

**A CRITICAL ANALYSIS OF PAKISTAN STUDIES  
CURRICULA**



**By**

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**INSTITUTE OF EDUCATION & RESEARCH  
UNIVERSITY OF PESHAWAR  
KHYBER PAKHTUNKHWA PAKISTAN  
2012**

# **A CRITICAL ANALYSIS OF PAKISTAN STUDIES CURRICULA**



**Submitted By**

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**Ph. D Research Scholar**

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**INSTITUTE OF EDUCATION & RESEARCH  
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IK

## **ABSTRACT**

*The study was planned to critically analyze Pakistan Studies curricula. The main objectives of the study were to assess the contents of Pakistan Studies for secondary, higher secondary, and bachelor level with special reference to the principles of survival, interest and utility, analyze the vertical alignment in Pakistan Studies curricula, and analyze the contents of Pakistan Studies in the light of its objectives like students' needs and social purpose. Data were collected from two hundred ten (210) teachers of Khyber Pakhtunkhwa and two hundred ten (210) students of University of Peshawar. Chi-square test and percentages were used for data analysis.*

*The results show that Pakistan Studies contents are capable of satisfying the aspirations of mankind for a higher and richer culture and interests of learners and focus on their social development. The curriculum of Pakistan Studies highlights the importance of national integration, unity and patriotism, and does not promote an understanding of the country's ideology. It also helps students in recognizing their rights and duties, and develops their civic sense. Further results show that the contents of Pakistan Studies provide the opportunities for social intercommunication and also help to promote citizenship activities. The encouraging aspect of the study is that Pakistan Studies contents are valid, accurate, and based on historical facts. The study suggests that such contents may be included in Pakistan Studies curriculum which help in keeping students mentally fit to use their hands and minds properly to solve their social problems.*



## APPROVAL SHEET

This dissertation titled "*A Critical Analysis of Pakistan Studies Curricula*" submitted by Mr. Iqbal Khan, in partial fulfillment of requirement for award of Degree of **Doctor of Philosophy in Education**, is hereby approved.

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## **CHAPTER-I**

### **INTRODUCTION**

Curriculum is a set of plans for the involvement of persons to be educated with other persons in certain arrangement of time and space (Lewis & Miel, 1972). Campbell and Coswell (1935) stated that curriculum comprises all the experiences children have under the guidance of teachers. Early efforts at curriculum improvement made much use of aims and objectives as bases for curriculum planning. According to Tyler (1949) "curriculum consists of objectives or ends and instruction as the means of their attainment". The concept, and the curriculum as objectives to be achieved has profound impact on education. It provides the rationale for competency based education, which has historically served as model for vocational education. Curriculum is also considered as a plan of learning opportunities for persons to be educated. A curriculum may be defined as "an organized set of educational intentions." These intentions include what students are expected to learn, recommended instructional strategies and materials, prerequisite learning, management of individual differences, and required facilities and personnel (Pratt, 1980).

Designing curricula of a field necessitates the most fundamental understanding of that field (Clark, 1984). The curriculum preserves the cultural heritage of a society and it is transmitted to the generation through suitable teaching learning situation (Rehman, 1999). Zunino (1973a) analyzed Afro-American history curricula in the senior high school to determine whether the curricula reflected recent historical scholarship and concluded that none of the current textbooks was completely adequate, and therefore would have to be supplemented by other instructional materials such as curricula prepared by school districts. Walker and Schaffarzick (1974) conducted a study to compare the subject matter achievement of students using new or innovative curricula with that of students using traditional curricula in which what they found was not superiority, but parity: each curriculum did better on the distinctive parts of

its own program, and each did about equally well on the parts they held in common.

There are many types of curricula such as Case (1972) mentioned two kinds of curricula i.e., the first would be for the specialized contents curriculum (e.g., in medicine) aimed at teaching a body of facts, concepts, and principles which are absolutely indispensable to functioning in some specific economic role and the second would be for the process curriculum aimed at teaching important thinking skills which students do not automatically acquire in their natural environment. Clark (1984) concluded that the failures in the curricula of math and science were usually not form or contents problems, but practical ones. Teachers could not use the materials correctly because they lacked fundamental understandings of the contents of the curricula. They also lacked understanding of how and why to use the curriculum resources provided in support of the curricula. Tests used in the schools did not change to reflect the contents of the new curricula; old tests measured old skills of computation, rote memorization, etc. This terrified educators and they blamed the new curricula and rejected them, though they were not the cause of the problem.

The curriculum of each discipline has some purposes. Redemsky (1959) has mentioned some important purposes of social sciences such as; (a) to develop for the regulation of one's personal and civic life a code of behavior based on ethical principles consistent with democratic ideals; (b) to contribute actively as an informed and responsible citizen in solving social, economic, and political problems of one's society, state and nation; (c) to be familiar with the interdependence of the different peoples of the world and one's personal responsibility for promoting international understanding and peace; (d) to know the common phenomena in one's physical environment, to apply habits of scientific thought to both personal and civic problems, and to welcome the implications of scientific discoveries for human welfare; (e) to achieve a satisfactory emotional and social adjustment; (f) to attain the knowledge and attitudes basic to a satisfactory family life; (f) to get hold of and use the skills and habits involved in critical and constructive thinking.

Curriculum contains many factors such as Zunino (1973b) in his study

suggested the inclusion of teachers, knowledgeable persons in the field, and outside specialists in the preparation of curricular materials. Matter & Steidl (2000) analyzed the university undergraduate curricula in wildlife and concluded that 4-year program in the subject can never be in the position to meet the needs of all students, faculty and potential employers. This means that they did not consider longer duration program for the improvement of curricula. Curriculum is the only mean to achieve the aims of education. It helps in determining the work of the teacher as well as that of the pupil. It plays key role in developing democratic values in students such as liberty, equality, justice, respect for dignity of the individual, and group living (Shahid, 2000). Curriculum is responsible for the promotion of national integration. It enables the learners to learn to respect every faith, unity, love for motherland, and to develop moral and spiritual values in life (Rashid, 2004). Curriculum always plays a pivot role in providing knowledge about rights and responsibilities of citizens and helping them in the development of desirable and useful skills to be applied in daily life (Rehman, 1999). Curriculum enables the students to become aware of their social values such as; drug education, personal problem solving, multicultural understanding, and financial awareness (Print, 1993a). Curriculum makes the teacher to select suitable methods of teaching and necessary for the complete and balanced development of personality (Shahid, 2000).

Curriculum design is a statement that identifies the elements of curriculum, their relationship, principles of organization, and the administrative conditions under which it is to operate (Taba, 1962). Curriculum planning consists of identifying the objectives, establishing the means, organizing these means, and evaluating the outcomes (Tanner & Tanner, 1980). Aims, goals and objectives, selection of learning experiences, selection of contents, organization of contents, and evaluation are the main elements of curriculum (Wheeler, 1967). In general, curriculum development consists of five elements i.e. situational analysis, formulation of objectives, selection of contents, teaching methods, and evaluation. Situational analysis means the analysis of different conditions such as economical, political, cultural, religious, and geographical

conditions of a country (Katozai, 2005). Situation analysis is based on philosophical and sociological theories. Curriculum design contains philosophical ideas about the aims of education and structure of knowledge while the nature of society and issues of social, technological, and ideological change also influence the curriculum design (Lawton, Gordon, Ing, Gibby, Pring, & Moore, 1978). The curriculum planners have to consider some important aspects in the curriculum development process such as geographical condition of the country, religious conditions, economic conditions, cultural and social needs of the society, pattern of curriculum to be followed, national and international trends, age, level and interests of the learners, teacher training programmes, and system of examinations. All these aspects assist the planners in the selection of objectives, selection and organization of materials, and in suggesting suitable evaluation procedure (Rehman, 1999).

Objectives are the starting points which play a very important role in the curriculum design (Rehman, 1999). Objectives enable the curriculum planners to determine the structure for building the curriculum and the selection and organization of subject matter and learning experiences become simple, if the objectives are expressed precisely, and clearly (Asif, 2001). An objective explains a wanted outcome of the course and a course cannot be evaluated in the absence of clearly defined objectives (Mager, 1962). Objectives provide a guideline for the selection of contents, materials, and teaching strategies (Nicholls & Nicholls, 1978). Objectives have been classified into three domains which is known as taxonomy of educational objectives i.e. cognitive, affective, and psycho motor domain. Cognitive domain deals with knowledge, intellectual abilities, and skills. Affective domain consists of attitudes, interests, and appreciation while psychomotor domain deals with skill development (Bloom, Englehart, Furst, Hill, Krathwohl, 1956 & Krathwohl, Bloom & Masia, 1964). Objectives set for the curriculum development must be precise, accurate, clearly defined and achievable, consistent with the ideology of a nation, fulfill basic human needs, consistent with social condition, and have behaviorist interpretation (Rehman, 1999).

Selection and organization of contents for a subject is one of the most

difficult tasks and requires a rich knowledge and skill on the part of the curriculum planner (Katozai, 2005). In the process of teaching, one must teach something to someone, someone being the pupil, and something are the contents (Smith, Stanley, & Shores, 1957). Contents consist of knowledge, skills and processes, and values (Hyman, 1973). Contents are of two types i.e. descriptive and normative contents. In descriptive contents facts and principles are discussed. Descriptive principles are laws, rules and theories like scientific laws, and theories which do not contain values. Normative contents consist of aesthetic and moral values which an individual represents in his/her life. These are the value standards which individuals have developed through generations (Smith et al, 1957).

The Principle of Modernity states that contents selected should meet the needs of modern aspects of a society. The contents should not be out-dated and new concepts, and areas must be included in the contents (Murty, 1981). The contents selected for a particular curriculum should test the Principle of Survival. If contents have survived inspite of cultural and social changes, it is fulfilling the need of principle of survival (Smith et al, 1957). According to the Principle of Life Relatedness the contents selected for a curriculum must have a close relationship to the lives of the people of that particular society. If the contents are not related to the real life of the learners, the society will not accept them (Murty, 1981). The contents should be according to the interest of the children so that these may properly motivate them for learning. Only interesting and meaningful contents will enable the students to motivate for learning and useful in everyday life which means that they must have some vocational utility (Smith et al, 1957). The Principle of Gradation means that the contents selected should be graded in a psychological way such as from simple to complex, from easy to difficult, and from known to unknown (Murty, 1981).

Procedures of contents selection are; judgmental, experimental, analytical, and consensual procedure (Smith et al, 1957). The judgmental procedure emphasis on the type of social and educational objectives to be accepted, the existing state of affairs in which these objectives are considered desirable and appropriate, and the nature of contents which best satisfy these

objectives under the existing conditions (Shahid, 2001). The most objective selection of contents by this procedure needs that the curriculum planner's interests, knowledge, and ideals rise above special social groups, and is according to the common good of people. In the experimental method the contents are selected after testing it by scientific method which involves some particular criteria. This method includes different steps such as, tentative selection of contents in accordance with a criterion, formulation and testing of hypothesis, and checking of the results (Rehman, 1999). In analytical procedure, various techniques to collect information regarding contents selection are used such as, interviews, questionnaires, documentaries, and observation. Three forms of analytical procedures i.e. activity, job and knowledge analysis are used to know about the useful contents (Shahid, 2000). In the consensual procedure opinion of expert people such as outstanding leaders, specialists in different fields, and representatives of the community is record about the contents selection (Smith et al, 1957).

Teaching methods is the fourth important step of the curriculum development process in which the teachers transmit his/her own knowledge to the students through certain activities. In teaching learning process, teachers use different methods according to the mental level of the learners (Asif, 2001). Separation of curriculum and teaching methods is impossible and curriculum activities are delivered through teaching methods (Bent & Urruh, 1969). The teacher has to take decision about his teaching method before going to class. This decision consists of what, when, and how to teach. "What" means selecting objects and contents, "when" means arranging of topic in a logical sequence, and "how" means the adption of suitable method and instructional media (audio visual aids) to catch the eyes and ears of the learners (Brown, Oke, & Brown, 1982). Different methods are used by teachers to deliver contents such as Lecture Method, Lecture Demonstration Method, Assignment Method, Project Method, Inquiry Approach, Micro Teaching, Programmed Instruction, Team Teaching, Communicative Approach, and Discussion Method (Rehman, 2005).

Evaluation being the fifth important element of the curriculum development process is defined as, "the tools, techniques, and processing of

defining, gathering, displaying, and interpreting data relevant to the goals, and objectives of the curriculum” (Rehman, 2005). It is the quality control of the processes and outcome of educational programme. It enables the stakeholders to know the worth or value of curriculum i.e. whether the curriculum is fulfilling its purposes for which it was formulated (Galen, William & Arthur, 1981). “Evaluation determines the value of programmes and acts as blueprints for judgment and improvement” (Rossett & Sheldon, 2001). Evaluation is “the procedures for assessing the conceptualization, design, implementation, and utility of programs” (Rossi, Lipsey & Freeman, 2004). Evaluation is an important component of curriculum development process which enables us to know effectiveness, success or failure of a program (Katozai, 2005). It is the systematic process of collecting and analyzing data in order to make decisions and to determine whether and to what degree, objectives have been or are being achieved (Gay, 1985). Evaluation is necessary for decision making at all stages in curriculum planning and development such as planning objectives, planning procedures, implementing procedures, and outcomes. It is essential in determining how well the learners have achieved the stated objectives. It also provides a base for bringing changes in the curriculum and provides useful information to curriculum developers to clarify the stated objectives (Katozai, 2005). Curriculum evaluation plays a pivot role in the curriculum development process. It fulfills some important aims such as to find out the outcomes of a program, to assist in making decision about the acceptance or rejection of a program, to discover the need for the revision of the subject matter, to assist in the continuous improving of the curriculum material in future, and to get better teaching methods and strategies (Rehman, 1999). Evaluation performs some important functions such as diagnosis, revision of contents, identification of educational needs, and determination of extent of achievement of objectives (Eisner, 1985). Evaluation has been classified broadly into two types i.e. Formative and Summative evaluation (Scriven, 1967). Formative evaluation is done to look for evidence of successes or failure of a curriculum program during implementation (Motlote *et. al*, 2000). It provides corrective feed back during the operation of a curriculum program and helps in appropriate

modification of curriculum (Rehman, 1999). “Summative evaluation is a method of judging the worth of a program at the end of the program activities, and focus is on the outcome” (Bhola, 1990). It enables the stakeholders to determine the extent of achievement of objectives and helps the teacher to improve his/her teaching (Rehman, 1999). Diagnostic evaluation is used for two purposes, either for placement of students properly at the outset of an instructional period, or to determine the deficiencies in learning (Print, 1993b).

In Pakistan, the education system has been divided into elementary (I-VIII) secondary (IX-X), higher secondary (XI-XII), and tertiary (university) levels i.e. XIII onwards (Rehman, 1999). Schooling in Pakistan starts around the age of 5. Elementary education consists of classes from I to VIII. It includes two stages of education i.e. primary (from I to V), and middle from (VI to VIII). Secondary education, which in Pakistan means class IX to X, is considered to be a terminal stage demanding a certification. Secondary classes are taught in high and higher secondary schools while class XI and XII are taught in higher secondary schools and colleges. Higher education is provided in postgraduate colleges, degree awarding institutions (DAIs), and universities. Different subjects are offered at different levels in which few subjects are compulsory and others are optional. Islamiyat and Pakistan Studies are the only subjects which are compulsory from elementary level to class 14 (BA, BSc). Pakistan Studies is an important subject which enables students to familiarize themselves with their country (Pakistan). It provides information about the history, culture, geography, constitution, and relations with the world community.

Pakistan Studies was recommended by the Pakistan Educational Conference held in Karachi in 1947 but its name was not mentioned. The Cultural Relations Committee constituted in 1947 recommended that the Dominion of Pakistan should apply for the membership of UNESCO and a scheme for the exchange of students and teachers between the Dominion of Pakistan and other countries (especially the Middle East, China and Indonesia) should immediately be formulated by the Education Division of the Ministry of Interior. The Government should also publicize the field of educational and cultural Studies which exist in the Dominion of Pakistan which might attract

foreign students and teachers to come to this dominion for the sake of establishing cultural contacts and studies (Government of Pakistan, 1947).

As culture is a main component of Pakistan Studies, the Government of Pakistan also gave importance to museums and cultural education (Government of Pakistan, 1959). In the history of curriculum development in Pakistan, “Social Studies” was introduced as a compulsory subject at elementary and secondary levels in 1960. Later on, in 1976, the name of Social Studies was changed into Pakistan Studies for high classes viz., IX-X (Ghaffar & Afridi, 2002). In 1972, Government of Pakistan introduced the Education Policy in which it was recommended that for the promotion of Pakistan Studies, this subject should be established in various universities of the country under the Pakistan Study Centers Act, 1976. Their main function was to engage in the study of languages, literatures, social structure, customs, attitudes, and motivation of people of various regions of Pakistan (Government of Pakistan, 1972).

In 1992, the Government of Pakistan presented a new education policy called as National Education Policy, which aimed to bring out the creative and dynamic abilities of students which may enable them to defend the ideology of Pakistan at the interface of international, social, political, and economic development. It was also aimed that Pakistan Studies shall be adjusted to the learning level of students, the distortions removed and unnecessary repetitions avoided. New curricula and textbooks in Pakistan Studies would articulate in a most attractive manner, the ethical, moral, social, and religious values of Islam. The efficiency of Pakistan Study Centers would be evaluated and new efforts would be made to speed up MPhil and PhD programs. Pakistan Study Centers would be further strengthened (Government of Pakistan, 1992).

Pakistan Studies was introduced after the crisis of 1971. The educationists felt a need to contribute to national strength and integrity. In 1973, the first Department of Pakistan Studies was established at the Quaid-i-Azam University. In order to promote Pakistan Studies, serious efforts were made in 1978 and its curricula were revised. In 1978, Pakistan Studies was made compulsory subject at all levels of education up to bachelors’ level, including

those of professional colleges such as Medicine, Engineering, and Commerce etc. The Government of Pakistan set up Pakistan Study Centers in several universities such as at Jamshoro, Karachi, Lahore, Peshawar, and Quetta while a Department of History and Pakistan Studies was also set up in Islamia University Bahawlpur and Bahauddin Zakariya University, Multan to promote Pakistan Studies. Allama Iqbal Open University Islamabad was also allowed to start a program leading to Master's Degree in Pakistan Studies (Dar & Ansari, 2001).

In 1979, the curriculum of Pakistan Studies was formulated for high classes (IX-X) and was different from that of previous curriculum framed in 1960 (Government of Pakistan, 1979). "In every society curriculum is always a reflection of what people think, feel believe, and do"(Smith *et al*, 1957). Curriculum preserves the cultural heritage of a society and it is transmitted to the generation through suitable teaching learning situations (Rehman, 1999). Whenever the contents of a subject are selected, the principles of survival, interest and utility are to be kept in mind. The contents selected for a particular subject should answer three questions i.e. Does the subject matter stand the test of survival? Is the subject matter interesting to the learner? Is the subject matter useful? The *principle of survival* is the acceptance of the "old and tried" with the belief that the things that have come up from the past are the product of generations and even centuries of experimentation. If such contents are satisfying the aspirations of mankind and has been surviving inspite of cultural and social changes, it is fulfilling the need of the principle of survival (Smith et al, 1957). The *principle of interest* is related to the motivation of the learner towards the learning of the contents. If learners are motivated to learn more and take interest to get more and more knowledge in a specified field, it means that the contents are interesting and meet the principle of interest (Rehman, 1999). The *principle of utility* means that the contents presented in any subject must be utilized in life situation otherwise it will not help in achieving the desired goals (Smith et al, 1957).

Vertical alignment means that curriculum of Pakistan Studies for secondary level is related to higher secondary level and that of higher secondary

level has a relation to the tertiary level i.e. BA/B.Sc. This study is very important for the curriculum developers to analyze the vertical alignment in Pakistan Studies curricula and will enable them to know whether the difficulty level is increasing from one level to the next in the contents of Pakistan Studies. The curriculum focuses on learners, the contents and society. Curriculum developers need to have information about the needs of students, social purpose and contents (Gunter, Estes & Schwab, 2003). So on the basis of these aspects the Pakistan Studies curriculum requires a critical analysis. Critical analysis means whether the curriculum of Pakistan Studies is according to the level of the students, needs and purpose of the society. This study is an attempt to critically analyze Pakistan Studies curricula and it will be a valuable contribution to the process of improvement of Pakistan Studies curricula at different levels of education in Pakistan.

## **CHAPTER-II**

### **RESEARCH DESIGN**

This chapter describes statement of the problem, objectives and hypotheses of the study.

#### **Statement of the Problem**

The purpose of Pakistan Studies is to develop positive attitudes of the individuals to the community, maintaining the present cultural heritage and to know the need for economic stability” (Ghaffar, 2008).Pakistan Studies is considered as a key one in the achievement of the national objectives and of pride in our cultural heritage (Ghaffar & Afridi, 2002). That is why the problem under investigation is “A critical analysis of Pakistan Studies curricula”. Critical analysis means whether the curriculum of Pakistan Studies is relevant to the level of the students, needs, and purpose of the society.

#### **Objectives**

Following objectives were formulated for the study:

- 1 To assess the contents of Pakistan Studies for secondary, higher secondary and bachelor level with special reference to the principles of survival, interest and utility.
- 2 To analyze the vertical alignment in Pakistan Studies curricula.
- 3 To find out if Pakistan Studies curriculum meets students’ needs and social purpose.

## Hypotheses

Hypotheses of the study were:

- 1 In case of principles of survival,
  - a. Pakistan Studies contents are capable of satisfying the aspirations of mankind for a higher and richer culture.
  - b. Pakistan Studies contents have been highly prized by generation after generation.
- 2 In case of principles of interest,
  - a. Pakistan Studies contents Help in solving pupil problems.
  - b. Pakistan Studies contents satisfy the needs of the learners.
  - c. Pakistan Studies contents are interesting to the learners.
  - d. Pakistan Studies contents helps in choosing vocations.
- 3 In case of principles of utility;
  - a. Pakistan Studies contents provide the opportunities for social intercommunication.
  - b. Pakistan Studies contents help to promote citizenship activities.
  - c. Pakistan Studies contents help in keeping students mentally fit.
  - d. Pakistan Studies contents assists in the maintenance of a proper home life.
- 4 Pakistan Studies curriculum has a vertical alignment.
- 5 Pakistan Studies curriculum meets the social purpose.

## **CHAPTER-III**

### **METHOD**

This chapter deals with the detailed description of sample, instrument, procedure, and data analysis techniques used in the study.

#### **Sample**

The present study is based on primary data which was collected from both the teachers and students. There are 1184 high schools for boys and 464 high schools for girls in public sector of Khyber Pakhtunkhwa. Similarly, Khyber Pakhtunkhwa has 191 higher secondary schools for boys and 89 higher secondary schools for girls, where inter classes are taught (Govt. of Khyber Pakhtunkhwa, 2008-09a). There are 80 degree colleges for males and 49 degree colleges for females in public sector of Khyber Pakhtunkhwa whereas 13 postgraduate colleges for males and only one postgraduate college for females are working in the province (Govt. of Khyber Pakhtunkhwa, 2008-09b). For collection of data from the teachers, seven districts viz., Peshawar, Mardan, Charsadda, Nowshera, Abbottabad, Haripur, and Kohat were purposively selected from the whole province, having higher number of Senior English Teachers (SET), Subject Specialists (SS), Lecturers, Assistant Professors, and Associate Professors. Two hundred ten (210) teachers were randomly selected which included 105 male and 105 female respondents for the collection of data. The sample consisted of seventy (70) SET teachers, ninety one (91) Intermediate College Lecturers and SS, and forty nine (49) Degree level college Lecturers, Assistant Professors, and Associate Professors. SET teachers teach Pakistan Studies to secondary classes, Intermediate College Lecturers and SS teach Pakistan Studies to higher secondary classes in schools and college while Degree level college Lecturers, Assistant Professors, and Associate Professors teach Pakistan Studies to bachelor classes in colleges.

In addition, keeping in view the importance of the Pakistan Studies for the students, data from 210 students (105 males & 105 females) randomly

selected from five departments university of Peshawar namely; History, International Relations, Political Science, Geography, Pakistan Study Centre, and also from the departments of Khyber Medical College Peshawar and University of Engineering and Technology Peshawar. The rationale behind selection of the university students was that Pakistan Studies is compulsory up to bachelor level in Pakistan.

### **Instrument**

Questionnaire was used as research instrument for data collection. The questionnaire for teachers consisted of information about gender, post, qualification, experience, and their perceptions about the contents of Pakistan Studies regarding the principles of survival, interest, and utility, vertical alignment, and social purpose. It was divided into five sections i.e. A. Situational Analysis, B. Objectives, C. Contents, D. Teaching Methods, and E. Evaluation. Section A consisted of two items in which item(1) was based on geographical, religious, and economic conditions of the country, cultural and social needs, national and international needs, and age, level and interests of the learners, and teacher training programs. Item (2) was related to students', physical, psychological, and social development. Section B comprised eight items in which item (3) was about importance of national integration, unity, and patriotism. Item (4) was constructed to get knowledge regarding students' trait of observation, and creativity and Item (5) was framed to get information about understanding of the ideology of Pakistan. Item (6) was related to know if the curriculum of Pakistan Studies has been designed to make an effort for establishing a modern welfare Islamic state. Item (7) was included to know about various phases of Pakistan's historical, political, and constitutional development. Item (8) was framed to provide information about the multi-cultural heritage of Pakistan while item (9) contained information regarding understanding of the physical features and human recourses of Pakistan, positive attitude towards the role of the people in the development of society, and awareness in relation to Pakistan's international relations. Item (10) was related to know if the objectives of Pakistan Studies curricula are clear,

achievable, meaningful, and observable.

Section C possessed seven items in which item (11) provided information about Pakistan Studies contents whether it was research based, opinion based or future oriented. Item (12) was included to get information about the vertical alignment and logical development of Pakistan Studies contents. Item (13) was related to know about students' interest, awareness of their problems, provision of practical experience consistent with social realities, and their needs. Furthermore, this item was also included to get information regarding current and future socio-economic demands, major occupational characteristics of the community, and meet the requirements of higher education. Item (14) gave information about the formulation of Pakistan Studies contents in urban and rural context of children. Items (15), (16), and (17) were included to get information about the principles of survival, utility, and interest.

Section D had two items i.e. item (18) and (19) which were about information regarding different teaching methods used to teach Pakistan Studies and audio-visual aids used during the Pakistan Studies teaching respectively. Section E contained two items i.e. item (20) and (21) which were related to students' evaluation procedure in Pakistan Studies and about boards' examination question papers.

The questionnaire for students was framed to collect information about the name of departments, gender, education level, parents' education and income level, and their perceptions about the contents of Pakistan Studies regarding the principles of survival, interest, utility, vertical alignment, and students' needs. It contained sixteen statements, which were framed in order to get information about students' interest, democratic values, ability level, rights and duties, personality development, curiosity, civic sense, motivation, use of library, and various tests used for evaluating students in Pakistan Studies. It also contained items which were about information regarding national inspirations, ideology of Pakistan, needs of the society, spirit of patriotism and love with the country, developing responsible citizens, principle from simple to complex, teachers' command to deliver Pakistan Studies contents, logical sequence in

Pakistan Studies contents, various teaching methods, and audio-visual aids used for the teaching of Pakistan Studies.

### **Procedure**

The respondents were approached in their respective institutions and questionnaires were administered individually. Each statement in both questionnaires was followed by five points scale i.e. Strongly Agree (SA), Agree (A), Undecided (?), Disagree (D), and Strongly Disagree (SD). All the items in both questionnaires were close ended and no time limit was set for its completion.

### **Data Analysis**

Data were fed into SPSS (Statistical Package for Social Sciences), analyzed, and properly tabulated. Data were analyzed using percentages and Chi-Square test.

## **CHAPTER-IV**

### **RESULTS**

This chapter consists of four sections. Section (a) gives an idea about general characteristics of the teachers while section (b) highlights teachers' perception about Pakistan Studies curricula. General characteristics of the students are presented in section (c) whereas section (d) provides information regarding students' perception about Pakistan Studies curricula.

#### **a) General Characteristics of the Teachers**

This section contains information about teachers belonging to districts, areas of residence, gender, teaching to which level, teaching experience, academic and professional qualification, and their monthly incomes from all sources.

In order to estimate the consistency of situational analysis, objectives, contents, teaching methods, and evaluation the following analyses were made:

**Table 1**

*Cronbach's Alpha of situational analysis, objectives, contents, teaching methods, and evaluation scale and its subscales*

| Scale                       | Number of Items | Alpha |
|-----------------------------|-----------------|-------|
| <b>SOCTE overall</b>        | 93              | 0.953 |
| <b>Situational Analysis</b> | 10              | 0.724 |
| <b>Objectives</b>           | 18              | 0.898 |
| <b>Contents</b>             | 26              | 0.900 |
| <b>Teaching Methods</b>     | 24              | 0.941 |
| <b>Evaluation</b>           | 15              | 0.844 |

The situational analysis, objectives, contents, teaching methods, and evaluation scale (SOCTE) is found reliable by measuring its reliability on Cronbach's Alpha technique. Cronbach's Alpha for the overall scale is very high (0.953), and for its subscales i.e. situational analysis (0.7240), objectives (0.898), contents (0.900), teaching methods (0.941), and evaluation (0.844) is also very high.

**Table 2*****Information Regarding Teachers Belonging to Districts***

| <b>District</b>   | <b>SET</b>     | <b>SS/<br/>Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|-------------------|----------------|--------------------------|----------------------------------------------------------------------|-----------------|
| <b>Peshawar</b>   | 10<br>(14.30)  | 17<br>(18.70)            | 3<br>(6.10)                                                          | 30<br>(14.30)   |
| <b>Nowshera</b>   | 10<br>(14.30)  | 12<br>(13.20)            | 8<br>(16.30)                                                         | 30<br>(14.30)   |
| <b>Mardan</b>     | 10<br>(14.30)  | 15<br>(16.50)            | 5<br>(10.20)                                                         | 30<br>(14.30)   |
| <b>Charsadda</b>  | 10<br>(14.30)  | 11<br>(12.10)            | 9<br>(18.40)                                                         | 30<br>(14.30)   |
| <b>Abbottabad</b> | 10<br>(14.30)  | 12<br>(13.20)            | 8<br>(16.30)                                                         | 30<br>(14.30)   |
| <b>Haripur</b>    | 10<br>(14.30)  | 10<br>(11.00)            | 10<br>(20.40)                                                        | 30<br>(14.30)   |
| <b>Kohat</b>      | 10<br>(14.30)  | 14<br>(15.40)            | 6<br>(12.20)                                                         | 30<br>(14.30)   |
| <b>Total</b>      | 70<br>(100.00) | 91<br>(100.00)           | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

Table 2 reflects information regarding sampled teachers' districts. It is clear from the data that the number of SET teachers in all the seven districts was the same i.e. 14.00%. Majority of the Lecturers/Assistant Professors/ Associate Professors i.e. 20.40% belonged to district Haripur while Majority of the SS/ Lecturers i.e. 18.70% was from Peshawar.

