

An Analysis of Students' Performance at Secondary School Level in Subject of Pakistan Studies at Punjab (Pakistan)

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ABSTRACT

This study analyzed the students' performance in Pakistan Studies from 47 government male and female high schools of Punjab province. This was a descriptive study that aimed at identifying the weaknesses and strengths of students in Pakistan Studies at secondary school level. This research shows the implications for the educators, for instance, researchers, teachers and students to administer and improve their level of understanding. The test contained questions from all the 4 chapters of Pakistan Studies at 10th grade level. The male and female students of class 10th were selected for this study population. They were selected from government schools of Punjab (Pakistan). The numbers of students are 470 from 47 different government schools, they were selected randomly. In the time of analysis, SPSS was used to analyze the collected data. Furthermore, this research shows the strength and weaknesses of the government school students. In the list of school, Govt; High school Tulamba scored 79.87, which shows the best performance of the secondary students. On the other hand, the lowest score is 15.99 of Govt; High school Pinawal. This shows the comparative ratio of all the schools. However, this signifies that there is need of high improvement in the teaching of Pakistan Studies. The instructor/ Teacher/ Professor should adopt an updated form of teaching that includes the practical and creative approach in teaching methodologies. Additionally, the ministry of Education has to take the responsibility of providing funds and infrastructures in order to develop and improve the level of teaching at secondary schools level in Punjab (Pakistan)

KEY WORDS: Education, Teaching and Learning, Curriculum, Pakistan Studies

1. INTRODUCTION

The development of an individual, society or nation is based upon the quality of education provided to them. The emphasis on education is to give adequate knowledge, develop essential skills, and desirable attitudes. It is a fact that a sound and consistent educational system can develop these skills and attitudes for the development of a prosperous nation.

The study of social things, we literally call Social studies. This has numerous purposes for instance, (a) schooling racial birthright, (b) trainings possessions and choice making, and (c) coaching social (societal) sciences (Berk, 1995). This nurtures the academic, public and individual growth of students in order to grow capability in contributing in verdict creating and further humanoid accomplishments and actions (Ball, 1992). The Social studies are the education of anthropological beings in their atmosphere and of the notions, norms, abilities and assertiveness that are required in order to develop collective beings (Barr, 1998). In other words, Social studies are a significant fragment of an adolescent's schooling. It assistances the teenager comprehend the multifaceted ecosphere in which he/she exists and empowers him/her to be creative and blissful indoors civilization's structure (Dodge, 1993). The Homo sapiens (literature, the execution talents, and the graphic fine art) are a chief part of social educations, as well (Eisner, 1991). The arts assist two tasks. 1) They assistance offspring improved understand the folks, spaces, and thoughts they read. The songs, dances, dramas, images, sculptures, and supplementary works of graphic arts have badged learners to nurture into conversant with the societies, those societies, who had shaped them in their sphere. 2) Families can display us what they identify by communicating themselves through the skills. (Zarrillo, 2008 quoted from Barth, 1993) arguments out those social studies encompass amalgamation of the social sciences (to practice the knowledge) and the humanities (civilization).

The subject "Social Studies" was introduced and practiced to elementary and secondary school students as mandatory, to study as core subject (1960). In 1976, the name of "Social Studies" at secondary level was changed to Pakistan Studies being offered as a compulsory subject. This subject is taught with a unified approach which

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involves the geographical, historical and civil backgrounds of Pakistan. It also includes natural resources, industrial resources, business, and trade. (Nawaz, 2000)

2. LITERATURE REVIEW

The Educationalists and researchers have defined “Social Science” differently according to their level of understanding.

“any field of study which comes under the umbrella of science which explores the humans’ behavior in their cultural and social atmosphere” (Encyclopedia Britannica)

It also has a connection with other field of studies like Psychology, Economics Anthropology, Political Science and Sociology.

According to Bining and Bining (1952), “The social sciences are those subjects that relate to the origin, organization, and development of human society, especially to man in his association with other men.”

