the present curriculum development process?

Q No. 3: Do you think that the policy objectives of secondary education have been reflected in the curriculum objective?

Q No. 4: Do you think that the objectives of Pakistan Studies curriculum are clear well formulate and attainable within the stipulated time?

Q No. 5: Is the content being taught at SSC level sufficiently rich to achieve the given objective?

Q No. 6: Are you satisfied with the content of Pakistan Studies curriculum at SSC level in respect to

iii. Its volume
iv. Difficulty level
v. Need of society

Q No. 7: Are you satisfied with the content of Pakistan Studies curriculum at SSC level with respect to

ii. Creating interest among the students
iii. Making students creative

Q No. 8: Are you satisfied with the teaching method being used by teachers for teaching of Pakistan Studies at SSC level?

Q No. 9: Do you feel the need of continuous teacher training (refresher courses) for working teachers of Pakistan at SSC level?

Q No. 10: Examination is an effective tool/instrument for curriculum evaluation.

Q No. 11: Do you feel a need to revise the evaluation system? If yes, then what will you suggest in this regard?

Q No. 12: Being an expert, enlist some major weaknesses in curriculum of Pakistan Studies at SSC level.

Q No. 13: What measures do you suggest for the improvement of curriculum of Pakistan Studies at SSC level?

Annexure – IV

LIST OF SCHOOL

1. DISTRICT KHANEWAL

Male Urban

1. GHS KABIRWALA
2. GHS MODEL MIAN CHANNU
3. GHS DAR-UL-ALOOM KABIRWALA
4. GHS MODEL KHANEWAL
5. GHS PUBLIC RAILWAY ROAD, KHANEWAL
6. GHS MUSLIM UNION MIAN CHANNU, MIAN CHANNU
7. GHS JAHANIAN, JAHANIAN

Female Urban

1. GGHS MODEL KHANEWAL, BLOCK NO.4 LINE 3, KHANEWAL
2. GGHS KABIRWALA, KUTCHERY BAZAR, KABIRWALA
3. GGHS MODEL MIAN CHANNU
4. GGHS MC KHANEWAL
5. GGHS HASSAN MODEL, COLONY NO.3 KHANEWAL
6. GGHS JAHANIAN, JAHANIAN

Male Rural

1. GHSS TULAMBA
2. GHSS JODH PUR, KABIRWALA
3. GHSS BAGAR SARGANA, SARAI SIDHU
4. GHSS JASSO KANWAIN SARAI SIDHU
5. GGHSS JODH PUR KABIRWALA
6. GGHSS MOHRI PUR, SARAI SIDHU
7. GHSS MAKHDOOM PUR, KHANEWAL
8. GHSS 19/9-R KACHA KHUH KHANEWAL
9. GHSS 105/15-L VANJARI MIAN CHANNU
10. GHSS 135/10-R, JAHANIAN
11. GHSS 138/10-R, JAHANIAN
12. GHS MAHNI SIAL, KABIRWALA

13. GHS PIPLE MIRALI, SARAI SIDHU
14. GHS ABDUL HAKIM
15. GHS 9 GHAGH, ABDUL HAKIM
16. GHS 12/AH, KHANEWAL
17. GHS 135/16-L STUNTZABAD, MIAN CHANNU
18. GHS 102/15-L, MIAN CHUNNU
19. GHS 17/8-R, TULAMBA
20. GHS 9-B/8-R, TULAMBA
21. GHS 20/8-R, TULAMBA
22. GHS 19/8-BR, TULAMBA
23. GHS TULAMBA
24. GHS 140/10-R, JAHANIAN
25. GHS 99/10-R, JAHANIAN
26. GHS 119/15-L, MIAN CHANNU

Female Rural

1. GGHS 110/10-R JAHANIAN
2. GGHS 130/10-R, JAHANIAN
3. GGHS 102/10-R, JAHANIAN
4. GGHS 138/10-R, JAHANIAN
5. GGHS 124/7-ER TULAMBA
6. GGHS 6/8-AR, TULAMBA
7. GGHS 119/15-L, MIAN CHANNU
8. GGHS 125/15-L, MIAN CHANNU
9. GGHS 12/AH, KHANEWAL
10. GGHS 72/10-R, KHANEWAL
11. GGHS 170/10-R, KHANEWAL
12. GGHS KUND SARGANA, SARAI SIDHU
13. GGHS KOHI WALA, KABIRWALA

