STUDY ON PRIMARY SCHOOL CURRICULUM AND TEXTBOOK IN PAKISTAN

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This study is an effort to enrich a data-base in education in Pakistan, that would facilitate the exchange of information with other countries, especially within the frame-work of E9 countries. The study endeavours to highlight the aims and objectives of Primary Education in Pakistan, with special reference to the Primary School Curriculum and its essential components like the syllabus, the textbooks, the examination and the teaching/learning practices. The impact of the Integrated Curriculum (introduced in ten districts of Pakistan, from Class I - III) on Students' Achievement has also been covered in this study, thereby, leading to an analysis of textbooks of Classes I, II and III in terms of their conformity with the prescribed syllabus, which is the first of its kind.

I should like to record my deepest appreciation to Ms. Farhat Gul who has been working very hard in undertaking this Study and producing this report.

Prof. Moegiadi
UNESCO Representative
I. CURRICULUM STRUCTURE

The curriculum is prescribed to respond to the school structure within any educational system. In Pakistan, the school structure is clearly demarcated into the following four tiers:

- Class 1 to 5 - Primary School
- Class 6 to 8 - Middle School
- Class 9 to 10 - Secondary School
- Class 11 to 12 - Higher Secondary School

Curriculum development emerged as a national activity in Pakistan in the early sixties and has been a continuous process since then. The word "curriculum", as a technical term, got currency in Pakistan in the early seventies when it became apparent that the curriculum that had been prescribed earlier had not taken into consideration the aspirations of a newly independent nation nor had it recognized the problems that were likely to beset the implementation of the curriculum in an over-populated, resource constrained and inadequately manned education system. Pakistan had to make the transition from a colonial approach towards education to a nationalistic one and it had already erred on the side of delay. The piecemeal approaches of the fifties and the sixties had to be abandoned in favour of a scenario that would embrace the requirements of the populace at large, without restricting itself to upholding the interests of a few. For the national curriculum, a conceptual re-organization resulted in the transformation of the content areas that were being taught at school. The years 1972-74 saw the emergence of new curricula, textbooks and teaching materials across the entire fabric of the school system, that is, from classes 1 to 10.

Experts were called upon to frame the procedure of curriculum development. They used a prescriptive approach. A combination of cross-sectional involvement and a small scale experimentation commenced in the seventies, in the second cycle of curriculum revision. The reports, that were produced them, as a result of the new process, listed objectives of curriculum that were much beyond imparting of simple facts of knowledge. To handle this task, a separate institution called "National Bureau of Curriculum and Textbooks" was established as a wing of the Ministry of education. The National Bureau was assisted by four Provincial Bureaus of Curriculum, one in each province in accomplishing its task. The 1973 constitution alongwith the subsequent Act of 1976 enabled the NBCT to exercise necessary powers for implementation of curriculum.
The NBCT, with the collaboration of Provincial Governments, constitutes a National Committee, which prepares a final draft curriculum, after having studied the draft reports produced by the Provincial Bureaus of Curriculum. The final draft, prepared by the National Committee is circulated among several listed agencies concerned with education, soliciting their comments. The National Committee meets again to prepare the final curriculum in the light of the comments thus received. This exercise is repeated in each subject area and for each class. The final curriculum is then sent to the four Provincial Textbook Boards which produce books and teacher guides, through their own specific practices. These textbooks, according to the Act of 1976, are approved by the National Review Committee, constituted by the NBCT.

The Federal Curriculum Wing approves the final curriculum and provides copies of the same to these Boards for production and distribution of textbooks according to a timeframe. The Boards then assign this work to a number of authors, normally more than one for each book, that they select in different ways. The Punjab and Sindh Boards invite, through the press, all those who are interested to submit completed manuscripts to the Boards within a specific period of time. These manuscripts are sent to evaluators, who select the last chapters from the manuscripts. These chapters are then put together to form a textbook. The NWFP and Balochistan Textbook Boards, however, themselves appoint the authors for providing the manuscripts. These manuscripts are edited and reviewed by an editor who is either on the staff of the Board or appointed from the outside. The edited manuscripts in case of all the four Boards are sent to the Curriculum Wing of the Ministry of Education. The Curriculum Wing appoints a National Review Committee (NRC) in consultation with the Boards and the Provincial Governments. This committee reviews and further edits the manuscripts. In case of approval the Manuscripts are returned to the Boards for final printing. If there is a difference of opinion between the Boards and the NRC, a second or third review may be called for.

EDUCATION POLICY 1992

In the 1990s, with the announcement of the current Education Policy, curriculum reform was perceived in a different light, bringing curriculum and instructional material closer to the child. Changes were discerned in curricula, textbooks, training, retraining and retention of teachers, teaching methods and assessment procedures. The training of teachers emphasised the acquisition of practical skills, performance based evaluation and strengthening of teaching learning process through various types of inputs.
In the area of curriculum, instructional materials, and related spheres, the quality concerns have been addressed in the following manner at Primary level:

1. Continuation of integrated curriculum for class I-III, with separate treatment of Mathematics.

2. Starting Nazira Quran from Class I, and its completion in the terminal year (Class VII).

3. Updating concept based curriculum for increasing awareness of the learners about society and inculcating Islamic values.

4. Adopting a liberal policy concerning the medium of instruction, Provincial, National or English.

5. In areas where female participation is low, special incentive oriented programmes to be created to enroll and retain girls in schools.

6. Updating the primary kit, guides and workbooks in the languages of the medium of instruction, and providing them to the schools.

7. Providing special funds to improve the facilities for improving the learning process. This may include computers, science kits, and supplementary books dealing with general knowledge.

8. Initiating a new cycle of curriculum reform directed towards improving the delivery of curriculum.

9. Encouraging, enquiry, creativity and progressive thinking through project oriented education.

10. Reinforcing and coordinating the linkages in the areas of curriculum development, textbook writing, teacher training and examinations to enhance the quality of education.

11. Integrating concepts dealing with the environment health and population education into relevant subjects.

12. Removing overcrowding and overlapping of concepts in the curricula.

13. Adopting workshop techniques for developing new textbooks, giving comprehensive treatment to the concepts. Use of graded vocabulary emphasised.

15. Approving multiple textbooks and allowing the institutions to select any of these texts.


17. Reviewing a system of continuous internal evaluation culminating in the Annual Examination to assess student performance.

GOALS OF PRIMARY SCHOOL

The general goals of the Primary Education Curriculum are:-

1. To provide for the overall growth and development of the child.

2. To create in the child a sense of citizenship in community, country and world.

3. To promote intellectual development of the child which includes literacy in languages, numeracy in Mathematics, inquiry in Science, problem-solving in Social Studies and inculcating values in Islamiyat.

4. To provide learning that is relevant to the needs of the child.

5. To equip the child life-long learning skills.

The specific goals are to develop in the child:

1. A balanced personality by acquiring knowledge of Islamic values and by encouraging their use in thought and action.

2. An understanding of the ideological foundations of Pakistan and to encourage patriotism and love for country and mankind.

3. Basic language skills.

4. Basic numeracy skills.

5. An understanding of the scientific method and development of a range of basic skills and relevant content.

6. An awareness of natural resources, their use and conservation.

7. An understanding of the environment and the interaction among the human population, plant and animals, and the physical conditions.

8. A spirit of appreciation for religious and cultural activities and festivals of all communities.
9. An understanding of healthy living and the need for hygiene and sanitation.

10. An understanding of the inter-dependence of the family and the community and their functioning.

11. An understanding of the need for communication and transport as essential elements in development.

12. An understanding and participation in physical activities.

13. Attitude, skills and abilities to pursue learning to become productive members of society.

CONTENT OF PRIMARY SCHOOL CURRICULUM

The content of primary school curriculum, along with topics and sub topics is presented below:

CLASS - I

SUBJECT - ENGLISH LANGUAGE

1. Listening and Speaking Skills
   1. Identify and recite alphabets and numbers upto ten.
   2. Identify and name familiar objects in singular and plural form.
   3. Follow simple instructions.
   4. Understand and use social courtesy expressions.
   5. Articulate words with short vowels and sounds of familiar objects.

2. Reading
   1. Recognize and associate sounds with letters.
   2. Sound out and associate small and capital letters.
   3. Recognize numbers and letters.
   4. Light read familiar words of one or two syllabus.

3. Writing
   1. Identify and trace/copy out small and capital letters.
   2. Identify and trace/copy out numbers upto ten.
   3. Write the beginning sounds of familiar vocabulary.
1. Listening Skills
   1. Discriminate sounds of different syllabus.
   2. Follow verbal directions.
   3. Listen to stories and answer questions.
   4. Discriminate sounds of different animals and machines, heard in the environment.

2. Speaking Skills
   1. Speak with correct pronunciations.
   2. Speak salutations and convey messages correctly.
   3. Tell about environment and narrate simple stories.

3. Reading and Comprehension
   1. Read sounds, make words and simple sentences.
   2. Read and comprehend textual material.
   3. Answer simple questions.
   4. Picture reading.

4. Vocabulary
   1. Understand vocabulary by matching; (a) words with pictures, (b) singular and plural, (c) masculine and feminine and (d) opposite words.

5. Sentence Structure
   1. Complete sentences using singular, plural, nouns, helping verbs.
   2. Complete sentences using masculine and feminine nouns and verbs in the present tense.
   3. Change affirmative to negative sentences.
   4. Use of interrogative words.
   5. Use of adjectives, pronouns, personal and possessive in the masculine and feminine forms.
   6. Use of prepositions.
   7. Use of simple present tense, present continuous tense and simple past tense.
6. Writing Skills

1. Spell simple words, two to three syllabus.
2. Transcribe words and sentences from the text.
3. Write simple sentences correctly.
4. Order words to make a correct sentence.
5. Write dictation correctly.
6. Use words to complete sentences, forming a small paragraph on one topic.

CLASS I

SUBJECT: MATHEMATICS

1. Number

1. Understanding of numbers from 0 to 9.
2. To use and interpret a number line for whole numbers.
3. Understand the use of place. Value for tens and ones and; (a) count from 1 to 100, (b) write numbers from 1 to 100 in ascending and descending order, (c) arrange randomly chosen numbers in order.
4. Understand the concepts of half and quarter, identifying these fractions of familiar objects and of numbers e.g. a group of student.

2. Algebra

1. Understand that addition is commutative.
2. Add together 2 digit numbers, without carrying, the sum being less than 100.
3. Subtract 2 digit numbers without borrowing.

3. Money

1. To be familiar with Pakistan coins and notes upto Rs. 100.
2. Solve problems involving addition and subtraction of money less than Rs. 100 and the following notes: 1, 2, 5, 10, 50.

4. Measurement

1. To be able to measure and compare lengths of objects using informal units, e.g. hands, paces, sticks, strings, etc.
2. To be able to measure and compare the capacities of containers using informal units, e.g. cups, spoons.
5. Time
   1. To be able to tell and write clock time expressed on the hour e.g. 11 O'clock.
   2. Know the names and sequence of the days of the week.
   3. to be able to answer questions requiring identification and writing of the days of the week.

6. Geometry
   1. To identify and name the different plane shapes i.e. circle, rectangle, square and triangle.
   2. To identify the inside and outside of these shapes.

CLASS I

SUBJECT: SCIENCE

1. Living Things
   1. Classify animals according to their physical appearance i.e. sizes and shapes.
   2. Classify animals according to their movement pattern.
   3. Observe and classify plants according to their physical appearance i.e. relative sizes and shapes of their leaves.
   4. Observe plants and classify flowers according to their sizes, shapes and colours.

2. Matter & Energy
   1. List various material objects around us.
   2. Differentiate between material objects in three states i.e. solid, liquid and gas.
   3. Identify sources and uses of; heat and light.
   4. Observe and state that light sources are usually heat sources as well.
   5. Observe and state how light enables us to see things.

3. Earth and Universe
   1. Tell that the sun, moon and stars are seen in the sky.
   2. Observe and state that the sun is a source of heat and light.
   3. Observe and state that day and night are related to the rising and setting of the sun.
   4. Observe and state that morning, noon and evening are related to the position of the sun.
   5. State that weather condition changes by wind, rain and clouds.
CLASS I
SUBJECT: ISLAMIYAT

1. Quran Khwani (Recitation)
   1. Recognition of Arabic alphabet.
   2. Memorization (Hifz)
      Allah is Great
      In the name of God, the Merciful, the Mercy Giving.
      There is no god but God and Mohammad is His Messenger

2. Beliefs and Prayers
   1. Belief in Allah (the Creator and the only One having no counterpart).
   2. Hazrat Muhammad (PBUH) is the last and final Prophet of Allah.
   3. The Holy Quran is the last and final Book revealed from Allah.
   4. Etiquettes and Taharat (ablution) and cleanliness of body and dress.

3. Seerat-un-Nabi
   1. Name, father's name and up-bringing of the Holy Prophet (PBUH)

4. Morals & Manners
   1. Getting up early, recite Kalimah Tayyebah, Islamic greetings (Salaam) etiquettes of eating and drinking.

NOTE There is no separate text book of Islamiyat for Class I.

CLASS II
SUBJECT: ENGLISH LANGUAGE

1. Listening and speaking skills
   1. Understanding and use of social courtesy expressions.
   2. Identify and count numbers ten to twenty.
   3. Identify and name familiar objects (in singular and plural forms).
   4. Follow simple instructions.
   5. Comprehend and answer simple questions using the interrogative: "What" and verb "to be" in present tense.
2. Reading
   1. Read words with short vowels.
   2. Recognize and read numbers 10 to 20
   3. Recognize and read simple sentences with familiar objects and body parts (based on pictures).
   4. Recognize and read familiar command verbs, e.g. sit down, stand up.

3. Writing
   1. Write the beginning sounds of familiar vocabulary.
   2. Copy out simple words using appropriate letters (small, capital).
   3. Recognize and copy simple words, body parts, familiar objects, etc. (based on pictures).
   4. Copy out and write numbers one to twenty (in figures).

CLASS II
SUBJECT: URDU

1. Listening Skills
   1. Carry out verbal instructions.
   2. Listen to passage or poem and answer. (a) Literal questions about details (b) interpretive questions about main idea.

2. Speaking Skills
   1. Answer questions about pictures.
   2. Narrate events by looking at pictures.
   3. Communicate message and information.
   4. Tell stories.

3. Reading and Comprehension Skills
   1. Read fluently the textual material with correct pronunciation.
   2. Answer questions relating to the text.
   3. Read captions, labels and signboards.
   4. Read stories and other supplementary material.

4. Vocabulary
   1. Expand vocabulary through (a) understanding meaning from context, (b) matching singular to plural, masculine to feminine and opposites.
5. Sentence Structure
1. Complete sentences using, singular and plural, masculine and feminine, adjectives, personal pronouns, possessive pronouns, and prepositions.
2. Use of affirmative, negative and interrogative.

6. Writing Sills
1. Transcribe words, sentences and paragraphs from the textbook, charts, etc.
2. Write dictation from the textbook correctly.
3. Re-arrange words to make meaningful sentences.
4. Form words from letters and syllabus.
5. Use words to complete sentences forming a small paragraph on one topic.

CLASS II
SUBJECT: MATHEMATICS

1. Number
   1. Understanding place-value for hundreds, tens and ones, reading and writing numbers upto 1000
   2. Arrange 3 digit numbers in ascending and descending order.
   3. State missing numbers in ascending and descending sequences.
   4. Understand the following fractions: One third, two third, one fourth, three fourth. Identifying these fractions of familiar objects.

