



آغا خان یونیورسٹی ایگزامینیشن بورڈ  
AGA KHAN UNIVERSITY EXAMINATION BOARD

## Pacing Guide for Teachers

# Pak Studies

Grade XI & XII

Number of weeks: 28

Number of periods per week: 3

Key Textbook: *Pakistan Studies Intermediate* by Dr Abdul Qadir Khan, published by National Book Foundation

Teacher Developer(s): Syed Muqem Ahmed and Kahkeshan Bano

Institution(s): Aga Khan Higher Secondary School  
Karimabad, Karachi and IISAR Foundation, Karachi

## Topic

## Total Periods

1. Pakistan's Ideology and its  
Historical Background

25

Sub-Topic	Range of SLOs	Periods (40 mins)
1.1 Importance of Pakistan Studies 1.2 Definition and Significance of	1.1.1 – 1.2.3	4
1.3 Major Political, Social and Religious Movements in the Subcontinent (1858- 1924)	1.3.1 – 1.3.5	4
1.4 Pakistan Movement (1940-1947)	1.4.1	3
	1.4.3	6
	1.4.2	2
	1.4.4 – 1.4.5	3
	1.4.6 – 1.4.8	3

# Learning Resources

<https://examinationboard.aku.edu/about-us/SyllabiList/Resources%20Guide%202022%20HSSC%20Pakistan%20Studies.pdf>



## Suggested Activities and/or Formative Assessment

### Activity 1

#### Research Project (SLO# 1.3.3)

Assign a task for the students to research and explore prominent figures that played a role the Aligarh Movement. This could include Sir Syed Ahmad Khan, Chiragh Ali, Sir Aga Khan, Maulvi Samiullah Khan, Nawwab Viqarul Mulk, Nawwab Mohsin-ul Mulk or other important figures. Students can share what they learned with the class, highlighting the contributions these individuals made to upliftment of Muslims as part of Khilafat Movement. This activity will help understand the contribution of the movement in the upliftment of the Muslim community in Indian that time.

### Activity 2

#### Role Play (SLO # 1.3.1, 1.3.2)

Teacher can assign the students to prepare a role play on the following topic.

"If you were in the position of Sir Syed, how would you explain and defend the actions and strategies you employed in your efforts to support and uplift the Indian Muslim community?"

### Activity 3

#### Map Activity (SLO# 1.4.6, 1.4.7)

Students would be provided with a map showing the areas of/districts/cities. They will be required to incorporate it into Indian and Pakistani Punjab and Indian and Pakistani Bengal. Students would be able to understand the practical implementation of the boundary commission. They will also be able to understand the unjustness or injustice done by Redcliff as a chairman of boundary commission. Student will also be able to understand the root cause of the measure initial problem of Pakistan such as Canal water dispute, issue of Kashmir, settlement of refugees, the economic and administrative crises.

## Activity 4 (SLO# 1.4.8)

Students can be provided with a pre-partition map and requested to pinpoint areas characterised by Muslim and non-Muslim populations (including Sikh and Hindu communities). Their assignment would involve identifying the regions in Punjab and Bengal where Muslims were in the majority, which were inequitably and unjustly assigned to Sikh and Hindu communities by Cyril Redcliffe, the Chairman of the Boundary Commission

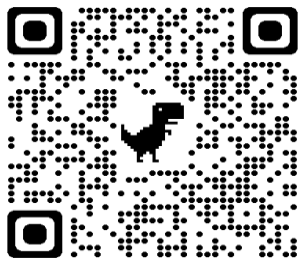
## Activity 5 (SLO # 1.4.8)

The teacher can educate the students about the injustice faced by Pakistan as a result of the decisions made by the Boundary Commission. Furthermore, the teachers can provide an explanation regarding the violent conflicts that arose between the Sikh and Muslim communities due to the transfer of the birthplace of the Sikh community's founder, Baba Guru Nanak, and approximately two hundred Sikh places of worship (Gurdwaras) to the Muslim community in Pakistani Punjab, which resulted in significant bloodshed.

## Further Resources

For additional resources related to teaching, learning and formative assessments, please refer to Learn Smart Classroom by Knowledge Platform:

<https://akueb.knowledgeplatform.com/login>



## Topic

## Total Periods

2. Constitutional Development in  
Pakistan

11

Sub-Topic	Range of SLOs	Periods (40 mins)
2.1 Concept of Constitution	2.1.1 – 2.1.2	2
2.2 Constitutional History of Pakistan <ul style="list-style-type: none"><li>• Objectives Resolution</li><li>• 1956 Constitution</li><li>• 1962 Constitution</li><li>• 1973 Constitution</li></ul>	2.2.2 – 2.2.3	2
	2.2.1	1
	2.2.4	1
	2.2.5 – 2.2.11	2
	2.2.12	2
	2.2.13	1

# Learning Resources

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## Suggested Activities and/or Formative Assessment

### Activity 1 (SLO # 2.2.4)

The teacher may form student groups and task each group with identifying the factors that contributed to the delay in the constitution-making process in Pakistan. The teacher can then invite the leader from each group in front of the class to present and share their findings with the entire class. Additionally, the teacher can record the most significant factors on the board, thereby completing and finalising a board presentation through this interactive activity.

