



Pakistan Studies Curriculum at Graduate level in District Peshawar, Pakistan

Tabassum Mehboob^a & Amjad Reba^b, Adnan Shahzad^c, ^aPh.D, Pakistan Study Center, University of Peshawar, ^bAssistant Professor, Institute of Education and Research, University of Peshawar, ^cPhD, Institute of Education and Research, University of Peshawar.

The paper was designed to explore the perceptions of students regarding Pakistan Studies curriculum at graduate level. This was a quantitative type of study. The questionnaire was used to collect information from students at graduate level. The data were tabulated and descriptive statistics such as frequency and percentage were calculated. Friedman's chi-square test was used for testing hypotheses categorical variables. The data found that the majority of the students 82.6 % agreed that they take interest in learning the subject of Pakistan Studies. Most of the respondents 87.0% agreed that the subject matter of course content generate creative thinking among the students. Majority of the respondents 77.8% agreed that the curriculum reflects the ideology of Pakistan. It is recommended that the objectives of the curriculum must be properly defined and teachers must emphasize the need for national integration, unity, and patriotism because without it the curriculum would not be useful.

Key words: *perceptions, Pakistan Studies, Curriculum, Graduate Level.*

Introduction:

Pakistan was supposed to have a highly centralized National Curriculum. The main reasons for the introduction of a National Curriculum were to raise, maintain, and provide a uniform standard of education throughout the country. The additional motives behind the provision of a National Curriculum were the development of national character, promotion of social and cultural harmony, and national cohesion among students and society (Mahmood, 2011).

The ideological confusion around Pakistan Studies manifested itself right in the beginning when the Bill for the establishment of Pakistan Study Centers was debated in the National



Assembly in 1975-76. The said bill aimed to establish Pakistan Study Centers in different universities of the country (Inayatullah et al, 2005).

Pakistan Studies was introduced as a compulsory subject both at secondary and higher secondary levels in the early 1980s, to promote and strengthen national integration, cohesion, solidarity, and harmony among the new generation. The Ministry of Education revised the National Curriculum of Pakistan Studies (2006) Being an Islamic state the priority was given to inculcate among the students the sense of gratitude of Almighty Allah for His all blessings. The emphases were on learning various concepts regarding Pakistan Studies in a way that may encourage observation, creativity, and other higher-order skills. The ideology of Pakistan and the struggle of Muslims for the emergence of an ideological state was also given due importance. Pakistan geography, socio-cultural aspects of civic life, socio-cultural and socio-economic patterns of the society and Pakistan's international relations were elaborated in detail to develop positive attitudes towards the role of the people in the development of society (Higher Education Commission of Pakistan, 2006).

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

The BS program was initiated by the Higher Education Department in Khyber Pakhtunkhwa. It went through a lengthy process of inspections, visits of different institutions and a series of meetings. Superior Science College was the first institution in the province to seek affiliation with the University for its Pakistan Study Department. The university approved the subject of Pakistan Studies on April 1st, 2011 for the session 2010-11 with 30 allocated seats vide notification No. 1456/Aff. Subsequently, the University approved affiliation of the college on April 21st, 2011 vides notification No. 702/08 (Rahman, 2014).

Beside the BS system, the BA/B.Sc. system is also prevailing in most institutions of Khyber Pakhtunkhwa. To the extent that the curriculum of BA/BSc is concerned, it has been quite stagnant for a long time. This shows the lack of interest by the State authorities, as if it is a subject of no importance for the nation. History is overstretched, for example, the sections of historical background of Pakistan's ideology, Pakistan movement and establishment of Pakistan is repeated again and again. Important social problems like overpopulation, unemployment, poverty, drug addiction, negative impacts of terrorism, pollution etc. have no place in the curriculum (Ahmad, 2014).



The following factors contribute towards the lack of interest of students in the said subject:(a) Schools/ colleges give more preference to science subjects and less than 3 or 4 classes are held for Pakistan Studies;(b) Any teacher can teach Pakistan Studies, irrespective of their level of knowledge of the subject;(c) Pakistan Studies is taught in a boring manner;(d) Class participation of the students is ignored;(e) Teachers do not explain the difficult terminology and reading of the topic is considered enough;(f) The textbooks of Pakistan Studies comprise more of fictions, rather than facts;(g) Teachers/ lecturers only deliver the knowledge that already exists in the books (Iqbal et al, 2016).

