

semester

2

# Pakistan Studies

## COURSE GUIDE

Associate Degree in Education/  
B.Ed. (Hons) Elementary

**2012**



Higher Education Commission

This product has been made possible by the support of the American People through the United States Agency for International Development (USAID). The contents of this report are the sole responsibility of the authors, and do not necessarily reflect the views of USAID or the United States Government.

**Technical Support:** Education Development Center (EDC); Teachers College, Columbia University



## Higher Education Commission

### Foreword

Teacher education in Pakistan is leaping into the future. This updated Scheme of Studies is the latest milestone in a journey that began in earnest in 2006 with the development of a National Curriculum, which was later augmented by the 2008 National Professional Standards for Teachers in Pakistan and the 2010 Curriculum of Education Scheme of Studies. With these foundations in place, the Higher Education Commission (HEC) and the USAID Teacher Education Project engaged faculty across the nation to develop detailed syllabi and course guides for the four-year B.Ed. (Hons) Elementary and the two-year Associate Degree in Education (ADE).

The syllabi and course guides have been reviewed by the National Curriculum Review Committee (NCRC) and the syllabi are approved as the updated Scheme of Studies for the ADE and B.Ed. (Hons) Elementary programmes.

As an educator, I am especially inspired by the creativity and engagement of this updated Scheme of Studies. It offers the potential for a seismic change in how we educate our teachers and ultimately our country's youngsters. Colleges and universities that use programmes like these provide their students with the universally valuable tools of critical thinking, hands-on learning, and collaborative study.

I am grateful to all who have contributed to this exciting process; in particular the faculty and staff from universities, colleges, and provincial institutions who gave freely of their time and expertise for the purpose of preparing teachers with the knowledge, skills, and dispositions required for nurturing students in elementary grades. Their contributions to improving the quality of basic education in Pakistan are incalculable. I would also like to thank the distinguished NCRC members, who helped further enrich the curricula by their recommendations. The generous support received from the United States Agency for International Development (USAID) enabled HEC to draw on technical assistance and subject-matter expertise of the scholars at Education Development Center, Inc., and Teachers College, Columbia University. Together, this partnership has produced a vitally important resource for Pakistan.

PROF. DR. SOHAIL NAQVI  
Executive Director  
Higher Education Commission  
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## How this course guide was developed

As part of nation-wide reforms to improve the quality of teacher education, the Higher Education Commission (HEC) with technical assistance from the USAID Teacher Education Project engaged faculty across the nation to develop detailed syllabi and course guides for the four-year B.Ed. (Hons) Elementary and two-year Associate Degree in Education (ADE).

The process of designing the syllabi and course guides began with a curriculum design workshop (one workshop for each subject) with faculty from universities and colleges and officials from provincial teacher education apex institutions. With guidance from national and international subject experts, they reviewed the HEC scheme of studies, organized course content across the semester, developed detailed unit descriptions and prepared the course syllabi. Although the course syllabi are designed primarily for Student Teachers, they are useful resource for teacher educators too.

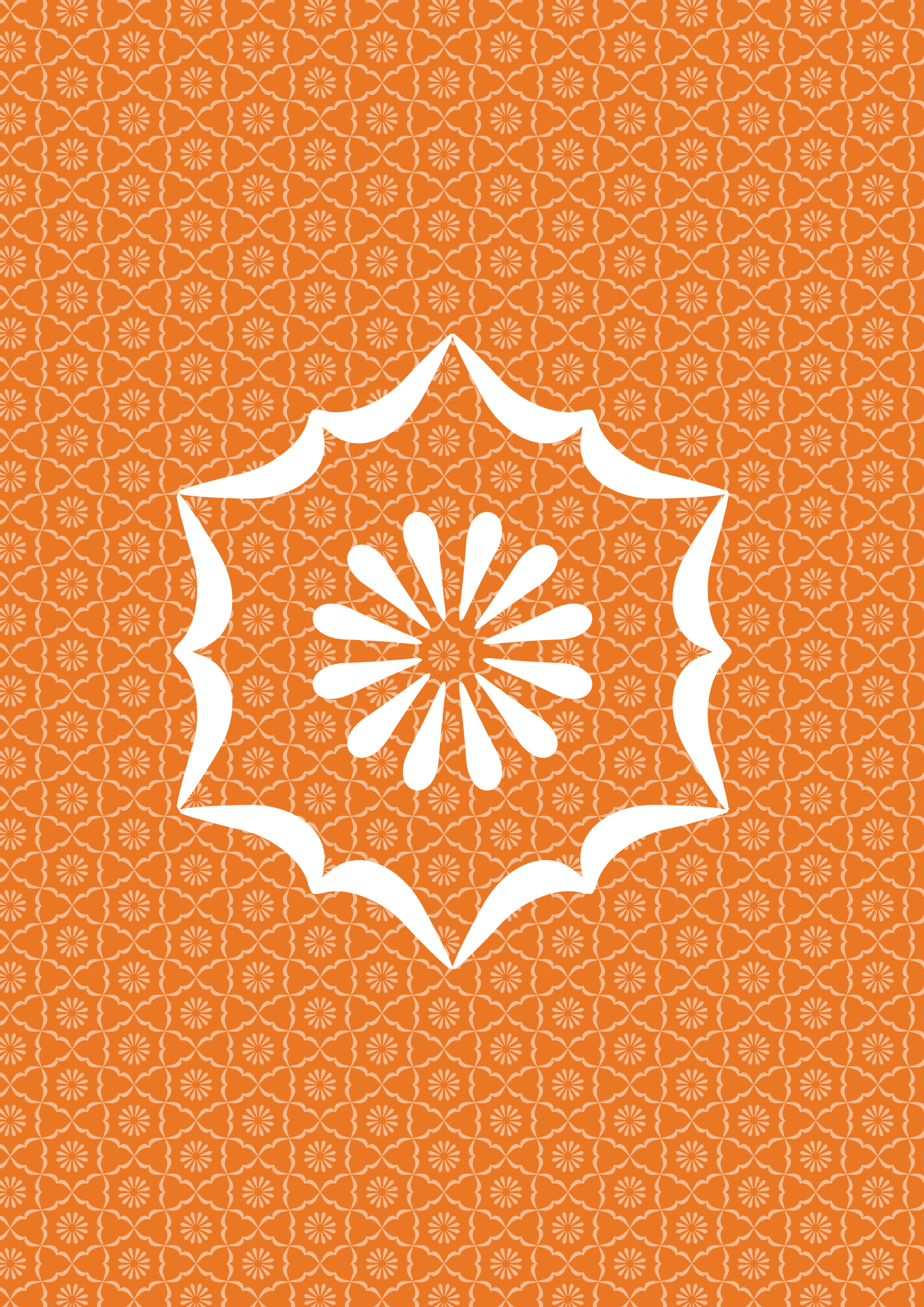
In addition, participants in the workshops developed elements of a course guide. The course guide is designed for faculty teaching the B.Ed. (Hons) Elementary and the ADE. It provides suggestions for how to teach the content of each course and identifies potential resource materials. In designing both the syllabi and the course guides, faculty and subject experts were guided by the National Professional Standards for Teachers in Pakistan 2009 and the National Curriculum 2006. The subject experts for each course completed the initial drafts of syllabi and course guides. Faculty and Student Teachers started using drafts of syllabi and course guides and they provided their feedback and suggestions for improvement. Final drafts were reviewed and approved by the National Curriculum Review Committee (NCRC).

The following faculty were involved in designing this course guide: Khalid Mahmood, BoC, Quetta; Ali Arif, RITE (M) Haripur; Shakeela Khanum, GCET (F) DG Khan; Muhammad Idrees Jatoi, BoC Sindh, Jamshoro; Maqbool Hussain; Bibi Sadia, Girls High School, Chatorkhand, Ghizar; Abdul Majeed Dar, University of AJK, Muzaffarabad; Sadaf Naz, Hazara University, Mansehra.

Subject experts guiding course design: Jamal Papieva, consultant; Rana Hussain, Education Development Center.

Date of NCRC review: 3 March 2012

NCRC Reviewers: Dr. Bernadette Dean, St. Josephs College, Karachi; Dr. Mumtaz Akhtar, IER University of the Punjab.



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# Introduction





# Introduction

Pakistan Studies is the integrated, coordinated, and systematic area of study that draws upon various social science disciplines such as history, geography, anthropology, economics, political science, and sociology in relation to Pakistan. It is one of the compulsory courses at the secondary school and higher secondary school levels of education. The social science departments of many universities offer it as a degree course, but there are also university departments dedicated to the education and research in Pakistan Studies. In addition, a number of research institutes, national organizations, and international organizations are engaged in collaborative teaching, research, and exchange activities in this field. Several large multinational and multicultural organizations also provide pluralist platforms for discussion and debate on Pakistan Studies within the wider context of Asia.

This Pakistan Studies course provides a background on the Pakistan Movement and the political development after its inception. It will also cover the salient features of Pakistan such as its land, economy, human development, and domestic, international, and current affairs. The course will provide opportunities for prospective teachers to enhance their content knowledge in disciplines that form the core of Pakistan Studies as well as related skills including:

- critically examining information
- broadening their vision and understanding of society, democratic citizenship, cultural diversity, and religious harmony
- information gathering and processing, map reading, critical thinking, decision making, problem-solving, and communicating and presenting material
- exploring values and dispositions such as commitment to the common good, justice, social responsibility, and action
- developing personal qualities such as self-esteem, confidence, and initiative and risk taking.

This Pakistan Studies course is designed around the aims and objectives of the National Curriculum for Pakistan Studies and the topics outlined in the curriculum. This course endeavours to prepare prospective teachers to be intellectuals who take informed decisions and are active, conscientious citizens responsible for contributing positive change within society as a whole.



# Syllabus

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PAKISTAN STUDIES

# PAKISTAN STUDIES

## Year/semester

Year 1, semester 2

## Credit value

2 credits

## Prerequisites

Successful completion of Pakistan Studies at the F.A./F.Sc. level

The total number of hours for this course is 96 hours. The 96 hours include:

- 32 hours of face-to-face sessions
- 64 hours for independent learning

Students are expected to spend their independent learning hours on collaborative reading, discussions, inquiry, project work, and preparation for classes and assignments.

## Course objectives

By the end of this course, Student Teachers will be able to:

- create awareness among children about Pakistan as an enlightened nation by comparing it with the rationale and endeavours for Pakistan's creation
- educate children about the key concepts in disciplines comprising Pakistan Studies, including history, geography, economics, and political science
- assist children in identifying various perspectives on current, persistent, and controversial issues in Pakistan; identify their own position on these issues, and be able to support them
- instil in Student Teachers a sense of patriotism, tolerance, active citizenship, and respect for cultural diversity and religious harmony
- design and implement a project to promote active and responsible citizenship and help children and young people do the same.

## Common misconceptions

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Some common misconceptions about Pakistan Studies include the following:

- Teachers of any subject can teach a Pakistan Studies course.
- The content of the course is based only on facts regarding Pakistan.
- The subject does not provide opportunities to develop skills, values, and dispositions.
- The only focus of the course is Pakistan; information about other countries need not be included.
- The subject is based exclusively on books; teachers just convey that information.
- Learning occurs only through rote memorization.

## Semester outline

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The course content will be covered within one semester (year 1, semester 2) and has four units. Relevant topics will be covered in each unit, which is given below by week.

## Unit outlines

1

### UNIT 1:

### Historical perspectives - Pakistan

| Week # | Session | Topic  |
|--------|---------|--|
| 1      | 1       | <b>Introduction: the concept of civilization</b><br>Introduction to the course<br>Civilization<br>Ancient civilizations of Indus Valley: Mohenjo-Daro and Harappa    |
|        | 2       | <b>Skills development</b><br>Inquiry skills<br>Presentation skills<br>Teaching history: facts versus opinions  |
| 2      | 3       | <b>Ideological rationale with reference to important personalities</b><br>Two-nation theory: Sir Syed Ahmad Khan, Allama Iqbal, and Quaid-e-Azam Muhammad Ali Jinnah |
|        | 4       | <b>Factors leading to the birth of a nation</b><br>Economic, social, and political factors leading to the creation of Pakistan                                       |
| 3      | 5       | <b>Factors leading to the birth of a nation</b><br>Economic, social, and political factors leading to the creation of Pakistan                                       |
|        | 6       | <b>The struggle for Pakistan</b><br>British colonization and the Muslim reform movement (1857–1905)<br>The struggle for independence (1905–1940)                     |
| 4      | 7       | <b>The struggle for Pakistan</b><br>The Pakistan Movement (1940–1947)<br>The teething years (1947–1958)<br>Modern-day Pakistan (1959–2012)                           |

## Unit 1 outcomes

By the end of this unit, Student Teachers will be able to:

- recognize how the past has been represented and interpreted
- distinguish between facts and opinions
- demonstrate inquiry and presentation skills
- evaluate the roles and contributions of key leaders in the creation of Pakistan
- critically analyse the key events and factors that led to the creation of Pakistan
- identify and discuss various perspectives and develop their own historical understanding.

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### UNIT 2:

### The land and people of Pakistan

| Week # | Session | Topic   |
|--------|---------|---|
| 4      | 8       | <b>Geography of Pakistan</b><br>General overview of the geography of Pakistan<br>Introduction to project work   |
| 5      | 9       | <b>Map skills</b><br>Globes and different types of maps<br>Skill development: reading and interpreting maps   |
|        | 10      | <b>Physical features of Pakistan</b><br>Northern and Western Highlands<br>The Punjab Plain<br>The Sind Plain<br>The Balochistan Plateau<br>The Thar Desert                            |
| 6      | 11      | <b>Weather and climate and the factors affecting them</b><br>Factors that influence the weather and climate of Pakistan<br>Major climatic zones of Pakistan and their characteristics |
|        | 12      | <b>Environmental problems in Pakistan</b><br>Major natural and man-made disasters in Pakistan<br>Disaster management and preparedness   |

| UNIT 2: |         | The land and people of Pakistan  |
|---------|---------|--|
| Week #  | Session | Topic  |
| 7       | 13      | <b>Movement and human–environment interactions</b><br>Movement: people, goods and ideas<br>Humans adapt to, modify, and depend on the environment    |
|         | 14      | <b>Population and its effects on the economy</b><br>Population density and distribution<br>Population growth and its effects on the national economy |

## Unit 2 outcomes

By the end of this unit, Student Teachers will be able to:

- apply a range of geographical skills, including the ability to read and interpret maps, graphs and charts, photographs, and statistics
- make and implement a project plan
- compare and contrast the differences between the five regions of Pakistan
- describe the impact of weather and climate on the people and landscapes of Pakistan
- discuss natural and man-made disasters that occur in Pakistan, the ways in which they can be prevented, and how we should respond to them
- identify the movement of people, goods, and ideas and human–environment interactions
- analyse factors that influence population change and its effect on the economy.



## 3

## UNIT 3:

## Economics of Pakistan

| Week # | Session | Topic  |
|--------|---------|--|
| 8      | 15      | <b>Economic system of Pakistan</b><br>Mixed economy  |
|        | 16      | <b>GDP, budgets, expenditure, income, and taxes</b>  |
| 9      | 17      | <b>Agriculture in Pakistan</b><br>The role and importance of agriculture in Pakistan's economy<br>Agricultural production and productivity |
|        | 18      | <b>Industry in Pakistan</b><br>The industrial sector's contribution to the national economy<br>Prospects for industrialization             |
| 10     | 19      | <b>Trade in Pakistan</b><br>Major imports and exports of Pakistan  |
|        | 20      | <b>Economic development</b><br>Economic development and growth<br>Economic development of Pakistan   |

## Unit 3 outcomes

By the end of this unit, Student Teachers will be able to:

- explain the characteristics of Pakistan's economic system
- differentiate between economic development and economic growth
- interpret and present data about the economy
- analyse the role and major benefits of trade and the agricultural, industrial, and service sectors in Pakistan's development.

## 4

## UNIT 4:

## Government and politics in Pakistan

| Week # | Session | Topic   |
|--------|---------|---|
| 11     | 21      | <b>The government of Pakistan</b><br>Introduction<br>Systems, levels, functions, and branches of government   |
|        | 22      | <b>The Constitution of Pakistan: key features and implications</b>  |
| 12     | 23      | <b>The Political phases</b><br>Pakistan: the early years (1947–1958)<br>The Ayub era (1958–1969)<br>The Yahya regime (1969–1971)<br>The Z. A. Bhutto era (1971–1977)                |
|        | 24      | <b>The Political phases</b><br>The Zia regime (1977–1988)<br>Civillian rule (1988–1999)<br>Musharraf’s rule (1999–2008)<br>Zardari’s rule (2009–present)                            |
| 13     | 25      | <b>The media’s role in Pakistan</b>   |
|        | 26      | <b>Citizen participation</b><br>The role of the citizen in a democracy<br>Civil society and its role<br>Major civil society organizations: origin, growth, contribution, and impact |
| 14     | 27      | <b>Citizen participation</b><br>The role of major political parties in politics of Pakistan   |

## Unit 4 outcomes

By the end of this unit, Student Teachers will be able to:

- explain the basic components of the governance system in Pakistan
- identify political phases and developments in shaping the Pakistan's political systems
- recognize the significance of the Constitution of Pakistan
- identify the role of the media in Pakistan
- give examples of the role civil society plays in Pakistan
- recognize the political parties of Pakistan and their role.

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### UNIT 5:

### Contemporary Pakistan

| Week # | Session | Topic   |
|--------|---------|---|
| 14     | 28      | <b>Contemporary Pakistan</b><br>Politics  |
| 15     | 29      | <b>Contemporary issues</b><br>Major social, cultural, sectarian, and ethnic issues          |
|        | 30      | <b>The future of Pakistan</b><br>Economic prospects<br>Positional opportunities and threats |
| 16     | 31      | <b>Consolidation of the course</b>  |
|        | 32      | <b>Conclusion of the course</b>   |

## Unit 5 outcomes

By the end of this unit, Student Teachers will be able to:

- synthesize information from a variety of sources to describe the political situation of Pakistan
- investigate and lead a discussion on a key contemporary issue
- describe and analyse the current situation of Pakistan from an economic perspective
- debate future plans for development in Pakistan.

## Learning and teaching approaches

The teaching of Pakistan Studies will adopt methods that promote creativity, aesthetics, and critical perspectives. This course will enable prospective teachers to draw relationships between the past and present and to understand changes taking place in society. This requires students and teachers to engage in active teaching and learning.

In order to make the process of learning participatory, there is a need to shift from mere imparting of information to debate and discussions. This approach to learning will keep both the learner and teacher aware of the social realities.