The term “social sciences” and “social studies” are used interchangeably in regard to the social subjects taught in the secondary school. The commission on the social studies of the American Historical Association states that “the social sciences, more than any other division of the school curriculum, are concerned immediately with the life, the institutions, the thought, the aspiration and the far-reaching policies of the nation in its world setting. The social sciences take as their province the entire range of human history, from the earliest times down to the latest moment, and the widest reaches of contemporary society, from the life and customs of the most remote peoples to the social practices and cultural possessions of the immediate neighborhood. The social sciences thus embrace the traditional disciplines which are concerned directly with man and society.” (Berson, 2000)

The term “social studies” has come into general use. Social studies is defined as “those (studies) whose subject matter relates directly to the organization and development of human society, and to man as a member of social groups.” In this meaning of the term, the social studies are adapted from the social sciences in order to play a part and a very important one in achieving the purpose or objective of education. (Berson, 2000)

“Social studies” has been defined as “a school study which may include elements of history, geography, economics, political science, etc., designed to integrate the curriculum.” Social studies have no widely accepted content or method of investigation. What is called social studies in one country may be quite different from social studies in another. All social studies teachers attempt to help young people learn about themselves, about other human beings and about society and culture so as to enable them to develop to their maximum human potential while functioning effectively as members of society. (Berson, 2000)

Social Studies may be defined as the study of man in society in the past, present and future. As such, it involves a study of the basic characteristics of man, it includes a comparative study of the racial and environmental differences between men, and it demands a detailed investigation into the many and varied expressions of the adaptation of man to the area in which he lives, and his relationship with other men. (Mathias, 1973)

2.1 Teaching of Social Studies in Pakistan

The name of ‘social studies’ was first of all given to a group of subjects, History, Geography and Civics, by the Punjab University Commission, 1950-52 as elective subjects. Its recommendations did not materialize, however, schools went on teaching the age long subjects called History and Geography with practically the same content which British handed down to us.

However in 1959, the Board of Intermediate and Secondary Education, Lahore, made a departure by branding the subjects of History and Geography as Social Studies and making it compulsory to pass. Peshawar introduced the new scheme which included Social Studies as a subject in 1959. (Govt. of Pakistan, 2002)

In 1960, the Education Commission’s Reforms Implementation Unit (ECRIU) of the Government of Pakistan, Ministry of Education undertook a massive curriculum reform exercise for classes I through XII. In this venture, the social studies curriculum was developed as a coordinated venture. The study of the subject was made compulsory for classes VI to X and ample emphasis was laid on the other subjects that provide an understanding of man’s social life and other of his gradual progress from life of a brute to civilized living of modern times. (Govt. of Pakistan, 2002)

National Commission on Education stressed the need for teaching the subject in these words, “At certain stages

of schooling, and in this context particularly at the middle stage, it is common practice to group certain related subjects and teach them as an integrated whole in terms of problems or situations, history, geography and civics are commonly grouped and taught at this stage as one subject under the heading social studies". (Government of Pakistan, 1979)

The report goes on to say, "Social studies, comprising History, Geography, and Civics, should be studied by all pupils from classes VI to X." According to ECRIU, Social Studies are the accepting of the growing of human beings in shared associations and of his individual societal complications. It has three dimensions; in time, in space, in institutions, comprising History, Geography and Civics respectively. A detailed study of all these subjects as separate entities is neither possible nor useful at any early age. Children have to face situations and problems.

In Pakistan, social studies is taught up to class VIII, and the term 'Pakistan Studies' was first used in the National Education Policy 1972-80, in the context of curricula for secondary and higher secondary classes developed in 1976 and afterwards. (Government of Pakistan, 1979)

In the beginning Pakistan Studies was taught by graduates of economics, political science, history, geography, etc. However, with the introduction of Departments of Pakistan Studies in almost all the public sector universities in the country, the subject has now attained maturity, produced its own graduates, has acquired its own methodology, its own canons of criticism, established its own tradition of research, and its own jargon. It is included in the curricula of all the schools, colleges and universities in the country.

2.2 AIMS AND OBJECTIVES OF TEACHING PAKISTAN STUDIES

Like its content the objectives of teaching social studies and those of Pakistan Studies are content based and ideologically oriented. The aims of social studies may be expressed as follows; (a) the enhancement and the improvement of the breathes of learners to the highest extent of their aptitudes and supremacies in the interior of their milieu, and (b) the teaching of learners to yield their spaces in a self-governing civilization in such a way as to create their republic a healthier residence in which to animate. (Government of Pakistan 2002)