2. DISTRICT CHAKWAL

Male Urban

1. GHS NO. 1 CHAKWAL
2. GHS NO. 2 CHAKWAL
3. GHS ISLAMIA CHAKWAL
4. GHS NO. 6 TALAGANG
5. GHS NO. 2 TALAGANG
6. GHS MC TALAGANG
7. GHS NO. 1 TALAGANG

Female Urban

1. GGHS NO. 2 TALAGANG
2. GGHS KALLAR KAHAR
3. GGHS CHOA SAIDEN SHAH
4. GGHS NO. 1 CHAKWAL
5. GGHS NO. 2 CHAKWAL
6. GGHS MOHALLA GHOSIAL CHAKWAL

Male Rural

1. GHS MUHAMMAD ALI
2. GHS DHUDIAL
3. GHS SANG KALAN
4. GHS SIR SYED MONA
5. GHS BHEEN
6. GHS KARIALA
7. GHS TATRAL
8. GHS MINWAL
9. GHS MANGWAL
10. GHS JAND
11. GHS SHAHPUR SYEDAN
12. GHS THANIL KAMAL
13. GHS ROOPWAL
14. GHS KARSAL
15. GHS HASAL
16. GHS JANGA

17. GHS SADWAL
18. GHS BILAL ABAD
19. GHS SINGWALA
20. GHS MISRIAL
21. GHS BUDHIAL
22. GHS GOOHAL
23. GHS DHURNAL
24. GHS SADIQ ABAD P/O SADIQABAD
25. GHS ALI HAIDER PUR TALAGANG
26. GHS KOT SARANG

Female Rural

1. GGHS TAMMAN TEHSIL TALAGHANG
2. GGHS WANHAR TALAGANG
3. GGHS DANDA SHAH BILAWAL
4. GGHS PACHNAND
5. GGHS DHURNAL
6. GGHS CHINJI VILL & P/O CHINJI
7. GGHS MULTAN KHURD TALAGANG
8. GGHS BUDHIAL
9. GGHS PATWALI
10. GGHS KOT GULLAH
11. GGHS BHAGTHAL
12. GGHS DAROOT
13. GGHS MOSAHIB

3. DISTRICT SHAIWAL

Male Urban

1. GHS MC CHICHAWATNI
2. GHS CHICHAWATNI CITY
3. GHS NANGAL NO. 1 SAHIWAL
4. GHS SAHIWAL
5. GHS URBAN AREA SAHIWAL
6. GHS MEHMOODIA SAHIWAL
7. GHS COMPREHENSIVE SAHIWAL

Female Urban

1. GGHSS FARID TOWN SAHIWAL
2. GGHSS JAHAZ GROUND SAHIWAL
3. GGHS CRESCENT CHICHAWATNI
4. GGHS MC CHICHAWATNI
5. GGHS MC SHAMAS PURA CHICHAWATNI
6. GGHS MC GHALLAH MANDI SAHIWAL

Male Rural

1. GHSS 4/14-L KASSOWAL
2. GHSS 58-A/GD
3. GHSS OKANWALA
4. GHSS IQBAL NAGAR
5. GHSS 45/12-L
6. GHSS 96/12-L
7. GHSS HARRAPA
8. GHSS 73/5-L
9. GHS RAI NIAZ CCE
10. GHS CHAK NO. 90/9-L
11. GHS 50/12-L
12. GHS 107/ 12-L
13. GHS 18/11-L
14. GHS 109/12-L
15. GHS 35/12-L

16. GHS 138/9-L SAHIWAL
17. GHS CHICHAWATANI VILLAGE
18. GHS 95/9-L
19. GHS SHEIKH TAYYAB
20. GHS KOT DEVAMAL
21. GHS THATTA BAHADAR SINGH
22. GHS BASHERA
23. GHS MUHAMMAD PUR
24. GHS 64/5-L YOUSAF WALA
25. GHS MIRDAD MUAFI
26. GHS DADRA BALA

