

National Curriculum of Pakistan 2026

GENERAL SCIENCE

Grades 9-10



NATIONAL CURRICULUM COUNCIL WING
MINISTRY OF FEDERAL EDUCATION AND
PROFESSIONAL TRAINING, ISLAMABAD
GOVERNMENT OF PAKISTAN

National Curriculum of Pakistan
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Acknowledgement

It is with great pride that the National Curriculum Council Wing, Ministry of Federal Education and Professional Training, presents the Rationalised National Curriculum 2026 for General Science (Grades IX–XII). Building on the National Curriculum 2022–23, this revision streamlines content to improve coherence, reduce unnecessary overlap, and strengthen conceptual understanding while aligning with national priorities and international standards.

Developed through a consultative, evidence-based process involving subject experts, universities, provincial education departments, textbook boards, assessment bodies, teacher education institutions, and practitioners, the curriculum promotes inquiry-based learning, scientific reasoning, practical application, and meaningful assessment.

The National Curriculum Council Wing sincerely acknowledges the invaluable contributions of all stakeholders whose expertise and commitment have made this rationalisation process possible. Their collective efforts have ensured a curriculum that is relevant, manageable, competency-based, and future-ready for the learners of Pakistan.

Dr. Tabassum Naz

Director

National Curriculum Council Wing

Ministry of Federal Education and Professional Training

General Science (9-10)

Progression Grid Template

Domain A: Nature of Science

Standard A1: Students will be able to explain with examples that the philosophical assumptions underpin the practice of sciences.

Grade 9	Grade 10
Benchmark: Students should be able to explain the nature of science and relationships between different branches of sciences.	
Student Learning Outcomes	
Students will be able to: [SLO:GS-09-A-01]: Explain science. (Understanding) [SLO:GS-09-A-02]: Define the main categories of science. (Understanding) [SLO:GS-09-A-03]: Enlist and define the main branches of natural science. (Understanding) [SLO:GS-09-A-04]: Discuss the general applications of natural sciences. (Understanding) [SLO:GS-09-A-05]: Justify with examples that science is a collaborative field that requires interdisciplinary researchers working together to share knowledge and critique ideas. (Application)	Students will be able to: [SLO:GS-10-A-01]: Differentiate between the terms science, technology and engineering with three suitable examples each. (Understanding) [SLO:GS-10-A-02]: Discuss the scientific methods of study. (Understanding)

Domain B: Life Sciences	
Grade 9	Grade 10
Standard B1: Students will establish an understanding of a cell as a basic unit of life.	
Benchmark I: Students will be able to describe the structure and functions of cells and tissues in plants and animals.	
Student Learning Outcomes	
Students will be able to: [SLO:GS-09-B-01]: Define Cell as the basic unit of life. (Knowledge) [SLO:GS-09-B-02]: Describe different organelles of a cell. (Understanding) [SLO:GS-09-B-03]: Differentiate between plant cell and animal cell. (Application) [SLO:GS-09-B-04]: Describe different types of Tissues in plants (epidermal, xylem and phloem) and animals (epithelial, muscular and nervous). (Understanding)	
Standard B2: Student will establish an understanding of Biodiversity and Classification System.	
Benchmark II: Students will analyze the importance of biodiversity in daily life and Classification System of living organisms.	
Students will be able to: [SLO:GS-09-B-05]: Define biodiversity. (Knowledge) [SLO:GS-09-B-06]: Identify the importance of biodiversity. (Understanding) [SLO:GS-09-B-07]: Discuss the impact of human beings on biodiversity. (Application)	

[SLO:GS-09-B-08]: Describe the ways of conservation of biodiversity. (Application) [SLO:GS-09-B-09]: Describe the need of the Classification System. (Understanding) [SLO:GS-09-B-10]: Compare the Two Kingdom System, three kingdom system and five kingdom system of classification. (Analysis)	
Standard B3: Student will establish an understanding of some vital life processes in Animals and Plants.	
Benchmark III: Students can identify the role of Circulatory System, and Musculoskeletal System in human beings and photosynthesis in plants.	
	Students will be able to: [SLO:GS-10-B-01]: Explain the role of different parts of circulatory System (heart, lungs, blood, blood vessels). (Understanding) [SLO:GS-10-B-02]: Describe human muscle and skeletal system. (Understanding) [SLO:GS-10-B-03]: Explain the process of Photosynthesis in Plants. (Understanding) [SLO:GS-10-B-04]: Analyze the effects of limiting factors of photosynthesis. (Application) [SLO:GS-10-B-05]: Demonstrate a working model of circulatory system (with the help of battery, tubes, red and blue coloured ink) STEAM.
Standard B4: Students will establish an understanding of Biotechnology and Genetic Engineering.	
Benchmark IV: Students will be able to interpret the application of biotechnology.	

