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Experts' Views Regarding Vertical and Horizontal Alignment of Pakistan Studies Curriculum from Intermediate to Master Level in Khyber Pakhtunkhwa

Tabassum Mehboob *

Corresponding Author: Tabassum Mehboob (Trained Graduate Teacher (TGT), University Model School, University of Peshawar, KP, Pakistan. Email: drtmehboobums@uop.edu.pk)

Abstract: *The study aims to explore the vertical and horizontal alignment of the Pakistan Studies curriculum from Intermediate to Master's level in different institutes of Khyber Pakhtunkhwa. Interviews, consisting of open-ended questions, were conducted to collect information from Subject Specialists and experts besides members of the Khyber Pakhtunkhwa Textbook Board. The analytic approach was used for the analysis of qualitative data. The data was coded into predetermined categories related to the objectives. A summary of the statements was prepared that was composed of the main ideas of the respondents. The study found that vertical and horizontal alignment in the process of Pakistan Studies' curriculum development is missing. It was also found that the objectives of the curriculum are not properly defined. Due to the lack of those objectives, we cannot develop proper assessment tools, so proper weightage should be given to this discipline.*

Key Words: Alignment, Vertical, Horizontal, Pakistan Studies, Curriculum

Introduction

Alignment is determined as the agreement between standards of the course contents and standards of its assessment. Content standards and assessment standards are designed by experts for the students at each grade level. The teachers then guide their students in achieving the desired goals set by the experts. The assessment determined the students and teachers responsible to follow the standards. Alignment is of two types i.e., vertical and horizontal alignment. Both of them are very important to strengthen the entire education system (Case, [2005](#)).

Alignment is also defined as a process of connection between individuals and events taken for better learning outcomes. The most important educational systems are those which are held on strong foundations among different stakeholders of a particular society. The curriculum alignment, therefore, can be identified in a triangular shape that relates objectives, instructional materials and assessment side by side (Water Meyer, 2012).

Vertical alignment may be very generic or very specific in the system of education. While planning for the classroom, teachers usually set standards for conducting tests. For maintaining standards vertical alignment must be followed

* Trained Graduate Teacher (TGT), University Model School, University of Peshawar, KP, Pakistan.

in the process of assessment with one another, consequently, proper sequence can be assured from one class to the next class. It can also provide alignment to the system by connecting each pillar with one another. Eventually, these standards work as a vertical alignment to reach the common goal. Horizontal alignment refers to an assessment of the content of the subject within the grade level. The assessment may be the alignment considering the in-depth study of a particular subject. The reason for this type of alignment is the degree to which it clarifies the content to the students and teachers with respect to standards and assessment. Good standard criteria would ensure students' assessment of a subject. Alignments can also show the degree of consistency in a given subject of student achievement (Case, 2005).

A horizontally aligned curriculum can also explain how effectively the skills are possessed by the student. Surely alignment from subject to subject can also provide a better understanding of teaching and assessment (Water Meyer, 2012). Curriculum alignment is very important for the development of education. Alignment activities provide the opportunity to work together for achieving the best result. It also identified when, where and how the content of the curriculum will be addressed. This module indicates the right and correct phases of the curriculum development process at the same time (Case, Jorgenson & Zucker, 2004).

Norman Webb (1997) developed a landmark model for evaluating the alignment of tests with instruction and curricula. His work has been well received and has influenced several other models put forward by other researchers. However, the degree to which these new models improve upon traditional notions of content and curricular validity has not been studied. In addition, there is little research that critically reviews current alignment models. Webb defined alignment as the degree of assessment and evaluation of the curriculum process. It also works as a bridge which leads the students towards better learning outcomes. His expectations can be conveyed in the form of content standards,

which enhance the knowledge and skills of the students. Webb further classified alignment analyses into two categories: horizontal and vertical. Horizontal alignment is the alignment between components at the same level of the education system, for example, state standards and state assessments. On the other hand, vertical alignment refers to the alignment between components at different levels of the system, for instance, between state assessments and instruction (Li & Sireci, 2005). Webb's model for alignment provides feedback to all the stakeholders of a particular society (Case, Jorgenson, & Zucker, 2004).