**Table 3*****Information Regarding Teachers' Areas of Residence***

| <b>Area of Residence</b> | <b>SET</b>     | <b>SS/<br/>Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|--------------------------|----------------------------------------------------------------------|-----------------|
| <b>Urban</b>             | 36<br>(51.40)  | 48<br>(52.70)            | 36<br>(73.50)                                                        | 120<br>(57.10)  |
| <b>Rural</b>             | 34<br>(48.60)  | 43<br>(47.30)            | 13<br>(26.50)                                                        | 90<br>(42.90)   |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)           | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

Table 3 reveals information regarding sampled teachers' areas of residence. Data show that majority of the Lecturers/Assistant Professors/ Associate Professors i.e. 73.50% came from urban areas of the selected districts. By analyzing overall situation majority of the respondents belonged to urban areas while only 26.50% Lecturers/Assistant Professors/ Associate Professors belonged to rural areas.

**Table 4*****Information Regarding Teachers' Gender***

| <b>Gender</b> | <b>SET</b>     | <b>SS/ Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|---------------|----------------|----------------------|----------------------------------------------------------------------|-----------------|
| <b>Male</b>   | 35<br>(50.00)  | 44<br>(48.40)        | 26<br>(53.10)                                                        | 105<br>(50.00)  |
| <b>Female</b> | 35<br>(50.00)  | 47<br>(51.60)        | 23<br>(46.90)                                                        | 105<br>(50.00)  |
| <b>Total</b>  | 70<br>(100.00) | 91<br>(100.00)       | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

Table 4 indicates information regarding sampled teachers' gender. Data witness that majority of the SS/ Lecturers were females while majority of the Lecturers/Assistant Professors/ Associate Professors were males.

**Table 5*****Information Regarding Teachers Teaching to Classes***

| <b>Teaching To</b>  | <b>SET</b>     | <b>SS/ Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|---------------------|----------------|----------------------|----------------------------------------------------------------------|-----------------|
| <b>which level</b>  |                |                      |                                                                      |                 |
| <b>SSC</b>          | 70<br>(100.00) | 0<br>(0.00)          | 0<br>(0.00)                                                          | 70<br>(33.30)   |
| <b>Intermediate</b> | 0<br>(0.00)    | 91<br>(100.00)       | 0<br>(0.00)                                                          | 91<br>(43.30)   |
| <b>BA/B Sc</b>      | 0<br>(0.00)    | 0<br>(0.00)          | 49<br>(100.00)                                                       | 49<br>(23.30)   |
| <b>Total</b>        | 70<br>(100.00) | 91<br>(100.00)       | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

Table 5 reflects information regarding teachers' teaching to various classes. It is clear from the data that for every class there were special teachers. Data was collected from 91 teachers who were teaching to intermediate classes in colleges and higher secondary schools, 70 teachers were teaching to secondary school certificate classes, and 49 to bachelor classes.

**Table 6*****Information Regarding Respondents' Teaching Experience***

| <b>Teaching Experience</b> | <b>SET</b>     | <b>SS/ Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|----------------------------|----------------|----------------------|----------------------------------------------------------------------|-----------------|
| <b>1-5</b>                 | 6<br>(8.60)    | 28<br>(30.80)        | 18<br>(36.70)                                                        | 52<br>(24.80)   |
| <b>6-10</b>                | 11<br>(15.70)  | 29<br>(31.90)        | 13<br>(26.50)                                                        | 53<br>(25.20)   |
| <b>11-15</b>               | 18<br>(25.70)  | 7<br>(7.70)          | 7<br>(14.30)                                                         | 32<br>(15.20)   |
| <b>16-20</b>               | 17<br>(24.30)  | 10<br>(11.00)        | 3<br>(6.10)                                                          | 30<br>(14.30)   |
| <b>21-25</b>               | 10<br>(14.30)  | 14<br>(15.40)        | 4<br>(8.20)                                                          | 28<br>(13.30)   |
| <b>26-more</b>             | 8<br>(11.40)   | 3<br>(3.30)          | 4<br>(8.20)                                                          | 15<br>(7.10)    |
| <b>Total</b>               | 70<br>(100.00) | 91<br>(100.00)       | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

Table 6 shows information regarding respondents' teaching experience. According to the data all teachers were experienced. Majority of the Lecturers/Assistant Professors/Associate Professors were of 1-5 years while only 3.30% SS/ Lecturers had 26 years or more teaching experience.

**Table 7*****Information Regarding Respondents' Qualification***

| <b>Qualification</b> | <b>SET</b>     | <b>SS/ Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|----------------------|----------------|----------------------|----------------------------------------------------------------------|-----------------|
| <b>MA</b>            | 0<br>(0.00)    | 15<br>(16.50)        | 35<br>(71.40)                                                        | 50<br>(23.80)   |
| <b>MA/Med</b>        | 31<br>(44.30)  | 40<br>(44.00)        | 4<br>(8.20)                                                          | 75<br>(35.70)   |
| <b>MA/Bed</b>        | 38<br>(54.30)  | 32<br>(35.20)        | 5<br>(10.20)                                                         | 75<br>(35.70)   |
| <b>M.Phil</b>        | 0<br>(0.00)    | 4<br>(4.40)          | 2<br>(4.10)                                                          | 6<br>(9.90)     |
| <b>PhD</b>           | 1<br>(1.40)    | 0<br>(0.00)          | 3<br>(6.10)                                                          | 4<br>(1.90)     |
| <b>Total</b>         | 70<br>(100.00) | 91<br>(100.00)       | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

Table 7 shows information regarding respondents' educational qualification. Majority of the respondents i.e. 71.40% possessed MA/MEd and MA/Bed degrees while only 1.90% respondents had PhD degree in the relevant subject. There was no respondent in SET category having MA and MPhil degree while no respondent in the category of SS/ Lecturers had PhD degree.

**Table 8*****Information Regarding Respondents' Monthly Income***

| <b>Monthly Income<br/>in Rupees</b> | <b>SET</b>     | <b>SS/ Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|-------------------------------------|----------------|----------------------|----------------------------------------------------------------------|-----------------|
| <b>10000-20000</b>                  | 12<br>(17.10)  | 15<br>(16.50)        | 9<br>(18.40)                                                         | 36<br>(17.10)   |
| <b>21000-30000</b>                  | 29<br>(41.40)  | 34<br>(37.40)        | 15<br>(30.60)                                                        | 78<br>(37.10)   |
| <b>31000-40000</b>                  | 25<br>(35.70)  | 30<br>(33.00)        | 10<br>(20.40)                                                        | 65<br>(31.00)   |
| <b>41000-50000</b>                  | 4<br>(5.70)    | 9<br>(9.90)          | 3<br>(6.10)                                                          | 16<br>(7.60)    |
| <b>51000-60000</b>                  | 0<br>(0.00)    | 3<br>(3.30)          | 3<br>(6.10)                                                          | 6<br>(2.90)     |
| <b>61000-more</b>                   | 0<br>(0.00)    | 0<br>(0.00)          | 9<br>(18.40)                                                         | 9<br>(4.30)     |
| <b>Total</b>                        | 70<br>(100.00) | 91<br>(100.00)       | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

Table 8 provides an idea about respondents' monthly income. According to the data majority of the respondents i.e. 68.10% were earning Rs 21000-40000 per month while only 7.20% respondents had monthly income between Rs 51000 and more than Rs 61000. There was no respondent in the category of SET having monthly income more than Rs 5000.

## **b) Teachers' Perception Regarding Pakistan Studies Curricula**

This section includes teachers' perception regarding geographical, religious and economic conditions of the country, cultural and social needs, national and international needs, Age, level and interests of the learners, teacher training programs, students' physical, Psychological and Social development, importance of national integration, unity, patriotism, students' trait of observation, creativity, understanding of the ideology of Pakistan, to make an effort for establishing a modern welfare Islamic state, various phases of Pakistan's historical, political and constitutional development, multi-cultural heritage of Pakistan, understanding of the physical features and human recourses of Pakistan, positive attitude towards the role of the people in the development of society, awareness in relation to Pakistan's international relations, objectives of Pakistan Studies curricula, information about Pakistan Studies contents whether it was research based, opinion based or future oriented, the vertical alignment, logical development of Pakistan Studies contents, students' interest, awareness of their problems, provision of practical experience, consistent with social realities and their needs, information regarding current and future socio-economic demands, major occupational characteristics of the community, meet the requirements of higher education, formulation of Pakistan Studies contents in urban and rural context of children, information about the principles of survival, utility and interest, different teaching methods used to teach Pakistan Studies, audio-visual aids used during the Pakistan Studies teaching respectively, to know about student' evaluation procedure in Pakistan Studies, and about examination boards' question papers.

**Table 9*****The Curriculum of Pakistan Studies and Geographical Conditions***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/<br/>Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|--------------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 14<br>(20.00)  | 13<br>(14.30)            | 8<br>(16.30)                                                         | 35<br>(16.70)   |
| <b>Agree</b>             | 44<br>(62.90)  | 59<br>(64.80)            | 29<br>(59.20)                                                        | 132<br>(62.90)  |
| <b>Undecided</b>         | 4<br>(5.70)    | 7<br>(7.70)              | 2<br>(4.10)                                                          | 13<br>(6.20)    |
| <b>Disagree</b>          | 7<br>(10.00)   | 10<br>(11.00)            | 9<br>(18.40)                                                         | 27<br>(12.90)   |
| <b>Strongly Disagree</b> | 1<br>(1.40)    | 2<br>(2.20)              | 1<br>(2.00)                                                          | 3<br>(1.40)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)           | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 3.661$

df = 8

p-value = 0.886

Table 9 provides an idea about the statement that the curriculum of Pakistan Studies has been designed in the light of geographical conditions of the country.

**Table 10*****The Curriculum of Pakistan Studies and Religious Condition***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/ Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|----------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 16<br>(22.90)  | 21<br>(23.10)        | 5<br>(10.20)                                                         | 42<br>(20.00)   |
| <b>Agree</b>             | 33<br>(47.10)  | 42<br>(46.20)        | 24<br>(49.00)                                                        | 99<br>(47.10)   |
| <b>Undecided</b>         | 5<br>(7.10)    | 7<br>(7.70)          | 7<br>(14.30)                                                         | 19<br>(9.00)    |
| <b>Disagree</b>          | 13<br>(18.60)  | 19<br>(20.90)        | 9<br>(18.40)                                                         | 41<br>(19.50)   |
| <b>Strongly Disagree</b> | 3<br>(4.30)    | 2<br>(2.20)          | 4<br>(8.20)                                                          | 9<br>(4.30)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)       | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 7.869$

df = 8

p-value = 0.446

Table 10 shows information regarding the statement that the curriculum of Pakistan Studies has been designed in the light of religious condition of the country.

**Table 11*****The Curriculum of Pakistan Studies and Cultural and Social Needs***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/ Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|----------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 9<br>(12.90)   | 11<br>(12.10)        | 1<br>(2.00)                                                          | 21<br>(10.00)   |
| <b>Agree</b>             | 38<br>(54.30)  | 51<br>(56.00)        | 26<br>(53.10)                                                        | 115<br>(54.80)  |
| <b>Undecided</b>         | 8<br>(11.40)   | 11<br>(12.10)        | 5<br>(10.20)                                                         | 24<br>(11.40)   |
| <b>Disagree</b>          | 14<br>(20.00)  | 17<br>(18.70)        | 16<br>(32.70)                                                        | 47<br>(22.40)   |
| <b>Strongly Disagree</b> | 1<br>(1.40)    | 1<br>(1.10)          | 1<br>(2.00)                                                          | 3<br>(1.40)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)       | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 7.469$

df = 8

p-value = 0.487

Table 11 reveals information regarding the statement that the curriculum of Pakistan Studies has been designed in the light of cultural and social needs.

**Table 12**

***The Curriculum of Pakistan Studies and Economic Conditions***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecture<br/>rs</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|--------------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 6<br>(8.60)    | 10<br>(11.00)            | 2<br>(4.10)                                                          | 16<br>(7.60)    |
| <b>Agree</b>             | 21<br>(30.00)  | 37<br>(40.70)            | 18<br>(36.70)                                                        | 78<br>(37.10)   |
| <b>Undecided</b>         | 15<br>(21.40)  | 11<br>(12.10)            | 6<br>(12.20)                                                         | 32<br>(15.20)   |
| <b>Disagree</b>          | 24<br>(34.30)  | 29<br>(31.90)            | 16<br>(32.70)                                                        | 69<br>(32.90)   |
| <b>Strongly Disagree</b> | 4<br>(5.70)    | 4<br>(4.40)              | 7<br>(14.30)                                                         | 15<br>(7.10)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)           | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 10.394$

df = 8

p-value = 0.238

Table 12 reveals information regarding the statement that the curriculum of Pakistan Studies has been designed in the light of economic conditions.

**Table 13*****The Curriculum of Pakistan Studies and National and International Needs***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 7<br>(10.00)   | 14<br>(15.40)       | 2<br>(4.10)                                                          | 21<br>(10.00)   |
| <b>Agree</b>             | 27<br>(38.60)  | 29<br>(31.90)       | 13<br>(26.50)                                                        | 71<br>(33.80)   |
| <b>Undecided</b>         | 9<br>(12.90)   | 12<br>(13.20)       | 9<br>(18.40)                                                         | 30<br>(14.30)   |
| <b>Disagree</b>          | 20<br>(28.60)  | 31<br>(34.10)       | 20<br>(40.80)                                                        | 71<br>(33.80)   |
| <b>Strongly Disagree</b> | 7<br>(10.00)   | 5<br>(5.50)         | 5<br>(10.20)                                                         | 17<br>(8.10)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 8.495$

df = 8

p-value = 0.387

Table 13 reflects information regarding the statement that the curriculum of Pakistan Studies has been designed in the light of national and international needs.

**Table 14**

***The Curriculum of Pakistan Studies and Learners' Age, Level and Interest***

| Responses                | SET            | SS/Lecturers   | Lecturers/<br>Assistant Professors/<br>Associate Professors | Total           |
|--------------------------|----------------|----------------|-------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 6<br>(8.60)    | 9<br>(9.90)    | 2<br>(4.10)                                                 | 17<br>(8.10)    |
| <b>Agree</b>             | 31<br>(44.30)  | 29<br>(31.80)  | 14<br>(28.60)                                               | 74<br>(35.20)   |
| <b>Undecided</b>         | 7<br>(10.00)   | 13<br>(14.30)  | 8<br>(16.30)                                                | 28<br>(13.30)   |
| <b>Disagree</b>          | 19<br>(27.10)  | 30<br>(33.00)  | 22<br>(44.90)                                               | 71<br>(33.80)   |
| <b>Strongly Disagree</b> | 7<br>(10.00)   | 10<br>(11.00)  | 3<br>(6.10)                                                 | 20<br>(9.50)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00) | 49<br>(100.00)                                              | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 8.407$

df = 8

p-value = 0.395

Table 14 provides information regarding the statement that the curriculum of Pakistan Studies has been designed in the light of learners' age, level and interest.

**Table 15**

***The Curriculum of Pakistan Studies and Teacher Training Program***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 4<br>(5.70)    | 11<br>(12.10)       | 3<br>(6.10)                                                          | 18<br>(8.60)    |
| <b>Agree</b>             | 20<br>(28.60)  | 18<br>(19.80)       | 2<br>(4.10)                                                          | 40<br>(19.00)   |
| <b>Undecided</b>         | 7<br>(10.00)   | 7<br>(7.70)         | 7<br>(14.30)                                                         | 21<br>(10.00)   |
| <b>Disagree</b>          | 30<br>(42.90)  | 44<br>(48.40)       | 31<br>(63.30)                                                        | 105<br>(50.00)  |
| <b>Strongly Disagree</b> | 9<br>(12.90)   | 11<br>(12.10)       | 6<br>(12.20)                                                         | 26<br>(12.40)   |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 15.336$

df = 8

p-value = 0.053

Table 15 provides information regarding the statement that the curriculum of Pakistan Studies has been designed in the light of teacher training programs.

**Table 16**

***The Curriculum of Pakistan Studies and Students' Physical Development***

| Responses                | SET            | SS/Lecturers   | Lecturers/<br>Assistant Professors/<br>Associate Professors | Total           |
|--------------------------|----------------|----------------|-------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 5<br>(7.10)    | 10<br>(11.00)  | 1<br>(2.00)                                                 | 15<br>(7.10)    |
| <b>Agree</b>             | 16<br>(22.90)  | 23<br>(25.30)  | 7<br>(14.30)                                                | 47<br>(22.40)   |
| <b>Undecided</b>         | 16<br>(22.90)  | 18<br>(19.80)  | 8<br>(16.30)                                                | 42<br>(20.00)   |
| <b>Disagree</b>          | 25<br>(35.70)  | 32<br>(35.20)  | 27<br>(55.10)                                               | 84<br>(40.00)   |
| <b>Strongly Disagree</b> | 8<br>(11.40)   | 8<br>(8.80)    | 6<br>(12.20)                                                | 22<br>(10.50)   |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00) | 49<br>(100.00)                                              | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 9.897$

df = 8

p-value = 0.272

Table 16 gives an idea about the statement that the curriculum of Pakistan Studies focuses on students' physical development.

**Table 17**

***The Curriculum of Pakistan Studies and Students' Psychological Development***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 5<br>(7.10)    | 12<br>(13.20)       | 2<br>(4.10)                                                          | 19<br>(9.00)    |
| <b>Agree</b>             | 21<br>(30.00)  | 27<br>(29.70)       | 18<br>(36.70)                                                        | 66<br>(31.40)   |
| <b>Undecided</b>         | 11<br>(15.70)  | 15<br>(16.50)       | 11<br>(22.40)                                                        | 37<br>(17.60)   |
| <b>Disagree</b>          | 26<br>(37.10)  | 25<br>(27.50)       | 13<br>(26.50)                                                        | 64<br>(30.50)   |
| <b>Strongly Disagree</b> | 7<br>(10.00)   | 12<br>(13.20)       | 5<br>(10.20)                                                         | 24<br>(11.40)   |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 6.749$

df = 8

p-value = 0.564

Table 17 gives an idea about the statement that the curriculum of Pakistan Studies focuses on students' psychological development.

**Table 18*****The Curriculum of Pakistan Studies and Students' Social Development***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 11<br>(15.70)  | 16<br>(17.60)       | 3<br>(6.10)                                                          | 30<br>(14.30)   |
| <b>Agree</b>             | 32<br>(45.70)  | 40<br>(44.00)       | 18<br>(36.70)                                                        | 90<br>(42.90)   |
| <b>Undecided</b>         | 10<br>(14.30)  | 15<br>(16.50)       | 11<br>(22.40)                                                        | 36<br>(17.10)   |
| <b>Disagree</b>          | 16<br>(22.90)  | 19<br>(20.90)       | 14<br>(28.60)                                                        | 49<br>(23.30)   |
| <b>Strongly Disagree</b> | 1<br>(1.40)    | 1<br>(1.10)         | 3<br>(6.10)                                                          | 5<br>(2.40)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 9.420$

df = 8

p-value = 0.308

Table 18 gives an idea about the statement that the curriculum of Pakistan Studies focuses on students' social development.

**Table 19*****The Curriculum of Pakistan Studies and Importance of National Integration***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 20<br>(28.60)  | 19<br>(20.90)       | 12<br>(24.50)                                                        | 51<br>(24.30)   |
| <b>Agree</b>             | 35<br>(50.00)  | 53<br>(58.20)       | 27<br>(55.10)                                                        | 115<br>(54.80)  |
| <b>Undecided</b>         | 4<br>(5.70)    | 3<br>(3.30)         | 5<br>(10.20)                                                         | 12<br>(5.70)    |
| <b>Disagree</b>          | 10<br>(14.30)  | 15<br>(16.50)       | 5<br>(10.20)                                                         | 30<br>(14.30)   |
| <b>Strongly Disagree</b> | 1<br>(1.40)    | 1<br>(1.10)         | 0<br>(0.00)                                                          | 2<br>(1.00)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

Table 19 reflects information regarding the statement that the curriculum of Pakistan Studies highlights the importance of national integration.

**Table 20*****The Curriculum of Pakistan Studies and Importance of Unity***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 17<br>(24.30)  | 20<br>(22.00)       | 9<br>(18.40)                                                         | 46<br>(21.90)   |
| <b>Agree</b>             | 36<br>(51.40)  | 49<br>(53.80)       | 29<br>(59.20)                                                        | 114<br>(54.30)  |
| <b>Undecided</b>         | 4<br>(5.70)    | 8<br>(8.80)         | 3<br>(6.10)                                                          | 15<br>(7.10)    |
| <b>Disagree</b>          | 11<br>(15.70)  | 14<br>(15.40)       | 8<br>(16.30)                                                         | 33<br>(15.70)   |
| <b>Strongly Disagree</b> | 2<br>(2.90)    | 0<br>(0.00)         | 0<br>(0.00)                                                          | 2<br>(1.00)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

Table 20 reveals information regarding the statement that the curriculum of Pakistan Studies highlights the importance of unity.

**Table 21*****The Curriculum of Pakistan Studies and Importance of Patriotism***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 19<br>(27.10)  | 26<br>(28.60)       | 15<br>(30.60)                                                        | 60<br>(28.60)   |
| <b>Agree</b>             | 33<br>(47.10)  | 37<br>(40.70)       | 24<br>(49.00)                                                        | 94<br>(44.80)   |
| <b>Undecided</b>         | 7<br>(10.00)   | 10<br>(11.00)       | 6<br>(12.20)                                                         | 23<br>(11.00)   |
| <b>Disagree</b>          | 9<br>(12.90)   | 10<br>(11.00)       | 4<br>(8.20)                                                          | 23<br>(11.00)   |
| <b>Strongly Disagree</b> | 2<br>(2.90)    | 8<br>(8.80)         | 0<br>(0.00)                                                          | 10<br>(4.80)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

Table 21 reveals information regarding the statement that the curriculum of Pakistan Studies highlights the importance of patriotism.

**Table 22*****Pakistan Studies and Trait of Observation***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 10<br>(14.30)  | 13<br>(14.30)       | 6<br>(12.20)                                                         | 29<br>(13.80)   |
| <b>Agree</b>             | 29<br>(41.40)  | 36<br>(39.60)       | 19<br>(38.80)                                                        | 84<br>(40.00)   |
| <b>Undecided</b>         | 10<br>(14.30)  | 16<br>(17.60)       | 9<br>(18.40)                                                         | 35<br>(16.70)   |
| <b>Disagree</b>          | 19<br>(27.10)  | 22<br>(24.20)       | 15<br>(30.60)                                                        | 56<br>(26.70)   |
| <b>Strongly Disagree</b> | 2<br>(2.90)    | 4<br>(4.40)         | 0<br>(0.00)                                                          | 6<br>(2.90)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

Table 22 shows information regarding the statement that Pakistan Studies encourages in students the trait of observation.

**Table 23**

***Pakistan Studies and Trait of Creativity***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 8<br>(11.40)   | 15<br>(16.50)       | 1<br>(2.00)                                                          | 24<br>(11.40)   |
| <b>Agree</b>             | 26<br>(37.10)  | 27<br>(29.70)       | 11<br>(22.40)                                                        | 64<br>(30.50)   |
| <b>Undecided</b>         | 4<br>(5.70)    | 15<br>(16.50)       | 8<br>(16.30)                                                         | 27<br>(12.90)   |
| <b>Disagree</b>          | 27<br>(38.60)  | 29<br>(31.90)       | 23<br>(46.90)                                                        | 79<br>(37.60)   |
| <b>Strongly Disagree</b> | 5<br>(7.10)    | 5<br>(5.50)         | 6<br>(12.20)                                                         | 16<br>(7.60)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 15.941$

df = 8

p-value = 0.043

Table 23 shows information regarding the statement that Pakistan Studies encourages in students the trait of creativity.

**Table 24**

***The Curriculum of Pakistan Studies and Ideology of Pakistan***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 30<br>(42.90)  | 31<br>(34.10)       | 12<br>(24.50)                                                        | 73<br>(34.80)   |
| <b>Agree</b>             | 25<br>(35.70)  | 39<br>(42.90)       | 24<br>(49.00)                                                        | 88<br>(41.90)   |
| <b>Undecided</b>         | 6<br>(8.60)    | 7<br>(7.70)         | 6<br>(12.20)                                                         | 19<br>(9.00)    |
| <b>Disagree</b>          | 8<br>(11.40)   | 12<br>(13.20)       | 4<br>(8.20)                                                          | 24<br>(11.40)   |
| <b>Strongly Disagree</b> | 1<br>(1.40)    | 2<br>(2.20)         | 3<br>(6.10)                                                          | 6<br>(2.90)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 7.991$$

$$df = 8$$

$$p\text{-value} = 0.434$$

Table 24 shows information regarding the statement that the curriculum of Pakistan Studies promotes an understanding of the ideology of Pakistan.

Table 25

*The Curriculum of Pakistan Studies and a Modern Welfare Islamic State*

| Responses                | SET            | SS/Lecturers   | Lecturers/<br>Assistant Professors/<br>Associate Professors | Total           |
|--------------------------|----------------|----------------|-------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 14<br>(20.00)  | 21<br>(23.10)  | 3<br>(6.10)                                                 | 38<br>(18.10)   |
| <b>Agree</b>             | 27<br>(38.60)  | 26<br>(28.60)  | 23<br>(46.90)                                               | 76<br>(36.20)   |
| <b>Undecided</b>         | 10<br>(14.30)  | 14<br>(15.40)  | 3<br>(6.10)                                                 | 27<br>(12.90)   |
| <b>Disagree</b>          | 15<br>(21.40)  | 27<br>(29.70)  | 18<br>(36.70)                                               | 60<br>(28.60)   |
| <b>Strongly Disagree</b> | 4<br>(5.70)    | 3<br>(3.30)    | 2<br>(4.10)                                                 | 9<br>(4.30)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00) | 49<br>(100.00)                                              | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 13.672$$

$$df = 8$$

$$p\text{-value} = 0.091$$

Table 25 shows information regarding the statement that the curriculum of Pakistan Studies has been designed to make an effort for establishing a modern welfare Islamic state.

**Table 26**

***The Curriculum of Pakistan Studies and Pakistan's Historical Development***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 16<br>(22.90)  | 24<br>(26.40)       | 15<br>(30.60)                                                        | 55<br>(26.20)   |
| <b>Agree</b>             | 47<br>(67.10)  | 44<br>(48.40)       | 27<br>(55.10)                                                        | 118<br>(56.20)  |
| <b>Undecided</b>         | 2<br>(2.90)    | 6<br>(6.60)         | 2<br>(4.10)                                                          | 10<br>(4.80)    |
| <b>Disagree</b>          | 4<br>(5.70)    | 13<br>(14.30)       | 2<br>(4.10)                                                          | 20<br>(9.50)    |
| <b>Strongly Disagree</b> | 1<br>(1.40)    | 4<br>(4.40)         | 3<br>(6.10)                                                          | 7<br>(3.30)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 11.152$        $df = 8$        $p\text{-value} = 0.193$

Table 26 provides information regarding the statement that the curriculum of Pakistan Studies explains the students with various phases of Pakistan's historical development.

**Table 27*****The Curriculum of Pakistan Studies and Pakistan's Political Development***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 15<br>(21.40)  | 18<br>(19.80)       | 8<br>(16.30)                                                         | 41<br>(19.50)   |
| <b>Agree</b>             | 33<br>(47.10)  | 49<br>(53.80)       | 26<br>(53.10)                                                        | 108<br>(51.40)  |
| <b>Undecided</b>         | 10<br>(14.30)  | 13<br>(14.30)       | 3<br>(6.10)                                                          | 26<br>(12.40)   |
| <b>Disagree</b>          | 12<br>(17.10)  | 11<br>(12.10)       | 9<br>(18.40)                                                         | 32<br>(15.20)   |
| <b>Strongly Disagree</b> | 0<br>(0.00)    | 0<br>(0.00)         | 3<br>(6.10)                                                          | 3<br>(1.40)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

Table 27 provides information regarding the statement that the curriculum of Pakistan Studies explains the students with various phases of Pakistan's political development.

**Table 28**

***The Curriculum of Pakistan Studies and Pakistan's Constitutional Development***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 17<br>(24.30)  | 21<br>(23.10)       | 13<br>(26.50)                                                        | 51<br>(24.30)   |
| <b>Agree</b>             | 30<br>(42.90)  | 47<br>(51.60)       | 21<br>(42.90)                                                        | 98<br>(46.70)   |
| <b>Undecided</b>         | 9<br>(12.90)   | 7<br>(7.70)         | 5<br>(10.20)                                                         | 21<br>(10.00)   |
| <b>Disagree</b>          | 11<br>(15.70)  | 10<br>(11.00)       | 7<br>(14.30)                                                         | 28<br>(13.30)   |
| <b>Strongly Disagree</b> | 3<br>(4.30)    | 6<br>(6.60)         | 3<br>(6.10)                                                          | 12<br>(5.70)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 3.162$        $df = 8$        $p\text{-value} = 0.924$

Table 28 provides information regarding the statement that the curriculum of Pakistan Studies explains the students with various phases of Pakistan's constitutional development.

**Table 29**

***Contents of Pakistan Studies and Multi-Cultural Heritage of Pakistan***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 12<br>(17.10)  | 7<br>(7.70)         | 7<br>(14.30)                                                         | 26<br>(12.40)   |
| <b>Agree</b>             | 31<br>(44.30)  | 53<br>(58.20)       | 33<br>(67.30)                                                        | 117<br>(55.70)  |
| <b>Undecided</b>         | 16<br>(22.90)  | 13<br>(14.30)       | 5<br>(10.20)                                                         | 34<br>(16.20)   |
| <b>Disagree</b>          | 10<br>(14.30)  | 15<br>(16.50)       | 4<br>(8.20)                                                          | 29<br>(13.80)   |
| <b>Strongly Disagree</b> | 1<br>(1.40)    | 3<br>(3.30)         | 0<br>(0.00)                                                          | 4<br>(1.90)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

Table 29 gives an idea about the statement that the contents of Pakistan Studies indoctrinate awareness about the multi-cultural heritage of Pakistan.

**Table 30**

***The Curriculum of Pakistan Studies and Physical Features and Human Resources of Pakistan***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 11<br>(15.70)  | 12<br>(13.20)       | 3<br>(6.10)                                                          | 26<br>(12.40)   |
| <b>Agree</b>             | 35<br>(50.00)  | 41<br>(45.10)       | 27<br>(55.10)                                                        | 103<br>(49.00)  |
| <b>Undecided</b>         | 6<br>(8.60)    | 12<br>(13.20)       | 11<br>(22.40)                                                        | 29<br>(13.80)   |
| <b>Disagree</b>          | 15<br>(21.40)  | 23<br>(25.30)       | 4<br>(8.20)                                                          | 42<br>(20.00)   |
| <b>Strongly Disagree</b> | 3<br>(4.30)    | 3<br>(3.30)         | 4<br>(8.20)                                                          | 10<br>(4.80)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 13.370$        $df = 8$        $p\text{-value} = 0.100$

Table 30 shows information regarding the statement that the curriculum of Pakistan Studies develops understanding of the physical features and human resources of Pakistan.