	Students will be able to: [SLO:GS-10-B-06]: Explain biotechnology and its significance. (Understanding) [SLO:GS-10-B-07]: Interpret the applications of biotechnology in everyday life (food, medicine, agriculture). (Understanding, Application) [SLO:GS-10-B-08]: Define Genetic Engineering and discuss its applications. (Knowledge, Understanding)
Standard B5: Students will establish an understanding of Health and Hygiene.	
Benchmark V: Students will be able to discuss the importance of food components and to describe causes, symptoms, preventive measures/treatments of some bacterial and viral diseases.	
	Students will be able to: [SLO:GS-10-B-09]: Define nutrition and nutrients. (Knowledge) [SLO:GS-10-B-10]: Discuss the role and importance of different food components (carbohydrates, proteins, lipids, vitamins, water and fibres). (Understanding) [SLO:GS-10-B-11]: Define balanced diet. (Understanding) [SLO:GS-10-B-12]: Explain balanced diet and its importance. (Understanding) [SLO:GS-10-B-13]: Discuss the hygiene and its importance. (Knowledge, Application) [SLO:GS-10-B-14]: Describe different types of microorganisms (virus, bacteria, fungi). (Understanding)

	[SLO:GS-10-B-15]: Recognize the advantages and disadvantages of microorganisms. (Understanding) [SLO:GS-10-B-16]: Explain the symptoms, causes and preventive measures and treatment of pink eye, influenza, diarrhea, typhoid, measles, aids, hepatitis, dengue, Covid-19. (Understanding) [SLO:GS-10-B-17]: Differentiate between vaccines and antibiotics. (Understanding)
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Domain C: Physical Science

Standard C1: Explain the basic concepts of physical sciences (Chemistry and Physics) and its applications in daily life.

Grade 9	Grade 10
Benchmark I: Students will be able to demonstrate an understanding of atomic models, atomic structure and related theories and experiments.	
Student Learning Outcomes	
Students will be able to: [SLO:GS-09-C-01]: Describe the structure of an atom including fundamental particles, their relative charges and location. (Understanding) [SLO:GS-09-C-02]: Define atomic number (proton number), mass number (nucleon number). (Knowledge) [SLO:GS-09-C-03]: Explain Shells and subshells in an atom. (Understanding) [SLO:GS-09-C-04]: Describe the duplet and octet rules. (Understanding) [SLO:GS-09-C-05]: Write the electronic	

configuration of the first twenty elements using shell/subshell method. (Application)

[SLO:GS-09-C-06]: Identify elements and their ions using the atomic number and applying the duplet and octet rules. (Application)

[SLO:GS-09-C-07]: Determine the number of electrons in valence shell using the periodic table. (Application)

[SLO:GS-09-C-08]: Describe Rutherford's experiment and explain how it led to the discovery of the atomic nucleus. (Understanding)

[SLO:GS-09-C-09]: Enlist the limitations of Rutherford's atomic model. (knowledge)

[SLO:GS-09-C-10]: Explain the main postulates of Bohr's atomic model. (Understanding)

[SLO:GS-09-C-11]: draw the atomic structure of the first twenty elements of the periodic table using Bohr's atomic model and shell wise electron distribution. (Application)

[SLO:GS-09-C-12]: Find the number of protons, neutrons and electrons in different isotopes of H, C, O, Cl and U., etc., using atomic number and mass number. (Application)



Benchmark VI: Students will be able to explain Chemical Bonding its types and bond formation.

