**SCHEME OF STUDIES**

FOR HSSC (CLASSES XI–XII)

**COMPULSORY FOR ALL** (500 marks)

1. English (Compulsory)/ English (Advance) 2 papers 200 marks

2. Urdu (Compulsory)/ Urdu Salees In lieu of Urdu 2 papers 200 marks

(Compulsory)/ Pakistan Culture for Foreign

Students Part – I and Pakistan Culture Paper-II

3. Islamic Education/Civics (for Non-Muslims) 1 paper 50 marks

4. Pakistan Studies 1 paper 50 marks

**SCIENCE GROUP** (600 marks)

The students will choose one of the following **(A), (B)** and **(C) Groups** carrying 600 marks:

**(A) Pre-Medical Group:**

Physics, Chemistry, Biology

**(B) Pre-Engineering Group:**

Physics, Chemistry, Mathematics

**(C) Science General Group:**

1. Physics, Mathematics, Statistics

2. Mathematics, Economics, Statistics

3. Economics, Mathematics, Computer Science

4. Physics, Mathematics, Computer Science

5. Mathematics, Statistics, Computer Science

**HUMANITIES GROUP** (600 marks)

Select three subjects of 200 marks each from the following:

|  |  |  |  |
| --- | --- | --- | --- |
| **S. No.** | **Subject** | **S. No.** | **Subject** |
| 1. | Arabic/Persian/French/English (Elective)/Urdu (Elective) | 11.  12. | Sindhi (Elective)  Civics |
| 2. | Economics | 13. | Education |
| 3. | Fine Arts | 14. | Geography |
| 4. | Philosophy | 15. | Sociology |
| 5. | Psychology | 16. | Mathematics |
| 6. | Statistics | 17. | Computer Science |
| 7. | Islamic History | 18. | Library Science |
| 8. | History of Pakistan | 19. |  |
| 9. | Islamic Studies | 20. | Outlines of Home Economics |
| 10 | Health and Physical Education |

**COMMERCE GROUP** (600 marks)

**HSSC – I**

1. Principles of Accounting paper – I 100 marks

2. Principles of Economics paper – I 75 marks

3. Principles of Commerce paper – I 75 marks

4. Business Mathematics paper – I 50 marks

**HSSC – II**

1. Principles of Accounting paper – II 100 marks

2. Commercial Geography paper – II 75 marks

3. Computer Studies/Typing/Banking paper – II 75 marks

4. Statistics paper – II 50 marks

**MEDICAL TECHNOLOGY GROUP** (600 marks each)

1. Medical Lab Technology Group

2. Dental Hygiene Technology Group

3. Operation Theater Technology Group

4 Medical Imaging Technology Group

5. Physiotherapy Technology Group

6. Ophthalmic Technology Group

**AIMS AND OBJECTIVES OF EDUCATION POLICY**

**(1998 – 2010)**

**AIMS**

Education is a powerful catalyzing agent which provides mental, physical, ideological and moral training to individuals, so as to enable them to have full consciousness of their mission, of their purpose in life and equip them to achieve that purpose. It is an instrument for the spiritual development as well as the material fulfillment of human beings. Within the context of Islamic perception, education is an instrument for developing the attitudes of individuals in accordance with the values of righteousness to help build a sound Islamic society.

After independence in 1947 efforts were made to provide a definite direction to education in Pakistan. Quaid-i-Azam Muhammad Ali Jinnah laid down a set of aims that provided guidance to all educational endeavours in the country. This policy, too has sought inspiration and guidance from those directions and the Constitution of Islamic Republic of Pakistan. The policy cannot put it in a better way than the Quaid’s words:

“You know that the importance of Education and the right type of education cannot be overemphasized. Under foreign rule for over a century, sufficient attention has not been paid to the education of our people and if we are to make real, speedy and substantial progress, we must earnestly tackle this question and bring our people in consonance with our history and culture, having regard for the modern conditions and vast developments that have taken place all over the world.”

“There is no doubt that the future of our State will and must greatly depend upon the type of education we give to our children, and the way in which we bring them up as future citizens of Pakistan. Education does not merely mean academic education. There is immediate and urgent need for giving scientific and technical education to our people in order to build up our future economic life and to see that our people take to science, commerce, trade and particularly well-planned industries. We should not forget that we have to compete with the world which is moving very fast towards growth and development.”

“At the same time we have to build up the character of our future generation. We should try, by sound education, to instill into them the highest sense of honour, integrity, responsibility and selfless service to the nation. We have to see that they are fully qualified and equipped to play their part in various branches of national life in a manner which will do honour to Pakistan.”