It is a fact that Pakistan Studies is taught as a compulsory subject at all levels of education, yet the majority of students do not know about the life achievements of famous leaders of Pakistan and remained unaware of the important historical events of Pakistan. Unfortunately, books on Pakistan Studies being taught from Grade IX to the university level contain almost similar topics. So, there is neither vertical nor horizontal alignment in the said discipline. Selected topics are being taught for a long, so the students do not consider these topics beneficial (Iqbal et.al, 2016).

The curriculum lacks objectivity. As one of the objectives of the first chapter "Genesis of Islamic Republic of Pakistan" is to understand the importance of the struggle movement for the creation of Pakistan and appreciate the role of different personalities in various provinces (GoP, 2006).

In the first chapter of the Pakistan Studies textbook, very little information is given about the Sufis and Saints, for example, Sheikh Ismail Bukhari, Hazrat Ali Hajwari popularly known as Hazrat Data Ganj Bakhsh, Hazrat Khwaja Moeen-ud-Din Chishti Ajmeri, Hazrat Fareed-ud-Din Shakar Ganj, Hazrat Nizam-ud-Din Aulia, Hazrat Baha-ud-Din Zakria, Sultan Sakhi Sarwar, Hazrat Bulbul Shah, Syed Ali Hamdania and Sheikh Jala-ud-Din Tabrezi; only the names of these Sufis are mentioned in this topic: Historical Background of Pakistan Movement. Their efforts, struggles and deeds are not elaborated enough that students can seek a lesson from the real ancestor of the idea

of Pakistan; hardly 20 lines are devoted to this very particular topic. Similarly, Muslims' Rule in the Subcontinent is also very brief. Only a short paragraph comprised of 8 lines is given to this very specific topic. As a result, this presents a very ambiguous picture to the students. The causes of the War of Independence are on the other hand not in detail. So the abovementioned topics need the due attention of all those who are involved in the overall journey of the curriculum. There is no continuity in the contents. It is a general problem in the said curriculum for example in Chapter-III "Geography of Pakistan" in which a topic is given with the title, *Muashi Adam Tawazan Kay Asbab*. ; Imbalanced Economic Growth and Regional Disparities that completely did not match this chapter. Even it can be seen on page no. 53 that the direction of the east and west are also vice versa. This problem needs the high attention of the curriculum planners (*Mutal'ai Pakistan* for Grade XII, Khyber Pakhtunkhwa Textbook Board, Peshawar).

Geography is not properly covered. The teachers are also responsible for this. They don't have the ability to teach effectively. It is skipped normally and told that it is unnecessary and if any question comes concerning geography, it should be skipped and some other question should be attempted, because there is an option given. She also mentioned that our curriculum is local, it should be global. We are not looking at the world and we are not thinking globally. Our whole policies revolve around India and we remain ignorant to the rest of the world. The students of Pakistan Studies hardly know about international politics, geography and development around the globe (Khursheed, 2015),

The course contents are also religious and gender biased. Minorities' culture, festivals and traditions are totally ignored. They are given complete religious rights and freedom according to the constitutions of Pakistan. Similarly, females are also neglected in it. We are talking about women's rights but yet, there is not even a single name of the women freedom fighter or worker mentioned in the

overall freedom movement history. So many topics are needed to be added to remove bias and prejudice in the subject area (Hashmi, 2011).

The contents of the textbooks are not properly aligned with the objectives stated in the National Curriculum. There is a huge gap between the objectives and the contents. Textbooks only communicate knowledge levels. There are neither activities in the chapters nor exercises at the end of specific chapters. Evaluating standards is also very strange for this subject. It is astonishing to see that only 50 marks are allocated for this subject while mark allocations for other subjects are 100. The question paper for this subject is comprised of 10 marks for ten MCQs, 20 marks for five short questions and 20 marks for two long questions. Cognitive, affective and psychomotor domains will also be given due importance while designing the national curriculum (Hashmi, 2014).