2. Algebra
   1. Add mentally any two number whose sum is 20 or less.
   2. To add 2 and 3 digit numbers whose sum is less than 1000, with and without carrying.
   3. To subtract any numbers less than 1000 with and without borrowing.
   4. Understand multiplication as repeated addition.
   5. Understand division (without remainder) as repeated subtraction and sharing equally.
   6. To count in 25, 5s and 10s and to write these sequences.
3. Money
1. To be familiar with all Pakistani coins and notes.
2. Solve problems related to the use of Pakistani currency (rupees only) involving amounts less than Rs. 1000.

4. Measurement
1. To be familiar with:
   a) the meter as unit of length
   b) litre as unit of capacity
   c) kilogram as unit of mass

5. Time
1. To be able to tell and write clock time in hours, half and quarter hours.
2. Know the names and sequences of lunar and solar months and to be able to write them.
3. Use of calendar to identify days and dates.

6. Geometry
1. Identify plane figures as open or closed, their boundaries, insides and outsides.
2. Identify similar plane shapes viz circle, rectangle, square, triangle, grouping them together.
3. Identify similar 3 dimensional shapes viz, cuboid, cube, cylinder, grouping them together.

7. Information Handling
1. Read picture graphs, presented in both vertical and horizontal form.

CLASS II
SUBJECT: SCIENCE

1. Living Things
1. Classify animals according to:
   a) Their different kind of coats, b) their living habits and habitats, c) their eating habits.
2. Observe and identify plants according to shapes and sizes.
3. Observe and compare plants according to sizes and shapes of their roots.
4. Observe and classify different kinds of seeds.
2. Matter and Energy

1. Observe and state that material objects can be moved and that motion can be slow as well as fast.
2. Compare heavy and light objects.
3. Force is necessary to make things move, push or pull.
4. Demonstrate that heat is produced by burning and rubbing things.
5. More heat (and light) is obtained from a source at a shorter distance and less heat (and light) at a longer distance.
6. Demonstrate how shadows are cast at different times of the day.

3. Earth and Universe

1. Observe and identify the surface features of the earth.
2. State the different phases of moon.
3. State that four directions are related to the rising and setting of the sun.
4. Distinguish between the four seasons.

CLASS II

SUBJECT: ISLAMIYAT

1. Quran Khwani

1. The use of vowel signs (Harakat) and reading of simple Arabic compounds.
2. Memorization (HIFZ): TAAOOZ, SOORAH-FATEHA AND KALMA SHAHADAT.

2. Beliefs and Prayers

1. Allah is one. He has no counterpart (Providence). His blessings, thankfulness, prayer.
2. Hazrat Mohammad (PBUH) is the last Prophet of Allah. He is the Leader and Guide of the whole world and model of the best moral character.
4. Translation of TASMIA, TAKBEER, KALIMA TAYYABA AND DAROOD SHARIF.

3. Seerat-Un-Nabi

1. Childhood of the Holy Prophet
4. Moral and Manners
   1. Respect of elders, parents, teachers.
   2. Books and knowledge.
   3. Truthfulness.
   4. Seeking permission for entrance.
   5. Being grateful.
   6. Seeking forgiveness.

CLASS III

SUBJECT: ENGLISH LANGUAGE

1. Listening and Speaking Skills
   1. Understanding and using of social courtesy expressions.
   2. Counting of numbers in tens upto 100.
   3. Learn name of familiar objects in terms of singular and plural form.
   4. Use of possessive nouns, adjectives, common verbs, adverbs, prepositions.
   5. Use of present continuous tense in affirmative, negative and interrogative form.

2. Reading
   1. Sound out combinations such as: sh, ch, th, wh, ph, etc.
   2. Read short vowels
   3. Read simple sentences using common nouns in singular and plural form with present tense forms of common verbs (to be, to have, to read, etc.).
   4. Use of present continuous tense in affirmative, negative and interrogative form.
   5. Use of prepositions, adjectives and pronouns.
   6. Recognition of question mark and full stop.

3. Writing
   1. Writing down one's own name.
   2. Copy out common nouns.
   3. Copy out numbers in numerical and words 1 - 10
   4. Copy out simple questions and answers.
   5. Write beginning sounds, ch, sh, th, wh, ph, etc.
   6. Punctuate simple questions and answers.
CLASS III

SUBJECT: URDU

1. Listening Skills
   1. Listen and carry out instructions.
   2. Listen to speeches organized at classroom level.
   3. Listen to stories, passages and poems and answer questions relating to:
      a) details about characters
      b) selecting a main idea
      c) sequencing events in a logical order

2. Speaking Skills
   1. Recite poetry
   2. Retell a story
   3. Convey message correctly.
   4. Talk about a topic of interest
   5. Narrate familiar events
   6. Participate in classroom discussion.
   7. Interpret picture stories.

3. Reading and Comprehension
   1. Read textual matter with fluency.
   2. Read passages and poems and answer questions related to the passage.
   3. Read stories and other supplementary material and answer questions.
   4. Read instructions from the bulletin board, signboards, etc.

4. Vocabulary

   Expand vocabulary through:
   a) understanding meaning context
   b) forming singular plural
   c) changing masculine and feminine gender
   d) forming opposites
   e) forming synonyms
5. Sentence Structure

Complete sentences using:

a) Singular plural
b) Masculine feminine
c) Adjectives
d) Personal Pronouns
e) Prepositions
f) Past, Present and Future tense.

6. Writing Skills

1. Transcribe sentences and paragraphs.
2. Simple sentences. (dictation)
3. Re-arrange words to make a meaningful sentence.
4. Change negative sentences into affirmative and affirmative into negative or interrogative form.
5. Fill up the blanks to form a paragraph.

CLASS III

SUBJECT: MATHEMATICS

1. Numbers

1. Recognition, reading and writing of numbers up to 100,000 (1 Lakh)
2. Identify, name and write any proper fraction with denominator note more than 10.

2. Algebra

1. Be familiar with the associative property of addition.
2. Add mentally numbers whose sum is 50 or less.
3. Add and subtract 2, 3 and 4 digit numbers.
4. Be familiar with the commutative property of multiplication.
5. Learn tables up to 10.
6. Multiplication and division of 2 and 3 digit numbers by a single digit number.

3. Money

1. To make up amounts and give change using Pakistani currency notes.
2. Solve problems involving addition and subtraction and the use of currency notes.
4. Measurement
1. Understand the concept of length, capacity and mass, in terms of meters, litres and grams.

5. Time
1. To understand the concept of time in terms of hours, minutes, days, weeks and months.

6. Geometry
1. Draw a line segment, a triangle, a quadrilateral, rectangle and a square. (without measurements).
2. Concept of perimeter.
3. Identify pyramids, triangular and hexagonal prisons.

7. Information handling
1. To interpret simple bar graphs.

CLASS III

SUBJECT: SCIENCE

1. Living things
1. Animal as living things.
2. Animals and their environment.
3. Characteristics of birds, insects and mammals.
4. Parts of a plant.
5. Plant as a living thing.
6. Classification of crops.

2. Matter and Energy
1. Definition of matter and three states of matter.
2. Water in all three states.
3. Importance of water and air for survival of human beings.
4. Force and motion.
5. Law of gravity.

3. Earth and Universe
1. soil and its formation.
2. Classification of rocks according to different colors, shapes and hardness.
3. Surface of the moon.
4. The solar system with special reference to the positions of the sun and moon.
CLASS III

SUBJECT: ISLAMIYAT

1. Quran Khwani
   1. Basic principles of Quran Khwani (recitation).
   2. Recitation of Suratul Fateha, Parah Amm (30), (last quarter only).
   3. Memorize: AL-ASR, AL-KAUSAR, AL-LEHAB, AL-IKHLAAS.

2. Beliefs & Prayers
   1. Names of four prominent Angels and the tasks assigned to them by Allah.
   2. Etiquettes for recitation of the Holy Quran.
   3. Prayer timings, etiquettes, orientation and intent.
   4. Translation:
      TAOOZ, TASBIH, TAMHEED
   5. Hazrat Adam (AS).

3. Seerat-un-Nabi
   2. Honesty and truthfulness of the Holy Prophet (PBUH), trade and fair dealings.
   3. The Holy Prophet (PBUH) as a model for human beings.

4. Morals and Manners
   1. Dealings with relatives, companions and neighbours.
   2. Seeking permission to use other’s things.
   3. Abstaining from telling a lie, stealing, backbiting.
   4. Etiquettes of conversation.

CLASS IV

SUBJECT: ENGLISH LANGUAGE

1. Listening and speaking Skills
   1. Understand and use social courtesy expressions.
   2. Count from 1 to 100.
   3. Lean names of fruits, vegetables, days of the week, basic shapes.
   4. Use personal pronouns, possessive adjective pronouns in singular and plural forms.
5. Use verbs in the present continuous tense (also in question form).
6. Use of propositions and conjunctions.

2. Reading
1. Sound out words with; bl, st, cl, sn, etc.
2. Articulate long vowels; oo, ee.
3. Read numbers up to twenty and up to one hundred in tens.
4. Reading of days of the week.
5. Use of personal pronouns, possessive adjective pronouns in singular and plural forms.
6. Reading of simple sentences comprising all parts of speech, mentioned in the "Listening and Speaking Skills".

3. Writing
1. Use of capital letters.
2. Writing of the present continuous tense, words with bl, el, st, sn, etc., long and short vowels and days of the week in simple sentences.
3. Write numbers in tens, up to one hundred.
4. Write numbers from 1 to 100.
5. Use of nouns, verbs, adjectives and prepositions in sentences.
6. Simple questions and statements.
7. Punctuation of questions and sentences.

CLASS IV

SUBJECT: URDU

1. Listening Skills
1. Listen and carry out instructions.
2. Listen to stories, passages and poems and answer questions related to them.
3. Listen to speeches organized in the classroom/school.

2. Speaking Skills
1. Narrate events and experiences.
2. Participate in classroom discussions, debates and playacts.
4. Recite songs and poems.
3. Reading and Comprehension

1. Read textual matter fluently.
2. Read passages, poems, dialogues, stories and newspapers.
3. Answer questions related to reading material.
4. Read instructions/information, advertisement, etc. given on TV.

4. Vocabulary

1. Expand vocabulary by using:
   a. Context to understand meaning.
   b. Opposites.
   c. Prefixes and Suffixes.

5. Sentence Structure

1. Use of:
   a) Nouns in singular plural and masculine, feminine genders.
   b) Adjectives, personal pronouns, prepositions, adverbs, conjunctions and interjections.
   c) Use of past, present and future tenses.
   d) Change affirmative to interrogative statements.

6. Writing Skills

1. Transcription.
2. Dictation with punctuation marks.
3. Re-arrange sentences to form a paragraph.
4. Letter writing.
5. Simple application for leave.

CLASS IV

SUBJECT: MATHEMATICS

1. Number

1. Understanding decimal numeration upto 1 crore.
2. Urdu numerals.
3. Concept of fractions, i.e. proper, improper, compound and equivalent fractions.
4. Understanding decimal fraction numeration upto three decimal places.
2. Algebra
1. Understanding of multiplication as associative and distributive over addition and subtraction.
2. Multiplication and division of 3 and 4 digit numbers by numbers less than 100.
3. Common fractions.
4. Adding and subtracting decimal fractions upto three decimal places.

3. Measurement
1. To add and subtract quantities in decimal form.
2. Concept of length, capacity and mass in terms of meters, grams and litres.

4. Time
1. Addition and subtraction of compound quantities.
2. Solving problems involving hours, minutes and second, and days and weeks.

5. Geometry
1. Measuring of a line in centimeters and millimeters.
2. To identify boundaries, interior and exterior regions of common plane figures.
3. Determine the perimeter of a rectangle and a square.

6. Information Handling
1. Interpret a simple line graph.

CLASS IV
SUBJECT: SCIENCE

1. Living Things
1. Difference between living and non-living things.
2. Uses of animals and plants.
3. Food, balanced diet and health.
4. Living things and environments.
2. Matter and Energy

1. Substance and its solubility.
2. Water Cycle.
3. Air and pollution.
5. Magnet, its poles and its uses.
7. Definition of temperature and determination.
8. Reflection of light.

3. Earth and Universe

1. Rotation of earth.
2. The solar system, with special reference to the positions of the sun, moon, earth and stars.

CLASS IV

SUBJECT: ISLAMIYAT

1. Quran Khwani
   1. Parah Amm (30) First three quarters.
   2. Memorizing - AAIT-UL-KURSI, AL-FEEL, AL-QUREISH, AL-NASR.
   3. Memorize and Translate SURAT-UL-IKHLAAS.

2. Beliefs and Prayers
   1. That Allah loves righteousness and virtue.
   2. Benefits of prayers.
   3. The scriptures (revealed books).
   5. The Holy Prophets (PBUH) family and forefathers.

3. Seerat-un-Nabi
   1. Events that occurred from proclamation of Prophethood until migration.

4. Morals and manners in the light of Islamic Teachings
   1. Honesty, simplicity, punctuality in prayers, helping special people.
   2. Love for Pakistan.
   3. Careful use of resources.
1. Location and History
   1. About the province - its name, location, physical features, population, environment weather, etc.
   2. A brief history of the Province.

2. Resources
   1. Different types of soil found in the area.
   2. The weather conditions and how clouds and rain are formed.
   3. How the climatic conditions affect the lives of people.
   4. Effects of rivers on vegetation.
   5. Systems of irrigation.
   6. Animals and crops found in the province.
   7. Material resources and industrial development.
   8. Relationship between people and natural resources.

3. Administration
   1. Functions of the provincial administration.
   2. Basic rights and duties of a citizen.
   3. Pakistan ideology.

4. Population
   1. Total number of population of the province.
   2. Occupation of people
   3. Rural - Urban migration.

5. Works of Public Utility
   1. Institutions working for the welfare of the public:
      a) Schools, b) hospitals, c) banks, d) Municipalities, e) Welfare organizations.

6. Means of Transport and Communication
   1. Means of transport and imbalance between demand and supply due to population pressures.
   2. Different medias of communication and their impact on the quality of life.
7. Problems & Solutions

1. Basic problems, including increasing population.
2. Understanding of the Islamic values of Social justice.

8. Important Personalities

1. Identify the efforts of various personalities for the betterment of people.
2. respect and reverence for the important personalities.
3. Days celebrated to honour the important personalities.

CLASS V

SUBJECT: ENGLISH LANGUAGE

1. Listening and Speaking skills

1. Understanding and use of social courtesy expressions.
2. Ordinal numbers: first, second, third, etc.
3. Counting in hundreds upto one thousand.
4. Names of simple uncountable nouns, meals, clothing, occupations, months of the year, seasons and directions.
5. Use of irregular plurals, men, women, children, feet, etc.
6. Use of pronouns in objective and possessive form.
7. Use of verbs in past, present and future tense.
8. Use of "adverb of time" and prepositions.
9. Use of negative and interrogative form.

2. Reading

1. Reading of social courtesy expressions.
2. simple questions and sentences in the present tense, present continuous tense, past and past continuous tense, and future tense.
3. Read simple sentences with adjectives, prepositions, adverbs, interrogatives.
4. Reading of a short paragraph.

3. Writing Skills

1. Write the months of the year, seasons, directions, time, clothing, occupations, numbers in hundreds upto 1000, ordinal numbers upto "tenth".
2. Simple sentences in past, present and future tense using appropriate nouns, pronouns, verbs, adjectives, adverbs and prepositions.
3. Answer the questions after having read a given passage.
4. Punctuate questions and sentences with capital letters, question mark and fullstop.
CLASS V

SUBJECT: URDU

1. Listening Skills
   1. Listen to stories, poems and passages and give answers to the related questions.
   2. Draw inferences from discussions held in classroom.
   3. Listen to news, children programmes and speeches on radio and TV.

