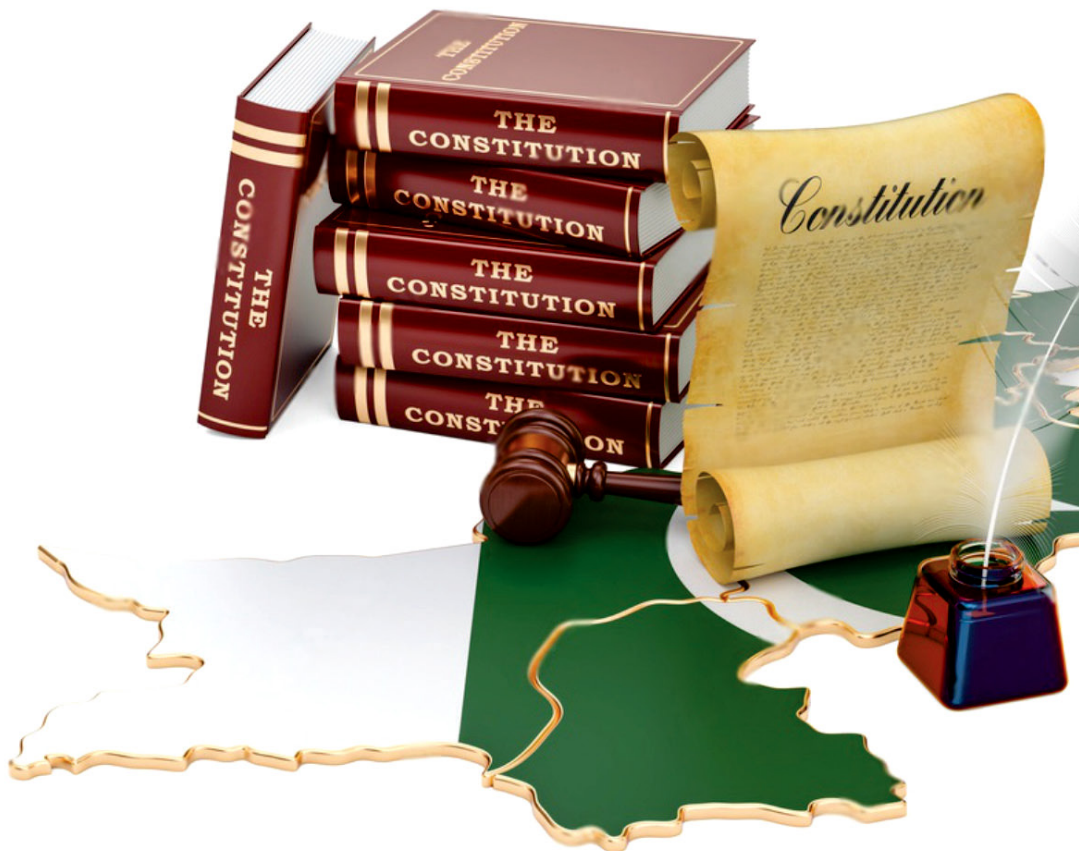


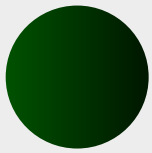


Ministry of Federal Education and
Professional Training

Introduction of the
Constitution of Pakistan
in the
National Curriculum of Pakistan
(2022-23)



Introduction of the Constitution of Pakistan in the National Curriculum of Pakistan (2022-23)



Introduction

Upon the directive of the honorable Prime Minister's Strategic Reforms Initiative, the Ministry of Federal Education & Professional Training has included the study of Pakistan's Constitution as part of the National Curriculum of Pakistan (2022-23). This initiative will, in turn, enable young students to develop a deep understanding of their rights and responsibilities as responsible citizens of Pakistan.

Overview

As per Article 25-A of the Constitution of the Islamic Republic of Pakistan, free and compulsory education is the right of every child. Moreover, quality education is an essential factor for the economic growth and well-being of a nation.

The Constitution of Pakistan emphasizes an education system that is responsive to enhancing economic growth and employability. Article 38 (d) states the importance of teaching moral values and providing education to all citizens irrespective of gender, caste, creed, or race. According to Article 37 (b) the State of Pakistan shall endeavor "to remove illiteracy and provide free and compulsory secondary education within the minimum possible period." Article 34 requires that "steps be taken to ensure the full participation of women in all spheres of national life."