### Activity 2

Teachers can discuss various types of constitutions (written constitution, unwritten constitution, flexible constitution, etc.) with students using white board or multi-media. He/she would instruct students to discuss in pairs for some minutes. Students will be allowed to choose any one as best/better constitution. They should justify their stance with relevant reasons/logic.

### Activity 3 (SLO# 2.2.10)

The teacher can display a comparative chart on the whiteboard/multi-media that outlines the key factors of three different constitutions (1956, 1962, and 1973) for students to analyse and compare. Students can also be asked to write at least six characteristics of a good constitution on their notebooks.

### Activity 4 (SLO# 2.2.12)

The teacher can distribute sheets to the students containing the fundamental rights outlined in the 1973 constitution. The students can then identify the political rights among those listed.

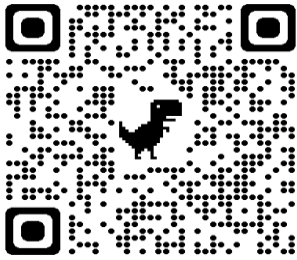
## Activity 5 (2.2.13)

The teacher can explain the concept of fundamental rights and identify the specific rights that were temporarily suspended during the Covid-19 pandemic.

## Further Resources

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FOR ACADEMIC YEAR 2023 AND ONWARDS

## Topic

## Total Periods

3. Administrative Structure of Pakistan  
and Good Governance

11

Sub-Topic	Range of SLOs	Periods (40 mins)
3.1 Functions of Federal and Provincial Governments	3.1.1	3
3.2 Local Governments in Pakistan	3.2.1 – 3.2.3	4
3.3 Islamic Perspective of Good Governance	3.3.1 – 3.3.5	4

## Learning Resources

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## Suggested Activities and/or Formative Assessment

### Activity 1 (3.1.1)

The teacher can distribute leaflets containing information about initial provision related to distribution of power among federal government and provinces. Also distribute leaflets with information on major amendments in 1973 constitution including the features of the 18th Amendment. The teacher can instruct the students



to engage in group discussion about the advantages and disadvantages of the amendments, esp. 18<sup>th</sup> amendment.

## **Activity 2 (3.2.2, 3.2.3)**

### **Role Play**

Students can be engaged in a role play activity where they will take on the roles of the former leaders (Ayub Khan, Zia ul Haq, and Pervaiz Musharraf) to present and explain the motivations behind their respective local body systems.

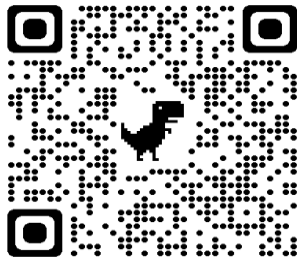
## **Activity 3 (SLO# 3.3.3)**

Students can be given copies of the Last Sermon of the Holy Prophet and the Universal Declaration of Human Rights by the United Nations, and they can be asked to identify the similarities between the two.

## **Further Resources**

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## Topic

## Total Periods

4. Cultural Heritage of Pakistan

6

Sub-Topic	Range of SLOs	Periods (40 mins)
4.1 Culture	4.1.1 – 4.1.4	3
4.2 Ancient Civilisation of Pakistan <ul style="list-style-type: none"><li>• Soan Valley</li><li>• Mehrgarh</li><li>• Kot Diji</li><li>• Indus Valley</li><li>• Gandhara</li></ul>	4.2.1 – 4.2.3	3

## Learning Resources

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## Suggested Activities and/or Formative Assessment

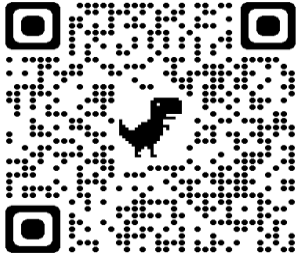
### Activity 1 (SLO# 4.1.2, 4.2.2)

The teacher can show a video showcasing the ancient civilizations of Pakistan. The students can be tasked with identifying the regions on a provided map where these civilizations thrived. Also instruct and facilitate the students to list the civilizations in a chronological order.