Female Rural

1. GGHSS NOOR SHAH
2. GGHSS MIR DAD MUFAI
3. GGHSS 92/6-R
4. GGHSS GAOU SHALA
5. GGHSS IQBAL NAGAR
6. GGHSS 62/12-L
7. GGHSS 45/12-L
8. GGHSS 120/9-L KAMEER
9. GGHS HARAPPA
10. GGHS 41/12-L
11. GGHS CHAK NO. 104/12-L
12. GGHS 174-A/9-L
13. GGHS ADDA GEMBER

4. DISTRICT JHANG

Male Urban

1. GHS COMPREHENSIVE MODEL SATTELITE TOWN
2. GHS COLLEGE ROAD JHANG
3. GHS HUSSAINIA CIVIL LINES JHANG SADAR
4. GHS ISLAMIA JHANG
5. GHS JHANG CITY
6. GHS MB RAIL BAZAR JHANG
7. GHS SHORKOT CANTT

Female Urban

1. GGHS BAGH TC BAGH TOBA ROAD JHANG
2. GGHSS BAGH
3. GGHSS SATELLITE TOWN
4. GGHS JHANG CITY
5. GGHS JHANG SADAR
6. GGHS SHORKOT CITY

Male Rural

1. GHS DULL
2. GHS MACHI WAL
3. GHS ALI PUR
4. GHS KOT KHAN
5. GHS LAU
6. GHS MOONDA
7. GHS SHAH JEWNA CITY
8. GHS PIR ABDUL REHMAN
9. GHS SULTAN BAHOO
10. GHS MARI SHAH SAKHIRA
11. GHS PAKKAY WALA
12. GHS MAJHI SULTAN
13. GHS MUKHIANA
14. GHS KHANUANA JHANG

15. GHS CHAK NO 263 JB
16. GHS KOT SAI SINGH
17. GHS WASU ASTANA
18. GHS UCH GUL IMAM
19. GHS SOBHIANA GHARBI
20. GHS LASHARI
21. GHS JABOANA JHANG
22. GHS CHAK NO 170 JB JHANG
23. GHSS HASSU BALAIL
24. GHSS WARYAM WALA
25. GHSS KALYAR WALA
26. GHSS MANDI SHAH JEWNA

Female Rural

1. GGHS CHAK NO 262 JB
2. GGHS CHAK NO 446 JB
3. GGHS RORAN WALI
4. GGHS LANG SHUMALI
5. GHSS MANDI SHAH JEWNA
6. GGHSS WASU ASTANA
7. GGHSS CHAK JANOOBI
8. GHSS HAVELI BAHADUR SHAH
9. GGHSS KAKI NOU
10. GGHS MACHIWAL
11. GGHS MUKHIANA
12. GGHS MAI HEER
13. GGHS SHABIR ABAD

5. DISTRICT MUZAFFARGARH

Male Urban

1. GHS ALI PUR
2. GHS JATOI
3. GHS KOT ADU
4. GHS NO.1KOT ADU
5. GHS NO. 2 KOT ADU
6. GHS COMPREHENSIVE MUZAFFARGARH
7. GHS MUZAFFAR GARH

Female Urban

1. GGHS PATTAL KOT ADU
2. GGHS KOT ADU
3. GGHS JATOI
4. GGHS MC MUZAFFAR GARH
5. GGHS NORMAL M.GARH
6. GGHS ALIPUR

Male Rural

1. GHSS GUJRAT
2. GHSS BUDH
3. GHSS SINAWAN
4. GHSS SHEHAR SULTAN
5. GHSS CHOWK SARWAR SHAHEED
6. GHSS MAHMOOD KOT
7. GHSS GHAZI GHAT
8. GHS CHUNJAN
9. GHS ALI WALI
10. GHS YARAY WALA
11. GHS GHULAM HUSSAIN WALA
12. GHS THAHEEM WALA
13. GHS MARIAN
14. GHS SULTAN PUR
15. GHS TAUNSA BERAJ
16. GHS KHAN GARH

17. GHS BASIRA
18. GHS KOHAWAR
19. GHS BARA
20. GHS BASTI MAHARAN
21. GHS KOTLA GAMOON
22. GHS MURAD ABAD
23. GHS GURMANI
24. GHS RANG PUR
25. GHS GULATI
26. GHS DEWALA