It has often been observed that cultural, social, and class differences generate their own biases, prejudices, and attitudes in classroom contexts. Therefore, the approach to teaching needs to be open-ended. Teachers will discuss different dimensions of social reality in the class and work towards creating increased self-awareness in themselves and among learners. Teaching will utilize a range of audio-visual materials, including photographs, charts, and maps, and will involve visits to museums and archaeological sites if possible. Pakistan Studies should also involve the local community – older community members can talk about local history and local experts such as water engineers and craftspeople can talk about their work in relation to course topics. Experiential learning will be encouraged through project work.

To achieve set course objectives and unit outcomes to foster student creativity, intellectual curiosity, tolerance, and respect for others, and to maintain a good civic sense, the course will use a combination of the different teaching and learning approaches. Students will be encouraged to engage in the following activities and strategies to stimulate their interest in the topics being studied and to develop a better understanding of the syllabus content:

- effective lecturing
- instructional strategies
- cooperative learning structures
- conducting inquiry
- critical discussions and debates on the content materials
- project work
- drawing, reading, and completing maps
- making charts, graphs, and tables
- visit sites and write reports or make presentations on those sites.

## Course grading policy

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The university's course grading policy will be shared with students at the beginning of the course. It is recommended that 50% of the final grade be based on course work (on the basis of two assignments) and 50% be based on the final and midterm exams. Universities and affiliated colleges will be adhering to their agreed grading policy.

## Suggested resources

S. Q. Abid, *A Muslim Struggle for Independence: Sir Syed to Muhammad Ali Jinnah* (Lahore: Sang-i-Meel, 2007).

C. M. Ali, *The Emergence of Pakistan* (Lahore: Research Society of Pakistan, 1998).

S. Anwar, *Issues and Realities of Pakistani Politics* (Lahore: Research Society of Pakistan, University of the Punjab, 2007).

S. M. Burke and S. D. Qureshi, *The British Raj in India* (Karachi: Oxford University, 1995).

Citizenship Rights and Responsibilities Pakistan (CRRP) Programme, *Youth in Elections: Voting for Our Future* (Islamabad: The Asia Foundation, 2007).

S. P. Cohen, *The Idea of Pakistan* (Karachi: Oxford University Press, 2005).

B. L. Dean, R. Joldoshaliev, and A. Fazilat, *Creating a Better World: Education for Citizenship, Human Rights and Conflict Resolution*. (Karachi: Aga Khan University, 2006).

M. R. Kazimi, *Pakistan Studies* (Karachi: Oxford University Press, 2007).

M. R. Kazimi, *A Concise History of Pakistan* (Karachi: Oxford University Press, 2009).

C. Kennedy (ed.), *Pakistan 2005* (Karachi: Oxford University Press, 2006).

F. K. Khan, *A Geography of Pakistan: Environment, People and Economy* (Karachi: Oxford University Press, 1991).

H. Khan, *Constitutional and Political History of Pakistan* (Karachi: Oxford University Press, 2001).

H. Malik and Y. V. Gankovsky (eds.), *The Encyclopedia of Pakistan* (Karachi: Oxford University Press, 2006).

M. I. Rabbani, *Introduction to Pakistan Studies* (revised edition) (Lahore: Caravan Book House, 2003).

S. Shafqat, *New Perspectives on Pakistan: Visions for the Future* (Karachi, Oxford University Press, 2007).

N. Smith, *Pakistan: History, Culture and Government* (Karachi: Oxford University Press, 2007).

H. Yusuf, *A Study of Political Development 1947–99* (Lahore: The Academy, 1998).

## Website resources

Story of Pakistan: A Multimedia Journey

- <http://www.storyofpakistan.com/>

Government of Pakistan

- <http://www.pakistan.gov.pk/>

Pakistan Institute of Trade and Development

- [www.pitad.org.pk](http://www.pitad.org.pk)

Pakistan Agricultural Research Council

- <http://www.parc.gov.pk/>

Geographical Association

- <http://www.geography.org.uk/>

*Defence Journal*

- <http://www.defencejournal.com>

Constitution of Pakistan

- <http://www.mofa.gov.pk/Publications/constitution.pdf>

Draft Declaration on Rights and Duties of States

- [http://untreaty.un.org/ilc/texts/instruments/english/draft%20articles/2\\_1\\_1949.pdf](http://untreaty.un.org/ilc/texts/instruments/english/draft%20articles/2_1_1949.pdf)

# The Planning Guide





## Organization of this guide

The course guide for Pakistan Studies is designed for teacher educators at universities offering the ADE/B.Ed. (Hons) Elementary and is organized into the following sections:

- Essential knowledge
- Sample course assignments, with grading rubrics
- Session plans for Unit 2: The land and people of Pakistan
- Selected session plans from units 1, 3, 4, and 5
- Sample lesson plans
- Student handouts
- Faculty resources

### How to use this guide

In Unit 2, there are two session plan options. These are not final plans, but they suggest how a session could be developed, including suggested strategies and time. Options for each session are interchangeable. You can use the session plans as a guide and then change or extend them further according to students' level of knowledge and availability of resources at your institution. Lesson plans are provided for two sessions of Unit 2, Map skills and Physical features of Pakistan. You can use them as an example of how to extend session plans.

To further facilitate teaching, all the necessary materials for the session plans have been provided. Materials for teachers and students have been provided as faculty resources and student handouts, both of which can be photocopied. Faculty resource and students handouts are numbered to make them easy to locate.

Sample course assignments are provided with detailed instructions and assessment rubrics.

## Essential knowledge

The Pakistan Studies course is designed for prospective primary school teachers. The essential knowledge is built around the major sections of social sciences in relation to Pakistan. The course covers the content of history of Pakistan and the salient features of Pakistan, including the land, economy, politics, and the cotemporary state of the country. The main purpose of teaching Pakistan Studies is to promote the individual's knowledge himself or herself, the country, and the world and to inculcate patriotism in students so that they may become good and active citizens. Pakistan Studies is a subject that aims to enhance students' knowledge about the history, culture and geography of Pakistan.

Although Pakistan Studies is a compulsory subject in school and at the university level, many students are unaware of important historical figures and events. While some students may be able to name some famous figures, they often are unaware of the details of their life, achievements, or downfall. In addition, students are often not exposed to opinions or the importance of differentiating facts from opinions. As such,

teaching Pakistan Studies is traditionally based on enhancing knowledge; the course often neglects developing skills and attitudes and taking action. This Pakistan Studies course is designed to overcome these issues.

## Pakistan history

History is the study of the past, which helps us understand how the world works, how human beings behave, and how the society we live in developed. Knowledge of the past is required to understand the present and predict the future. The study of history draws upon a variety of records and compares interpretations to provide students with different perspectives and to promote the appreciation of individual existence in a global context. Moreover, studying history contributes to a person's moral understanding and shapes identity. It also fosters a range of skills and abilities such as critical, analytical, and chronological thinking skills and the ability to assess evidence.

Pakistan has a very rich history. Some of the world's oldest settlements, such as Mohenjo-daro and Harappa, are found here, and the region, especially around the Indus River, has long been a centre of culture, warfare, and religion. From the earliest times, the Indus Valley has been both a transmitter of cultures and a centre for different ethnic, linguistic, and religious groups. The Indus Valley civilization, also known as Harappan culture, appeared around 2500 B.C. along the Indus River in Punjab and Sindh. This civilization, which had a writing system, urban centres, and a diversified social and economic system, was discovered in the 1920s at its two most important sites: Mohenjo-daro, in Sindh near Sukkur, and Harappa, in Punjab south of Lahore. A number of other lesser sites stretching from the Himalayan foothills in Indian Punjab to Gujarat, east of the Indus River, and to Balochistan to the west have also been discovered and studied. How closely these places were connected to Mohenjo-daro and Harappa is not clearly known, but evidence indicates that there was some link and that the people inhabiting these places were probably related.

Although the region has been inhabited continuously for at least two million years and was the site of some of South Asia's oldest settlements and major civilizations, the history of Pakistan as a state began with independence from British India on 14 August 1947. Pakistan's political history began in the aftermath of the Indian Rebellion of 1857, which led to 90 years of direct rule by the British Crown. Subsequently, the struggle for freedom was led by the Indian National Congress and the All India Muslim League. The latter was founded in 1906 to protect Muslim interests and rose to popularity in the late 1930s amid fears of neglect and Muslim underrepresentation in politics. On 29 December 1930, Allama Iqbal called for an autonomous 'state in north-western India for Indian Muslims'. Muhammad Ali Jinnah espoused the two-nation theory and led the Muslim League to adopt the Lahore Resolution of 1940, which demanded the formation of an independent Pakistan. Pakistan became independent from British India as a Muslim-majority state with two wings to the east and north-west of India respectively. Independence resulted in communal riots across India and Pakistan, with millions of Muslims moving to Pakistan and millions of Hindus and Sikhs moving to India.

By introducing the historical development of Pakistan, course instructors help Student Teachers investigate historical events, changes, people, and issues. Student Teachers need to know not only the facts, but the causes and effects of events and the roles key people played. Instructors should not give all information and data to students. Students should be involved in inquiry to find out answers to questions and different topics through various sources.

## Pakistan geography

Pakistan occupies a position of great geostrategic importance, bordered by Iran to the west, Afghanistan to the north-west, China on the north-east, India to the east, and the Arabian Sea to the south. The total land area is estimated at 803,940 square kilometres. The boundary with Iran, some 800 kilometres in length, was first delimited by a British commission in 1893, separating Iran from what was then British Indian Balochistan. In 1957, Pakistan signed a frontier agreement with Iran, and since then, the border between the two countries has not been a subject of serious dispute. Pakistan's boundary with Afghanistan is about 2250 kilometres long. In the north, it runs along the ridges of the Hindu Kush (meaning Hindu Killer) mountains and the Pamirs, where a narrow strip of Afghan territory called the Wakhan Corridor extends between Pakistan and Tajikistan. The Hindu Kush was traditionally regarded as the last north-western outpost where Hindus could venture in safety.

Geography influences the economic, social, and cultural life of a nation. Knowledge of geography is essential for successful living because of its applicable intellectual, cultural, and economic value. Teaching Pakistan geography acquaints students with the living conditions of people in different parts of Pakistan, develops in students an understanding of how environment and climatic factors have influenced our lives, helps them acquire knowledge of their physical and social environment, and broadens their outlook. In doing so, geography helps students develop an understanding of basic concepts, principles, and theories relating to geographical phenomena in general. Teaching geography also enhances students' power of thinking, reasoning, memory, and imagination as well as their ability to draw conclusions and to generalize. Moreover, understanding geography engenders in students an ability to develop a love for nation and country and to appreciate its natural beauty.

Learning Pakistan geography gives students sense of belongingness and identity. There is a misconception that teaching Pakistan geography just gives general information about the country's location, weather and climate, and other related topics. The purpose of this course is to eliminate those misconceptions and show different perspectives within geography. One approach is to take on social action projects in relation to topics in geography. While a project's beneficiaries are expected to be positively affected, Student Teachers will also benefit by learning from this action.

## Government and politics in Pakistan

Pakistan has had difficulty in establishing stable and effective political institutions. The country has experimented with a variety of political systems, endured periods of martial law, and had five constitutions. Its political parties have suffered from regionalism, factionalism, and lack of vision. Power has shifted between the politicians and the civil and military establishments, and regional and ethnic forces have threatened national unity. However, the impulse towards cohesion has been stronger than that towards

division, and the process of nation building has continued. The return to democracy in 1988 and the peaceful, constitutional transfer of power to new governments in 1990 and 1993 testify to Pakistan's progress in the quest for political stability.

Pakistan's independence was won through a democratic and constitutional struggle. Although the country's record with parliamentary democracy has been mixed, Pakistan has returned to this form of government after lapses.

Political science provides an understanding of the different purposes of government, its institutional decisions, and organizational functions. It equips Student Teachers to make informed decisions about organizing and governing their communities, to evaluate domestic and national governments, and to ensure that the rights of individuals and communities are protected within these decisions. Moreover, learning politics prepares Student Teachers for their future career, and it prepares them to become responsible, participative, action-oriented, law-abiding citizens.

## Pakistan economics

Economics is the study of how people and societies allocate resources, how people get the things they want and need, and how these things are distributed. In the study of economics, the objective is for students to understand basic concepts from a wide variety of angles. The economic aspect is the most important facet of human activity because human progress and happiness in other arenas (e.g. political, social, and cultural) largely depend on a sound and stable economic life. The economy cannot be separated from the state's activity. A stable economy plays a vital role in any nation's collective prosperity and development.

Pakistan was one of the few developing countries that achieved an average growth rate of more than 5 per cent during the four-decade period ending in 1989. The salient features of Pakistan's economic history include the following:

- Pakistan is self-sufficient in most food production.
- Pakistan has emerged as one of the leading producers of cotton and cotton textiles.
- Pakistan has developed a highly diversified base of manufactured products for domestic and world markets.
- Pakistan's physical infrastructure network has expanded with a vast network of gas, power, roads and highways, ports, and telecommunication facilities.

## Contemporary Pakistan

Pakistan has faced a formidable challenge tackling a variety of issues in different sectors such as education, health care, the economy, and political institutions. The growing population makes the need for food security, safe water, health and education services, employment opportunities, and housing a burden on the economy. Despite its economic struggles, Pakistan remains a flourishing centre of South Asian music, poetry, and sports. Since the 1990s it has also developed a lively media landscape (overwhelmingly in Urdu), and Pakistani writers, especially those who write in English, have captured the attention of international publishers and readers.

It is important to engage Student Teachers in an analysis of contemporary Pakistan and its complexities, particularly in relation to politics, economics, and foreign policy.

This course gives them the opportunity to discuss contemporary issues Pakistan has been facing and evaluate their personal impact in the country's overall development and prosperity. In addition, Student Teachers should consider plans for the future development of the country as well as economic prospects.

## References

P. Blood (ed.), *Pakistan: A Country Guide*

➤ <<http://countrystudies.us/pakistan/>>, accessed on 3 March 2013.

M. I. Rabbani, *Introduction to Pakistan Studies* (Lahore: Caravan Press, 2005).

## Course assessment

At least two graded assignments will be completed within the semester. Examples of possible assignments are given below.

The first assignment, conducting an inquiry on a topic and making a presentation, could account for 20% of the total grade. As a second assignment, students will complete a project. Upon completion, students will be expected to submit a report on planning and implementing their project. The report could account for 30% of the total grade.

In addition, there should be several non-graded assignments and tasks during the course. All graded and non-graded assignments should be completed by students in order to pass the Pakistan Studies course. Description, tasks, criteria, and indicators of graded assignments will be shared with the students on a separate handout.

### ▶ Example assignment 1: Conducting an inquiry on a topic

In his historical speech at Chittagong in March 1948, Quaid-e-Azam Muhammad Ali Jinnah said, 'The story of Pakistan, its struggle and its achievement, is the very story of great human ideals, struggling to survive in the face of odds and difficulties'.

In this group assignment, you are required to choose one of the following four important phases of the story of Pakistan and to conduct an inquiry on its struggle and achievements. The four phases are:

- British colonization and Muslim reform movements (1857–1905)
- the struggle for independence (1905–1940)
- the Pakistan Movement (1940–1947)
- the teething years (1947–1958)

You are expected to collect data from a variety of sources (books, newspaper, Internet, videos, etc). Synthesize the gathered information and then make a presentation of your inquiry findings to the whole class. The presentation may use various methods such as a PowerPoint presentation, role play, and visual displays (booklets, charts, or reflective notes). The inquiry will be carried out during Unit 1, and the presentation will be given at the end of the unit.

The following is the rubric to assess presentation:

| Criteria          | Standards  |  |  |  |
|-------------------|--|--|--|--|
|                   | A  | B  | C  | D  |
| CONTENT KNOWLEDGE | Display an excellent grasp of the material   | General grasp of the material  | Some grasp of the material                                 | Poor grasp of the material                                     |
|                   | Excellent mastery of content, application, and implications                                    | Good mastery of content, application, and implications                       | Adequate mastery of content, application, and implications | Superficial handling of content, application, and implications |
|                   | Demonstrates full knowledge by answering all class questions with explanations and elaboration | Students are at ease with expected answers to questions, without elaboration | Students are able to answer only close-ended questions     | Students cannot answer questions about the topic               |
| ORGANIZATION      | Consistently clear, concise, well organized  | Usually clear, concise, well organized.                                      | Not always clear or concise.                               | Often unclear and disorganized                                 |
|                   | Points are easy to follow  | Most of presentation is easy to follow                                       | Sometimes it is difficult to follow                        | The presentation is confusing and difficult to follow          |
|                   | Transitions between parts are smooth and coordinated   | Transitions between sections usually coordinated                             | Transitions between parts are weak                         | No sequence of information                                     |

| Criteria     | Standards  |  |  |  |
|--------------|--|--|--|--|
|              | A  | B  | C  | D  |
| PRESENTATION | Students are all very confident in delivery and did an excellent job of engaging the class | Students are sometimes confident with the presentation                           | Students are not consistent with the level of confidence                             | Students are not confident   |
|              | Very creative and original presentation  | Presentation not as engaging as it could have been for the class                 | Minimal creativity and originality   | Lacks creativity, very ordinary and mundane  |
|              | Simple, clear, easy-to-interpret, easy-to-read visual aids                                 | Demonstrated some originality and creativity                                     | Visual aids are marginally acceptable, not clear, and difficult to read or interpret | Poor-quality (or no) visual aids, hard to read, technically inaccurate, poorly constructed |
|              | Well-coordinated with content, well designed, used very effectively                        | Usually clear, easy-to-interpret, easy-to-read visual aids                       | Adequate coordination with content   | Poor coordination with content   |
|              | Excellent example of how to prepare and use good visual aids                               | Generally well-coordinated with content, good design, generally used effectively | Less eye contact with audience, read mostly from the notes                           | No eye contact with audience; entire presentation read from notes                          |
|              | Constant eye contact with audience, seldom looked at notes                                 | Some understanding of how to use visual aids                                     | Less eye contact with audience, read mostly from the notes                           | No eye contact with audience; entire presentation read from notes                          |
|              | Constant eye contact with audience, seldom looked at notes                                 | Consistent use of eye contact with audience, but still used notes                | Less eye contact with audience, read mostly from the notes                           | No eye contact with audience; entire presentation read from notes                          |

► Example assignment 2: Project work

This project on the land and people of Pakistan will start from week 5 and continue until the end of the course. In groups, students will identify a project (topic) at the beginning of Unit 2 and start by making a proposal. The project must be implemented according to a plan developed during the course. At the end of this course, students are expected to write up the process of project planning and implementation. The report has a 700-word limit.