There is a serious need to review whether Pakistan Studies should be continued as a compulsory discipline at the intermediate and college level. In its present form, the discipline is seen as a burden by students. In its present form at the university level research and teaching should be examined separately. The shortage of qualified staff, the inability of the National Institute of Pakistan Studies, Study Centers at Peshawar, Hyderabad, Karachi, and Baluchistan Universities to train scholars in an interdisciplinary perspective is a serious shortcoming of Pakistan Studies (Shafqat, 1998). This paper explores the importance of curriculum at graduate level.

Objective

- To investigate the perceptions of students regarding Pakistan Studies curricula at graduate level in Khyber Pakhtunkhwa.

Research Questions

- Do the students take an interest in the subject of Pakistan Studies at graduate level?
- Does the subject matter of the course content of Pakistan Studies at graduate level generate creative thinking among the students?
- Does the course content of Pakistan Studies reflect the ideology of Pakistan?

Research Methodology

A quantitative research method was used to investigate the matter of interest. In this type of research, data was collected, among other means, by conducting surveys in which respondents were asked the same set of questions.

Population

There are a total of 16 degree colleges in District Peshawar that teach Pakistan Studies at graduate level. All the students of these institutes constitute the population of the study.



Sample Size and Distribution

District Peshawar was selected as a sample as it occupies a central position and represents all districts of Khyber Pakhtunkhwa. The whole district was classified into two broad groups on the basis of male and female. A list of all the students from the public sector was prepared. This list served as a sampling frame. Thus the sample size of 320 students among these sub-strata was selected randomly. So, 20 students from each degree college were chosen randomly.

Instrument Used

A questionnaire was used to collect information from the students. It included gender, teaching experience, education etc. Teachers having less than one year experience of teaching was not made part of the study for lack of student test results for them. The items in the scale were also translated into Urdu to make them more understandable for the respondents. The instrument has a brief introduction to its purpose and includes a statement about the right of the respondents to participate or otherwise and how the data was to be kept confidential.

Data Analysis

The data were tabulated and descriptive statistics like frequency and percentage were calculated. Friedman's chi-square test was used for testing hypotheses categorical variables. It shows the association between the categorical variables either there are relationships between the categorical variable or not.

Pearson's chi-square and Spearman's correlations tests in the quantitative method designed were used to show the relationship between two or more variables. Data were analyzed using computer software programs like Microsoft Excel and SPSS.

Results and Discussion

Evaluation of Pakistan studies curriculum at B.A/BSC.Level (data analysis)

Table 1 B.A/BSc. Students' perceptions regarding the importance of Pakistan Studies curriculum

Table 1 Students take interest in learning the subject of Pakistan Studies

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | SA | 89 | 33.0 | 33.3 | 33.3 |
| | A | 134 | 49.6 | 50.2 | 83.5 |
| | U | 15 | 5.6 | 5.6 | 89.1 |
| | D | 22 | 8.1 | 8.2 | 97.4 |
| | SD | 7 | 2.6 | 2.6 | 100.0 |
| | Total | 267 | 98.9 | 100.0 | |
| Missing | System | 3 | 1.1 | | |
| Total | | 270 | 100.0 | | |

Reliability Statistics

| Cronbach's alpha | Cronbach's alpha Based on standardized items | No. of items |
|------------------|--|--------------|
| -.015 | 0.857 | 2 |

Summary of Item Statistics

| | Mean | Minimum | Maximum | Range | Maximum / Minimum | Variance | No. of Items |
|----------------|----------|---------|----------|----------|-------------------|--------------|--------------|
| Item Means | 67.983 | 1.966 | 134.000 | 132.034 | 68.149 | 8716.450 | 2 |
| Item Variances | 2981.979 | .958 | 5963.000 | 5962.042 | 6227.636 | 17772975.349 | 2 |

ANOVA with Friedman's Test

| | Sum of Squares | df | Mean Square | Friedman's Chi-Square | Sig |
|----------------|--------------------------|-----|-------------|-----------------------|------|
| Between People | 787179.348 | 266 | 2959.321 | 198.747 | .000 |
| Within People | 2327292.152 ^a | 1 | 2327292.152 | | |
| Between Items | 799233.348 | 266 | 3004.637 | | |
| Residual | 3126525.500 | 267 | 11709.833 | | |
| Total | 3913704.848 | 533 | 7342.786 | | |

Grand Mean = 67.983

a. Kendall's coefficient of concordance W = .595.

