



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

Secondary School Certificate
Examination Syllabus

History & Geography of Pakistan

Grades IX - X

FOR EXAMINATION FROM MAY 2023 AND ONWARDS

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**Secondary School Certificate
Examination Syllabus**

History & Geography of Pakistan
GRADES IX-X

**This syllabus will be examined in both
Annual and Re-sit Examination sessions from
2023 for Grade IX and 2024 for Grade X**

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For queries and feedback

Address: Aga Khan University Examination Board
 Block - C, IED - PDC, 1-5/B-VII
 Federal B. Area, Karimabad, Karachi, Pakistan.
Phone: (92-21) 3682-7011
Fax: (92-21) 3682-7019
E-mail: examination.board@aku.edu
Website: <http://examinationboard.aku.edu>
Facebook: www.facebook.com/akueb

Preface

Established in 2002 through the Pakistan government's ordinance, the Aga Khan University Examination Board (AKU-EB) is country's first private autonomous qualification awarding body for secondary (SSC) and higher secondary (HSSC) school certifications. Its vision is to be a model of excellence and innovation in education in Pakistan and the developing world.

AKU-EB achieves its vision by developing examination syllabi which inculcate conceptual thinking and higher order learning and are aligned with National/ trans-provincial curricula and international standards. AKU-EB revises its syllabi periodically to support the needs of students, teachers and examiners.

The aims of the syllabus review of SSC and HSSC are to:

- Ensure continued compatibility with the goals of the trans-provincial curricula of Pakistan.
- Review the content for inclusion of new knowledge and deletion of obsolete knowledge.
- Review the content for clarity and relevance as per the changing needs of students, teachers and examiners.
- Enhance and strengthen continuation and progression of content both within and across grades IX - XII (SSC and HSSC).
- Ensure the readiness of students for higher education.

During the syllabus review, the needs of all the stakeholders were identified through a needs-assessment survey. Students and teachers of AKU-EB affiliated schools from across Pakistan participated in the survey. Thereafter, a revision panel, which consisted of examiners, teachers of affiliated and non-affiliated schools, teacher trainers and university academicians, reviewed and revised the syllabus following a planned, meticulous and standardised syllabi review process.

The syllabus is organised into topics and subtopics. Each subtopic is further divided into achievable student learning outcomes (SLOs). The SLOs of the cognitive domain are each assigned a cognitive level on which they have to be achieved. These cognitive levels are 'knowledge', 'understanding' and 'application', the latter also including other higher order skills. This is followed by the Exam Specification which gives clear guidance about the weightage of each topic and how the syllabus will be assessed.

The development of the revised syllabus has been made possible by the creativity and relentless hard work of Curriculum and Examination Development unit and the constant support provided by all the other units of AKU-EB. We are particularly thankful to Dr Sohail Qureshi for his very useful feedback on revising the syllabus review process, to Dr Naveed Yousuf for his continued guidance and support throughout the syllabus revision process and to Raabia Hirani for leading the syllabi revision. We are also thankful to all the students and teachers who took part in the needs-assessment survey and to the principals of AKU-EB affiliated schools who made this endeavour possible by facilitating and encouraging their teachers to be a part of the survey and the syllabus revision panel.

With your support and collective hard work, AKU-EB has been able to take the necessary steps to ensure effective implementation of the best international and trans-provincial standards through this syllabus. We are confident that this syllabus will continue to provide the support that is needed by students to progress to the next level of education and we wish the very best to our students and teachers in implementing this syllabus.



Dr Shehzad Jeeva

Chief Executive Officer (CEO), Aga Khan University Examination Board

Associate Professor of Practice, Faculty of Arts and Sciences, Aga Khan University