The following is the rubric to assess the project report:

| Criteria                    | Standards  |  |  |   |
|-----------------------------|--|--|--|---|
|                             | A  | B  | C  | D   |
| CONTENT KNOWLEDGE           | Comprehensive and critical/ analytical content coverage  | Comprehensive content coverage   | Acceptable coverage of content   | Limited or inadequate content coverage  |
| PLAN AND CONDUCT OF PROJECT | Well thought through, creative, contextually relevant plan   | Well-thought through, with some creative ideas but needs more adapted activities and relevant to the context     | Coherent plan with mostly adapted activities, thus lacks creativity  | Poorly thought through, activities irrelevant to the context  |
|                             | Responsive to all contextual needs and emerging issues in the implementation   | Responsive to some contextual needs and emerging issues in the implementation                                    | Rarely responsive to contextual needs and emerging issues in the implementation.                                     | Not responsive to contextual needs and emerging issues in the implementation  |
|                             |  |  |  | A chunk of activities without link and continuity   |
| REFLECTION                  | Paper demonstrates superior-quality logic, coherence, and consistency in ideas and strong evidence of critical reflection. | Paper demonstrates high-quality logic, coherence, and consistency in ideas and evidences of critical reflection. | Paper demonstrates satisfactory logic, coherence, and consistency of ideas and some evidence of critical reflection. | Paper demonstrates less-than-satisfactory logic, coherence, and consistency and no evidence of critical reflection. |



# Session plans for Unit 2: The land and people of Pakistan

## Week 4, session 8: Geography of Pakistan

- General overview of the geography of Pakistan
- Introduction to project work



### Lesson option 1

#### **Unit content (5 minutes)**

The Instructor introduces the unit's topic and subtopics and explains the course's second graded assignment.

#### **The aims of geography education (10 minutes)**

Share the following points on an overhead transparency chart. After reading each point aloud, pause and ask the class to elaborate and explain them.

- Stimulate students' interest in their surroundings and in the variety of physical and human conditions on the Earth's surface.
- Foster their sense of wonder at the beauty of the world around them.
- Help them to develop an informed concern about the quality of the environment and the future of the human habitat.

#### **Round robin brainstorm (15 minutes)**

Divide the class into groups with five or six people in each. The groups should sit in a circle, and each member should have paper and pen.

The team members should review the following questions and each should select one question to address with as many responses as possible in two minutes.

- What are the main features of each province of Pakistan in relation to its location?
- How does Pakistan's location affect its weather and climate?
- What is the nation's primary industry? What are some of Pakistan's important natural resources?
- What natural and man-made disasters have affected Pakistan? What natural and man-made disasters are likely to affect Pakistan in future?
- What measures are being taken by the government to prevent and manage disasters?
- Should population growth be controlled? Why or why not?

After two minutes, each should pass their paper to the person on their left, who will read their responses. This person will continue brainstorming and add additional responses to the question. Continue the process until all team members receive their original piece of paper.

Have a whole-class discussion in which the responses are debated and the class agrees to one set of responses.

**Lecture: second graded assignment (30 minutes)**

Explain the second graded assignment, which involves project work, to class members (see Assignment 2).

Give a mini-lecture on project and steps of the project. (Different ways to present the material are provided in Faculty Resource 1.) Give class members a copy of Student Handout 1.

Ask students to organize themselves in groups of three to carry out the project. Groups should work together to identify a topic for the project and develop a plan of action.

Topics for project can be based on the following unit subtopics:

- Environmental problems in Pakistan
- Movement and human–environment interactions
- Population and its effects on economy

Class members can select an environmental problem or population issue, for example, and perform a project activity to suggest solutions to the problem.

There are different ways to carry out the project and to take social action. These are discussed in Student Handout 1.

**Lesson option 2****Brainstorming (10 minutes)**

The Instructor should ask the class why it is important to learn geography.

As a class, students brainstorm reasons to teach/learn geography. At the end, the Instructor summarizes the responses and adds, changes, elaborates, and/or explains the different ideas. Reference should be made to the overhead transparency (from Option 1).

**Group work (10 minutes)**

Divide the class into five or six groups and have them discuss what content (topics and subtopics) should be covered within this unit.

Listen to their responses and provide a general overview of the unit with the help syllabus. Note the topics and subtopics, tasks and assignments, the Instructor's role, and class members' responsibilities

**Characteristics of a project and project steps (30 minutes)**

Distribute Student Handout 1 on the characteristics of a project and project steps. Give the class time to study the handout, and then discuss it as a whole class.

**Summary (5 minutes)**

Summarize the session. Focus on the general overview of Pakistan's geography and the introduction to project work.



## Week 5, session 9: Map skills

- Globes and different types of maps
- Skill development: reading and interpreting maps

### Lesson option 1

#### **Think, pair, share: globes and maps (5 minutes)**

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Ask the class the following questions:

- What is the difference between a globe and map?
- With which types of maps are you familiar?

Write responses on board and sum them up with the help of Student Handout 2.

#### **Elements of a map (45 minutes)**

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Provide class members with atlases. (Alternatively, ask class members to bring their own maps of Pakistan to class.) Ask them to look at a variety of maps and identify similarities between them as well as key elements of a map.

Student Handout 3 on the elements of maps covers the following areas: title, symbols, key or legend, directions, grid lines, and scale. Use this handout and others to have students engage in the following activities.

##### ***Title***

Look at maps in the atlas, read their titles, and identify the area mapped and what it shows.

##### ***Symbols and key or legend***

Look at the map and draw symbols based on the key or legend.

Look at maps in the atlas, interpret map symbols, and visualize what they mean.

##### ***Directions***

Follow the directions on Student Handout 4 and try to reach the final location. Have the class begin at the asterisk and follow these directions:

- south, 3 squares
- south-east, 4 squares
- north, 5 squares
- east, 4 squares
- north-west, 2 squares
- west, 3 blocks
- south-east, 7 squares
- south, 2 squares.

(The final location should take class members to K10, the circle.)

**Grid lines: latitude and longitude**

Give class members Student Handout 5 and ask the following questions:

- Which letter is located at 50° north, 120° east? (I)
- What is the location of the letter E? (40° north, 60° east)
- What continent would you be on at 10° south, 70° west? (South America)
- Where is the intersection of 0° latitude and 0° longitude? (Atlantic Ocean)

**Scale**

Open the atlas and use the map scale calculate the distance between the following locations:

- Karachi and Thatta
- Hyderabad and Larkana
- Dadu and Jacobabad.

You can instruct the class to search for additional locations as well.

**Lesson option 2****Information on types of globes and maps (5 minutes)**

This information is covered in Student Handout 2.

**Elements of a map (45 minutes)**

Divide students into six groups, and assign an element of a map to each group:

- title
- symbols
- key or legend
- directions
- grid lines
- scale.

The groups should be prepared to explain their element to the other groups. They should also design an activity to teach the element and be prepared to explain their activity to other groups.

**Possible extension activities**

For all of the activities below, have students work in small groups of three (or four).

**Linking news with latitude and longitude (group work)**

Divide the class into cooperative groups with three students each. Provide each group with the latitude and longitude coordinates of a place where a recent current event has taken place. Have each group use the coordinates to pinpoint the location of the news event on the world map.

**Measuring lengths (group work)**

Distribute maps of Pakistan showing the Indus River and boundaries with neighbouring countries. Also give class members a piece of thick, flexible cotton thread and a

ruler. Ask each group of three to use the thread to measure length of the Indus River and the national borders. The groups should then compare the thread to the scale to find the actual distance through scale. At the end, each group can compare their findings with the real distance.

### ***Using a paper compass (group activity)***

This is an example of a low-cost/no-cost activity. The Instructor can construct a paper compass showing the eight primary and secondary directions. Class members will be given the district map of their province. They must use the paper compass to find and then write the direction of different districts from their district. All the groups will use the same list, so that they can compare their findings.

## Week 5, session 10: Physical features of Pakistan

- Northern and Western Highlands
- The Punjab Plain
- The Sindh Plain
- The Balochistan Plateau
- The Thar Desert



### Lesson option 1

#### **Introduction (10 minutes)**

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Introduce students to the major physical features of Pakistan, including the Northern and Western Highlands, the Punjab Plain, the Sind Plain, the Balochistan Plateau, and the Thar Desert.

#### **Lecture (45 minutes)**

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Prepare a lecture on the five major physical features of Pakistan. Materials and content for this lecture can be found in Faculty Resource 2.

Different ways to present the material are provided in Faculty Resource 1.

## Lesson option 2

### **Introduction (5 minutes)**

Introduce students to the major physical features of Pakistan, including the Northern and Western Highlands, the Punjab Plain, the Sindh Plain, the Balochistan Plateau, and the Thar Desert.

### **Group discussion and presentation (45 minutes)**

Divide the class into five groups and provide them with the necessary materials and content for this activity (see Faculty Resource 2).

Each group will work on one major physical feature of Pakistan. They should read and discuss the material provided to their groups and then present it to the whole class.



## Week 6, session 11: Weather and climate and the factors affecting them

- Factors that influence the weather and climate of Pakistan
- Major climatic zones of Pakistan and their characteristics

## Lesson option 1

### **KWL (10 minutes)**

Provide students with Student Handout 7 or draw the handout's table on the board. Ask the class to copy it. Explain that they must fill in the first column, 'What do I already know?', with everything they know about factors that influence weather and climate and the major climatic regions of Pakistan. In the second column, 'What do I want to know?', they must answer accordingly.

Class members should leave the third column, 'What have I learnt?', blank for now. They will complete it after the topic has been covered in class.

Ask students what they written in columns one and two and write it on the board.

### **Expert jigsaw (40 minutes)**

Form teams with four people in each. Each person on a team will cover one subtopic: factors that affect weather: temperature, humidity, air pressure, and wind; factors that influence climate: distance from the equator, distance from the sea, altitude, and direction of the winds; climatic zones: highlands and lowlands; climatic zones: costal and arid.

Teams discuss and agree on which member will work on which section. Student Handout 7 contains the information needed for this activity.

The teams will break apart and each member will work with class members studying the same subtopic. These expert teams may be large (i.e. 6–10 people) depending on class size, so it may be worthwhile to divide these teams in two.

The expert teams should review the handout, note the main points, and add more based of their prior knowledge about the topic. They should discuss the information in relation to Pakistan, agree on the main points, and then record them.

The experts should return to their original teams and share, clarify, and synthesize the information they learnt in their expert teams.

### **KWL (10 minutes)**

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Ask the class to complete the third column of the KWL handout (Student Handout 6).

As a whole class, discuss the point of the third column.

## Lesson option 2

### **Think, pair, share (10 minutes)**

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Ask students what factors influence the weather and climate of Pakistan.

Students should consider their response and write down their main points. Then, they should work with a peer and discuss their answers.

The pairs will then share their answers with the whole class.

Sum up the responses and elaborate, explain, and add more information as needed. (See Faculty Resource 3.)

### **Presentation (40 minutes)**

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Prepare a presentation for the students on major climatic zones of Pakistan and their characteristics.

You can use information provided in Student Handout 7.

Use a climatic map of Pakistan while giving the presentation (see Faculty Resource 4).

## Week 6, session 12: Environmental problems in Pakistan

- Major natural and man-made disasters in Pakistan
- Disaster management and preparedness



## Lesson option 1

### **Brainstorming: disasters in Pakistan (5 minutes)**

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Divide the board into two parts, one labelled 'Natural disasters in Pakistan' and the other labelled 'Man-made disasters in Pakistan'. Ask the class to list incidents in both categories.

**Mini-lecture (10 minutes)**

Conduct a min-lecture on natural disasters in Pakistan. (Faculty Resource 5, part A includes content for this lecture.)

**Completing the table (10 minutes)**

Produce a comparative table describing man-made natural disasters and their causes, consequences, and solutions. (A table is provided in Student Handout 8.)

**Whole-class discussion (10 minutes)**

Engage the class in a discussion on different techniques in disaster management and preparedness.

**Presentation (20 minutes)**

Make a presentation to the class about disaster management at national level (see Faculty Resource 5, part B).

**Lesson option 2****Man-made environmental issues in Pakistan (15 minutes)**

Have the class list the ways in which people affect their environment every day (e.g. driving cars, using water, disposing of rubbish, and smoking cigarettes). Make a second list of ways that people affect their environment through seasonal activities (e.g. watering lawns, burning leaves, fishing, and hunting). Look through the newspaper to find examples of both kinds of activities. Make a comparison chart of the two lists and have the class discuss which activities are more harmful or more helpful to their environment.

Discuss the findings and have the class suggest ways in which people can change their behaviour and improve the environment.

Have the class complete Student Handout 9.

**Natural disasters**

Divide Student Teachers into pairs and give each pair a copy of Faculty Resource 5, part A.

Introduce and discuss new or difficult vocabulary with Student Teachers and then ask them to read the article with their partner.

When Student Teachers have finished reading, discuss the following and other questions with them:

- The article says, 'The 7.6 Kashmir earthquake of October 2005 occurred in a region where a major...earthquake was considered long overdue. Although the earthquake resulted in widespread devastation, scientists believe that it released no more than one-tenth of the cumulative energy that had developed since the previous great earthquake in the region in 1555'. What does this mean?
- The article makes reference to the 'low mean rainfall'. What does it mean? How would you calculate the mean rainfall in this area?
- What is one of the major causes of landslides?



### Guest speaker (30 minutes)

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Invite an expert or specialist (e.g. from the local authority) to talk about disaster management strategies.

### Extension activities

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- Observe the site of a natural disaster, such as earthquake, landslide and flood, and describe the nature and impact of the damage.
- Collect newspaper articles about disasters and hazards around Pakistan and the world and produce an annotated map.
- Identify measures used throughout the world to reduce the impact of natural hazards and disasters (e.g. international aid).
- Draw a map of your local areas and identify areas at risk from natural hazards.
- View and discuss documentaries relating to disasters and hazards.
- Discuss the impact of natural disasters and suggest ways to mitigate their impact.

## Week 7, session 13: Movement and human environment interactions



- Movement: people, goods, and ideas
- Humans adapt to, modify, and depend on the environment

### Lesson option 1

#### Introduction to movement (10 minutes)

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People interact with other people, places, and things almost every day of their lives. They travel from one place to another, they communicate with each other, and they rely upon products, information, and ideas that come from beyond their immediate environment. When considering the theme of movement as a way to study geography, one should ask W questions: who, what, where, when, and why do things, people, and information move? Also, how do they move?

There are patterns of movement that make our lives in Pakistan predictable and orderly. Sometimes these patterns are interrupted and people feel a ripple effect from the system breakdown. In contrast, many countries do not have a dependable pattern of movement and this can be problematic in times of famine or wartime relief efforts, for example. Movement is very important to the study of geography because it can contribute to the development of a place's human characteristics, such as cultural traits, governmental practices, and tolerance of diversity. The theme of movement helps us understand how we are connected with, and dependent upon, other regions, cultures, and people in the world. It also helps us recognize where resources are located, who needs them, and how they are transported over the Earth's surface.

### **Whole-class discussion (30 minutes)**

Have the class sit in a circle form and start discussion by presenting the following questions (you can make additions and changes in the questions):

- What are the different ways that ideas travel from one place to another? (Examples might include music, literature, folktales.)
- How do people react – personally, professionally, politically, or technologically – when they are able to freely communicate with one another?
- In what ways are people prevented from experiencing the movement of ideas? (Examples include censorship, geographic barriers, or language.)
- What happens when people are not able to communicate?
- What do you know about when and why your ancestors came to Pakistan and how they got here?
- How do immigrants adjust to life in a new place?

Act as a moderator of the discussion and make sure that the questions for discussion are presented clearly. Write them on board to enable students read and understand the questions.

You may give students time to note down ideas in response to the questions before the discussion. During the discussion, invite the class to share their views and experiences. Write down some answers so that you can track the discussion and guide it. Encourage students to take equal opportunity to participate and contribute to the discussion. At the end summarize all the ideas shared.

### **Pair work (20 minutes)**

Distribute Student Handout 10 table to pairs or draw the related diagram on the board. Have each pair write points (related to Pakistan) on the diagram in the table. (One example for each column has been provided.) Then, have each pair work with another pair to discuss their answers.

Comment on students' work and offer more detailed information.

## **Lesson option 2**

### **Round robin brainstorm (30 minutes)**

Divide students into equal-sized groups of four or five students and have the groups sit in circles. Each member should have paper and pen. They should divide the paper into three sections, one section for each of the following three questions:

- What does 'movement' mean in geography?
- Why should you study movement?
- What are the movement patterns in Pakistan?

Each team member should brainstorm as many responses as possible in three minutes. Then everyone will pass their paper to the person on their left. Class members will read their peers' responses and then add their own ideas to list. Answers should not be repeated.

Continue the process until each paper returns to the person who originally responded. Then each group will present their combined answers to the class.

Discuss each of the questions in a plenary discussion. Discuss ideas about migration of people and populations and movement patterns in Pakistan such as rural-to-urban migration and displacement of people in tribal areas due to fighting.

### **Numbered heads (30 minutes)**

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Divide students into group with three or six groups depending on the number of Student Teachers in the class. Give each member of every group a number one through five. Then give each group one of the following questions to discuss:

- How do humans adapt to the environment?
- How do humans modify the environment?
- How do humans depend on the environment?

Emphasize the importance of all members contributing and learning together.

After 15 minutes, call any number, one through five, randomly. Group members with that number will share what their group discussed with the whole class. Groups with the same topic can make additions.

Comment and elaborate on students' responses by offering additional information.

## **Week 7, session 14: Population and its effects on the economy**



- Population density and distribution
- Population growth and its effects on the national economy

### **Lesson option 1**

#### **Presentation (30 minutes)**

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Prepare a PowerPoint Presentation on population using Faculty Resource 6.

Introduce the class to the topic and explain that there will be some activities during the presentation.

Display and read slide 1 (Population distribution and density) and the slide 2 (Population change, populations structures, and overpopulation). Elaborate on the points mentioned.

Show slide 3 (Pakistan population) and explain the bar graph.

Then divide the class into four groups and distribute one of the remaining four slides to each group as a handout:

- slide 4: Density of population in Pakistan (a map)
- slide 5: Pakistan population pyramid for 2003 (a graph)
- slide 6: Population pyramids of Pakistan (a graph)
- slide 7: Distribution of population by age and sex (a table).

Each group should discuss their slide and then present their slide to the whole class.

Additional information about the population of Pakistan is available at website of the Population Association of Pakistan <http://www.pap.org.pk/statistics/population.htm> and the Government of Pakistan Population Census Organization.

### **Whole-class discussion (30 minutes)**

Search for different articles on the effects of population on Pakistan's economy. The following websites offer relevant articles:

- <http://www.un.org/esa/population/publications/prospectsdecline/sathar.pdf>
- <http://ilm.com.pk/pakistan/pakistan-issues/major-problems-of-pakistan>
- <http://www.chitraltimes.com/english10/newseng129.htm>

Share the articles with the class or give them the websites so that they may prepare before class.

Engage the class in a whole-class discussion. Invite a student to be the moderator of the discussion, and ensure that this role is clearly explained at the beginning.