2. Speaking Skills
   1. Relate events and give factual information.
   2. Describe personal observations and experiences.
   3. Interpret picture stories.
   4. Make speeches on given topics.
   5. Recite poetry or national song.

3. Reading and Comprehension
   1. Reading of textual matter.
   2. Read newspapers, posters, signboard and advertisements on TV.
   3. Reading of supplementary material.

4. Vocabulary
   1. Expand vocabulary by using:
      a) Context to understand meaning, b) opposites, c) prefixes and suffixes, d) meaning of idioms.

5. Sentence Structure
   1. Use of nouns, adjectives, personal pronouns, possessive pronouns, adverbs, prepositions, conjunction and interjection.
   2. Use of past, present and future tense in their continuous forms.

6. Writing Skills
   1. Dictation with special attention to punctuation marks.
   2. Write a paragraph with the help of outlines.
   3. Writing simple applications and letters.
   4. Writing stories from outlines.
CLASS V

SUBJECT: MATHEMATICS

1. Numbers
   1. Roman numbers upto 20, and for 50, 100, 1000.
   2. Concept of divisibility, multiples, prime and composite numbers.
   3. Finding the Highest common Factor (HCF) and the Lowest Common Multiple (LCM) of natural numbers.

2. Algebra
   1. Reduction of a common factor to its simple form and changing a common fraction into a decimal fraction.
   2. Multiplication and division of decimal fractions.

3. Unitary Method
   1. Apply to the solution of everyday problems.

4. Average
   1. Solving of problems involving average (Mean).

5. Geometry
   1. To know what is:
      a) ray, line, parallel, vertical, horizontal, b) angle, rightangle, right triangle.
   2. To determine the perimeter of rectangles and various types of quadrilateral.
   3. Determine the area of geometrical figures.
   4. Concept of volume of a solid.

6. Information handling
   1. to interpret pie-charts and line graphs.
CLASS V

SUBJECT: SCIENCE

1. Living things
   1. Differentiate between animals that are hatched and born.
   2. Life cycle of an insect.
   3. Life cycle of plants.
   5. Kinds of food.
   6. Hygienic living.
   7. Pollution.

2. Matter and Energy
   1. Atom and molecules.
   2. Three states of matter.
   3. The gravitational force.
   5. Water vapours.
   6. Simple machines, levers, wheels, pulleys, etc.
   7. Forms of energy.
   8. Transparent and translvent materials.
   9. Sunlight and how it works on colours.
  10. Magnets and how they are magnetized.
  11. Sound, as a form of energy.

3. Earth & Universe
   1. Position and distance of sun in relation to the earth.
   2. The solar system and details about the important planets.
   3. Erosion of soil.
   4. Structure of the earth.
   5. Ocean and Ocean floor.
   6. Ocean as reservoirs of food

CLASS V

SUBJECT: ISLAMIYAT

1. Quran Khwani
   1. Parah I (Complete)
2. Belief & Prayers
   1. The life hereafter.
   2. Obeying the Holy Prophet (PBUH) and Allah.
   3. Importance of Seerat-un-Nabi.
   5. Friday and Eid Prayers.
   6. Importance of Fasting

3. Seerat-un-Nabi
   1. Fraternity.
   2. Battle of Badr, Uhad, Ahzah.
   3. Truce of Hudaibiya.
   5. The last Pilgrimage
   6. The demise of the Holy Prophet (PBUH)

4. Morals and Manners
   1. Fulfilling the promise.
   2. Tolerance, kindness and forgiveness.
   3. Islamic brotherhood and equality.
   5. Love for Pakistan and its citizens.

CLASS V
SUBJECT: SOCIAL STUDIES

1. Islamic Republic of Pakistan
   1. Understanding the background and the resultant need for Pakistan.
   2. The freedom movement and the various people who worked for it.
   3. Ideology, integrity and security of Pakistan.

2. Local and Physical Features
   1. The Hindu-Muslim differences and the resultant need for Pakistan.
   2. Importance of location of Pakistan.
   3. Neighbouring countries.
   4. Physical features of Pakistan.
   5. Knowledge and understanding of Islamic values.
3. Climate
   1. Various elements of climate.
   2. Systems of irrigation.

4. Natural Resources
   1. Natural vegetation, various agricultural products, and mineral power resources in Pakistan.

5. Population
   1. Imbalance, basic needs, environment and natural resources.
   2. Way of life of the people of Pakistan.
   3. Relationship amongst the people of different provinces.

6. Safety
   1. Role of the Defence Forces and Police.
   2. Social activities.
   3. Importance and philosophy of the national Anthem.

7. Administration
   1. Basic components of the constitution of the Islamic Republic of Pakistan.
   3. Pakistan flag and the philosophy behind it.

8. Works of Public Utility
   1. Various organizations working for the welfare of society, including NGOs.

9. Means of Communication and Transportation
   1. Importance of various means of communication to meet people's basic needs.
   2. Importance of various means of transportation to meet people's basic needs.

10. Problems and their solutions
    1. Importance of the work of past heroes of Pakistan.
    2. Identify obstacles in the way of national progress such as, increased population, imbalance etc.
11. Important Personalities who contributed to spread Islam and the freedom movement.

1. Identify great personalities who contributed to the making of Pakistan.
2. Appreciation for the work of Muslim heroes.
3. Respect and reverence for the founder of Pakistan and other leaders.

II. INTRODUCTION OF THE INTEGRATED CURRICULUM

Innovative projects have been undertaken in the past, to make the educational process more meaningful and less expensive. One such project was the unification of subject curriculum. In view of the universal awareness that academically oriented curriculum leads to a high percentage of drop outs, a number of countries, including Pakistan introduced a system of learning activities which tends to make the children active and creative. In order to make the activity based curriculum more productive and efficient, as well as to bring it closer to the community, it was found advisable to discard the age-old separate subject curriculum and replace it with a unified subject curriculum for Classes I - III, in the first instance. Against the background, the Curriculum Research and Development Centre, Punjab Education Department, Lahore, undertook a study in 1974-75 on the development of unified subject curriculum and the manual for teachers for Classes I-III, with the financial assistance of the UNICEF.

The study passed through the various stages of research according to the plan. One of the most remarkable features of the study was that alongwith the primary school teachers and students, parents too, were involved in it to a great extent. This was done in the belief that the "parents of the children form an important target population too, in that they provide the essential supportive educational environment in the home", (Report of Regional Seminar in Asia, April 1977).

BACKGROUND OF THE STUDY

The Primary school curriculum was revised and introduced in the first three classes in 1974. It was based on the separate subject approach of curriculum and comprised seven subjects for each class. The instructional material was provided in the form of textbooks/workbooks for different classes. For example, in Class III, there were five textbooks/workbooks, one each on Urdu, Maths, Science, Islamiyat and S. Studies. Ordinarily a Primary school has one teacher, with one class for all subjects, though there are Primary Schools with only one or two teachers to take care of all the five classes.
It was against this background that the study was undertaken. It proposed to develop unified subject curriculum for classes I to III by combining graded units of those aspects of different subjects that cover specific objectives of education. It sought to develop such units of teaching as would produce an integrated approach to the content which was then, divided into different subject matters. The following points were kept in view during the study:

1. Integration of different principles of learning, such as stimulus response, realization and transfer of learning formation.
2. Integration of language with environment and concepts talent in different subjects thus using language as a vehicle of communication.
3. Integration of subject matter leading from subjective thinking to objective and scientific thinking.
4. Integration of different methods of teaching, such as problem solving method, guided discovery method with eves etc.

OBJECTIVES
1. To develop integrated curriculum for class I to III
2. To develop integrated units of instructional materials for classes I to III
3. To prepare teacher manuals along with the instructional materials
4. To suggest improvement in Primary school curriculum on the basis of research findings.

CONCLUSIONS:

The study led to the following conclusions in respect of its various areas:

ENTRY TEST

1. Physical age of the students of class I in control group was found higher as compared to that of the students of Class I in the experimental group, while in classes II and III it was found equally distributed.
2. I.Q. of the students was found higher in the experimental group in classes I and II while it remained equal in class III.
ATTITUDE OF THE STUDENTS

Attitude of the students towards unified subject curriculum was found positive as compared to the attitude of the students of separate subject curriculum.

PARENTS' ATTITUDE

1. Attitude of the parents of both the groups was found equally distributed for the two types of curricula.
2. The literacy percentage of parents was found almost equal in both the groups.
3. The Socio-Economic status of the parents of both the groups was found almost equal.

ATTITUDE OF THE TEACHERS

Majority of the teachers were found in favour of the separate subject curriculum.

EVALUATION OF THE UNIFIED SUBJECT CURRICULUM

i) Use of the Nastalique script was approved by the teachers
ii) Use of Slate and Takhti was greatly appreciated by them
iii) Teachers were found satisfied with the contents of the unified subject curriculum.

PHYSICAL FACILITIES AVAILABLE IN THE SCHOOLS

The facilities available in the school were found unsatisfactory by the teachers, students and administrators.

TEST ADMINISTRATION FACILITIES AVAILABLE IN THE SCHOOLS

Adequate facilities were found available in the schools for the administration of tests.

MICRO TESTING

1. All the teachers had not been trained before introducing the unified subject curriculum teaching.
2. The result of the tests administered to students show that the use of the modern methods and techniques of teaching were very low.
3. The extrinsic value of the textbooks was found to be satisfactory except that the illustrative material needed improvement.

4. Regarding intrinsic value of the textbooks the entire content material needed revision and improvement. The qualitative value of the textbook was not found satisfactory.

5. Regarding the evaluation of the teaching units the subject concepts of Dinyat in all the three classes, of Social Studies in Class II, and of General Science in Class II and III, were not adequately assimilated in the teaching unit.

6. The overall teaching of the unified subject curriculum remained satisfactory, despite non-availability of the teaching aids.

7. As regards the learning outcomes through the unified subject curriculum, language skills achievement was found poor in all the subjects. Similarly, achievement in application of knowledge was poor. The unified subject curriculum, therefore, needed improvement from these two angles.

8. The validity of the Manual for Teachers was found satisfactory.

**********

The Academy of Educational Planning and Management (AEPM) evaluated the impact of integrated curriculum (introduced in 10 districts of Pakistan) on Students' Achievement. In total 2640 students throughout Pakistan (both in control and experimental districts) of classes I and II were given integrated tests for all subjects. In addition, senior policy planners, executors, educational managers, district education officers, head teachers, teachers, parents and community members were interviewed for their experiences and suggestions about integrated curriculum and textbooks prepared under the Curriculum Reform Project.

The major finding of the evaluation is that students who had studied textbooks for each subject separately did significantly better than the students who had studied the integrated books. However, there are provincial as well as urban/rural discrepancies.
One major diversion from original scope of work of integrated curriculum which was to develop integrated books from class I to V, while the books have only been prepared for class I to III. This causes problems when students having read different books at I, II and III levels have to study together at class IV level. In summary, the idea of integrated curriculum is good but the provincial variations and different levels of implementation do not pave a way for a smooth launching of the project at national level. Teacher training has also to be re-oriented to the needs of integration of the concept in theory and practice.

III TEACHING METHODOLOGY

Evidence suggest that teacher training is an important element of educational success and one way to increase the morale and efficiency of teachers is through properly designed training programmes. Unfortunately, the quality of teacher training in Pakistan has been unsatisfactory which does not equip teachers with the skills necessary to teach multi grade classes or to use activity based approaches both of which are necessary in Pakistan. The general educational level of the teacher is not enough to establish sufficient competency. Consequently, she leaves a weak impact on her students. It is seldom that potential teachers, before entering training, appear for examinations in Maths and languages, to establish a certain degree of competency, with the result that by the fifth school year, the students are not able to grasp some of the very basic concepts of the subjects taught. A study done by the Curriculum Wing in collaboration with UNESCO Islamabad (1996) revealed the following reading behaviour of the third graders; incorrect pronunciation (67%), repetition (25%), leaving out words (27%), addition of words (9%), need help in reading (27%), unable to recognize words (17%), extremely slow reading (45%), reading with hesitation or stopping over and restarting (17%), misspells while reading (20%), and not able to read even with assistance (7%). In dictation many pupils interchange letters having similar sounds or the same word. The same errors were found in the independently written work. In Mathematics the pupils have no clear cut concept of geometrical problems and unable to solve sums involving fraction and decimals.

A quick yielding survey of 24 rural primary school teachers shows that 25% of the sample confirmed that direct method and lecture method have been used for improving and accelerating Urdu language proficiency. 42% teachers think that the atmosphere at home poses a major threat to the pupils' scholastic work, meaning that no one around could tell them. The meaning and proper usage of words as Urdu, in some places is not the mother tongue of the pupils.
In order to facilitate the language learning process at the primary level, the curriculum has laid stress not only on the learning, but also on the "functional" or "workable knowledge" of the same. Since, the teaching of languages functionally involves specific techniques and equipment, it requires a special body of trained teachers and equipment. Unfortunately, the Government of Pakistan could not supply any of these. The unavailability of teaching aid has been the major problem in teaching and learning of all subjects. Consequently, in most of the primary schools, the contents of the textbooks which are supposed to be taught in a functional style are still being taught in the traditional manner. The students therefore, have command neither over the functional side nor over the grammar of the language. Teachers themselves, have difficulties in teaching grammar word meaning, pronunciation of different words and spellings. While teaching mathematics, teachers generally face difficulties in teaching geometry, fractions, decimals, graphs and basic mathematics.

Most teachers cannot be expected to be experts in mathematics, nor can they be experts on the most effective way to organize and present Mathematical concepts to the pupils. The teachers' guides, however, proved to be quite effective in this regard, because the teachers' guide is designed to help the teacher give effective guidance to the pupils at each level of instruction. Some effective teaching practices have been used for developing literacy and numeracy as well as problem solving and analytic skills in classrooms. Their main importance lies in making instruction more systematic. They are widely accepted in Pakistan and are already being used by effective primary school teachers. They are similar to practices identified by a large body of research in other countries of the world. They are:

a) **Systematic Teaching** through steps such as the following:

- review of previous work or homework
- focusing the lesson towards a purpose
- presenting material in a clear way
- carefully guiding students until they learn new material
- giving children opportunities to practice new material on their own
- adding practice through homework

b) Using a **variety of approaches and tasks** to help students learn from many angles.

c) Adapting systematic teaching to the needs of the classroom. This might mean providing more review, more presentation and different kinds of practice according to the needs of the class and the subject matter being taught.
USE OF LEARNING AIDS

The usefulness and necessity of audio visual aids for successful teaching cannot be denied. These aids provide interest for the child and can make teaching extremely effective. Unfortunately, our schools do not benefit adequately by these aids. One of the major reasons why teachers do not use these aids is that, they do not wish to devote extra time in learning the use of certain teaching aids and innovative techniques, which they have to learn before they start teaching with the help of these aids for the first two classes, i.e. Classes I and II, use of any existing aid is recommended, such as the use of gramophone, tape recorder, audio transistor, television or telephone, in order to reinforce listening, speaking and reading skills among children. Toys, wooden pieces in the form of square, rectangle, triangle, circle, cube, cuboid, pyramid, cylinder and alphabet (letter made of mud or plastic), coloured paper letter and stencils of simple words, flash cards of four alphabets and of words also form an important part of educational tools in our primary schools. If the objects under discussion or required in teaching are not available, it is advisable to prepare their models and pictures for display to the children in the class room.