Discussion:

Data in table 1.1 at Serial 1 indicate that 82.6 % of the respondent students were agreed, 10.7% of the respondents disagreed, whereas, only 5.6% of the respondents were undecided that students take interest in learning the subject of Pakistan Studies. The chi-square is 198.747, reliability statistics is 0.857 with p-value is 0.000 representing significant data.

Table 2: The subject matter of the course content generates creative thinking among the students

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | SA | 78 | 28.9 | 29.2 | 29.2 |
| | A | 157 | 58.1 | 58.8 | 88.0 |
| | U | 15 | 5.6 | 5.6 | 93.6 |
| | D | 6 | 2.2 | 2.2 | 95.9 |
| | SD | 11 | 4.1 | 4.1 | 100.0 |
| Total | | 267 | 98.9 | 100.0 | |
| Missing | System | 3 | 1.1 | | |
| Total | | 270 | 100.0 | | |

Reliability Statistics

| Cronbach's alpha ^a | Cronbach's alpha based on standardised items ^a | No. of items |
|-------------------------------|---|--------------|
| -.002 | .078 | 2 |

Summary Item Statistics

| | Mean | Minimum | Maximum | Range | Maximum / Minimum | Variance | No. of Items |
|----------------|----------|---------|----------|----------|-------------------|--------------|--------------|
| Item Means | 67.966 | 1.933 | 134.000 | 132.067 | 69.337 | 8720.901 | 2 |
| Item Variances | 2981.904 | .807 | 5963.000 | 5962.193 | 7384.812 | 17773869.894 | 2 |

ANOVA with Friedman's Test

| | Sum of squares | df | Mean square | Friedman's chi-square | Sig |
|----------------|--------------------------|-----|-------------|-----------------------|------|
| Between people | 792497.393 | 266 | 2979.314 | | |
| Within people | | | | | |
| Between items | 2328480.607 ^a | 1 | 2328480.607 | 199.114 | .000 |
| Residual | 793875.393 | 266 | 2984.494 | | |
| Total | 3122356.000 | 267 | 11694.217 | | |
| Total | 3914853.393 | 533 | 7344.941 | | |

Grand Mean = 67.966

a. Kendall's coefficient of concordance W = .595.

Discussion:

Data in table 1.1 at Serial 2 express that 87.0% of the respondent students were agreed, 6.3% of the respondents disagreed, whereas, only 5.6% of the respondents were undecided that the subject matter of the course contents generates creative thinking among the students. The chi-square is 199.114, reliability statistics is 0.078 with p-value is 0.000 representing significant data.

Table 3: The course content of Pakistan Studies reflects the ideology of Pakistan

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid SA | 98 | 36.3 | 36.7 | 36.7 |
| A | 112 | 41.5 | 41.9 | 78.7 |
| U | 37 | 13.7 | 13.9 | 92.5 |
| D | 10 | 3.7 | 3.7 | 96.3 |
| SD | 10 | 3.7 | 3.7 | 100.0 |
| Total | 267 | 98.9 | 100.0 | |
| Missing System | 3 | 1.1 | | |
| Total | 270 | 100.0 | | |

Reliability Statistics

| Cronbach's alpha | Cronbach's alpha based on standardised items | No. of items |
|------------------|--|--------------|
| .007 | .244 | 2 |

Summary Item Statistics

| | Mean | Minimum | Maximum | Range | Maximum / Minimum | Variance | No. of Items |
|----------------|----------|---------|----------|----------|-------------------|--------------|--------------|
| Item Means | 67.979 | 1.959 | 134.000 | 132.041 | 68.409 | 8717.439 | 2 |
| Item Variances | 2981.997 | .995 | 5963.000 | 5962.005 | 5995.755 | 17772754.571 | 2 |

ANOVA with Friedman's Test

| | Sum of Squares | df | Mean Square | Friedman's Chi-square | Sig |
|----------------|--------------------------|-----|-------------|-----------------------|------|
| Between People | 796064.273 | 266 | 2992.723 | | |
| Within People | | | | | |
| Between Items | 2327556.227 ^a | 1 | 2327556.227 | 199.318 | .000 |
| Residual | 790358.273 | 266 | 2971.272 | | |
| Total | 3117914.500 | 267 | 11677.582 | | |
| Total | 3913978.773 | 533 | 7343.300 | | |

Grand Mean = 67.979

a. Kendall's coefficient of concordance $W = .595$.