In order to accomplish these targets, certain particular purposes must be established and attained. The education of realistic awareness is not sufficient. The learner must be skilled to comprehend the effects that govern his lifecycle, as well as individuals lives with which he derives in interaction. Similarly, the inculcation of the essence of collaboration, the improvement of acceptance and an accepting and compassion for manhood, as well as run-through in productive rational, intellectual, and dire judgment, should be the foremost commitments of the social studies in attaining the overall goals of schooling. Furthermore, the explicit purposes should comprise the training of much information, encroachment in scholarly life, and parallel knowledge such as conducts, abilities, notions, approaches, and gratefulness. These may be classified into five groups:

Procuring of understanding: The question as to how much definite knowledge should be taught in the various social studies is a difficult and serious one to answer. One of the chief aims setup in the teaching of these subjects has been the acquisition of facts. In the teaching of history and other social studies in this country, although at different times there has been a variety of aims, largely conditioned by the textbooks, the outstanding objective, whether admitted or not, has been the teaching of facts contained in those textbooks. The thorough awareness and indulgent donate straight to communal development since they are essential for strong rational and arrangement of judgment and decision. In setting of objectives of knowledge, certain information should be learned and not forgotten such materials and data as are referred to every day.

The Development of Reasoning Power and Critical Judgment: Closely related to the acquisition of knowledge is the development of reasoning power. The psychology of reflective thinking may be briefly explained. The power of thinking and reasoning cannot be trained without the acquisition of facts. For the solving of a new problem, old experiences must be brought to mind and the elements of the old situation be taken to meet the response of the new. A simple example of this may be seen in the problem, "What factors aided in the development of the West following the Civil War?" The social studies must be the chief media for training pupils to render social judgments and to draw generalizations after sufficient and proper data have been gathered. It is important in the development of reasoning power and judgment that the teacher take into account the age and mental ability of the pupils.

Training in Independent Study: One of the most important objectives that must be setup in the social studies is the ability to study independently. A method of study will remain long after most of the factual knowledge is forgotten. Training pupils to study cannot be done by simply asking or exhorting them to study. The development of correct study habits on the part of the pupils must be considered by the teacher in the same manner as an outcome of teaching. A technique of study must be built up by the pupil under the direction of the teacher. Sufficient drill in study methods must be given, as well as a gradual reduction of the guided afforded the pupil as he progresses through the course. If this objective is accomplished, no matter how much or how little knowledge or information has been obtained from the course, a great deal has been achieved for the pupil. The training, however, is not an end in itself. Most of the values lie in the use made of it after school days is over. If a pupil's reading deteriorates at the conclusion of his school experience, certainly he is not continuing in his effort to understand and appreciate the world in which he lives. The objective of independent study involves the desire and choice of good reading and other experiences throughout life. (Government of Pakistan 2002)

The Formation of Habits and Skills: In particular, the social studies, traditions and talents establish a central chunk of the effort. Habit has been defined as "a relatively simple acquired tendency to act, usually described in terms of outward conduct." It is needless to discuss the part played by habit in everyday life. The development of the habit of independent study has already been pointed out. However, the motor expertise is weird to the community studies. A skill has been defined as "a complex of simple habits used with greater consciousness of the end in view." In these such abilities as the creation of plans, atlases, tables, and displays should institute amount of the education in the societal studies. (Government of Pakistan 2002)

Preparation in Appropriate Outlines of Manner: The family withdrawal from efficient participation in the educational process has failed to meet its opportunities in the development of character or desirable patterns of behavior leading to high ethical character have thrown much of this burden upon the schools.

These also emphasize development of personality of the pupils. Thus these aims include, among others, getting of understanding, improvement of intellectual command and acute judgment, working out in autonomous education, construction of behaviors and abilities, and preparation in wanted outlines of behavior. (Government of Pakistan 2002)

As a part of implementation of the recommendations of the National Education Policy – 1972-80, when new curricula were developed, the nomenclature of the subject for secondary and higher secondary classes was changed from "Social Studies" to "Pakistan Studies" with greater emphasis on national cohesion and patriotism. Thus the following aims and objectives of Pakistan Studies were formulated for the 1976 Curriculum for secondary classes:

- 1 To give a balanced course providing necessary knowledge about the country
- 2 To understand Islam as a complete code of life which constitutes the basis of the ideology of Pakistan
- 3 To foster love for the nation and a sense of pride in its cultural heritage
- 4 To show that great national objectives can be achieved by cooperation, discipline, proper ordering of loyalties and rooting out selfishness.
- 5 To bring out the supreme need for the preservation of independence.
- 6 To make the students realize that the bonds that unite the people of Pakistan are far more real than the superficial differences that seem to divide them. The Pakistan Culture is not the sum-total of differences relating to food, dress and amusement. It is essentially made of those fundamental beliefs and values for the preservation of which Pakistan came into existence.
- 7 To understand the various requirements of Pakistani society and emphasize the need for taking part in its development to the fullest possible extent (Government of Pakistan 2002)

It is understandable that during the period on which this curriculum was being developed, the nation was passing through a period of reconstruction after the fall of Dhaka. The tone of these objectives is directed towards fostering national cohesion and to emphasize unity in diversity among different ethnic groups of Pakistan. Compared with those of the 1976 Curriculum, these objectives depict a stable society in the views of the curriculum developers and are more directed towards the understanding of ideological, social and cultural life of Pakistan. The curriculum content is thus developed for the achievement of these objectives in the classroom. (Government of Pakistan 2002)

3. Statement of the Problem

It was aimed to examine undergraduate's enactment at secondary school in course of Pak-Studies at Punjab province.

4. Objectives

The following were the objectives:

1. To investigate the glitches of learners in Pak-Studies.
2. To associate pupil's performance of diverse schools in Pak-Studies.
3. To highlight the student's accomplishment in Pak-Studies at secondary school level
4. To relate the realization of males and females in Pak-Studies.

5. METHODOLOGY

5.1 Design:

This study was “descriptive in nature”, which means the evidence is together without fluctuating the situation for instance, not anything is operated. Occasionally these are mentioned to as “correlational” or “observational” studies. This kind of research defines what happens and may support to expose novel facts and significance. The determination of descriptive research is to perceive, label and text features of a state of affairs as it unsurprisingly happens (Polit & Hungler 1999). This comprises the gathering of data that will provide an explanation or depiction of persons, collections or circumstances. The descriptive method is used for examining a variability of instructive difficulties.

5.2 Population and Sample:

Male and female students from 47 government schools of Punjab (Pakistan) were chosen for the population purpose of the data. This was intended to take in 10th class students as the population of this research. The model contained of 470 pupils of 10th class from government schools of Punjab (Pakistan). There were 298 male students while the numbers of female students were 172. The realization test was administered for scrutinizing the student's presentation in the subject of Pak-Studies at 10th class. This test was developed from the Punjab Text Book of Pakistan Studies used in Government sector schools. The data was collected by using an achievement test that identified the strong point and shortcomings 10th class students in Pak-Studies. This test comprised of 12 objects containing matching exercises, short answer questions, fill in the blanks and true false.

6. Analysis of the data

Data was collected over and done with Pak-Studies success test. This data was collected from 470 students. All the answers of every student about the test were scrutinized through SPSS (Statistical Package for Social Sciences Version 21). The Breakdown of data was presented with the presentation of tabulations and graphs respectively.

7. Concepts based Distributions of Bits and pieces

For the purpose of analysis, this data has been separated into 10 notions. In every table the pieces has been dispersed by idea. The learners' presentation has been deliberated by idea judicious in the succeeding tables.

Table 1

Chapters	Question	(Mean)	Marks & Mean Percentage (Score)	Overall Mean (Score)
History of Pakistan – II	1 (i)	0.7126	1 (71.26)	72.39
	1 (ii)	0.7353	1 (73.53)	
	1 (iii)	0.7238	1 (72.38)	

These mean 72.39 displays that the learner's notions are moderately enhanced and they have well understanding of the history of Pakistan notion.

Table 2

Chapters	Question	Mean	Marks & Mean Percentage Score	Overall Mean Score
History of Pakistan – II	2 (i)	0.4170	2 (83.40)	76.22
	2 (ii)	0.3652	2 (73.04)	
	2 (iii)	0.3895	2 (77.90)	
	2 (iv)	0.3572	2 (71.44)	
	2 (v)	0.3767	2 (75.34)	

These mean score 76.22 indicates that the student's performance is good. However, there is essential element which needs to be improved and do work hard.

Table 3

Chapters	Question	Mean	Marks & Mean Percentage (Score)	Overall Mean (Score)
History of Pakistan – II	1 (i)	0.7126	1 (71.26)	72.79
	1 (ii)	0.7353	1 (73.53)	
	1 (iii)	0.7238	1 (72.38)	
	2 (iv)	0.3572	2 (71.44)	
	2 (v)	0.3767	2 (75.34)	

Similarly, mean score of the learner's marks in this space is satisfactory. These mean score 72.79 shows that the students have better compassions of the history of Pakistan.