## **Lesson option 2**

### **Interview (10 minutes)**

Have each class member pick a partner. The pairs should then interview each other on whatever they know about the topic population density, distribution, and growth. After the interviews, reassemble the class and have the pairs share their information with the whole class. Give more information, explanation, modification to students' responses if needed. (See Faculty Resource 6 for more information on population.)

### **Graphs (10 minutes)**

Share and explain the graphs on Pakistan's population. (Use the graphs from Faculty Resource 6.)

### **Group inquiry (40 minutes)**

Give students a topic for inquiry, such as the effects of population on Pakistan's economy.

Students should form groups and engage in an inquiry. They can either locate information or you can share some materials or references with them.

Invite groups to present findings.

# Session Plans

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SELECTED SESSION PLANS  
FOR UNITS 1, 3, 4, AND 5

## Unit 1: Historical perspective



### Week 1, session 1: Introduction: the concept of civilization

- Introduction to the course
- Civilization
- Ancient civilizations of Indus Valley: Mohenjo-Daro and Harappa

#### Week 1, session 1 lesson

##### **Self-esteem (10 minutes)**

Working individually and then exchanging thoughts with a partner, Student Teachers think about the following questions:

- Who I am?
- What would I like to be?
- What will I do to become what I want to be?

##### **A classroom code of conduct (10 minutes)**

Divide students in groups of four and ask each group to list of five rights and responsibilities that students will have to observe during the course.

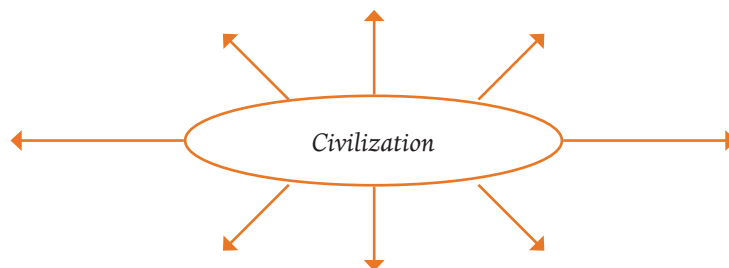
Each group should identify and share the three most important ones with the entire class. Prepare and display a common list of rights and responsibilities in the classroom.

##### **Distribute the syllabus (10 minutes)**

Distribute the course syllabus. Have the class review it and ask any questions they may have.

##### **Brainstorming (10 minutes)**

Write 'civilization' in the middle of the board and ask the class members to say any word that comes to mind when they hear this word. Write all the words class members state.



##### **Lecture (20 minutes)**

Discuss and clarify the points made during brainstorming, and provide additional information about the historical importance of the ancient civilizations of Indus Valley, particularly Mohenjo-Daro and Harappa.

Suggest Student Teachers visit the following website to research more information on the Indus Valley:

- [http://www.en.wikipedia.org/wiki/Indus\\_Valley\\_Civilization](http://www.en.wikipedia.org/wiki/Indus_Valley_Civilization)

## Unit 3: Economics of Pakistan

### Week 10, session 19: Trade in Pakistan

Major imports and exports of Pakistan



#### Week 10, session 19 lesson

##### **Sectors of economy: agriculture and industry (10 minutes)**

Develop some questions based on previous sessions on agriculture and industry. Some sample questions are given below, but you can modify or add to them according to content taught:

- Which kind of agricultural products does each province of Pakistan produce?
- Explain why 65 per cent% of Pakistan is not used for agriculture.
- What are the major industries in Pakistan?
- What is the role of agriculture and industry in the development of Pakistan's economy?

##### **Introducing trade (20 minutes)**

The recommended text for this session is *Pakistan: Geography, Economy and People*, pages 156–162.<sup>1</sup>

Provide the class with some guiding questions for reading:

- In which three years did Pakistan experience a favourable balance of trade and why?
- What is the reason for the negative balance of trade faced by Pakistan?
- What major changes have taken place in the exports and imports of Pakistan?
- With which of the following areas does Pakistan have a favourable or unfavourable balance of trade? Explain why such a pattern of trade emerged.
  - South-East Asia
  - East Asia
  - the Gulf area
  - Western Europe
  - USA and Canada

##### **Whole-class discussion (30 minutes)**

Use the questions as the basis for a whole-class discussion. Make one student responsible for moderating the discussion.

NOTE: You may not have enough time to conduct a debate during this session. You can arrange it out of class time.

<sup>1</sup> F. K. Khan, *Pakistan: Geography, Economy and People*, (Karachi: Oxford University Press, 2010).

## **Debate**

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This is an optional activity you could do if time allows. Faculty Resource 10 contains a detailed description of how to conduct debate.

Write the motion for the debate on the board: 'Trade is the most important sector in Pakistan economy'. (You may select another motion for debate.)

Divide students into two groups: one that agrees with the motion and the other that disagrees with it.

Explain what the groups should do to prepare for the debate and how the debate will be conducted. Allocate time for discussion within the groups, and then have the class engage in a debate.



## Unit 4: Government and politics in Pakistan

### Week 11, session 21: The government of Pakistan

Systems, levels, functions, and branches of government



#### Week 11, session 21 lesson

##### **Introduction (5 minutes)**

Introduce the unit topics, subtopics, and concepts with the help of syllabus.

##### **Systems of government (25 minutes)**

Explain that there are two distinct systems of government: autocracy and democracy. (Faculty Resource 8 provides information on this subject.)

Divide the class into groups of four, and ask them to name at least three countries with an autocratic system of government and three with a democratic system. Keeping the countries in mind, they should identify examples of the central beliefs of each.

Draw two columns on the board, one labelled 'Autocracy' and the other 'Democracy'. Ask students from each group to share a central belief of each system with the class. Discuss the response and write it on the board when there is a consensus.

Ask students to discuss which system of government is suitable for Pakistan. They should give rationale and justifications for their choice.

##### **Levels and branches of government (30 minutes)**

Divide the class into three groups, each representing a different level of government in Pakistan (i.e. federal, provincial, and local). Have the groups discuss how government is structured at that level based their prior knowledge.

The whole class should regroup and discuss their answers. Make clarifications if needed and further explain the levels and branches of government. (Faculty Resource 9 provides information on this subject.)

## Unit 5: Contemporary Pakistan



### Week 15, session 29: Contemporary issues

Major social, cultural, sectarian, and ethnic issues

#### Week 15, session 29 lesson

##### **Group work (40 minutes)**

Bring a variety of newspapers to class. Bring all the issues for the last week. Ask the Student Teachers to do the same.

Divide the class into four groups and distribute newspapers to the groups. Try to make sure each group has a variety of newspapers and at least one newspaper for each day. Tell each group to go through the newspapers and find articles related to any social, cultural, sectarian, or ethnic issues.

Give the class Student Handout 11. Each group should prepare and complete a similar table on a big piece of paper.

##### **Gallery walk (10 minutes)**

Groups display their charts on the wall of the classroom, so class members can read other groups' presentation charts. Ask them to focus in particular on how the issue was resolved.

After the gallery walk, discuss common approaches to resolving social, cultural, sectarian and ethnic issues.

If Student Teachers do not mention the following approaches, introduce them into the conversation with examples if possible:

- raising awareness
- advocacy
- education about an issue or another person's point of view
- dialogue and discussion between conflicting parties
- new laws
- law enforcement.

Invite Student Teachers to discuss their own experience of resolving similar issues at a personal level (e.g. a difference of opinion, a conflict with a parent or teacher).

Alternatively, select a pertinent local issue with Student Teachers and discuss the pros and cons of different approaches to resolving the issue.

##### **Assignment**

Introduce the class to an example of citizen activism, Idara-e-Taleem-o-Aagahi's One Million Signatures Campaign. (See Faculty Resource 11.)

# Lesson Plans

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## Lesson plan 1

### Week 5, session 9: Map skills (Option 1)

#### Lesson topics

- Globes and different types of maps
- Skill development: map and globe reading and interpreting

#### Outcomes

- to further develop map skills
- to design activities teaching map skills

**Resources:** different types of maps, atlases, Student Handouts 4 and 5

#### Map skills lesson

##### **Think, pair, share: map skills (5–7 minutes)**

Elicit the students' views about differences between a map and a globe and between different types of maps.

Present the definition of a map and different types of maps. (You can explain this orally or share the information on an overhead transparency or in a PowerPoint presentation.)

The most accurate world map is a globe. Much like Earth, a globe is shaped as a ball. When you look at a globe you can truly see the way the world looks in all of its complexity. All the countries are shown in their true size relative to each other. You can see how far apart different cities are, and you can learn what time it is in another part of the world. In different map projections, Earth is distorted in representation of distance, area, or shape.

Why are globes so much more accurate than flat maps of the world? If you peeled the image off a globe, you would have a difficult time trying to lay it flat on a table like a map. The map would have all sorts of gaps in it. For hundreds of years, cartographers have been trying to work around these differences in shapes in creating maps. On some flat maps, like the Mercator projection, pieces of land in the Arctic look larger than they are in reality. For example, Antarctica stretches across the bottom of a flat map when it is really a circular continent; Greenland appears bigger than Africa, though it is 15 times smaller; and Alaska looks bigger than Brazil, but it is four times smaller. However, flat maps can be very useful, as you cannot put a globe in your pocket while you are travelling.

### **Teaching elements of a map (5 minutes)**

Provide students with atlases of Pakistan. Ask them to look at a variety of maps and to identify similarities between them maps as well as their key elements, including:

- title
- symbols
- key/legend
- directions
- grid lines
- scale.

### ***Title (5 minutes)***

When we begin to read a map, we look at its title. The title tells us the area mapped and what the map shows.

Show Student Teachers maps in an atlas. Have them read titles and identify the area mapped and what it shows. Also, show students some maps with their titles covered, and have students provide their titles.

### ***Symbols; key/legend (10 minutes)***

Symbols are used to mark places, such as cities of varying population, on a map.

A key or legend explains the meaning of symbols used on the map.

Have students look at the maps in atlas, interpret the map's symbols, and visualize what they mean.

### ***Directions (15 minutes)***

Explain direction, the position towards which someone or something moves or faces.

In geography, the four principal directional indicators, or cardinal directions, are marked as points or arrowheads on a traditional magnetic compass rose. The cardinal directions are north, east, south, and west. Intermediate directions are located halfway between the cardinal directions. The intermediate directions are north-east (NE), south-east (SE), south-west (SW), north-west (NW).

Give each class member Student Handout 4. Have the class begin at the asterisk and follow these directions until they reach the final location:

- south, 3 squares
- south-east, 4 squares
- north, 5 squares
- east, 4 squares
- north-west, 2 squares
- west, 3 blocks
- south-east, 7 squares
- south, 2 squares.

The final location should take class members to K10, the circle.

### ***Grid lines (15 minutes)***

Explain what lines of latitude are by showing the class on a map or globe. Note the following points:

- They are imaginary lines on the Earth's surface.
- They run parallel to each other in an east–west direction.
- The first latitude line is the equator at  $0^\circ$ , which is equidistant between the North Pole and South Pole.
- A line of latitude indicates the distance, north or south, from the equator.

The equator is the longest of all latitude lines. Other latitude lines are measured in degrees north or south of the equator. There are  $180^\circ$  in total:  $90^\circ$  of latitude to the north and  $90^\circ$  to the south of the equator.

Explain what lines of longitude are by showing the class on a map or globe. Note the following points:

- They are imaginary lines on the Earth's surface.
- They run from the North Pole to the South Pole around the globe.
- A line of longitude indicates the distance, east or west, from the prime meridian at  $0^\circ$ .

There are a maximum of  $360^\circ$  of longitude:  $180^\circ$  to the east and  $180^\circ$  to the west of the prime meridian. Lines of longitude do not run parallel; they converge at the poles. Any meridian could have been chosen as the prime meridian because they are all exactly the same. The prime meridian was selected by international agreement at the International Meridian Conference called by U.S. President Chester Arthur in October 1884. Representatives from 25 nations met in Washington, D.C.

Distribute Student Teacher Handout 5 and ask the following questions:

- Which letter is located at  $50^\circ$  north,  $120^\circ$  east? (I)
- What is the location of the letter E? ( $40^\circ$  north,  $60^\circ$  east)
- What continent would you be on at  $10^\circ$  south,  $70^\circ$  west? (South America)
- Where is the intersection of  $0^\circ$  latitude and  $0^\circ$  longitude? (Atlantic Ocean)

**Scale (5 minutes)**

Explain that it is impossible to draw a map the same size as the feature on the ground. (Imagine drawing a map that was the same size as a mountain!) Therefore, a map is a scaled down version of the feature on the ground. A map scale compares the distance on a map to the actual distance on the Earth's surface. Types of scale include the following:

- scale statement: The scale is described in words and numbers (e.g. 1 cm on the map represents 5 km on the ground).
- line scale: A line several centimetres long is divided into equal parts.
- ratio or representative fraction: Scale is represented in number (e.g. 1/5000 means 1 cm = 5000 cm).

Give Student Teachers atlases and ask them to use the map scale to calculate the distance between the following locations:

- Karachi and Thatta
- Hyderabad and Larkana
- Dadu and Jacobabad.

You can instruct the class to search for additional locations as well.

**Conclusion**

Show a world map. Pick two students at random, and have one talk about the elements of the map and have the other show Pakistan on a world map and discuss its location.

## Lesson plan 2

### Week 5, session 10: Physical features of Pakistan (Option 1)

**Lesson topics**

- Northern and Western Highlands
- The Punjab Plains
- The Sindh Plain
- The Balochistan Plateau
- The Thar Desert

**Outcomes**

Student Teachers will be able to identify major physical features of Pakistan.

**Resources**

A physical map of Pakistan, Handout 6, Faculty Resource 2

## Physical features of Pakistan lesson

### Introduction and brainstorming (5–10 minutes)

Write 'Physical features of the Earth' in the middle of board or on chart paper, and have the class brainstorm. Ask them to give types of physical features as well as specific examples of some famous physical features. For example, if a student says 'mountain', ask for specific examples or write some to provide guidance.

You can do brainstorming in different ways; the following is provided as an example:

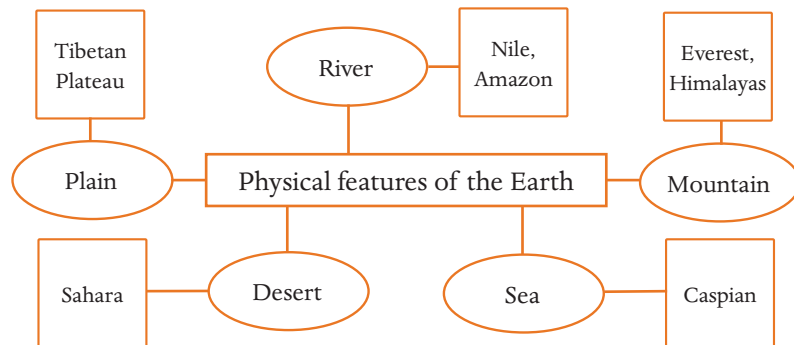


Figure: Flowchart of terms related to activity described above.

### Development of the lesson (40–45 minutes)

Prepare an interactive lecture. Start by writing the topic and subtopic of the lecture on the board

Draw the following table on the board or prepare a handout for the class. Ask students to complete it while they are listening to the lecture.

Talk about the major physical features of Pakistan based on the lectures notes that follow. Materials and content for this lecture can be found in Faculty Resource 2.

## Lecture notes: Major physical features of Pakistan

### Northern and Western Highland

The Northern and Western Highlands of Pakistan extend from the Makran Coast in the south to the Pamir Plateau in the north, covering most of Balochistan, Khyber Pakhtunkhwa, Gilgit Baltistan, and parts of Punjab.

The highlands can be divided into the following physiographic divisions:

- the mountainous north (the Himalayas, the Karakorums, and
- the Hindu Kush)
- the Koh-e-Safaid and the Waziristan hills;
- the Sulaiman and Kirthar mountains.



### The Punjab Plain

- The Punjab Plain comprises mainly the province of Punjab.
- It spreads from the Potohar Plateau up to Mithankot, where the
- Sulaiman Mountains approach the Indus River.
- The Punjab Plain is an almost featureless plain with a gentle southwards slope.
- The entire plain is extensively irrigated by a network of canals.

### The Sindh Plain

- The Sindh Plain is located in the western corner of South Asia, bordering the Iranian plateau to the west.
- Sindh is the third largest province of Pakistan.
- It is bounded by the Thar Desert to the east, the Kirthar Mountains to the west, and the Arabian Sea in the south.
- In the centre is a fertile plain around the Indus River.

### The Balochistan Plateau

- The Balochistan Plateau is a vast plateau to the south-east of the Kharan Desert and to the west of the Kirthar and Sulaiman mountains.
- The average height in this area is 600–900 metres.
- There are several mountain ranges in this area, including the Toba Kakar, Central Brauli, Hala, Pab, Chagai, Makran and Raskot ranges.
- There are also many rivers: Zhob Loralai, Hingol, Hub, Porali, and Dasht.

### The Thar Desert

- The Thar is the largest desert in Pakistan.
- It is situated in the province of Sindh.
- This desert covers parts of India, making it one of the largest deserts in Asia.
- The Thar Desert in Pakistan spreads over an extensive area in Ghotki, Sukkar, Sanghar, Mirpur Khas, and Tharparkar districts.

### Conclusion (5 minutes)

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Ask students to discuss their completed table with a partner and to locate physical features of Pakistan on a map.

### Assessment

Walk around the room and look at Student Teachers' complete tables. Notice the points being made during buzz group discussion – who is participating, the quality of the ideas being contributed, etc.

# Course Resources



STUDENT HANDOUTS  
FACULTY RESOURCES

## Projects



### Part A: Characteristics of projects

**Purpose.** Projects have clearly defined aims and set out to produce clearly defined results. Their purpose is to solve a ‘problem’, and this involves analysing needs beforehand. Suggesting one or more solutions, it aims to provide lasting social change.

**Realistic.** Project aims must be achievable, and this means considering the requirements in the context the financial and human resources available.

**Limited in time and space.** Projects have a beginning and an end. They are implemented in a specific place and context.

**Collective.** Projects are the product of a collective endeavour. They are run by teams, involve various partners, and cater for the needs of others.

**Unique.** All projects stem from new ideas. They provide a specific response to a need (problem) in a specific context. They are innovative.

**Assessable.** Projects are planned and broken down into measurable aims, which must be open to evaluation.

**Made up of stages.** Projects have distinct stages.

### Project steps

- Select a project topic and identify a need or problem.
- Perform research and a needs assessment.
- Determine the objective and specific desired outcome.
- Identify the target group and beneficiaries who might be interested or are to bring the project to completion.
- Identify factors that influence or limit the project that are beyond your control and factors that are in your control.
- Determine and identify resources, the people, and the time required to complete the objectives.
- Make a plan of action,
- Implement the plan of action.
- Evaluate and reflect on your project.