Collages in Khyber Pakhtunkhwa at present offer education at Intermediate, Bachelor, Bachelor of Science (BS), four-year (HONS) and Master's level. Except for MA/MSc, Pakistan Studies is a compulsory subject for all other levels of education. The subject of Pakistan Studies is also a compulsory requirement for all BS (HONS) degrees. Credit hours for BS programs in different disciplines are different. For example, there are one and a half credit hours per week for BS in Computer Science, two credit hours per week for BS in Zoology and three credit hours per week for BS in Botany. These kinds of weightage are approved by HEC for all universities and colleges in the province of Khyber Pakhtunkhwa (Ahmad, 2014).

The BS program was initiated by the Higher Education Department in Khyber Pakhtunkhwa. It went through a lengthy process of inspections, visits to different institutions and a series of meetings. Superior Science College was the first institution in the province to seek affiliation with the University for its Pakistan Study Department. The university approved the subject of Pakistan Studies on April 1st, 2011 for the session 2010-

11 under the semester system with a 40/60 ratio (40 marks allocated for internal evaluation and 60 marks for terminal examination, administered by the University) with 30 allocated seats vide notification No. 1456/Aff. Subsequently, the university approved the affiliation of the college on April 21st, 2011 vide notification No. 702/08 (Rahman, 2014).

The curriculum of its does not fulfil the desired outcomes. There is no new approach involved in its structure and content. The HEC states the aims and objectives of such an educational program as “creating awareness among students about the vision of Pakistan” and “educating the students about the nature of the state of Pakistan as envisioned by its leaders.” This is a very precise and not well-defined objective of a program for students who spend four years (Ali, 2014).

Besides the BS system, BA/B.Sc. system is also prevailing in most institutions of Khyber Pakhtunkhwa. As for the curriculum of BA/BSc is concerned, it has been quite stagnant for a long which shows the lack of interest of the State authorities as if it is a subject of no importance for the nation. The student at this level is more mature than the student at the Intermediate and SSC levels, and hence the curriculum needs to be more diversified and serious. History is overstretched, for example, the sections on the Historical Background of Pakistan’s Ideology, Pakistan Movement and Establishment of Pakistan are repeated again and again. Important social problems like overpopulation, unemployment, poverty, drug addiction, negative impacts of terrorism, pollution etc. have no place in the curriculum (Ahmad, 2014).

The development and evaluation process of textbooks in Pakistan traced back to the past when it was the responsibility of the provincial textbook boards. West Pakistan, Lahore and the East Pakistan, Dhaka textbook boards played their role since 1962. After the separation of East Pakistan in 1971, this responsibility was handed over to the provinces. The education ministry provides curriculum to the textbook boards up to the intermediate level. Books for

graduate and postgraduate degrees are published by private publishers or concerned universities throughout the country (Mahmood, 2011).

There is no specific textbook on this subject at this very particular level. There are a number of books available in the market that the students benefit from. These books have both positive and negative aspects. Positively, students become able to understand the content from different angles and this way they develop critical thinking. Negatively, different approaches often confuse the students. The personal outlooks and choices of the writers are also more significant in such books (Ahmad, 2014).

The impact of economics both at the national and international level cannot be denied. As it is urgent need of the time to give proper attention to including economics in the curricula of Pakistan Studies. The available space may not be sufficient to enable the students to face the challenges in their practical life in the future. We are living in an era, wherein human beings are weighed in the context of their marketability. There is a dire need for market-oriented research in the curricula (Rahman, 2014).

The existing Pakistan Studies curriculum at the Master's level is more than three decades old. Successive changes incorporated in it during the past 34 years were not enough. Courses of all programs are either outdated or incomplete. Subjects like the study of other religions in the area, Interfaith Harmony, Human Rights (Women, Child Rights), Traditional Conflict Resolution/Jirga System, Minorities Study, Sectarianism, Ethno-national Movements, Disaster Management, Forest/water resources of Khyber Pakhtunkhwa, History of Khyber Pakhtunkhwa and the Merged Tribal Areas, Defense and Strategic Studies, Problems and Prospects of Democracy, Area Study (India, Afghanistan, Iran and China) are missing from the existing syllabi of Master program. The ideology of Pakistan and religion have been given little weightage in the curriculum. Course titles and contents are not properly codified. Moreover,

these are not preceded by components like Aim, Rationale, Goals and Objectives, Instructional Plan, Suggested Readings, Assessment and Evaluation Plan (Islam, 2014).