INSTRUCTIONAL MATERIALS

These are essential to the learning process, in primary and secondary schools are scarce and even if available are largely unused. In addition to the shortage of finance, there are many reasons for this which include:

i) a tradition of rote learning

ii) an examination driven system which demands recall, rather than conceptualization of ideas

iii) lack of storage facilities in schools (a particular problem for shelterless schools and mosque schools). Another reason is that teachers must pay out of their own salaries for losses, breakage and replacement of teacher used materials. There is therefore, a need to:

a) Maximize the use of instructional material

b) do away with teacher accountability for loss of material and

c) construct simple storage facilities.
IV. TEACHING HOURS

The Primary School Curriculum covers seven subjects in a 6 day, approximately 26 hours school week. Languages and mathematics 6 hours each, Science, Islamic Studies and Social Studies 2 hours each, Health and Physical Education and Art 1 hour each. In practice, Science and Art and some portions of Arithmetic are neglected or eliminated because materials are in short supply and teachers are unable to teach the subject. Their needs comprise both essential learning tools (such as literacy, oral expression, numeracy and problem solving) and the basic learning content (such as knowledge, skills, values and attitudes).

There are many official as well as unofficial holidays and the number of actual school days per year ranges between 120 - 130 compared to 150 - 180 days in other developing nations. Additionally schools are often closed during bad weather and also on account of 'local' holidays. The number of days for school vacation is 98 days/year. For details, please refer to Tables 1 and 2 and Annexes II and III.

Table 1: Official length of the school year in hours, days and vacations

<table>
<thead>
<tr>
<th>Months</th>
<th>Days</th>
<th>Hours</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>April</td>
<td>16</td>
<td>72</td>
<td>40</td>
</tr>
<tr>
<td>May</td>
<td>24</td>
<td>112</td>
<td>00</td>
</tr>
<tr>
<td>August</td>
<td>18</td>
<td>84</td>
<td>00</td>
</tr>
<tr>
<td>September</td>
<td>24</td>
<td>112</td>
<td>00</td>
</tr>
<tr>
<td>October</td>
<td>26</td>
<td>121</td>
<td>20</td>
</tr>
<tr>
<td>November</td>
<td>25</td>
<td>116</td>
<td>40</td>
</tr>
<tr>
<td>December</td>
<td>20</td>
<td>93</td>
<td>20</td>
</tr>
<tr>
<td>January</td>
<td>26</td>
<td>121</td>
<td>20</td>
</tr>
<tr>
<td>February</td>
<td>23</td>
<td>107</td>
<td>20</td>
</tr>
<tr>
<td>March</td>
<td>10</td>
<td>46</td>
<td>40</td>
</tr>
<tr>
<td>TOTAL</td>
<td>212</td>
<td>987</td>
<td>20</td>
</tr>
</tbody>
</table>

NOTE: 1 Day = 7 Periods 1 Period = 40 Minutes
Total No. of Hours per day = 4 hours 40 minutes

Table 2: Approximate length of vacations

<table>
<thead>
<tr>
<th>Time of the year</th>
<th>Duration</th>
<th>No. of days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>1st April - 14th April</td>
<td>14</td>
</tr>
<tr>
<td>Summer</td>
<td>1st June - 10th August</td>
<td>70</td>
</tr>
<tr>
<td>Winter</td>
<td>24 December-31 December</td>
<td>14</td>
</tr>
</tbody>
</table>

Total Number of Days: 98
V. TEACHERS' GUIDE

One of the most essential aspects of any innovation in teaching methodology or in teaching material is how the teacher, who is going to implement receives it. If she is not properly trained, is not convinced of the innovative idea or is not well equipped to meet the challenges and demands of the task, no innovation can be effective, no matter how relevant and desired it may be. When in 1992, Education Policy brought with it a change in curricula, textbooks, methods, it was considered essential for teachers to use a "teachers' guide" as supplement to their training. Since the success of curriculum largely depends upon the teaching methodology and since teaching by reading out the text matter, cannot lead to achievement of the objectives of any curriculum (whether integrated or subject based), it was considered necessary to undertake adequate activities in classroom such as asking questions, guiding practice exercises and educating concepts related to each lesson. The teacher can engage the student in a number of activities by following the instructions given for his/her benefit as well as, for that of the child. The lesson can be target and learnt at the same time with complete understanding of the relevant concepts and skills.

The "teachers' guides" were prepared for the first time under the supervision of the Government of the Punjab (Education Department) and published by the Punjab Textbook Board. The team of writers, who contributed in the preparation of textbooks for primary classes, along with a team of experts and experienced teachers of high schools, colleges and universities, made valuable contribution to give final shape to the "teachers' guides". These manuals or guides were formulated on the basis of the information and feedback from parents, teachers and students themselves in the districts of Punjab i.e. Mianwali, Bahawalpur, Lahore and Faisalabad, when they were approached for their suggestions. These were printed under the "Curriculum Development Programme for Primary Education" and were used in the districts mentioned above on an experimental basis. The "Primary Education Project-II", made arrangements to distribute copies of these guides to all the schools.

Although the teachers' guide books are supposed to be used by the teachers as a supplement to their training, yet they are not easily available to all. Since they are not sold through dealers, they can be procured through demand. This is a general complaint among teachers that, while some of the teachers received their copies of the book, a few did not get them in time, whereas rest did not get them at all. One of the reasons for this shortage can be attributed to the limited number of copies printed. The other factor that cannot be over ruled is the "casual" attitude of the teachers, some of whom do not really feel the need to improve the quality of their teaching.
VI. THE EXAMINATION SYSTEM

The examination determine the output of the education system. The efficiency of education system can be measured through the results of the examination. According to the number of reports and research studies that have appeared on the subject over the years, examinations seem to have lost their credibility.

The examination system which partly reflects the curricula is not properly designed. It encourages rote learning, inhibits creativity and critical thinking in students, and promotes cheating and renders it easy. The examinations conducted in Pakistan are: Internal and External. The internal examinations indicate to the teacher as to how much has been retained by the student from what has been taught to him in the period proceeding the examinations.

The external examinations are held to test the ability of students from amongst a large number of candidates. These examiantions are conducted by those who are not directly giving instruction to the intending candidates i.e. the Secondary Boards.

The Primary School is mainly concerned with the "internal" type of examinations, except students of class V who are required to appear for a Primary Standard Examination conducted by the Federal Directorate of Education in the Centre and by the Provincial Directorate in the Provinces. These examinations help to standardize the schools, require of them to impart certain minimum instruction in a given number of subjects and formulate a regular curriculum. But the external examinations are not always the best form of incentive for studies. Sometimes chance and luck play an important part in determining the quality and worth of a student in the academic field, which may prove to be entirely wrong in the later stages. Similarly, the success of a student appearing for an internal examination may also be largely dependent on his general retentive ability and his good memory. By and large, our education system does not give an overall picture of a student indicating his initiative, his I.Q. and ability to apply his knowledge in his daily life to the best of his advantage.

THE PROCESS: For conducting external examinations the Boards establish their examination centres, appoint staff and receive answer scheets from them for evaluation. The Head Examiners and sub-examiners are appointed in each subject area for ensuring proper evaluation. The head Examiner is the person who "sets" the papers, prepares detailed guidelines for marking scripts, checks at least 20% of the marked scripts of sub-examiners, and provides feedback. The results are tabulated in Secrecy Branch and declared within three months of the examinations.

EVALUATION AND TESTING: Evaluation and testing has grown into full-fledged Science. There are separate techniques for evaluating
different abilities. In our examination system, about 80% of the questions are essay-type, subjective questions. The paper-setters, without any formal training, make their own free choice of questions. The language of the questions, the type of answers that should come, and the type of ability that it would judge; are not kept in view.

The Curriculum Wing of the Ministry of Education tried to take a lead in this field and developed objective type questions, mainly in Science subjects at Secondary and Higher-Secondary levels in the 1980s. These samples were provided to the provinces to follow the lead. As a consequence, all the Boards now devote 20% of every paper to objective type questions. The samplers provided by the Curriculum Wing are not strictly followed. Every paper setter is free to design his own objective type items for the paper that he is setting. From a purely technical point of view, these objective type questions are more damaging than the purely subjective examinations. These questions are neither pre-tested nor standardized.

Consequently they turn out to be either a more vigorous test of memory or a pure matter of intelligent guessing.

VII. ANALYSIS OF SYLLABUS AND THE TEXTBOOKS:

In schools, the curriculum is delivered in the form of syllabus, in which the concepts laid down by the curriculum are isolated in a series of topics and sub-topics, that have to be taught during the academic year, which is split into three terms. While the curriculum defines goals and aims of education, both in general and particular terms, the textbooks translate the syllabus part of curriculum into reading materials. At times, the textbooks aim beyond the syllabus and try to influence the behaviours with appropriate teaching of practices. A part of the behavioral objectives of the curriculum can be achieved through textbooks. Examinations, which are again, based on textbooks, try to test the 'knowledge' part of the curriculum and provide evidence on its success or failure. Although the national curriculum has to be followed throughout the country, the language of instruction varies from province to province and so do the textbooks, which have been produced in keeping with the geographical location and local environments of these provinces. Keeping in view the curriculum, the Government generally prescribes textbooks for each class for its own school. In practice, however, there is little uniformity in the use of these books, especially in Primary schools.

There has been much discussion in recent months in Pakistan about the best method of providing appropriate textbooks and reading materials to primary school children. For the publication and distribution of Textbooks, all Boards have their own practices. The Punjab and Balochistan Boards contract out the work completely.
to the private sector publishers and printers. The NWFP Textbook Board acts as its own publisher and the Sind Board has its own printing machinery installed in its premises and prints a large number of books on its own. For the publication and distribution of Textbooks, all Boards have their own practices. The Punjab and Balochistan Boards contract out the work completely to the private sector publishers and printers. The NWFP Textbook Board acts as its own publisher and the Sindh Board has its own printing machinery installed in its premises and prints a large number of books on its own. In accordance with the recommendations brought forward at the National Textbook Conference (4 - 6 September 1994), it was decided that multiple textbooks may be allowed and private sector be encouraged to participate in textbook publishing, production, distribution and sales through a well defined system of competition. It is the intention of the Government that competitive textbook supply be introduced for all the subjects at all levels. At the primary level, Provincial Education Departments would select from approved books. Provinces have gradually delegated this authority to lower levels down to individual institutions.

This decision to allow choice in textbooks has generated healthy competition which stimulates increased quality, suitability for different teaching environments, and the least real cost to the parent.

AN ANALYSIS

In the past, the prescribed textbooks contained little to stimulate the thinking process among the students or to broaden their outlook. By and large, the children studying in Primary schools were not able to comprehend the concepts and language in the real sense, while studying in the traditional manner. The need for a professional approach was therefore, felt for writing and developing textbooks so that there should be no gap of information in the contents. Moreover, the need to evolve a methodology to facilitate the language learning process at an earlier level, was also realized. The provincial textbook boards therefore, developed a series of textbooks for all subjects of Primary Education, which not only maintain a continuity and uniformity of style, but also try to respond to the needs of the prescribed syllabus. How far these efforts have proved fruitful and how far these textbooks are consistent with the prescribed curriculum, are questions that have remained unanswered so far. Imparting of knowledge and skills has, so far, been treated in isolation, giving education a subject bias. The structure of mathematics, the grammar of language, the concepts of science etc., have become the focus of learning, thus creating an imbalance. This imbalance leads to irrelevance and irrelevance leads to rejection by more and more people. Reform of primary education entailed renewal of the content, modification of teaching/learning methods appropriate to each child's environment and re-organization of the infrastructures of the system, but there
is little to be gained from redesigning curriculum without, at the same time, reorienting teacher education and introducing methods appropriate to the material and the present day needs. As stated earlier, a part of the behavioral objectives of the curriculum can be achieved through textbooks with appropriate teaching practices. For this purpose, teacher training needs to be re-oriented to the requirement of integration of the concepts in theory and practice.

An analysis of the textbook series, prepared by the provincial textbook boards reveals that, all these textbooks have been carefully designed, in accordance with the recommendations of the curriculum and also reflect a close co-ordination amongst these textbook boards, despite provincial variations.

THE NEW PRIMER (NAYA QUaida) CLASS I.

The new primer for Class-I was developed with the intention of strengthening the literacy skills. The primer introduces a new methodology of reading and writing which implies the cognitive approach, contrary to the old methodology which was based on analytical approach. The book also attempts to step towards the idea of integrated curriculum. Hence, it is taught during the first half of Class-I, followed by the "Integrated Textbook for Class-I", during the second half.

ILLUSTRATIONS

The illustrations given in the primer evidently constitute a significant part of the content. They have not been inserted there only for the cosmetic reasons but also contribute to its pedagogic value. The key picture and the pictorial scenes are provided to give an opportunity to the teacher and student, not only to read the word, but also to talk about the concepts and their selected details. It helps them to learn the other parts of their curriculum which apparently are not a requirement of language learning.

The series of pictures on the opening pages are there to encourage the child to make up his own stories. A child of school entering age starts taking interest in story making, but is viable to come up with a complete story. This is the most appropriate age for exploring and cultivating a child's ability to express himself through fiction. In view of this fact, the opening pages of the primer are innovative and appreciable. It is however, important that, for activating the fantasy of a child, the stimulus should be of average familiarity. Only then would the child be able to keep a correspondence between his thinking process and visual perception.
GRAMMATICAL CLASSIFICATION OF THE PRIMER.

The language which a child of Class-I age learns, contains certain proportion of different grammatical parts of speech. As mentioned by Dr. Abul-es-Siddique (1986) in an unpublished research that the average vocabulary of a Class-1 child is 726, in which 84% are objects and links and 15% actions. The findings of the grammatical classification done in a research show, that the new primer is more close to the findings of Dr. Siddique. It shows that the words used in the new primer have a better representation of the child's language than in the old primer. The proportion of objects and actions in the vocabulary of the new primer is more close to the real vocabulary of the child than it is in the old primer.

VOCABULARY:

The word formation as given in the primer is simple, so that every new sound is linked with the previously learned sound, to form a new word. But, a glaring flaw in the primer is the absence of repetition of the newly acquired words. Many of the words have been repeated very few times, while some have not been repeated at all. Any subsequent appearance of the word facilitates the process of learning, especially for the child of class-1 age. The child gets a built-in feed back from his previous learning. It is therefore, always advisable for any elementary primer to have limited number of words with frequent appearances.

CONCEPTS:

In view of the class-1 child's ability to comprehend relatively concrete and familiar words, it is important that an elementary primer should introduce those words only, which a child uses in his daily vocabulary. There are almost 200 words in the primer, which are unsuitable for an elementary primer due to its usage level and which consequently, do not convey the relevant concept adequately.

THE INTEGRATED TEXTBOOKS FOR CLASSES I, II & III

The Primary Education Curriculum Reform Project assisted by UNICEF, introduced an integrated curriculum with focus on language lessons from Class I to III. Relevant concepts of Social Studies, Islamiyat and Science are integrated in the language lesson. The book was initially introduced in the federal territory in all schools. The experiment was replicated in 10 districts all over Pakistan, including four districts in the Punjab, two in Sindh and one each in NWFP, Balochistan, Gilgit and AJK. According to this project, baseline surveys were undertaken in the project areas to ensure that the curriculum and materials were relevant to the area.
Teachers guides were also provided. A major finding of the evaluation of this project (by AEPAM) was that, students who had studied textbooks for each subject separately, aid significantly better than the students who had studied the integrated textbooks. However, there are provincial as well as urban/rural discrepancies. One major diversion from the original scope of work of the integrated curriculum, which was to develop integrated books from Class I to V, is that, books have been prepared only for classes I, II and III.

THE INTEGRATED TEXTBOOK (DARSI KITAB) CLASS I

This book, as well as the following books of the series, help children to group the integrated concepts of Islamiyat, Social Studies and Science, with basic reading skills in Urdu language. This series is also published in provincial languages for the benefit of children studying in languages other than Urdu, with the intention of giving them the concepts in their mother tongue.