These steps were adapted from ‘What Is a Project’, an article in a teaching kit prepared by the Youth Partnership, a partnership between the European Commission and the Council of Europe in the field of youth. The article is available at:

➤ [http://youth-partnership-eu.coe.int/youth-partnership/documents/Publications/T\\_kits/3/2\\_project.pdf](http://youth-partnership-eu.coe.int/youth-partnership/documents/Publications/T_kits/3/2_project.pdf)

## Part B: Types of action

Students can use the following types of action as part of their project activity.

| Purpose      | Action   |
|--------------|--|
| To educate   | <p>Develop educational workshops for students or the community.</p> <p>Make a presentation at local organizations, community centres, etc. to educate the community about your topic</p>   |
| To advocate  | <p>Organize a letter writing campaign or petition to local/national representatives.</p>   |
| To unite     | <p>Organize an institution-wide event (e.g. at your university) to raise awareness and get students to take action.</p> <p>Sponsor a social event to bring people together while also generating awareness or funds for an organization working to solve your issue.</p> |
| To speak out | <p>Share your project ideas through theatrical performances or artwork.</p> <p>Develop a public service announcement and post it on a social media site or work with local media to get it publicized.</p>   |
| To engage    | <p>Commit to change your behaviour in some way and start a campaign to encourage others to do so as well.</p>  |
| To serve     | <p>Develop a proposal for starting a non-profit or business that provides a service aligned with your proposed solution.</p> <p>Organize a fundraising campaign for a non-profit working to advance your solution.</p>   |

The following websites may be helpful for different information regarding project work (e.g. making a plan for the project, steps of project activity, types of action, and examples of social action project):

➤ [http://worldsavvy.org/assets/documents/uploads/Social\\_Action\\_Projects\\_overview.pdf](http://worldsavvy.org/assets/documents/uploads/Social_Action_Projects_overview.pdf)

➤ <http://theworldwewantfoundation.org/files/Creating%20A%20Social%20Action%20Project.pdf>

Information in the table above is adapted from ‘What Is a Social Action Project?’, an article available at:

➤ [http://worldsavvy.org/assets/documents/uploads/Social\\_Action\\_Projects\\_overview.pdf](http://worldsavvy.org/assets/documents/uploads/Social_Action_Projects_overview.pdf)

## Types of Maps



### Map

The most accurate world map is a globe. Much like Earth, a globe is shaped as a ball. When you look at a globe you can truly see the way the world looks in all of its complexity. All the countries are shown in their true size relative to each other. You can see how far apart different cities are, and you can learn what time it is in another part of the world. In different map projections, Earth is distorted in representation of distance, area, or shape.

### Types of maps

**Climate maps** give general information about the climate and precipitation (rain and snow) of a region. Cartographers, or mapmakers, use colors to show different climate or precipitation zones.

**Physical maps** illustrate the physical features of an area, such as the mountains, rivers and lakes. The water is usually shown in blue. Colors are used to show relief—differences in land elevations. Green is typically used at lower elevations, and orange or brown indicate higher elevations.

**Political maps** do not show physical features. Instead, they indicate state and national boundaries and capital and major cities. A capital city is usually marked with a star within a circle.

**Road maps** show major—some minor highways—and roads, airports, railroad tracks, cities and other points of interest in an area. People use road maps to plan trips and for driving directions.

**Topographic maps** include contour lines to show the shape and elevation of an area. Lines that are close together indicate steep terrain, and lines that are far apart indicate flat terrain.

Source:

➤ <http://www.factmonster.com/world/geography/types-maps.html>



## Elements of a Map

**Title** is the heading of the map. The title tells us the area mapped and what the map shows.

**Symbols** are used to mark places, such as cities of varying population, on a map.

**Key/legend** is brief description of the symbols; it tells us what each symbol means.

**Direction** is the position towards which someone or something moves or faces. In geography, the four principal directional indicators, or cardinal directions, are marked as points on a traditional magnetic compass rose. The cardinal directions are north, east, south, and west. Intermediate directions are located halfway between the cardinal directions. The intermediate directions are north-east (NE), south-east (SE), south-west (SW), north-west (NW).

### Grid lines

#### Lines of latitude

- They are imaginary lines on the Earth's surface.
- They run parallel to each other in an east–west direction.
- The first latitude line is the equator at  $0^\circ$ , which is equidistant between the North Pole and South Pole.
- A line of latitude indicates the distance, north or south, from the equator.
- The equator is the longest of all latitude lines. Other latitude lines are measured in degrees north or south of the equator. There are  $180^\circ$  in total:  $90^\circ$  of latitude to the north and  $90^\circ$  to the south of the equator.

#### Lines of longitude

- They are imaginary lines on the Earth's surface.
- They run from the North Pole to the South Pole around the globe.
- A line of latitude indicates the distance, east or west, from the prime meridian at  $0^\circ$ .
- There are a maximum of  $360^\circ$  of longitude:  $180^\circ$  to the east and  $180^\circ$  to the west of the prime meridian.
- Lines of longitude do not run parallel; they converge at the poles.
- Any meridian could have been chosen as the Prime Meridian because they are all exactly the same.

Source:

➤ <http://en.wikipedia.org/wiki/Latitude>; <http://en.wikipedia.org/wiki/Longitude>

**Scale** is the ratio between the size of something and a representation of it. A map scale compares the distance on a map to the actual distance on the Earth's surface.

Types of scale include the following:

- scale statement: The scale is described in words and numbers (e.g. 1 cm on the map represents 5 km on the ground).
- line scale: A line several centimetres long is divided into equal parts.
- ratio or representative fraction: Scale is represented in number (e.g. 1/5000 means 1 cm = 5000 cm).

Student Handout 4: Unit 2, week 5, session 9

## Directions



Instructions for using this activity sheet are given in the session plan.

|    | A | B | C | D | E | F | G | H | I  | J | K |
|----|---|---|---|---|---|---|---|---|----|---|---|
| 1  | * |   |   |   |   |   |   |   |    |   |   |
| 2  |   |   |   |   |   | ◇ |   |   |    |   |   |
| 3  |   |   |   |   |   |   |   |   |    |   |   |
| 4  |   |   |   |   |   | □ |   |   | \$ |   |   |
| 5  | □ |   |   |   |   |   |   |   |    |   |   |
| 6  |   |   |   |   |   |   |   |   |    |   |   |
| 7  |   |   |   |   |   |   |   |   |    |   |   |
| 8  |   |   |   |   |   |   |   |   |    |   |   |
| 9  |   |   |   |   | ☺ |   |   |   |    |   |   |
| 10 |   |   |   |   |   |   |   |   |    |   | ○ |

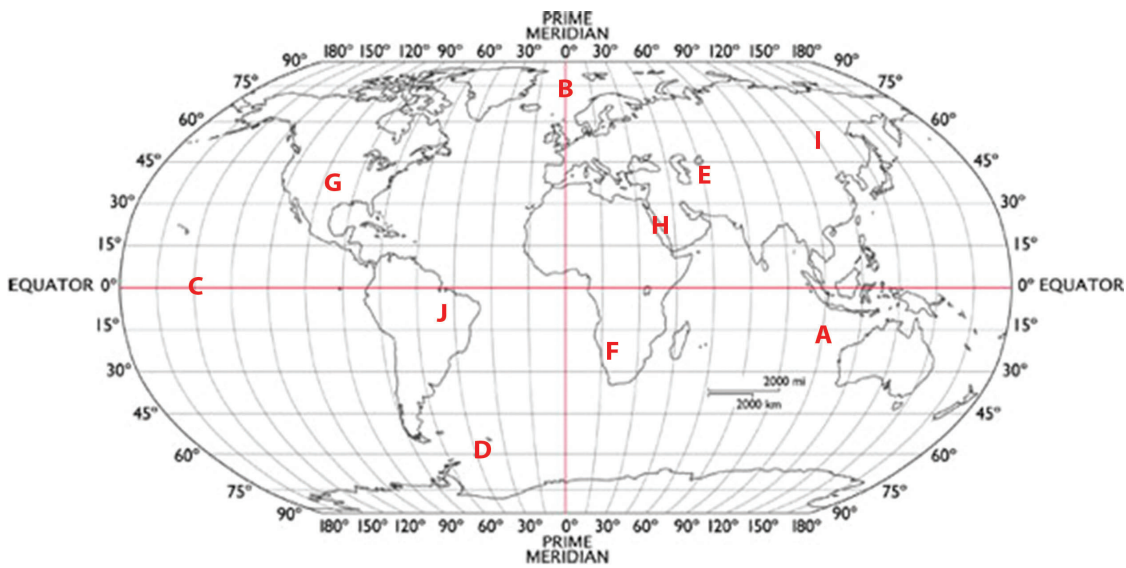


## Grid Lines: Latitude and Longitude



Instructions for using this activity sheet are given in the session plan.

*Map with latitude and longitude grid lines*





## Physical Features of Pakistan

Instructions for using this activity sheet are given in the session plan.

| Physical features of Pakistan  | Main points |
|--------------------------------|-------------|
| Northern and Western Highlands |             |
| The Punjab Plain               |             |
| The Sindh Plain                |             |
| The Balochistan Plateau        |             |
| The Thar Desert                |             |

# KWL



Instructions for using this activity sheet are given in the session plan.

| K – What do I already <u>know</u> ? | W – What do I <u>want</u> to know? | L – What have I <u>learnt</u> ? |
|-------------------------------------|------------------------------------|---------------------------------|
|                                     |                                    |                                 |



## Man-made Disasters

For each of three disasters, respond to the following questions:

- What was the disaster?
- Why did this happen?
- What problems and damages resulted?
- How was the problem resolved?

Disaster #1:

Disaster #2:

Disaster #3:

## Affecting the Environment



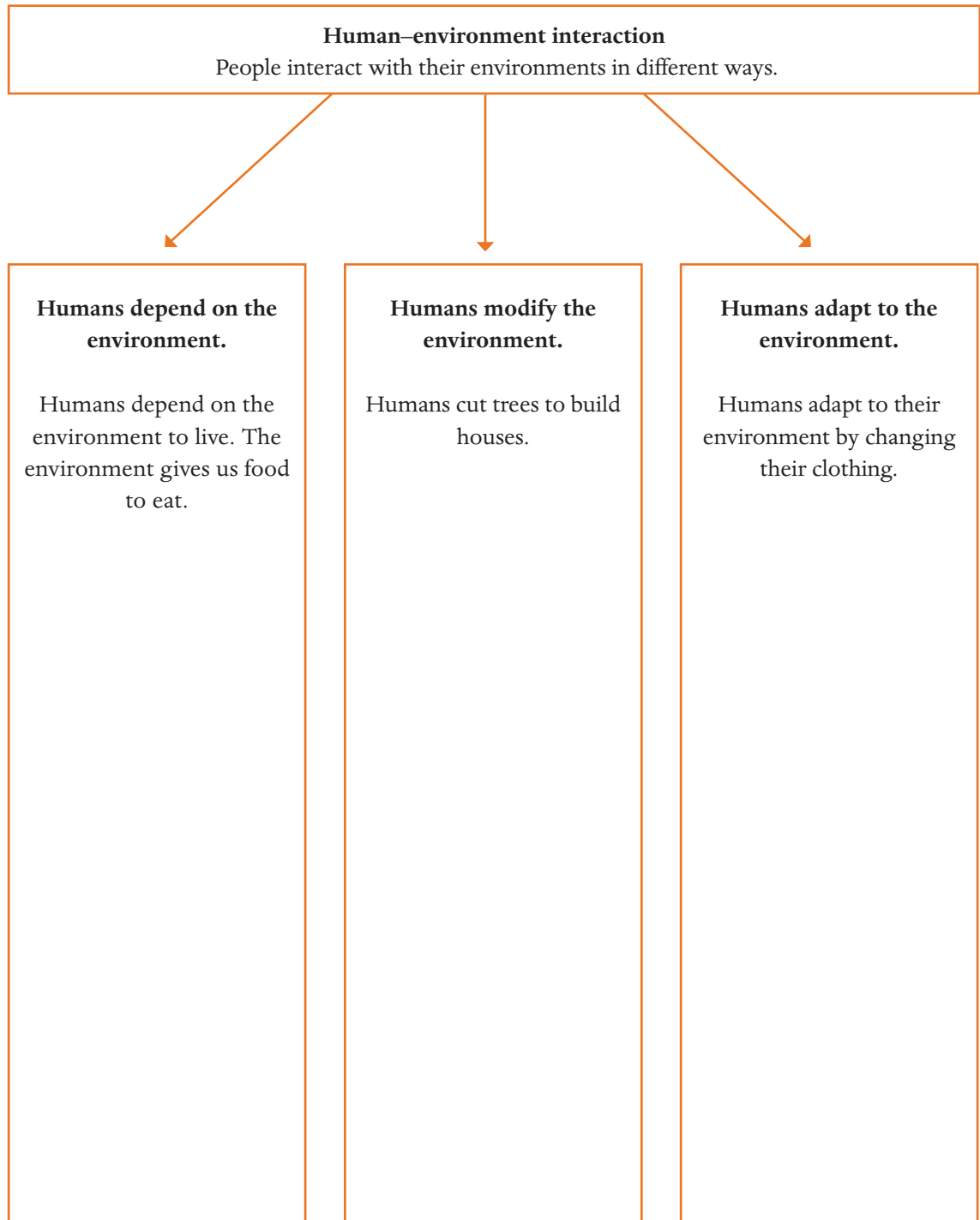
| Everyday activities | Harmful to environment | Helpful to environment |
|---------------------|------------------------|------------------------|
|                     |                        |                        |
|                     |                        |                        |
|                     |                        |                        |

| Seasonal activities | Harmful to environment | Helpful to environment |
|---------------------|------------------------|------------------------|
|                     |                        |                        |
|                     |                        |                        |
|                     |                        |                        |



## Human–Environment Interaction

Instructions for using this activity sheet are given in the session plan.



## Contemporary Issues



Instructions for using this activity sheet are given in the session plan.

| Description of issue | Resource<br>(newspaper article,<br>editorial, etc.) | Type of issue<br>(social, cultural,<br>sectarian, or ethnic) | Approach to solve<br>(solutions discussed<br>in the article) |
|----------------------|---|--|--|
|                      |   |  |  |
|                      |   |  |  |
|                      |   |  |  |



## More About Teaching Learning Methods Suggested in the Course Guide

### General guidelines for conducting effective lectures

It is important to prepare and plan in order to have an effective lecture. Selecting, planning, and delivering a certain type of lecture depend on its purpose. There is no single right way to deliver an effective lecture, but there are general guidelines that can provide some help. You may want to think about this model as a way of approaching the preparation of a lecture.

- 1) Select a topic. The first decision should involve the topic, which will probably be drawn from whatever is on the syllabus or in the curriculum.
- 2) Decide on the purpose. Once the topic is chosen, the next stage is to identify the purpose of the lecture.
- 3) Analyse the class. Identify students' background knowledge as well as the prerequisite skills and knowledge level for the lecture. Among the many factors, recognize students' average attention span, their level of development, and whether they need concrete examples, are effective in taking notes during the lecture, and are effective in synthesizing the presented information.
- 4) Gather materials. After all this analysis, gather the materials to be used to prepare the lecture. Bring everything together before beginning the writing process, so that you have all the necessary sources immediately at hand.
- 5) Make a plan. After all the materials have been collected, compose the lecture.
- 6) Deliver the lecture.
- 7) Reflect on the lecture. Was it effective? Did it achieve its purpose?

### Activities to make lecture more interactive

Some activities are provided below to help make lectures more interactive and effective. It is important to incorporate some activities into lectures because activities engage students and encourage their active participation during the lecture. They also keep students' focus on the lecture, not on other activities. Moreover, sometimes students understand more when they are actively involved. Activities to consider include the following:

- A buzz: Break up a lecture by having small groups of three to five students solve problems and/or answer questions related to the lecture. This is called a 'buzz'. The difference between a buzz and a group discussion is time: a buzz is quick (around 30 seconds); a discussion is longer than this. After groups 'buzz', the teacher should randomly choose a student from two or three groups to share their group's discussion points or solutions.
- Have students prepare study questions before the lecture. During the lecture, pause for 10 minutes to answer questions.
- Create a 'question box'. Ask students to submit discussion topics related to the lecture, and then pull one or two out during the lecture for a brief discussion.



- Fill your lecture with analogies, metaphors, and examples that reflect the real world, so that students can better connect to the topic. Let the students discuss them during the lecture.
- Prepare script for a role play for the students to perform or a game for them to play.
- Share a personal experience related to the topic of the lecture and let students give some examples.
- Use visual media to hold their attention as well as some engaging activities. Guidelines on how to use media and potential activities involving visual aids are provided below.

## Using media in lectures

A lecture can be made more effective with the use of diagrams, photos, graphics, PowerPoint presentations, and other audiovisual aids. Visual aids enable students to see what is being said and helps keep their interest high. However, they should not be used so often that students become distracted or have no time to think about what is being said. The effectiveness of handouts and audiovisual aids depends on the quality of the aids as well as on why and how they are used. The point of introducing slides, video, or other media is not to entertain or break up a verbal presentation, but to enhance learning. They should focus attention on aspects of the material, improve clarity, and provide strong visual reinforcement of concepts.

Ultimately, electronic methods of focusing student attention, presenting content, and facilitating student organization can enrich the lectures of an already proficient Instructor. However, consider the advantages of these methods before using them; simpler methods may have more impact in many situations.

## Handouts

Handouts might contain a brief summary of key ideas and concepts presented in a lecture. They might list the learning outcomes, an outline of the lecture's main headings, and the conclusions reached. Handouts can also contain copies of all the overheads used, providing students with a more complete record of the lecture. You can also include motivating activities to be used during the lecture.

Keep in mind, however, that if handouts are too long and detailed and contain the bulk of the lecture, they may remove students' incentive to attend lectures. Additionally, lengthy handouts given before a lecture tend to distract students and can become a source of irritation for the teacher. In some circumstances it may be appropriate to give the handout after the lecture.

## Boards and flipcharts

Writing on the board or flipchart is most appropriate if the teacher wishes to emphasize key points, terms, or definitions in detail. A teacher should not write a great deal on the board before class, as students will simply copy it all down at the beginning of class instead of following along during the lecture. It is the process of writing on the board during a lecture that keeps students' attention and prompts them to organize content.

## Electronic aids

Electronic audiovisual aids in classrooms can greatly enrich a lecture. For example, a teacher can prepare slides on the main points of the lecture that includes diagrams and pictures.

## Overhead transparencies

Many teachers routinely use overhead transparencies in place of the board. Use a photocopy machines to transfer material to transparencies before class or write directly on the transparencies with specially designed pens.