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FOR ACADEMIC YEAR 2023 AND ONWARDS

## Topic

## Total Periods

5. Economic Planning and Development  
in the Islamic Republic of Pakistan

15

Sub-Topic	Range of SLOs	Periods (40 mins)
5.1 Meaning and Importance of Economic Planning and Development	5.1.1 – 5.1.4	5
5.2 Economic Development under Different Regimes <ul style="list-style-type: none"><li>• Ayub Khan (1958-1969)</li><li>• Zulfikar Ali Bhutto (1971- 1977)</li><li>• Zia-ul-Haq (1977-1988)</li><li>• Pervez Musharraf (1999-2007)</li></ul>	5.2.1 – 5.2.4	5
5.3 Education Planning	5.3.1 – 5.3.4	2
5.4 Health Planning	5.4.1 – 5.4.3	3

## Learning Resources

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# **Suggested Activities and/or Formative**

## **Assessment**

### **Activity 2 (SLO# 5.3.3 and 5.3.4)**

Students can be asked to brainstorm what does ghost schools mean and identify the reasons for the presence of "Ghost Schools" in Pakistan. Once done with the discussion in pairs or small groups, they can evaluate their impact on the Education sector of Pakistan.

### **Activity 2 (SLO# 5.3.4)**

The teacher can generate a debate on the National Health Card scheme (Sehat Sahulat Card) introduced in Pakistan in 2019. Take the students' opinion on this scheme and write their points on the board.

### **Activity 3 (SLO# 5.3.3)**

Students can be asked to share their perspectives on why a significant portion of the workforce, including paramedic staff and doctors, tend to prefer working abroad. Additionally, they will be encouraged to write down their arguments on a piece of paper and subsequently share their points with their fellow classmates on the podium.

### **Activity 4 (SLO# 5.3.3)**

The teacher will instruct the students to compile a list of challenges encountered by the health sector in Pakistan and to propose potential solutions based on their own understanding.

### **Activity 5 (SLO# 5.3.3)**

#### **Brain Drain**

The teacher can start by introducing the concept of brain drain to the students. Explain what it means and provide examples of brain drain in different sectors in Pakistan.

#### **Instructions:**

Divide your students into small groups and assign each group a different reason for brain drains in the education sector in Pakistan. Some possible reasons could include lack of job opportunities, low salaries, inadequate facilities, political instability, and limited research opportunities.

Ask each group to research their assigned reason and prepare a short presentation on it. The presentation should include data, statistics, and real-life examples to support their argument.

After each group has presented their reason, hold a class discussion on the different reasons for brain drain in the education sector. Ask the class to identify common themes and patterns, and to propose solutions to address the issue.

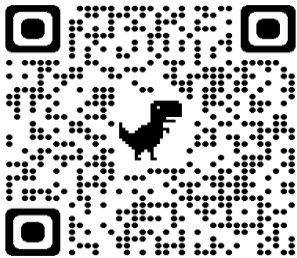
Finally, to assess the students' understanding of the topic, give them a writing assignment where they have to write a short essay or report on the concept and reasons of brain drain in the education sector in Pakistan. You can evaluate the assignment based on the quality of writing, the accuracy of information presented, and the depth of analysis.

This activity can help develop critical thinking and research skills by encouraging students to analyze and evaluate the reasons for brain drain in the education sector in Pakistan. It also helps them develop presentation and communication skills.

## Further Resources

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## Topic

## Total Periods

6. National Integration and Prosperity

4

Sub-Topic	Range of SLOs	Periods (40 mins)
6.1 Introduction and Significance of National Cohesion and Integration	6.1.1 – 6.1.3	2
6.2 Problems and Solutions of National Cohesion and Integration in Pakistan	6.2.1 – 6.2.3	2

## Learning Resources

<https://examinationboard.aku.edu/about-us/SyllabiList/Resources%20Guide%202022%20HSSC%20Pakistan%20Studies.pdf>



## Web Resource

Article: The challenge of National integration <https://www.dawn.com/news/1471231>

## Suggested Activities and/or Formative

## Assessment

### Activity 1 (6.2.1, 6.2.2, 6.2.3)

Teacher can show a video on the separation of East Pakistan and ask the students the factors responsible for the disintegration of Pakistan in 1971. The student can also be asked to relate these factors with the problem of National integration in

Pakistan. Student will have to give some suggestions or solution to overcome exterminate this monster from Pakistan which has sapped the country throughout.

## Activity 2 (SLO# 6.2.1, 6.2.2, 6.2.4)

Divide the class into small groups and assign each group a different role related to national cohesion and integration in Pakistan. Some possible roles could include political leaders, religious leaders, media personalities, NGO representatives, and community members.