Discussion:

Data in table 1.1 at Serial 3 indicated that 77.8% of the respondents were agreed, 7.4% of the respondents were disagreed here, and 13.7% of the respondents were undecided that curriculum reflects the ideology of Pakistan. The chi-square is 199.318, reliability statistics is 0.244 with p-value is 0.000 representing significant data.

Table 4: The curriculum of Pakistan Studies has been designed to make an effort for establishing a modern welfare of Islamic state

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | SA | 70 | 25.9 | 26.2 | 26.2 |
| | A | 106 | 39.3 | 39.7 | 65.9 |
| | U | 40 | 14.8 | 15.0 | 80.9 |
| | D | 34 | 12.6 | 12.7 | 93.6 |
| | SD | 17 | 6.3 | 6.4 | 100.0 |
| | Total | 267 | 98.9 | 100.0 | |
| Missing | System | 3 | 1.1 | | |
| Total | | 270 | 100.0 | | |

Reliability Statistics

| Cronbach's alpha | Cronbach's alpha based on standardised items | No. of items |
|------------------|--|--------------|
| .000 | .015 | 2 |

Summary Item Statistics

| | Mean | Minimum | Maximum | Range | Maximum / Minimum | Variance | N of Items |
|----------------|----------|---------|----------|----------|-------------------|--------------|------------|
| Item Means | 68.167 | 2.333 | 134.000 | 131.667 | 57.429 | 8668.056 | 2 |
| Item Variances | 2982.194 | 1.388 | 5963.000 | 5961.612 | 4294.652 | 17770406.010 | 2 |

ANOVA with Friedman's Test

| | Sum of Squares | df | Mean Square | Friedman's Chi-Square | Sig |
|----------------|--------------------------|-----|-------------|-----------------------|------|
| Between People | 793446.667 | 266 | 2982.882 | | |
| Within People | | | | | |
| Between Items | 2314370.833 ^a | 1 | 2314370.833 | 198.857 | .000 |
| Residual | 793080.667 | 266 | 2981.506 | | |
| Total | 3107451.500 | 267 | 11638.395 | | |
| Total | 3900898.167 | 533 | 7318.758 | | |

Grand Mean = 68.167

a. Kendall's coefficient of concordance $W = .593$.

Discussion:

Data in table 1.1 at Serial 4 show that 65.2% of the respondent students were agreed, 18.9% of the respondents disagreed, whereas, 14.8% of the respondents were undecided that the curriculum has been designed to make an effort for establishing a modern welfare Islamic state. The chi-square is 198.857, reliability statistics is 0.015 with p-value is 0.000 representing significant data.

Table 5: The curriculum of Pakistan Studies highlights the importance of national integration

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | SA | 98 | 36.3 | 36.7 | 36.7 |
| | A | 134 | 49.6 | 50.2 | 86.9 |
| | U | 24 | 8.9 | 9.0 | 95.9 |
| | D | 7 | 2.6 | 2.6 | 98.5 |
| | SD | 4 | 1.5 | 1.5 | 100.0 |
| | Total | 267 | 98.9 | 100.0 | |
| Missing | System | 3 | 1.1 | | |
| Total | | 270 | 100.0 | | |

Reliability Statistics

| Cronbach's Alpha ^a | Cronbach's alpha based on standardized items ^a | No. of Items |
|-------------------------------|---|--------------|
| -.005 | .241 | 2 |