## Films

Films can vividly illustrate content and bring a subject to life. The best contemporary educational films are conceptually complex and of high interest to students. However, showing a long film takes up scarce class time. Given the relatively limited educational benefits of films, many teachers choose to show them outside class hours, suggest students view them on their own time, or use relevant clips (have them produced by media centres) to illustrate a specific lecture point.

An ideal way to show films or videos is by having students access them on their own time. Many are available university libraries or media resource centres, where staff can show them to students individually or in small groups during regular operating hours.

## Activities while using visual aids

It is better to intersperse visual materials within a lecture rather than displaying them all at once. Additionally, it is not enough to show a diagram or video and assume that the meaning is self-evident. Consider doing the following activities during a lecture to ensure that students are benefitting as much as possible for the visual aids:

- Direct students to look for particular things relevant to the topic.
- Pose questions before the presentation and provide an opportunity for student response immediately afterwards.
- After the presentation of diagrams, photos, or graphics, ask students to share their observations or interpretations and discuss what they saw.
- Leave diagrams incomplete or unlabelled, and invite students to complete or label them. The students can copy the material from the board.
- Have students work together to explain a diagram or graphics to each other.
- Pose questions for the students to answer in buzz groups.

When using video clips give clear directions for focused viewing. For example, ask questions of buzz groups; use role play; get students to take the part of actors, demonstrators and so on; or freeze the video and ask students to suggest what happens next.

## References

K. Exley and R. Dennick, *Giving a Lecture: From Presenting to Teaching* (London: Routledge Falmer 2004).

G. Gibbs, S. Habeshaw, and T. Habeshaw, *53 Interesting Things to Do in Your Lectures* (Avon, England: Technical and Educational Services Ltd, 1992).

J. Freiberg and A. Driscoll, *Universal Teaching Strategies* (Boston: Allyn and Bacon, 1992)



## Major Physical Features of Pakistan

### Northern and Western Highlands

The Northern and Western Highlands of Pakistan extend from the Makran Coast in the south to the Pamir Plateau in the north, covering most of Balochistan, Khyber Pakhtunkhwa Gilgit Baltistan, and parts of Punjab.

The highlands can be divided into the following physiographic divisions:

- the mountainous north (the Himalayas, the Karakorums, and the Hindu Kush)
- the Koh-e-Safaid and the Waziristan hills;
- the Sulaiman and Kirthar mountains.

### The Mountainous North

This region extends across the northern part of Pakistan. It is a region of high mountains that rise to snowy heights and fast flowing rivers that have cut deep valleys and gorges into the land. East of the Indus River, the mountain ranges in general run from east to west. To its west – from north to south – run the Himalayas, the Karakorums, and the Hindu Kush.

#### The Himalayas

The Himalayas extend from Assam (in India) in the east to Pakistan in the west. They rise to an average height of 6000 metres. Mount Everest, at 8848 metres, is the highest peak in the world. The Himalayas are represented in Pakistan by three subparallel ranges south of the Indus River: the Great and High Himalayas, the Lesser Himalayas and the Sub-Himalayas.

*The Great and High Himalayas* lie south of the Indus River. Their western limit is also marked by the Indus which takes a southward turn at Sazin. The Great Himalayas are mighty mountains, rising to an average height of 6000 metres.

*The Lesser Himalayas* are located south of the Great and High Himalayas. Some of the mountains in the Lesser Himalayas reach altitudes of 1800–4600 metres. They were formed from thousands of years of folding, faulting, and over-thrusting.

*The Sub-Himalayas* are the southern mountains in the Himalayas. Compared to the other mountains in this region, they are much lower, reaching only 600–1200 metres. They are intensely folded and faulted.

#### The Karakorams

The Karakorams lies to the north of the Great Himalayas in northern Kashmir and Gilgit. It extends from Tibet in the east to the Hindu Kush Mountains in the west. The largest concentration of the world's highest peaks is found in the Karakoram Range. It includes the second highest peak in the world and the highest peak of Pakistan, K2, which is 8611 metres. The Karakoram Range is the most extensively snow-covered range outside the polar regions. Glaciers originate from the tops of these mountains, and some of them are very long. The longest are the Siachen (72 kilometres) and the Biafo (62.5 kilometres) glaciers.

## The Hindu Kush

Physio-graphically, the Hindu Kush is a continuation of the Karakoram. However, the body of water dividing the Hunza River and the Gilgit River is considered the arbitrary boundary between them. The Hindu Kush extend westward into Afghanistan. In the north, they merge with the Pamir Plateau. These mountains take a southerly turn and rise to snowy heights. Some of the peaks, such as Noshaq (7369 metres) and Tirich Mir (7690 metres), rise to great heights

## The Koh-e-Safaid and the Waziristan Hills

The Koh-e-Safaid Range has an east-west trend and rises to an average height of 3600 metres. This range is commonly covered with snow. Sikaram, the highest peak in the range rises to 4760 metres. Similarly, the elevation of the **Waziristan Hills** ranges from 1500 to 3000 metres. Located south of the Koh-e-Safaid, the mountains and hills of this region form the border between Pakistan and Afghanistan.

## The Sulaiman and Kirthar mountains

Extending from south of the Gomal River, the Suleiman and Kirthar mountains lie between the Balochistan Plateau and the Indus Plain. On reaching the Murri-Bugti Hills, they turn northwards and extend up to Quetta. Further south, they meet the Kirthar Mountains, which merge in the Kohistan area of Sindh. The Sulaiman Mountains rise to an average height of 600 metres, which then decreases towards the south. Takht-e-Sulaiman (3487 metres) and Koh-i-Takatu (3470 metres) are the highest peaks of the Suleiman Ranges.

## The Punjab Plain

The Punjab Plain comprises mainly the province of Punjab. The plain spreads from the south of the Potohar Plateau to Mithankot, where the Sulaiman Range approaches the Indus River. The Punjab Plain is an almost featureless plain with a gentle southwards slope. The entire plain is extensively irrigated by a network of canals.

The Punjab Plain is criss-crossed by canals. Surrounded by desert, most of the plain is now a huge oasis of green with hundreds of new settlements, or canal colonies. These canal colonies, established by the British, are probably one of the most astonishing projects carried out in the region.

## The Sindh Plain

The Sindh Plain is located on the western corner of South Asia, bordering the Iranian plateau to the west. Geographically, it is the third largest province of Pakistan, stretching about 579 km from north to south and 442 kilometres (extreme) or 281 kilometres (average) from east to west. It has an area of 140,915 kilometres. The Sindh Plain is bounded by the Thar Desert to the east, the Kirthar Mountains to the west, and the Arabian Sea in the south. In the centre is a fertile plain around the Indus River.

Climatically, the Sindh Plain is divided in three sections: Siro (upper section centred on Jacobabad), Wicholo (middle section centred on Hyderabad), and Lar (lower section centred on Karachi). In Upper Sindh, the thermal equator passes through the Sindh Plain.

## The Balochistan Plateau

The Balochistan Plateau is a vast plateau west of the Sulaiman and Kirthar mountains. The average height in this area is between 600 and 900 metres. The mountains in north-eastern Balochistan are higher on the south than on the west side. In north-western is the Kharan Desert. There are many temporary lakes in this sandy area that have water only in the rainy season. These lakes, or hamuns, otherwise remain dry. Many minerals have been discovered in this region, including coal, iron, natural gas, chromate, and copper. The climate is severely cold in winter and extremely hot in summer, with the exception of the high mountain areas.

In Balochistan there are frequent water shortages, making the water reservoirs and natural springs very precious assets. The average altitude of this large plateau is 610 metres, and it includes many geographical features such as mountains, dry lakes, and basins. There are several mountain ranges in this area including the Toba Kakar, Central Brauli, Hala, Pab, Chagai, Makran and Raskot ranges. These ranges are eroded by seasonal streams formed after rainfall.

There are also many rivers carving through the Balochistan Plateau, including the Zhob Loralai, Hingol, Hub, Porali, and Dasht. The River Zhob is a tributary of the Gomal River. The Hab, Poral, Hingol and Dasht rivers in the south flow into the Arabian Sea. Many of these rivers flow into the Indus, some drain into dry lakes, and some drain in the land and form inland drainage systems, a unique feature of the Balochistan Plateau. The famous Bolan Pass, which connects Quetta with Kachhi-Sibbi Plain, crosses the Balochistan Plateau.

## The Thar Desert

The Thar is the largest desert of Pakistan. It is situated in Sindh Province, but extends into India as well, making it one of the largest deserts of Asia. The Thar Desert spreads over an extensive area in Ghotki, Sukkar, Sanghar, Mirpur Khas, and Tharparkar districts. The desert consists of barren tracts of sand dunes covered with thorny bushes, mostly acacia. The desert is separated from irrigated areas by the bed of the Eastern Nara. The Cholistan Desert adjoins the Thar Desert, spreading into Punjab Province in Pakistan.

You can get more materials and content information from the following books and websites:

F. K. Khan, *A Geography of Pakistan: Environment, People and Economy* (Karachi: Oxford University Press, 1991), pages 15–34.

M. I. Rabbani, *Introduction to Pakistan Studies* (revised edition) (Lahore: Caravan Book House, 2003), pages 250–259.

To learn more about specific regions in Pakistan, visit the following websites:

Northern and Western Highlands

➤ <http://www.wildlifeofpakistan.com/IntroductiontoPakistan/mountainpeakand-passesofPakistan.htm>

The Punjab Plains

➤ <http://www.pakvisit.com/pakistan/punjab.html>

The Sindh Plains

➤ <http://www.travel-culture.com/pakistan/sindh.shtml>

The Balochistan Plateau

➤ <http://pakistan360degrees.com/plateaus-of-pakistan-balochistan-plateau/>

The Thar Desert

➤ [http://www.pakistanpaedia.com/land/GEO\\_6.html](http://www.pakistanpaedia.com/land/GEO_6.html)



## Weather and Climate

### Part A: Weather and climate

#### Sources:

- <http://www.mvla.net/teachers/TeriF/Earth%20Science/Pages/FactorsthatAffectClimateTutorial.aspx>
- <http://www.metoffice.gov.uk/learning/rain/why-does-it-rain>
- [http://www.nasa.gov/mission\\_pages/noaa-n/climate/climate\\_weather.html](http://www.nasa.gov/mission_pages/noaa-n/climate/climate_weather.html)

#### What is the difference between weather and climate?

The difference between weather and climate is a measure of time. Weather refers to the conditions of the atmosphere over a short period, and climate refers to the conditions of the atmosphere over relatively long periods.

#### Elements of weather: temperature, humidity (rain), air pressure, and wind

Heat and light from the Sun travel through the Earth's atmosphere. The Sun's rays affect the air in different ways. They change its temperature, or the amount of heat it contains. They can change its humidity, or the amount of water it contains. They can also change the air pressure, or the density of the air, as well as the wind, or the way the air moves.

The heat given off by the Sun warms the ground, oceans, and lakes, which reflect warmth back into the air, determining the temperature of air. Thus, air temperature is the hotness or coldness of the air. Air temperature is measured by an instrument known as a thermometer. A scale on the thermometer shows the temperature, which is usually measured in degrees Celsius, written °C.

Humidity is the amount of water vapour in the air. As a result of sunlight, water evaporates from the Earth's surface, and then water vapour rises into the air and forms clouds. When the water vapour cools, it rains (or snows or hails). Humidity tends to be high near the sea or other large bodies of water, especially when temperatures are high and water is evaporating into the atmosphere. For instance, humidity in Karachi is high, as it is by the seashore. Air travels a long distance over the water and picks up water vapour, increasing humidity.

The weight of air pressing down on the Earth's surface is called air pressure. Warm air weighs less than cool air; lighter air put less pressure on whatever is underneath it. So where there is warmer air, the air pressure is lower. Cool air weighs more, so where the air is cooler, the air pressure is higher.

The movement of the air across the Earth's surface is known as wind. Air moves from where the pressure is high to where the pressure is low. The greater the difference between the levels of high pressure and low pressure, the stronger the wind movement.



## Factors that influence climate: distance from the equator, distance from the sea

**Distance from the equator.** The equator is the imaginary line that passes horizontally around the centre of the Earth. A place's proximity to the equator affects its climate. The equator receives more solar radiation than anywhere else on Earth. The equatorial region is always warm, and the weather remains almost the same throughout the year. Both of the Earth's polar regions are cold, primarily because they receive far less solar radiation than other places on Earth. At either pole the sun never rises more than 23.5 degrees above the horizon and both locations experience six months of continuous darkness.

**Distance from the sea.** The sea affects the climate of a place. Coastal areas tend to be cooler and wetter than inland areas. Clouds form when warm air from inland areas meets cool air from the sea. The centre of each continent is subject to a large range of temperatures. In the summer, temperatures can be very hot and dry as moisture from the sea evaporates before it reaches the centre of the land mass.

**Height above sea level.** As the height above sea level increases, temperatures tend to decrease. This is because as air rises it expands, and when it expands, it cools.

**Precipitation** (e.g. rain) occurs when warm, moist air cools and condenses. Warm air can hold more water than cool air, so when warm air is cooled, the moisture condenses into liquid and it rains. Mountainous regions tend to receive more rainfall than low-lying areas because mountains push air higher up into the atmosphere where the temperature is cooler. The moisture in the warm air condenses, so it rains.

**Direction of the wind.** Winds blowing from the sea push clouds carrying water vapour inland. When these moisture bearing clouds hit colder air over land, the moisture condenses and it rains. The monsoon winds in South Asia during summer blow from the sea towards land. These winds push air and clouds containing huge amounts of water vapour onto the land, resulting in heavy rain.

### Section 3: Climatic zone: highland and lowland

### Section 4: Climatic zone: costal and arid

Content information for sections 3 and 4 can be taken from M. I. Rabbani's *Introduction to Pakistan Studies* (Lahore: Caravan Press, 2005), pages 40–42.

## Part B: Climate classification of Pakistan

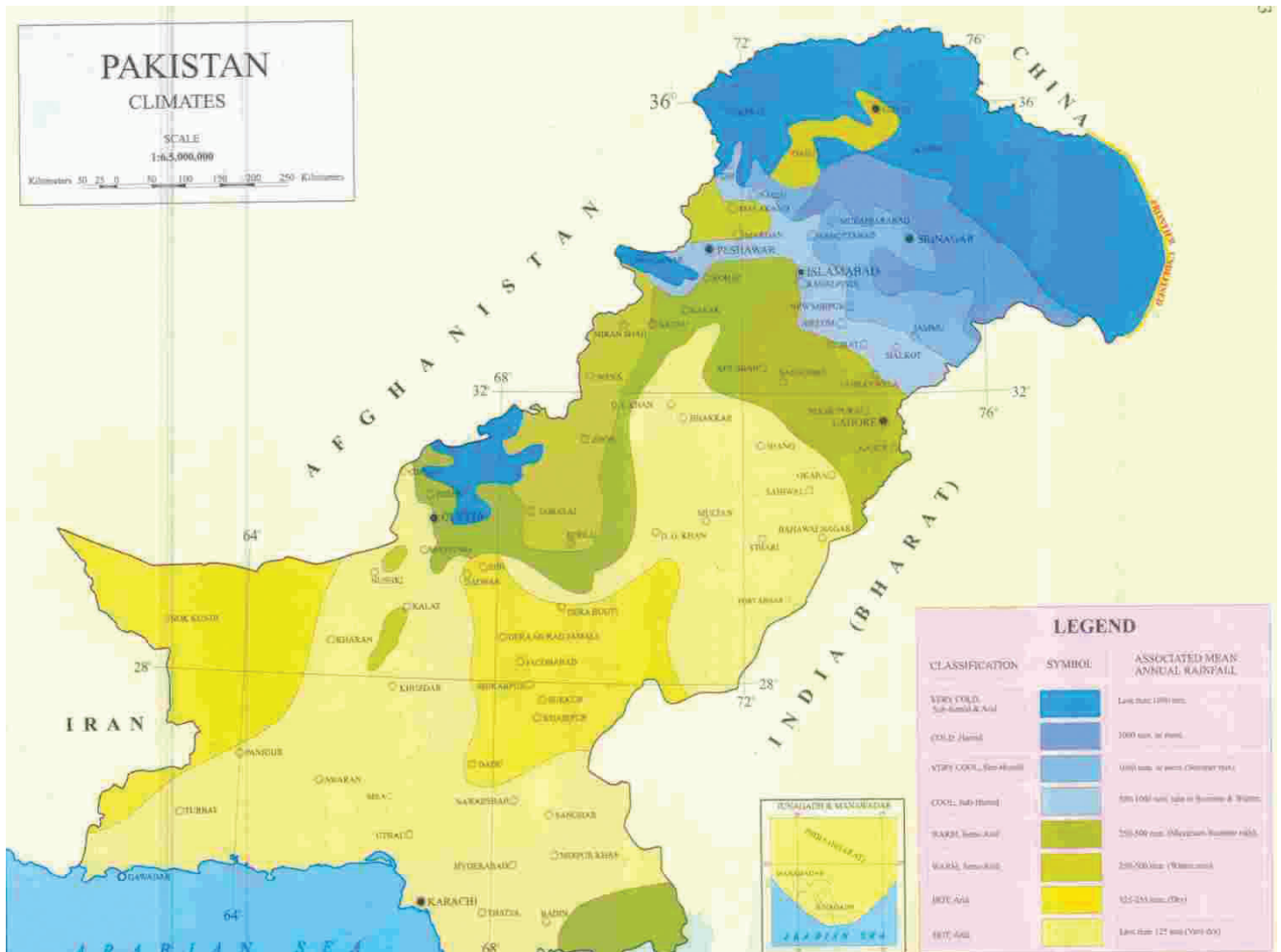
This excerpt has been included with kind permission from Dr Saif Ullah Khan. The complete article is available at

➤ [http://www.balwois.com/balwois/administration/full\\_paper/ffp-1295.pdf](http://www.balwois.com/balwois/administration/full_paper/ffp-1295.pdf)

The factors bringing variation in the climates of Pakistan are latitudinal location, proximity to sea level, rough topography, continentality, marine influence in the extreme south, vegetation cover, and soil contents. On the basis of temperature, Pakistan has been classified into five regions i.e. hot, warm, mild, cool, and cold. The southern parts of Pakistan have high temperature (28°C at Hyderabad) that decreases toward north up to 10°C at Astore. Four rainfall regions have been identified i.e. arid, semi-arid, sub-humid, and humid. The rainfall concentration decreases from 171.4cm (68.6inches) at Murree in the north to 3.4cm (1.5inches) at Nokkundi in the south. The eastern part of Pakistan receives heavy rains during summer, from southwesterly currents, called monsoon, whereas the western parts have high rains in winter, from southwesterly winds, called western disturbances. The extreme north of the country has heavy rains from local thunderstorms caused by convectional uplifting of air parcel due to local heating. Pakistan experiences four rainy seasons i.e. winter rainfall, pre-monsoon rainfall, monsoon rainfall, and post monsoon rainfall. The winter and monsoon are the moistest seasons, while the other two constitutes as the driest seasons of the country. The highest annual number of rainy days is 91.3 at Murree in the north, while it decreases to 4 at Nokkundi in the south. The relative humidity of Pakistan is above 70% at Makran coast and less than 40% in southwestern Balochistan, and in the extreme north, while the rest of Pakistan has 40% to 70percent. The lower latitudes of the country along with coastal belt have a recorded wind speed of above 6 knots, while it decreases to 2knots in the northern mountainous region. The lower Indus plain and southwestern Balochistan records low pressure in summer, while a ridge of high pressure develops over Himalayas in winter. The Makran coast and parts of Balochistan and Sind have sunshine duration above 8hr/day, which reduces to 7hr/day toward northern mountainous region. Most of the plain has evapotranspiration above 3mm (0.12inches), while it decreases to 2mm (0.08inches) in highland.