These desires of the Quaid have been reflected in the Constitution of the Islamic Republic of Pakistan and relevant articles are:

The state shall endeavour, in respect of the Muslims of Pakistan:

1. to make the teachings of the Holy Quran and Islamiat compulsory and encourage and facilitate the learning of Arabic language to secure correct and exact printing and publishing of the Holy Quran;
2. to promote unity amongst them and the observance of Islamic moral standards;

Provide basic necessities of life, such as food, clothing, housing, education and medical relief for all such citizens irrespective of sex, caste, creed or race as are permanently or temporarily unable to earn their livelihood on account of infirmity, sickness or unemployment;

Remove illiteracy and provide free and compulsory secondary education within minimum possible period.

Enable the people of different areas, through education, training, agricultural and industrial development and other methods, to participate fully in all the forms of national activities including employment in the service of Pakistan;

The State shall discourage parochial, racial, tribal, sectarian and provincial prejudices among the citizens.

Reduce disparity in the income and earnings of individuals, including persons in various classes of the service of Pakistan.

Steps shall be taken to ensure full participation of women in all the spheres of national life.

The vision is to transform Pakistani nation into an integrated, cohesive entity, that can compete and stand up to the challenges of the 21st Century. The Policy is formulated to realize the vision of educationally well-developed, politically united, economically prosperous, morally sound and spiritually elevated nation.

**OBJECTIVES**

To make the Qur’anic principles and Islamic practices as an integral part of curricula so that the message of the Holy Quran could be disseminated in the process of education as well as training. To educate and train the future generation of Pakistan as true practicing Muslims who would be able to usher in the 21st century and the next millennium with courage, confidence, wisdom and tolerance.

To achieve universal primary education by using formal and informal techniques to provide second opportunity to school drop-outs by establishing basic education community schools all over the country.

To meet the basic learning needs of a child in terms of learning tools and contents.

To expand basic education qualitatively and quantitatively by providing the maximum opportunities to every child of free access to education. The imbalances and disparities in the system will be removed to enhance the access with the increased number of more middle and secondary schools.

To ensure that all the boys and girls, desirous of entering secondary education, get their basic right through the availability of the schools.

To lay emphasis on diversification of curricula so as to transform the system from supply-oriented to demand oriented. To attract the educated youth to world-of-work from various educational levels is one of the policy objectives so that they may become productive and useful citizens and contribute positively as members of the society.

To make curriculum development a continuous process; and to make arrangements for developing a uniform system of education.

To prepare the students for the world of work, as well as pursuit of professional and specialized higher education.

To increase the effectiveness of the system by institutionalizing in-service training of teachers, teacher trainers and educational administrators. To upgrade the quality of pre-service teacher training programmes by introducing parallel programmes of longer duration at post-secondary and post-degree levels.

To develop a viable framework for policy, planning and development of teacher education programmes, both in-service and pre-service.

To develop opportunities for technical and vocational education in the country for producing trained manpower, commensurate with the needs of industry and economic development goals.

To improve the quality of technical education so as to enhance the chances of employment of Technical and Vocational Education (TVE) graduates by moving from a static, supply-based system to a demand-driven system.

To popularize information technology among students of all ages and prepare them for the next century. To emphasize different roles of computer as a learning tool in the classroom learning about computers and learning to think and work with computers and to employ information technology in planning and monitoring of educational programmes.

To encourage private sector to take a percentage of poor students for free education.

To institutionalize the process of monitoring and evaluation from the lowest to the highest levels. To identify indicators for different components of policy, in terms of quality and quantity and to adopt corrective measures during the process of implementation.

To achieve excellence in different fields of higher education by introducing new disciplines/emerging sciences in the universities, and transform selected disciplines into centres of advanced studies, research and extension.

To upgrade the quality of higher education by bringing teaching, learning and research process in line with international standards.