FOR EXAMINATION IN MAY 2023 AND ONWARDS

Understanding of AKU-EB Syllabi

1. The AKU-EB syllabi guide the students, teachers, parents and other stakeholders regarding the topics that will be taught and examined in each grade (IX, X, XI and XII). In each syllabus document, the content progresses from simple to complex, thereby, facilitating a gradual, conceptual learning of the content.
2. The topics of the syllabi are divided into subtopics and **student learning outcomes (SLOs)**. The subtopics and the SLOs define the depth and the breadth at which each topic will be taught, learnt and examined. The syllabi also provide enabling SLOs where needed to scaffold student learning.
3. Each SLO starts with an achievable and assessable **command word** such as describe, relate, evaluate, etc. The purpose of the command words is to direct the attention of teachers and students to specific tasks that the students are expected to undertake in the course of their studies. The examination questions are framed using the same command words or their connotations to elicit evidence of these competencies in students' responses.
4. The SLOs are classified under three **cognitive levels**: knowledge (K), understanding (U) and application and other higher order skills (A) for effective planning during teaching and learning. Furthermore, it will help to derive multiple choice questions (MCQs), constructed response questions (CRQs) and extended response questions (ERQs) on a rational basis from the subject syllabi.
5. By focusing on the achievement of the SLOs, these syllabi aim to counter the culture of rote memorisation as the preferred method of examination preparation. While suggesting relevant, locally available textbooks for achieving these outcomes, AKU-EB recommends that teachers and students use multiple teaching and learning resources for achieving these outcomes.
6. The syllabi follow a uniform layout for all subjects to make them easier for students and teachers to follow. They act as a bridge between students, teachers and assessment specialists by providing a common framework of student learning outcomes and **exam specifications**.
7. On the whole, the AKU-EB syllabi for Secondary School Certificate (SSC) provide a framework that helps students to acquire conceptual understanding and learn to critically engage with it. This lays a solid foundation for HSSC and beyond.

Subject Rationale of AKU-EB History and Geography of Pakistan

Why study AKU-EB History and Geography of Pakistan?

History and Geography of Pakistan is offered in lieu of Urdu Compulsory to the students who have not studied Urdu as a language in their academic life. Majorly, these are students who have either lived in foreign countries for a number of years or have been associated with the international examination systems.

This subject brings together the country Pakistan in a nutshell, enabling them to understand not only the history but the geography of the country in a manner that they become fully oriented with the diverse aspects of the country. The subject has variation with regards to history, physical and human geography, economics as well as commercial activities. It encompasses a journey for the students from pre-independence to what today's Pakistan looks like.

What will you learn in AKU-EB History and Geography of Pakistan?

History and Geography of Pakistan covers pre- and post-independence historical events and physical factors of Pakistan which allows students to analyse the country's ideological foundation and geographic importance. The subject also offers the study of environment, infrastructure, industries and resources of Pakistan.

Where will it take you?

Due to its analytical content in history and geography, this subject provides ideal choices which may include fields such as but not limited to

- Teaching
- Planner for the town
- Public administration
- Environmental consultancy

How to approach the syllabus?

The topics and the student learning outcomes (SLOs) guide regarding the details about what has to be achieved. And finally, the exam specification guides regarding what will be expected in the examination.

Student Learning Outcomes of AKU-EB SSC History and Geography of Pakistan Syllabus

Part I (Grade IX)

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level ¹		
				K	U	A
1. Pakistan: Pre and Post Independence		Students should be able to:				
1.1 Pre-Independence: Contribution of	<ul style="list-style-type: none"> Sir Syed Ahmed Khan Allama Muhammad Iqbal Quaid-e-Azam Muhammad Ali Jinnah 	1.1.1	discuss the role of Sir Syed Ahmed Khan in initiating Aligarh Movement;		*	
		1.1.2	analyse the role of Aligarh Movement in the creation of Pakistan with reference to All India Muslim League;			*
		1.1.3	explain the importance of Allahabad Address 1930 in the creation of Pakistan;		*	
		1.1.4	analyse the role of Allama Muhammad Iqbal as a poet and as a political leader in the reawakening of Muslims of the subcontinent;			*
		1.1.5	analyse the role of Quaid-e-Azam Muhammad Ali Jinnah as a leader with reference to the following events:			*
			a. Lucknow Pact 1916 b. Re-organisation of All India Muslim League in 1934 c. Lahore Resolution 1940 d. General Elections 1945- 46;			

¹ K = Knowledge, U = Understanding A = Application and other higher-order cognitive skills.

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
		Students should be able to:				
1.2	Post Independence: Geo-Strategic Importance of Pakistan	1.2.1	define the term 'latitude' and 'longitude';	*		
		1.2.2	explain the location of Pakistan in terms of latitude and longitude at the time of independence and today;		*	
		1.2.3	locate all the provinces of Pakistan on its map;			*
		1.2.4	identify the four neighbouring countries of Pakistan on the map;		*	
		1.2.5	analyse the geo-strategic importance of Pakistan with reference to its neighbouring countries and its placement in Asia.			*