It is astonishing to see that even at this particular level, most of the students did not know about important historical events. They just know the names of some important personalities. They did not know about their life achievements in detail. Even at this level, they studied more topics from inter or graduate level. As the topics are repeated again and again and there is no need felt to teach those topics. Besides history, current issues and their solutions should also be included in the content. In this way, this subject creates interest among the students (Ali, 2010). These achievements can be possible through a formal agreement between the students and the teachers. Articulation and alignment of the curriculum are very helpful in successful completion. The aligned curriculum is designed to provide facilities to the students. It should be free of academic gaps and unnecessary repetitions. There should be alignment across the lessons, courses and subjects at all levels. The vertically and horizontally aligned curriculum required that the teacher can easily prepare the students from one grade to the next grade level. More simply the teacher should evaluate the students with the knowledge they have already been taught to them (Watermeyer, 2012). This paper would focus on the Vertical and horizontal alignment of Pakistan study curriculum from intermediate to master level.

Research Question

What are the different views of experts regarding the vertical and horizontal alignment of the Pakistan Studies curriculum?

Research Methodology

The data was collected through qualitative methodology. The interview was conducted to collect information from the subject specialists, and experts besides members of the Khyber Pakhtunkhwa textbook board. The interview was focused in order to investigate the vertical

and horizontal alignment of the Pakistan studies curriculum.

Population

Islamia College University, Peshawar and University of Peshawar. Sample Size and Distribution:

Five Subject Specialists, experts and members of the Khyber Pakhtunkhwa Textbook Board of all these institutes were interviewed and the relevant information was obtained directly from the respondents.

Instrument Used

Data were collected through interview which was conducted to get relevant information from the subject specialists, experts and Textbook Board member. The Interview aimed at capturing in-depth information from the respondents. The researcher collected the data personally by visiting the respondents during their office timings after taking an appointment.

Data Analyses

The analytic approach was used for the analysis of qualitative data in this study. The data was coded into predetermined categories related to the objectives of the study. A summary of the statements was prepared that was composed of the main ideas of the respondents. Thus, by applying the above procedures, key themes relating to each of the aspects were identified and used to support in conclusion and recommendations of the study.

Results and Discussion

Collection of the qualitative data using the interview schedule helped to investigate the vertical and horizontal alignment of the Pakistan Studies Curriculum from intermediate to master level in Khyber-Pakhtunkhwa. This multidimensional evaluation not only helped in authenticating the results but also in observing the subtle and visible connections between various aspects of Pakistan Studies curriculum evaluation.

Experts; views regarding Students' Concept of Pakistan Study as a Subject

The majority of the respondents were of the view that concepts discussed in the curriculum of Pakistan Study are reflected, for example, some topics are taken from a historical point of view which portrays the pre-partition situation of Pakistan. This is followed by a post-partition scenario which educates the students about the current political and social challenges of the state. The material of the curriculum is arranged in such a way that the constitutional and political history becomes very significant content of the course. It enables the critical thinking of the students to reflect upon the causes of different political and constitutional movements which are related to the establishment of Pakistan. So, if American Studies is reflecting on the history and constitution of America, the same is the case with Pakistan Study in which the contents are reflecting on certain concepts which highlight the requirement of the establishment of Pakistan and discuss the need to study Pakistan Study at different levels in educational institutions. Yet another respondent argued that as far as the design of the curriculum is concerned, it is not properly designed on the basis of the requirement of this subject. Pakistan Studies is a multi-disciplinary subject in which different disciplines like Economics, History, Politics, Sociology, and Geography related to Pakistan are studied. So, different subjects have to be focused to develop a detailed and sound curriculum. As far as the curriculum design for this subject is concerned, it is of course of multi-disciplinary nature, but very little conceptual content has been included which compromises the reflective aspect of the subject.