Female Rural

1. GGHSS CHOWK SARWAR SHAHEED
2. GGHSS EHSAN PUR
3. GHSS ROHILLAN WALI
4. GGHSS SEET PUR
5. GGHSS ROHILLAN WALI
6. GGHSS D.D. PANNAH
7. GGHS SHAH JAMAL
8. GGHS KARAM DAD QURESHI
9. GGHS CHAK NO. 142/ML
10. GGHS MURAD ABAD
11. GGHS ALODAY WALI
12. GGHS MAHRA
13. GGHS SINAWAN

6. DISTRICT KASUR

Male Urban

1. GHS ISLAMIA KASUR
2. GHS MODEL KASUR
3. GHS TAEED-UL-ISLAM RAILWAY ROAD KASUR
4. GHS MC BASTI CHARAGH SHAH KASUR
5. GHS PATTOKI
6. GHS NO. 1 PHOOL NAGAR
7. GHS NO. 2 PHOOL NAGAR

Female Urban

1. GGHS CHUNIAN
2. GGHS PHOOL NAGAR
3. GGHS PATTOKI ALLAMA IQBAL ROAD PATTOKI
4. GGHS KASUR HAJI FARID ROAD KASUR
5. GGMHS KASUR
6. GGHS NO1 KASUR

Male Rural

1. GHS BALLOKI
2. GHS SHEIKHUM
3. GHS RATTI PINDI
4. GHS MATTA
5. GHSS KANGAN PUR
6. GHSS BHAMBA KALAN
7. GHS RASOOL PUR CHAK NO. 5
8. GHS HUSSAIN KHAN WALA CHAK NO 8
9. GHS KANWAIN MALLIAN
10. GHS GEHLAN HITHAR
11. GHS NIZAM PURA CHAK NO 2
12. GHS CHUNIAN
13. GHS CHANGA MANGA
14. GHS CHAK NO.17 CHUNIAN

15. GHS JAND WALA
16. GHS MUHAMMADI PUR
17. GHS KOTHA
18. GHS MOKAL
19. GHS SHEIKH UMAD KOHNA KASUR
20. GHS MUSTAFA ABAD
21. GHS SARHALI KALAN
22. GHS KHAARA
23. GHS BEDIAN
24. GHS LAKHANEKAY
25. GHS VEHGAL
26. GHS MAHMOOD PURA

Female Rural

1. GGHS MATTA
2. GGHS CHUNIAN
3. GGHS ROSSA TIBBA CHAK NO.1
4. GGHS CHANGA MANGA
5. GGHS KANGAN PUR
6. GGHSS MUSTAFA ABAD
7. GGHSS BHEDIAN KALAN
8. GGHS BHAI KOT NO. 3
9. GGHS NATHEY KHALSA
10. GGHS BALLOKI
11. GGHS HALLAH
12. GGHS REVAZ ABAD
13. GGHS KÀCHA PÀCCA CHAK NO. 43

7. DISTRICT R.Y.KHAN

Male Urban

1. GHS.BLOCK NO.1 R.Y.KHAN
2. GHS PILOT SECONDARY SATELITE TOWN R.Y.KHAN
3. GHS COLONY NO 1 RAHIM YAR KHAN
4. GHS MODEL KHANPUR
5. GHS COMPREHENSIVE OFFICERS COLONY R.Y.KHAN
6. GHS MODEL SADIQ ABAD
7. GHS MODEL LIAQAT PUR

Female Urban

1. GGHSS CANAL COLONY R.Y.KHAN
2. GGHSS OLD SADIQ ABAD
3. GGHS MODEL LIAQAT PUR
4. GGHS MOHAJAR COLONY LQP
5. GGHS MC SADIQ TOWN
6. GGHS LOW INCOME SCHEME KHANPUR

Male Rural

1. GHSS ZAHIR PEER
2. GHSS QADIR PUR
3. GHSS FEROZAA
4. GHSS KHAN BELA
5. GHS JAJJA ABBASIAN
6. GHS BAGH-O-BAHAR
7. GHS CHAK NO 7/P KHANPUR
8. GHS ZAFAR ABAD
9. GHS MURAD PUR SIAL
10. GHS MAJEED ABAD
11. GHS CHAK NO.37/A
12. GHS CHAK NO.30/A
13. GHS RAJAN PUR KALAN
14. GHS KOT SABZAL
15. GHS SAID PUR
16. GHS MISSAN ABAD