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Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
2. Physical Geography of Pakistan	Students should be able to:				
2.1 Physiography of Pakistan	2.1.1	define the term ‘physiography’;	*		
	2.1.2	identify the major relief and drainage patterns such as mountains, plateaus, plains, rivers and deserts of Pakistan;		*	
	2.1.3	describe physiographic divisions of Pakistan with reference to the Food and Agriculture Organization of the United Nations (https://www.fao.org/3/W4356E/w4356e0o.htm);		*	
	2.1.4	draw a sketch of Pakistan’s map highlighting the major relief features and rivers by using a colour scheme;			CA ²
2.2 Soil Formation and its Types	2.2.1	describe the process of ‘soil formation’;		*	
	2.2.2	describe the factors that contribute towards soil formation;		*	
	2.2.3	explain the basis of soil classification in Pakistan;		*	
	2.2.4	describe the major soils of Pakistan such as Indus Basin soil, Mountainous soil, Sandy Desert soil, Bongar soil, khadar soil and Indus Delta soil;		*	
2.3 Natural Vegetation	2.3.1	describe the term ‘natural vegetation’;		*	
	2.3.2	explain the types of natural vegetation found in Pakistan such as Alpine, Coniferous, Subtropical Scrub forest, Tropical Thorn or Rakh forest, Mangroves, Desert vegetation, Riverain or Bela forest and Irrigated plantation;		*	
	2.3.3	describe the distribution of natural vegetation of Pakistan mentioned in SLO 2.3.2;		*	
2.4 Forests	2.4.1	explain the importance of forest in Pakistan;		*	
	2.4.2	define the terms ‘afforestation’ and ‘deforestation’;	*		
	2.4.3	explain the benefits of afforestation for the environment and the economy of Pakistan;		*	
	2.4.4	discuss the impacts of deforestation on the climate of Pakistan;		*	
	2.4.5	suggest ways to control deforestation in Pakistan both at individual and government level.			*

² CA = Classroom Activity

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
3. Environment of Pakistan		Students should be able to:				
3.1 Climate of Pakistan	3.1.1	discuss factors (temperature, precipitation and altitude) affecting the climate of Pakistan;			*	
3.2 Climatic Regions of Pakistan	3.2.1	describe the term ‘climatic regions’;			*	
	3.2.2	identify the major climatic regions of Pakistan on a map;			*	
	3.2.3	describe the characteristics of major climatic regions of Pakistan;			*	
	3.2.4	analyse the impact of climatic regions on the people of Pakistan;				*
3.3 Natural Hazards	3.3.1	describe natural hazards (floods, earthquakes, land sliding and cyclones) that are witnessed in Pakistan;			*	
	3.3.2	discuss the causes of each natural hazard mentioned in SLO 3.3.1;			*	
	3.3.3	discuss the impacts (positive and negative) of natural hazards on Pakistan;			*	
	3.3.4	locate the areas which are affected by the natural hazards mentioned in SLO 3.3.1 on the map of Pakistan.				*
3.4 Pollution (Air, Land, Noise and Water)	3.4.1	define the term ‘pollution’;		*		
	3.4.2	differentiate among the following major types of pollution in Pakistan: a. air b. land c. noise d. water;			*	
	3.4.3	analyse the effects of pollution on the environment of Pakistan;				*
	3.4.4	suggest ways to overcome pollution in Pakistan.				*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
4. Population of Pakistan	Students should be able to:				
4.1 Population Growth	4.1.1	define the term 'population growth';	*		
	4.1.2	explain the factors affecting population growth in Pakistan with reference to: a. birth rate b. death rate c. migration rate;		*	
4.2 Population Distribution	4.2.1	define the term 'population distribution';	*		
	4.2.2	explain the distribution of rural and urban population in Pakistan;		*	
	4.2.3	locate the areas of low and high population density on the map of Pakistan;			*
	4.2.4	analyse the reasons that contribute towards low and high population density in Pakistan;			*
	4.2.5	analyse the reasons of migration in Pakistan from: a. rural to urban areas b. urban to rural areas			*
4.3 Population Composition	4.3.1	discuss age and gender composition of Pakistan;		*	
	4.3.2	draw age-gender pyramid/ graph using statistical data;			*
	4.3.3	evaluate population pyramid/ graph for the developmental planning in Pakistan.			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
4.4 Population Problems	4.4.1	explain the following problems caused by the population growth in Pakistan: a. poverty b. illiteracy c. unemployment d. weak economy e. shortage of resources (water, electricity and gas);		*	
	4.4.2	suggest ways to address the problems caused by population growth in Pakistan as mentioned in SLO 4.4.1.			*