Most of the data given in the textbooks of Pakistan Study is related to different Islamic events, political developments, and economic and geographical facts presented on an empirical level not at the conceptual level. The knowledge is however not conceptual. For instance, the students are taught that Pakistan is having a parliamentary democratic system. At an empirical level, this is correct but the

students do not know what a parliamentary system is. Similarly, what is democracy at the conceptual level? I think we need to include conceptual material to polish the conceptual understanding of students.

One of the respondents was of the view that as the students from Grades IX to XII are mature, they can understand the course content easily. The Curriculum is designed with a clear intention to enable the students to know about the basic reasons responsible for the creation of Pakistan and to inculcate the spirit of patriotism in them.

Vertical and horizontal alignment in the subject of Pakistan study curriculum:

A respondent replied that no at the intermediate and degree level there is only freedom movement and some topics from the post-independence era, unfortunately, there is a misconception people think that Pakistan Study is the only subject that caters to or deals with the freedom movement of Pakistan. The moment they come to Pakistan Study Center, they see 40 different subjects in the prospectus of Pak Study. Out of these 40 subjects we offer them 20 subjects in 4 semesters to M.A level students. These 20 subjects cover various topics like constitutional development, archaeological studies, civilization, and journalism of Pakistan. This detailed curriculum at times shocks the students as they believe that Pakistani political or historical studies are taught only in Pakistan Study which does not have any offshoots. He further said:

Let me tell you that in developed countries when students go for admission, they visit the website of the institution in which they are going to take admission. They search the details of the teaching staff and go through the subjects and course contents offered in that session. Unfortunately in Pakistan, the majority of the students do not bother about such details and search for the subjects that are offered in the institution of their interest. I think there is a strong need for students to know about the institutions to which they are going to be admitted.

Another respondent stressed that:

Yesterday I was looking class 8th textbook of Pakistan Study which comprised History and Geography. In that book, the topics start from the East India Company to the War of Independence (1857) followed by the political and constitutional development of Pakistan. This makes it a very detailed and lengthy syllabus for a student of class 8th. On the other hand, the KP Textbook Board syllabus of Pakistan Study for class 9th is very brief as compared to class 8th. Thus it can be seen that the syllabus is designed faulty as it moves from complex to simple regarding both the topics and length of the syllabus. Besides this, no new topics are included with the level of increase in teaching and learnability and this makes Pakistan Study a very limited and predictable subject which does not spark the learner's interest.

So, the position is that, that Pakistan Studies is in the same form from beginning to end or from right and left, which means that vertically and horizontally; it is in no different taste to the educational cycles, so that they can image their knowledge with something new that is why the problem is arrived.

A similar view was represented by another respondent that vertical and horizontal alignment in the process of curriculum development is missing. There are gaps horizontally as well as there are gaps vertically.

The principles of curriculum development demand that alignment at vertical and horizontal levels should be fully taken into account, whether in Pakistan in the development of the process curriculum of this subject, we see that there are very clear gaps, for instance, what the students are taught at matric level is repeated at inter level and the same case is at degree level.

Horizontally, there is no proper balance, for instance, most of the subject's content has been given the orientation of history while Pakistan Study is not history, it is supposed to be a balanced composition of different subjects like Economy, Politics, History, Geography, Sociology, Philosophy, Languages, and Religions.

Another respondent concurred that the course contents are not vertically and horizontally aligned. This is not only happening in Pakistan Study but also in the textbooks of History and Geography for Grades VI to VIII are more difficult not only for students but also for teachers. On the other hand, the textbooks for Grades IX and X are comparatively easier than the previous classes. The curriculum is comprised of guidelines and Students' Learning Outcomes (SLOs).

The curriculum is not as strict and rigid as we consider it. It offers room for some change in the course contents according to the mental level of students. It is the fault on the part of the developer, the author or the writer of that particular subject.