**Table 31**

***The Curriculum of Pakistan Studies and Role of the People in the Development of the Society***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 13<br>(18.60)  | 15<br>(16.50)       | 2<br>(4.10)                                                          | 30<br>(14.30)   |
| <b>Agree</b>             | 25<br>(35.70)  | 34<br>(37.40)       | 20<br>(40.80)                                                        | 79<br>(37.60)   |
| <b>Undecided</b>         | 11<br>(15.70)  | 17<br>(18.70)       | 10<br>(20.40)                                                        | 38<br>(18.10)   |
| <b>Disagree</b>          | 20<br>(28.60)  | 19<br>(20.90)       | 15<br>(30.60)                                                        | 54<br>(25.70)   |
| <b>Strongly Disagree</b> | 1<br>(1.40)    | 6<br>(6.60)         | 2<br>(4.10)                                                          | 9<br>(4.30)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 9.338$$

$$df = 8$$

$$p\text{-value} = 0.315$$

Table 31 provides information regarding the statement that the curriculum of Pakistan Studies develops positive attitudes towards the role of the people in the development of the society.

Table 32

*The Curriculum of Pakistan Studies and Pakistan's International Relations*

| Responses                | SET            | SS/Lecturers   | Lecturers/<br>Assistant Professors/<br>Associate Professors | Total           |
|--------------------------|----------------|----------------|-------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 13<br>(18.60)  | 14<br>(15.40)  | 8<br>(16.30)                                                | 35<br>(16.70)   |
| <b>Agree</b>             | 20<br>(28.60)  | 46<br>(50.50)  | 18<br>(36.70)                                               | 84<br>(40.00)   |
| <b>Undecided</b>         | 15<br>(21.40)  | 15<br>(16.50)  | 9<br>(18.40)                                                | 39<br>(18.60)   |
| <b>Disagree</b>          | 15<br>(21.40)  | 9<br>(9.90)    | 10<br>(20.40)                                               | 34<br>(16.20)   |
| <b>Strongly Disagree</b> | 7<br>(10.00)   | 7<br>(7.70)    | 4<br>(8.20)                                                 | 18<br>(8.60)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00) | 49<br>(100.00)                                              | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 9.930$$

$$df = 8$$

$$p\text{-value} = 0.270$$

Table 32 presents information regarding the statement that the curriculum of Pakistan Studies develops awareness in relation to Pakistan's international relations.

**Table 33*****Pakistan Studies Curricula and Clarity of their Objectives***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 12<br>(17.10)  | 22<br>(24.20)       | 3<br>(6.10)                                                          | 37<br>(17.60)   |
| <b>Agree</b>             | 20<br>(28.60)  | 31<br>(34.10)       | 18<br>(36.70)                                                        | 69<br>(32.90)   |
| <b>Undecided</b>         | 14<br>(20.00)  | 15<br>(16.50)       | 14<br>(28.60)                                                        | 43<br>(20.50)   |
| <b>Disagree</b>          | 22<br>(31.40)  | 19<br>(20.90)       | 10<br>(20.40)                                                        | 51<br>(24.30)   |
| <b>Strongly Disagree</b> | 2<br>(2.90)    | 4<br>(4.40)         | 4<br>(8.20)                                                          | 10<br>(4.80)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 12.804$$

$$df = 8$$

$$p\text{-value} = 0.119$$

Table 33 presents information regarding the statement that the objectives of Pakistan Studies curricula are clear.

**Table 34**

***The Objectives of Pakistan Studies Curricula and their Achievement***

| Responses                | SET            | SS/Lecturers   | Lecturers/<br>Assistant Professors/<br>Associate Professors | Total           |
|--------------------------|----------------|----------------|-------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 12<br>(17.10)  | 11<br>(12.10)  | 2<br>(4.10)                                                 | 25<br>(11.90)   |
| <b>Agree</b>             | 21<br>(30.00)  | 42<br>(46.20)  | 14<br>(28.60)                                               | 77<br>(36.70)   |
| <b>Undecided</b>         | 18<br>(25.70)  | 18<br>(19.80)  | 15<br>(30.60)                                               | 51<br>(24.30)   |
| <b>Disagree</b>          | 18<br>(25.70)  | 18<br>(19.80)  | 14<br>(28.60)                                               | 50<br>(23.80)   |
| <b>Strongly Disagree</b> | 1<br>(1.40)    | 2<br>(2.20)    | 4<br>(8.20)                                                 | 7<br>(3.30)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00) | 49<br>(100.00)                                              | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 15.457$        $df = 8$        $p\text{-value} = 0.051$

Table 34 presents information regarding the statement that the objectives of Pakistan Studies curricula are achievable.

**Table 35**

***The objectives of Pakistan Studies curricula and their meaningfulness***

| Responses                | SET            | SS/Lecturers   | Lecturers/<br>Assistant Professors/<br>Associate Professors | Total           |
|--------------------------|----------------|----------------|-------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 9<br>(12.90)   | 16<br>(17.80)0 | 2<br>(4.10)                                                 | 27<br>(12.90)   |
| <b>Agree</b>             | 25<br>(35.70)  | 37<br>(41.10)  | 21<br>(42.90)                                               | 83<br>(39.70)   |
| <b>Undecided</b>         | 17<br>(24.30)  | 18<br>(20.00)  | 9<br>(18.40)                                                | 44<br>(21.10)   |
| <b>Disagree</b>          | 18<br>(25.70)  | 18<br>(20.00)  | 14<br>(28.60)                                               | 50<br>(23.90)   |
| <b>Strongly Disagree</b> | 1<br>(1.40)    | 1<br>(1.10)    | 3<br>(6.10)                                                 | 5<br>(2.40)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00) | 49<br>(100.00)                                              | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 10.473$$

$$df = 8$$

$$p\text{-value} = 0.233$$

Table 35 presents information regarding the statement that the objectives of Pakistan Studies curricula are meaningful.

**Table 36**

***The Objectives of Pakistan Studies Curricula and their Observability***

| Responses                | SET            | SS/Lecturers   | Lecturers/<br>Assistant Professors/<br>Associate Professors | Total           |
|--------------------------|----------------|----------------|-------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 7<br>(10.00)   | 13<br>(14.30)  | 3<br>(6.10)                                                 | 23<br>(11.00)   |
| <b>Agree</b>             | 24<br>(34.30)  | 34<br>(37.40)  | 17<br>(34.70)                                               | 75<br>(35.70)   |
| <b>Undecided</b>         | 19<br>(27.10)  | 16<br>(17.60)  | 14<br>(28.60)                                               | 49<br>(23.30)   |
| <b>Disagree</b>          | 17<br>(24.30)  | 25<br>(27.50)  | 9<br>(18.40)                                                | 51<br>(24.30)   |
| <b>Strongly Disagree</b> | 3<br>(4.30)    | 3<br>(3.30)    | 6<br>(12.20)                                                | 12<br>(5.70)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00) | 49<br>(100.00)                                              | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 10.375$$

$$df = 8$$

$$p\text{-value} = 0.240$$

Table 36 presents information regarding the statement that the objectives of Pakistan Studies curricula are observable.

**Table 37**

***Contents of Pakistan Studies and Research Base***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 10<br>(14.30)  | 12<br>(13.20)       | 3<br>(6.10)                                                          | 25<br>(11.90)   |
| <b>Agree</b>             | 19<br>(27.10)  | 20<br>(22.00)       | 7<br>(14.30)                                                         | 46<br>(21.90)   |
| <b>Undecided</b>         | 7<br>(10.00)   | 12<br>(13.20)       | 7<br>(14.30)                                                         | 26<br>(12.40)   |
| <b>Disagree</b>          | 26<br>(37.10)  | 41<br>(45.10)       | 29<br>(59.20)                                                        | 96<br>(45.70)   |
| <b>Strongly Disagree</b> | 8<br>(11.40)   | 6<br>(6.60)         | 3<br>(6.10)                                                          | 17<br>(8.10)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 9.051$$

$$df = 8$$

$$p\text{-value} = 0.338$$

Table 37 presents information regarding the statement that the contents of Pakistan Studies are research based.

**Table 38*****Contents of Pakistan Studies and Opinion Base***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 11<br>(15.70)  | 14<br>(15.40)       | 3<br>(6.10)                                                          | 28<br>(13.30)   |
| <b>Agree</b>             | 33<br>(47.10)  | 29<br>(31.90)       | 31<br>(63.30)                                                        | 93<br>(44.30)   |
| <b>Undecided</b>         | 11<br>(15.70)  | 25<br>(27.50)       | 5<br>(10.20)                                                         | 41<br>(19.50)   |
| <b>Disagree</b>          | 14<br>(20.00)  | 22<br>(24.20)       | 8<br>(16.30)                                                         | 44<br>(21.00)   |
| <b>Strongly Disagree</b> | 1<br>(1.40)    | 1<br>(1.10)         | 2<br>(4.10)                                                          | 4<br>(1.90)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 18.019$

df = 8

p-value = 0.021

Table 38 provides information regarding the statement that the contents of Pakistan Studies are opinion based.

**Table 39*****Contents of Pakistan Studies and Future Oriented Base***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 7<br>(10.00)   | 12<br>(13.20)       | 2<br>(4.10)                                                          | 21<br>(10.00)   |
| <b>Agree</b>             | 20<br>(28.60)  | 22<br>(24.20)       | 9<br>(18.40)                                                         | 51<br>(24.30)   |
| <b>Undecided</b>         | 16<br>(22.90)  | 21<br>(23.10)       | 11<br>(22.40)                                                        | 48<br>(22.90)   |
| <b>Disagree</b>          | 24<br>(34.30)  | 36<br>(39.60)       | 23<br>(46.90)                                                        | 83<br>(39.50)   |
| <b>Strongly Disagree</b> | 3<br>(4.30)    | 0<br>(0.00)         | 4<br>(8.20)                                                          | 7<br>(3.30)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

Table 39 reflects information regarding the statement that the contents of Pakistan Studies are future oriented based.

**Table 40**

***Contents of Pakistan Studies and Vertical Alignment/Continuity***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 4<br>(5.70)    | 8<br>(8.80)         | 1<br>(2.00)                                                          | 13<br>(6.20)    |
| <b>Agree</b>             | 29<br>(41.40)  | 36<br>(39.60)       | 15<br>(30.60)                                                        | 80<br>(38.10)   |
| <b>Undecided</b>         | 22<br>(31.40)  | 22<br>(24.20)       | 14<br>(28.60)                                                        | 58<br>(27.60)   |
| <b>Disagree</b>          | 14<br>(20.00)  | 22<br>(24.20)       | 13<br>(26.50)                                                        | 50<br>(23.80)   |
| <b>Strongly Disagree</b> | 1<br>(1.40)    | 3<br>(3.30)         | 6<br>(12.20)                                                         | 9<br>(4.30)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 12.514$        $df = 8$        $p\text{-value} = 0.130$

Table 40 presents information regarding the statement that the contents of Pakistan Studies have vertical alignment/continuity.

**Table 41*****Contents of Pakistan Studies and Logical Development***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 3<br>(4.30)    | 9<br>(9.90)         | 2<br>(4.10)                                                          | 14<br>(6.70)    |
| <b>Agree</b>             | 32<br>(45.70)  | 28<br>(30.80)       | 15<br>(30.60)                                                        | 75<br>(35.70)   |
| <b>Undecided</b>         | 18<br>(25.70)  | 27<br>(29.70)       | 11<br>(22.40)                                                        | 56<br>(26.70)   |
| <b>Disagree</b>          | 16<br>(22.90)  | 23<br>(25.30)       | 16<br>(32.70)                                                        | 55<br>(26.20)   |
| <b>Strongly Disagree</b> | 1<br>(1.40)    | 4<br>(4.40)         | 5<br>(10.20)                                                         | 10<br>(4.80)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 11.918$$

$$df = 8$$

$$p\text{-value} = 0.155$$

Table 41 presents information regarding the statement that the contents of Pakistan Studies have logical development.

**Table 42**

***Contents of Pakistan Studies and Students' Interest***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 10<br>(14.30)  | 20<br>(22.00)       | 3<br>(6.10)                                                          | 33<br>(15.70)   |
| <b>Agree</b>             | 23<br>(32.90)  | 19<br>(20.90)       | 11<br>(22.40)                                                        | 53<br>(25.20)   |
| <b>Undecided</b>         | 12<br>(17.10)  | 19<br>(20.90)       | 8<br>(16.30)                                                         | 39<br>(18.60)   |
| <b>Disagree</b>          | 22<br>(31.40)  | 29<br>(31.90)       | 22<br>(44.90)                                                        | 73<br>(34.80)   |
| <b>Strongly Disagree</b> | 3<br>(4.30)    | 4<br>(4.40)         | 5<br>(10.20)                                                         | 12<br>(5.70)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 12.295$$

$$df = 8$$

$$p\text{-value} = 0.139$$

Table 42 presents information regarding the statement that the contents of Pakistan Studies serve the interest of the students.

**Table 43**

***Contents of Pakistan Studies and Requirements of Higher Education***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 7<br>(10.00)   | 6<br>(6.60)         | 1<br>(2.00)                                                          | 14<br>(6.70)    |
| <b>Agree</b>             | 25<br>(35.70)  | 27<br>(29.70)       | 12<br>(24.50)                                                        | 64<br>(30.50)   |
| <b>Undecided</b>         | 6<br>(8.60)    | 15<br>(16.50)       | 9<br>(18.40)                                                         | 30<br>(14.30)   |
| <b>Disagree</b>          | 28<br>(40.00)  | 38<br>(41.80)       | 23<br>(46.90)                                                        | 89<br>(42.40)   |
| <b>Strongly Disagree</b> | 4<br>(5.70)    | 5<br>(5.50)         | 4<br>(8.20)                                                          | 13<br>(6.20)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 7.192$$

$$df = 8$$

$$p\text{-value} = 0.516$$

Table 43 presents information regarding the statement that the contents of Pakistan Studies meet the requirements of higher education.

**Table 44**

***Contents of Pakistan Studies and Current and Future Socio- Economic Demands***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 7<br>(10.00)   | 8<br>(8.80)         | 0<br>(0.00)                                                          | 15<br>(7.10)    |
| <b>Agree</b>             | 23<br>(32.90)  | 33<br>(36.30)       | 16<br>(32.70)                                                        | 72<br>(34.30)   |
| <b>Undecided</b>         | 9<br>(12.90)   | 11<br>(12.10)       | 11<br>(22.40)                                                        | 31<br>(14.80)   |
| <b>Disagree</b>          | 28<br>(40.00)  | 37<br>(40.70)       | 18<br>(36.70)                                                        | 83<br>(39.50)   |
| <b>Strongly Disagree</b> | 3<br>(4.30)    | 2<br>(2.20)         | 4<br>(8.20)                                                          | 9<br>(4.30)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

Table 44 provides information regarding the statement that the contents of Pakistan Studies take into account the current and future socio-economic demands.

Table 45

*Contents of Pakistan Studies and Students' Awareness of their Problems*

| Responses                | SET            | SS/Lecturers   | Lecturers/<br>Assistant Professors/<br>Associate Professors | Total           |
|--------------------------|----------------|----------------|-------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 8<br>(11.40)   | 12<br>(13.20)  | 3<br>(6.10)                                                 | 23<br>(11.00)   |
| <b>Agree</b>             | 17<br>(24.30)  | 28<br>(30.80)  | 12<br>(24.50)                                               | 57<br>(27.10)   |
| <b>Undecided</b>         | 15<br>(21.40)  | 16<br>(17.60)  | 4<br>(8.20)                                                 | 35<br>(16.70)   |
| <b>Disagree</b>          | 24<br>(34.30)  | 32<br>(35.20)  | 27<br>(55.10)                                               | 83<br>(39.50)   |
| <b>Strongly Disagree</b> | 6<br>(8.60)    | 3<br>(3.30)    | 3<br>(6.10)                                                 | 12<br>(5.70)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00) | 49<br>(100.00)                                              | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 11.253$$

$$df = 8$$

$$p\text{-value} = 0.188$$

Table 45 presents information regarding the statement that the contents of Pakistan Studies enable the students to be aware of their problems.

**Table 46**

***Contents of Pakistan Studies and Occupational Characteristics of the Community***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 3<br>(4.30)    | 3<br>(3.30)         | 2<br>(4.10)                                                          | 8<br>(3.80)     |
| <b>Agree</b>             | 31<br>(44.30)  | 21<br>(23.10)       | 13<br>(26.50)                                                        | 65<br>(31.00)   |
| <b>Undecided</b>         | 14<br>(20.00)  | 21<br>(23.10)       | 10<br>(20.40)                                                        | 45<br>(21.40)   |
| <b>Disagree</b>          | 20<br>(28.60)  | 41<br>(45.10)       | 24<br>(49.00)                                                        | 85<br>(40.50)   |
| <b>Strongly Disagree</b> | 2<br>(2.90)    | 5<br>(5.50)         | 0<br>(0.00)                                                          | 7<br>(3.30)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

Table 46 provides information regarding the statement that the contents of Pakistan Studies reflect major occupational characteristics of the community.

**Table 47*****Contents of Pakistan Studies and Cultural Heritage of the Society***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 6<br>(8.60)    | 11<br>(12.10)       | 2<br>(4.10)                                                          | 19<br>(9.00)    |
| <b>Agree</b>             | 34<br>(48.60)  | 42<br>(46.20)       | 27<br>(55.10)                                                        | 103<br>(49.00)  |
| <b>Undecided</b>         | 9<br>(12.90)   | 15<br>(16.50)       | 7<br>(14.30)                                                         | 31<br>(14.80)   |
| <b>Disagree</b>          | 18<br>(25.70)  | 20<br>(22.00)       | 13<br>(26.50)                                                        | 51<br>(24.30)   |
| <b>Strongly Disagree</b> | 3<br>(4.30)    | 3<br>(3.30)         | 0<br>(0.00)                                                          | 6<br>(2.90)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

Table 47 indicates information regarding the statement that the contents of Pakistan Studies preserve the cultural heritage of the society.

**Table 48**

***Contents of Pakistan Studies and Problem Solving***

| Responses                | SET            | SS/Lecturers   | Lecturers/<br>Assistant Professors/<br>Associate Professors | Total           |
|--------------------------|----------------|----------------|-------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 4<br>(5.70)    | 8<br>(8.80)    | 2<br>(4.10)                                                 | 14<br>(6.70)    |
| <b>Agree</b>             | 25<br>(35.70)  | 31<br>(34.10)  | 11<br>(22.40)                                               | 67<br>(31.90)   |
| <b>Undecided</b>         | 10<br>(14.30)  | 10<br>(11.00)  | 8<br>(16.30)                                                | 28<br>(13.30)   |
| <b>Disagree</b>          | 30<br>(42.90)  | 35<br>(38.50)  | 27<br>(55.10)                                               | 92<br>(43.80)   |
| <b>Strongly Disagree</b> | 1<br>(1.40)    | 7<br>(7.70)    | 1<br>(2.00)                                                 | 9<br>(4.30)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00) | 49<br>(100.00)                                              | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 10.188$$

$$df = 8$$

$$p\text{-value} = 0.252$$

Table 48 presents information regarding the statement that the contents of Pakistan Studies are treated as problem solving.

**Table 49*****Contents of Pakistan Studies and Development of Social Consciousness***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 7<br>(10.00)   | 8<br>(8.80)         | 1<br>(2.00)                                                          | 16<br>(7.60)    |
| <b>Agree</b>             | 25<br>(35.70)  | 48<br>(52.70)       | 21<br>(42.90)                                                        | 94<br>(44.80)   |
| <b>Undecided</b>         | 13<br>(18.60)  | 13<br>(14.30)       | 10<br>(20.40)                                                        | 36<br>(17.10)   |
| <b>Disagree</b>          | 20<br>(28.60)  | 17<br>(18.70)       | 16<br>(32.70)                                                        | 53<br>(25.20)   |
| <b>Strongly Disagree</b> | 5<br>(7.10)    | 5<br>(5.50)         | 1<br>(2.00)                                                          | 11<br>(5.20)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 10.502$$

$$df = 8$$

$$p\text{-value} = 0.232$$

Table 49 presents information regarding the statement that the contents of Pakistan Studies help in the development of social consciousness among the people.

**Table 50*****Contents of Pakistan Studies and Practical Experiences***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 7<br>(10.00)   | 4<br>(4.40)         | 3<br>(6.10)                                                          | 14<br>(6.70)    |
| <b>Agree</b>             | 18<br>(25.70)  | 28<br>(30.80)       | 15<br>(30.60)                                                        | 61<br>(29.00)   |
| <b>Undecided</b>         | 15<br>(21.40)  | 15<br>(16.50)       | 8<br>(16.30)                                                         | 38<br>(18.10)   |
| <b>Disagree</b>          | 25<br>(35.70)  | 38<br>(41.80)       | 20<br>(40.80)                                                        | 83<br>(39.50)   |
| <b>Strongly Disagree</b> | 5<br>(7.10)    | 6<br>(6.60)         | 3<br>(6.10)                                                          | 14<br>(6.70)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 3.379$$

$$df = 8$$

$$p\text{-value} = 0.908$$

Table 50 presents information regarding the statement that the contents of Pakistan Studies provide adequate practical experiences to the students.

**Table 51*****Curriculum of Pakistan Studies and Urban Context of Children***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 4<br>(5.70)    | 2<br>(2.20)         | 3<br>(6.10)                                                          | 9<br>(4.30)     |
| <b>Agree</b>             | 30<br>(42.90)  | 49<br>(53.80)       | 24<br>(49.00)                                                        | 103<br>(49.00)  |
| <b>Undecided</b>         | 19<br>(27.10)  | 14<br>(15.40)       | 11<br>(22.40)                                                        | 44<br>(21.00)   |
| <b>Disagree</b>          | 12<br>(17.10)  | 24<br>(26.40)       | 10<br>(20.40)                                                        | 46<br>(21.90)   |
| <b>Strongly Disagree</b> | 5<br>(7.10)    | 2<br>(2.20)         | 1<br>(2.00)                                                          | 8<br>(3.80)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 9.967$$

$$df = 8$$

$$p\text{-value} = 0.267$$

Table 51 shows information regarding the statement that the curriculum of Pakistan Studies has been formulated in urban context of children.

Table 52

*Curriculum of Pakistan Studies and Rural Context of Children*

| Responses                | SET            | SS/Lecturers   | Lecturers/<br>Assistant Professors/<br>Associate Professors | Total           |
|--------------------------|----------------|----------------|-------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 2<br>(2.90)    | 4<br>(4.40)    | 2<br>(4.10)                                                 | 8<br>(3.80)     |
| <b>Agree</b>             | 26<br>(37.10)  | 31<br>(34.10)  | 15<br>(30.60)                                               | 72<br>(34.30)   |
| <b>Undecided</b>         | 21<br>(30.00)  | 21<br>(23.10)  | 13<br>(26.50)                                               | 55<br>(26.20)   |
| <b>Disagree</b>          | 15<br>(21.40)  | 28<br>(30.80)  | 16<br>(32.70)                                               | 59<br>(28.10)   |
| <b>Strongly Disagree</b> | 6<br>(8.60)    | 7<br>(7.70)    | 3<br>(6.10)                                                 | 16<br>(7.60)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00) | 49<br>(100.00)                                              | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 3.275$$

$$df = 8$$

$$p\text{-value} = 0.916$$

Table 52 shows information regarding the statement that the curriculum of Pakistan Studies has been formulated in rural context of children.

**Table 53**

***Pakistan Studies Contents and Aspirations of Mankind for a Higher and Richer Culture***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 1<br>(1.40)    | 7<br>(7.70)         | 2<br>(4.10)                                                          | 10<br>(4.80)    |
| <b>Agree</b>             | 32<br>(45.70)  | 34<br>(37.40)       | 12<br>(24.50)                                                        | 78<br>(37.10)   |
| <b>Undecided</b>         | 14<br>(20.00)  | 11<br>(12.10)       | 13<br>(26.50)                                                        | 38<br>(18.10)   |
| <b>Disagree</b>          | 20<br>(28.60)  | 30<br>(33.00)       | 21<br>(42.90)                                                        | 71<br>(33.80)   |
| <b>Strongly Disagree</b> | 3<br>(4.30)    | 9<br>(9.90)         | 1<br>(2.00)                                                          | 13<br>(6.20)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 16.261$        $df = 8$        $p\text{-value} = 0.039$

Table 53 shows information regarding the statement that Pakistan Studies contents are capable of satisfying the aspirations of mankind for a higher and richer culture.

**Table 54*****Pakistan Studies Contents and Generation after Generation***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 5<br>(7.10)    | 2<br>(2.20)         | 2<br>(4.10)                                                          | 9<br>(4.30)     |
| <b>Agree</b>             | 31<br>(44.30)  | 28<br>(30.80)       | 11<br>(22.40)                                                        | 70<br>(33.30)   |
| <b>Undecided</b>         | 7<br>(10.00)   | 23<br>(25.30)       | 11<br>(22.40)                                                        | 41<br>(19.50)   |
| <b>Disagree</b>          | 24<br>(34.30)  | 32<br>(35.20)       | 23<br>(46.90)                                                        | 79<br>(37.60)   |
| <b>Strongly Disagree</b> | 3<br>(4.30)    | 6<br>(6.60)         | 2<br>(4.10)                                                          | 11<br>(5.20)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 13.761$$

$$df = 8$$

$$p\text{-value} = 0.088$$

Table 54 shows information regarding the statement that Pakistan Studies contents have been highly prized by generation after generation.

**Table 55**

***Pakistan Studies Contents and Social Intercommunication***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 9<br>(12.90)   | 3<br>(3.30)         | 1<br>(2.00)                                                          | 13<br>(6.20)    |
| <b>Agree</b>             | 32<br>(45.70)  | 40<br>(44.00)       | 16<br>(32.70)                                                        | 88<br>(41.90)   |
| <b>Undecided</b>         | 8<br>(11.40)   | 24<br>(26.40)       | 13<br>(26.50)                                                        | 45<br>(21.40)   |
| <b>Disagree</b>          | 17<br>(24.30)  | 19<br>(20.90)       | 16<br>(32.70)                                                        | 52<br>(24.80)   |
| <b>Strongly Disagree</b> | 4<br>(5.70)    | 5<br>(5.50)         | 3<br>(6.10)                                                          | 12<br>(5.70)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 15.669$        $df = 8$        $p\text{-value} = 0.047$

Table 55 shows information regarding the statement that Pakistan Studies contents provide the opportunities for social intercommunication.

**Table 56*****Pakistan Studies Contents and Citizenship Activities***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 10<br>(14.30)  | 8<br>(8.80)         | 3<br>(6.10)                                                          | 21<br>(10.00)   |
| <b>Agree</b>             | 23<br>(32.90)  | 44<br>(48.40)       | 20<br>(40.80)                                                        | 87<br>(41.40)   |
| <b>Undecided</b>         | 8<br>(11.40)   | 11<br>(12.10)       | 9<br>(18.40)                                                         | 28<br>(13.30)   |
| <b>Disagree</b>          | 27<br>(38.60)  | 17<br>(18.70)       | 16<br>(32.70)                                                        | 60<br>(28.60)   |
| <b>Strongly Disagree</b> | 2<br>(2.90)    | 11<br>(12.10)       | 1<br>(2.00)                                                          | 14<br>(6.70)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 18.614$$

$$df = 8$$

$$p\text{-value} = 0.017$$

Table 56 shows information regarding the statement that Pakistan Studies contents help to promote citizenship activities.

**Table 57**

***Pakistan Studies Contents and Mental Fitness***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 8<br>(11.40)   | 4<br>(4.40)         | 1<br>(2.00)                                                          | 13<br>(6.20)    |
| <b>Agree</b>             | 24<br>(34.30)  | 32<br>(35.20)       | 8<br>(16.30)                                                         | 64<br>(30.50)   |
| <b>Undecided</b>         | 10<br>(14.30)  | 17<br>(18.70)       | 12<br>(24.50)                                                        | 39<br>(18.60)   |
| <b>Disagree</b>          | 25<br>(35.70)  | 32<br>(35.20)       | 26<br>(53.10)                                                        | 83<br>(39.50)   |
| <b>Strongly Disagree</b> | 3<br>(4.30)    | 6<br>(6.60)         | 2<br>(4.10)                                                          | 11<br>(5.20)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 14.297$      $df = 8$      $p\text{-value} = 0.074$

Table 57 shows information regarding the statement that Pakistan Studies contents help in keeping students mentally fit.

**Table 58*****Pakistan Studies Contents and Proper Home Life***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 4<br>(5.70)    | 4<br>(4.40)         | 1<br>(2.00)                                                          | 9<br>(4.30)     |
| <b>Agree</b>             | 21<br>(30.00)  | 21<br>(23.10)       | 10<br>(20.40)                                                        | 52<br>(24.80)   |
| <b>Undecided</b>         | 8<br>(11.40)   | 22<br>(24.20)       | 14<br>(28.60)                                                        | 44<br>(21.00)   |
| <b>Disagree</b>          | 31<br>(44.30)  | 36<br>(39.60)       | 21<br>(42.90)                                                        | 88<br>(41.90)   |
| <b>Strongly Disagree</b> | 6<br>(8.60)    | 8<br>(8.80)         | 3<br>(6.10)                                                          | 17<br>(8.10)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 7.541$        $df = 8$        $p\text{-value} = 0.480$

Table 58 shows information regarding the statement that Pakistan Studies contents assist in the maintenance of a proper home life.

**Table 59**

***Pakistan Studies Contents and Solving Pupil Problem***

| Responses                | SET            | SS/Lecturers   | Lecturers/<br>Assistant Professors/<br>Associate Professors | Total           |
|--------------------------|----------------|----------------|-------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 5<br>(7.10)    | 5<br>(5.50)    | 1<br>(2.00)                                                 | 11<br>(5.20)    |
| <b>Agree</b>             | 23<br>(32.90)  | 21<br>(23.10)  | 8<br>(16.30)                                                | 52<br>(24.80)   |
| <b>Undecided</b>         | 10<br>(14.30)  | 26<br>(28.60)  | 10<br>(20.40)                                               | 46<br>(21.90)   |
| <b>Disagree</b>          | 27<br>(38.60)  | 32<br>(35.20)  | 23<br>(46.90)                                               | 82<br>(39.00)   |
| <b>Strongly Disagree</b> | 5<br>(7.10)    | 7<br>(7.70)    | 7<br>(14.30)                                                | 19<br>(9.00)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00) | 49<br>(100.00)                                              | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 11.657$      $df = 8$      $p\text{-value} = 0.167$

Table 59 shows information regarding the statement that Pakistan Studies contents help in solving pupil problems.

**Table 60**

***Pakistan Studies Contents and Needs of Learners***

| Responses                | SET            | SS/Lecturers   | Lecturers/<br>Assistant Professors/<br>Associate Professors | Total           |
|--------------------------|----------------|----------------|-------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 6<br>(8.60)    | 7<br>(7.70)    | 1<br>(2.00)                                                 | 14<br>(6.70)    |
| <b>Agree</b>             | 19<br>(27.10)  | 30<br>(33.00)  | 11<br>(22.40)                                               | 60<br>(28.60)   |
| <b>Undecided</b>         | 11<br>(15.70)  | 22<br>(24.20)  | 9<br>(18.40)                                                | 42<br>(20.00)   |
| <b>Disagree</b>          | 31<br>(44.30)  | 31<br>(34.10)  | 23<br>(46.90)                                               | 85<br>(40.50)   |
| <b>Strongly Disagree</b> | 3<br>(4.30)    | 1<br>(1.10)    | 5<br>(10.20)                                                | 9<br>(4.30)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00) | 49<br>(100.00)                                              | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 12.749$      $df = 8$      $p\text{-value} = 0.121$

Table 61 shows information regarding the statement that Pakistan Studies contents satisfy the needs of the learners.