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Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
5. Cities and Villages of Pakistan		Students should be able to:				
5.1 Urban and Rural Settlements	5.1.1 5.1.2 5.1.3	identify urban and rural settlement patterns in Pakistan; draw sketches of major types of rural and urban settlements; explain the use of urban land in Islamabad, Karachi, Lahore, Faisalabad, Peshawar and Quetta;		*	*	CA
5.2 Urbanisation	5.2.1 5.2.2 5.2.3	describe the term 'urbanisation'; explain the impacts of urbanisation on Pakistan; suggest ways through which the negative impact of urbanization can be minimised;		*	*	*
5.3 Difference between Cities and Villages	5.3.1	differentiate between the functions of cities and villages in Pakistan;		*		
5.4 Economic Activities	5.4.1 5.4.2	classify the major economic activities of Pakistan (primary, secondary, tertiary and quaternary); describe the employment structure of Pakistan with reference to: a. rural and urban areas; b. males and females.		*	*	

Part II (Grade X)

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
6. Natural and Human Resources of Pakistan		Students should be able to:				
6.1 Introduction of Resources and Importance	6.1.1 describe the terms 'natural and human resources'; 6.1.2 identify different natural and human resources; 6.1.3 explain the importance of natural and human resources for Pakistan.				*	
6.2 Natural and Human Resources	6.2.1 list natural resources present in Pakistan; 6.2.2 list the major minerals, power resources and forests found and used in Pakistan; 6.2.3 describe the following methods of extraction of mineral resources: a. Edit mining b. Shaft mining c. Surface mining d. In-Situ mining; 6.2.4 elaborate the use of resources mentioned in SLO 6.2.1 and 6.2.2; 6.2.5 suggest strategies for conservation of natural and human resources.			*	*	*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
7. Agriculture of Pakistan	Students should be able to:				
7.1 Agricultural Land Use	7.1.1	explain the use of agricultural land in Pakistan;		*	
	7.1.2	explain the importance of agriculture in the economy of Pakistan;		*	
	7.1.3	suggest ways for the effective use of agricultural land in Pakistan.			*
7.2 Types of Farming	7.2.1	explain major types of farming such as small-scale subsistence farming, cash crop farming; commercial farming, food crop farming and livestock farming;		*	
	7.2.2	analyse the importance of each type of farming mentioned in SLO 7.2.1 for the economy of Pakistan.			*
7.3 Major Crops of Pakistan (Wheat, Rice, Maize, Sugarcane and Cotton)	7.3.1	explain the distribution and production of major crops such as wheat, rice, maize, sugarcane and cotton in Pakistan;		*	
	7.3.2	draw a map showing the distribution of the major crops mentioned in SLO 7.3.1;			CA
	7.3.3	analyse the importance of the crops mentioned in SLO 7.3.1 for the economy of Pakistan.			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
8. Irrigation Systems in Pakistan	Students should be able to:				
8.1 Irrigation	8.1.1	describe the process of irrigation;		*	
	8.1.2	identify different modes of irrigation in Pakistan;		*	
	8.1.3	explain the importance of irrigation in Pakistan;		*	
	8.1.4	explain the importance of Indus Waters Treaty 1960;		*	
	8.1.5	identify dams, barrages and link canals built under the Indus Waters Treaty 1960 on the map of Pakistan.		*	
8.2 Problems Associated with Irrigation System	8.2.1	identify the problems associated with the irrigation systems in Pakistan;		*	
	8.2.2	locate the areas that are affected by water logging and salinity on the map of Pakistan;			*
	8.2.3	suggest ways to improve and overcome problems of the irrigation systems in Pakistan.			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
9. Industries and Trade of Pakistan	Students should be able to:				
9.1 Managing Natural Environment	9.1.1	explain the factors that are kept in consideration for setting up industries like iron & steel, ship building, cotton, wool, sugar, chemical and cement;		*	
	9.1.2	discuss the distribution of the industries mentioned in SLO 9.1.1 with the help of the map of Pakistan;		*	
	9.1.3	analyse the importance of industries mentioned in SLO 9.1.1 for the economy of Pakistan;			*
9.2 Trade	9.2.1	define the terms 'imports' and 'exports';	*		
	9.2.2	list the major import and export items of Pakistan with reference to the last five years (refer to the Economic Survey of Pakistan of last five years);	*		
	9.2.3	list the major trade partners of Pakistan with reference to the last five years Economic Survey of Pakistan;	*		
	9.2.4	analyse the effects of increased imports or exports on the economy of Pakistan.			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level			
			K	U	A	
10. Means of Transportation in Pakistan	Students should be able to:					
10.1 Means of Transportation in Pakistan	10.1.1	explain the development and growth of roads, railways, air and sea transportation in Pakistan in the last two decades;		*		
	10.1.2	identify major roads/ highways on the map of Pakistan;		CA		
	10.1.3	analyse the importance of various modes of transportation for Pakistan with respect to types of commodities and access.		*		