Hence, the ongoing curriculum reforms for Grades 1-12 and Early Childhood Education (ECE) respond to this very need to enrich employability and enterprise skills. As a result, by the end of their school education, students will be equipped with the necessary skills to meet the challenges of the 21st century. Besides employability and skill development, the National Curriculum of Pakistan also aims to develop students morally, especially in light of the blessed life of Rasulullah ﷺ. The curriculum for Grades 1-12 and ECE aims to empower Pakistani learners to fulfill their potential and actively contribute to society and the nation. It fosters a sense of Pakistani identity, promotes values such as tolerance, social justice, and democracy, and encourages the celebration of regional and local culture and history. Thus, it is well aligned with the ideals outlined in the Constitution of the Islamic Republic of Pakistan.

The National Curriculum of Pakistan (2022-23) for Grades 1 to 8 contains content on the Constitution, especially the development of the constitution over the years, human rights, responsibilities, democratic values, citizenship, and women's and minority rights. However, with a clear focus on the Constitution, with reference to different aspects of the Constitution, content has been included within the National Curriculum of Pakistan (2022-23) Pakistan Studies for Grades 9 to 12. This content aims to ensure that Pakistani children and youth are able to learn and understand their basic rights and responsibilities, thus becoming responsible citizens.



**Contents on
Constitution of Pakistan**

**National Curriculum of Pakistan
(2022-23)**

**Pakistan Studies
Grades 9 to 12**

Theme E

Constitution of Pakistan



Sub Themes

- a. Constitutional development
- b. Constitutions of Pakistan 1956, 1962, and 1973
- c. Important Terminology of the Constitution
- d. Salient features of 1973 Constitution
- e. Rights and Responsibilities under the 1973 Constitution

Standard

- **Students will be able to understand the background, development, and basic features of the Constitution of Pakistan.**

Grade 10	Grade 12
<p>Benchmark:</p> <p>Students will be able to understand the constitutional developments/ reforms in Pakistan and relate it with the future prospects of the country.</p>	<p>Benchmark:</p> <p>Students will be able to trace the constitutional developments/ reforms in the country, with special emphasis on the 1973 Constitution</p>
<p>Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-10-EI-01] Examine the historical context of the constitution to trace the origins of constitutional evolution in Pakistan. ● [SLO: PS-10-EI-02] Identify Salient features of Objectives Resolution in order to signify its impact on constitutional development in Pakistan ● [SLO: PS-10-EI-03] Outline the salient features of the Constitution of 1956, 1962, and 1973. ● [SLO: PS-10-EI-04] Compare and contrast the constitutions of 1956 and 1962, particularly with reference to the Islamic features included in both constitutions. ● [SLO: PS-10-EI-05] Evaluate the reasons for the failure of the constitution of 1956 and 1962. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-12-EI-01] Discuss the salient features of 1973 Constitution particularly focusing on incorporating fundamental human rights, Islamic features and major amendments. ● [SLO: PS-12-EI-02] Infer the responsibilities of good citizen women rights, children rights and rights of minorities in the light of the constitution of 1973 ● [SLO: PS-12-EI-03] Explain the Federal structure of government of Pakistan and its functioning in the light of the Constitution of 1973.

Suggested Curriculum Guidelines

Theme: Constitutional Development of Pakistan

Grade 10 Constitutional Development	Benchmark: Students will be able to understand the constitutional developments/ reforms in Pakistan and relate it with the future prospects of the country.
Students' Learning Outcomes: Students will be able to: <ul style="list-style-type: none">● [SLO: PS-10-EI-01] Examine the historical context of the constitution to trace the origins of constitutional evolution in Pakistan.● [SLO: PS-10-EI-02] Identify Salient features of Objectives Resolution in order to signify its impact on constitutional development in Pakistan● [SLO: PS-10-EI-03] Outline the salient features of the Constitution of 1956, 1962, and 1973.● [SLO: PS-10-EI-04] Compare and contrast the constitutions of 1956 and 1962, particularly with reference to the Islamic features included in both constitutions.● [SLO: PS-10-EI-05] Evaluate the reasons for the failure of the constitution of 1956 and 1962.	
Knowledge: students will be able to learn about: <ul style="list-style-type: none">● Objective Resolution● History of development of the National Constitutions of Pakistan.● Salient Features of the Constitution of 1956, 1962 and 1973● Muslim Family Law Ordinance 1959.	Skills: Students will be able to: <ul style="list-style-type: none">● Explain the salient features of the Objective Resolution of 1949 and its importance. .● Draw a timeline to reflect constitutional development in Pakistan.● State the major features of 1956 Constitution of the Islamic Republic of Pakistan.● Comment on the Islamic provisions of the Constitution of 1956 and 1962 .● Identify the reasons for the delay in the development process of the constitution.● Discuss the salient features of 1962 and 1973 Constitutions of Pakistan.
Formative Assessments: <ul style="list-style-type: none">● Class Discussion on salient features of all three constitutions.	