Students will be able to: [SLO:GS-09-C-13]: Relate electronic configuration of atoms to their chemical stability. (Understanding) [SLO:GS-09-C-14]: Define chemical bonds. (Knowledge) [SLO:GS-09-C-15]: justify the atoms form chemical bonds. (Understanding) [SLO:GS-09-C-16]: Explain the types of bonds (Covalent, Ionic, Co-ordinate and metallic) formation with examples. (Understanding) [SLO:GS-09-C-17]: Describe the characteristics of Covalent, Ionic, Co-ordinate and metallic compounds. (Understanding) [SLO:GS-09-C-18]: Compare ionic and covalent compounds with examples. (Understanding)	
Benchmark III: Students will be able to demonstrate an understanding of Common States of Matter, Properties of Gases, Liquids, and Solids, Gas Laws	
Students will be able to: [SLO:GS-09-C-19]: Identify the states of matter with examples. (Knowledge) [SLO:GS-09-C-20]: Define intermolecular and intramolecular forces with examples. (Knowledge) [SLO:GS-09-C-21]: Compare the strength of intermolecular and intramolecular forces present in solids, liquids and gases,	

explaining how these forces affect the shape, volume and movement of particles in each state. (Understanding)

[SLO:GS-09-C-22]: Differentiate between diffusion and effusion.
(Understanding)

[SLO:GS-09-C-23]: Students will be able to describe the properties of gases using daily life examples, including: diffusion, effusion, condensation, density, compressibility.
(Understanding)

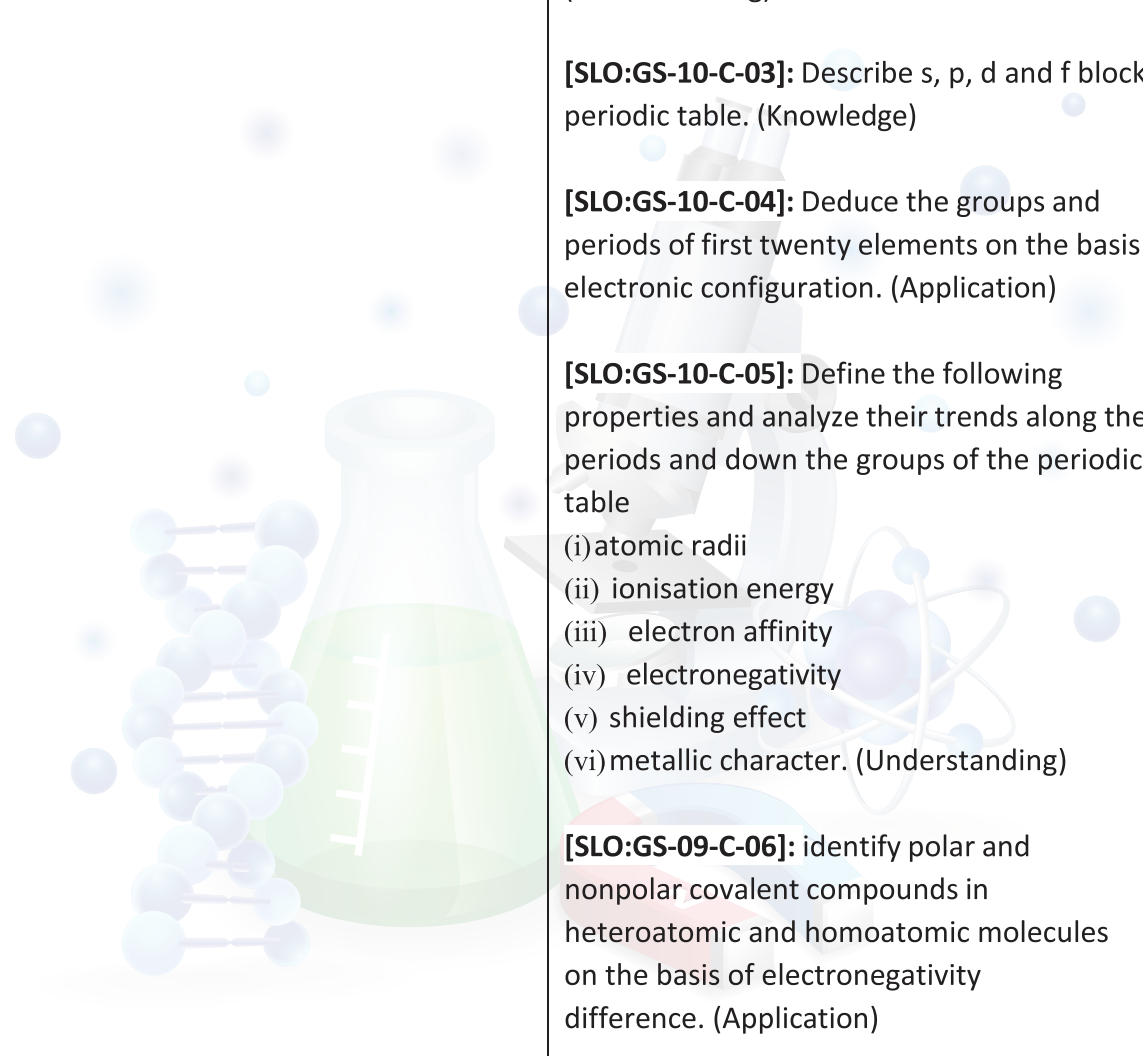
[SLO:GS-09-C-24]: Students will be able to describe and analyze the following properties of liquids:
(i) evaporation (ii) vapour pressure
(iii) boiling point (iv) freezing point
(v) density. (Application)