FOR EXAMINATION IN MAY 2023 AND OCTOBER 2023

Scheme of Assessment

Grade IX

Table 1: Number of Student Learning Outcomes by Cognitive level

Topic No.	Topic	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
1.	Pakistan: Pre-and Post-Independence	2	1	4	5	10
2.	Physical Geography of Pakistan	4	2	12	1	15
3.	Environment of Pakistan	4	1	8	4	13
4.	Population of Pakistan	4	2	4	6	12
5.	Cities and Villages	4	0	7	1	8
Total		18	6	35	17	58
Percentage			10	60	30	100

Table 2: Exam Specification

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
1.	Pakistan: Pre- and Post-Independence	7	Total 3 Marks (1 CRQ)	10 Marks Choose any ONE from TWO	20
2.	Physical Geography of Pakistan	10	Total 3 Marks (1 CRQ)		13
3.	Environment of Pakistan	11	Total 3 Marks (1 CRQ)		14
4.	Population of Pakistan	7	Total 3 Marks (1 CRQ)	10 Marks Choose any ONE from TWO	20
5.	Cities and Villages	5	Total 3 Marks (1 CRQ)		8
Total		40	15	20	75

Grade X

Table 3: Number of Student Learning Outcomes by Cognitive level

Topic No.	Topic	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
6.	Natural and Human Resources of Pakistan	2	2	5	1	8
7.	Agriculture of Pakistan	3	0	4	3	7
8.	Irrigation Systems in Pakistan	2	0	6	2	8
9.	Industries and Trade of Pakistan	2	3	2	2	7
10.	Means of Transportation in Pakistan	1	0	1	1	2
Total		10	5	18	9	32
Percentage			16	56	28	100

Table 4: Exam Specification

Topic No.	Topic	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
6.	Natural and Human Resources of Pakistan	6	Total 3 Marks (1 CRQ)		9
7.	Agriculture of Pakistan	10	Total 3 Marks (1 CRQ)	10 Marks Choose any ONE from TWO	23
8.	Irrigation Systems in Pakistan	10	Total 4 Marks (1 CRQ)		14
9.	Industries and Trade of Pakistan	9	Total 3 Marks (1 CRQ)	10 Marks Choose any ONE from TWO	22
10.	Means of Transportation in Pakistan	5	Total 2 Marks (1 CRQ)		7
Total		40	15	20	75

- Multiple Choice Question (MCQ) requires candidates to choose one best/ correct answer from four options for each question. Each MCQ carries ONE mark.
- Constructed Response Question (CRQ) requires students to respond with a short text (few phrases/ sentences), calculations or diagrams.
- Extended Response Question (ERQ) requires students to answer in a more descriptive form. The answer should be in paragraph form, with diagrams where needed, and address all parts of the question.
- Tables 1 and 3 indicate the number and nature of SLOs in each topic in grades IX and X respectively. This will serve as a guide in the construction of the examination paper. It also indicates that more emphasis has been given to the Understanding (60% in IX and 56% in X), Application and higher order skills (30% in IX and 28% in X) to discourage rote memorization. Tables 1 and 3, however, do not translate directly into marks.
- There will be two examinations, one at the end of grade IX and one at the end of grade X.
- In each grade, the theory paper will be of 3 hours and will consist of two parts: paper I and paper II.
- Paper I theory will consist of 40 compulsory, multiple choice items. These questions will involve four response options.
- Paper II theory will carry 35 marks and consist of a number of compulsory, structured questions and a number of extended response questions. Each extended response question will be presented in an either/or form.
- All constructed response questions will be in a booklet which will also serve as an answer script.

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- **Noor Akbar**
Aga Khan Higher Secondary School, Karachi

In-house Team

- **Final Reviewer and Advisor: Dr Shehzad Jeeva**
CEO, AKU-EB
- **Mentor and Guide for Syllabi Review: Dr Naveed Yousuf**
Former Associate Director, Assessment
- **Syllabi Review Lead: Raabia Hirani**
Manager, Curriculum Development
- **Syllabi Review Facilitators:**
Dur Nasab, Associate, Curriculum Development
Mahrukh Jiwa, Specialist, Middle School Programme
- **Internal Reviewer: Zain-ul-Muluk**
Manager, Examination Development
- **Learning Resources Reviewer: Ali Bijani**
Manager, Teacher Support
- **Administrative Support:**
Hanif Shariff, Associate Director, Operations
Raheel Sadrudin, Manager, Administration, and team
- **Syllabi Feedback Data Analysts:**
Tooba Farooqui, Former Lead Specialist, Assessment
Muhammad Kashif, Former Specialist, Assessment
Muhammad Faheem, Lead Specialist, Assessment
- **Design Support: Hatim Yousuf**
Specialist, Communications

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