Due to its sub-tropical location, Pakistan has two main season's i.e. summer and winter. The summer season of the country lasts for seven months in plain and for four months in highland, while the winter season varies for five months in plain and seven months in highland. These two main seasons of Pakistan are further sub-divided into four sub-seasons i.e. cold, hot, monsoon, and warm. The cold season varies from mid-November to mid-April, hot season from mid-April to June, and monsoon season from July to mid-September and warm season from mid-September to mid-November. On the basis of distribution and variation of weather elements, Pakistan can be divided into five macro-regions, which are further sub-divided into 18 meso and 46 micro climatic types.

# Climatic Map of Pakistan



Climatic map of Pakistan

Source:

➤ <http://www.embajada-pakistan.org/introductionpakistan/maps-pakistan.html>



## Natural Disasters

### Part A: Natural Disasters in Pakistan

Adapted from the following resources:

- The Disaster Reporting Handbook:  
➤ <http://undp.org.pk/images/practices/Disaster%20Reporting%20final%20PDF%209%2014%20feb%202011.pdf>
- A training workshop report from the Earthquake Vulnerability Reduction and Preparedness Programme:  
➤ <http://undp.org.pk/images/practices/Training%20Material1.pdf>

#### Earthquakes

The Indo-Australian plate, upon which Pakistan, India, and Nepal are situated, is continuously moving northward, colliding with and subducting under the Eurasian plate, thus forming the Himalayan Mountains, and triggering earthquakes in the process. The Suleiman, Hindu Kush and Karakoram mountain ranges, the Gilgit-Baltistan and Chitral district in Khyber Pakhtunkhwa (KPK), Kashmir (including Muzaffarabad, and Quetta), Chaman, Sibi, Zhob, Khuzdar, Dalbandin, the Makran Coast (including Gwadar and Pasni in Balochistan) are located within areas of high risk. The cities of Islamabad, Karachi, and Peshawar are located on the edges of these high hazard areas.

The areas comprising Pakistan suffered four major earthquakes in the 20th century, including the 1935 Balochistan earthquake near Quetta, the 1945 Balochistan earthquake off the coast of Makran, the 1976 earthquake in Gilgit-Baltistan, and the October 2005 Kashmir earthquake. In between these major events, Gilgit-Baltistan and Kashmir have experienced many small quakes with localized impact.

The 7.6 Kashmir earthquake of October 2005 occurred in a region where a major plate-boundary earthquake was considered long overdue. Although the earthquake resulted in widespread devastation, scientists believe that it released no more than one-tenth of the cumulative energy that had developed since the previous great earthquake in the region in 1555. Seismologists are also concerned about the recent absence of earthquakes in Balochistan, which may mean the occurrence of major seismic activities in future.

Seismologists believe that one or more great earthquakes may be overdue in a large portion of the Himalayas, threatening millions of people in the region. They also do not rule out the possibility of a quake with a magnitude of 7.5–8 on the Richter scale in the Balochistan area.

#### Droughts

The incidence of drought in Pakistan is becoming increasingly common, with substantial consequences on food security, livestock production, the environment, and natural resources. Low rainfall and extreme variations in temperature characterize

the climate in Pakistan. About 60% of Pakistan's total land area is classified as arid, meaning that it receives less than 200-mm annual rainfall. The main arid rangelands include Cholistan, Dera Ghazi Khan, Dera Ismail Khan, Kohistan, Tharparkar and Western Balochistan. The average annual precipitation in Balochistan and Sindh provinces is about 160 mm as compared with 400 mm in Punjab province and about 630 mm in KPK province. Within Balochistan, the average precipitation varies from less than 50 mm in the south-west to about 400 mm in the north-east. Rainfall variability during different seasons is also considerably high. The climate of the country in the lower southern half is arid and hyper-arid. Some regions remain drastically dry in every season and are always vulnerable to drought. Even a small negative deviation from the low mean rainfall creates additional water scarcity in the southern provinces of Balochistan and Sindh and makes them more vulnerable to drought. In this way drought has become a typical feature in Pakistan. These areas experience two or three drought years in every decade.

All provinces of Pakistan have a history of major droughts. In recent years, drought has brought extensive damage to Balochistan, Sindh, and South Punjab. Severe drought episodes between 1997 and 2002 affected livelihoods, resulted in human deaths, forced tens of thousands of people to migrate, and killed a large number of cattle. This drought led to 120 deaths and affected 2.2 million people, while 2.5 million livestock died and another 7.2 million livestock were affected. Twenty-three out of 26 districts in Balochistan and six districts in Sindh were severely affected. The 2001 drought is considered the worst in Pakistan history; it reduced the economic growth rate to 2.6% (the average growth rate is over 6%). Furthermore the drought reduced the country's ability to produce hydro-electricity.

In general, per capita water availability is declining in Pakistan due to the combined impact of rising population, falling water flows, and erosion in storage capacity. The country's per capita water availability of 1136.5 cubic metres is only marginally above the threshold level of water scarcity (i.e. 1000 cubic metres). Experts predict that with prevailing consumption rates and a population growth of 4 million people per year, one out of three people in Pakistan will face a critical shortage of water and threaten their survival. The government has started National Water Resources Development Programme 2000–2025, a programme that has formulated a strategy for water resource development and identified possible sites for dam construction with a total storage capacity of 35.66 MAF (million acre-feet).

## Floods

Fifty six per cent of the Indus river basin, one of the largest river basins in Asia, covers approximately 70% of the Pakistan's area. The largest river in the basin is the Indus River, with the Chenab, Jhelum, Kabul, Ravi and Sutlaj rivers as its major tributaries.

Generally, major floods in the Indus basin occur in late summer (July to September) when the South Asian region is subjected to heavy monsoon rains. In the upper to mid reaches of the basin, tributaries are generally the cause of flooding rather than the Indus River itself. The monsoon's low depression, which causes intense rain, develops either in the Arabian Sea or the Bay of Bengal. Major flooding is generally associated with the depression moving from the Bay of Bengal across India in west/north-westerly direction and then turning north at the border with Pakistan.

The mountain ranges in the extreme north of Pakistan provide a perennial source of inflow into the rivers. River floods particularly hit Punjab and Sindh whereas hill torrents tend to affect the hilly areas of KPK, Balochistan and the northern Federally Administrated Tribal Areas. Districts of Charsadda, Mardan, Nowshera, and Peshawar in KPK are exposed to risk of flooding from the Kabul River.

Because many rivers are snow-fed, they are also likely to cause flooding as a result of both heat waves in the early summer and early monsoon. Floods in Pakistan can also occur as a result of dam bursts. For example in February 2005, floods hit Pasni in Balochistan after a week of torrential rains caused the Shadikor Dam to burst.

Economic damages resulting from annual flooding are a major burden on the country. Floods threaten vital agricultural and communication infrastructure, and have caused damages and losses worth Rs 225 billion (US\$4 billion) in the 10 largest floods since independence in 1947.

### Landslides

The regions of Kashmir, Gilgit-Baltistan, and parts of KPK province are vulnerable to landslides. In addition to the young geology and fragile soil type of the mountain ranges, accelerated deforestation is a major cause behind the increased incidence of landslides in the region. After the 2005 earthquake, the steep mountains in Kashmir and KPK came tumbling down. The landslides isolated already hard-to-reach villages and cities. In some cases, wide sections of mountains, more than a kilometre in width, slid into the valleys below. Small isolated landslides occur frequently in these regions, causing significant damages and losses at the local level. The incidence of landslides may increase in future due to deforestation. (Forest cover is shrinking by 3.1% and woody biomass by 5% annually; 7000–9000 trees are taken away annually).

## Part B: Features of National Disaster Management Ordinance

Adapted from:

➤ <http://ndma.gov.pk/>

➤ <http://undp.org.pk/crisis-prevention-and-recovery.html>

### National level

Headed by the prime minister as a chairperson, the National Disaster Management Commission (NDMC) is the highest policy and decision-making body for disaster risk management in Pakistan. Other members include the opposition leaders of both the houses; the chief ministers of four provinces; the Governor of Khyber Pakhtunkhwa; the Prime Minister of Azad Jammu and Kashmir; the Chief Minister of Gilgit-Baltistan; the Chairman of Joint Chiefs of Staff Committee or his nominee; the federal ministers for Communications, Defence, Finance, Foreign Affairs, Health, Interior, Social Welfare, and Special Education; the Chairman of the National Disaster Management Authority (NDMA); representatives of civil society; and any other person appointed or co-opted by the chairperson. The NDMA is mandated to formulate policies and develop guidelines on disaster risk management (DRM), approve DRM plans prepared by ministries or divisions of the federal government, arrange and oversee funds, and provide support to other countries affected by major disasters.

## Disaster-related information for journalists

The National Disaster Management Authority (NDMA) was established to serve as the focal point and coordinating body to facilitate implementation of DRM strategies.

The following are the powers and functions of the NDMA:

- act as the implementing, coordinating and monitoring body for DRM
- prepare the National DRM Plan to be approved by the NDMC
- set guidelines for preparing DRM Plans by different ministries or departments and the provincial authorities
- implement, coordinate, and monitor the implementation of the national policy
- provide necessary technical assistance to provincial disaster management authorities for preparing provincial DRM plans
- coordinate response in the event of any threatening disaster situation or disaster
- promote general education and awareness in relation to DRM
- perform such other functions as the National Commission may require it to perform.

## Provincial level

The Provincial Disaster Management Commission (PDMC) is chaired by the chief minister; other members include the opposition leader and a member nominated by him or her. The chief minister has the powers to nominate other members of the PDMC. Similarly, the chief minister may designate one member to be the Vice Chairperson. The powers and function of PDMC are as follows:

- set the provincial / regional DRM policy
- approve the DRM Plan
- review implementation of the plan
- review the development plans of provincial departments and ensure that risk reduction measures have been integrated
- oversee the provision of funds for risk reduction and preparedness measures.

The Provincial Disaster Management Authority (PDMA) is headed by a director general appointed by the provincial government. The following are the powers and functions of the PDMA:

- formulate DRM policy and obtain approval from the PDMC
- ensure implementation of DRM policies and plans in the province
- coordinate and monitor the implementation of the National Policy, National Plan, and Provincial Plan
- examine the vulnerability in different parts of the province to different disasters and specify prevention or mitigation measures
- set guidelines to be followed by provincial departments and district authorities in preparation for DRM plans
- evaluate preparedness and response arrangements of public and private agencies and departments at the provincial level
- coordinate response in the event of disaster
- give directions to any provincial department or authority regarding actions to be taken in response to disaster
- ensure that communication systems are in order and disaster management drills are being carried out regularly.

## District level

The Disaster Management Ordinance emphasizes establishing District Disaster Management Authorities (DDMAs) by notifying them in the Official Gazette. DDMAAs are headed by district nazims; their members include District Coordinating Officers, District Police Officers, Executive District Officer (Health), and any other district-level officer appointed by the district government. The following are the powers and functions of DDMAAs:

- plan, coordinate, and implement DRM measures in accordance with the guidelines laid down by the NDMA and PDMA
- prepare a District Disaster Risk Management Plan (DDRMP) and District Emergency Response plan
- ensure that risk-prone areas are identified and that prevention and mitigation measures are undertaken accordingly
- ensure that the guidelines for prevention, mitigation, preparedness, and response measures set by NDMA and PDMA are followed by all district level departments
- set guidelines for disaster management plan
- monitor the implementation of DRM plans prepared by the district departments
- organize and coordinate DRM training programmes for district government officials, community members, and community-based organizations
- set up, maintain, review, and upgrade the mechanisms for early warnings and dissemination of proper information to public
- prepare, review, and update district-level response plans and guidelines
- establish stockpiles of relief and rescue materials
- ensure that communication systems are in order and disaster management drills are carried out periodically.



## Population PowerPoint Presentation



Use these materials for a PowerPoint presentation.

### Slide 1

**Population:** the total number of people living in an area

**Distribution:** the way in which people are spread out across the world

**Density:** the average number of people living in a square kilometre

Population density = Number of people ÷ Area (meters<sup>2</sup>)

Factors affecting population density in a particular area:

- relief
- soil
- climate
- natural vegetation
- water supplies
- minerals and industries
- trade routes
- political and religious conditions

### Slide 2

**Population change** depends on birth rate, death rate, and migration.

Four stages of population growth

**Stage 1.** Both birth rates and death rates fluctuate at a high level (about 35 per 1000), making a small population grow.

**Stage 2.** Birth rates remain high, but death rates fall rapidly to about 20 per 1000 people, making a population grow rapidly.

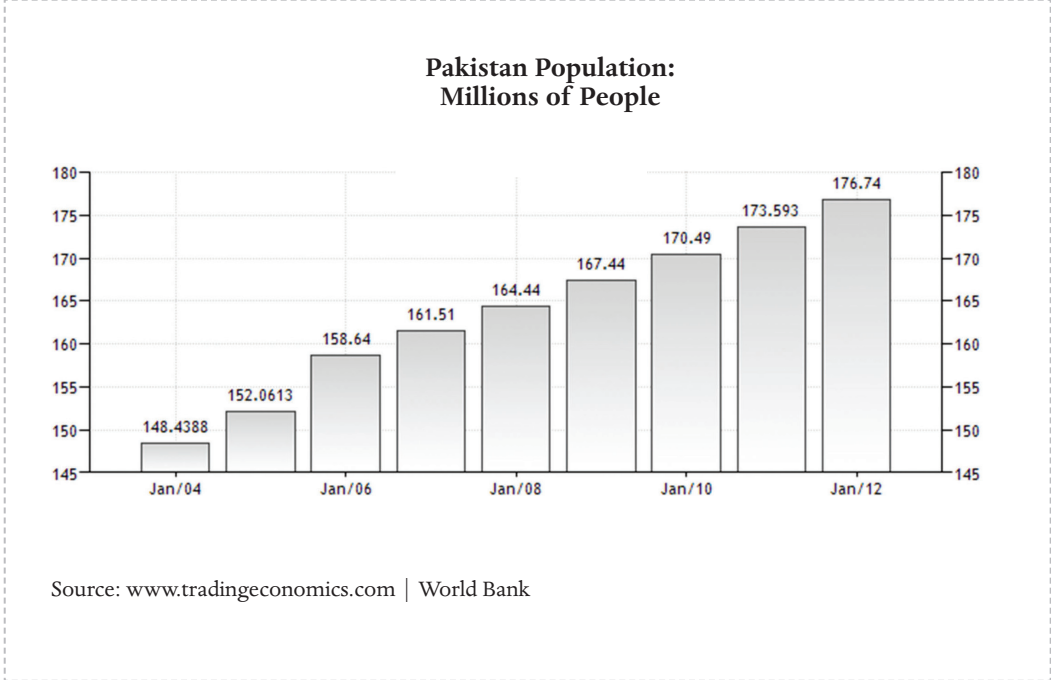
**Stage 3.** Birth rates rapidly fall, to perhaps 20 per 1000, while death rates continue to fall slightly (15 per 1000), slowly increasing the population.

**Stage 4.** Both birth rates (16 per 1000) and death rates (12 per 1000) remain low, fluctuating slightly and causing no changes in population.

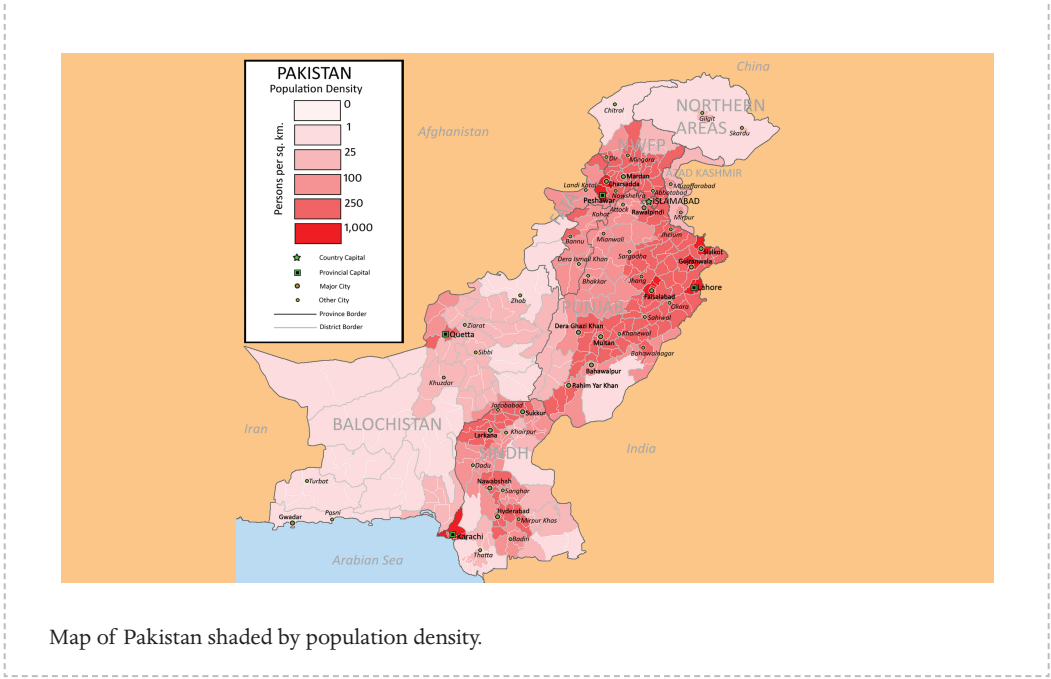
**Population structures** is the rate of natural increase. Birth rate, death rate, and life expectancy (the number of years that the average person born in a particular country can expect to live) all affect the population of a country.

**Overpopulation** refers to a country or area where there are too many people for the resources and technology available.