Also, the language should be used in such a way that students can easily understand it. There is no variation or change in the course content at the intermediate level. Most of the course content of Grade IX and X are repeated in Grade XII. So, the textbook is not vertically aligned, which creates boredom among the students.

Pakistan studies curriculum increases assessment reliability, the capability of producing consistent measurements of students' achievement.

One of the interviewees shared that assessment reliability should not be only directed to Pakistan Study Curriculum, there are other agencies, for example, stakeholders also involved.

Yet another respondent emphasized redesigning the textbooks of Pakistan Study.

There is a clearly set National Curriculum with clear objectives at different levels, but those objectives are not reflected in the syllabus, the course content and the textbooks. So firstly, there is a need to revise the National Education Policy (NEP) and secondly, a new curriculum, syllabus and assessment style should be made in the light of that education policy.

Pakistan Studies' curriculum should prepare our students in such a way that they should be proud and knowledgeable of

introducing themselves and their country to others especially to the non-natives. They should know about Pakistan's constitutional and judicial systems and they should be confident to talk about the strengths as well as weaknesses of their country.

The focus should not be only on textbooks but also on the necessary training of the teachers because only then the gap between the new objectives, textbooks, syllabus and curriculum can be reduced. These training and activities should be arranged during summer and winter vacations when the teachers are relatively free from their busy teaching schedules. These trainings will enlighten the trainees with new ideas of teaching and discussing course contents with the students. Through interactive teaching, the quality and quantity of the interest of students can be improved.

Another interviewee shared that teachers and students have failed to do justice to this very subject. The subject has been presented as of the least importance and least value. But if the curriculum is redesigned on the basis of the principles of curriculum development, and its multidisciplinary nature, I think we can make this subject match international-level quality. He also suggested:

We need to redesign this subject so that it is not merely used as a tool of propaganda. We need to redesign it on the basis of an area studies approach. This means that Pakistan Study is basically a study of different subjects (areas). , For instance, we need to know about its geography in the light of the concepts of knowledge of Geography, we need to know about its economy, in the light of the concepts of Economics, and we need to know about its politics in the light of the concepts of Political Science. In short, we need to apply and converge different disciplines to develop the course contents of Pakistan Study to represent various facets of Pakistan.

Results provide feedback in the process of Pakistan studies curriculum evaluation:

One of the respondents was of the view that it all depends upon the approach of a teacher, some teachers are very good teachers,

and they put in a lot of hard work, they extensively study modern trends in teaching, education and research. However, the majority of teachers are unfortunately not doing justice with teaching their subjects. Having a non-serious attitude towards duty is not limited to teachers, unfortunately in this country, almost every person who is responsible to carry out some duty is not serious. Unfortunately, there is no such mechanism in which teachers could be oriented, could be trained for the modern trend.

We in Pakistan Study Centre, arranged two training workshops for College teachers last year, although it was not our responsibility. It is the responsibility of the HEC or Higher Education Department, but we thought anyway to help resolve the teaching problems faced by college teachers. So we spend some money on them that was a very good experience. If the HEC or the Ministry of Education, training centres can such type or subject-based trainings, in the long run, it will bear more fruit.

There should be trainings for every subject teacher at the college level. We do have some trainings provided by the HEC but that is only for those people who are required to promote to the next grade.

I strongly suggest that the Government and the HEC should arrange workshops for subject teachers that will improve the quality of teaching which will eventually benefit the students.

There was a time when I saw Mr Abdullah in the Public Service Commission (PSC), who was then serving as Chairman of PSC. He used to ask students if they can draw a map of Pakistan with the help of a pencil. In 90% of cases, students drew the map wrong.

The students know that Quaid-e-Azam was born in Karachi in 1876. He got an education in Sindh Madrassatul Islam, then he got a law education in Bombay and then from Lincoln's Inn. So the position is that even in the PSC exams or in all public exams there is a compulsion that the interviewer must at least ask one question about Pakistan. The candidates' responses are disappointing which

proves that whatsoever and howsoever was taught to them in Pakistan Study is less analytical which does not enable them to discuss the relevant questions critically.