**Table 61*****Pakistan Studies Contents and Interest of the Learners***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 9<br>(12.90)   | 10<br>(11.00)       | 3<br>(6.10)                                                          | 22<br>(10.50)   |
| <b>Agree</b>             | 22<br>(31.40)  | 29<br>(31.90)       | 11<br>(22.40)                                                        | 62<br>(29.50)   |
| <b>Undecided</b>         | 12<br>(17.10)  | 13<br>(14.30)       | 8<br>(16.30)                                                         | 33<br>(15.70)   |
| <b>Disagree</b>          | 21<br>(30.00)  | 29<br>(31.90)       | 23<br>(46.90)                                                        | 73<br>(34.80)   |
| <b>Strongly Disagree</b> | 6<br>(8.60)    | 10<br>(11.00)       | 4<br>(8.20)                                                          | 20<br>(9.50)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 5.728$$

$$df = 8$$

$$p\text{-value} = 0.678$$

Table 61 shows information regarding the statement that Pakistan Studies contents are interesting to the learners.

**Table 62**

***Pakistan Studies Contents and Choosing Vocations***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 6<br>(8.60)    | 7<br>(7.70)         | 1<br>(2.00)                                                          | 14<br>(6.70)    |
| <b>Agree</b>             | 19<br>(27.10)  | 30<br>(33.00)       | 11<br>(22.40)                                                        | 60<br>(28.60)   |
| <b>Undecided</b>         | 11<br>(15.70)  | 22<br>(24.20)       | 9<br>(18.40)                                                         | 42<br>(20.00)   |
| <b>Disagree</b>          | 31<br>(44.30)  | 31<br>(34.10)       | 23<br>(46.90)                                                        | 85<br>(40.50)   |
| <b>Strongly Disagree</b> | 3<br>(4.30)    | 1<br>(1.10)         | 5<br>(10.20)                                                         | 9<br>(4.30)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 5.959$$

$$df = 8$$

$$p\text{-value} = 0.652$$

Table 62 shows information regarding the statement that Pakistan Studies contents help in choosing vocations.

**Table 63*****Lecture Method and Pakistan Studies***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 25<br>(35.70)  | 36<br>(39.60)       | 18<br>(36.70)                                                        | 79<br>(37.60)   |
| <b>Agree</b>             | 41<br>(58.60)  | 41<br>(45.10)       | 25<br>(51.00)                                                        | 107<br>(51.00)  |
| <b>Undecided</b>         | 0<br>(0.00)    | 0<br>(0.00)         | 1<br>(2.00)                                                          | 1<br>(0.50)     |
| <b>Disagree</b>          | 4<br>(5.70)    | 12<br>(13.20)       | 4<br>(8.20)                                                          | 20<br>(9.50)    |
| <b>Strongly Disagree</b> | 0<br>(0.00)    | 2<br>(2.20)         | 1<br>(2.00)                                                          | 3<br>(1.40)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

Table 63 provides information regarding the statement that teachers use lecture method for teaching Pakistan Studies.

**Table 64*****Activity Method and Pakistan Studies***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 15<br>(21.40)  | 18<br>(19.80)       | 6<br>(12.20)                                                         | 39<br>(18.60)   |
| <b>Agree</b>             | 27<br>(38.60)  | 41<br>(45.10)       | 18<br>(36.70)                                                        | 86<br>(41.00)   |
| <b>Undecided</b>         | 8<br>(11.40)   | 8<br>(8.80)         | 8<br>(16.30)                                                         | 24<br>(11.40)   |
| <b>Disagree</b>          | 19<br>(27.10)  | 20<br>(22.00)       | 14<br>(28.60)                                                        | 53<br>(25.20)   |
| <b>Strongly Disagree</b> | 1<br>(1.40)    | 4<br>(4.40)         | 3<br>(6.10)                                                          | 8<br>(3.80)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 6.213$$

$$df = 8$$

$$p\text{-value} = 0.623$$

Table 64 provides information regarding the statement that teachers use activity method for teaching Pakistan Studies.

**Table 65**

***Project Method and Pakistan Studies***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 9<br>(12.90)   | 7<br>(7.70)         | 5<br>(10.20)                                                         | 21<br>(10.00)   |
| <b>Agree</b>             | 21<br>(30.00)  | 33<br>(36.30)       | 11<br>(22.40)                                                        | 65<br>(31.00)   |
| <b>Undecided</b>         | 5<br>(7.10)    | 8<br>(8.80)         | 10<br>(20.40)                                                        | 23<br>(11.00)   |
| <b>Disagree</b>          | 30<br>(42.90)  | 37<br>(40.70)       | 20<br>(40.80)                                                        | 87<br>(41.40)   |
| <b>Strongly Disagree</b> | 5<br>(7.10)    | 6<br>(6.60)         | 3<br>(6.10)                                                          | 14<br>(6.70)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 8.467$        $df = 8$        $p\text{-value} = 0.389$

Table 65 shows information regarding the statement that teachers use project method for teaching Pakistan Studies.

**Table 66*****Textbook Method and Pakistan Studies***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 10<br>(14.30)  | 21<br>(23.10)       | 6<br>(12.20)                                                         | 37<br>(17.60)   |
| <b>Agree</b>             | 39<br>(55.70)  | 31<br>(34.10)       | 16<br>(32.70)                                                        | 86<br>(41.00)   |
| <b>Undecided</b>         | 6<br>(8.60)    | 7<br>(7.70)         | 8<br>(16.30)                                                         | 21<br>(10.00)   |
| <b>Disagree</b>          | 12<br>(17.10)  | 28<br>(30.80)       | 17<br>(34.70)                                                        | 57<br>(27.10)   |
| <b>Strongly Disagree</b> | 3<br>(4.30)    | 4<br>(4.40)         | 2<br>(4.10)                                                          | 9<br>(4.30)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 15.031$        $df = 8$        $p\text{-value} = 0.059$

Table 66 shows information regarding the statement that teachers use textbook method for teaching Pakistan Studies.

**Table 67*****Discussion Method and Pakistan Studies***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 18<br>(25.70)  | 15<br>(16.50)       | 12<br>(24.50)                                                        | 45<br>(21.40)   |
| <b>Agree</b>             | 26<br>(37.10)  | 38<br>(41.80)       | 16<br>(32.70)                                                        | 80<br>(38.10)   |
| <b>Undecided</b>         | 5<br>(7.10)    | 13<br>(14.30)       | 5<br>(10.20)                                                         | 23<br>(11.00)   |
| <b>Disagree</b>          | 21<br>(30.00)  | 24<br>(26.40)       | 15<br>(30.60)                                                        | 60<br>(28.60)   |
| <b>Strongly Disagree</b> | 0<br>(0.00)    | 1<br>(1.10)         | 1<br>(2.00)                                                          | 2<br>(1.00)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

Table 67 shows information regarding the statement that teachers use discussion method for teaching Pakistan Studies.

**Table 68*****Role Playing/Socio-Drama Method and Pakistan Studies***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 12<br>(17.10)  | 21<br>(23.10)       | 6<br>(12.20)                                                         | 39<br>(18.60)   |
| <b>Agree</b>             | 18<br>(25.70)  | 20<br>(22.00)       | 11<br>(22.40)                                                        | 49<br>(23.30)   |
| <b>Undecided</b>         | 5<br>(7.10)    | 13<br>(14.30)       | 14<br>(28.60)                                                        | 32<br>(15.20)   |
| <b>Disagree</b>          | 34<br>(48.60)  | 35<br>(38.50)       | 16<br>(32.70)                                                        | 85<br>(40.50)   |
| <b>Strongly Disagree</b> | 1<br>(1.40)    | 2<br>(2.20)         | 2<br>(4.10)                                                          | 5<br>(2.40)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 14.007 \quad df = 8 \quad p\text{-value} = 0.082$$

Table 68 shows information regarding the statement that teachers use role playing/socio-drama method for teaching Pakistan Studies.

**Table 69**

***Assignment Method and Pakistan Studies***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 9<br>(12.90)   | 16<br>(17.60)       | 9<br>(18.40)                                                         | 34<br>(16.20)   |
| <b>Agree</b>             | 28<br>(40.00)  | 40<br>(44.00)       | 15<br>(30.60)                                                        | 83<br>(39.50)   |
| <b>Undecided</b>         | 5<br>(7.10)    | 9<br>(9.90)         | 7<br>(14.30)                                                         | 21<br>(10.00)   |
| <b>Disagree</b>          | 24<br>(34.30)  | 23<br>(25.30)       | 17<br>(34.70)                                                        | 64<br>(30.50)   |
| <b>Strongly Disagree</b> | 4<br>(5.70)    | 3<br>(3.30)         | 1<br>(2.00)                                                          | 8<br>(3.80)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 6.205$        $df = 8$        $p\text{-value} = 0.624$

Table 69 shows information regarding the statement that teachers use assignment method for teaching Pakistan Studies.

**Table 70*****Study Trips and Exhibition Method and Pakistan Studies***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 10<br>(14.30)  | 20<br>(22.00)       | 8<br>(16.30)                                                         | 38<br>(18.10)   |
| <b>Agree</b>             | 29<br>(41.40)  | 28<br>(30.80)       | 19<br>(38.80)                                                        | 76<br>(36.20)   |
| <b>Undecided</b>         | 3<br>(4.30)    | 6<br>(6.60)         | 3<br>(6.10)                                                          | 12<br>(5.70)    |
| <b>Disagree</b>          | 26<br>(37.10)  | 33<br>(36.30)       | 17<br>(34.70)                                                        | 76<br>(36.20)   |
| <b>Strongly Disagree</b> | 2<br>(2.90)    | 4<br>(4.40)         | 2<br>(4.10)                                                          | 8<br>(3.80)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 3.458$$

$$df = 8$$

$$p\text{-value} = 0.902$$

Table 70 shows information regarding the statement that teachers use study trips and exhibition method for teaching Pakistan Studies.

**Table 71*****Textbook and Pakistan Studies***

| <b>Responses</b>         | <b>SET</b>         | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|--------------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 28<br>(40.00)      | 38<br>(41.80)       | 12<br>(24.50)                                                        | 78<br>(37.10)   |
| <b>Agree</b>             | 38<br>(54.30)      | 36<br>(39.60)       | 25<br>(51.00)                                                        | 99<br>(47.10)   |
| <b>Undecided</b>         | 1<br>(1.40)        | 8<br>(8.80)         | 1<br>(2.00)                                                          | 10<br>(4.80)    |
| <b>Disagree</b>          | 2<br>(2.90)        | 7<br>(7.70)         | 10<br>(20.40)                                                        | 19<br>(9.00)    |
| <b>Strongly Disagree</b> | 1<br>(1.40)        | 2<br>(2.20)         | 1<br>(2.00)                                                          | 4<br>(1.90)     |
| <b>Total</b>             | 70<br>(100.00<br>) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 20.578$        $df = 8$        $p\text{-value} = 0.008$

Table 71 shows information regarding the statement that teachers use textbook as teaching aid for teaching Pakistan Studies.

**Table 72**

***Television and Pakistan Studies***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 13<br>(18.60)  | 19<br>(20.90)       | 7<br>(14.30)                                                         | 39<br>(18.60)   |
| <b>Agree</b>             | 13<br>(18.60)  | 18<br>(19.80)       | 9<br>(18.40)                                                         | 40<br>(19.00)   |
| <b>Undecided</b>         | 9<br>(12.90)   | 13<br>(14.30)       | 7<br>(14.30)                                                         | 29<br>(13.80)   |
| <b>Disagree</b>          | 32<br>(45.70)  | 32<br>(35.20)       | 24<br>(49.00)                                                        | 88<br>(41.90)   |
| <b>Strongly Disagree</b> | 3<br>(4.30)    | 9<br>(9.90)         | 2<br>(4.10)                                                          | 14<br>(6.70)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 5.179$$

$$df = 8$$

$$p\text{-value} = 0.738$$

Table 72 shows information regarding the statement that teachers use television as teaching aid for teaching Pakistan Studies.

**Table 73**

***Chalk board/black board and Pakistan Studies***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 20<br>(28.60)  | 30<br>(33.00)       | 7<br>(14.30)                                                         | 57<br>(27.10)   |
| <b>Agree</b>             | 24<br>(34.30)  | 38<br>(41.80)       | 27<br>(55.10)                                                        | 89<br>(42.40)   |
| <b>Undecided</b>         | 6<br>(8.60)    | 6<br>(6.60)         | 4<br>(8.20)                                                          | 16<br>(7.60)    |
| <b>Disagree</b>          | 18<br>(25.70)  | 15<br>(16.50)       | 9<br>(18.40)                                                         | 42<br>(20.00)   |
| <b>Strongly Disagree</b> | 2<br>(2.90)    | 2<br>(1.10)         | 2<br>(4.10)                                                          | 6<br>(2.90)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 9.530$        $df = 8$        $p\text{-value} = 0.300$

Table 73 shows information regarding the statement that teachers use chalk board/black board as teaching aid for teaching Pakistan Studies.

**Table 74**

***Film Strips and Pakistan Studies***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 8<br>(11.40)   | 12<br>(13.20)       | 2<br>(4.10)                                                          | 22<br>(10.50)   |
| <b>Agree</b>             | 21<br>(30.00)  | 19<br>(20.90)       | 10<br>(20.40)                                                        | 50<br>(23.80)   |
| <b>Undecided</b>         | 7<br>(10.00)   | 17<br>(18.70)       | 7<br>(14.30)                                                         | 31<br>(14.80)   |
| <b>Disagree</b>          | 32<br>(45.70)  | 38<br>(41.80)       | 29<br>(59.20)                                                        | 99<br>(47.10)   |
| <b>Strongly Disagree</b> | 2<br>(2.90)    | 5<br>(5.50)         | 1<br>(2.00)                                                          | 8<br>(3.80)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 9.678$        $df = 8$        $p\text{-value} = 0.288$

Table 74 shows information regarding the statement that teachers use film strips as teaching aids for teaching Pakistan Studies.

**Table 75**

***Slides and Pakistan Studies***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 8<br>(11.40)   | 6<br>(6.60)         | 4<br>(8.20)                                                          | 18<br>(8.60)    |
| <b>Agree</b>             | 19<br>(27.10)  | 24<br>(26.40)       | 6<br>(12.20)                                                         | 49<br>(23.30)   |
| <b>Undecided</b>         | 5<br>(7.10)    | 17<br>(18.70)       | 7<br>(14.30)                                                         | 29<br>(13.80)   |
| <b>Disagree</b>          | 35<br>(50.00)  | 36<br>(39.60)       | 30<br>(61.20)                                                        | 101<br>(48.10)  |
| <b>Strongly Disagree</b> | 3<br>(4.30)    | 8<br>(8.80)         | 2<br>(4.10)                                                          | 13<br>(6.20)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 13.238 \quad df = 8 \quad p\text{-value} = 0.104$$

Table 75 shows information regarding the statement that teachers use slides as teaching aids for teaching Pakistan Studies.

**Table 76**

***Projectors and Pakistan Studies***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 6<br>(8.60)    | 8<br>(8.80)         | 2<br>(4.10)                                                          | 16<br>(7.60)    |
| <b>Agree</b>             | 16<br>(22.90)  | 20<br>(22.00)       | 10<br>(20.40)                                                        | 46<br>(21.90)   |
| <b>Undecided</b>         | 10<br>(14.30)  | 16<br>(17.60)       | 9<br>(18.40)                                                         | 35<br>(16.70)   |
| <b>Disagree</b>          | 35<br>(50.00)  | 37<br>(40.70)       | 26<br>(53.10)                                                        | 98<br>(46.70)   |
| <b>Strongly Disagree</b> | 3<br>(4.30)    | 10<br>(11.00)       | 2<br>(4.10)                                                          | 15<br>(7.10)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 6.128$$

$$df = 8$$

$$p\text{-value} = 0.633$$

Table 76 shows information regarding the statement that teachers use projectors as teaching aids for teaching Pakistan Studies.

**Table 77**

***Pictures and Pakistan Studies***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 12<br>(17.10)  | 16<br>(17.60)       | 2<br>(4.10)                                                          | 30<br>(14.30)   |
| <b>Agree</b>             | 33<br>(47.10)  | 36<br>(39.60)       | 21<br>(42.90)                                                        | 90<br>(42.90)   |
| <b>Undecided</b>         | 2<br>(2.90)    | 11<br>(12.10)       | 4<br>(8.20)                                                          | 17<br>(8.10)    |
| <b>Disagree</b>          | 22<br>(31.40)  | 23<br>(25.30)       | 20<br>(40.80)                                                        | 65<br>(31.00)   |
| <b>Strongly Disagree</b> | 1<br>(1.40)    | 5<br>(5.50)         | 2<br>(4.10)                                                          | 8<br>(3.80)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 13.582$        $df = 8$        $p\text{-value} = 0.093$

Table 77 shows information regarding the statement that teachers use pictures as teaching aids for teaching Pakistan Studies.

**Table 78*****Models and Pakistan Studies***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 12<br>(17.10)  | 12<br>(13.20)       | 4<br>(8.20)                                                          | 28<br>(13.30)   |
| <b>Agree</b>             | 29<br>(41.40)  | 29<br>(31.90)       | 18<br>(36.70)                                                        | 76<br>(36.20)   |
| <b>Undecided</b>         | 5<br>(7.10)    | 15<br>(16.50)       | 5<br>(10.20)                                                         | 25<br>(11.90)   |
| <b>Disagree</b>          | 22<br>(31.40)  | 32<br>(35.20)       | 19<br>(38.80)                                                        | 73<br>(34.80)   |
| <b>Strongly Disagree</b> | 2<br>(2.90)    | 3<br>(3.30)         | 3<br>(6.10)                                                          | 8<br>(3.80)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 7.178$$

$$df = 8$$

$$p\text{-value} = 0.518$$

Table 78 shows information regarding the statement that teachers use models as teaching aids for teaching Pakistan Studies.

**Table 79*****Specimens and Pakistan Studies***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 8<br>(11.40)   | 7<br>(7.70)         | 3<br>(6.10)                                                          | 18<br>(8.60)    |
| <b>Agree</b>             | 20<br>(28.60)  | 28<br>(30.80)       | 8<br>(16.30)                                                         | 56<br>(26.70)   |
| <b>Undecided</b>         | 11<br>(15.70)  | 17<br>(18.70)       | 16<br>(32.70)                                                        | 44<br>(21.00)   |
| <b>Disagree</b>          | 28<br>(40.00)  | 35<br>(38.50)       | 20<br>(40.80)                                                        | 83<br>(39.50)   |
| <b>Strongly Disagree</b> | 3<br>(4.30)    | 4<br>(4.40)         | 2<br>(4.10)                                                          | 9<br>(4.30)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 8.126$        $df = 8$        $p\text{-value} = 0.421$

Table 79 shows information regarding the statement that teachers use specimens as teaching aids for teaching Pakistan Studies.

**Table 80*****Maps and Pakistan Studies***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 23<br>(32.90)  | 33<br>(36.30)       | 17<br>(34.70)                                                        | 73<br>(34.80)   |
| <b>Agree</b>             | 28<br>(40.00)  | 37<br>(40.70)       | 22<br>(44.90)                                                        | 87<br>(41.40)   |
| <b>Undecided</b>         | 3<br>(4.30)    | 2<br>(2.20)         | 1<br>(2.00)                                                          | 6<br>(2.90)     |
| <b>Disagree</b>          | 16<br>(22.90)  | 15<br>(16.50)       | 7<br>(14.30)                                                         | 38<br>(18.10)   |
| <b>Strongly Disagree</b> | 0<br>(0.00)    | 4<br>(4.40)         | 2<br>(4.10)                                                          | 6<br>(2.90)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

Table 80 shows information regarding the statement that teachers use maps as teaching aids for teaching Pakistan Studies.

**Table 81*****Globe and Pakistan Studies***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 22<br>(31.40)  | 40<br>(44.00)       | 14<br>(28.60)                                                        | 76<br>(36.20)   |
| <b>Agree</b>             | 24<br>(34.30)  | 34<br>(37.40)       | 20<br>(40.80)                                                        | 78<br>(37.10)   |
| <b>Undecided</b>         | 4<br>(5.70)    | 4<br>(4.40)         | 2<br>(4.10)                                                          | 10<br>(4.80)    |
| <b>Disagree</b>          | 20<br>(28.60)  | 12<br>(13.20)       | 11<br>(22.40)                                                        | 43<br>(20.50)   |
| <b>Strongly Disagree</b> | 0<br>(0.00)    | 1<br>(1.10)         | 2<br>(4.10)                                                          | 3<br>(1.40)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

Table 81 shows information regarding the statement that teachers use globe as teaching aid for teaching Pakistan Studies.

Table 82

*Graphs and Pakistan Studies*

| Responses                | SET            | SS/Lecturers   | Lecturers/<br>Assistant Professors/<br>Associate Professors | Total           |
|--------------------------|----------------|----------------|-------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 15<br>(21.40)  | 22<br>(24.20)  | 8<br>(16.30)                                                | 45<br>(21.40)   |
| <b>Agree</b>             | 27<br>(38.60)  | 39<br>(42.90)  | 18<br>(36.70)                                               | 84<br>(40.00)   |
| <b>Undecided</b>         | 10<br>(14.30)  | 9<br>(9.90)    | 5<br>(10.20)                                                | 24<br>(11.40)   |
| <b>Disagree</b>          | 17<br>(24.30)  | 20<br>(22.00)  | 16<br>(32.70)                                               | 53<br>(25.20)   |
| <b>Strongly Disagree</b> | 1<br>(1.40)    | 1<br>(1.10)    | 2<br>(4.10)                                                 | 4<br>(1.90)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00) | 49<br>(100.00)                                              | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 5.109$$

$$df = 8$$

$$p\text{-value} = 0.746$$

Table 82 shows information regarding the statement that teachers use graphs as teaching aids for teaching Pakistan Studies.

**Table 83*****Charts and Pakistan Studies***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 20<br>(28.60)  | 30<br>(33.00)       | 8<br>(16.30)                                                         | 58<br>(27.60)   |
| <b>Agree</b>             | 21<br>(30.00)  | 30<br>(33.00)       | 23<br>(46.90)                                                        | 74<br>(35.20)   |
| <b>Undecided</b>         | 11<br>(15.70)  | 13<br>(14.30)       | 2<br>(4.10)                                                          | 26<br>(12.40)   |
| <b>Disagree</b>          | 18<br>(25.70)  | 17<br>(18.70)       | 14<br>(28.60)                                                        | 49<br>(23.30)   |
| <b>Strongly Disagree</b> | 0<br>(0.00)    | 1<br>(1.10)         | 2<br>(4.10)                                                          | 3<br>(1.40)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

Table 83 shows information regarding the statement that teachers use charts as teaching aids for teaching Pakistan Studies.

Table 84

*Radio and Pakistan Studies*

| Responses                | SET            | SS/Lecturers   | Lecturers/<br>Assistant Professors/<br>Associate Professors | Total           |
|--------------------------|----------------|----------------|-------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 8<br>(11.40)   | 9<br>(9.90)    | 3<br>(6.10)                                                 | 20<br>(9.50)    |
| <b>Agree</b>             | 20<br>(28.60)  | 20<br>(22.00)  | 12<br>(24.50)                                               | 52<br>(24.80)   |
| <b>Undecided</b>         | 10<br>(14.30)  | 16<br>(17.60)  | 9<br>(18.40)                                                | 35<br>(16.70)   |
| <b>Disagree</b>          | 29<br>(41.40)  | 39<br>(42.90)  | 21<br>(42.90)                                               | 89<br>(42.40)   |
| <b>Strongly Disagree</b> | 3<br>(4.30)    | 7<br>(7.70)    | 4<br>(8.20)                                                 | 14<br>(6.70)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00) | 49<br>(100.00)                                              | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 2.866$

df = 8

p-value = 0.942

Table 84 shows information regarding the statement that teachers use radio as teaching aid for teaching Pakistan Studies.

**Table 85**

***Tape recorder and Pakistan Studies***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 6<br>(8.60)    | 8<br>(8.80)         | 2<br>(4.10)                                                          | 16<br>(7.60)    |
| <b>Agree</b>             | 20<br>(28.60)  | 20<br>(22.00)       | 9<br>(18.40)                                                         | 49<br>(23.30)   |
| <b>Undecided</b>         | 10<br>(14.30)  | 14<br>(15.40)       | 13<br>(26.50)                                                        | 37<br>(17.60)   |
| <b>Disagree</b>          | 29<br>(41.40)  | 40<br>(44.00)       | 21<br>(42.90)                                                        | 90<br>(42.90)   |
| <b>Strongly Disagree</b> | 5<br>(7.10)    | 9<br>(9.90)         | 4<br>(8.20)                                                          | 18<br>(8.60)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 5.793$        $df = 8$        $p\text{-value} = 0.670$

Table 85 shows information regarding the statement that teachers use tape recorder as teaching aid for teaching Pakistan Studies.

**Table 86**

***Multimedia and Pakistan Studies***

| Responses                | SET            | SS/Lecturers   | Lecturers/<br>Assistant Professors/<br>Associate Professors | Total           |
|--------------------------|----------------|----------------|-------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 7<br>(10.00)   | 16<br>(17.60)  | 7<br>(14.30)                                                | 30<br>(14.30)   |
| <b>Agree</b>             | 20<br>(28.60)  | 16<br>(17.60)  | 11<br>(22.40)                                               | 47<br>(22.40)   |
| <b>Undecided</b>         | 11<br>(15.70)  | 11<br>(12.10)  | 7<br>(14.30)                                                | 29<br>(13.80)   |
| <b>Disagree</b>          | 27<br>(38.60)  | 36<br>(39.60)  | 20<br>(40.80)                                               | 83<br>(39.50)   |
| <b>Strongly Disagree</b> | 5<br>(7.10)    | 12<br>(13.20)  | 4<br>(8.20)                                                 | 21<br>(10.00)   |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00) | 49<br>(100.00)                                              | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 5.812$        $df = 8$        $p\text{-value} = 0.668$

Table 86 shows information regarding the statement that teachers use multimedia as teaching aid for teaching Pakistan Studies.

**Table 87**

***Essay type tests and Pakistan Studies***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 24<br>(34.30)  | 37<br>(40.70)       | 14<br>(28.60)                                                        | 75<br>(35.70)   |
| <b>Agree</b>             | 37<br>(52.90)  | 43<br>(47.30)       | 25<br>(51.00)                                                        | 105<br>(50.00)  |
| <b>Undecided</b>         | 2<br>(2.90)    | 1<br>(1.10)         | 2<br>(4.10)                                                          | 5<br>(2.40)     |
| <b>Disagree</b>          | 5<br>(7.10)    | 7<br>(7.70)         | 7<br>(14.30)                                                         | 19<br>(9.00)    |
| <b>Strongly Disagree</b> | 2<br>(2.90)    | 3<br>(3.30)         | 1<br>(2.00)                                                          | 6<br>(2.90)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 5.042$$

$$df = 8$$

$$p\text{-value} = 0.753$$

Table 87 shows information regarding the statement that essay type tests are used for evaluating students in Pakistan Studies.

**Table 88*****Extended Response Tests and Pakistan Studies***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 9<br>(12.90)   | 10<br>(11.00)       | 5<br>(10.20)                                                         | 24<br>(11.40)   |
| <b>Agree</b>             | 35<br>(50.00)  | 45<br>(49.50)       | 24<br>(49.00)                                                        | 104<br>(49.50)  |
| <b>Undecided</b>         | 11<br>(15.70)  | 16<br>(17.60)       | 7<br>(14.30)                                                         | 34<br>(16.20)   |
| <b>Disagree</b>          | 14<br>(20.00)  | 17<br>(18.70)       | 12<br>(24.50)                                                        | 43<br>(20.50)   |
| <b>Strongly Disagree</b> | 1<br>(1.40)    | 3<br>(3.30)         | 1<br>(2.00)                                                          | 5<br>(2.40)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 1.587$$

$$df = 8$$

$$p\text{-value} = 0.991$$

Table 88 shows information regarding the statement that extended response tests are used for evaluating students in Pakistan Studies.

**Table 89*****Restricted Response Tests and Pakistan Studies***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 11<br>(15.70)  | 13<br>(14.30)       | 4<br>(8.20)                                                          | 28<br>(13.30)   |
| <b>Agree</b>             | 31<br>(44.30)  | 39<br>(42.90)       | 16<br>(32.70)                                                        | 86<br>(41.00)   |
| <b>Undecided</b>         | 14<br>(20.00)  | 22<br>(24.20)       | 9<br>(18.40)                                                         | 45<br>(21.40)   |
| <b>Disagree</b>          | 14<br>(20.00)  | 15<br>(16.50)       | 19<br>(38.80)                                                        | 48<br>(22.90)   |
| <b>Strongly Disagree</b> | 0<br>(0.00)    | 2<br>(2.20)         | 1<br>(2.00)                                                          | 3<br>(1.40)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

Table 89 shows information regarding the statement that restricted response tests are used for evaluating students in Pakistan Studies.

**Table 90*****Objective Type Tests and Pakistan Studies***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/<br/>Lecturers</b> | <b>Lecturers/<br/>Assistant<br/>Professors/<br/>Associate<br/>Professors</b> | <b>Total</b>    |
|--------------------------|----------------|--------------------------|------------------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 28<br>(40.00)  | 33<br>(36.30)            | 11<br>(22.40)                                                                | 72<br>(34.30)   |
| <b>Agree</b>             | 34<br>(48.60)  | 46<br>(50.50)            | 22<br>(44.90)                                                                | 102<br>(48.60)  |
| <b>Undecided</b>         | 3<br>(4.30)    | 6<br>(6.60)              | 6<br>(12.20)                                                                 | 15<br>(7.10)    |
| <b>Disagree</b>          | 4<br>(5.70)    | 6<br>(6.60)              | 10<br>(20.40)                                                                | 20<br>(9.50)    |
| <b>Strongly Disagree</b> | 1<br>(1.40)    | 0<br>(0.00)              | 0<br>(0.00)                                                                  | 1<br>(0.50)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)           | 49<br>(100.00)                                                               | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

Table 90 shows information regarding the statement that objective type tests are used for evaluating students in Pakistan Studies.

**Table 91*****Short Answer Items and Pakistan Studies***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 28<br>(40.00)  | 33<br>(36.30)       | 12<br>(24.50)                                                        | 73<br>(34.80)   |
| <b>Agree</b>             | 35<br>(50.00)  | 50<br>(54.90)       | 28<br>(57.10)                                                        | 113<br>(53.80)  |
| <b>Undecided</b>         | 2<br>(2.90)    | 3<br>(3.30)         | 2<br>(4.10)                                                          | 7<br>(3.30)     |
| <b>Disagree</b>          | 5<br>(7.10)    | 4<br>(4.40)         | 7<br>(14.30)                                                         | 16<br>(7.60)    |
| <b>Strongly Disagree</b> | 0<br>(0.00)    | 1<br>(1.10)         | 0<br>(0.00)                                                          | 1<br>(0.50)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

Table 91 shows information regarding the statement that short answer items are used for evaluating students in Pakistan Studies.