Lessons for these textbooks are prepared in accordance with the recommendations of the curriculum, integrating concepts dealing with environmental health and population education. Religious and cultural values and national aspirations are an integral part of these textbooks.

In order to assess the coordination between the curriculum and the textbooks, it is imperative to make a content analysis of the textbooks in relation to the precepts of the integrated curriculum.

Although the integrated curriculum aims at giving a unified experience by reading the conceptual volume of the subjects, yet it is important to divide the integrated textbook into three sections, namely, Islamiyat, Social Studies and Science, to ascertain how far it fulfills the needs of these three subjects, as laid down by the curriculum.

ISLAMIYAT:

i. QURAN KHWANI

The very last page of the textbook presents Arabic alphabets, to be recognized and learnt by the child memorization of 'BISMILLAH', 'ALLAH-O-AKBAR' and KALMA TAYYEBAH, supposedly to be done orally are nowhere to be seen in the text. The book, however, begins with BISMILLAH-AR-REHMAN-AR-RAHEEM. (In the name of the Merciful, the Bountiful) which is an appropriate way to incorporate the concept.
ii. BELIEFS AND PRAYERS

The book begins with a poem (HAMD) in praise of Allah, and contains other lessons which adequately convey the idea and importance of religion, i.e. Islam, the beliefs as Muslims, in Allah, the Prophet (PBUH) and the Holy Quran.

iii. SEERAT-UN-NABI

One of the lessons, based on a pious man, is an attempt to familiarize the child with the personality and sayings of the Holy Prophet (PBUH). The, exercise given at the end of this lesson aims at strengthening the idea of Oneness, the Holy Prophet (PBUH) and the Holy Quran in the child.

iv. MORALS AND MANNERS/ETIQUETTES

The etiquettes of cleanliness (personal as well as environmental) have been duly covered in the book. There is also a lesson on etiquettes of eating and drinking. Certain important topics have, however, been missed out, such as salutation (Salaam), getting up early, recitation of Kalima Tayyebah and the upbringing of the Holy Prophet.

Since the curriculum clearly states that there shall be no separate textbook of Islamiyat for Class I, the topics mentioned above should have been included in the integrated textbook.

SOCIAL STUDIES:

The existing curriculum of Social Studies for Class I to V was prepared in the light of New Education Policy 1972-80 and is in force throughout the country with certain modifications due to introduction of Integrated Curriculum for Classes I to III. Keeping in view the fact that, much of the learning of pupils in the early years is based on direct experience and practical activities, achieved as far as possible through exploration of their immediate environmental, a new approach in writing of textbooks and delivery system was adopted.

The integrated curriculum seeks to inculcate in the child, love for his country and also to acquaint him with the social environment.

The textbook comprises lessons on "Pakistan" and "Pakistani children" and social environments such as home, village, recreation places, etc.

Issues like the ones on a "HAWKER" and "TRAFFIC RULES" inculcate in the child certain values, giving rise to respect for physical labour and law. The illustrations are significant from the pedagogical point of view and can motivate the child to talk
further about his experiences and ideas that he has assimilated during the course of his study. As teaching of reading alone of the textual matter cannot lead to the objectives of integrated curriculum, the prescribed curriculum suggests certain activities in the classroom such as asking questions, guiding practice exercises and educing concepts related to each lesson. A teacher can use a number of activities to teach different concepts in a lesson and develop complete understanding of the topic/lesson.

SCIENCE:

According to the prescribed curriculum, by the end of Class I, a child ought to be able to classify living things (animals and plants), identify material objects in three states and to have some knowledge about the earth and universe.

LIVING THINGS:

The textbook has six lessons on animals only, which give ample information about various animals, their abode, their feed, their sounds, their traits and some interesting sight, at the Zoo. Plants have not adequately been dealt with, except a lesson which describes a garden being tended by a gardener.

MATTER AND ENERGY

There is practically nothing in the textbook which could help to isolate the concept of matter in its solid, liquid and gaseous states. An introduction to such a concept would have, anyhow, been difficult to comprehend for a child of class I age. Sources of heat and light have also not been mentioned in the book, except in the lesson on the heavenly bodies.

EARTH AND UNIVERSE

A lesson on "THE SUN, MOON AND THE STARTS", is informative as well as interesting. That son is the main source of heat and light, is the central idea behind the lesson. It has been left to the teacher to explain why the moon appears different at different times of the month.

A set of pictures depicting different seasons of the year, is another assignment which the teacher has to carry out in the best possible manner. Here, the child has to use his imagination and his experience along with a few encouraging clues from the teacher, to identify the different seasons.

As was observed in the New Primer, repetition of newly acquired words and concepts is missing in this book too. The child is made to learn the names of at least two dozen animals in the book, out of which only four of five reappear in the following pages.
Exercises given at the end of the lessons, though interesting are not sufficient to drive home the concepts. Therefore, the teacher shall have to be more innovative and plan activities according to the needs and in relation to the lesson.

THE INTEGRATED TEXTBOOK - CLASS II

ISLAMIYAT:

1. QURAN KHWANI:

The closing page of the textbook shows the use of vowel signs (HARAKAT) and reading of simple Arabic compounds.

Memorization of the verses from the Holy Quran, as prescribed by the syllabus, have to be done orally and are not included in the textbook.

ii. BELIEFS AND PRAYERS:

As in other textbooks of the series, the opening page presents a poem in praise of Allah. The subsequent lesson delineates the model personality of the Holy Prophet (PBUH), the last and the final Prophet of Allah.

Other topics such as the revelation of the Holy Quran and translations of various beliefs (Tasmia, Takbar, Kalima Tayyeba and Darood Sharif) have not been added in the textbook and could have been left to the teacher for oral learning.

iii. SEERAT-UN-NABI:

Lesson No. 2, on the "Holy Prophet (PBUH) tells about the childhood and early life of the Holy Prophet (PBUH).

iv. MORALS AND MANNERS/ETIQUETTES:

The book includes lessons which teach the child to respect his elders, speak the truth, help other, such permission for entrance, be grateful and seek forgiveness for committing some wrong action.

SOCIAL STUDIES:

Towards the end of the book is a lesson on Pakistan's Independence Day, which gives some information about the important personalities who worked for the freedom movement. The lesson also encourages the child to demonstrate a desire to preserve the ideology, integrity and security of Pakistan.
Different professions have also been briefly mentioned in the book. Religious festival (Eid) is another important topic in the book, since it is a familiar and concrete concept.

Some of the lessons answer the needs of the moral education, as laid down by the curriculum. These have been included to develop a sense of tolerance, good manners, good citizenship, dignity of labour and cleanliness in the child.

SCIENCE:

LIVING THINGS:

The book has some relevant concepts regarding different animals and plants.

A lesson on "Plants and Trees" tells how a plant grows and the functions of different parts of a plant. An exercise to identify different flowers can be elaborated by the teacher and widen a child's vocabulary too.

Animals like fish, hen, chicken, buffaloes and cows have been introduced in their natural surroundings and these lessons are quite informative and help in the classification of different animals.

MATTER AND ENERGY:

That friction causes heat, has been quite effectively described in one of the lessons in the book. Different sources of heat have also been mentioned here.

EARTH AND UNIVERSE:

An interesting lesson on the structure of the earth, its revolution and rotation has been included in the book. It provides some valuable information to the child and has been presented in the form of a riddle. Illustrations given on the topic are clear and interesting and serve the purpose quite successfully.

THE INTEGRATED TEXTBOOK - CLASS III

ISLAMIYAT:

i. QURAN KHWANI

The concluding pages consist of the Quranic verses to be learned by the students i.e. Suratul Fateha, Sura-e-Ikhlaas, Al-Lahb and Al-Asr.

Basic principles of Nazira Quran Khwani have also been given to facilitate the learning of Arabic.
ii. SEERAT-UN-NABI:

This book does not contain any textual material on the biography or personality of the Holy Prophet (PBUH) except a poem (NAAT) in praise of the Holy Prophet (PBUH) which occupies the first page of the book.

iv. MORALS AND MANNERS/ETIQUETTES:

Based on true incidents on the lives of the Holy Prophet's (PBUH) companions, are some lessons which give the child inspiration and motivate him to be fair and honest in his dealings with his companions. The idea is to infuse in the child's character, the coverage of Hazrat Ali, the humility of Hazrat Omar Farooq and the sacrifice of Hazrat Ibrahim (AS)

SOCIAL STUDIES:

To prepare the child for social studies as a full-fledged subject in class IV, the integrated textbook introduces a chapter on Islamabad as a district and as the capital of Pakistan, its location and its administration.

This lesson shows a map, to be used by the child in order to interpret the geographical aspects with its help.

One of the lessons explains the working of different public institutions such as banks, schools and hospitals, while another lesson is based on 'means of communication'. This suggests the impact of media on development and the quality of life.

SCIENCE:

A chapter on animals in the Zoo help to identify the characteristics of mammals. The child is also able to observe the usefulness of various animals which provide us milk, and meat, those that can be used to carry load, and those which can be used as means of transportation.

Another lesson shows how crops and vegetables can be grown at home by tending the seeds and plants carefully and by giving them the right another of water AND SUNLIGHT.

MATTER AND ENERGY:

A poem on "water", very successfully conveys the concept of Ice, water and vapour.

The pictures accompanying the poem demonstrate very clearly the concept to be taught.
EARTH AND UNIVERSE:

None of the topics have been included in the textbook.

GENERAL OBSERVATION:

It would be incorrect to say that the integrated textbooks cover each and every topic prescribed by the curriculum. Although most of the topics have been included in the textbooks, many of them have not been dealt with a scrupulous exactitude and need to be worked out with more precision, so as to ensure a hundred percent coordination between the textbooks and the curriculum. Since the integrated curriculum sought to group the integrated concepts of Islamiyat, Social Studies and Science in a single textbook, the task was not an easy one. A lapse here and there was inevitable and since the textbooks were written by a team comprising many writers, it is not surprising that certain topics were either missed out or were not given their due share.

LEVEL OF CONTENT:

The concepts and examples given in the books are rather difficult for the age level of children studying in class I, II and III. As already pointed out, a child readily assimilates only what is familiar and concrete. Scientific explanations, profound sentiments and administrative set-ups may be too complicated for him to understand. New and unfamiliar ideas ought to be introduced gradually, linking them skillfully with what the child has already learnt.

VOCABULARY:

Vocabulary is graded with new words appearing in quick succession. But care has not been taken as far as repetition of new words is concerned. Very few words appears more than once or twice. If the teacher does not take it upon herself to repeat the newly acquired words in an appropriate manner, while delivering the concept/lesson, the child is bound to forget what he has learnt. Moreover, for a child, whose mother tongue is not Urdu, the level is quite high and the child may find it difficult to assimilate the concepts and master the language at the same time. Focus on language leads to rote memorization, which has to be discouraged when a new concept is being introduced.

ILLUSTRATIONS:

The pictures in the integrated textbooks form a significant part of the lessons, especially the ones illustrating a scientific theory. Some more activity based pictures could help to strengthen the prescribed concept. Although, quality wise, the pictures are far superior to what the textbooks had in the past, but the scope for further improvement is always there.
MATHEMATICS

The textbook of mathematics (Class I to III) has been prepared in accordance with the recommendations of the curriculum so as to develop in the child basic numeracy skills, a habit of sound judgement and reasoning in relation to the events of everyday life as well as to acquire ability to communicate effectively in mathematical situations and also to develop an understanding of the new mathematical concepts and to explore, discover, describe and record relationships.

By the time the child completes his third year in school, he is expected to be able to recognize, read and write numbers upto 100,000 (One lakh), perform simple addition, subtracting, multiplication and division, master simple fractions, decimals and percentages, work with shapes and record relationships, manage various measurement (including telling time, reading a calendar and understanding the scale of a map). In this study, the specific learning objectives (for the syllabus of class I, II and III) as laid down by the curriculum, have been taken up one by one, to be analysed in relation to the textbooks so as to ascertain the extent of co-ordination, between the textbooks and the curriculum.

TEXTBOOK FOR MATHEMATICS (AML RIAZI) CLASS I

1. NUMBER

PRE-NUMBER CONCEPTS

The opening pages present a number of pictures, where an attempt has been made to classify familiar objects (living as well as non-living) according to their size, length, number (more or less) and weight. These pre-number concepts provide interest and activity for the child.

The concept of number is given by a group of objects, so that the child may observe, think, understand and reproduce. The chapters giving the concept of "Zero" and "Logical sequencing" can prove to be quite helpful to train the mind of the pupil in mathematical reasoning. Repeated exercises on "place value" and "counting" upto 100 in ascending and descending order can be quite effective, since repetition is important for assimilation of any concept. The concept of fraction (half and quarter) has also been given, although the activities could have been made more innovative and interesting. A note to the teacher suggests the use of paper to illustrate the concept of "half" and "quarter", whereas, a teacher with a more innovative mind can use other aids and activities to drive home her point of view, where the dull and drab pictures of the book could fail.
ALGEBRA

The initial exercises on addition make an attempt to convey the idea of "putting together", by means of pictures as well as numbers. The idea is to make the child understand that addition is commutative (informal). "Subtraction" is not included in the textbook, although prescribed in the curriculum.

MONEY

The book contains a chapter on "Pakistani coins". There is no information or picture of a "paper note", despite the fact that an average Pakistani child is more familiar with the paper currency rather than with the coins. Since the child is not familiar with the one paisa, two paisa and five paisa coin, he may not find the activities based on the lesson interesting enough. Besides, the pictures of the coins are dull and not clear enough. The coins can be identified only by the number written on it.

MEASUREMENT

Measurement in terms of long and short objects, big and small, given in the beginning of the book, could also be taught with the help of visual aids in the classroom.

TIME

There is no separate chapter on "Time Telling" in the book, although, according to the curriculum, the child is to be able to tell and write time in "hours". There is however, a lesson on "names of the days of the week".

GEOMETRY

There is no separate section for "geometry" in the textbook. The concept of various shapes, i.e. circle, square, triangle, rectangle, that have been prescribed in the curriculum, are therefore, to be taken up by the teacher through audio-visual aids.

TEXTBOOK FOR MATHEMATICS - CLASS II

NUMBER

The opening chapters comprise questions/activities on "place value", which go up to hundreds. The concept of "thousand" has been effectively given, in terms of hundreds. Logical sequencing of ascending and descending numbers provides interesting activity for the child, at the same time allowing him to "think" and to "reason". The concept of "one third", "two third", "one fourth" and "three fourth" of fractions is also present in the book.
ALGEBRA

In continuation of book I, this book consists of exercises on addition, but this time with three digit numbers, without carrying. The concept of "subtraction" or "taking away", which ought to have begun in class I, is introduced in this book, which gradually goes up to three digit numbers.

Multiplication, as repeated addition, has been included in the textbook and repeated exercises help to give a clear ideas to be child. This helps him to learn the "talks" without rote-memorization and with understanding. to simplify the concept, tables of 2, 5 and 10 have been taken up only. Sums of simple division, without remainders, have also been given. The concept of "division" has been given through "problem-solving" exercises and questions.

MONEY

To familiarize the child with Pakistani currency, a chapter on Pakistani currency notes has been included in the book. Pictures of rupees 1, 2, 5, 10, 10, 50, 100, 500 and 1000 notes are presented, showing both sides of the notes. Questions/sums relating to the use of Pakistani currency notes, provides exercise for the child. This exercise can of utilization and practical value and prepare the child to apply his knowledge and skill of calculations in day to day life.

MEASUREMENT

Although the book comprises exercises on measurements in terms of length, capacity and, mass, but they are not sufficient and make a passing reference on the topic. These need to be given more attention in the classroom, if the concept is to be make clear.

TIME

The book includes a chapter on "Time Telling" by the hours, half past, quarter past and quarter to. There are exercises to ensure complete understanding.