[SLO:GS-09-C-25]: Students will be able to explain and rationalize the following properties of solids based on particle arrangement and intermolecular forces: melting point, sublimation, compressibility, density. (Understanding)

[SLO:GS-09-C-26]: Differentiate between amorphous solids and crystalline solids with respect to: structural arrangement, melting point, examples. (understanding)

[SLO:GS-09-C-27]: Differentiate between the allotropic forms of carbon (diamond, graphite) based on: structure, physical properties, Uses. (Understanding)

Benchmark IV: Students will be able to describe the Periodicity of Elements, Groups, and Blocks of Periodic table, Group Trends and Electronic Configuration.

	Students will be able to: [SLO:GS-10-C-01]: Define periodic table. (Knowledge) [SLO:GS-10-C-02]: Differentiate between groups and periods of the periodic table. (Understanding) [SLO:GS-10-C-03]: Describe s, p, d and f blocks of periodic table. (Knowledge) [SLO:GS-10-C-04]: Deduce the groups and periods of first twenty elements on the basis of electronic configuration. (Application) [SLO:GS-10-C-05]: Define the following properties and analyze their trends along the periods and down the groups of the periodic table (i) atomic radii (ii) ionisation energy (iii) electron affinity (iv) electronegativity (v) shielding effect (vi) metallic character. (Understanding) [SLO:GS-09-C-06]: identify polar and nonpolar covalent compounds in heteroatomic and homoatomic molecules on the basis of electronegativity difference. (Application) [SLO:GS-10-C-07]: Describe the physical properties (state, colour, metallic or non-metallic nature) and chemical properties (reaction with water, oxygen and metals where applicable) of elements of following main groups of the periodic table: (i) Group I & II
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	(ii) Group IV (iii) Group VII (iv) Group VIII (Understanding)
Benchmark V: Students will be able to identify and describe Acids, Bases and Salts, Different Concepts about Acids, Bases, Physical, Chemical Properties and Uses of Acids, Bases and Salts	
	Students will be able to: [SLO:GS-10-C-08]: State Arrhenius concept of acids and bases with examples. (Knowledge) [SLO:GS-10-C-09]: Describe Bronsted-Lowry concept of acids and bases with examples. (Understanding) [SLO:GS-10-C-10]: Explain Lewis concept of acids and bases with examples. (Understanding) [SLO:GS-10-C-11]: Classify substances as acids or bases according to Arrhenius, Bronsted-Lowry and Lewis concepts. (Understanding /Application) [SLO:GS-10-C-12]: Compare strong acid/base with weak acids/bases. (Understanding) [SLO:GS-10-C-13]: Compare concentrated acid/base with dilute acids/bases,(Understanding) [SLO:GS-10-C-14]: discuss the physical (state, colour, taste) and chemical properties (reaction with water, metals and carbonates), of acids and bases. (Understanding) [SLO:GS-10-C-15]: Discuss the colour change of litmus paper on acids and bases. (Understanding) [SLO:GS-10-C-16]: identify the uses of acids,

	bases and salts in home and industries through a steam activity. (Application)
Benchmark VI: Students will be able to explain the concept of Environmental Chemistry, Layers of Spheres, causes and effects of Air Pollution and Water Pollution.	
	Students will be able to:
	[SLO:GS-10-C-17]: Discuss troposphere, stratosphere, mesosphere and thermosphere. (Understanding)
	[SLO:GS-10-C-18]: identify the sources of air pollutants (Carbon monoxide, carbon dioxide Nitrogen dioxide, Sulphur dioxide and Ozone). (Understanding)
	[SLO:GS-10-C-19]: Discuss the problems caused by the air pollutant. (Understanding)s
	[SLO:GS-10-C-20]: Explain the ozone formation in stratosphere. (Understanding))
	[SLO:GS-10-C-21]: Explain the causes and effects of global warming through a STEAM activity. (Application)
	[SLO:GS-10-C-22]: demonstrate understanding about the causes and effects of water pollution through a STEAM activity. (Application)

Standards C2: This domain will help students to be able to understand basic concepts of physics and its applications in daily life.