**TEACHING STRATEGIES**

The curriculum aims to encourage skills like observation, curiosity, creativity, questioning, application, etc. So the teaching methodology should be adopted in a way that it promotes the higher order skills. To achieve the purpose the following steps in teaching learning process should be kept in view:

* The teacher should plan their lesson keeping in view the objectives of the National Curriculum.
* The active involvement of students is the key for successful delivery of the curriculum. So the purposeful learning group for discussion and assignment should be organized.
* The use of audio-visual aids should be organized properly. It should be the part and parcel of classroom activities.
* The National Curriculum is activity oriented it demands that the teachers should consider the curriculum and other reference materials, keeping in view the following teaching strategies:

1. Investigative approach
2. activity oriented approach
3. Student centered approach
4. Question/answer approach
5. Group discussions
6. Seminar
7. Role play
8. Speeches/Debates

**ASSESSMENT AND EVALUATION**

Assessment, appraisal, or evaluation is a means of determining how far the objectives of the curriculum have been realized. What really matters is the methodology employed for such determination. As is now recognized, performance on the basis of content-oriented tests alone does not provide an adequate measure of a student’s knowledge and ability to use information in a purposeful or meaningful way; the implication, then, is that effective and rewarding techniques should be developed for evaluating the kind and content of teaching and learning that is taking place and for bringing about improvement in both. The following points, while developing the tests/questions may be kept in view:

1. Proper care should be taken to prepare the objective-type and constructed-response questions relating to knowledge, comprehension, application, analysis and synthesis, keeping in view the specific instructional objectives of the syllabus and the command words for the questions.

2. There should be at least two periodic/monthly tests in addition to routine class/tests. Teachers are expected to develop and employ assessment strategies which are dynamic in approach and diverse in design. When used in combination, they should properly accommodate every aspect of a student’s learning.

3. In addition to the final public examination, two internal examinations should be arranged during the academic year for each class.

4. Classroom examinations offer the best and most reliable evaluation of how well students have mastered certain information and achieved the course objectives. Teachers should adopt innovative teaching and assessment methodologies to prepare the students for the revised pattern of examination. The model papers, instructional objectives, definitions of cognitive levels and command words and other guidelines included in this book must be kept in view during teaching and designing the test items for internal examination.

**DEFINITION OF COGNITIVE LEVELS**

***Knowledge:***

This requires knowing and remembering facts and figures, vocabulary and contexts, and the ability to recall key ideas, concepts, trends, sequences, categories, etc. It can be taught and evaluated through questions based on: who, when, where, what, list, define, describe, identify, label, tabulate, quote, name, state, etc.

***Understanding:***

This requires understanding information, grasping meaning, interpreting facts, comparing, contrasting, grouping, inferring causes/reasons, seeing patterns, organizing parts, making links, summarizing, solving, identifying motives, finding evidence, etc. It can be taught and evaluated through questions based on: why how, show, demonstrate, paraphrase, interpret, summarize, explain, prove, identify the main idea/theme, predict, compare, differentiate, discuss, chart the course/direction, report, solve, etc.

***Application:***

This requires using information or concepts in new situations, solving problems, organizing information and ideas, using old ideas to create new one and generalizing from given facts, analyzing relationships, relating knowledge from several areas, drawing conclusions, evaluating worth, etc. It can be taught and evaluated through questions based on: distinguish, analyze, show relationship, propose an alternative, prioritize, give reasons for, categorize, illustrate, corroborate, compare and contrast, create, design, formulate, integrate, rearrange, reconstruct/recreate, reorganize, predict consequences etc.

**DEFINITION OF COMMAND WORDS**

The purpose of command words given below is to direct the attention of the teachers as well as students to the specific tasks that students are expected to undertake in the course of their subject studies. Same command words will be used in the examination questions to assess the competence of the candidates through their responses. The definitions of command words have also been given to facilitate the teachers in planning their lessons and classroom assessments.

**Give an account of:** Spell out a chronology and show in what ways the event or circumstance to be accounted for derives from or is dependent on earlier events.

**Analyse:** Go beyond the given information to relate and/or differentiate aspects of a situation and draw conclusions on the basis of evidence information.

**Define:** Provide a precise statement or meaning of words or terms to describe their nature, properties or essential qualities.

**Demonstrate:** Show or prove by evidence and/or argument.

**Describe:** Explain in words and/or diagrams (where necessary) to demonstrate knowledge of facts.

**Discuss:** Express views in a logical and lucid way considering all aspects of a matter under discussion and draw conclusions.

**Explain:**  Give a clear and detailed account of related information with reasons or justification.

**Give Examples/Statements:** Cite specific instances or cases to demonstrate the occurrence of an event or existence of a situation or phenomenon.

**Identify:** Pick out, recognizing specified information from a given content, situation.

**Illustrate:** Give clear examples to state, clarify or synthesize a point of view.

**Interpret:** Clarify both the explicit meaning and the implications of given information.

**List/Name:** Name item-by-item, usually in one or two words, precise information such as dates, characteristics, places, names.