17. GHS ABAD PUR
18. GHS PULLO SHAH
19. GHS MOEEN ABAD
20. GHS ALLAH ABAD
21. GHS AMIN ABAD
22. GHS EHSAN PUR
23. GHS GHAZI PUR
24. GHS HABIB ABAD
25. GHS METLA
26. GHS SARDAR GARH

Female Rural

1. GGHSS ZAHIR PIR
2. GGHSS FEROZA
3. GGHSS KHAN BELA
4. GGHS ALLAH ABAD
5. GGHS AMIN ABAD
6. GGHS CHACHRAN SHARIF
7. GGHSS TIRINDA MUHAMMAD PANAH
8. GGHS MAU MUBARAK
9. GGHS BASTI KAMAM
10. GGHS ALLAH ABAD
11. GGHS JAJJAH ABBASIAN
12. GGHS KOTLI MURAD
13. GGHS JAMAL DIN WALI

8. DISTRICT MANDI BAHAUDDIN

Male Urban

1. GHS MALAK WAL
2. GHS RAFI UL ISLAM MALAKWAL
3. GHS SIR SYED M.B.DIN
4. GHS MANDI BAHAUDDIN
5. GHS ISLAMIA MANDI BAHAUDDIN
6. GHS ISLAMIA PHALIA
7. GHS PILOT PHALIA

Female Urban

1. GGHS MALAKWAL
2. GGHS PUBLIC M.B.DIN
3. GGHS MC MODEL M.B.DIN
4. GGHS M.B.DIN
5. GGHS MC NEAR FRUIT MANDI, MANDI BAHAUDDIN
6. GGHS PHALIA

Male Rural

1. GHSS DHOK KASIB
2. GHSS MAKHANA WALI
3. GHSS KHEWA
4. GHSS BHIKHI SHARIF
5. GHSS QADIRABAD
6. GHSS BOSAL
7. GHS HARIA
8. GHS MAJHI
9. GHS PIND MAKKO
10. GHS GOJRA
11. GHS RUKKAN
12. GHS BUKKAN
13. GHS MIANA GONDAL
14. GHS MONA DEPOT
15. GHS CHOOT DHEERAN
16. GHS SIVIA

17. GHS CHIMMON
18. GHS KADHAR
19. GHS AHLA
20. GHS MANGAT
21. GHS CHAK BASAWA
22. GHS BHEROWAL
23. GHS ISLAMIA HELAN
24. GHS NARANG
25. GHS JOKALIAN
26. GHS GHANIAN

Female Rural

1. GGHSS MIANA GONDAL
2. GGHSS MONG
3. GGHS RUKKAN
4. GGHS MONA DEPOT
5. GGHS HARIA
6. GGHS CHOT DHEERAN
7. GGHS SAHNA
8. GGHS CHARAN WALA
9. GGHS SAVIA
10. GGHS KADHER
11. GGHS AHLA
12. GGHS QADIR ABAD
13. GGHS MANGAT

9. DISTRICT SARGODHA

Male Urban

1. GHS NO.1 SILLANWALI
2. GHS MC SATELLITE TOWN SARGODHA
3. GHS NO.2 SILLANWALI
4. GHS SHAHPUR SADDAR
5. GHS MODEL NO.1 SARGODHA
6. GHS COMPREHENSIVE SARGODHA
7. GHS ZAHOOR HAYAT COLONY BHALWAL

Female Urban

1. GGHS MC ZAFAR COLONY SARGODHA
2. GGHS SILLANWALI
3. GGHS SAHIWAL
4. GGHS COMPREHENSIVE OLD CIVIL LINE SARGODHA
5. GGHS MC SATTELITE TOWN SARGODHA
6. GGHS SHAHPUR CITY

Male Rural

1. GHSS SHAHEEN ABAD
2. GHSS BHABRA
3. GHSS MIDH RANJHA
4. GHS DEOWAL
5. GHS HUJJAN
6. GHS SKAESAR BAR
7. GMHS JHAWARIAN
8. GHS MATEELA
9. GHS DHEROWAL
10. GHS DODHA
11. GHS KOT GUL
12. GHS THATHI JALAL
13. GHS SALAM
14. GHS MODEL MIANI
15. GHS HAZOOR PUR
16. GHS VERO WALA