Grade 9	Grade 10
Benchmark I: Students can demonstrate and identify of Physical and non-physical quantities, common length measuring instrument, gravitational forces dissipative effects of friction, sound waves and current and its effects.	
Student Learning Outcomes	

Students will be able to: [SLO:GS-09-C-28]: Differentiate between physical quantities and non-physical quantities with examples. (Knowledge) [SLO:GS-09-C-29]: Enlist the seven base physical quantities with their SI unit. (Knowledge) [SLO:GS-09-C-30]: Differentiate base and derived physical quantities. (Knowledge) [SLO:GS-09-C-31]: How these derived physical quantities (area, volume, density, speed, force, pressure, work and power only) are related with the base physical quantities. (Understanding, Application) [SLO:GS-09-C-32]: Discuss the use of: • length measuring devices (metre rod/measuring tape) • mass measuring devices (physical, electronic/digital balance) • time measuring devices (analogue and digital). (Understanding, Application) [SLO:GS-09-C-33]: Round off given numeric data up to given number of decimal places. (Application) [SLO:GS-09-C-34]: Discuss the gravitational field strength (g) of earth with other astronomical massive bodies (Moon, Mars and Mercury). (Knowledge, Understanding) [SLO:GS-09-C-35]: Differentiate; mass and weight. (Understanding)	Students will be able to: [SLO:GS-10-C-23]: Describe wave. (Knowledge) [SLO:GS-10-C-24]: Describe sound (definition, production and propagation). (Understanding) [SLO:GS-10-C-25]: Analyze the speed of sound in solids, liquids and gases, with examples. (Knowledge) [SLO:GS-10-C-26]: Describe the effects of noise pollution on environment. (Knowledge) [SLO:GS-10-C-27]: Discuss acoustic effect and its protection in different buildings. (Knowledge, Understanding, Application) [SLO:GS-10-C-28]: Define electric current and discuss its importance in electric appliances. (Knowledge, Application) [SLO:GS-10-C-29]: Discuss the importance of conductors, insulators and semiconductors in daily life. (Knowledge) [SLO:GS-10-C-30]: Explain why outer casing of electrical appliances is insulator. (Application) [SLO:GS-10-C-31]: State common electrical hazards that may be caused from malpractice and lack of maintenance. (Knowledge) [SLO:GS-10-C-32]: Define magnetism. Illustrate magnetic field around a bar magnet. (Knowledge, Understanding) [SLO:GS-10-C-33]: Discuss that Earth's magnetic field is generated by rotation of Earth and its molten iron core. (Knowledge)
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[SLO:GS-09-C-36]: Calculate the weight of an object by using formula ' $w = mg$ '.
(Application)

[SLO:GS-09-C-37]: Analyze the advantages and disadvantages of frictional force in daily life. (Application)

[SLO:GS-09-C-38]: Describe ways to reduce friction with examples in daily life.
(Understanding)

[SLO:GS-09-C-39]: Define efficiency and describe why machine cannot be 100% efficient. (Understanding)

[SLO:GS-09-C-40]: Discuss and define heat and temperature with examples in daily life.
(Understanding)

[SLO:GS-09-C-41]: Describe thermal expansion of solids with examples in daily life (mathematical interpretations not required).
(Understanding, Application)

[SLO:GS-09-C-42]: Discuss conduction, convection and radiation with examples in daily life. (Knowledge, Understanding)

[SLO:GS-09-C-43]: Discuss good thermal conductors and bad thermal conductors with examples. (Knowledge, Understanding)



Domain D: Earth & Space Sciences Standard

Students will discuss the environmental impact of energy resources on climate change and develop innovative strategies to integrate green education principles for sustainability.

Grade 9

Grade 10

Benchmark I: Students will be able to explain the Energy Resources and their impact on climate and the need of green education.