**Locate:**  Determine the precise position or situation of an entity in a given context, e.g. in a map.

**Show:**  Indicate by writing, drawing or through graphs/charts.

**State:** Give a brief and factual answer with no explanation.

**Suggest:** Apply knowledge in a given situation to give a rational opinion.

**Trace the developments of:** Mention, list, name information/facts in a sequence.

**AIMS AND OBJECTIVES OF HISTORY OF PAKISTAN SYLLABUS**

**AIMS**

1. To enable the students to draw inspiration from the ideology of Pakistan and Islam.
2. To analyze the factors responsible for political instability in Pakistan
3. To familiarize with the development of democracy in Pakistan.

**OBJECTIVES**

1. To develop a sense of gratitude to Almighty Allah for blessing us with Pakistan
2. To analyze the socio-political development in historical perspective during 1947-2001.
3. To evaluate the Islamization effort by various governments in the perspective of an Islamic Ideological State.
4. To conclude the lessons learned from history.
5. To inculcate the qualities of Khudi, Self reliance, tolerance, research, sacrifice, jihad, martyrdom, modesty and the behaviour patterns of national character.
6. To acquaint with the international role of Pakistan with special emphasis on the Islamic World.

**OBJECTIVES, CONCEPTS, CONTENTS AND ACTIVITIES**

**OF HISTORY OF PAKISTAN SYLLABUS**

**I. Difficulties Faced By Pakistan after Independence**

|  |  |  |  |
| --- | --- | --- | --- |
| **Objectives** | **Concepts** | **Contents** | **Activities** |
| **Cognitive**  1. Recognize the problems faced and sacrifices made by Pakistanis at the time of emergence of Pakistan  2. Appreciate Quaid-i-Azam’s complete faith in Pakistan’s stability and the guidance provided by him  **Affective**  Attain a sense of respect and esteem for Quaid-i-Azam Muhammad Ali Jinnah  Develop a sense of gratitude to Almighty Allah for his all blessings bestowed upon us  Develop a commitment of a conviction that Pakistan is an ideological state blessed by Almighty Allah  **Psychomotor**  Take part in group activities. Prepare charts/brief reports.  Collect information  Deliver speeches | Early difficulties  Territorial issues  Other problems | 1. Red Cliff’s Award and its injustice  2. Accession of Princely States – Junagarh, Manadar, Kashmir, Hyderabad, Dacan    3. Refugee’s problem  4. Administrative issues  5. Water dispute | 1. Group discussion 2. Question / answer sessions. 3. Meetings with elder people to discuss the events at the emergence of Pakistan and prepare brief reports. 4. Study visits to historical places. 5. Role plays/ tabloos/ dramas. 6. Speech competitions. 7. Mini projects to collect information/ illustrations. 8. Use of Radio/ TV/ internet. |

**II. Constitutional Developments In Pakistan upto 1962**

|  |  |  |  |
| --- | --- | --- | --- |
| **Objectives** | **Concepts** | **Contents** | **Activities** |
| **Cognitive**  1. Know the significance of Objective Resolution for the Islamic Ideological State of Pakistan  2. Describe the salient features of 1956 and 1962 constitution  3. Under the process of trial and error in constitutional implementation upto 1962.  **Affective**  1. Demonstrate a commitment of a conviction that Pakistan is an Islamic Ideological Democratic State.  **Psychomotor**  1. Participate in group activities.  2. Deliver speeches  3. Make charts | 1 Salient feature of Constitutions.  2. Causes of cessation. | 1. Objective Resolution  2. Salient  features of:  a. 1956 Constitution  b. 1962 Constitution | 1. Group discussions 2. Question / answer sessions. 3. Meetings with elder people to discuss the events at the emergence of Pakistan and prepare brief reports. 4. Study visits to historical places. 5. Role plays/ tabloos/ dramas. 6. Speech competitions. 7. Mini projects to collect information/illustrations. 8. Use of Radio/ TV/ internet. |