Table 4

Chapters	Question	Mean	Marks & Mean Percentage (Score)	Overall Mean (Score)
Foreign Relations of Pakistan	4(i)	0.3779	0.5 (75.58)	63.12
	4(ii)	0.3159	0.5 (63.18)	
	4(iii)	0.3082	0.5 (61.64)	
	4(iv)	0.3760	0.5 (75.2)	
	4(v)	0.2001	0.5 (40.02)	

Likewise, mean score 63.12 illustrates that the student's performance is quite satisfactory. But there is t h e need to do work hard.

Table 5

Chapters	Question	Mean	Marks & Mean Percentage (Score)	Overall Mean (Score)
Foreign Relations of Pakistan	4(vi)	0.2670	0.5 (53.4)	49.77
	4(vii)	0.2980	0.5 (59.6)	
	4(viii)	0.1816	0.5 (36.32)	

Moreover, mean score 49.77 shows that students have low notion about overseas relationships of Pakistan. There were some students w h o show good performance.

Table 6

Chapters	Question	Mean	Marks & Mean Percentage (Score)	Overall Mean (Score)
Foreign Relations of Pakistan	4(i)	0.3779	0.5 (75.58)	62.68
	4(ii)	0.3159	0.5 (63.18)	
	4(iii)	0.3082	0.5 (61.64)	
	4(vi)	0.2670	0.5 (53.4)	
	4(vii)	0.2980	0.5 (59.6)	

Here the student's marks and their mean scores in foreign relation of Pakistan are somewhat adequate. But the mean score 62.68 expresses that the students have improved considerations of the history of Pakistan

Table 7

Chapters	Question	Mean	Marks & Mean Percentage (Score)	Overall Mean (Score)
Economic Development	5(i)	0.2797	0.5 (55.94)	55.73
	5(ii)	0.2490	0.5 (49.8)	
	5(iii)	0.3072	0.5 (61.44)	

The whole mean score of performance of students related to this topic is 55.73. It expresses that the students have to do extra hard work.

Table 8

Chapters	Question	Mean	Marks & Mean Percentage (Score)	Overall Mean (Score)
Economic Development	6(i)	0.1239	0.5 (24.78)	31.12
	6(ii)	0.2344	0.5 (46.88)	
	6(iii)	0.2439	0.5 (48.78)	
	6(iv)	0.1079	0.5 (21.58)	
	7(i)	0.1117	1 (11.17)	
	7(ii)	0.1826	1 (18.26)	
	7(iii)	0.0983	1 (9.83)	
	7(iv)	0.1596	1 (15.96)	

The mean score 31.12 shows that the students have very low understanding about the concept of economic development. So there is need to do work harder.

Table 9

Chapters	Question	Mean	Marks & Mean Percentage (Score)	Overall Mean (Score)
Economic Development	5(i)	0.2797	0.5 (55.94)	35.20
	5(ii)	0.2490	0.5 (49.8)	
	5(iii)	0.3072	0.5 (61.44)	
	6(iii)	0.2439	0.5 (48.78)	
	6(iv)	0.1079	0.5 (21.58)	
	7(ii)	0.1826	1 (18.26)	
	7(iii)	0.0983	1 (9.83)	
	7(iv)	0.1596	1 (15.96)	

The economic improvement scores of the student's marks in are not up to the mark. Now the mean score is 35.20 which indicate that the pupils have very less comprehension knowledge of the economic growth of Pakistan.

Table 10

Chapters	Question	Mean	Marks & Mean Percentage (Score)	Overall Mean (Score)
Population, Society and Culture of Pakistan	8(i)	0.6137	1 (61.37)	43.63
	8(ii)	0.4291	1 (42.91)	
	8(iii)	0.3831	1 (38.31)	
	8(iv)	0.3883	1 (38.83)	
	8(v)	0.3672	1 (36.72)	

Additionally, the mean score is 43.63 which investigates that the schoolboy's presentation is not reasonable. There is necessity to provide supplementary care to education.