Student Learning Outcomes

Student will be able to:

[SLO:GS-09-D-01]: Differentiate between renewable and non-renewable energy resources with examples in daily life. (Understanding)

[SLO:GS-09-D-02]: Describe the phenomena of the greenhouse effect and its impact on climate. (Understanding, Application)

[SLO:GS-09-D-03]: Describe smog and discuss the hazardous effects of smog on the environment and Human health. (Knowledge, Application)

[SLO:GS-09-D-04]: Describe the instruments to control smog. (Knowledge, Application)

[SLO:GS-09-D-05]: Understand the importance of greening education and its role in protecting the environment. (Analyze)

[SLO:GS-09-D-06]: Identify the greening skills and describe how these skills help to prepare for better environment. (Application)

[SLO:GS-09-D-07]: Explain changes in atmospheric pressure with altitude, also relate it with boiling point of water with examples in daily life. (Understanding)

Students will be able to:

[SLO:GS-10-D-01]: Explain the fundamentals of major concepts in earth science, including: a. surface and groundwater, b. volcanic and earthquake hazards, c. glaciers. (Understanding)

[SLO:GS-10-D-02]: Identify key problems of floods and drought, i.e., impact on agriculture and living organisms. (Knowledge)

[SLO:GS-10-D-03]: Define the term drainage basin, and give examples of how drainage basins (encroachment on the water channel dumping in the drainage) influence surface water movement. (Knowledge, Understanding)

[SLO:GS-10-D-04]: Explain how human activities influence water quality and movement. (Understanding)

[SLO:GS-10-D-05]: Explain how different factors (Deforestation, urbanization and industrialization) affect the climate of an area on Earth. (Understanding)

[SLO:GS-10-C-06]: Enlist weather measuring instruments (Barometer, anemometer) and briefly describe their functions. (Knowledge)

[SLO:GS-10-D-07]: perform an activity to grow a plant in greenhouse and a plant in open environment and study the effects on their growth [STEAM]. (Application, Analyze)

Guidelines for Authors, Teaching Strategies for SLO-Based Instruction, and Assessment Framework for Paper Setters

General Science (9–10)

Introduction

This document provides official guidelines for textbook authors, teachers, and paper setters for General Science (Grades 9–10), applicable to all subjects offered under the General Science stream. It is an integral part of the General Science curriculum and is designed to ensure a clear, consistent, and coherent linkage among curriculum intent, Student Learning Outcomes (SLOs), classroom instruction, instructional activities practices, and assessment standards. The framework aims to promote conceptual understanding, appropriate skill development, and uniform implementation of the revised curriculum across institutions.

Section A: Guidelines for Textbook Authors

A.1 Alignment with SLOs

All chapters, topics, and subtopics must strictly align with the prescribed General Science SLOs for Grades 9–10 for the relevant subject. Content of the SLOs should match the local and international levels standard with examples from the local context. Content of the chapter should clearly reflect the intent and limits of the SLOs at the appropriate grade level.

A.2 Depth and Cognitive Level

Authors must adhere to the specified cognitive level (Knowledge, Understanding, Application, analysis and evaluation) assigned to each SLO. Instead of excessive theoretical depth, advanced derivations or university level explanations, examples from daily life must be quoted with safety measures. Emphasis should remain on foundational subject-specific concepts, qualitative understanding, and basic quantitative skills appropriate for specified Grades.

A.3 Language and Presentation

Language should be simple, precise, learner-friendly, and scientifically accurate. Technical/scientific terminologies should be used instead of using translated terms.

Diagrams, figures, tables, and subject-specific equations should be:

- Clearly labeled
- Accurate
- Relevant to the targeted SLOs
- Appropriate to the cognitive level of students
- Not to be copy paste where applicable

A.4 Examples and Illustrations

Worked examples must directly support conceptual clarity and attainment of SLOs. Examples should progress from simple to moderate difficulty. Numerical problems should involve basic calculations and avoid multi-step complexity beyond the curriculum scope. Illustrations should reinforce concepts rather than introduce new ideas.

A.5 Exercises

End of chapter exercises must be clearly aligned to relevant SLOs and their cognitive levels.

A balanced mix of the following should be included:

- Objective-type questions (MCQs)
- Structured questions (Both short response and extended response questions)
- Repetition of identical or nearly identical questions across chapters should be avoided.
- Questions should address all cognitive levels of the SLOs in same proportion as mentioned in the chapters.