**Table 92**

***True False Items and Pakistan Studies***

| Responses                | SET            | SS/Lecturers   | Lecturers/<br>Assistant Professors/<br>Associate Professors | Total           |
|--------------------------|----------------|----------------|-------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 23<br>(32.90)  | 27<br>(29.70)  | 11<br>(22.40)                                               | 61<br>(29.00)   |
| <b>Agree</b>             | 34<br>(48.60)  | 44<br>(48.40)  | 17<br>(34.70)                                               | 95<br>(45.20)   |
| <b>Undecided</b>         | 1<br>(1.40)    | 9<br>(9.90)    | 7<br>(14.30)                                                | 17<br>(8.10)    |
| <b>Disagree</b>          | 11<br>(15.70)  | 10<br>(11.00)  | 13<br>(26.50)                                               | 34<br>(16.20)   |
| <b>Strongly Disagree</b> | 1<br>(1.40)    | 1<br>(1.10)    | 1<br>(2.00)                                                 | 3<br>(1.40)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00) | 49<br>(100.00)                                              | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 14.157 \quad df = 8 \quad p\text{-value} = 0.078$$

Table 92 shows information regarding the statement that true false items are used for evaluating students in Pakistan Studies.

**Table 93*****Multiple Choice Items and Pakistan Studies***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 26<br>(37.10)  | 35<br>(38.50)       | 12<br>(24.50)                                                        | 73<br>(34.80)   |
| <b>Agree</b>             | 30<br>(42.90)  | 45<br>(49.50)       | 18<br>(36.70)                                                        | 93<br>(44.30)   |
| <b>Undecided</b>         | 2<br>(2.90)    | 4<br>(4.40)         | 6<br>(12.20)                                                         | 12<br>(5.70)    |
| <b>Disagree</b>          | 11<br>(15.70)  | 6<br>(6.60)         | 12<br>(24.50)                                                        | 29<br>(13.80)   |
| <b>Strongly Disagree</b> | 1<br>(1.40)    | 1<br>(1.10)         | 1<br>(2.00)                                                          | 3<br>(1.40)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$$\chi^2 = 15.966$$

$$df = 8$$

$$p\text{-value} = 0.043$$

Table 93 shows information regarding the statement that multiple choice items are used for evaluating students in Pakistan Studies.

**Table 94*****Matching Type Items and Pakistan Studies***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 19<br>(27.10)  | 29<br>(31.90)       | 7<br>(14.30)                                                         | 55<br>(26.20)   |
| <b>Agree</b>             | 32<br>(45.70)  | 35<br>(38.50)       | 15<br>(30.60)                                                        | 82<br>(39.00)   |
| <b>Undecided</b>         | 3<br>(4.30)    | 8<br>(8.80)         | 10<br>(20.40)                                                        | 21<br>(10.00)   |
| <b>Disagree</b>          | 16<br>(22.90)  | 18<br>(19.80)       | 17<br>(34.70)                                                        | 51<br>(24.30)   |
| <b>Strongly Disagree</b> | 0<br>(0.00)    | 1<br>(1.10)         | 0<br>(0.00)                                                          | 1<br>(.50)      |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

Table 94 shows information regarding the statement that matching type items are used for evaluating students in Pakistan Studies.

**Table 95**

***Completion Type Items and Pakistan Studies***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 20<br>(28.60)  | 22<br>(24.20)       | 4<br>(8.20)                                                          | 46<br>(21.90)   |
| <b>Agree</b>             | 26<br>(37.10)  | 35<br>(38.50)       | 17<br>(34.70)                                                        | 78<br>(37.10)   |
| <b>Undecided</b>         | 8<br>(11.40)   | 10<br>(11.00)       | 8<br>(16.30)                                                         | 26<br>(12.40)   |
| <b>Disagree</b>          | 16<br>(22.90)  | 22<br>(24.20)       | 20<br>(40.80)                                                        | 58<br>(27.60)   |
| <b>Strongly Disagree</b> | 0<br>(0.00)    | 2<br>(2.20)         | 0<br>(.00)                                                           | 2<br>(1.00)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

Table 95 shows information regarding the statement that completion type items are used for evaluating students in Pakistan Studies.

**Table 96**

***The Items in the Question Papers and Knowledge***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/ Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|----------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 26<br>(37.10)  | 24<br>(26.40)        | 10<br>(20.40)                                                        | 60<br>(28.60)   |
| <b>Agree</b>             | 31<br>(44.30)  | 48<br>(52.70)        | 17<br>(34.70)                                                        | 96<br>(45.70)   |
| <b>Undecided</b>         | 5<br>(7.10)    | 6<br>(6.60)          | 10<br>(20.40)                                                        | 21<br>(10.00)   |
| <b>Disagree</b>          | 8<br>(11.40)   | 9<br>(9.90)          | 12<br>(24.50)                                                        | 29<br>(13.80)   |
| <b>Strongly Disagree</b> | 0<br>(0.00)    | 4<br>(4.40)          | 0<br>(0.00)                                                          | 4<br>(1.90)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)       | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

Table 96 shows information regarding the statement that the items in the question papers prepared by Boards of Intermediate and Secondary Education/Universities possess knowledge.

**Table 97**

***The Items in the Question Papers and Comprehension***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 20<br>(28.60)  | 19<br>(20.90)       | 10<br>(20.40)                                                        | 49<br>(23.30)   |
| <b>Agree</b>             | 36<br>(51.40)  | 41<br>(45.10)       | 21<br>(42.90)                                                        | 98<br>(46.70)   |
| <b>Undecided</b>         | 6<br>(8.60)    | 11<br>(12.10)       | 11<br>(22.40)                                                        | 28<br>(13.30)   |
| <b>Disagree</b>          | 8<br>(11.40)   | 16<br>(17.60)       | 7<br>(14.30)                                                         | 31<br>(14.80)   |
| <b>Strongly Disagree</b> | 0<br>(0.00)    | 4<br>(4.40)         | 0<br>(0.00)                                                          | 4<br>(1.90)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

Table 97 shows information regarding the statement that the items in the question papers prepared by Boards of Intermediate and Secondary Education/Universities possess comprehension.

**Table 98**

***The Items in the Question Papers and Application***

| Responses                | SET            | SS/Lecturers   | Lecturers/<br>Assistant Professors/<br>Associate Professors | Total           |
|--------------------------|----------------|----------------|-------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 11<br>(15.70)  | 11<br>(12.10)  | 6<br>(12.20)                                                | 28<br>(13.30)   |
| <b>Agree</b>             | 23<br>(32.90)  | 29<br>(31.90)  | 7<br>(14.30)                                                | 59<br>(28.10)   |
| <b>Undecided</b>         | 13<br>(18.60)  | 22<br>(24.20)  | 15<br>(30.60)                                               | 50<br>(23.80)   |
| <b>Disagree</b>          | 22<br>(31.40)  | 27<br>(29.70)  | 20<br>(40.80)                                               | 69<br>(32.90)   |
| <b>Strongly Disagree</b> | 1<br>(1.40)    | 2<br>(2.20)    | 1<br>(2.00)                                                 | 4<br>(1.90)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00) | 49<br>(100.00)                                              | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 7.962$        $df = 8$        $p\text{-value} = 0.437$

Table 98 shows information regarding the statement that the items in the question papers prepared by Boards of Intermediate and Secondary Education/Universities possess application.

**Table 99**

***The Items in the Question Papers and Analysis***

| Responses                | SET            | SS/Lecturers   | Lecturers/<br>Assistant Professors/<br>Associate Professors | Total           |
|--------------------------|----------------|----------------|-------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 7<br>(10.00)   | 13<br>(14.30)  | 6<br>(12.20)                                                | 26<br>(12.40)   |
| <b>Agree</b>             | 30<br>(42.90)  | 23<br>(25.30)  | 14<br>(28.60)                                               | 67<br>(31.90)   |
| <b>Undecided</b>         | 12<br>(17.10)  | 17<br>(18.70)  | 11<br>(22.40)                                               | 40<br>(19.00)   |
| <b>Disagree</b>          | 19<br>(27.10)  | 32<br>(35.20)  | 16<br>(32.70)                                               | 67<br>(31.90)   |
| <b>Strongly Disagree</b> | 2<br>(2.90)    | 6<br>(6.60)    | 2<br>(4.10)                                                 | 10<br>(4.80)    |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00) | 49<br>(100.00)                                              | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 7.113$        $df = 8$        $p\text{-value} = 0.525$

Table 99 shows information regarding the statement that the items in the question papers prepared by Boards of Intermediate and Secondary Education/Universities possess analysis.

**Table 100*****The Items in the Question Papers and Synthesis***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 8<br>(11.40)   | 10<br>(11.00)       | 2<br>(4.10)                                                          | 20<br>(9.50)    |
| <b>Agree</b>             | 24<br>(34.30)  | 23<br>(25.30)       | 18<br>(36.70)                                                        | 65<br>(31.00)   |
| <b>Undecided</b>         | 15<br>(21.40)  | 20<br>(22.00)       | 11<br>(22.40)                                                        | 46<br>(21.90)   |
| <b>Disagree</b>          | 22<br>(31.40)  | 32<br>(35.20)       | 16<br>(32.70)                                                        | 70<br>(33.30)   |
| <b>Strongly Disagree</b> | 1<br>(1.40)    | 6<br>(6.60)         | 2<br>(4.10)                                                          | 9<br>(4.30)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 6.381$        $df = 8$        $p\text{-value} = 0.605$

Table 100 shows information regarding the statement that the items in the question papers prepared by Boards of Intermediate and Secondary Education/Universities possess synthesis.

**Table 101**

***The Items in the Question Papers and the Skill of Evaluation to be Developed in Students***

| <b>Responses</b>         | <b>SET</b>     | <b>SS/Lecturers</b> | <b>Lecturers/<br/>Assistant Professors/<br/>Associate Professors</b> | <b>Total</b>    |
|--------------------------|----------------|---------------------|----------------------------------------------------------------------|-----------------|
| <b>Strongly Agree</b>    | 15<br>(21.40)  | 19<br>(20.90)       | 2<br>(4.10)                                                          | 36<br>(17.10)   |
| <b>Agree</b>             | 35<br>(50.00)  | 34<br>(37.40)       | 21<br>(42.90)                                                        | 90<br>(42.90)   |
| <b>Undecided</b>         | 7<br>(10.00)   | 8<br>(8.80)         | 9<br>(18.40)                                                         | 24<br>(11.40)   |
| <b>Disagree</b>          | 12<br>(17.10)  | 26<br>(28.60)       | 16<br>(32.70)                                                        | 54<br>(25.70)   |
| <b>Strongly Disagree</b> | 1<br>(1.40)    | 4<br>(4.40)         | 1<br>(2.00)                                                          | 6<br>(2.90)     |
| <b>Total</b>             | 70<br>(100.00) | 91<br>(100.00)      | 49<br>(100.00)                                                       | 210<br>(100.00) |

Note: Figures in parentheses illustrate percentages.

$\chi^2 = 15.159$        $df = 8$        $p\text{-value} = 0.056$

Table 101 shows information regarding the statement that the items in the question papers prepared by Boards of Intermediate and Secondary Education/Universities possess the skill of evaluation to be developed in students.

**c) General Characteristics of the Students**

This section provides information about students' departments, parents' education level, and their parents' monthly income from all sources.

**Table 102*****Information Regarding Students' Departments***

| Class              | Pakistan     |                   |                         |          |           |          |             | Total    |
|--------------------|--------------|-------------------|-------------------------|----------|-----------|----------|-------------|----------|
|                    | Study Centre | Political Science | International Relations | History  | Geography | Medical  | Engineering |          |
| <b>Previous</b>    | 26           | 15                | 10                      | 15       | 9         | 0        | 0           | 75       |
|                    | (86.70)      | (50.00)           | (33.30)                 | (50.00)  | (30.00)   | (0.00)   | (0.00)      | (35.70)  |
| <b>Final</b>       | 4            | 15                | 20                      | 15       | 21        | 0        | 0           | 75       |
|                    | (13.30)      | (50.00)           | (66.70)                 | (50.00)  | (70.00)   | (0.00)   | (0.00)      | (35.70)  |
| <b>Medical</b>     | 0            | 0                 | 0                       | 0        | 0         | 30       | 0           | 30       |
|                    | (0.00)       | (0.00)            | (0.00)                  | (0.00)   | (0.00)    | (100.00) | (0.00)      | (14.30)  |
| <b>Engineering</b> | 0            | 0                 | 0                       | 0        | 0         | 0        | 30          | 30       |
|                    | (0.00)       | (0.00)            | (0.00)                  | (0.00)   | (0.00)    | (0.00)   | (100.00)    | (14.30)  |
| <b>Total</b>       | 30           | 30                | 30                      | 30       | 30        | 30       | 30          | 210      |
|                    | (100.00)     | (100.00)          | (100.00)                | (100.00) | (100.00)  | (100.00) | (100.00)    | (100.00) |

Note: Percentages have been given in parentheses.

Table 102 shows that data were collected from 86.7% students who were enrolled in previous class of Pakistan Study Centre, University of Peshawar while 70.00% students were in final class of the Department of Geography, University of Peshawar. Thirty (30) students were selected from each Khyber Medical College Peshawar and University of Engineering and Technology Peshawar.

**Table 103**

***Students' Parents' Education Level***

| <b>Parents' Education Level</b> | <b>Pakistan</b>     |                          |                                |                |                  |                |                    |                 |
|---------------------------------|---------------------|--------------------------|--------------------------------|----------------|------------------|----------------|--------------------|-----------------|
|                                 | <b>Study Centre</b> | <b>Political Science</b> | <b>International Relations</b> | <b>History</b> | <b>Geography</b> | <b>Medical</b> | <b>Engineering</b> | <b>Total</b>    |
| <b>No Education</b>             | 1<br>(3.30)         | 6<br>(20.00)             | 3<br>(10.00)                   | 5<br>(16.70)   | 5<br>(16.70)     | 1<br>(3.30)    | 2<br>(6.70)        | 23<br>(11.00)   |
| <b>Primary</b>                  | 0<br>(0.00)         | 1<br>(3.30)              | 4<br>(13.30)                   | 0<br>(0.00)    | 0<br>(0.00)      | 1<br>(3.30)    | 0<br>(0.00)        | 6<br>(2.90)     |
| <b>Middle</b>                   | 3<br>(10.00)        | 1<br>(3.30)              | 4<br>(13.30)                   | 2<br>(6.70)    | 2<br>(6.70)      | 0<br>(0.00)    | 0<br>(0.00)        | 12<br>(5.70)    |
| <b>SSC</b>                      | 6<br>(20.00)        | 9<br>(30.00)             | 3<br>(10.00)                   | 5<br>(16.70)   | 11<br>(36.70)    | 2<br>(6.70)    | 3<br>(10.00)       | 39<br>(18.60)   |
| <b>FA/F Sc</b>                  | 2<br>(6.70)         | 2<br>(6.70)              | 1<br>(3.30)                    | 2<br>(6.70)    | 0<br>(0.00)      | 3<br>(10.00)   | 1<br>(3.30)        | 11<br>(5.20)    |
| <b>BA/B Sc</b>                  | 8<br>(26.70)        | 5<br>(16.70)             | 9<br>(30.00)                   | 7<br>(23.30)   | 4<br>(13.30)     | 4<br>(13.30)   | 8<br>(26.70)       | 45<br>(21.40)   |
| <b>MA/M Sc</b>                  | 8<br>(26.70)        | 5<br>(16.70)             | 4<br>(13.30)                   | 7<br>(23.30)   | 7<br>(23.30)     | 9<br>(30.00)   | 15<br>(50.00)      | 55<br>(26.20)   |
| <b>M Phil</b>                   | 0<br>(0.00)         | 0<br>(0.00)              | 1<br>(3.30)                    | 0<br>(0.00)    | 1<br>(3.30)      | 0<br>(0.00)    | 0<br>(0.00)        | 2<br>(1.00)     |
| <b>PhD</b>                      | 0<br>(0.00)         | 0<br>(0.00)              | 0<br>(0.00)                    | 2<br>(6.70)    | 0<br>(0.00)      | 1<br>(3.30)    | 0<br>(0.00)        | 3<br>(1.40)     |
| <b>Engineering</b>              | 0<br>(0.00)         | 0<br>(0.00)              | 1<br>(3.30)                    | 0<br>(0.00)    | 0<br>(0.00)      | 2<br>(6.70)    | 0<br>(0.00)        | 3<br>(1.40)     |
| <b>Medical</b>                  | 2<br>(6.70)         | 1<br>(3.30)              | 0<br>(0.00)                    | 0<br>(0.00)    | 0<br>(0.00)      | 7<br>(23.30)   | 1<br>(3.30)        | 11<br>(5.20)    |
| <b>Total</b>                    | 30<br>(100.00)      | 30<br>(100.00)           | 30<br>(100.00)                 | 30<br>(100.00) | 30<br>(100.00)   | 30<br>(100.00) | 30<br>(100.00)     | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

Table 103 reflects that 26.60% students' parents had master degree i.e. 16 years of education in Pakistan whereas only 1.00% students' parents possessed Master in Philosophy (M Phil) degree.

**Table 104*****Students' Parents' Income Level***

| <b>Parents' Income Level</b> | <b>Pakistan</b> | <b>Political Science</b> | <b>International Relations</b> | <b>History</b> | <b>Geography</b> | <b>Medical</b> | <b>Engineering</b> | <b>Total</b>    |
|------------------------------|-----------------|--------------------------|--------------------------------|----------------|------------------|----------------|--------------------|-----------------|
| <b>5000-15000</b>            | 10<br>(33.30)   | 12<br>(40.00)            | 10<br>(33.30)                  | 11<br>(36.70)  | 9<br>(30.00)     | 2<br>(6.70)    | 3<br>(10.00)       | 57<br>(27.10)   |
| <b>16000-25000</b>           | 6<br>(20.00)    | 10<br>(33.30)            | 9<br>(30.00)                   | 15<br>(50.00)  | 13<br>(43.30)    | 2<br>(6.70)    | 9<br>(30.00)       | 64<br>(30.50)   |
| <b>25000-35000</b>           | 8<br>(26.70)    | 4<br>(13.30)             | 7<br>(23.30)                   | 1<br>(3.30)    | 5<br>(16.70)     | 6<br>(20.00)   | 13<br>(43.30)      | 44<br>(21.00)   |
| <b>36000-45000</b>           | 1<br>(3.30)     | 0<br>(0.00)              | 1<br>(3.30)                    | 1<br>(3.30)    | 1<br>(3.30)      | 8<br>(26.70)   | 3<br>(10.00)       | 15<br>(7.10)    |
| <b>46000-60000</b>           | 2<br>(6.70)     | 1<br>(3.30)              | 3<br>(10.00)                   | 0<br>(0.00)    | 2<br>(6.70)      | 7<br>(23.30)   | 2<br>(6.70)        | 17<br>(8.10)    |
| <b>61000-75000</b>           | 3<br>(10.00)    | 3<br>(10.00)             | 0<br>(0.00)                    | 2<br>(6.70)    | 0<br>(0.00)      | 5<br>(16.70)   | 0<br>(0.00)        | 13<br>(6.20)    |
| <b>Total</b>                 | 30<br>(100.00)  | 30<br>(100.00)           | 30<br>(100.00)                 | 30<br>(100.00) | 30<br>(100.00)   | 30<br>(100.00) | 30<br>(100.00)     | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

Table 104 provides information regarding students' parents' income per month. The data indicate that majority of the students' (30.00%) parents had monthly income between Rs. 16000-25000 while only 6.20% students' parents had income Rs. 61000-75000 per month.

**d) Students' Perception Regarding Pakistan Studies Curricula**

This section includes students' perceptions students' interest, democratic values, ability level, rights and duties, personality development, curiosity, civic sense, motivation, use of library, various tests used for evaluating students in Pakistan Studies, national inspirations, ideology of Pakistan, needs of the society, spirit of patriotism and love with the country, developing responsible citizens, principle from simple to complex, teachers' command to deliver Pakistan Studies contents, logical sequence in Pakistan Studies contents, various teaching methods, and audio-visual aids used for teaching Pakistan Studies.

Table 105

*Students' Interest and Pakistan Studies*

| Responses                | Pakistan       |                   |                         |                |                |                |                | Total           |
|--------------------------|----------------|-------------------|-------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study Centre   | Political Science | International Relations | History        | Geography      | Medical        | Engineering    |                 |
| <b>Strongly Agree</b>    | 11<br>(36.70)  | 3<br>(10.00)      | 9<br>(30.00)            | 5<br>(16.70)   | 12<br>(40.00)  | 1<br>(3.30)    | 5<br>(16.70)   | 46<br>(21.90)   |
| <b>Agree</b>             | 15<br>(50.00)  | 15<br>(50.0)      | 8<br>(26.70)            | 14<br>(46.70)  | 13<br>(43.30)  | 10<br>(33.30)  | 9<br>(30.00)   | 84<br>(40.00)   |
| <b>Undecided</b>         | 2<br>(6.70)    | 2<br>(6.70)       | 4<br>(13.30)            | 9<br>(30.00)   | 0<br>(0.00)    | 9<br>(30.00)   | 5<br>(16.70)   | 31<br>(14.80)   |
| <b>Disagree</b>          | 2<br>(6.70)    | 9<br>(30.00)      | 8<br>(26.70)            | 2<br>(6.70)    | 5<br>(16.70)   | 4<br>(13.30)   | 8<br>(26.70)   | 38<br>(18.10)   |
| <b>Strongly Disagree</b> | 0<br>(0.00)    | 1<br>(3.30)       | 1<br>(3.30)             | 0<br>(0.00)    | 0<br>(0.00)    | 6<br>(20.00)   | 3<br>(10.00)   | 11<br>(5.20)    |
| <b>Total</b>             | 30<br>(100.00) | 30<br>(100.00)    | 30<br>(100.00)          | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

Table 105 gives an idea about the students' perceptions regarding the statement that students take interest in learning Pakistan Studies.

**Table 106*****Pakistan Studies Contents and Democratic Values***

| <b>Responses</b>             | <b>Pakistan</b>         |                              |                                    |                |                  |                |                    |                 |
|------------------------------|-------------------------|------------------------------|------------------------------------|----------------|------------------|----------------|--------------------|-----------------|
|                              | <b>Study<br/>Centre</b> | <b>Political<br/>Science</b> | <b>International<br/>Relations</b> | <b>History</b> | <b>Geography</b> | <b>Medical</b> | <b>Engineering</b> | <b>Total</b>    |
| <b>Strongly<br/>Agree</b>    | 11<br>(36.70)           | 4<br>(13.30)                 | 3<br>(10.00)                       | 3<br>(10.00)   | 9<br>(30.00)     | 3<br>(10.00)   | 3<br>(10.00)       | 36<br>(17.10)   |
| <b>Agree</b>                 | 14<br>(46.70)           | 16<br>(53.30)                | 15<br>(50.00)                      | 18<br>(60.00)  | 16<br>(53.30)    | 12<br>(40.00)  | 12<br>(40.00)      | 103<br>(49.00)  |
| <b>Undecided</b>             | 5<br>(16.70)            | 6<br>(20.00)                 | 9<br>(30.00)                       | 3<br>(10.00)   | 2<br>(6.70)      | 6<br>(20.00)   | 6<br>(20.00)       | 37<br>(17.60)   |
| <b>Disagree</b>              | 0<br>(0.00)             | 4<br>(13.30)                 | 3<br>(10.00)                       | 6<br>(20.00)   | 2<br>(6.70)      | 7<br>(23.30)   | 5<br>(16.70)       | 27<br>(12.90)   |
| <b>Strongly<br/>Disagree</b> | 0<br>(0.00)             | 0<br>(0.00)                  | 0<br>(0.00)                        | 0<br>(0.00)    | 1<br>(3.30)      | 2<br>(6.70)    | 4<br>(13.30)       | 7<br>(3.30)     |
| <b>Total</b>                 | 30<br>(100.00)          | 30<br>(100.00)               | 30<br>(100.00)                     | 30<br>(100.00) | 30<br>(100.00)   | 30<br>(100.00) | 30<br>(100.00)     | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

Table 106 gives an idea about the students' perceptions regarding the statement that Pakistan Studies contents create in students the democratic values.

**Table 107*****Pakistan Studies Contents and National Inspirations***

| <b>Responses</b>             | <b>Pakistan</b>         |                              |                                    |                |                  |                |                    |                 |
|------------------------------|-------------------------|------------------------------|------------------------------------|----------------|------------------|----------------|--------------------|-----------------|
|                              | <b>Study<br/>Centre</b> | <b>Political<br/>Science</b> | <b>International<br/>Relations</b> | <b>History</b> | <b>Geography</b> | <b>Medical</b> | <b>Engineering</b> | <b>Total</b>    |
| <b>Strongly<br/>Agree</b>    | 8<br>(26.70)            | 10<br>(33.30)                | 5<br>(16.70)                       | 3<br>(10.00)   | 8<br>(26.70)     | 6<br>(20.00)   | 5<br>(16.70)       | 45<br>(21.40)   |
| <b>Agree</b>                 | 17<br>(56.70)           | 13<br>(43.30)                | 17<br>(56.70)                      | 16<br>(53.30)  | 18<br>(60.00)    | 16<br>(53.30)  | 15<br>(50.00)      | 112<br>(53.30)  |
| <b>Undecided</b>             | 3<br>(10.00)            | 4<br>(13.30)                 | 3<br>(10.00)                       | 8<br>(26.70)   | 1<br>(3.30)      | 3<br>(10.00)   | 3<br>(10.00)       | 25<br>(11.90)   |
| <b>Disagree</b>              | 2<br>(6.70)             | 3<br>(10.00)                 | 4<br>(13.30)                       | 3<br>(10.00)   | 1<br>(3.30)      | 2<br>(6.70)    | 3<br>(10.00)       | 18<br>(8.60)    |
| <b>Strongly<br/>Disagree</b> | 0<br>(0.00)             | 0<br>(0.00)                  | 1<br>(3.30)                        | 0<br>(0.00)    | 2<br>(6.70)      | 3<br>(10.00)   | 4<br>(13.30)       | 10<br>(4.80)    |
| <b>Total</b>                 | 30<br>(100.00)          | 30<br>(100.00)               | 30<br>(100.00)                     | 30<br>(100.00) | 30<br>(100.00)   | 30<br>(100.00) | 30<br>(100.00)     | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

Table 107 gives an idea about the students' perceptions regarding the statement that Pakistan Studies contents reflect national inspirations.

**Table 108*****Pakistan Studies Contents and Ideology of Pakistan***

| <b>Responses</b>             | <b>Pakistan</b>         |                              |                                    |                |                  |                |                    |                 |
|------------------------------|-------------------------|------------------------------|------------------------------------|----------------|------------------|----------------|--------------------|-----------------|
|                              | <b>Study<br/>Centre</b> | <b>Political<br/>Science</b> | <b>International<br/>Relations</b> | <b>History</b> | <b>Geography</b> | <b>Medical</b> | <b>Engineering</b> | <b>Total</b>    |
| <b>Strongly<br/>Agree</b>    | 15<br>(50.00)           | 16<br>(53.30)                | 7<br>(23.30)                       | 6<br>(20.00)   | 15<br>(50.00)    | 11<br>(36.70)  | 9<br>(30.00)       | 79<br>(37.60)   |
| <b>Agree</b>                 | 9<br>(30.00)            | 11<br>(36.70)                | 13<br>(43.30)                      | 16<br>(53.30)  | 13<br>(43.30)    | 14<br>(46.70)  | 18<br>(60.00)      | 94<br>(44.80)   |
| <b>Undecided</b>             | 3<br>(10.00)            | 3<br>(10.00)                 | 4<br>(13.30)                       | 3<br>(10.00)   | 0<br>(0.00)      | 2<br>(6.70)    | 1<br>(3.30)        | 16<br>(7.60)    |
| <b>Disagree</b>              | 2<br>(6.70)             | 0<br>(0.00)                  | 3<br>(10.00)                       | 4<br>(13.30)   | 2<br>(6.700)     | 1<br>(3.30)    | 2<br>(6.70)        | 14<br>(6.70)    |
| <b>Strongly<br/>Disagree</b> | 1<br>(3.30)             | 0<br>(0.00)                  | 3<br>(10.00)                       | 1<br>(3.30)    | 0<br>(0.00)      | 2<br>(6.70)    | 0<br>(0.00)        | 7<br>(3.30)     |
| <b>Total</b>                 | 30<br>(100.00)          | 30<br>(100.00)               | 30<br>(100.00)                     | 30<br>(100.00) | 30<br>(100.00)   | 30<br>(100.00) | 30<br>(100.00)     | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

Table 108 gives an idea about the students' perceptions regarding the statement that Pakistan Studies contents reflect the ideology of Pakistan.

**Table 109*****Pakistan Studies Contents and its Updated and Latest Nature***

| Responses                | Pakistan       |                   |                         |                |                |                |                |                 |
|--------------------------|----------------|-------------------|-------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study Centre   | Political Science | International Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 1<br>(3.30)    | 3<br>(10.00)      | 3<br>(10.00)            | 0<br>(0.00)    | 2<br>(6.70)    | 2<br>(6.70)    | 2<br>(6.70)    | 13<br>(6.20)    |
| <b>Agree</b>             | 9<br>(30.00)   | 8<br>(26.70)      | 9<br>(30.00)            | 12<br>(40.00)  | 13<br>(43.30)  | 7<br>(23.30)   | 5<br>(16.70)   | 63<br>(30.00)   |
| <b>Undecided</b>         | 13<br>(43.30)  | 5<br>(16.70)      | 4<br>(13.30)            | 9<br>(30.00)   | 3<br>(10.00)   | 4<br>(13.30)   | 6<br>(20.00)   | 44<br>(21.00)   |
| <b>Disagree</b>          | 6<br>(20.00)   | 6<br>(20.00)      | 8<br>(26.70)            | 6<br>(20.00)   | 9<br>(30.00)   | 9<br>(30.00)   | 8<br>(26.70)   | 52<br>(24.80)   |
| <b>Strongly Disagree</b> | 1<br>(3.30)    | 8<br>(26.70)      | 6<br>(20.00)            | 3<br>(10.00)   | 3<br>(10.00)   | 8<br>(26.70)   | 9<br>(30.00)   | 38<br>(18.10)   |
| <b>Total</b>             | 30<br>(100.00) | 30<br>(100.00)    | 30<br>(100.00)          | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

Table 109 gives an idea about the students' perceptions regarding the statement that Pakistan Studies contents are updated and latest.