Ask each group to research and prepare a presentation on the problems and solutions related to national cohesion and integration in Pakistan from their assigned perspective.

Instruct groups to present their findings to the class separately, emphasizing the role that their perspective can play in promoting national cohesion and integration.

After each group has presented their findings, hold a class discussion on the different problems and solutions related to national cohesion and integration in Pakistan. Ask the class to identify common themes and patterns, and to propose solutions to address the issue.

Finally, to assess the students' understanding of the topic, give them a group project where they have to propose a solution for promoting national cohesion and integration in Pakistan. The project could include a policy proposal, a community service project, or a media campaign. You can evaluate the project based on the quality of research, the effectiveness of the proposed solution, and the ability to present convincing arguments.

This activity promotes critical thinking and research skills by encouraging students to analyze and evaluate the problems and solutions related to national cohesion and integration in Pakistan. It also helps them develop teamwork, presentation, and communication skills by giving them a role in the classroom.

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## Topic

## Total Periods

7. Foreign Policy of the Islamic

14

Republic of Pakistan

Sub-Topic	Range of SLOs	Periods (40 mins)
7.1 Introduction to Foreign Policy	7.1.1 – 7.1.2	2
7.2 Foreign Policy of Pakistan in different time periods <ul style="list-style-type: none"><li>• 1947-52</li><li>• 1953-62</li><li>• 1963-71</li><li>• 1972-79</li><li>• 1980-90</li><li>• 1991-2001</li><li>• 2001 onwards</li></ul>	7.2.1 – 7.2.3	12

## Learning Resources

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# **Suggested Activities and/or Formative Assessment**

## **Activity 1 (SLO# 7.1.2)**

Teacher can provide the students a map and ask them to identify the following on the map:

- All neighbouring countries of Pakistan
- Longest borders Pakistan shares with countries.
- Wakhkan Corridor
- Silk Route

## **Activity 3 (SLO# 7.2.3, 5<sup>TH</sup> bullet point of 7.2.1)**

Students will identify the problems which Pakistan had to face due to the influx of Afghan Refugees. Teachers may also generate a debate on the status of refugees and citizens of a state.

## **Activity 4 (4<sup>TH</sup> bullet point of SLO# 7.2.1)**

Teacher can play a video on OIC (Organisation of Islamic Cooperation) and instruct the students to generate a discussion on the role of OIC in the protection and promotion of Muslim rights and interest at global scale.

## **Activity 5**

Teacher can generate a debate on the future of Pak-USA and Pak-Sino/China relations to take the students point of view. Students can also be asked to suggest which country can fulfill and ensure Pakistan's numerous requirements and national interests (US or China)?

## **Activity 6**

Teacher can start by introducing the concept of foreign policy to students. Explain what it means, and how it relates to the relationship between Pakistan and other countries.

Discuss the different determinants of foreign policy, such as geography, security concerns, economic interests, cultural and historical ties, and international obligations. Provide examples of how each determinant has influenced Pakistan's foreign policy in the past.

Arrange the students into small groups and ask them to research and prepare a presentation on one of the determinants of Pakistan's foreign policy. Different groups should be assigned separate determinants to research, discuss and then present in the classroom. The presentation should cover the historical background, current situation, and future prospects of the determinant.

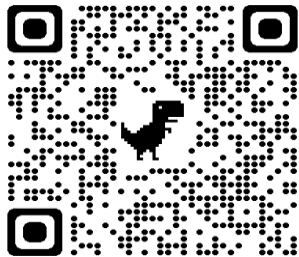
After each group has presented their findings, hold a class discussion on the different determinants of Pakistan's foreign policy. Ask the class to identify common themes and patterns, and to propose solutions to address any challenges or conflicts between the different determinants.

Finally, to assess the students' understanding of the topic, give them a writing assignment where they have to analyze and evaluate the determinants of Pakistan's foreign policy. The assignment could include an essay, a research report, or a policy proposal. You can evaluate the assignment based on the quality of writing, the accuracy of information presented, and the depth of analysis.

## Further Resources

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FOR ACADEMIC YEAR 2023 AND ONWARDS

**Note:** This teacher-led pacing guide has been developed for AKU-EB affiliated schools to facilitate them by

- ensuring smooth transition of a school's academic year.
- ensuring curricular continuity in schools.
- predicting the time and pace of syllabi implementation.

This document also contains **suggested activities and/or formative assessments** that may enhance the learning experience. Please note that these activities are meant to serve as suggestions. As educators, you have the flexibility and autonomy to adapt and modify them to best suit the needs of your students and the dynamics of your classroom.

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FOR ACADEMIC YEAR 2023 AND ONWARDS