Names of solar and lunar months have also been given followed by an exercise on "logical sequencing" of these months. Subsequent exercises provide the child an opportunity to write the names of these months.

GEOMETRY

A section on geometry, consists of open and closed figures, their boundaries, insides and outsides. Similar plane shapes viz circle, rectangle, square and triable are also grouped together. The concept of cuboid cube and cylinder have also been given under
the same section. In order to make the concept clear, the teacher can make use of wooden blocks in the form of square, triangle, rectangle, cube, cuboid etc., since the exercises given in the book are inadequate.

INFORMATION HANDLING

Reading of picture graphs has been presented in both vertical and horizontal form, by placing a problem or information before the child. Further questions have been given to provide practice to the child.

TEXTBOOK FOR MATHEMATICS FOR CLASS III

NUMBERS

The opening chapter is based on "counting" and "place value" up to 100,000 (Lakh). The exercise involves oral counting and written work to ensure complete understanding of the concept. Fractions have been dealt with in more detail and with more exercises. The concept of proper fraction with denominator has also been given. Repeated exercises provide the child with ample practice so that he may educe the concepts related to the lesson.

ALGEBRA

This section comprises sums and problems related to addition, subtraction, multiplication and division. The aim is to acquaint the child with the associative property of addition and commutative property of multiplication (e.g. \(3 \times 5 = 15\) and \(5 \times 3 = 15\)). In this context, the child is required to practice orally so that he may recall effortlessly when asked. Exercises following pages 49, 57 and 61, showing some coloured shapes, are vague and there are no instructions whatsoever, as to what is to be done there, unless the teachers' guides carry some instructions for the teacher in this regard.

MONEY

A topic on "Pakistan Coins" includes the use of "Paisas" only, so as to give the child an idea about the amount of rupees involved in the given amount of paisas. The idea is to enable the child calculate amounts and give change while using Pakistani currency. for this purpose, there are problems relating to addition and subtraction of money.
MEASUREMENT

Units of length, capacity and mass have been discussed in the subsequent chapter. The exercises give knowledge as well as practice to the child, so that he is able to solve simple problems involving addition and subtraction of these units.

TIME

The topic on "Time Telling" provides some more information to the child about the number of minutes in one hour, number of days in a week/year. Apart from the information provided, there is hardly any exercise to hold the child's interest or to provide him further practise. The pictures are dull and colourless.

GEOMETRY

This book includes a separate section on geometry which meets the requirements of the curriculum, as far as the contents are concerned, so that with proper guidance a child would be able to draw a line segment, a triangle, a square, a quadrilateral, rectangle and a square and also be able to measure the perimeter of the same. By the end of class III, a child is also expected to identify pyramids, triangular and hexagonal prisms, with the help of exercises given in this section.

INFORMATION HANDLING

The exercise on "bar graph", is a continuation of the topic given in the textbook for class II. At this level, the child is taught to interpret simple bear graphs, vertically as well as horizontally.

TEXTBOOKS FOR URDU

The place and importance of "language learning" in the educational ..........of our country cannot be questioned, as it serves a base for learning. The Primary schools have to discharge a vital obligation in this respect. Communication through mother tongue begins at the earliest stage of human life. The child acquires linguistic skills by constant use and practice of mother tongue at home, in the circle of his friends with whom he plays and whenever he goes. But his situation in classroom is somewhat different and difficult, especially when the language in which he is being taught to read and write is not his mother tongue. Hence, teaching of Urdu, which is the most fundamental aspect of primary education, becomes very tricky. A majority of our children are not familiar with urdu when they begin school. For them, Urdu is as foreign as any other foreign language. the child's only exposure to Urdu is through mass media and other sources of communication. Hence the need was felt, to evolve a methodology to facilitate the language learning process at an early stage.
The new Urdu Primer (Quaida) introduces a new methodology of reading and writing and has an innovative approach. With stress on "sounds" (phonetics) rather than on the structure of the word, the approach is cognitive rather than analytical. Alphabets have not been written in the usual, proper sequence so that the child may continue to learn the sounds without focusing on the "sequence" of the alphabets at the same time. Alphabets in their proper sequence appear after twentyfive pages.

Since this book is meant to be taught during the first part of Class I, it concentrates more on helping the child to identify betters and sound blends.

LISTENING AND SPEAKING SKILLS

Listening to a language may be analyzed as evolving two levels of activity, both of which have to be taught. The first level is the "recognition" level. The opening pages of the book involve the identification of words and phrases in their structural inter-relationships of time sequences, logical and modifying terms. After the recognition of these general features has become automatic, the student can be expected to reproduce or respond to what he has heard in a long sequence. By the time the child completes this book, he should be able to discriminate sounds of different syllables, follow verbal instructions listen to stories and answer questions and discriminate sounds of different animals.

READING

Once the child has recognized the sound patterns and identified their combinations as language units, he is ready to read. The book contains pictures of familiar objects and the sentences are based on simple narrative and conversational material, but some words and concepts are much above the level of a Class I child.

WRITING

Transcription is the first stage of the writing skill. The work set for copying consists of sections of work already learned orally and read with the teacher.

This textbook embodies concepts similar to those found in the integrated textbooks. some vital concepts of Islamiyat, Social Studies and Science have been carefully blended with language skills. It is only the descriptive questions/answers and the
grammatic exercises which put an end the similarity between the Integrated Textbooks and the Urdu Textbooks. The contents of the Urdu textbook are based on national aspirations, cultural and religious values, religious festivals and moral education in the form of topics that are relatively familiar for the child.

There are eight poems in this book. Poems are learnt quite readily by the children because the sentence pattern can be impressed firmly in their minds. Poems thus, occupy an important part of the language learning process.

LISTENING AND SPEAKING SKILL

Since no language skill can be taught or studied in isolation, listening comprehension activities are related to and spring naturally from the material being studied as orally practice or for reading; it can also provide a stimulus for writing activities. To assess the comprehension of the child, the textbooks has a number of questions to be answered orally by the child, thus giving him confidence to speak, about his home, his family and environment.

READING

The book is rich in reading material, provided the teacher prepares the pupil carefully before expecting him to read from the book. Adequate oral practice in the use of vocabulary items and structures must be given to the child before he meets these in the text. Although "picture reading" is also recommended by the curriculum, yet the book contains just one picture story.

VOCABULARY AND SENTENCE STRUCTURE

Exercises given at the end of each lesson consist of questions, words to be used in sentences, filling up of blanks with appropriate words and so on. Such exercises provide the child with an opportunity to use the vocabulary that he has acquired and also gets a chance of construct sentences of his own. He is able to use negative and interrogative statements, adjectives, pronouns, prepositions, etc.

WRITING SKILLS

At this stage the child tries to write, without much originality what he has learnt orally or read in his textbook. When writing downwords or sentences he writes what he has memorized, read and copied as dictated to him.
LISTENING AND SPEAKING SKILL

It has to be borne in mind by Teacher and pupil alike that listening comprehension is not a skill which can be mastered once and for all and then ignored while other skills are developed. There has to be regular practice with increasingly difficult material.

The vocabulary as well as the content is appropriately graded so that many words previously learnt, have been linked with new ones, thus facilitating the child to assimilate new words/ideas and to talk about them.

READING

The Urdu textbooks have plenty of reading material in the form of stories, events, biographies, facts and information, poems and riddles. This provides variety and interest for the child. If students are encouraged to compete in groups in acting out conversations and dramatizing reading passages, they will happily read and re-read the same material many times, striving to bring out the meaning for their classmates, without experiencing any boredom.

VOCABULARY AND SENTENCE STRUCTURE

Vocabulary is successively graded, so that the new words are carefully linked with words already learnt. To provide complete understanding, a child is encouraged to use the newly learnt words in his own sentences. This also helps the child to identify the new areas of structure. Exercises on adjectives, pronouns, and prepositions further reinforce the child's grammatic skills.

WRITING SKILLS

At this stage the child is required to reproduce learned more with minor adaptations. Under the guidance of the teacher, the child can make substitution of words and phrases, transform sentences, expanding them to include further information within the limits of learned phrases or contracting them by substituting pronouns for nouns and single word for groups of word. At this stage, however, continues to transcribe words or passages and write simple words or sentences for dictation.
One of the main components of this textbook is the "Nazira Khwani" or the principles of reading the Holy Quran. These have been inserted intermittently, so that there are seven lessons in all, related to the reading of the Holy Quran. Out of fifty lessons, twentyfive are based on religious and moral education, while the remaining twentyfive are related to social and cultural values, national aspirations and scientific information.

LISTENING AND SPEAKING SKILLS

The teacher has to devise a sequence of activities to train the child in listening comprehension, keeping in view the recommendations of the curriculum. As already mentioned, listening comprehension has to be developed by regular practice with increasingly graded material. Facility in understanding what the child hears, increases with growing familiarity with the vocabulary and structures of the language.

READING

At this stage the child is introduced to more sustained reading under the guidance of the teacher. He is now being trained to do without the teacher.

The Urdu textbook provides plenty of reading material, which is within the limits of the vocabulary and structure already learnt by the child, except for the gradual introduction of a limited number of unfamiliar lexical items, the meanings of which may reasonably be inferred from illustrations and context. Reading matter in all the three textbooks revolves around a familiar background or situation, so that the child does not lose interest, despite its simplicity.

VOCABULARY AND SENTENCE STRUCTURE

Repeated exercises on sentence structure, use of singular, plural, masculine, feminine, pronouns, adjectives, prepositions, etc., enhance the child's vocabulary and enable him to construct his own sentences with appropriate adaptations.

WRITING SKILLS

At this stage, the child feels free in the selection of lexical items and structural patterns for his written exercises, but within a framework, which restrains him from attempting to compose at a level beyond his state of knowledge. Apart from sentence structure, filling up of blanks and transcription, there is little in the textbook to exercise the child's writing skill. the prescribed pieces of writing such as paragraphs can be written with the help of outlines provided by the teacher.
GENERAL OBSERVATION

The Urdu textbooks are a blend of language skills and concepts related to Islamiyat, Social Studies and Science (the portion dealing with Science is comparatively small). On more than one occasion it was felt that the concepts dominate the language learning part, which has obviously been left to the teacher to deal with. Although the textbooks cover most of the topics prescribed by the curriculum, dealing with environmental, moral and religious education along with national aspirations, the focus on concepts tends to neglect the basic language skills, especially the "writing skills". There is sufficient reading material in the textbooks and the child can easily do without supplementary reading material if he is short of time. But the exercises given at the end of the lessons do not provide enough writing practice to the child and a number of topics related to "grammar" have been missed out in the first two books, to be included in the third book. The grammar portion prescribed by the curriculum is too little and not sufficient. Hence, this too, has to be devised by the teacher to meet the requirements of the curriculum.

VIII. ACHIEVEMENT LEVEL OF PRIMARY SCHOOL CHILDREN AND THE UNDERLYING VARIABLES

Schools are the formal institutions to educate and train today's youngsters for successful adult life of tomorrow. To what extent are the schools successful in achieving the targets is the concern of every nation and the yardstick to measure the effectiveness of a school is the students' achievement or amount of learning.

Researchers and educationists have concerted to answer two types of questions with reference to quality of a school and its effect on students learning. The first question deals with the effect of school inputs as a whole on students' performance and the second and more ambitious question deals with the identification of key inputs having most effect on students' learning. Early researchers on school effectiveness were conducted in developed countries. However, World Bank undertook several research and evaluation studies in the developing countries during late 1970s and early 1980s.

FACTORS CONTRIBUTING TO THE ACHIEVEMENT OF STUDENTS

Educationists in their search for factors related to effective schooling have classified input variables in several ways. One classification is bifurcation of input factors into non-malleable and malleable factors. The non-malleable factors such as quality of student input, socio-economic conditions of students and community in general, geographical environment, physical environment including school and catchment area distance are not within easy
control of the educational decision makers. The malleable variables are those that influence the outcome of schooling and may be manipulated by the decision makers. Such variables include the text-books and other instructional materials, preparation and inservice training of teachers, home-work for students, components of curriculum and other pedagogical inputs.

World Conference on Education For All (1990) has classified determinants of quality education into four major sets—characteristics of students, education inputs, education processes, and measurement of educational outputs and outcomes. Education inputs were considered the most important determinants which included teachers characteristics, student-teacher ratio, availability of educational materials, equipment and facilities, administrative and supervisory characteristics and per-pupil expenditure.

Understanding of the relationship between various school factors and students' achievement has changed over the years in the light of experimental projects and research studies. For instance, aid patterns of World Bank Investment in primary education for the period 1963-83, shows that projects involving buildings, furniture equipment and supplies, educational materials and textbooks and new teaching techniques were considered more important for raising the enrolment as well as students' achievement.

After various project experiences in developing countries, aid agencies including USAID, UNDP, World Bank, UNICEF, CIDA and other similar agencies concluded that training of teachers, provision of instructional materials innovative teaching methods, and amount of teaching time have more successful effect on students' learning. Examinations were also considered a useful way of monitoring school quality.

To sum up, the effect of in-school factors on students' learning is more evident in developing countries for the reason that family of the learner cannot provide much support to the academic development and achievement of student due to several reasons including high illiteracy or low educational level of parents. In such circumstances school becomes the major and sometimes the only source of cognitive development. Hence, better school yield better student achievement. Secondly, schools of the poor and developing countries show a wider range in their quality. Many schools are working below minimum requirement level. This larger variance in school quality also produces larger variance in students' achievement.

PER-STUDENT EXPENDITURE

In low income countries, including Pakistan, people cannot contribute their share towards the education of their children due to poverty and resultant ignorance about the socio-economic
benefits that education can generate. Since governments understand and acknowledge education as the main instrument for human resource development, they take the major burden of educating youngsters on their shoulders.

The argument supporting government subsidy to education is valid for all levels and primary level has the strongest claim on government funds. But the educational inputs remain low due to their overall poor economic conditions. It is observed that the pre-students recurrent expenditure at primary level increase with the increase in the economic status of the countries. In 1985, Pakistan was spending $32 (Rs. 421.50) per student as recurrent cost, which is lower than the average for the low income countries. This cost appears to be increasing steadily upto Rs. 738.46 in 1989-90, but due to its value in US dollars (which was approximately 30) the financial educational recurrent input could not be enhanced over the years.

STUDIES ON STUDENTS' ACHIEVEMENT IN PAKISTAN

Expansion of primary education was the objective of most of the developing countries upto the end of 70s. But the beginning of 80s brought a concern for the quality enhancement along with quantitative expansion.

Asia and the Pacific Programme of Educational Innovation for Development (APEID) through seminars and discussion, identified several factors for enhancing the achievement of primary school students. Major inputs enumerate methods and materials for instruction and enhancement of pupil achievement, preparation of teachers and supervisors, provision of instructional materials, effective involvement of parents and community and pre-primary preparation of children for schooling. Joint innovative projects based on identified school inputs were started in most of the countries of the region to make the primary schooling more effective (APEID, 1986).

Similarly, the enhancement of the efficiency of primary school system has been the concern of the Government of Pakistan since the day of independence. New interventions are planned and adopted. Series of Primary Education Projects I - V, funded by the World Bank are efforts in the same direction.