**Table 110*****Pakistan Studies Contents and Needs of the Society***

| Responses                | Pakistan        |                      |                            |                |                |                |                |                 |
|--------------------------|-----------------|----------------------|----------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study<br>Centre | Political<br>Science | International<br>Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 5<br>(16.70)    | 3<br>(10.00)         | 3<br>(10.00)               | 7<br>(23.30)   | 2<br>(6.70)    | 1<br>(3.30)    | 3<br>(10.00)   | 24<br>(11.40)   |
| <b>Agree</b>             | 10<br>(33.30)   | 7<br>(23.30)         | 6<br>(20.00)               | 9<br>(30.00)   | 13<br>(43.30)  | 7<br>(23.30)   | 2<br>(6.70)    | 54<br>(25.70)   |
| <b>Undecided</b>         | 6<br>(20.00)    | 4<br>(13.30)         | 7<br>(23.30)               | 1<br>(3.30)    | 2<br>(6.70)    | 9<br>(30.00)   | 5<br>(16.70)   | 34<br>(16.20)   |
| <b>Disagree</b>          | 7<br>(23.30)    | 10<br>(33.30)        | 11<br>(36.70)              | 8<br>(26.70)   | 6<br>(20.00)   | 6<br>(20.00)   | 13<br>(43.30)  | 61<br>(29.00)   |
| <b>Strongly Disagree</b> | 2<br>(6.70)     | 6<br>(20.00)         | 3<br>(10.00)               | 5<br>(16.70)   | 7<br>(23.30)   | 7<br>(23.30)   | 7<br>(23.30)   | 37<br>(17.60)   |
| <b>Total</b>             | 30<br>(100.00)  | 30<br>(100.00)       | 30<br>(100.00)             | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

$$\chi^2 = 35.617$$

$$df = 24$$

$$p\text{-value} = 0.060$$

Table 110 gives an idea about the students' perceptions regarding the statement that Pakistan Studies contents are according to the needs of the society.

**Table 111**

***Pakistan Studies Contents and Utility***

| Responses                | Pakistan       |                   |                         |                |                |                |                |                 |
|--------------------------|----------------|-------------------|-------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study Centre   | Political Science | International Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 1<br>(3.30)    | 4<br>(13.30)      | 3<br>(10.00)            | 2<br>(6.70)    | 1<br>(3.30)    | 1<br>(3.30)    | 2<br>(6.70)    | 14<br>(6.70)    |
| <b>Agree</b>             | 19<br>(63.30)  | 7<br>(23.30)      | 10<br>(33.30)           | 13<br>(43.30)  | 8<br>(26.70)   | 4<br>(13.30)   | 3<br>(10.00)   | 64<br>(30.50)   |
| <b>Undecided</b>         | 6<br>(20.00)   | 11<br>(36.70)     | 4<br>(13.30)            | 5<br>(16.70)   | 5<br>(16.70)   | 12<br>(40.00)  | 8<br>(26.70)   | 51<br>(24.30)   |
| <b>Disagree</b>          | 3<br>(10.00)   | 6<br>(20.00)      | 10<br>(33.30)           | 6<br>(20.00)   | 12<br>(40.00)  | 9<br>(30.00)   | 16<br>(53.30)  | 63<br>(30.00)   |
| <b>Strongly Disagree</b> | 1<br>(3.30)    | 2<br>(6.70)       | 3<br>(10.00)            | 4<br>(13.30)   | 4<br>(13.30)   | 4<br>(13.30)   | 1<br>(3.30)    | 18<br>(8.60)    |
| <b>Total</b>             | 30<br>(100.00) | 30<br>(100.00)    | 30<br>(100.00)          | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

$$\chi^2 = 49.109$$

$$df = 24$$

$$p\text{-value} = 0.002$$

Table 111 gives an idea about the students' perceptions regarding the statement that Pakistan Studies contents are rich in utility.

Table 112

*Pakistan Studies Contents and Patriotism and Love with the Country*

| Responses                | Pakistan       |                   |                         |                |                |                |                |                 |
|--------------------------|----------------|-------------------|-------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study Centre   | Political Science | International Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 15<br>(50.00)  | 12<br>(40.00)     | 6<br>(20.00)            | 6<br>(20.00)   | 13<br>(43.30)  | 6<br>(20.00)   | 8<br>(26.70)   | 66<br>(31.40)   |
| <b>Agree</b>             | 8<br>(26.70)   | 10<br>(33.30)     | 17<br>(56.70)           | 17<br>(56.70)  | 13<br>(43.30)  | 13<br>(43.30)  | 11<br>(36.70)  | 89<br>(42.40)   |
| <b>Undecided</b>         | 4<br>(13.30)   | 0<br>(0.00)       | 3<br>(10.00)            | 3<br>(10.00)   | 1<br>(3.30)    | 4<br>(13.30)   | 0<br>(0.00)    | 15<br>(7.10)    |
| <b>Disagree</b>          | 2<br>(6.70)    | 6<br>(20.00)      | 2<br>(6.70)             | 3<br>(10.00)   | 2<br>(6.70)    | 2<br>(6.70)    | 6<br>(20.00)   | 23<br>(11.00)   |
| <b>Strongly Disagree</b> | 1<br>(3.30)    | 2<br>(6.70)       | 2<br>(6.70)             | 1<br>(3.30)    | 1<br>(3.30)    | 5<br>(16.70)   | 5<br>(16.70)   | 17<br>(8.10)    |
| <b>Total</b>             | 30<br>(100.00) | 30<br>(100.00)    | 30<br>(100.00)          | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

Table 112 gives an idea about the students' perceptions regarding the statement that Pakistan Studies contents help in creating the spirit of patriotism and love with the country.

Table 113

*Pakistan Studies Contents and Students' Rights and Duties*

| Responses                | Pakistan       |                   |                         |                |                |                |                |                 |
|--------------------------|----------------|-------------------|-------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study Centre   | Political Science | International Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 10<br>(33.30)  | 5<br>(16.70)      | 4<br>(13.30)            | 9<br>(30.00)   | 10<br>(33.30)  | 4<br>(13.30)   | 3<br>(10.00)   | 45<br>(21.40)   |
| <b>Agree</b>             | 11<br>(36.70)  | 8<br>(26.70)      | 15<br>(50.00)           | 12<br>(40.00)  | 13<br>(43.30)  | 14<br>(46.70)  | 16<br>(53.30)  | 89<br>(42.40)   |
| <b>Undecided</b>         | 5<br>(16.70)   | 7<br>(23.30)      | 4<br>(13.30)            | 4<br>(13.30)   | 1<br>(3.30)    | 5<br>(16.70)   | 2<br>(6.70)    | 28<br>(13.30)   |
| <b>Disagree</b>          | 3<br>(10.00)   | 8<br>(26.70)      | 4<br>(13.30)            | 4<br>(13.30)   | 5<br>(16.70)   | 4<br>(13.30)   | 5<br>(16.70)   | 33<br>(15.70)   |
| <b>Strongly Disagree</b> | 1<br>(3.30)    | 2<br>(6.70)       | 3<br>(10.00)            | 1<br>(3.30)    | 1<br>(3.30)    | 3<br>(10.00)   | 4<br>(13.30)   | 15<br>(7.10)    |
| <b>Total</b>             | 30<br>(100.00) | 30<br>(100.00)    | 30<br>(100.00)          | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

$$\chi^2 = 25.800$$

$$df = 24$$

$$p\text{-value} = 0.363$$

Table 113 gives an idea about the students' perceptions regarding the statement that Pakistan Studies contents help the students in recognizing their rights and duties.

**Table 114**

***Pakistan Studies Contents and Students to Solve their Daily Life Problems***

| Responses                | Pakistan       |                   |                         |                |                |                |                |                 |
|--------------------------|----------------|-------------------|-------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study Centre   | Political Science | International Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 3<br>(10.00)   | 5<br>(16.70)      | 1<br>(3.30)             | 3<br>(10.00)   | 2<br>(6.70)    | 2<br>(6.70)    | 1<br>(3.30)    | 17<br>(8.10)    |
| <b>Agree</b>             | 9<br>(30.00)   | 3<br>(10.00)      | 10<br>(33.30)           | 11<br>(36.70)  | 10<br>(33.30)  | 4<br>(13.30)   | 3<br>(10.00)   | 50<br>(23.80)   |
| <b>Undecided</b>         | 8<br>(26.70)   | 5<br>(16.70)      | 4<br>(13.30)            | 4<br>(13.30)   | 6<br>(20.00)   | 10<br>(33.30)  | 4<br>(13.30)   | 41<br>(19.50)   |
| <b>Disagree</b>          | 9<br>(30.00)   | 12<br>(40.00)     | 8<br>(26.70)            | 8<br>(26.70)   | 10<br>(33.30)  | 10<br>(33.30)  | 16<br>(53.30)  | 74<br>(35.20)   |
| <b>Strongly Disagree</b> | 1<br>(3.30)    | 5<br>(16.70)      | 7<br>(23.30)            | 4<br>(13.30)   | 2<br>(6.70)    | 4<br>(13.30)   | 6<br>(20.00)   | 28<br>(13.30)   |
| <b>Total</b>             | 30<br>(100.00) | 30<br>(100.00)    | 30<br>(100.00)          | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

$$\chi^2 = 32.531$$

$$df = 24$$

$$p\text{-value} = 0.114$$

Table 114 gives an idea about the students' perceptions regarding the statement that Pakistan Studies contents help the students to solve their daily life problems.

Table 115

*Pakistan Studies Contents and Civic Sense of the Students*

| Responses                | Pakistan       |                   |                         |                |                |                |                |                 |
|--------------------------|----------------|-------------------|-------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study Centre   | Political Science | International Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 6<br>(20.00)   | 7<br>(23.30)      | 3<br>(10.00)            | 3<br>(10.00)   | 4<br>(13.30)   | 1<br>(3.30)    | 2<br>(6.70)    | 26<br>(12.40)   |
| <b>Agree</b>             | 16<br>(53.30)  | 12<br>(40.00)     | 9<br>(30.00)            | 17<br>(56.70)  | 15<br>(50.00)  | 16<br>(53.30)  | 7<br>(23.30)   | 92<br>(43.80)   |
| <b>Undecided</b>         | 5<br>(16.70)   | 5<br>(16.70)      | 8<br>(26.70)            | 7<br>(23.30)   | 3<br>(10.00)   | 7<br>(23.30)   | 7<br>(23.30)   | 42<br>(20.00)   |
| <b>Disagree</b>          | 2<br>(6.70)    | 2<br>(6.70)       | 6<br>(20.00)            | 2<br>(6.70)    | 7<br>(23.30)   | 4<br>(13.30)   | 11<br>(36.70)  | 36<br>(17.10)   |
| <b>Strongly Disagree</b> | 1<br>(3.30)    | 4<br>(13.30)      | 4<br>(13.30)            | 1<br>(3.30)    | 1<br>(3.30)    | 2<br>(6.70)    | 3<br>(10.00)   | 14<br>(6.70)    |
| <b>Total</b>             | 30<br>(100.00) | 30<br>(100.00)    | 30<br>(100.00)          | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

$$\chi^2 = 36.474$$

$$df = 24$$

$$p\text{-value} = 0.049$$

Table 115 gives an idea about the students' perceptions regarding the statement that Pakistan Studies contents develop the civic sense of the students.

**Table 116**

***Pakistan Studies Contents and Responsible Citizens***

| Responses                | Pakistan       |                   |                         |                |                |                |                |                 |
|--------------------------|----------------|-------------------|-------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study Centre   | Political Science | International Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 10<br>(33.30)  | 8<br>(26.70)      | 2<br>(6.70)             | 7<br>(23.30)   | 10<br>(33.30)  | 5<br>(16.70)   | 5<br>(16.70)   | 47<br>(22.40)   |
| <b>Agree</b>             | 13<br>(43.30)  | 8<br>(26.70)      | 14<br>(46.70)           | 19<br>(63.30)  | 9<br>(30.00)   | 9<br>(30.00)   | 7<br>(23.30)   | 79<br>(37.60)   |
| <b>Undecided</b>         | 4<br>(13.30)   | 8<br>(26.70)      | 5<br>(16.70)            | 2<br>(6.70)    | 6<br>(20.00)   | 9<br>(30.00)   | 6<br>(20.00)   | 40<br>(19.00)   |
| <b>Disagree</b>          | 2<br>(6.70)    | 3<br>(10.00)      | 5<br>(16.70)            | 1<br>(3.30)    | 4<br>(13.30)   | 5<br>(16.70)   | 9<br>(30.00)   | 30<br>(14.30)   |
| <b>Strongly Disagree</b> | 1<br>(3.30)    | 3<br>(10.00)      | 4<br>(13.30)            | 1<br>(3.30)    | 1<br>(3.30)    | 2<br>(6.70)    | 3<br>(10.00)   | 14<br>(6.70)    |
| <b>Total</b>             | 30<br>(100.00) | 30<br>(100.00)    | 30<br>(100.00)          | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

$$\chi^2 = 37.201$$

$$df = 24$$

$$p\text{-value} = 0.042$$

Table 116 gives an idea about the students' perceptions regarding the statement that Pakistan Studies contents play an important role in developing responsible citizens.

Table 117

*Pakistan Studies and Audio-Visual Aids*

| Responses                | Pakistan        |                      |                            |                |                |                |                |                 |
|--------------------------|-----------------|----------------------|----------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study<br>Centre | Political<br>Science | International<br>Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 1<br>(3.30)     | 7<br>(23.30)         | 7<br>(23.30)               | 3<br>(10.00)   | 3<br>(10.00)   | 2<br>(6.70)    | 4<br>(13.30)   | 27<br>(12.90)   |
| <b>Agree</b>             | 5<br>(16.70)    | 9<br>(30.00)         | 10<br>(33.30)              | 10<br>(33.30)  | 6<br>(20.00)   | 5<br>(16.70)   | 2<br>(6.70)    | 48<br>(22.90)   |
| <b>Undecided</b>         | 6<br>(20.00)    | 4<br>(13.30)         | 2<br>(6.70)                | 2<br>(6.70)    | 3<br>(10.00)   | 1<br>(3.30)    | 1<br>(3.30)    | 18<br>(8.60)    |
| <b>Disagree</b>          | 11<br>(36.70)   | 4<br>(13.30)         | 4<br>(13.30)               | 7<br>(23.30)   | 7<br>(23.30)   | 15<br>(50.00)  | 9<br>(30.00)   | 57<br>(27.10)   |
| <b>Strongly Disagree</b> | 7<br>(23.30)    | 6<br>(20.00)         | 7<br>(23.30)               | 8<br>(26.70)   | 11<br>(36.70)  | 7<br>(23.30)   | 14<br>(46.70)  | 60<br>(28.60)   |
| <b>Total</b>             | 30<br>(100.00)  | 30<br>(100.00)       | 30<br>(100.00)             | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

$$\chi^2 = 41.135$$

$$df = 24$$

$$p\text{-value} = 0.016$$

Table 117 gives an idea about the students' perceptions regarding the statement that teachers use audio-visual aids during teaching Pakistan Studies.

**Table 118**

***Pakistan Studies and Study Tours***

| Responses                | Pakistan       |                   |                         |                |                |                |                |                 |
|--------------------------|----------------|-------------------|-------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study Centre   | Political Science | International Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 9<br>(30.00)   | 10<br>(33.30)     | 11<br>(36.70)           | 5<br>(16.70)   | 4<br>(13.30)   | 1<br>(3.30)    | 3<br>(10.00)   | 43<br>(20.50)   |
| <b>Agree</b>             | 10<br>(33.30)  | 4<br>(13.30)      | 5<br>(16.70)            | 15<br>(50.00)  | 9<br>(30.00)   | 5<br>(16.70)   | 1<br>(3.30)    | 49<br>(23.30)   |
| <b>Undecided</b>         | 3<br>(10.00)   | 7<br>(23.30)      | 2<br>(6.70)             | 3<br>(10.00)   | 4<br>(13.30)   | 4<br>(13.30)   | 2<br>(6.70)    | 25<br>(11.90)   |
| <b>Disagree</b>          | 3<br>(10.00)   | 7<br>(23.30)      | 10<br>(33.30)           | 4<br>(13.30)   | 7<br>(23.30)   | 8<br>(26.70)   | 7<br>(23.30)   | 46<br>(21.90)   |
| <b>Strongly Disagree</b> | 5<br>(16.70)   | 2<br>(6.70)       | 2<br>(6.70)             | 3<br>(10.00)   | 6<br>(20.00)   | 12<br>(40.00)  | 17<br>(56.70)  | 47<br>(22.40)   |
| <b>Total</b>             | 30<br>(100.00) | 30<br>(100.00)    | 30<br>(100.00)          | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

$$\chi^2 = 72.233$$

$$df = 24$$

$$p\text{-value} = 0.000$$

Table 118 gives an idea about the students' perceptions regarding the statement that study tours are arranged for Pakistan Studies students.

**Table 119**

***Contents of Pakistan Studies and Other Books***

| Responses                | Pakistan       |                   |                         |                |                |                |                |                 |
|--------------------------|----------------|-------------------|-------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study Centre   | Political Science | International Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 10<br>(33.30)  | 6<br>(20.00)      | 4<br>(13.30)            | 6<br>(20.00)   | 6<br>(20.00)   | 1<br>(3.30)    | 4<br>(13.30)   | 37<br>(17.60)   |
| <b>Agree</b>             | 16<br>(53.30)  | 13<br>(43.30)     | 17<br>(56.70)           | 20<br>(66.70)  | 18<br>(60.00)  | 9<br>(30.00)   | 8<br>(26.70)   | 102<br>(48.60)  |
| <b>Undecided</b>         | 2<br>(6.70)    | 4<br>(13.30)      | 3<br>(10.00)            | 1<br>(3.30)    | 2<br>(6.70)    | 4<br>(13.30)   | 2<br>(6.70)    | 18<br>(8.60)    |
| <b>Disagree</b>          | 1<br>(3.30)    | 3<br>(10.00)      | 4<br>(13.30)            | 2<br>(6.70)    | 3<br>(10.00)   | 12<br>(40.00)  | 12<br>(40.00)  | 36<br>(17.10)   |
| <b>Strongly Disagree</b> | 1<br>(3.30)    | 4<br>(13.30)      | 2<br>(6.70)             | 1<br>(3.30)    | 1<br>(3.30)    | 4<br>(13.30)   | 4<br>(13.30)   | 17<br>(8.10)    |
| <b>Total</b>             | 30<br>(100.00) | 30<br>(100.00)    | 30<br>(100.00)          | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

$$\chi^2 = 53.080$$

$$df = 24$$

$$p\text{-value} = 0.001$$

Table 119 gives an idea about the students' perceptions regarding the statement that students seek help from other books to understand the contents of Pakistan Studies.

**Table 120**

***Pakistan Studies Contents and Next Levels***

| Responses                | Pakistan       |                   |                         |                |                |                |                |                 |
|--------------------------|----------------|-------------------|-------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study Centre   | Political Science | International Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 4<br>(13.30)   | 3<br>(10.00)      | 3<br>(10.00)            | 3<br>(10.00)   | 5<br>(16.70)   | 2<br>(6.70)    | 2<br>(6.70)    | 22<br>(10.50)   |
| <b>Agree</b>             | 17<br>(56.70)  | 12<br>(40.00)     | 9<br>(30.00)            | 16<br>(53.30)  | 17<br>(56.70)  | 7<br>(23.30)   | 11<br>(36.70)  | 89<br>(42.40)   |
| <b>Undecided</b>         | 6<br>(20.00)   | 7<br>(23.30)      | 6<br>(20.00)            | 4<br>(13.30)   | 4<br>(13.30)   | 14<br>(46.70)  | 2<br>(6.70)    | 43<br>(20.50)   |
| <b>Disagree</b>          | 2<br>(6.70)    | 7<br>(23.30)      | 9<br>(30.00)            | 5<br>(16.70)   | 3<br>(10.00)   | 6<br>(20.00)   | 12<br>(40.00)  | 44<br>(21.00)   |
| <b>Strongly Disagree</b> | 1<br>(3.30)    | 1<br>(3.30)       | 3<br>(10.00)            | 2<br>(6.70)    | 1<br>(3.30)    | 1<br>(3.30)    | 3<br>(10.00)   | 12<br>(5.70)    |
| <b>Total</b>             | 30<br>(100.00) | 30<br>(100.00)    | 30<br>(100.00)          | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

$$\chi^2 = 38.840$$

$$df = 24$$

$$p\text{-value} = 0.028$$

Table 120 gives an idea about the students' perceptions regarding the statement that Pakistan Studies contents of lower level provide sound bases to the next levels.

**Table 121*****Pakistan Studies Contents and Motivation of Students for the Next Level***

| Responses                | Pakistan       |                   |                         |                |                |                |                |                 |
|--------------------------|----------------|-------------------|-------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study Centre   | Political Science | International Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 9<br>(30.00)   | 2<br>(6.70)       | 6<br>(20.00)            | 6<br>(20.00)   | 9<br>(30.00)   | 2<br>(6.70)    | 3<br>(10.00)   | 37<br>(17.60)   |
| <b>Agree</b>             | 12<br>(40.00)  | 13<br>(43.30)     | 12<br>(40.00)           | 16<br>(53.30)  | 15<br>(50.00)  | 8<br>(26.70)   | 10<br>(33.30)  | 86<br>(41.00)   |
| <b>Undecided</b>         | 6<br>(20.00)   | 6<br>(20.00)      | 2<br>(6.70)             | 3<br>(10.00)   | 2<br>(6.70)    | 11<br>(36.70)  | 4<br>(13.30)   | 34<br>(16.20)   |
| <b>Disagree</b>          | 3<br>(10.00)   | 7<br>(23.30)      | 8<br>(26.70)            | 5<br>(16.70)   | 4<br>(13.30)   | 7<br>(23.30)   | 11<br>(36.70)  | 45<br>(21.40)   |
| <b>Strongly Disagree</b> | 0<br>(0.00)    | 2<br>(6.70)       | 2<br>(6.70)             | 0<br>(0.00)    | 0<br>(0.00)    | 2<br>(6.70)    | 2<br>(6.70)    | 8<br>(3.80)     |
| <b>Total</b>             | 30<br>(100.00) | 30<br>(100.00)    | 30<br>(100.00)          | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

Table 121 gives an idea about the students' perceptions regarding the statement that Pakistan Studies contents of lower level motivate the students for the next level.

Table 122

*Pakistan Studies Contents and Principle of “From Simple to Complex”*

| Responses                | Pakistan       |                   |                         |                |                |                |                |                 |
|--------------------------|----------------|-------------------|-------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study Centre   | Political Science | International Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 1<br>(3.30)    | 3<br>(10.00)      | 5<br>(16.70)            | 5<br>(16.70)   | 10<br>(33.30)  | 1<br>(3.30)    | 2<br>(6.70)    | 27<br>(12.90)   |
| <b>Agree</b>             | 15<br>(50.00)  | 7<br>(23.30)      | 13<br>(43.30)           | 10<br>(33.30)  | 8<br>(26.70)   | 11<br>(36.70)  | 6<br>(20.00)   | 71<br>(33.80)   |
| <b>Undecided</b>         | 11<br>(36.70)  | 9<br>(30.00)      | 5<br>(16.70)            | 1<br>(3.30)    | 5<br>(16.70)   | 12<br>(40.00)  | 9<br>(30.00)   | 51<br>(24.30)   |
| <b>Disagree</b>          | 2<br>(6.70)    | 8<br>(26.70)      | 5<br>(16.70)            | 12<br>(40.00)  | 5<br>(16.70)   | 4<br>(13.30)   | 12<br>(40.00)  | 48<br>(22.90)   |
| <b>Strongly Disagree</b> | 1<br>(3.30)    | 3<br>(10.00)      | 2<br>(6.70)             | 2<br>(6.70)    | 2<br>(6.70)    | 2<br>(6.70)    | 1<br>(3.30)    | 13<br>(6.20)    |
| <b>Total</b>             | 30<br>(100.00) | 30<br>(100.00)    | 30<br>(100.00)          | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

$$\chi^2 = 49.604$$

$$df = 24$$

$$p\text{-value} = 0.002$$

Table 122 gives an idea about the students' perceptions regarding the statement that Pakistan Studies contents possess the principle of “from simple to complex”.

**Table 123**

***Pakistan Studies Contents and its Validity and Accuracy***

| Responses                | Pakistan       |                   |                         |                |                |                |                |                 |
|--------------------------|----------------|-------------------|-------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study Centre   | Political Science | International Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 5<br>(16.70)   | 2<br>(6.70)       | 2<br>(6.70)             | 4<br>(13.30)   | 3<br>(10.00)   | 2<br>(6.70)    | 2<br>(6.70)    | 20<br>(9.50)    |
| <b>Agree</b>             | 15<br>(50.00)  | 15<br>(50.00)     | 10<br>(33.30)           | 4<br>(13.30)   | 9<br>(30.00)   | 6<br>(20.00)   | 8<br>(26.70)   | 67<br>(31.90)   |
| <b>Undecided</b>         | 7<br>(23.30)   | 6<br>(20.00)      | 5<br>(16.70)            | 9<br>(30.00)   | 7<br>(23.30)   | 14<br>(46.70)  | 8<br>(26.70)   | 56<br>(26.70)   |
| <b>Disagree</b>          | 2<br>(6.70)    | 5<br>(16.70)      | 8<br>(26.70)            | 11<br>(36.70)  | 8<br>(26.70)   | 6<br>(20.00)   | 9<br>(30.00)   | 49<br>(23.30)   |
| <b>Strongly Disagree</b> | 1<br>(3.30)    | 2<br>(6.70)       | 5<br>(16.70)            | 2<br>(6.70)    | 3<br>(10.00)   | 2<br>(6.70)    | 3<br>(10.00)   | 18<br>(8.60)    |
| <b>Total</b>             | 30<br>(100.00) | 30<br>(100.00)    | 30<br>(100.00)          | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

$$\chi^2 = 31.851$$

$$df = 24$$

$$p\text{-value} = 0.131$$

Table 123 gives an idea about the students' perceptions regarding the statement that Pakistan Studies contents are valid and accurate.

**Table 124*****Pakistan Studies Contents and its Length at Different Levels***

| Responses                         | Pakistan       |                   |                         |                |                |                |                |                 |
|-----------------------------------|----------------|-------------------|-------------------------|----------------|----------------|----------------|----------------|-----------------|
|                                   | Study Centre   | Political Science | International Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>             | 3<br>(10.00)   | 9<br>(30.00)      | 7<br>(23.30)            | 5<br>(16.70)   | 4<br>(13.30)   | 5<br>(16.70)   | 6<br>(20.00)   | 39<br>(18.60)   |
| <b>Agree</b>                      | 12<br>(40.00)  | 10<br>(33.30)     | 13<br>(43.30)           | 15<br>(50.00)  | 13<br>(43.30)  | 12<br>(40.00)  | 10<br>(33.30)  | 85<br>(40.50)   |
| <b>Neither Agree Nor Disagree</b> | 4<br>(13.30)   | 7<br>(23.30)      | 5<br>(16.70)            | 4<br>(13.30)   | 3<br>(10.00)   | 5<br>(16.70)   | 6<br>(20.00)   | 34<br>(16.20)   |
| <b>Disagree</b>                   | 9<br>(30.00)   | 4<br>(13.30)      | 4<br>(13.30)            | 5<br>(16.70)   | 7<br>(23.30)   | 6<br>(20.00)   | 7<br>(23.30)   | 42<br>(20.00)   |
| <b>Strongly Disagree</b>          | 2<br>(6.70)    | 0<br>(0.00)       | 1<br>(3.30)             | 1<br>(3.30)    | 3<br>(10.00)   | 2<br>(6.70)    | 1<br>(3.30)    | 10<br>(4.80)    |
| <b>Total</b>                      | 30<br>(100.00) | 30<br>(100.00)    | 30<br>(100.00)          | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

Table 124 gives an idea about the students' perceptions regarding the statement that Pakistan Studies contents at different levels are too lengthy.

Table 125

*Pakistan Studies Contents and Teachers' Good Command*

| Responses                | Pakistan        |                      |                            |                |                |                |                |                 |
|--------------------------|-----------------|----------------------|----------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study<br>Centre | Political<br>Science | International<br>Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 15<br>(50.00)   | 12<br>(40.00)        | 1<br>(3.30)                | 5<br>(16.70)   | 6<br>(20.00)   | 5<br>(16.70)   | 6<br>(20.00)   | 50<br>(23.80)   |
| <b>Agree</b>             | 10<br>(33.30)   | 7<br>(23.30)         | 11<br>(36.70)              | 14<br>(46.70)  | 10<br>(33.30)  | 14<br>(46.70)  | 13<br>(43.30)  | 79<br>(37.60)   |
| <b>Undecided</b>         | 5<br>(16.70)    | 3<br>(10.00)         | 6<br>(20.00)               | 5<br>(16.70)   | 5<br>(16.70)   | 5<br>(16.70)   | 4<br>(13.30)   | 33<br>(15.70)   |
| <b>Disagree</b>          | 0<br>(0.00)     | 7<br>(23.30)         | 6<br>(20.00)               | 5<br>(16.70)   | 4<br>(13.30)   | 5<br>(16.70)   | 6<br>(20.00)   | 33<br>(15.70)   |
| <b>Strongly Disagree</b> | 0<br>(0.00)     | 1<br>(3.30)          | 6<br>(20.00)               | 1<br>(3.30)    | 5<br>(16.70)   | 1<br>(3.30)    | 1<br>(3.30)    | 15<br>(7.10)    |
| <b>Total</b>             | 30<br>(100.00)  | 30<br>(100.00)       | 30<br>(100.00)             | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

Table 125 gives an idea about the students' perceptions regarding the statement that teachers have good command to deliver Pakistan Studies contents.

**Table 126*****Pakistan Studies Contents and Logical Sequence in Various Levels***

| <b>Responses</b>             | <b>Pakistan</b>         |                              |                                    |                |                  |                |                    |                 |
|------------------------------|-------------------------|------------------------------|------------------------------------|----------------|------------------|----------------|--------------------|-----------------|
|                              | <b>Study<br/>Centre</b> | <b>Political<br/>Science</b> | <b>International<br/>Relations</b> | <b>History</b> | <b>Geography</b> | <b>Medical</b> | <b>Engineering</b> | <b>Total</b>    |
| <b>Strongly<br/>Agree</b>    | 6<br>(20.00)            | 6<br>(20.00)                 | 3<br>(10.00)                       | 5<br>(16.70)   | 3<br>(10.00)     | 3<br>(10.00)   | 3<br>(10.00)       | 29<br>(13.80)   |
| <b>Agree</b>                 | 18<br>(60.00)           | 10<br>(33.30)                | 9<br>(30.00)                       | 12<br>(40.00)  | 8<br>(26.70)     | 5<br>(16.70)   | 11<br>(36.70)      | 73<br>(34.80)   |
| <b>Undecided</b>             | 3<br>(10.00)            | 7<br>(23.30)                 | 9<br>(30.00)                       | 6<br>(20.00)   | 7<br>(23.30)     | 10<br>(33.30)  | 5<br>(16.70)       | 47<br>(22.40)   |
| <b>Disagree</b>              | 2<br>(6.70)             | 5<br>(16.70)                 | 4<br>(13.30)                       | 6<br>(20.00)   | 9<br>(30.00)     | 12<br>(40.00)  | 11<br>(36.70)      | 49<br>(23.30)   |
| <b>Strongly<br/>Disagree</b> | 1<br>(3.30)             | 2<br>(6.70)                  | 5<br>(16.70)                       | 1<br>(3.30)    | 3<br>(10.00)     | 0<br>(0.00)    | 0<br>(0.00)        | 12<br>(5.70)    |
| <b>Total</b>                 | 30<br>(100.00)          | 30<br>(100.00)               | 30<br>(100.00)                     | 30<br>(100.00) | 30<br>(100.00)   | 30<br>(100.00) | 30<br>(100.00)     | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

Table 126 gives an idea about the students' perceptions regarding the statement that logical sequence is present in various levels of Pakistan Studies contents.