Table 11

Chapters	Question	Mean	Marks & Mean Percentage (Score)	Overall Mean (Score)
Population, Society and Culture of Pakistan	9 (i)	0.5811	1 (58.11)	38.54
	9 (ii)	0.5327	1 (53.27)	
	9 (iii)	0.2046	1 (20.46)	
	9 (iv)	0.4636	1 (46.36)	
	10 (i)	0.1788	0.5 (35.76)	
	10 (ii)	0.1679	0.5 (33.58)	
	10 (iii)	0.1113	0.5 (22.26)	

Here is mean score 38.54 explicitly elaborates that the students are less intelligent in terms of their understanding level of the notion of inhabitants, society and the culture of Pakistan.

Table 12

Chapters	Question	Mean	Marks & Mean Percentage (Score)	Overall Mean (Score)
Population, Society and Culture of Pakistan	8(iii)	0.3831	1 (38.31)	33.79
	8(iv)	0.3883	1 (38.83)	
	8(v)	0.3672	1 (36.72)	
	9 (iii)	0.2046	1 (20.46)	
	9 (iv)	0.4636	1 (46.36)	
	10 (ii)	0.1679	0.5 (33.58)	
	10 (iii)	0.1113	0.5 (22.26)	

In population, society and culture of Pakistan, the mean score of the pupil's marks is not satisfactory. However, mean score 33.79 shows that the pupils have very little/less understandings of population, society and culture of Pakistan.

7.1 Comparison between the Performance of Male and Female

For the analysis purposes, to draw the conclusion and seek the findings, the researcher has used T-test. This is the comparison between male students and female students.

Gender	N	Mean	Std. Deviation	t	df	Sig.
Male	298	56.92	29.95	-2.803	771	0.337
Female	172	63.49	31.08	-2.804	770.902	

The male students and female students mean scores were 56.92 and 63.49 one-to-one. Therefore, the Standard Deviation is 29.95 and 31.08 for both male students and female students with respect to their values, which displays a smaller amount of dissimilarity amongst the male students and female students' concerns. Furthermore, there is might be no or less significant modification between their enactments at 0.05 score for the significant.

8. Findings of the Research

The following statements are drawn from the research and data analysis, as given below:

1. The number of students and their performance in idea (1) is 72.39, which is relatively good.
2. On the other hand, students exhibited good performance in the concept of historical background of Pakistan.
3. The mean score of (3) and (4) expresses that learners have extra understanding in historical expansion in Pakistan and her foreign relations. i.e. 72.79 and 63.12 correspondingly.
4. Further, the enactment of students in perception (5) and (6) is reasonable but there is still a prerequisite for upgrading. There mean scores are 49.77 and 62.68 correspondingly.
5. Similarly, the mean score of (7) and (8) are 55.73 and 31.12 respectively. These concepts investigate that the students have low level of understanding of the idea about financial growth of Pakistan.
6. Now, here comes the number of students in conception (9) and (10) is 35.20 and 43.63 one-to-one which indicates in the direction of need of additional tough work by schoolboys.
7. Most of the students presents their aptitude level in the form of mean score of concept (11) and (12) that students have very low appreciative of these thoughts for instance 38.54 and 33.79, more likely low.
8. However, the mean scores of majority male students and female students are 56.92 and 63.49 separately confirms that there is less difference between male students and female students' presents as there is no momentous variance amongst their performances level.

9. Conclusion

Since, the Govt. High School Tulamba (Mian Channu) has achieved better and her mean score is 73.69. While the lowermost mean score is 15.99 of Govt. High School Pinanwal as equal to the rest of the schools. However, there is no important modification between the presentation of boys and girls students. But it is essential for upgrading. Furthermore, the teacher should demonstrate Pak-Studies by spread over creative

approaches of schooling and upsurge their level of curiosity as it is measured that Pakistan Studies is a uninteresting subject of the course/degree study.

10. Recommendations

1. The interaction between instructors and learners should be encouraged and motivated.
2. Classrooms for corner activities would be provided with enough capacity.
3. Day-to-day tutorial room activities should be prearranged agreeing to the progressive level of adolescent.
4. Ministry of Education (MoE) should be responsible for services and resources to endorse and reassure inspired schooling at all level of any organization of school.
5. There should be proper workshops platform for the growth of education practice.
6. All teachers have a duty to let the students to contribute in the schoolroom and permit them to select home projects with their individual proposals somewhat compulsory by the instructors.
7. The more enhancements should be done concerning the curriculum improvement proposal of lectures and more policies should be familiarized.

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