17. GHS HAVELI MAJOKA
18. GHS BHERA
19. GHS FAROOKA
20. GHS CHAUKERA
21. GHS SABOWAL
22. GHS MARI
23. GHS BIRBAL SHARIF
24. GHS GHANGWAL
25. GHS MEELA
26. GHS KALYAN PUR

Female Rural

1. GGHSS BHERA
2. GGHSS MUAZZAM ABAD
3. GGHSS NEHANG
4. GGHS SAKESAR BAR
5. GGHS MIANI
6. GGHS FAROOKA
7. GGHS BHABRA
8. GGHS SIAL SHARIF
9. GGHS SHAHNIKDAR
10. GGHS RADHAN
11. GGHS MATEELA
12. GGHS DODHA
13. GGHS MARI

Annexure – V

LIST OF CURRICULUM EXPERTS/EDUCATIONISTS

1) Prof. Dr. Riaz Ahmad, Director National Institute of Historical and Cultural Research Centre of Excellence, Quaid-i-Azam University, Islamabad
2) Dr. Tahir Kamran, Chairman Department of History, Government College University, Lahore.
3) Dr. Musarat Abid, Dierctor, Pakistan Study Centre, University of Punjab, Lahore.
4) Prof. Dr. Azra Asghar Ali, Chairperson, Department of Pakistan Studies BZU, Multan.
5) Dr. Muhammad Zafar Iqbal, Dean Faculty of Education, AIOU, Islamabad.
6) Prof. Lubna Saif, Chairperson, Department of Pakistan Studies, AIOU, Islamabad.
7) Dr. Muhammad Ajmal, Chairman Department of DNFCE, AIOU, Islamabad.
8) Dr. Shafqat Ali Khan, Assistant Professor, University of Education, Lahore, Attock Campus.
9) Dr. Shahid Kaleem Siddiqui, Professor, Lahore School of Economics, Lahore
10) Dr. Zaigham Qadeer, Deputy Director, FDE, Ministry of Education, Islamabad.
11) Mr. Abdul Rasheed, Assistant Educational Advisor, Ministry of Education, Islamabad.
12) Dr. Mah-i-Laqa Rafiq, Assistant Educational Advisor, Ministry of Education, Islamabad.
13) Dr. Tayyab Alam Bukhari, Head Department of Research and Development, FUCLAS, Rawalpindi.
14) Dr. Rafaqat Ali Akbar, Associate Professor, IER, Punjab University Lahore.

15) Dr. Zulfiqar Ali Cheema, Federal Government Secondary school, F-8/3 Islamabad.

16) Prof. Javaid Ali Chaudhry, Deputy Director, Curriculum Research & Development Centre, Wahdat Colony, Lahore.

17) Prof. Dr. Hamid Raza Siddiqui, Head, Department of Pakistan Studies, Government College Multan.

18) Dr. Irshad Hussain Baluch, Associate Professor, Department of Education, Islamia University Bahawalpur.

19) Dr. Sohail Sarwar, Deputy Director, Punjab Text Book Board, Lahore.

20) Muhammad Anwar, Research Associate, Deputy Director, Punjab Text Book Board, Lahore.

21) Abdul Rauf Zahid, Text Book Editor, Deputy Director, Punjab Text Book Board, Lahore.

22) Mazhar Hayat, Deputy Director, Punjab Text Book Board, Lahore.

23) Muhammad Faheem, Deputy Director, Punjab Text Book Board, Lahore.

24) Mr. Muhammad Iqbal Shahid, Senior Subject Specialist (Pakistan Studies), Government Higher Secondary School Tulamba (Khanewal)

25) Mr. Mehmood ul Hassan Nadeem, Director Research, FBISE, Islamabad.

26) Mr. Rao Zulfiqar Hussain, Research Officer, BISE, Faisalabad.

27) Mr. Atif Ali Khan, Research Officer, BISE, Sargodha.

28) Mr. Zaheer ud Din, Research Officer, BISE, Gujranwala.

29) Mr. Irshad Ahmad, Government High School, Burj Attari, District Sheikhupura.

30) Mr. Shahid Amin , (SS. Pakistan Studies) Government Higher Secondary School , 105/15L