We rarely give our students anything to analyze because the problem is that contradictions are there. If we ask a student to explain the concept of Pakistan, then that concept contradicts the four provincial nationalities. If we ask a student to explain the religious basis of Pakistan, that will be in contradiction with the modern theory of nationalism. Such differences in reality and theory result in a lack of critical discussions and brainstorming. The exam becomes a burden and to get rid of it some MCQs and one or two detailed questions are asked to evaluate the students.

A similar point was represented by another respondent that as far as the objectives of the curriculum are concerned, they are not properly defined due to which tools for assessment cannot be developed.

I think with the change of every regime the content material has been changed according to the ideology of the regime in power. As I have already told you that it has been used as a tool of propaganda and naturally every government prefers to use it to promote their own values and points of view. The same respondent elaborated:

I don't think so most of the question papers are repeated since the things are not designed at the conceptual level that's why we see that things cannot be assessed at the conceptual level things are always assessed at the level of rote learning, at the level of memory, at the level of low order learning.

An interviewee replied regarding the revision of the Pakistan studies curriculum:

According to my information and knowledge, it has been revised 3 to 4 times, i.e. in 1985, 2002, and 2006 respectively and it is still functional. The course content of the textbooks was changed accordingly.

Teachers of Pakistan studies effectively prepare their students for the accountability assessment.

One of the respondents replied that accountability assessment, testing and examination are all procedures to properly gauge the knowledge of students. These are technical things, they move within technical parameters, for example, in 50 marks paper; 10 marks are given for objectives, 20 marks for long questions, and 20 marks for short questions. Since 1980, the only success we have achieved in the broad sense in Pakistan is that the children now at least know about Quaid-e-Azam Muhammad Ali Jinnah's birth and death dates. However, they will have issues in answering questions about the neighbouring countries of Pakistan or the geographical details of their country.

It is a failure because we projected Pakistan in such a way that Pakistan and the founder of Pakistan have become the two sides of a single coin.

The students do not know the geography of their district, they do not know which district is located on which side of their district, they cannot even name the seven agencies (now the Merged Tribal Districts), and they don't know the exact population and area of their province. This is all because we are focusing more on the history of Pakistan in the curriculum which should be changed now.

Another respondent replied that he does not think that most of the question papers are repeated since the things are not designed at the conceptual level that's why we see that things cannot be assessed at the conceptual level things are always assessed at the level of rote learning, at the level of memory, at the level of low order learning. At the master's level the situation has quite changed one of the respondents replied that at this level, our students prepare for the accountability assessment.

Discussion

Experts' views regarding students' concept of Pakistan Study as a subject

The majority of the respondents were of the view that the students from Intermediate to Master level can understand the course content

easily. The Curriculum is designed with a clear intention to enable the students to know about the basic reasons which lead to the creation of Pakistan and to inculcate the spirit of patriotism in them. Another respondent was of the view that concepts are reflected, for example, some points are taken from History to develop a historical approach and at the same time topics from Archeology are included to give further information about the archaeological heritage of Pakistan. Besides this, the details of Pakistan's political and constitutional history make up a very significant content of the course. This is like if American Studies is reflecting American culture, political and constitutional details, America, similar is the case with Pakistan Study which should be the reflection of Pakistan, its culture, politics and heritage. Another interviewee argued that as far as the design of the curriculum is concerned, it is not properly designed according to the basic principle of the requirement of this subject. The curriculum of Pakistan Studies aims to enhance students' knowledge as an area study approach in which society, culture, people, history and geography are discussed in detail. Moreover, this discipline aims to inculcate knowledge about languages, literature, resources in Pakistan, historical perspectives, the administrative system of the country, foreign relations, political and Constitutional Developments, human rights, knowledge about renowned *Sufis* and economic developments in the country (Iqbalet. al, 2016).