Section B: Teaching Strategies for SLO-Based Instruction

B.1 General Principles

Teaching and learning practices should focus on the achievement of prescribed Student Learning Outcomes (SLOs) through logical reasoning rather than mere syllabus coverage. Lesson planning should clearly identify targeted SLOs, teaching strategies, and assessment approaches. Instruction should promote conceptual clarity and subject understanding appropriate to the specified level.

B.2 Teaching Strategies Aligned with Cognitive Levels

Knowledge based SLOs should be addressed through interactive lectures, recall-based questioning, visuals, and terminology reinforcement.

Understanding based SLOs should be addressed through guided discussion, explanation of concepts, concept mapping, and real-life contextualization.

Application based SLOs should be supported through problem solving exercises, examples from daily life, demonstrations (where applicable), and interpretation of given data or situations.

Section C: Assessment Framework and Guidelines for Paper Setters

C.1 Purpose of Assessment

Assessment should adhere to the essence of SLOs within cognitive level domain. Questions should assess conceptual clarity, basic application, and instructional activities related

understanding appropriate to specified level. Standard Numerical values of constants should be provided in the question paper as required.

C.2 Cognitive Level Weightage

Paper setters should maintain a balanced distribution of cognitive levels as follows: Knowledge: 20% Understanding: 50% and Application/analysis/Evaluation: 30% (Higher order items should only be included where applicable).

C.3 Types of Assessment Questions

Permissible formats include:

- Multiple-choice questions (MCQs) (Reasons should be asked). (0.5) mark for the correct option and (1.5) marks for correct reasoning). 50% weightage of the paper.
- Structured questions (extended response questions) (50% weightage of the paper).

Questions should be:

- Clear and unambiguous
- Concept based
- Appropriate in length and difficulty for specified grades.

Conclusion

This document serves as an essential and mandatory component of the General Science curriculum for Grades 9–10, applicable across all relevant subjects offered at this level. It provides a unified framework for textbook authors, teachers, curriculum implementers, examiners, and paper setters. By ensuring alignment among curriculum objectives, Student Learning Outcomes, classroom instruction, practical work, and assessment standards, it promotes uniformity, transparency, and quality assurance. Effective implementation of these guidelines will enhance student learning outcomes and strengthen the overall credibility and standardization of the subject.

A. List of Internal Curriculum Review Committee Members

Sr. No	Name of Internal Review Committee members	Department
1.	Dr. Tabassum Naz, Director, National Curriculum Council, Islamabad	NCC
2.	Abdul Hanan, Deputy Educational Advisor, National Curriculum Council, Islamabad	NCC
3.	Javaid Mohsin Malik	F.G College H-9, Islamabad

4.	Fouzia Imran Malik	Fauji Foundation Islamabad
5.	Nighat Kamran	FIC, E-9, Islamabad
6.	Rashid Sajjad	A.S.F Public School, Islamabad
7.	Naeem Nazeer	IMCB, I-10/1, Islamabad
8.	Naeem Mushtaq	IMCB, G-10/4, Islamabad
9.	Sarfraz Ahmed	AEA, NCC
10.	Dr. Ejaz Ahmed	Islamabad College for boys, G-6/3, Islamabad
11.	Imran Ahmad Khan	AEA, NCC Member/Desk Officer,

B. List of Inter Provincial Curriculum (IPCW) Review Committee Members

Sr. No	Name of the committee members	Department
1.	Muhammad Yahya Khan	School Education Department, GB
2.	Muhammad Fareed Abbasi	Deputy Director, DCRD, AJ&K
3.	Saghir-ul-Hassnain Syed	Deputy Direct (Sciences), PECTA
4.	Jawad Mohsin Malik	Ex-Principal, FDE
5.	Mahjabeen Syed	BOC&EC, Quetta
6.	Majida Parveen Soomro	Deputy Director, DCAR, Jamshoro Sindh
7.	Dr Seima Jadon	DCTE, KP ABT
8.	Dr. Ejaz Ahmed Associate Prof/VP	ICB, G-6/3 Islamabad
9.	Imran Ahmad Khan	AEA, NCC Member/Secretary



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MINISTRY OF FEDERAL EDUCATION AND
PROFESSIONAL TRAINING, ISLAMABAD
GOVERNMENT OF PAKISTAN