**III. Socio-Political Developments in Historical Perspective During 1962 – 1969**

|  |  |  |  |
| --- | --- | --- | --- |
| **Objectives** | **Concepts** | **Contents** | **Activities** |
| **Cognitive**  1. Recognize the pros and cons of One Unit and shifting of capital.  2. Know the fctors of imposing 1958 Martial Law.  3. Understand the impact of the reforms of Ayub Khan.  4. Know 1965 War in the perspective of antagonistic Hindu attitude, role of super powers and friendly countries.  5. Understand the effect of Tashkent Declaration.  **Affective**  1. Develop the sensitivity towards dictatorial attitude of government regarding sabotaging democracy against the will of people.  2. Demonstrate sensitivity to the Hindu’s attitude of non-acceptance of Pakistan as an independent state.  3. Develop the feelings that survival of Muslim is possible only in sharing each other and being united.  **Psychomotor**  1. Take part in group activities.  2. Deliver speeches.  3. Make charts  4. Collect information. | One Unit and Ayub’s role  One Unit  Ayub’s regims  Taskent Declaration | 1. Formation of one Unit  2. Reservation of various strata as society about one Unit  3. Imposition of Martial Law  4. Industrial and agriculture reforms  5. Presidential Elections  6. 1965 War in relation to:  i. The aggressive and inflexible attitude of Indian governments towards Pakistan  ii. The role of Islamic world and other friendly countries  iii. Salient features of Tashkent Declaration  iv. Its impacts | 1. Group discussion 2. Question / answer sessions. 3. Meetings with elder people to discuss the events at the emergence of Pakistan and prepare brief reports. 4. Study visits to historical places. 5. Role plays/ tabloos/ dramas. 6. Speech competitions. 7. Mini projects to collect information/ illustrations. 8. Use of Radio/ TV/ internet. |

**IV. Anatomy of the Happenings from 1969 to 1971**

|  |  |  |  |
| --- | --- | --- | --- |
| **Objectives** | **Concepts** | **Contents** | **Activities** |
| **Cognitive**  1. Know the political situation before 1970 elections.  2. Understand the constitutional crises after general election of 1970  3. Understand the separation of East Pakistan and lessons learnt from this tragedy.  **Affective**  Develop a sense of asserting the rights of various provinces and group of society.  Promote sensitization towards equity and justice.  Develop the feelings of self reliance.  Promote a sense of behavioural acceptance of Islamic code of life.  **Psychomotor**  Practice Islamic teachings.  Take part in group activities .  Collect information.  Deliver speeches  Make charts. | Martial Law 1969  Challenges to national integration and separation of East Pakistan | 1. Fall of Ayub’s regime and Yahyah’s Marshal Law  2. Abrogation of 1962 Constitution  3. Dissolution of One Unit  4. Elections 1970  5. Impact of 1970’s elections  6. Sheikh Mujeb’s six points  7. Army action and role of political parties  8. Indian intransigence in relation to internal affairs of Pakistan – specifically the role of Mukti Bahani and RAW  9. Role of super powers in the separation of East Pakistan  10. Causes and lessons learnt from the debacle of Pakistan 1971 | 1. Group discussion 2. Question / answer sessions. 3. Meetings with senior persons to discuss the historical contents. 4. Speech competitions.   5. Collection of material. |

**V. Pakistan Foreign Policy**

|  |  |  |  |
| --- | --- | --- | --- |
| **Objectives** | **Concepts** | **Contents** | **Activities** |
| **Cognitive**  Know the basis of Pakistan’s foreign Policy.  Understand the external relations of Pakistan with super powers and Muslim countries.  **Affective**  Develop an aptitude towards strengthening the foreign relations with Muslim countries.  Demonstrate sensitity towards objective of external relations based on justice, equity tolerance and self-reliance  **Psychomotor**  Practise the Islamic teachings in promotings good relations.  Collect information.  Take part in group activities.  Deliver speeches  Make charts. | 1. Structural aspects of Pakistan’s foreign policy  International relations. | 1. Main features of foreign policy  2. International pressures and modification in foreign policy  3. Relations bonds with neighbouring countries  4. Relations with Muslim World  5. Relation with Super Powers | 1. Group discussion 2. Question / answer sessions.   3. Meetings with senior persons to discuss the historical contents.  4. Speech competitions.  5. Use of Supplementary reading material.  6. Collection of material |

**RECOMMENDED REFERENCE BOOKS**

In contrast to the previous practice the examination will not be based on a single textbook, but will now be curriculum based to support the examination reforms. Therefore, the students and teachers are encouraged to widen their studies and teaching respectively to competitive textbooks and other available material.

Following books are recommended for reference and supplementary reading:

1. Graphic1

Written by: Prof Ahmed Saeed

2. Graphic1

Written by: Syed Hassan Riyaz

3. Towards Pakistan

Written by: Waheed-uz-Zaman

4. A Short History of Pakistan

Written by: I.H. Qureshi

Published by: Karachi University Press, Karachi