Vertical and horizontal alignment in the subject of Pakistan study curriculum

The majority of the respondents were of the view that vertical and horizontal alignments in the process of curriculum development are missing. There is no proper balance, for instance, most of the subject has been given the orientation of history, while Pakistan Study is not merely history. It is supposed to be a very balanced composition of different subjects like Economy, Politics, History, Geography, Sociology, Philosophy, Languages, and

Religions. Repetition and overlapping of concepts in the curricula should be removed. The subject should be made interesting and dynamic by adding detail and variation in the content. This will enhance the vision of the students and provide a solid base for the promotion of the subject (National Curriculum for Pakistan Studies XI-XII, 2006). Pakistan Studies is taught as a compulsory subject at all levels of education, yet the majority of students do not know about the life achievements of famous leaders of Pakistan and remained unaware of the important historical events of Pakistan. Unfortunately, books on Pakistan Studies being taught from Grade IX to the university level contain almost similar topics. So, there is neither vertical nor horizontal alignment in the said discipline. Selected topics are being taught for a long, so the students do not consider these topics beneficial (Iqbal et.al, 2016).

Pakistan studies curriculum increases assessment reliability and consistency in measuring students' achievement.

According to the respondents, National Curriculum has clear objectives set for Pakistan Study to be taught at different levels, but those objectives are sadly not reflected in the syllabus, the course contents and the textbooks. So, there is a need to in fact revise the National Education Policy (NEP) under which an updated education policy could be set. Only then it can give rise to designing a proper curriculum, syllabus and suitable assessment techniques to evaluate students. Constant effort is needed to make the curriculum useful and to evaluate its effectiveness. Therefore, revision and improvement in the curriculum are necessary for making provision for the demands and challenges of society. The curriculum of a subject is considered 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 (Hussain et.al, 2013).

Results provide feedback in the process of Pakistan studies curriculum evaluation:

The majority of the respondents were of the view that curriculum evaluation depends

upon the approach of the teacher, some teachers are very good teachers they put in a lot of hard work, and extensively study modern trends in teaching, education and research while some are not fulfilling those requirements. The majority of teachers are unfortunately not doing justice to the teaching profession. Unfortunately, there is no provision for a regular mechanism in which teachers could be oriented and trained for the modern trends in teaching and research. As far as the objectives of the curriculum are concerned they are not properly defined due to a lack of achievable objectives, this also then affects the development of proper assessment tools for this discipline. The standard and assessment should also be aligned properly. So, it can be helpful for teachers as well as students for smooth learning at different levels. The strength of the education system can be assessed by the results and feedback of different stakeholders. The policymakers collect the data and make possible changes for the improvement of the entire system of education (Case, 2005).

Teachers of Pakistan studies effectively prepare their students for the accountability assessment.

Many respondents stated that accountability assessment, testing and examination, are procedures to properly gauge the knowledge of students. These are technical things, they move within technical parameters. However, they argued that most of the question papers are repeated, since the papers are not designed at the conceptual level, they rather check the memory of the students. Teaching at this particular level is a difficult job. Teacher's role as a change agent. Quality of education is determined by the quality of teaching faculty.

The performance of the teachers can be assessed by their competency. The students of today are equipped with new techniques of learning, like for example; internet facilities. It is, therefore, needed that the teachers should be provided training, workshops, seminars and conferences on a regular basis to prepare their students for the accountability assessment (Aziz, et.al, [2014](#)).

Recommendations

In order to bring improvements in the vertical and horizontal alignment of the Pakistan Studies Curriculum from intermediate to master level the following recommendations are made in the light of the study:

1. It is recommended that the curriculum should be designed with a clear intention to enable the students to know about all aspects of the subject whether it is social, religious, political, geographical so on and so far.
2. It is also recommended that the objectives of the curriculum must be properly defined. This will also help in setting proper assessment tools for the said subject.
3. It is further recommended that parameters for accountability assessment, testing and examination should be clearly set and their implementation should be ensured for maximum output in teaching and learning.

There must be some changes in the textbooks, irrelevant details shall be removed, and some positive images shall be highlighted in the course contents.

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