ACHIEVEMENT TEST

Systematic efforts to measure students' performance at primary level at large scale were almost non-existent in Pakistan and measurement of students' achievement remained the job of classroom teacher until late 1980s. The purpose of such measurement is simply the promotion of students to next grade. No research on the achievement of primary school students was conducted till 1988-89 when BRIDGES (Basic Research and Implementation in Developing
Education System in collaboration with Academy of Educational Planning and Management) conducted a National Sample Survey of achievement of primary school students. The tests prepared by the Primary and Non-formal Education Wing of the Ministry of Education, were used for measuring students' achievement in science and mathematics at class IV and V. The tests were administered in 473 schools across Pakistan. The data included 900 teachers. The data were divided with reference to various questions under study and different people were contracted to write reports. For example Baloch (1990) compared the achievement scores of 278 single grade classes and 372 multigrade classes selected from the above data. He concluded that students of single grade teachers obtain significantly higher mean scores as compared with the achievement scores of students of multigrades classes in urban as well as rural area schools for either gender. Another interesting study conducted to find out the difference in the achievement of students taught by male and female teachers, using the same data was reported by Anwar Hussain with the findings that students of male and female teachers have similar score on science test but those taught by women scored lower on the mathematics test.

No conclusion could be inferred regarding the impact of teachers' or teachers' professional qualification on students' achievement.

Qaisarani analyzed the data to study the effect of teachers' level and quality of academic achievement and professional training on students achievement scores. He observed that the level of academic qualification affects students' achievement scores but the quality in terms of division, or grades earned have no such impact. Teachers' professional qualification pre-service or in-service, has no influence on students' performance scores. This controversial finding needs to be further explored.

Ahmad examined the difference in the achievement score of students of Project (schools with additional inputs under PEP II) and non-project schools. Out of total sample of 900 teachers from Pakistan 87 teachers of Project and 495 of non-project were picked out and data on achievement of students taught by these teachers were also isolated. Findings reveal no difference in the performance of students taught by the teachers of these two categories of schools.

The students of the study school, however, be accepted with caution as the groups compared were unequal in number. By comparison of project and non-project schools, the issue under exploration was whether or not better physical facilities and supervisory practices, considered important determinants of effectiveness really enhance students learning of the results are accepted, the matter should be further studied as to why the new interventions did not work. Qadir selected data for 40 project and 40 non-project schools from NWFP and examined the difference in the
performance of their students. The study indicated that project schools failed to make a significant positive impact on students' achievement except in case of rural boys schools indicating that new interventions planned under PEP-II were effective only in rural boys schools. This finding supports the argument that the school type (quality of school) matters more in low income areas, where family and community support for cognitive growth and achievement is the minimum. The finding however, is not congruent to the finding of analysis done by Ahmad.

Ahmad, studied the comparative effectiveness of PTC teachers trained under various modes, i.e. training colleges, Allama Iqbal Open University and training schools. The measure of effectiveness was the students' achievement scores. Data from the same pile of National Survey was obtained for 387 teachers and their students. 37 of them had obtained PTC from AIOU, 161 from training colleges and 189 from training schools. No significant effect on the achievement scores of students was observed in relation to the mode of training.

Rugh and others (1991) selected 32 schools, sixteen with effective teachers and sixteen with less effective teachers. Criteria of effectiveness were the scores of students obtained on the tests administered under National Sample Survey of 1988-89. The study being a qualitative one was limited to a sample of 32 schools across Pakistan with only 2 effective and 2 less effective schools of either gender from each province.

The nature of data required for the study dictated the development of mainly two types of instruments; cognitive achievement tests and behaviour assessment instruments. Before embarking on actual development of instruments, theoretical foundations and standard development procedure were explored. The tests developed for the cognitive achievement study can be called criterion referenced. Two composite tests, one consisting Science and Mathematics and the other Dinyat and Social Studies were prepared for each class. For the assessment of students' behaviour, the behaviour attributes were selected in the light of aims and objectives of the affective domain for primary education as given in the curriculum outline, Ministry of Education, Pakistan and related literature in elementary education. The attributes are classroom participation, motivation, cooperation and socialisation, discipline, cleanliness, carefulness and regularity and punctuality.

ANALYSIS OF VARIABLES

Analysis by one independent variable at a time i.e. type, gender and cost were made by using Analysis of Variance (ANOVA). Significant F-ratios on significant differences in means were further probed into by applying Scheffe Post-hoc test in order to make a pair-wise comparison among different groups. The purpose of
Post-hoc tests is to identify the major sources of significant difference. In this case, the analysis aimed at identifying the most significantly different school types.

Analysis of Variance was performed to investigate the effect of school type on overall cognitive performance of the students of class III and class V, as indicated by their composite scores, respectively, which was obtained by adding scores in all four subjects.

The means and standard deviations (S.Ds) showed that the performance of "two-teacher" primary schools was significantly lower than primary section of a middle school, primary section of a high school and "five-teacher" primary school. Similarly, the performance of "mosque school" was significantly lower than the performance of "five-teacher" primary school. In other words, schools were classified into two groups, two-teacher primary school and mosque school as ineffective, and other three types as effective types of schools. Mean scores of class III and V were averaged to give an overall picture of the effectiveness of schools in promoting cognitive performance and inculcating desirable behaviour. Mean scores on tests for the two classes were summed and averaged on the basis of their internal consistency revealed through highly significant correlation between these scores.

VARIATIONS IN ACHIEVEMENT SCORES ACROSS PROVINCES

The achievement scores of three provinces excluding Balochistan showed only small variations. But the mean achievement scores of students of Balochistan were considerably lower than other three provinces in both the classes.

EFFECT OF GENDER ON COGNITIVE ACHIEVEMENT

Analysis of students' achievement by gender was not originally planned in the study but was presented for its value to those who were interested in the study of differential gender effect on achievement and performance.

Genderwise analysis of the effect of school type on students' learning was made with two considerations: Firstly, different types of schools may be performing differently because of gender differences in administrative and academic control. Secondly, availability of school in the vicinity of their homes may markedly introduce a positive effect on the performance of girls. The comparison was however, an interesting one, as there are no mosque schools exclusively for girl students.

Means and standard deviations of school types revealed primary section of a middle school as the most effective school for the girls. Whereas 5 teacher and 2 teacher primary schools as the least effective schools.

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The descriptive statistics identified 5 teacher primary school as the most effective school and 2 teacher primary school as the least effective. The performance of mosque school increased for boys as compared with its performance on Pakistan basis, where it was ranked at fourth place.

VARIATION IN STUDENT ACHIEVEMENT SCORES ACROSS DISTRICTS

The effect of school district was also investigated by performing Analysis of Variance on total score of Class III and V, by different districts included in the sample. Pair-wise different analysis were also performed to see any significant difference among the districts of each province. The results of these analysis show that districts within the province were significantly different from each other. Comparison of the achievement scores of various districts show that in the Punjab, the students of Lahore attained better knowledge and cognitive skills. Students of Jhelum performed at the lowest level. The variation in mean scores across districts was, however, least as compared with such variation in other provinces meaning thereby a homogeneous performance throughout selected districts of the Punjab.

Variation across districts was the widest in Sindh. Students of Nawab Shah obtained highest mean score (72.54) in Sindh as well as in Pakistan and students of Class III in Sukkur achieved lowest mean score (54.05) in Sindh as well as in Pakistan. Within NWFP, the students of Dera Ismail Khan performed better than the students of Peshawar on cognitive achievement tests.

Means and standard deviations related to these districts show that students of Sibi district (Balochistan) performed at the lowest level, whereas the students from D.I. Khan district performed the best. It can be speculated that in a less developed district like D.I. Khan, the high mean score of students might be due to the fact that fewer students enter the school and only the highly motivated and brighter ones of those reach class V.

CRITICAL VARIABLES IN PRIMARY EDUCATION

The Multi-Donor Support Unit for the Social Action Programme designed a survey (1995), aimed at determining the critical variables which have an impact on the level of academic achievement of primary level students. It was the first systematic attempt to measure the students' academic achievement, and identify impediments to this achievement, at the national level. The survey mainly relied on a test consisting of simple questions, selected from the textbooks being taught in grades lower than that of the students. The same test was administered to the teachers and it was expected that they would obtain almost perfect scores.
The test results were in general, quite positive, but in certain key areas, including conception development, they did not yield satisfactory results. This pattern was observed throughout the country, with variations from one province/area to another. It was observed with grave concern that by the fifth school year, the students are not able to fully grasp some very basic facts about their country and do not understand some of the most basic concepts of the subjects taught. Obviously, the fault lies with the functioning of the system and the obstructing factors have to be identified.

The study further revealed that the very low standards of academic achievements in students were due to the following factors:

1. **INCOMPETENCE OF TEACHER**

   The incompetence of teachers is related to many factors:

   a) The educational qualification of teachers is directly related to the students' achievement. The level of minimum qualification for teachers, therefore, needs to be raised, to matric. But this condition is again related to the standard of instruction and syllabi taught in various grades in the country, and theoretically the standard of the middle level could be sufficiently raised to meet the instructional needs in primary schools.

   b) Although the pre-service training of teachers has some bearing on the students' achievement, the inservice training has no impact on the students. The pre-service training of the teachers does not have any significant impact on their own performance too. This means that both the content and approach of the training programme needs to be evaluated with the view to promote the competence of teachers.

2. **UN-STIMULATING ATMOSPHERE IN SCHOOLS**

   Students absenteeism results in a low academic achievement of students. Absenteeism is mainly due to the un-stimulating atmosphere, especially in government schools, as shown by the comparison of students achievement and teachers performance in both government and private schools. The students in private schools did better than their counterparts in government schools, even though there was no significant difference in the competence of teachers in the two types of schools. The difference in favour of the private schools could, therefore, be accounted for, mainly in terms of their better overall management and learning atmosphere. In these aspects, the government schools have not received proper attention.
3. **GENDER GAP**

The gender of teacher plays an important role in students' achievement. The students tend to score higher if taught by females only, or by both females and males. This finding is marked especially for rural areas. The promotion of co-education with mixed teaching arrangements, or with female teachers, could help to advance students' achievement.

4. **ENROLMENT AT LATER STAGE**

Students entering the school at an early age perform better than those who get enrolled at a later stage. The orientation of parents is there, needed, so that children are sent to school at the proper age. Committees consisting of teachers and parents could play a pivotal role to achieve this objective.

5. **DETAINEES OR STUDENTS REPEATING A CLASS**

Detainees or students repeating a class tend to remain under achievers as compared to the rest of the class. This happens because of the absence of any remedial system to support the under-achievers. By not offering any assistance, the present system actually perpetuates under-achievement in class-repeaters, who may eventually drop out of the school.

6. **ILLITERACY AMONG PARENTS**

Literacy of parents has a positive impact on the students achievement. This impact is more pronounced in case of literate father, rather than mother. Literacy in the country in any case is low for both sexes, but for women it is abysmally low. The findings clearly underline the need to promote literacy among parents.