Summary Item Statistics

| | Mean | Minimum | Maximum | Range | Maximum / Minimum | Variance | N of Items |
|----------------|----------|---------|----------|----------|-------------------|--------------|------------|
| Item Means | 67.910 | 1.820 | 134.000 | 132.180 | 73.617 | 8735.746 | 2 |
| Item Variances | 2981.833 | .667 | 5963.000 | 5962.333 | 8942.611 | 17774708.549 | 2 |

ANOVA with Friedman's Test

| | Sum of Squares | df | Mean Square | Friedman's Chi-Square | Sig |
|----------------|--------------------------|-----|-------------|-----------------------|------|
| Between People | 791362.685 | 266 | 2975.048 | | |
| Within People | | | | | |
| Between Items | 2332444.315 ^a | 1 | 2332444.315 | 199.130 | .000 |
| Residual | 794972.685 | 266 | 2988.619 | | |
| Total | 3127417.000 | 267 | 11713.172 | | |
| Total | 3918779.685 | 533 | 7352.307 | | |

Grand Mean = 67.910

a. Kendall's coefficient of concordance $W = .595$.



Discussion:

Data in table 1.1 at Serial 5 express that 85.9% of the respondent students were agreed, 4.1% of the respondents disagreed, whereas, 8.9 % of the respondents were undecided that the curriculum highlights the importance of national integration. The chi-square is 199.130, reliability statistics is 0.241 with p-value is 0.000 representing significant data.

FINDINGS

1. Majority of the students 82.6 % reported that they take interest in learning the subject of Pakistan Studies.
2. Majority of the respondents 87.0% stated that the subject matter of the course contents generates creative thinking among the students.
3. Majority of the respondents 77.8% mentioned that the curriculum reflects the ideology of Pakistan.
4. Majority of the respondents 65.2% agreed that the curriculum has been designed to make an effort to establish a modern welfare Islamic state.
5. Majority of the respondents 85.9% agreed to the fact that the curriculum highlights the importance of national integration.

CONCLUSION

It can be concluded from the findings that the majority of students take an interest in learning Pakistan Studies. The results also show that the subject matter of the course contents generates creative thinking among the students. The study further states that the curriculum reflects the ideology of Pakistan. The result provided that the curriculum has been designed to make an effort for establishing a modern welfare Islamic state. It was also found that the curriculum highlights the importance of national integration.

RECOMMENDATIONS

- It is recommended that the students at graduate level are mature enough, so the curriculum should be designed with a clear intention to enable the students to know about all aspects of the subject whether it is social, religious, political, or geographical.
- It is also recommended that the objectives of the curriculum must be properly defined.
- It is recommended that teachers must emphasize the need for national integration, unity, and patriotism because without it the curriculum is of no use.



REFERENCES

- Ahmad, R. (2014). Pakistan studies at the college level in Khyber Pakhtunkhwa: Problems and prospects. *Proceedings of National Conference on Pakistan Studies Curriculum. Pakistan Study Centre, University of Peshawar 2014* (pp. 29-30, 46-47). Pakistan Study Center, University of Peshawar.
- Higher Education Commission. (2006). *The national curriculum of Pakistan Studies BS & MS*. Higher Education Commission, Islamabad.
- Inayatullah, S, R., & Tahir, P. (2005). *Social sciences in Pakistan: A profile*. Council of Social Science, Islamabad.
- Iqbal, M, Z., Haq, M, Nisarul.&Akhlq, M. (2016). Prospects of the teaching of Pakistan Studies: Aims, Problems, and Issues. *The Sindh University Journal of Education, 45*(1), 46-47.
- Mahmood, Khalid. (2011). *Education in Pakistan*. Allama Iqbal Open University.
- Muijs, D. (2004). *Doing quantitative research in education with SPSS*. SAGE Publications.
- National Curriculum Framework Pakistan. (2006). Ministry of Federal Education & Professional Training. Islamabad, Pakistan.
- Rahman, F. (2014). *The curriculum of BS Pakistanstudies in government colleges of Khyber Pakhtunkhwa. Proceedings of National Conference on Pakistan Studies Curricula (98-99)*.Pakistan Study Centre, University of Peshawar.
- Sapsford, R., & Jupp, V. (2006). *Data collection and analysis*, SAGE Publications.
- Shafqat, S. (1998). *Contemporary Issues in Pakistan Studies*. Printer Publisher Distributor.