**Table 127*****Pakistan Studies and Lecture Method***

| Responses                | Pakistan        |                      |                            |                |                |                |                |                 |
|--------------------------|-----------------|----------------------|----------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study<br>Centre | Political<br>Science | International<br>Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 16<br>(53.30)   | 6<br>(20.00)         | 6<br>(20.00)               | 10<br>(33.30)  | 10<br>(33.30)  | 7<br>(23.30)   | 10<br>(33.30)  | 65<br>(31.00)   |
| <b>Agree</b>             | 13<br>(43.30)   | 12<br>(40.00)        | 17<br>(56.70)              | 15<br>(50.00)  | 15<br>(50.00)  | 17<br>(56.70)  | 16<br>(53.30)  | 105<br>(50.00)  |
| <b>Undecided</b>         | 0<br>(0.00)     | 3<br>(10.00)         | 1<br>(3.30)                | 1<br>(3.30)    | 2<br>(6.70)    | 3<br>(10.00)   | 0<br>(0.00)    | 10<br>(4.80)    |
| <b>Disagree</b>          | 1<br>(3.30)     | 8<br>(26.70)         | 5<br>(16.70)               | 3<br>(10.00)   | 2<br>(6.70)    | 1<br>(3.30)    | 3<br>(10.00)   | 23<br>(11.00)   |
| <b>Strongly Disagree</b> | 0<br>(0.00)     | 1<br>(3.30)          | 1<br>(3.30)                | 1<br>(3.30)    | 1<br>(3.30)    | 2<br>(6.70)    | 1<br>(3.30)    | 7<br>(3.30)     |
| <b>Total</b>             | 30<br>(100.00)  | 30<br>(100.00)       | 30<br>(100.00)             | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

Table 127 gives an idea about the students' perceptions regarding the statement that teachers use lecture method for teaching Pakistan Studies.

Table 128

**Pakistan Studies and Activity Method**

| Responses                | Pakistan        |                      |                            |                |                |                |                |                 |
|--------------------------|-----------------|----------------------|----------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study<br>Centre | Political<br>Science | International<br>Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 5<br>(16.70)    | 1<br>(3.30)          | 3<br>(10.00)               | 1<br>(3.30)    | 4<br>(13.30)   | 3<br>(10.00)   | 4<br>(13.30)   | 20<br>(9.50)    |
| <b>Agree</b>             | 12<br>(40.00)   | 10<br>(33.30)        | 5<br>(16.70)               | 14<br>(46.70)  | 4<br>(13.30)   | 4<br>(13.30)   | 2<br>(6.70)    | 52<br>(24.80)   |
| <b>Undecided</b>         | 4<br>(13.30)    | 6<br>(20.00)         | 6<br>(20.00)               | 5<br>(16.70)   | 2<br>(6.70)    | 5<br>(16.70)   | 0<br>(0.00)    | 28<br>(13.30)   |
| <b>Disagree</b>          | 7<br>(23.30)    | 11<br>(36.70)        | 10<br>(33.30)              | 8<br>(26.70)   | 13<br>(43.30)  | 11<br>(36.70)  | 16<br>(53.30)  | 76<br>(36.20)   |
| <b>Strongly Disagree</b> | 2<br>(6.70)     | 2<br>(6.70)          | 6<br>(20.00)               | 2<br>(6.70)    | 7<br>(23.30)   | 7<br>(23.30)   | 8<br>(26.70)   | 34<br>(16.20)   |
| <b>Total</b>             | 30<br>(100.00)  | 30<br>(100.00)       | 30<br>(100.00)             | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

$\chi^2 = 44.192$

df = 24

p-value = 0.007

Table 128 gives an idea about the students' perceptions regarding the statement that teachers use activity method for teaching Pakistan Studies.

Table 129

*Pakistan Studies and Project Method*

| Responses                | Pakistan        |                      |                            |                |                |                |                |                 |
|--------------------------|-----------------|----------------------|----------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study<br>Centre | Political<br>Science | International<br>Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 4<br>(13.30)    | 4<br>(13.30)         | 3<br>(10.00)               | 4<br>(13.30)   | 3<br>(10.00)   | 4<br>(13.30)   | 2<br>(6.70)    | 25<br>(11.90)   |
| <b>Agree</b>             | 6<br>(20.00)    | 8<br>(26.70)         | 6<br>(20.00)               | 7<br>(23.30)   | 6<br>(20.00)   | 4<br>(13.30)   | 1<br>(3.30)    | 38<br>(18.10)   |
| <b>Undecided</b>         | 5<br>(16.70)    | 9<br>(30.00)         | 4<br>(13.30)               | 9<br>(30.00)   | 2<br>(6.70)    | 3<br>(10.00)   | 1<br>(3.30)    | 32<br>(15.20)   |
| <b>Disagree</b>          | 10<br>(33.30)   | 7<br>(23.30)         | 9<br>(30.00)               | 8<br>(26.70)   | 12<br>(40.00)  | 12<br>(40.00)  | 10<br>(33.30)  | 68<br>(32.40)   |
| <b>Strongly Disagree</b> | 5<br>(16.70)    | 2<br>(6.70)          | 8<br>(26.70)               | 2<br>(6.70)    | 7<br>(23.30)   | 7<br>(23.30)   | 16<br>(53.30)  | 47<br>(22.40)   |
| <b>Total</b>             | 30<br>(100.00)  | 30<br>(100.00)       | 30<br>(100.00)             | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

$$\chi^2 = 42.332$$

$$df = 24$$

$$p\text{-value} = 0.012$$

Table 129 gives an idea about the students' perceptions regarding the statement that teachers use project method for teaching Pakistan Studies.

**Table 130**

***Pakistan Studies and Textbook Method***

| Responses                | Pakistan       |                   |                         |                |                |                |                |                 |
|--------------------------|----------------|-------------------|-------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study Centre   | Political Science | International Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 5<br>(16.70)   | 8<br>(26.70)      | 8<br>(26.70)            | 7<br>(23.30)   | 11<br>(36.70)  | 9<br>(30.00)   | 13<br>(43.30)  | 61<br>(29.00)   |
| <b>Agree</b>             | 14<br>(46.70)  | 12<br>(40.00)     | 10<br>(33.30)           | 14<br>(46.70)  | 12<br>(40.00)  | 12<br>(40.00)  | 10<br>(33.30)  | 84<br>(40.00)   |
| <b>Undecided</b>         | 4<br>(13.30)   | 3<br>(10.00)      | 1<br>(3.30)             | 4<br>(13.30)   | 2<br>(6.70)    | 2<br>(6.70)    | 2<br>(6.70)    | 18<br>(8.60)    |
| <b>Disagree</b>          | 5<br>(16.70)   | 5<br>(16.70)      | 8<br>(26.70)            | 4<br>(13.30)   | 4<br>(13.30)   | 3<br>(10.00)   | 4<br>(13.30)   | 34<br>(16.20)   |
| <b>Strongly Disagree</b> | 2<br>(6.70)    | 2<br>(6.70)       | 3<br>(10.00)            | 1<br>(3.30)    | 1<br>(3.30)    | 4<br>(13.30)   | 1<br>(3.30)    | 13<br>(6.20)    |
| <b>Total</b>             | 30<br>(100.00) | 30<br>(100.00)    | 30<br>(100.00)          | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

$$\chi^2 = 16.360$$

$$df = 24$$

$$p\text{-value} = 0.875$$

Table 130 gives an idea about the students' perceptions regarding the statement that teachers use textbook method for teaching Pakistan Studies.

**Table 131**

***Pakistan Studies and Discussion Method***

| Responses                | Pakistan       |                   |                         |                |                |                |                |                 |
|--------------------------|----------------|-------------------|-------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study Centre   | Political Science | International Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 11<br>(36.70)  | 12<br>(40.00)     | 6<br>(20.00)            | 9<br>(30.00)   | 7<br>(23.30)   | 10<br>(33.30)  | 6<br>(20.00)   | 61<br>(29.00)   |
| <b>Agree</b>             | 16<br>(53.30)  | 6<br>(20.00)      | 8<br>(26.70)            | 12<br>(40.00)  | 8<br>(26.70)   | 13<br>(43.30)  | 18<br>(60.00)  | 81<br>(38.60)   |
| <b>Undecided</b>         | 1<br>(3.30)    | 4<br>(13.30)      | 5<br>(16.70)            | 3<br>(10.00)   | 1<br>(3.30)    | 1<br>(3.30)    | 2<br>(6.70)    | 17<br>(8.10)    |
| <b>Disagree</b>          | 1<br>(3.30)    | 6<br>(20.00)      | 7<br>(23.30)            | 5<br>(16.70)   | 9<br>(30.00)   | 3<br>(10.00)   | 3<br>(10.00)   | 34<br>(16.20)   |
| <b>Strongly Disagree</b> | 1<br>(3.30)    | 2<br>(6.70)       | 4<br>(13.30)            | 1<br>(3.30)    | 5<br>(16.70)   | 3<br>(10.00)   | 1<br>(3.30)    | 17<br>(8.10)    |
| <b>Total</b>             | 30<br>(100.00) | 30<br>(100.00)    | 30<br>(100.00)          | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

$$\chi^2 = 36.588$$

$$df = 24$$

$$p\text{-value} = 0.048$$

Table 131 gives an idea about the students' perceptions regarding the statement that teachers use discussion method for teaching Pakistan Studies.

Table 132

*Pakistan Studies and Assignment Method*

| Responses                | Pakistan        |                      |                            |                |                |                |                |                 |
|--------------------------|-----------------|----------------------|----------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study<br>Centre | Political<br>Science | International<br>Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 20<br>(66.70)   | 6<br>(20.00)         | 5<br>(16.70)               | 9<br>(30.00)   | 6<br>(20.00)   | 4<br>(13.30)   | 11<br>(36.70)  | 61<br>(29.00)   |
| <b>Agree</b>             | 7<br>(23.30)    | 11<br>(36.70)        | 7<br>(23.30)               | 11<br>(36.70)  | 7<br>(23.30)   | 6<br>(20.00)   | 14<br>(46.70)  | 63<br>(30.00)   |
| <b>Undecided</b>         | 0<br>(0.00)     | 4<br>(13.30)         | 2<br>(6.70)                | 2<br>(6.70)    | 0<br>(0.00)    | 6<br>(20.00)   | 1<br>(3.30)    | 15<br>(7.10)    |
| <b>Disagree</b>          | 3<br>(10.00)    | 6<br>(20.00)         | 11<br>(36.70)              | 5<br>(16.70)   | 10<br>(33.30)  | 10<br>(33.30)  | 4<br>(13.30)   | 49<br>(23.30)   |
| <b>Strongly Disagree</b> | 0<br>(0.00)     | 3<br>(10.00)         | 5<br>(16.70)               | 3<br>(10.00)   | 7<br>(23.30)   | 4<br>(13.30)   | 0<br>(0.00)    | 22<br>(10.50)   |
| <b>Total</b>             | 30<br>(100.00)  | 30<br>(100.00)       | 30<br>(100.00)             | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

Table 132 gives an idea about the students' perceptions regarding the statement that teachers use assignment method for teaching Pakistan Studies.

**Table 133**

***Pakistan Studies and Study Trips and Exhibition Method***

| Responses                | Pakistan       |                   |                         |                |                |                |                |                 |
|--------------------------|----------------|-------------------|-------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study Centre   | Political Science | International Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 2<br>(6.70)    | 2<br>(6.70)       | 5<br>(16.70)            | 3<br>(10.00)   | 8<br>(26.70)   | 5<br>(16.70)   | 2<br>(6.70)    | 27<br>(12.90)   |
| <b>Agree</b>             | 9<br>(30.00)   | 6<br>(20.00)      | 8<br>(26.70)            | 5<br>(16.70)   | 1<br>(3.30)    | 1<br>(3.30)    | 1<br>(3.30)    | 31<br>(14.80)   |
| <b>Undecided</b>         | 4<br>(13.30)   | 9<br>(30.00)      | 4<br>(13.30)            | 7<br>(23.30)   | 2<br>(6.70)    | 2<br>(6.70)    | 3<br>(10.00)   | 31<br>(14.80)   |
| <b>Disagree</b>          | 13<br>(43.30)  | 9<br>(30.00)      | 8<br>(26.70)            | 10<br>(33.30)  | 9<br>(30.00)   | 12<br>(40.00)  | 9<br>(30.00)   | 70<br>(33.30)   |
| <b>Strongly Disagree</b> | 2<br>(6.70)    | 4<br>(13.30)      | 5<br>(16.70)            | 5<br>(16.70)   | 10<br>(33.30)  | 10<br>(33.30)  | 15<br>(50.00)  | 51<br>(24.30)   |
| <b>Total</b>             | 30<br>(100.00) | 30<br>(100.00)    | 30<br>(100.00)          | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

$$\chi^2 = 52.554$$

$$df = 24$$

$$p\text{-value} = 0.001$$

Table 133 gives an idea about the students' perceptions regarding the statement that teachers use study trips and exhibition method for teaching Pakistan Studies.

Table 134

*Pakistan Studies and Television*

| Responses                | Pakistan       |                   |                         |                |                |                |                |                 |
|--------------------------|----------------|-------------------|-------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study Centre   | Political Science | International Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 1<br>(3.30)    | 3<br>(10.00)      | 5<br>(16.70)            | 2<br>(6.70)    | 1<br>(3.30)    | 2<br>(6.70)    | 2<br>(6.70)    | 16<br>(7.60)    |
| <b>Agree</b>             | 3<br>(10.00)   | 2<br>(6.70)       | 9<br>(30.00)            | 3<br>(10.00)   | 4<br>(13.30)   | 1<br>(3.30)    | 3<br>(10.00)   | 25<br>(11.90)   |
| <b>Undecided</b>         | 5<br>(16.70)   | 5<br>(16.70)      | 3<br>(10.00)            | 6<br>(20.00)   | 1<br>(3.30)    | 4<br>(13.30)   | 1<br>(3.30)    | 25<br>(11.90)   |
| <b>Disagree</b>          | 7<br>(23.30)   | 15<br>(50.00)     | 8<br>(26.70)            | 11<br>(36.70)  | 12<br>(40.00)  | 16<br>(53.30)  | 8<br>(26.70)   | 77<br>(36.70)   |
| <b>Strongly Disagree</b> | 14<br>(46.70)  | 5<br>(16.70)      | 5<br>(16.70)            | 8<br>(26.70)   | 12<br>(40.00)  | 7<br>(23.30)   | 16<br>(53.30)  | 67<br>(31.90)   |
| <b>Total</b>             | 30<br>(100.00) | 30<br>(100.00)    | 30<br>(100.00)          | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

$\chi^2 = 41.968$

df = 24

p-value = 0.001

Table 134 gives an idea about the students' perceptions regarding the statement that teachers use television as audio-visual aid for teaching Pakistan Studies.

Table 135

*Pakistan Studies and Tape recorder*

| Responses                | Pakistan        |                      |                            |                |                |                |                |                 |
|--------------------------|-----------------|----------------------|----------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study<br>Centre | Political<br>Science | International<br>Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 1<br>(3.30)     | 2<br>(6.70)          | 3<br>(10.00)               | 0<br>(0.00)    | 0<br>(0.00)    | 3<br>(10.00)   | 0<br>(0.00)    | 9<br>(4.30)     |
| <b>Agree</b>             | 0<br>(0.00)     | 1<br>(3.30)          | 2<br>(6.70)                | 3<br>(10.00)   | 4<br>(13.30)   | 1<br>(3.30)    | 4<br>(13.30)   | 15<br>(7.10)    |
| <b>Undecided</b>         | 4<br>(13.30)    | 6<br>(20.00)         | 6<br>(20.00)               | 8<br>(26.70)   | 1<br>(3.30)    | 3<br>(10.00)   | 1<br>(3.30)    | 29<br>(13.80)   |
| <b>Disagree</b>          | 7<br>(23.30)    | 12<br>(40.00)        | 14<br>(46.70)              | 7<br>(23.30)   | 11<br>(36.70)  | 15<br>(50.00)  | 8<br>(26.70)   | 74<br>(35.20)   |
| <b>Strongly Disagree</b> | 18<br>(60.00)   | 9<br>(30.00)         | 5<br>(16.70)               | 12<br>(40.00)  | 14<br>(46.70)  | 8<br>(26.70)   | 17<br>(56.70)  | 83<br>(39.50)   |
| <b>Total</b>             | 30<br>(100.00)  | 30<br>(100.00)       | 30<br>(100.00)             | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

Table 135 gives an idea about the students' perceptions regarding the statement that teachers use tape recorder as audio-visual aid for teaching Pakistan Studies.

Table 136

*Pakistan Studies and Radio*

| Responses                | Pakistan        |                      |                            |                |                |                |                |                 |
|--------------------------|-----------------|----------------------|----------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study<br>Centre | Political<br>Science | International<br>Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 0<br>(0.00)     | 3<br>(10.00)         | 4<br>(13.30)               | 1<br>(3.30)    | 0<br>(0.00)    | 3<br>(10.00)   | 1<br>(3.30)    | 12<br>(5.70)    |
| <b>Agree</b>             | 1<br>(3.30)     | 3<br>(10.00)         | 5<br>(16.70)               | 8<br>(26.70)   | 4<br>(13.30)   | 0<br>(0.00)    | 4<br>(13.30)   | 25<br>(11.90)   |
| <b>Undecided</b>         | 4<br>(13.30)    | 3<br>(10.00)         | 4<br>(13.30)               | 8<br>(26.70)   | 1<br>(3.30)    | 3<br>(10.00)   | 1<br>(3.30)    | 24<br>(11.40)   |
| <b>Disagree</b>          | 7<br>(23.30)    | 13<br>(43.30)        | 13<br>(43.30)              | 6<br>(20.00)   | 11<br>(36.70)  | 16<br>(53.30)  | 7<br>(23.30)   | 73<br>(34.80)   |
| <b>Strongly Disagree</b> | 18<br>(60.00)   | 8<br>(26.70)         | 4<br>(13.30)               | 7<br>(23.30)   | 14<br>(46.70)  | 8<br>(26.70)   | 17<br>(56.70)  | 76<br>(36.20)   |
| <b>Total</b>             | 30<br>(100.00)  | 30<br>(100.00)       | 30<br>(100.00)             | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

Table 136 gives an idea about the students' perceptions regarding the statement that teachers use radio as audio-visual aid for teaching Pakistan Studies.

**Table 137**

***Pakistan Studies and Films***

| Responses                | Pakistan       |                   |                         |                |                |                |                |                 |
|--------------------------|----------------|-------------------|-------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study Centre   | Political Science | International Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 2<br>(6.70)    | 7<br>(23.30)      | 3<br>(10.00)            | 2<br>(6.70)    | 2<br>(6.70)    | 3<br>(10.00)   | 1<br>(3.30)    | 20<br>(9.50)    |
| <b>Agree</b>             | 1<br>(3.30)    | 3<br>(10.00)      | 8<br>(26.70)            | 10<br>(33.30)  | 5<br>(16.70)   | 1<br>(3.30)    | 3<br>(10.00)   | 31<br>(14.80)   |
| <b>Undecided</b>         | 5<br>(16.70)   | 5<br>(16.70)      | 4<br>(13.30)            | 5<br>(16.70)   | 2<br>(6.70)    | 4<br>(13.30)   | 2<br>(6.70)    | 27<br>(12.90)   |
| <b>Disagree</b>          | 5<br>(16.70)   | 8<br>(26.70)      | 12<br>(40.00)           | 4<br>(13.30)   | 9<br>(30.00)   | 13<br>(43.30)  | 7<br>(23.30)   | 58<br>(27.60)   |
| <b>Strongly Disagree</b> | 17<br>(56.70)  | 7<br>(23.30)      | 3<br>(10.00)            | 9<br>(30.00)   | 12<br>(40.00)  | 9<br>(30.00)   | 17<br>(56.70)  | 74<br>(35.20)   |
| <b>Total</b>             | 30<br>(100.00) | 30<br>(100.00)    | 30<br>(100.00)          | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

$$\chi^2 = 50.254$$

$$df = 24$$

$$p\text{-value} = 0.001$$

Table 137 gives an idea about the students' perceptions regarding the statement that teachers use films as audio-visual aids for teaching Pakistan Studies.

Table 138

*Pakistan Studies and Slides*

| Responses                | Pakistan       |                   |                         |                |                |                |                |                 |
|--------------------------|----------------|-------------------|-------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study Centre   | Political Science | International Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 1<br>(3.30)    | 4<br>(13.30)      | 3<br>(10.00)            | 1<br>(3.30)    | 5<br>(16.70)   | 2<br>(6.70)    | 3<br>(10.00)   | 19<br>(9.00)    |
| <b>Agree</b>             | 3<br>(10.00)   | 6<br>(20.00)      | 12<br>(40.00)           | 15<br>(50.00)  | 4<br>(13.30)   | 2<br>(6.70)    | 3<br>(10.00)   | 45<br>(21.40)   |
| <b>Undecided</b>         | 6<br>(20.00)   | 3<br>(10.00)      | 2<br>(6.70)             | 2<br>(6.70)    | 1<br>(3.30)    | 4<br>(13.30)   | 1<br>(3.30)    | 19<br>(9.00)    |
| <b>Disagree</b>          | 6<br>(20.00)   | 11<br>(36.70)     | 9<br>(30.00)            | 5<br>(16.70)   | 8<br>(26.70)   | 15<br>(50.00)  | 8<br>(26.70)   | 62<br>(29.50)   |
| <b>Strongly Disagree</b> | 14<br>(46.70)  | 6<br>(20.00)      | 4<br>(13.30)            | 7<br>(23.30)   | 12<br>(40.00)  | 7<br>(23.30)   | 15<br>(50.00)  | 65<br>(31.00)   |
| <b>Total</b>             | 30<br>(100.00) | 30<br>(100.00)    | 30<br>(100.00)          | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

$\chi^2 = 55.565$

df = 24

p-value = 0.000

Table 138 gives an idea about the students' perceptions regarding the statement that teachers use slides as audio-visual aids for teaching Pakistan Studies.

**Table 139**

***Pakistan Studies and Projectors***

| Responses                | Pakistan       |                   |                         |                |                |                |                |                 |
|--------------------------|----------------|-------------------|-------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study Centre   | Political Science | International Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 1<br>(3.30)    | 3<br>(10.00)      | 4<br>(13.30)            | 6<br>(20.00)   | 5<br>(16.70)   | 4<br>(13.30)   | 3<br>(10.00)   | 26<br>(12.40)   |
| <b>Agree</b>             | 4<br>(13.30)   | 10<br>(33.30)     | 10<br>(33.30)           | 10<br>(33.30)  | 9<br>(30.00)   | 3<br>(10.00)   | 7<br>(23.30)   | 53<br>(25.20)   |
| <b>Undecided</b>         | 6<br>(20.00)   | 5<br>(16.70)      | 3<br>(10.00)            | 2<br>(6.70)    | 2<br>(6.70)    | 3<br>(10.00)   | 1<br>(3.30)    | 22<br>(10.50)   |
| <b>Disagree</b>          | 9<br>(30.00)   | 7<br>(23.30)      | 10<br>(33.30)           | 5<br>(16.70)   | 7<br>(23.30)   | 14<br>(46.70)  | 6<br>(20.00)   | 58<br>(27.60)   |
| <b>Strongly Disagree</b> | 10<br>(33.30)  | 5<br>(16.70)      | 3<br>(10.00)            | 7<br>(23.30)   | 7<br>(23.30)   | 6<br>(20.00)   | 13<br>(43.30)  | 51<br>(24.30)   |
| <b>Total</b>             | 30<br>(100.00) | 30<br>(100.00)    | 30<br>(100.00)          | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

$$\chi^2 = 32.918$$

$$df = 24$$

$$p\text{-value} = 0.106$$

Table 139 gives an idea about the students' perceptions regarding the statement that teachers use projectors as audio-visual aids for teaching Pakistan Studies is rejected.

**Table 140**

***Pakistan Studies and Pictures***

| Responses                | Pakistan        |                      |                            |                |                |                |                |                 |
|--------------------------|-----------------|----------------------|----------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study<br>Centre | Political<br>Science | International<br>Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 4<br>(13.30)    | 2<br>(6.70)          | 4<br>(13.30)               | 10<br>(33.30)  | 4<br>(13.30)   | 4<br>(13.30)   | 2<br>(6.70)    | 30<br>(14.30)   |
| <b>Agree</b>             | 9<br>(30.00)    | 9<br>(30.00)         | 8<br>(26.70)               | 9<br>(30.00)   | 8<br>(26.70)   | 4<br>(13.30)   | 5<br>(16.70)   | 52<br>(24.80)   |
| <b>Undecided</b>         | 2<br>(6.70)     | 4<br>(13.30)         | 4<br>(13.30)               | 3<br>(10.00)   | 3<br>(10.00)   | 5<br>(16.70)   | 1<br>(3.30)    | 22<br>(10.50)   |
| <b>Disagree</b>          | 4<br>(13.30)    | 8<br>(26.70)         | 11<br>(36.70)              | 4<br>(13.30)   | 7<br>(23.30)   | 11<br>(36.70)  | 8<br>(26.70)   | 53<br>(25.20)   |
| <b>Strongly Disagree</b> | 11<br>(36.70)   | 7<br>(23.30)         | 3<br>(10.00)               | 4<br>(13.30)   | 8<br>(26.70)   | 6<br>(20.00)   | 14<br>(46.70)  | 53<br>(25.20)   |
| <b>Total</b>             | 30<br>(100.00)  | 30<br>(100.00)       | 30<br>(100.00)             | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

$$\chi^2 = 35.465$$

$$df = 24$$

$$p\text{-value} = 0.062$$

Table 140 gives an idea about the students' perceptions regarding the statement that teachers use pictures as audio-visual aids for teaching Pakistan Studies.

**Table 141*****Pakistan Studies and Models***

| <b>Responses</b>             | <b>Pakistan</b>         |                              |                                    |                |                  |                |                    | <b>Total</b>    |
|------------------------------|-------------------------|------------------------------|------------------------------------|----------------|------------------|----------------|--------------------|-----------------|
|                              | <b>Study<br/>Centre</b> | <b>Political<br/>Science</b> | <b>International<br/>Relations</b> | <b>History</b> | <b>Geography</b> | <b>Medical</b> | <b>Engineering</b> |                 |
| <b>Strongly<br/>Agree</b>    | 0<br>(0.00)             | 1<br>(3.30)                  | 2<br>(6.70)                        | 4<br>(13.30)   | 3<br>(10.00)     | 4<br>(13.30)   | 3<br>(10.00)       | 17<br>(8.10)    |
| <b>Agree</b>                 | 11<br>(36.70)           | 10<br>(33.30)                | 6<br>(20.00)                       | 7<br>(23.30)   | 6<br>(20.00)     | 5<br>(16.70)   | 1<br>(3.30)        | 46<br>(21.90)   |
| <b>Undecided</b>             | 4<br>(13.30)            | 3<br>(10.00)                 | 6<br>(20.00)                       | 5<br>(16.70)   | 3<br>(10.00)     | 3<br>(10.00)   | 2<br>(6.70)        | 26<br>(12.40)   |
| <b>Disagree</b>              | 3<br>(10.00)            | 9<br>(30.00)                 | 11<br>(36.70)                      | 7<br>(23.30)   | 8<br>(26.70)     | 11<br>(36.70)  | 9<br>(30.00)       | 58<br>(27.60)   |
| <b>Strongly<br/>Disagree</b> | 12<br>(40.00)           | 7<br>(23.30)                 | 5<br>(16.70)                       | 7<br>(23.30)   | 10<br>(33.30)    | 7<br>(23.30)   | 15<br>(50.00)      | 63<br>(30.00)   |
| <b>Total</b>                 | 30<br>(100.00)          | 30<br>(100.00)               | 30<br>(100.00)                     | 30<br>(100.00) | 30<br>(100.00)   | 30<br>(100.00) | 30<br>(100.00)     | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

Table 141 gives an idea about the students' perceptions regarding the statement that teachers use models as audio-visual aids for teaching Pakistan Studies.

Table 142

*Pakistan Studies and Specimens*

| Responses                | Pakistan       |                   |                         |                |                |                |                |                 |
|--------------------------|----------------|-------------------|-------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study Centre   | Political Science | International Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 1<br>(3.30)    | 1<br>(3.30)       | 5<br>(16.70)            | 5<br>(16.70)   | 2<br>(6.70)    | 4<br>(13.30)   | 2<br>(6.70)    | 20<br>(9.50)    |
| <b>Agree</b>             | 10<br>(33.30)  | 9<br>(30.00)      | 4<br>(13.30)            | 10<br>(33.30)  | 6<br>(20.00)   | 1<br>(3.30)    | 3<br>(10.00)   | 43<br>(20.50)   |
| <b>Undecided</b>         | 3<br>(10.00)   | 8<br>(26.70)      | 6<br>(20.00)            | 5<br>(16.70)   | 3<br>(10.00)   | 4<br>(13.30)   | 1<br>(3.30)    | 30<br>(14.30)   |
| <b>Disagree</b>          | 4<br>(13.30)   | 7<br>(23.30)      | 11<br>(36.70)           | 4<br>(13.30)   | 8<br>(26.70)   | 14<br>(46.70)  | 11<br>(36.70)  | 59<br>(28.10)   |
| <b>Strongly Disagree</b> | 12<br>(40.00)  | 5<br>(16.70)      | 4<br>(13.30)            | 6<br>(20.00)   | 11<br>(36.70)  | 7<br>(23.30)   | 13<br>(43.30)  | 58<br>(27.60)   |
| <b>Total</b>             | 30<br>(100.00) | 30<br>(100.00)    | 30<br>(100.00)          | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

$$\chi^2 = 46.526$$

$$df = 24$$

$$p\text{-value} = 0.004$$

Table 142 gives an idea about the students' perceptions regarding the statement that teachers use specimens as audio-visual aids for teaching Pakistan Studies.