- Written response in the form of classwork / homework on comparative features of constitutions.
- Verbal responses during different activities, brainstorming sessions, warm up activities and wrap up sessions while comparing constitutions.
- Quiz sessions in the classroom about different features of constitutions.

Summative Assessments:

- MCQs on salient features of different constitutions of Pakistan.
- quiz competition can be conducted in class about different articles of constitution

Evaluative Questions - For example:

- Evaluate 1973 Constitution in terms of parliamentary democracy and human rights.
- Identify the political figures who played key role in developing and promulgating the 1973 Constitution

Learning Activities:

- **Draft of Objective Resolution.**

Teacher will provide the draft of Objective Resolution to the students. After discussing the points of the draft, the teacher will generate the discussion on it. Following websites can be consulted for this purpose.

- https://en.wikipedia.org/wiki/Objectives_Resolution
- <http://www.pakistani.org/pakistan/constitution/annex.html>

- **Display of Important Aspects of 1973 Constitution:** Students can be assigned different themes of the 1973 Constitution. They can then display the important articles, amendments, argue the impact on people of Pakistan, and debate on the implementation of these Articles in present day. This will give all students a quick review of the Constitution 1973.

- **Display / graffiti board in the class.**

Classroom display boards can be allocated to different groups of students where they can display important themes of three Constitutions: 1956, 1962 and 1973.

<p style="text-align: center;">Grade 12</p> <p style="text-align: center;">Constitutional Development</p>	<p>Benchmark:</p> <p>Students will be able to trace the constitutional developments/ reforms in the country, with special emphasis on the 1973 Constitution.</p>
<p>Students' Learning Outcomes:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-12-EI-01] Discuss the salient features of 1973 Constitution particularly focussing on incorporating fundamental human rights, Islamic features and major amendments. ● [SLO: PS-12-EI-02] Infer the responsibilities of good citizen women rights, children rights and rights of minorities in the light of the constitution of 1973 ● [SLO: PS-12-EI-03] Explain the Federal structure of government of Pakistan and its functioning in the light of the Constitution of 1973. 	
<p>Knowledge:</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> ● Overview of history of the development of the National Constitution to draw reasons for delay in its development. ● Salient features of constitution of 1962 and 1973 ● Fundamental Human Rights granted in constitution and UN declaration of Human Rights. ● Fundamental rights of women and Minorities in the constitution of 1973 and their impacts on developing the culture of Peace. ● Structure of government in 1973 constitution. ● Process of democracy. ● Important Constitutional Institutions 	<p>Skills:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify the reasons for the delay in the development process of the constitution. ● Discuss the salient features of 1962 and 1973 Constitutions of Pakistan. ● Compare and contrast the Islamic provisions of 1962 and 1973 constitutions of Pakistan. ● Compare the Fundamental Human rights outlined in UN declaration of human rights 1948 with constitution of 1973 ● Elaborate the women rights outlined in the 1973 constitution. ● Evaluate the effectiveness of constitution of 1973 with regards to institutional

<p>- NFC, ECC, IIC, ECP,</p> <ul style="list-style-type: none"> ● Amendments - 2nd, 8th, 13th, 18th and 25th 	<p>democracy</p> <ul style="list-style-type: none"> ● Summarize the Structure of Government of Pakistan as dictated by the constitution of 1973. ● Discuss the rights granted to Minorities by the constitution of 1973 and its consequent impact on society (contribution to culture of Peace in country).
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Class Discussion on salient features of all three constitutions. ● Written response in form of classwork / homework on comparative features of constitutions. ● Verbal responses during different activities, brainstorming sessions, warm up activities and wrap up sessions while comparing constitutions. ● Quiz sessions in the classroom about different features of constitutions. 	
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● MCQs on salient features of different constitutions of Pakistan. ● Evaluative Questions on salient features of all three constitutions. 	
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Group work: class can be divided into three groups. Each group should be assigned a constitution. After studying the salient features of their constitution, students will present in front of the class and argue to prove that their constitution is the best. ● Draft of Objective Resolution. Teacher will provide the draft of Objective Resolution to the students. After discussing the points of the draft, the teacher will generate the discussion on it. Following websites can be consulted for this purpose. ● http://www.pakistani.org/pakistan /constitution/annex.html 	



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Ministry of Federal Education and Professional Training, Islamabad
Government of Pakistan