It needs to be pointed out that the impact of only selective variables, mentioned above, could be explored in the survey. A more exhaustive exercise would investigate the effect of some other important variables as well, including the supply of educational materials and teaching aids, the condition of physical facilities in school, teachers' absenteeism, the distance of school from students and teachers' residence etc. A more comprehensive survey in future would address these information gaps.
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<tr>
<th>SUBJECT</th>
<th>NUMBER</th>
<th>ALGEBRA</th>
<th>MONEY</th>
<th>MEASUREMENT</th>
<th>TIME</th>
<th>GEOMETRY</th>
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<tbody>
<tr>
<td>MATHS</td>
<td>1. Understanding of numbers 0 to 9.</td>
<td>1. Addition of 2 Digit numbers.</td>
<td>1. Identify, Pakistani coins and notes.</td>
<td>1. Compare lengths of objects.</td>
<td>1. Tell and write time on the hour.</td>
<td>1. Identify and name different shapes.</td>
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<td>2. Use and interpret number line.</td>
<td>2. Subtraction of 2 digit numbers</td>
<td>2. Addition and subtraction of money</td>
<td>2. Compare capacities of containers.</td>
<td>2. Learn name and sequence of days of the week.</td>
<td>2. Identify the inside and outside of the shapes.</td>
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<td>3. Place value (Tens &amp; ones)</td>
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<td>4. Counting 1 to 100 in ascending and descending order.</td>
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<td>SCIENCE</td>
<td>1. Classification of animals.</td>
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<td>2. Classification of Plants</td>
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<td>LIVING THINGS</td>
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<td>ENGLISH</td>
<td>1. Identification and recitation of Alphabets.</td>
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<td>2. Counting of numbers upto ten.</td>
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<td>3. Identification of familiar objects.</td>
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<td>4. Use of social courtesy expressions.</td>
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<td>MATTER &amp; ENERGY</td>
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<td>1. Material objects.</td>
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<td>3. Heat and light.</td>
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<td>EARTH &amp; UNIVERSE</td>
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<td>1. Heavenly bodies</td>
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<td>2. Weather.</td>
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<td>LISTENING &amp; SPEAKING SKILL</td>
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<td>1. Recognition of letters and numbers.</td>
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<td>2. Reading of words of one or two syllables.</td>
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<td>1. Identify and copy small and capital letters.</td>
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<td>2. Identify and copy numbers upto ten.</td>
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<td>3. Write the beginning sounds of familiar vocabulary</td>
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<td>URDU</td>
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<td>1. speak with correct pronunciation.</td>
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<td>2. Speak salutations.</td>
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<td>3. Talk about environment</td>
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<td>1. Follow different syllables.</td>
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<td>2. Follow verbal directions.</td>
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<td>3. Listen to stories.</td>
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<td>READING / COMPREHENSION</td>
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<td>1. Read sounds and simple sentences.</td>
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<td>2. read and comprehend textual material.</td>
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<td>3. Answer simple questions.</td>
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<td>a) Pictures</td>
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<td>b) Singular, Plural</td>
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<td>c) Masculine and feminine</td>
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<td>d) Opposites.</td>
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<td>1. Complete sentence.</td>
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<td>2. Change to Interrogative, negative use of:</td>
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<td>3. Pronouns</td>
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<td>4. Prepositions</td>
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<td>5. Present &amp; Past tenses</td>
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<td>1. Spell two to three syllable words.</td>
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<td>2. Write simple sentences</td>
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<td>3. Re-arrange words.</td>
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<td>4. Paragraph writing.</td>
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<td>QURAN KHWANI</td>
<td>1. Arabic alphabet (Recognition)</td>
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<td>2. Memorization of TASMIA and KALMA TAYYABA</td>
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<td>1. Belief in Allah and Hazrat Mohammad (PBUH).</td>
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<td>1. Name, Father’s Name and early life of the Holy Prophet (PBUH).</td>
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<td>3. Greetings (Salaam)</td>
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<td>4. Etiquettes of eating and drinking</td>
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<td>TOPIC &amp; SUB-TOPIC ALGEBRA</td>
<td>TOPIC &amp; SUB-TOPIC MONEY</td>
<td>TOPIC &amp; SUB-TOPIC MEASUREMENT</td>
<td>TOPIC &amp; SUB-TOPIC TIME</td>
<td>TOPIC &amp; SUB-TOPIC GEOMETRY</td>
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<td>MATHS</td>
<td>1. Place value for Hundreds Tens and Units. 2. Writing numbers upto 1000. 3. Logical sequence. 4. Fractions.</td>
<td>1. Addition and without carrying. 2. Subtraction with and without borrowing. 3. Multiplication. 4. Division (without remainder).</td>
<td>1. Pakistani coins and notes. 2. Use of currency.</td>
<td>1. Unit of length. 2. Unit of capacity. 3. Unit of mass.</td>
<td>1. Clock time in hours, half and quarter-hours. 2. Names of lunar and solar months. 3. Use of calendar.</td>
<td>1. Plane figures and their boundaries. 2. Plane shapes. 3. Three dimensional shapes.</td>
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<td>SCIENCE</td>
<td>1. Classification of animals. 2. Identification of plants and their roots. 3. Classification of seeds.</td>
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<td>MONEY</td>
<td>MEASUREMENT</td>
<td>TIME</td>
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<td>MATHS</td>
<td>1. Read and write numbers up to 100,000 (1 Lakh). 2. Fractions.</td>
<td>1. Addition. 2. Subtraction of 2, 3 or 4 digit numbers. 3. Multiplication. 4. Division.</td>
<td>1. Use of Pakistani currency notes.</td>
<td>1. Understand metric system in terms of length, capacity and mass.</td>
<td>1. Concept of hours and minutes. 2. Concept of days, weeks and months. 1. Drawing of a line segment and other shapes. 2. Concept of Perimeter</td>
<td>1. Interpret simple bar graphs.</td>
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<td>SCIENCE</td>
<td>LIVING THINGS</td>
<td>MATTER &amp; ENERGY</td>
<td>EARTH &amp; UNIVERSE</td>
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<td>ENGLISH</td>
<td>LISTENING &amp; SPEAKING SKILL</td>
<td>READING SKILL</td>
<td>WRITING SKILL</td>
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<td></td>
<td>1. Social courtesy expressions. 2. Count in tens up to 100 3. Identify colours. 4. Use pronouns, adjectives, prepositions. 5. Use of interrogative and negative statements.</td>
<td>1. Sound out combinations such as: sh, ch, th, wh, ph, etc. 2. Read simple sentences, using various tenses, pronouns, prepositions, etc. 3. Recognize question mark and fullstop.</td>
<td>1. Write down one's own name. 2. Copy out numerals and words. 3. Copy out simple questions and answers. 4. Words beginning with: ch, sh, th, wh, ph. 5. Punctuate simple questions and answers.</td>
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<tr>
<td>URDU</td>
<td>SPEAKING SKILLS</td>
<td>LISTENING</td>
<td>READING / COMPREHENSION</td>
<td>VOCABULARY</td>
<td>SENTENCE STRUCTURE</td>
<td>WRITING SKILLS</td>
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<td>ISLAMIYAT</td>
<td>QURAN KHWANI</td>
<td>BELIEFS &amp; PRAYERS</td>
<td>SEERAT-UN-NABI</td>
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<td>MORALS &amp; MANNERS</td>
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<td>SUBJECT</td>
<td>LOCATION &amp; HISTORY</td>
<td>RESOURCES</td>
<td>ADMINISTRATION</td>
<td>POPULATION</td>
<td>WORKS OF PUBLIC UTILITY</td>
<td>MEANS OF COMMUNICATION AND TRANSPORTATION</td>
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<td>2. Specific features.</td>
<td>2. weather and climate.</td>
<td>2. Administrative setup.</td>
<td>2. Occupations.</td>
<td>2. Hospitals.</td>
<td>2. Demand and supply.</td>
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<td></td>
<td>3. Population.</td>
<td>3. Pollution and Population.</td>
<td>3. Constitution of earth.</td>
<td>3. Population.</td>
<td>3. Write numbers 1 to 100.</td>
<td>3. Write numbers 1 to 100.</td>
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<td>4. Diet and health.</td>
<td>4. Gases.</td>
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<td>4. Gases.</td>
<td>4. Give appropriate words to complete a sentence.</td>
<td>4. Give appropriate words to complete a sentence.</td>
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<td></td>
<td>5. Environment.</td>
<td>5. Magnet.</td>
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<td>5. Magnet.</td>
<td>5. Punctuate a passage or sentences.</td>
<td>5. Punctuate a passage or sentences.</td>
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<td>3. Name the days of the week.</td>
<td>3. Read simple question and answers.</td>
<td>3. Paragraph.</td>
<td>3. Answer questions.</td>
<td>3. Suffixes.</td>
<td>4. Paragraph.</td>
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<tr>
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<td>4. Identify basic shapes.</td>
<td>4. Read days of the weeks.</td>
<td>4. Letter writing.</td>
<td>4. Supplementary material.</td>
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<td>4. Letter writing.</td>
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<td>5. Correct use of grammar.</td>
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<td>5. Application writing.</td>
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<tr>
<td>URDU</td>
<td>1. Events and experience.</td>
<td>1. Instructions.</td>
<td>1. Oppositions.</td>
<td>1. use of nouns, adjectives, pronouns, adverbs, preposition, conjunction and interjection.</td>
<td>1. Transportation.</td>
<td>1. Importance of Urdu.</td>
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<td></td>
<td>2. Express ideas.</td>
<td>2. Stories about information.</td>
<td>2. Simple prefixes.</td>
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<td>2. Dictation.</td>
<td>2. Importance of Urdu.</td>
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<td>ISLAMIYAT</td>
<td>QURAN KHWANI</td>
<td>BELIEFS &amp; PRAYERS</td>
<td>SEERAT-UN-NABI</td>
<td>MORALS &amp; MANNERS</td>
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<tr>
<td>1. PARAH AMM (30) First</td>
<td>1. 1. ROYALITY</td>
<td>1. 1. PROCLAMATION OF PROPHETHOOD.</td>
<td>1. HONESTY.</td>
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<td>3 Quarters.</td>
<td>VIRTUE, VICE.</td>
<td>2. 2. MIGRATION</td>
<td>2. SOCIAL WELFARE.</td>
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<td>2. HIFZ-ALNASR, AL-QURAYSH, AL-FEEL, AAT-UL-KURSI.</td>
<td>2. BENEFITS OF PRAYERS.</td>
<td>3. 3. TAKING CARE OF SPECIAL PEOPLE.</td>
<td>3. HONESTY.</td>
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<td>3. THE SCRIPTURES.</td>
<td>4. 4. TAKING CARE OF SPECIAL PEOPLE.</td>
<td>4. SOCIAL WELFARE.</td>
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<td>4. HAZRAT NOAH (AS)</td>
<td>5. 5. LOVE FOR HOMELAND.</td>
<td>5. SIMPLICITY.</td>
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<td>6. 6. CAREFUL USE OF RESOURCES.</td>
<td>6. PUNCTUALLY IN PRAYERS.</td>
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**MATHS**

- **NUMBER**
  - 1. Decimals (upto 1 crore)
  - 2. Read and write Urdu numerals
  - 3. Fractions

- **ALGEBRA**
  - 1. Multiplication
  - 2. Fractions
  - 3. Decimal fraction (Upto three decimal places)

- **MEASUREMENT**
  - 1. Quantities in decimal form
  - 2. Solve problems (Metric system)

- **TIME**
  - 1. Compound quantities
  - 2. Hours, minutes and seconds
  - 3. Weeks, days

- **GEOMETRY**
  - 1. Measure a line in centimeter and millimeter
  - 2. Plane figures
  - 3. Perimeter

**SCIENCE**

- **LIVING THINGS**
  - 1. Distinguish between living and non-living things
  - 2. Uses of animals and plants
  - 3. Population
  - 4. Diet and health
  - 5. Environment

- **MATTER & ENERGY**
  - 1. Substance
  - 2. Water and Water cycle
  - 3. Pollution and Population
  - 4. Gases
  - 5. Magnet
  - 6. Electricity
  - 7. Temperature

**ENGLISH**

- **SPEAKING SKILL**
  - 1. Use of social courtesy expressions
  - 2. Name common fruits
  - 3. Name the days of the week
  - 4. Identify basic shapes
  - 5. Correct use of grammar

- **READING SKILL**
  - 1. Sound out words with: bl, cl, st, sn
  - 2. Articulate long vowels, oo, ee
  - 3. Read simple question and answers
  - 4. Read days of the weeks

**URDU**

- **SPEAKING SKILLS**
  - 1. Events and experience
  - 2. Express ideas
  - 3. About festivals
  - 4. Recite poetry

- **LISTENING**
  - 1. Instructions
  - 2. Stories about information
  - 3. Speeches

- **READING / COMPREHENSION**
  - 1. Read from the text
  - 2. Passages, poems
  - 3. Answer questions
  - 4. Supplementary material

- **VOCABULARY**
  - 1. Opposites
  - 2. Simple prefixes
  - 3. Suffixes

- **SENTENCE STRUCTURE**
  - 1. Use of nouns, adjectives, pronouns, adverbs, preposition, conjunction and interjection

**ISLAMIYAT**

- **QURAN KHWANI**
  - 1. PARAH AMM (30) First
  - 2. HIFZ-ALNASR, AL-QURAYSH, AL-FEEL, AAT-UL-KURSI

- **BELIEFS & PRAYERS**
  - 1. ROYALITY VIRTUE, VICE
  - 2. BENEFITS OF PRAYERS
  - 3. THE SCRIPTURES
  - 4. HAZRAT NOAH (AS)

- **SEERAT-UN-NABI**
  - 1. PROCLAMATION OF PROPHETHOOD
  - 2. MIGRATION

- **MORALS & MANNERS**
  - 1. HONESTY
  - 2. SOCIAL WELFARE
  - 3. SIMPLICITY
  - 4. PUNCTUALLY IN PRAYERS
  - 5. TAKING CARE OF SPECIAL PEOPLE
  - 6. LOVE FOR HOMELAND
  - 7. CAREFUL USE OF RESOURCES
### TOPICS AND SYLLABUS CLASS V

<table>
<thead>
<tr>
<th>SOCIAL STUDIES</th>
<th>ISLAMIC REPUBLIC OF PAKISTAN</th>
<th>LOCATION AND PHYSICAL FEATURES</th>
<th>CLIMATE</th>
<th>NATURAL RESOURCES</th>
<th>SAFETY</th>
<th>POPULATION</th>
<th>ADMINISTRATION</th>
<th>WORKS OF PUBLIC UTILITY</th>
<th>MEANS OF COMMUNICATION AND TRANSPORTATION</th>
<th>PROBLEMS AND THEIR SOLUTIONS</th>
<th>IMPORTANT PERSONALITIES</th>
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<td>3. Important Responsibilities.</td>
<td>3. Physical Features of Pakistan.</td>
<td>3. Mineral power resources.</td>
<td>3. Social activities.</td>
<td>3. Flag of Pakistan and the philosophy behind it.</td>
<td>3. Importance of different provinces.</td>
<td>3. Relationship amongst people of different provinces.</td>
<td>3. Flag of Pakistan and the philosophy behind it.</td>
<td>3. Leadership of Pakistan.</td>
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<td>4. Fear of Allah.</td>
<td>4. Pride in being a Pakistani.</td>
<td>4. Importance of national anthem.</td>
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<td>4. Leaders of Pakistan.</td>
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<td>5. Heads of Pakistan.</td>
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<th>NUMBER</th>
<th>ALGEBRA</th>
<th>UNITARY METHOD</th>
<th>AVERAGE</th>
<th>GEOMETRY</th>
<th>INFORMATION HANDLING</th>
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<tr>
<td>1. Roman numerals upto 1000.</td>
<td>1. Reduce and common fraction.</td>
<td>1. To identify: a) ray, line, parallel, vertical, horizontal.</td>
<td>1. To interpret pie-charts and line graphs.</td>
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<tr>
<td>2. Factors, multiples, prime and composite numbers.</td>
<td>2. Decimal fraction. (addition, subtraction, multiplication and division).</td>
<td>2. angle, right angle, right triangle.</td>
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<td>3. HCF &amp; LCM (Highest Common Factor and Lowest Common multiple)</td>
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<td>3. Area.</td>
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<td>4. Volume.</td>
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<th>LIVING THINGS</th>
<th>MATTER AND MONEY</th>
<th>EARTH AND UNIVERSE</th>
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<tr>
<td>1. Differentiate between animals that are: a) hatched and b) born.</td>
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<td>1. Atom and molecules.</td>
<td>1. solar system.</td>
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<td>2. Life style.</td>
<td>2. Seeds and plants.</td>
<td>2. States of matter.</td>
<td>2. Earth's surface.</td>
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<td>11. Sound.</td>
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## TOPICS AND SYLLABUS CLASS-V

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<td><strong>SPEAKING SKILLS</strong></td>
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<td>1. Use of social courtesy expressions.</td>
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<td>2. Articulate ordinal numbers: first, second,...</td>
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<td>3. Count in hundreds up to one thousand.</td>
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<td>4. Name simple uncountable nouns: grass, milk, sugar, etc.</td>
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<td>5. Names of meals.</td>
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<td>6. Common clothing articles.</td>
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<td>7. Occupations.</td>
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<td>8. Seasons.</td>
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<td>4. Make speeches.</td>
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<td><strong>QURAN KHWANI</strong></td>
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<td>1. Para I (complete)</td>
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# Teaching Hours Per Week

**Total No. of Teaching Hours Per Week = 26 Hrs. 40 Minutes**

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<th>Subject</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
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<tbody>
<tr>
<td>HS</td>
<td>10</td>
<td>6 Hrs 40 Min.</td>
<td>25%</td>
<td>10</td>
<td>6 Hrs 40 Min.</td>
</tr>
<tr>
<td>U</td>
<td>10</td>
<td>6 Hrs 40 Min.</td>
<td>25%</td>
<td>10</td>
<td>6 Hrs 40 Min.</td>
</tr>
<tr>
<td>LISI</td>
<td>10</td>
<td>6 Hrs.</td>
<td>25%</td>
<td>10</td>
<td>6 Hrs 40 Min.</td>
</tr>
<tr>
<td>ALIDES</td>
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</tr>
<tr>
<td>NCS/KOW-SJE</td>
<td>4</td>
<td>2 Hrs 40 Min.</td>
<td>10%</td>
<td>4</td>
<td>2 Hrs 40 Min.</td>
</tr>
<tr>
<td>I</td>
<td>4</td>
<td>2 Hrs 40 Min.</td>
<td>10%</td>
<td>4</td>
<td>2 Hrs 40 Min.</td>
</tr>
<tr>
<td>J</td>
<td>1</td>
<td>40 Min.</td>
<td>2.5%</td>
<td>1</td>
<td>40 Min.</td>
</tr>
<tr>
<td>YES</td>
<td>1</td>
<td>40 Min.</td>
<td>2.5%</td>
<td>1</td>
<td>40 Min.</td>
</tr>
</tbody>
</table>
STRUCTURE OF A TIME TABLE I.E. TIME ALLOTMENT PER WEEK (5 DAYS)

(The duration of each period is 40 minutes). Total No. of Hours during the week: 26, hrs.40 minutes. Time allotment for different subjects is the same in Classes I, II & III.

### CLASS = I

<table>
<thead>
<tr>
<th>PERIOD DAYS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT</td>
<td>G.KNOW</td>
<td>ISLAMIYAT</td>
<td>MATHS</td>
<td>MATHS</td>
<td>URDU (READING)</td>
<td>URDU (WRITING)</td>
<td>ENGLISH (READ)</td>
<td>ENGLISH (WRITING)</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>MON</td>
<td></td>
<td></td>
<td>ART</td>
<td></td>
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</tr>
<tr>
<td>TUE</td>
<td></td>
<td>ISLAMIYAT</td>
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<td></td>
</tr>
<tr>
<td>WED</td>
<td></td>
<td>GAMES</td>
<td></td>
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</table>

*English, Urdu and maths: 6 hrs. 40 minutes each. G. Knowledge & Islamiyat 2 hrs. 40 minutes each. Games and Art: 40 minutes each.*

### CLASS = II

<table>
<thead>
<tr>
<th>PERIOD DAYS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<th>7</th>
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</thead>
<tbody>
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<td>ENGLISH</td>
<td>ENGLISH</td>
<td>G. KNOW</td>
<td>MATHS</td>
<td>MATHS</td>
<td>ISLAMIYAT</td>
<td>URDU</td>
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</tr>
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<td>MON</td>
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<td>ISLAMIYAT</td>
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</tr>
<tr>
<td>TUE</td>
<td></td>
<td></td>
<td>GAMES</td>
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</tr>
<tr>
<td>WED</td>
<td></td>
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<td>G.KNOW</td>
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REFERENCES

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