Slide 3

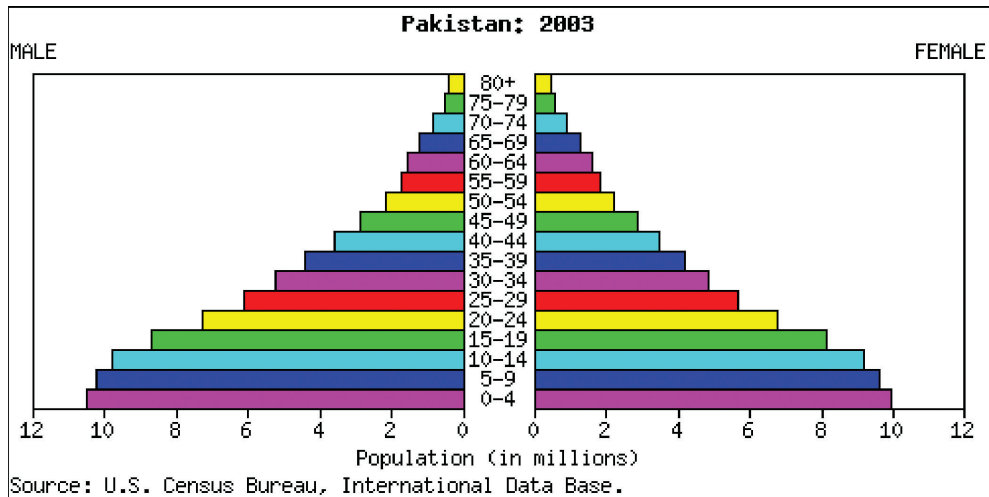


Slide 4



Slide 5

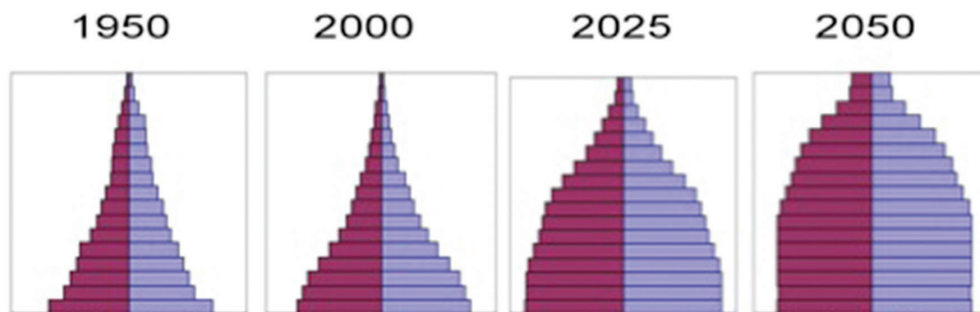
**Pakistan Population Pyramid for 2003:  
Age and sex distribution for the year 2003**



Source: [http://www.nationmaster.com/country/pk-pakistan/Age\\_distribution](http://www.nationmaster.com/country/pk-pakistan/Age_distribution)

Slide 6

**Population Pyramids of Pakistan: Changes over Time 1950-2050**



Source: Based on medium variant, UN 2005.

[http://pc.gov.pk/feg/PDFs/conceptual\\_framework\\_2.pdf](http://pc.gov.pk/feg/PDFs/conceptual_framework_2.pdf)

## Slide 7

### Distribution of population by age and sex

| Age group      | 1981              | 1998  | 2009  |
|----------------|-------------------|-------|-------|
|                | <b>Percentage</b> |       |       |
| <b>Total</b>   |                   |       |       |
| Under 10 years | 31.34             | 30.45 | 30.45 |
| 10–39 years    | 47.64             | 50.66 | 50.66 |
| 40–59 years    | 14.04             | 13.34 | 13.34 |
| 60 and over    | 6.99              | 5.54  | 5.54  |
| <b>Male</b>    |                   |       |       |
| Under 10 years | 30.20             | 30.25 | 30.25 |
| 10–39 years    | 48.08             | 50.58 | 50.58 |
| 40–59 years    | 14.03             | 13.38 | 13.38 |
| 60 and over    | 7.69              | 5.79  | 5.79  |
| <b>Female</b>  |                   |       |       |
| Under 10 years | 32.60             | 30.67 | 30.67 |
| 10–39 years    | 47.14             | 50.76 | 50.76 |
| 40–59 years    | 14.04             | 13.30 | 13.30 |
| 60 and over    | 6.21              | 5.27  | 5.27  |

Source: [http://www.sbp.org.pk/departments/stats/PakEconomy\\_HandBook/Chap-10.2.pdf](http://www.sbp.org.pk/departments/stats/PakEconomy_HandBook/Chap-10.2.pdf)

## The Population of Pakistan



This resource is based on information on the following websites:

- <http://www.tradingeconomics.com/pakistan/population-density-people-per-sq-km-wb-data.html>
- <http://www.tradingeconomics.com/pakistan/population-growth-annual-percent-wb-data.html>

### Population density in Pakistan

The Population density (people per sq. km) in Pakistan was last reported at 225.19 in 2010, according to a World Bank report released in 2011. The Population density (people per sq. km) in Pakistan was 221.17 in 2009, according to a World Bank report, published in 2010. The Population density (people per sq. km) in Pakistan was reported at 217.21 in 2008, according to the World Bank. Population density is midyear population divided by land area in square kilometers. Population is based on the de facto definition of population, which counts all residents regardless of legal status or citizenship--except for refugees not permanently settled in the country of asylum, who are generally considered part of the population of their country of origin. Land area is a country's total area, excluding area under inland water bodies, national claims to continental shelf, and exclusive economic zones. In most cases the definition of inland water bodies includes major rivers and lakes.

### Population growth (annual %) in Pakistan

The Population growth (annual %) in Pakistan was last reported at 1.80 in 2010, according to a World Bank report released in 2011. The Population growth (annual %) in Pakistan was 1.81 in 2009, according to a World Bank report, published in 2010. The Population growth (annual %) in Pakistan was reported at 1.81 in 2008, according to the World Bank. Annual population growth rate for year t is the exponential rate of growth of midyear population from year t-1 to t, expressed as a percentage. Population is based on the de facto definition of population, which counts all residents regardless of legal status or citizenship--except for refugees not permanently settled in the country of asylum, who are generally considered part of the population of the country of origin.



## Systems of Government

Source: Citizenship Rights and Responsibilities Pakistan (CRRP) Programme, *Youth in Elections: Voting for Our Future* (Islamabad: The Asia Foundation, 2007).

A political system is a term encompasses not only the mechanisms of government and the institutions of the state, but also the structures and processes through which these interact with the larger society.

### Autocracy

An autocracy is a form of government in which the political power is held by a single person. The term *autocrat* is derived from the Greek word *autokratôr* which means 'self-ruler', as, a requirement for autocracy is the lack of separation of powers. Today it is usually seen as synonymous with *despot*, *tyrant* and/or *dictator*, though each of these terms originally had a separate and distinct feature. Autocracy is not synonymous with totalitarianism or dictatorship, as these often take the form of collective presidencies. However, an autocracy may be totalitarian or be a military dictatorship.

### Democracy

A democracy is the form of government in which all citizens may take part in governing the country. The supreme power is vested in the people and exercised directly by them or by their elected agents under a free electoral system. The term democracy is derived from two Greek words; *demos* (people) and *kratia* (authority) denoting a simple understanding of 'rule of the people'.

Democracy can be further sub-divided in its many forms which have emerged through the various governing systems prevail in different countries: direct, indirect, liberal and social democracies.

The Comparison of two major political systems namely Democracy and Autocracy

| Democracy  | Autocracy  |
|--|--|
| All citizens have a say in decision making                             | One individual make the decisions for all the members of the society                           |
| All citizens are treated equally                                       | Citizens are expected to accept the decisions of the leader                                    |
| All citizens have the same rights and freedom                          | Rights and freedom are limited. People can not ask questions to their leader                   |
| All citizens have responsibilities to the members of their community   | Citizens have little or no opportunity to participate in decision making or political activity |
| Government is responsible towards the elected parliaments              | Dictator possess absolute power without effective constitutional checks                        |
| Government is usually elected through general elections in the country | Government is taken over through fraud or military coup  |



## The Government of Pakistan

This resource is based on information at the following website:

➤ [http://en.wikipedia.org/wiki/Government\\_of\\_Pakistan](http://en.wikipedia.org/wiki/Government_of_Pakistan)

### Levels of Government

- Federal Government
- Provincial Government
- Local Government

### Federal Government

#### Executive Branch

##### Head of State

President

##### Elections

- The president is elected by secret ballot through an Electoral College.
- The Electoral College: consists of members of the Senate, National Assembly, and the provincial assemblies
- Five year term

##### Head of Government

Prime Minister

##### Cabinet

The Cabinet of Pakistan is headed by the Prime Minister

The Cabinet is the executive committee of the Pakistan government

### Legislative Branch

#### Bicameral Parliament

Senate

National Assembly

##### Senate

100 seats; members indirectly elected by provincial assemblies and the territories' representatives in the National Assembly to serve six-year terms; one half are elected every three years

The Chairman of the Senate is first in line to assume and act the role of President if such circumstances arose. This would last until a new President was elected.



## National Assembly

- 342 seats; 272 members elected by popular vote; 60 seats reserved for women; 10 seats reserved for religious minorities; serve five-year terms
- Based on population of provinces

## Judicial Branch

### Supreme Court

Justices appointed by the president; Federal Islamic or Sharia Court

### Attorney General

- Appointed under the Constitution of the Islamic Republic of Pakistan
- Chief Legal Advisor of the Government
- Serves under the President or until Resignation

## Provincial Government

- A Governor in Pakistan is the appointed Head of Government of a Province. The Governor is appointed by the federal government of Pakistan
- Appointed to a Five Year Term
- Provinces:
  - Government of Punjab
  - Government of Sindh
  - Government of Khyber Pakhtunkwa Province
  - Government of Balochistan
  - Governor of Gilgit Baltistan
- Government of Azad Jammu and Kashmir
- Federally Administered Tribal Areas (FATA) are governed by the Federal government and as is the case for provinces, it is represented in the Parliament of Pakistan by elected representatives both in National Assembly of Pakistan and the Senate of Pakistan

## Local Government

- Provinces are divided into districts, tehsils, and union councils.
- A nazim is the chief elected official of a local government in Pakistan



## Voicing Viewpoints

Source: B. L. Dean, R. Joldoshalieva, and A. Fazilat, *Creating a Better World: Education for Citizenship, Human Rights and Conflict Resolution*. (Karachi: Aga Khan University, 2006).

- Write the motion for the debate on the board
- Explain any difficult words in the motion to your students
- Divide students into two groups: one that agrees with the motion, and the other that disagrees with it
- Explain to the groups that their task is to develop a clear, logical argument to justify why they agree, or disagree, with the notion. Remind them of the difference between facts and opinion, giving them one or two examples to illustrate this difference. Emphasis that in a debate, their opinion (agreement or disagreement with the motion) must be supported with facts
- Explain the structure of a debate to the students:
  - They will have to elect two speakers from each group
  - The group that agrees with the motion (FOR) will first have to send one of their speakers. This speaker will have five minutes to state his/her group's viewpoint and justify it with relevant information
  - The first speaker from the group that disagrees with the motion (AGAINST) will then have to do the same for his/her group
  - The second speaker from the group FOR the motion will then be called. He / she will have to refute the arguments of the group AGAINST the motion, that is, he or she will have to prove that the group against the motion has a weak case
  - The second speaker from the group AGAINST the motion will have to refute the argument presented by the group FOR the motion
- For about fifteen minutes, have the groups discuss how they will support their side with facts
- Encourage groups to collect any information they need from various sources. Ensure that the groups distribute the collection of data equally amongst all group members
- Have students sit in their groups: FOR and AGAINST. Give them a reasonable amount of time to share their information, analyse it and develop a sound argument. Remind them that their first speaker must argue only for their side, but that they must also think of what the other side will say as the second speaker must refute that side
- Give students the checklist for assessing student's performance in a debate.
- Have the two groups sit on opposite sides of the classroom. Rewrite the motion for the debate on the board. Introduce the sides and the speakers. Remind the speaker of the time they will have to deliver their speeches and refutations, respectively.

- Let the first speaker FOR the motion being the debate. Intervene only if speakers make personal attacks on the opposing group, if group members that are not speakers begin to speak, or if speakers are too soft or too loud.
- When the speakers are finished, conclude by summarizing the debate, highlighting the valid information presented by each side that has not been refuted. You can ask students to vote for which side they now believe in.

Checklist for assessing students' presentation in debates

| Debate abilities   | 1st speaker FOR | 1st speaker AGAINST | 2nd speaker FOR | 2nd speaker AGAINST |
|--|-----------------|---------------------|-----------------|---------------------|
| Ability to grasp important related points  |                 |                     |                 |                     |
| Ability to make presentation interesting, engaging and relevant                          |                 |                     |                 |                     |
| Ability to support argument  |                 |                     |                 |                     |
| Ability to use supports outside the reading materials                                    |                 |                     |                 |                     |
| Ability to constructively argue with opposing views and give a strong rationale for them |                 |                     |                 |                     |
| Ability to counter opposing view points  |                 |                     |                 |                     |
| Ability to challenge arguments or views of opponents                                     |                 |                     |                 |                     |



## The One Million Signature Campaign

The following information has been included with kind permission from Dr Baela Raza Jamil, Director Programs, ITA.

### The One Million Signature Campaign

Demand for Free and Compulsory Education

After the introduction of Article 25 A in the 18th constitutional amendment on April 19, 2010, education is a fundamental right and the responsibility of providing free and compulsory education to all children from 5-16 years lies primarily with the state. According to article 25 A:

“The state shall provide free and compulsory education to all children of the age of five to sixteen years in such a manner as may be determined by law”

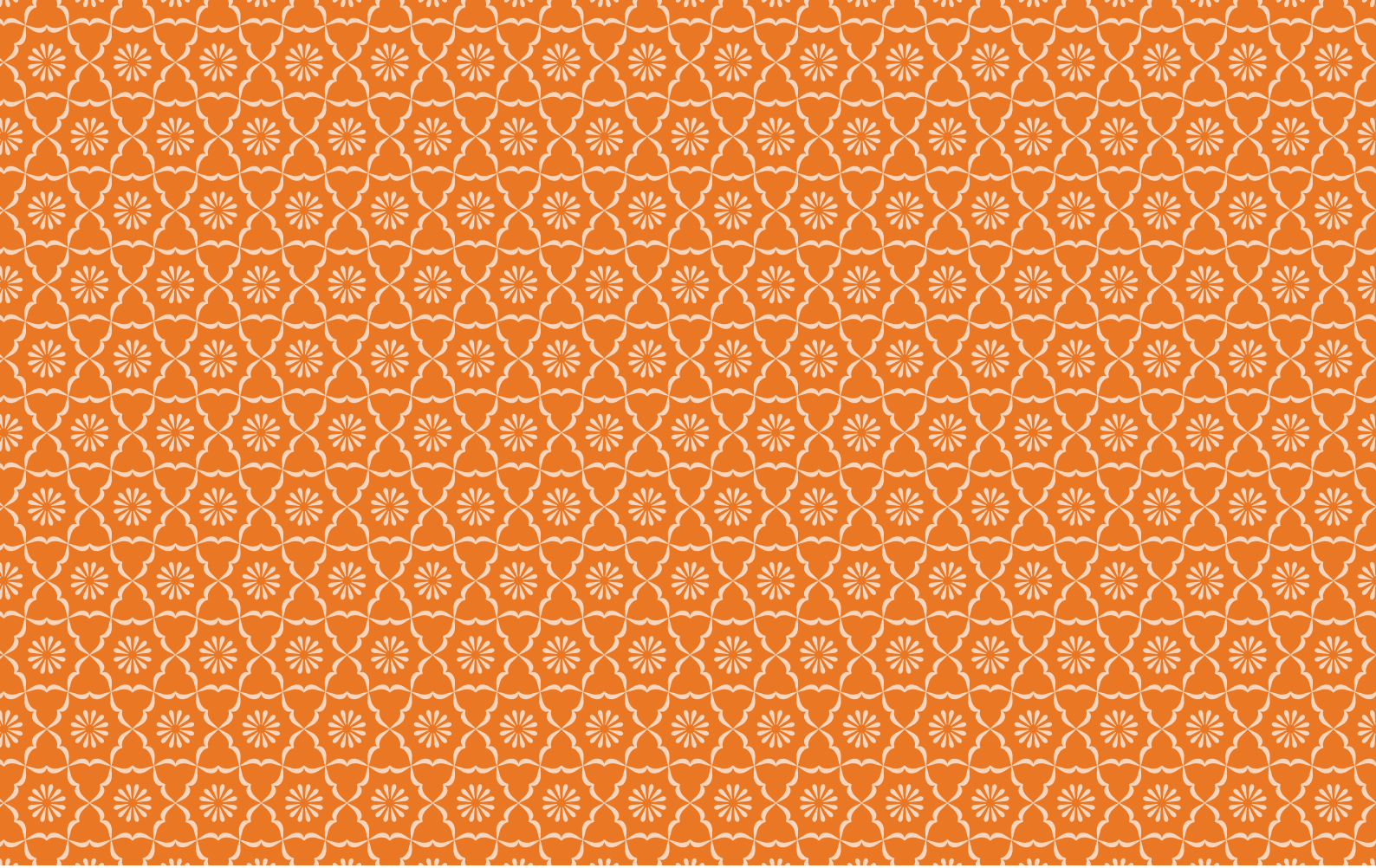
This long awaited article provides hope for all those deprived of access to educational opportunities, due to poverty, gender, ethnic and religious discrimination, or geographic immobility. However, unfortunately, after almost two years since this historic decision, the government of Pakistan has failed to undertake any practical steps for the promotion of Right to Education, let alone the actual enforcement of this fundamental right. Hence, for the implementation of Article 25 A, we demand that education is acknowledged as a first priority and the state/provincial/federal governments and parliamentarians and political parties take the following steps on urgent basis:

- Draft a Legislation for Right to Education which shall positively address issues of access, quality and equity;
- Ascertain that the legislation defines roles, responsibilities and the implementation process explicitly;
- Ensure that the drafting of the law undergoes a transparent process of nation wide debate and consultation;
- Devise mechanisms for effective and timely utilization of resources allocated for education;
- Allocate at least 4% of the GDP for education provision across Pakistan;
- Inclusion of Right to Education for Quality learning outcomes in the manifesto of all political parties.

Idara-e-Taleem-o-Aagahi, Public Trust, carried out *The One Million Signature Campaign* from March 6, 2012 till May 30, 2012. The aim was to get One Million Signatures (manual and electronic), 900,000 from children of the age of 5-18 and 1000,000 from concerned and present them to education policy makers to demand the implementation of Article 25 A. Campaign was meant for all Pakistanis including expatriates, individuals and organizations

Details of campaign and resource materials can be found in the following website:

➤ [http://safedafed.org/signatures/overview\\_details.php](http://safedafed.org/signatures/overview_details.php)



Higher Education Commission