Table 143

*Pakistan Studies and Maps*

| Responses                | Pakistan     |                   |                         |          |           |          |             | Total    |
|--------------------------|--------------|-------------------|-------------------------|----------|-----------|----------|-------------|----------|
|                          | Study Centre | Political Science | International Relations | History  | Geography | Medical  | Engineering |          |
| <b>Strongly Agree</b>    | 2            | 4                 | 5                       | 12       | 7         | 6        | 4           | 40       |
|                          | (6.70)       | (13.30)           | (16.70)                 | (40.00)  | (23.30)   | (20.00)  | (13.30)     | (19.00)  |
| <b>Agree</b>             | 11           | 10                | 7                       | 9        | 12        | 6        | 10          | 65       |
|                          | (36.70)      | (33.30)           | (23.30)                 | (30.00)  | (40.00)   | (20.00)  | (33.30)     | (31.00)  |
| <b>Undecided</b>         | 2            | 7                 | 1                       | 4        | 2         | 4        | 1           | 21       |
|                          | (6.70)       | (23.30)           | (3.30)                  | (13.30)  | (6.70)    | (13.30)  | (3.30)      | (10.00)  |
| <b>Disagree</b>          | 7            | 7                 | 14                      | 3        | 4         | 9        | 4           | 48       |
|                          | (23.30)      | (23.30)           | (46.70)                 | (10.00)  | (13.30)   | (30.00)  | (13.30)     | (22.90)  |
| <b>Strongly Disagree</b> | 8            | 2                 | 3                       | 2        | 5         | 5        | 11          | 36       |
|                          | (26.70)      | (6.70)            | (10.00)                 | (6.70)   | (16.70)   | (16.70)  | (36.70)     | (17.10)  |
| <b>Total</b>             | 30           | 30                | 30                      | 30       | 30        | 30       | 30          | 210      |
|                          | (100.00)     | (100.00)          | (100.00)                | (100.00) | (100.00)  | (100.00) | (100.00)    | (100.00) |

Note: Percentages have been given in parentheses.

$$\chi^2 = 48.704$$

$$df = 24$$

$$p\text{-value} = 0.002$$

Table 143 gives an idea about the students' perceptions regarding the statement that teachers use maps as audio-visual aids for teaching Pakistan Studies.

Table 144

*Pakistan Studies and Globe*

| Responses                    | Pakistan        |                      |                            |                |                |                |                |                 |
|------------------------------|-----------------|----------------------|----------------------------|----------------|----------------|----------------|----------------|-----------------|
|                              | Study<br>Centre | Political<br>Science | International<br>Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly<br/>Agree</b>    | 1<br>(3.30)     | 6<br>(20.00)         | 6<br>(20.00)               | 9<br>(30.00)   | 10<br>(33.30)  | 5<br>(16.70)   | 5<br>(16.70)   | 42<br>(20.00)   |
| <b>Agree</b>                 | 13<br>(43.30)   | 12<br>(40.00)        | 10<br>(33.30)              | 11<br>(36.70)  | 8<br>(26.70)   | 6<br>(20.00)   | 9<br>(30.00)   | 69<br>(32.90)   |
| <b>Undecided</b>             | 3<br>(10.00)    | 3<br>(10.00)         | 1<br>(3.30)                | 2<br>(6.70)    | 0<br>(0.00)    | 5<br>(16.70)   | 0<br>(0.00)    | 14<br>(6.70)    |
| <b>Disagree</b>              | 5<br>(16.70)    | 6<br>(20.00)         | 8<br>(26.70)               | 4<br>(13.30)   | 6<br>(20.00)   | 9<br>(30.00)   | 5<br>(16.70)   | 43<br>(20.50)   |
| <b>Strongly<br/>Disagree</b> | 8<br>(26.70)    | 3<br>(10.00)         | 5<br>(16.70)               | 4<br>(13.30)   | 6<br>(20.00)   | 5<br>(16.70)   | 11<br>(36.70)  | 42<br>(20.00)   |
| <b>Total</b>                 | 30<br>(100.00)  | 30<br>(100.00)       | 30<br>(100.00)             | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

Table 144 gives an idea about the students' perceptions regarding the statement that teachers use globe as audio-visual aid for teaching Pakistan Studies.

Table 145

*Pakistan Studies and Charts*

| Responses                | Pakistan        |                      |                            |                |                |                |                |                 |
|--------------------------|-----------------|----------------------|----------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study<br>Centre | Political<br>Science | International<br>Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 1<br>(3.30)     | 3<br>(10.00)         | 5<br>(16.70)               | 8<br>(26.70)   | 6<br>(20.00)   | 2<br>(6.70)    | 4<br>(13.30)   | 29<br>(13.80)   |
| <b>Agree</b>             | 9<br>(30.00)    | 12<br>(40.00)        | 7<br>(23.30)               | 9<br>(30.00)   | 14<br>(46.70)  | 7<br>(23.30)   | 6<br>(20.00)   | 64<br>(30.50)   |
| <b>Undecided</b>         | 5<br>(16.70)    | 7<br>(23.30)         | 3<br>(10.00)               | 2<br>(6.70)    | 0<br>(0.00)    | 8<br>(26.70)   | 0<br>(0.00)    | 25<br>(11.90)   |
| <b>Disagree</b>          | 8<br>(26.70)    | 7<br>(23.30)         | 11<br>(36.70)              | 8<br>(26.70)   | 6<br>(20.00)   | 9<br>(30.00)   | 8<br>(26.70)   | 57<br>(27.10)   |
| <b>Strongly Disagree</b> | 7<br>(23.30)    | 1<br>(3.30)          | 4<br>(13.30)               | 3<br>(10.00)   | 4<br>(13.30)   | 4<br>(13.30)   | 12<br>(40.00)  | 35<br>(16.70)   |
| <b>Total</b>             | 30<br>(100.00)  | 30<br>(100.00)       | 30<br>(100.00)             | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

Table 145 gives an idea about the students' perceptions regarding the statement that teachers use charts as audio-visual aids for teaching Pakistan Studies.

Table 146

*Pakistan Studies and Graphs*

| Responses                | Pakistan        |                      |                            |                |                |                |                |                 |
|--------------------------|-----------------|----------------------|----------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study<br>Centre | Political<br>Science | International<br>Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 0<br>(0.00)     | 2<br>(6.70)          | 2<br>(6.70)                | 6<br>(20.00)   | 5<br>(16.70)   | 3<br>(10.00)   | 4<br>(13.30)   | 22<br>(10.50)   |
| <b>Agree</b>             | 9<br>(30.00)    | 12<br>(40.00)        | 8<br>(26.70)               | 12<br>(40.00)  | 9<br>(30.00)   | 3<br>(10.00)   | 6<br>(20.00)   | 59<br>(28.10)   |
| <b>Undecided</b>         | 5<br>(16.70)    | 6<br>(20.00)         | 0<br>(0.00)                | 1<br>(3.30)    | 0<br>(0.00)    | 5<br>(16.70)   | 0<br>(0.00)    | 17<br>(8.10)    |
| <b>Disagree</b>          | 5<br>(16.70)    | 9<br>(30.00)         | 15<br>(50.00)              | 9<br>(30.00)   | 12<br>(40.00)  | 13<br>(43.30)  | 9<br>(30.00)   | 72<br>(34.30)   |
| <b>Strongly Disagree</b> | 11<br>(36.70)   | 1<br>(3.30)          | 5<br>(16.70)               | 2<br>(6.70)    | 4<br>(13.30)   | 6<br>(20.00)   | 11<br>(36.70)  | 40<br>(19.00)   |
| <b>Total</b>             | 30<br>(100.00)  | 30<br>(100.00)       | 30<br>(100.00)             | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

Table 146 gives an idea about the students' perceptions regarding the statement that teachers use graphs as audio-visual aids for teaching Pakistan Studies.

Table 147

*Pakistan Studies and Writing Boards*

| Responses                    | Pakistan        |                      |                            |                |                |                |                |                 |
|------------------------------|-----------------|----------------------|----------------------------|----------------|----------------|----------------|----------------|-----------------|
|                              | Study<br>Centre | Political<br>Science | International<br>Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly<br/>Agree</b>    | 14<br>(46.70)   | 6<br>(20.00)         | 4<br>(13.30)               | 10<br>(33.30)  | 7<br>(23.30)   | 6<br>(20.00)   | 9<br>(30.00)   | 56<br>(26.70)   |
| <b>Agree</b>                 | 9<br>(30.00)    | 16<br>(53.30)        | 10<br>(33.30)              | 12<br>(40.00)  | 13<br>(43.30)  | 9<br>(30.00)   | 12<br>(40.00)  | 81<br>(38.60)   |
| <b>Undecided</b>             | 3<br>(10.00)    | 4<br>(13.30)         | 1<br>(3.30)                | 3<br>(10.00)   | 1<br>(3.30)    | 7<br>(23.30)   | 0<br>(0.00)    | 19<br>(9.00)    |
| <b>Disagree</b>              | 1<br>(3.30)     | 4<br>(13.30)         | 12<br>(40.00)              | 2<br>(6.70)    | 9<br>(30.00)   | 3<br>(10.00)   | 7<br>(23.30)   | 38<br>(18.10)   |
| <b>Strongly<br/>Disagree</b> | 3<br>(10.00)    | 0<br>(0.00)          | 3<br>(10.00)               | 3<br>(10.00)   | 0<br>(0.00)    | 5<br>(16.70)   | 2<br>(6.70)    | 16<br>(7.60)    |
| <b>Total</b>                 | 30<br>(100.00)  | 30<br>(100.00)       | 30<br>(100.00)             | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

Table 147 gives an idea about the students' perceptions regarding the statement that teachers use writing boards as audio-visual aids for teaching Pakistan Studies.

Table 148

*Pakistan Studies and Library*

| Responses                    | Pakistan        |                      |                            |                |                |                |                |                 |
|------------------------------|-----------------|----------------------|----------------------------|----------------|----------------|----------------|----------------|-----------------|
|                              | Study<br>Centre | Political<br>Science | International<br>Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly<br/>Agree</b>    | 10<br>(33.30)   | 11<br>36.70)         | 7<br>(23.30)               | 8<br>(26.70)   | 10<br>(33.30)  | 0<br>(0.00)    | 4<br>(13.30)   | 50<br>(23.80)   |
| <b>Agree</b>                 | 17<br>(56.70)   | 10<br>33.30)         | 9<br>(30.00)               | 12<br>(40.00)  | 9<br>(30.00)   | 5<br>(16.70)   | 9<br>(30.00)   | 71<br>(33.80)   |
| <b>Undecided</b>             | 1<br>(3.30)     | 1<br>3.30)           | 5<br>(16.70)               | 1<br>(3.30)    | 1<br>(3.30)    | 4<br>(13.30)   | 2<br>(6.70)    | 15<br>(7.10)    |
| <b>Disagree</b>              | 2<br>(6.70)     | 4<br>13.30)          | 4<br>(13.30)               | 8<br>(26.70)   | 7<br>(23.30)   | 11<br>(36.70)  | 9<br>(30.00)   | 45<br>(21.40)   |
| <b>Strongly<br/>Disagree</b> | 0<br>(0.00)     | 4<br>13.30)          | 5<br>(16.70)               | 1<br>(3.30)    | 3<br>(10.00)   | 10<br>(33.30)  | 6<br>(20.00)   | 29<br>(13.80)   |
| <b>Total</b>                 | 30<br>(100.00)  | 30<br>(100.00)       | 30<br>(100.00)             | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

Table 148 gives an idea about the students' perceptions regarding the statement that students frequently use library for learning Pakistan Studies.

**Table 149*****Pakistan Studies and Essay type tests***

| Responses                | Pakistan        |                      |                            |                |                |                |                |                 |
|--------------------------|-----------------|----------------------|----------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study<br>Centre | Political<br>Science | International<br>Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 11<br>(36.70)   | 10<br>(33.30)        | 10<br>(33.30)              | 6<br>(20.00)   | 9<br>(30.00)   | 4<br>(13.30)   | 9<br>(30.00)   | 59<br>(28.10)   |
| <b>Agree</b>             | 13<br>(43.30)   | 4<br>(13.30)         | 8<br>(26.70)               | 17<br>(56.70)  | 12<br>(40.00)  | 10<br>(33.30)  | 12<br>(40.00)  | 76<br>(36.20)   |
| <b>Undecided</b>         | 5<br>(16.70)    | 5<br>(16.70)         | 4<br>(13.30)               | 1<br>(3.30)    | 3<br>(10.00)   | 6<br>(20.00)   | 3<br>(10.00)   | 27<br>(12.90)   |
| <b>Disagree</b>          | 0<br>(0.00)     | 10<br>(33.30)        | 4<br>(13.30)               | 2<br>(6.70)    | 5<br>(16.70)   | 5<br>(16.70)   | 4<br>(13.30)   | 30<br>(14.30)   |
| <b>Strongly Disagree</b> | 1<br>(3.30)     | 1<br>(3.30)          | 4<br>(13.30)               | 4<br>(13.30)   | 1<br>(3.30)    | 5<br>(16.70)   | 2<br>(6.70)    | 18<br>(8.60)    |
| <b>Total</b>             | 30<br>(100.00)  | 30<br>(100.00)       | 30<br>(100.00)             | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

Table 149 gives an idea about the students' perceptions regarding the statement that essay type tests are used to evaluate the students in Pakistan Studies.

**Table 150*****Pakistan Studies and Short Answer Questions***

| <b>Responses</b>             | <b>Pakistan</b>         |                              |                                    |                |                  |                |                    |                 |
|------------------------------|-------------------------|------------------------------|------------------------------------|----------------|------------------|----------------|--------------------|-----------------|
|                              | <b>Study<br/>Centre</b> | <b>Political<br/>Science</b> | <b>International<br/>Relations</b> | <b>History</b> | <b>Geography</b> | <b>Medical</b> | <b>Engineering</b> | <b>Total</b>    |
| <b>Strongly<br/>Agree</b>    | 11<br>(36.70)           | 7<br>(23.30)                 | 10<br>(33.30)                      | 9<br>(30.00)   | 11<br>(36.70)    | 6<br>(20.00)   | 10<br>(33.30)      | 64<br>(30.50)   |
| <b>Agree</b>                 | 15<br>(50.00)           | 11<br>(36.70)                | 16<br>(53.30)                      | 15<br>(50.00)  | 16<br>(53.30)    | 17<br>(56.70)  | 19<br>(63.30)      | 109<br>(51.90)  |
| <b>Undecided</b>             | 4<br>(13.30)            | 3<br>(10.00)                 | 0<br>(0.00)                        | 1<br>(3.30)    | 1<br>(3.30)      | 4<br>(13.30)   | 0<br>(0.00)        | 13<br>(6.20)    |
| <b>Disagree</b>              | 0<br>(0.00)             | 9<br>(30.00)                 | 4<br>(13.30)                       | 5<br>(16.70)   | 1<br>(3.30)      | 2<br>(6.70)    | 1<br>(3.30)        | 22<br>(10.50)   |
| <b>Strongly<br/>Disagree</b> | 0<br>(0.00)             | 0<br>(0.00)                  | 0<br>(0.00)                        | 0<br>(0.00)    | 1<br>(3.30)      | 1<br>(3.30)    | 0<br>(0.00)        | 2<br>(1.00)     |
| <b>Total</b>                 | 30<br>(100.00)          | 30<br>(100.00)               | 30<br>(100.00)                     | 30<br>(100.00) | 30<br>(100.00)   | 30<br>(100.00) | 30<br>(100.00)     | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

Table 150 gives an idea about the students' perceptions regarding the statement that in objective type tests, short answer questions are used for evaluating students in Pakistan Studies during the examinations.

**Table 151*****Pakistan Studies and True False Items***

| <b>Responses</b>             | <b>Pakistan</b>         |                              |                                    |                |                  |                |                    |                 |
|------------------------------|-------------------------|------------------------------|------------------------------------|----------------|------------------|----------------|--------------------|-----------------|
|                              | <b>Study<br/>Centre</b> | <b>Political<br/>Science</b> | <b>International<br/>Relations</b> | <b>History</b> | <b>Geography</b> | <b>Medical</b> | <b>Engineering</b> | <b>Total</b>    |
| <b>Strongly<br/>Agree</b>    | 6<br>(20.00)            | 7<br>(23.30)                 | 6<br>(20.00)                       | 9<br>(30.00)   | 11<br>(36.70)    | 5<br>(16.70)   | 11<br>(36.70)      | 55<br>(26.20)   |
| <b>Agree</b>                 | 16<br>(53.30)           | 13<br>(43.30)                | 15<br>(50.00)                      | 14<br>(46.70)  | 15<br>(50.00)    | 15<br>(50.00)  | 15<br>(50.00)      | 103<br>(49.00)  |
| <b>Undecided</b>             | 6<br>(20.00)            | 2<br>(6.70)                  | 3<br>(10.00)                       | 5<br>(16.70)   | 1<br>(3.30)      | 2<br>(6.70)    | 3<br>(10.00)       | 22<br>(10.50)   |
| <b>Disagree</b>              | 2<br>(6.70)             | 7<br>(23.30)                 | 5<br>(16.70)                       | 2<br>(6.70)    | 2<br>(6.70)      | 4<br>(13.30)   | 1<br>(3.30)        | 23<br>(11.00)   |
| <b>Strongly<br/>Disagree</b> | 0<br>(0.00)             | 1<br>(3.30)                  | 1<br>(3.30)                        | 0<br>(0.00)    | 1<br>(3.30)      | 4<br>(13.30)   | 0<br>(0.00)        | 7<br>(3.30)     |
| <b>Total</b>                 | 30<br>(100.00)          | 30<br>(100.00)               | 30<br>(100.00)                     | 30<br>(100.00) | 30<br>(100.00)   | 30<br>(100.00) | 30<br>(100.00)     | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

Table 151 gives an idea about the students' perceptions regarding the statement that in objective type tests, true false items are used for evaluating students in Pakistan Studies during the examinations.

Table 152

*Pakistan Studies and Multiple Choice Items*

| Responses                | Pakistan        |                      |                            |                |                |                |                |                 |
|--------------------------|-----------------|----------------------|----------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study<br>Centre | Political<br>Science | International<br>Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 4<br>(13.30)    | 9<br>(30.00)         | 9<br>(30.00)               | 6<br>(20.00)   | 12<br>(40.00)  | 9<br>(30.00)   | 12<br>(40.00)  | 61<br>(29.00)   |
| <b>Agree</b>             | 15<br>(50.00)   | 10<br>(33.30)        | 13<br>(43.30)              | 15<br>(50.00)  | 13<br>(43.30)  | 19<br>(63.30)  | 15<br>(50.00)  | 100<br>(47.60)  |
| <b>Undecided</b>         | 5<br>(16.70)    | 5<br>(16.70)         | 0<br>(0.00)                | 6<br>(20.00)   | 2<br>(6.70)    | 1<br>(3.30)    | 2<br>(6.70)    | 21<br>(10.00)   |
| <b>Disagree</b>          | 4<br>(13.30)    | 6<br>(20.00)         | 7<br>(23.30)               | 3<br>(10.00)   | 2<br>(6.70)    | 1<br>(3.30)    | 1<br>(3.30)    | 24<br>(11.40)   |
| <b>Strongly Disagree</b> | 2<br>(6.70)     | 0<br>(0.00)          | 1<br>(3.30)                | 0<br>(0.00)    | 1<br>(3.30)    | 0<br>(0.00)    | 0<br>(0.00)    | 4<br>(1.90)     |
| <b>Total</b>             | 30<br>(100.00)  | 30<br>(100.00)       | 30<br>(100.00)             | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

Table 152 gives an idea about the students' perceptions regarding the statement that in objective type tests, multiple choice items are used for evaluating students in Pakistan Studies during the examinations.

Table 153

*Pakistan Studies and Matching Type Items*

| Responses                | Pakistan        |                      |                            |                |                |                |                |                 |
|--------------------------|-----------------|----------------------|----------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study<br>Centre | Political<br>Science | International<br>Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 1<br>(3.30)     | 5<br>(16.70)         | 10<br>(33.30)              | 5<br>(16.70)   | 9<br>(30.00)   | 3<br>(10.00)   | 10<br>(33.30)  | 42<br>(20.00)   |
| <b>Agree</b>             | 7<br>(23.30)    | 8<br>(26.70)         | 7<br>(23.30)               | 8<br>(26.70)   | 12<br>(40.00)  | 15<br>(50.00)  | 13<br>(43.30)  | 71<br>(33.80)   |
| <b>Undecided</b>         | 7<br>(23.30)    | 7<br>(23.30)         | 2<br>(6.70)                | 5<br>(16.70)   | 1<br>(3.30)    | 2<br>(6.70)    | 2<br>(6.70)    | 26<br>(12.40)   |
| <b>Disagree</b>          | 10<br>(33.30)   | 8<br>(26.70)         | 9<br>(30.00)               | 7<br>(23.30)   | 7<br>(23.30)   | 5<br>(16.70)   | 4<br>(13.30)   | 50<br>(23.80)   |
| <b>Strongly Disagree</b> | 5<br>(16.70)    | 2<br>(6.70)          | 2<br>(6.70)                | 5<br>(16.70)   | 1<br>(3.30)    | 5<br>(16.70)   | 1<br>(3.30)    | 21<br>(10.00)   |
| <b>Total</b>             | 30<br>(100.00)  | 30<br>(100.00)       | 30<br>(100.00)             | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

$$\chi^2 = 40.620$$

$$df = 24$$

$$p\text{-value} = 0.018$$

Table 153 gives an idea about the students' perceptions regarding the statement that in objective type tests, matching type items are used for evaluating students in Pakistan Studies during the examinations.

Table 154

*Pakistan Studies and Completion Type Items*

| Responses                | Pakistan        |                      |                            |                |                |                |                |                 |
|--------------------------|-----------------|----------------------|----------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study<br>Centre | Political<br>Science | International<br>Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 2<br>(6.70)     | 7<br>(23.30)         | 4<br>(13.30)               | 9<br>(30.00)   | 7<br>(23.30)   | 1<br>(3.30)    | 9<br>(30.00)   | 39<br>(18.60)   |
| <b>Agree</b>             | 10<br>(33.30)   | 11<br>(36.70)        | 8<br>(26.70)               | 6<br>(20.00)   | 10<br>(33.30)  | 13<br>(43.30)  | 11<br>(36.70)  | 69<br>(32.90)   |
| <b>Undecided</b>         | 8<br>(26.70)    | 6<br>(20.00)         | 6<br>(20.00)               | 6<br>(20.00)   | 1<br>(3.30)    | 2<br>(6.70)    | 4<br>(13.30)   | 33<br>(15.70)   |
| <b>Disagree</b>          | 5<br>(16.70)    | 5<br>(16.70)         | 8<br>(26.70)               | 6<br>(20.00)   | 11<br>(36.70)  | 10<br>(33.30)  | 5<br>(16.70)   | 50<br>(23.80)   |
| <b>Strongly Disagree</b> | 5<br>(16.70)    | 1<br>(3.30)          | 4<br>(13.30)               | 3<br>(10.00)   | 1<br>(3.30)    | 4<br>(13.30)   | 1<br>(3.30)    | 19<br>(9.00)    |
| <b>Total</b>             | 30<br>(100.00)  | 30<br>(100.00)       | 30<br>(100.00)             | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

$$\chi^2 = 34.367$$

$$df = 24$$

$$p\text{-value} = 0.078$$

Table 154 gives an idea about the students' perceptions regarding the statement that in objective type tests, completion type items are used for evaluating students in Pakistan Studies during the examinations.

Table 155

*Pakistan Studies Contents and Historical Facts*

| Responses                | Pakistan        |                      |                            |                |                |                |                |                 |
|--------------------------|-----------------|----------------------|----------------------------|----------------|----------------|----------------|----------------|-----------------|
|                          | Study<br>Centre | Political<br>Science | International<br>Relations | History        | Geography      | Medical        | Engineering    | Total           |
| <b>Strongly Agree</b>    | 17<br>(56.70)   | 12<br>(40.00)        | 11<br>(36.70)              | 9<br>(30.00)   | 9<br>(30.00)   | 7<br>(23.30)   | 8<br>(26.70)   | 73<br>(34.80)   |
| <b>Agree</b>             | 9<br>(30.00)    | 9<br>(30.00)         | 9<br>(30.00)               | 8<br>(26.70)   | 13<br>(43.30)  | 16<br>(53.30)  | 15<br>(50.00)  | 79<br>(37.60)   |
| <b>Undecided</b>         | 1<br>(3.30)     | 4<br>(13.30)         | 6<br>(20.00)               | 6<br>(20.00)   | 3<br>(10.00)   | 4<br>(13.30)   | 2<br>(6.70)    | 26<br>(12.40)   |
| <b>Disagree</b>          | 1<br>(3.30)     | 4<br>(13.30)         | 1<br>(3.30)                | 5<br>(16.70)   | 3<br>(10.00)   | 2<br>(6.70)    | 3<br>(10.00)   | 19<br>(9.00)    |
| <b>Strongly Disagree</b> | 2<br>(6.70)     | 1<br>(3.30)          | 3<br>(10.00)               | 2<br>(6.70)    | 2<br>(6.70)    | 1<br>(3.30)    | 2<br>(6.70)    | 13<br>(6.20)    |
| <b>Total</b>             | 30<br>(100.00)  | 30<br>(100.00)       | 30<br>(100.00)             | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 30<br>(100.00) | 210<br>(100.00) |

Note: Percentages have been given in parentheses.

$$\chi^2 = 23.608$$

$$df = 24$$

$$p\text{-value} = 0.484$$

Table 155 gives an idea about the students' perceptions regarding the statement that Pakistan Studies contents are based on historical facts.

## CHAPTER-V

### DISCUSSION

This chapter consists of detailed discussion of the data presented in chapter-IV, conclusion and recommendations in order to bring improvement in Pakistan Studies curricula.

It is clear from the data in Table 2 that the number of SET teachers in all the seven districts was the same i.e. 14%. Majority of the Lecturers/Assistant Professors/ Associate Professors i.e. 20.4% belonged to district Haripur while Majority of the SS/Lecturers i.e. 18.7% was from Peshawar. Data in Table 3 show that majority of the Lecturers/Assistant Professors/ Associate Professors i.e. 73.5% came of urban areas of the selected districts. By analyzing overall situation majority of the respondents belonged to urban areas while only 26.5% Lecturers/Assistant Professors/ Associate Professors belonged to rural areas. Data in Table 3 witness that majority of the SS/Lecturers i.e. 51.6% was females while majority of the Lecturers/Assistant Professors/ Associate Professors 53.1% was males. Table 5 reflects information regarding teachers' teaching to various classes. It is clear from the data that for every class there were special teachers. Data was collected from 91 teachers who were teaching to intermediate classes in Colleges and higher secondary schools, 70 teachers were teaching to secondary school certificate classes, and 49 to bachelor classes. According to the data in Table 6 all the teachers were experienced. Majority of the Lecturers/Assistant Professors/Associate Professors were sharing 1-5 year experience while only 3.3% SS/Lecturers had 26 years or more teaching experience. Table 6 shows information regarding respondents' educational qualification. Majority of the respondents i.e. 71.4% possessed MA/MEd and MA/BEd degrees while only 1.9% respondents having PhD degree in the relevant subject. There was no respondent in SET category having MA and MPhil degree while no respondent in the category of SS/Lecturers had PhD degree. Table 8 provides an idea about respondents' monthly income. According to the data majority of the respondents i.e. 68.1% were earning Rs 21000-40000 per month while only 7.2% respondents had monthly income

between Rs 51000 and more than Rs 61000. There was no respondent in the category of SET having monthly income less than Rs 5000.

Table 9 provides an idea about the statement that the curriculum of Pakistan Studies has been designed in the light of geographical condition of the country. Percentages indicate that majority of the respondents i.e. almost 80% were in favor of the statement that the curriculum of Pakistan Studies has been designed in the light of geographical condition of the country while only 14.3% respondents were against the statement. As p-value (0.886) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “the curriculum of Pakistan Studies has been designed in the light of geographical condition of the country” is not accepted. Table 10 shows information regarding the statement that the curriculum of Pakistan Studies has been designed in the light of religious conditions of the country. Percentages indicate that majority of the respondents i.e. 69.1% were in favor of the statement that the curriculum of Pakistan Studies has been designed in the light of religious conditions of the country while 23.8% respondents were against the statement. The data further reflect that majority of Lecturers/Assistant Professors/ Associate Professors i.e. 49% agreed with the statement while only 2.2% SS/Lecturers were strongly disagreed with the statement that the curriculum of Pakistan Studies has been designed in the light of religious conditions of the country. As p-value (0.446) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “the curriculum of Pakistan Studies has been designed in the light of religious conditions of the country” is not accepted.

Table 11 reveals information regarding the statement that the curriculum of Pakistan Studies has been designed in the light of cultural and social needs. Percentages show that majority of the respondents i.e. almost 65% were in favor of the statement that the curriculum of Pakistan Studies has been designed in the light of cultural and social needs while nearly 24% respondents were against the statement. The data further reflect that majority of SS/Lecturers i.e. 56% agree to the statement that the curriculum of Pakistan Studies has been designed in the light of cultural and social needs while only 1.1% respondents of the same

category strongly disagreed with the statement. As p-value (0.487) is greater than the level of significance ( $\alpha= 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “the curriculum of Pakistan Studies has been designed in the light of cultural and social needs” is not accepted. Table 12 reveals information regarding the statement that the curriculum of Pakistan Studies has been designed in the light of economic conditions. It can be seen from the data that majority of the respondents i.e. almost 45% were in favor of the statement that the curriculum of Pakistan Studies has been designed in the light of economic conditions while 42% respondents were against the statement. The data further reflect that majority of SS/Lecturers i.e. nearly 41% agree to the statement that the curriculum of Pakistan Studies has been designed in the light of economic conditions while only 4.4% respondents of the same category were strongly disagreed with the statement. As p-value (0.238) is greater than the level of significance ( $\alpha= 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “the curriculum of Pakistan Studies has been designed in the light of economic conditions” is not accepted.

Table 13 reflects information regarding the statement that the curriculum of Pakistan Studies has been designed in the light of national and international needs. Percentages in the Table 13 witness that majority of the respondents i.e. almost 44% were in favor of the statement that the curriculum of Pakistan Studies has been designed in the light of national and international needs while nearly 42% respondents were against the statement. The data further show that majority of SET teachers i.e.38.6% agreed with the statement that the curriculum of Pakistan Studies has been designed in the light of national and international needs and only 4.1% Lecturers/Assistant Professors/ Associate Professors strongly agreed with the statement. As p-value (0.387) is greater than the level of significance ( $\alpha= 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “the curriculum of Pakistan Studies has been designed in the light of national and international needs” is not accepted. Table 14 provides information regarding the statement that the curriculum of Pakistan Studies has been designed in the light of

learners' age, level and interest. It is observed from the data in the Table 14 that majority of the Lecturers/Assistant Professors/ Associate Professors i.e. almost 41% disagreed with the statement that the curriculum of Pakistan Studies has been designed in the light of learners' age, level and interest while only 4.1% respondents of the same category strongly agreed with the statement. Data further show that the number of respondents in favor and against the statement that the curriculum of Pakistan Studies has been designed in the light of learners' age, level and interest was almost the same. As p-value (0.395) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement "the curriculum of Pakistan Studies has been designed in the light of learners' age, level and interest" is not accepted.

Table 15 provides information regarding the statement that the curriculum of Pakistan Studies has been designed in the light of teacher training programs. What one gathers from the data is that majority of the respondents i.e. almost 63% were against the statement that the curriculum of Pakistan Studies has been designed in the light of teacher training programs while nearly 28% respondents were in favor of the statement. The data further reveal that majority of Lecturers/Assistant Professors/ Associate Professors i.e. 63.3% disagreed with the statement that the curriculum of Pakistan Studies has been designed in the light of teacher training programs and only 4.1% respondents of the same category agreed with the statement. As p-value (0.053) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement "the curriculum of Pakistan Studies has been designed in the light of teacher training programs" is not accepted. Table 16 gives an idea about the statement that the curriculum of Pakistan Studies focuses on students' physical development. The data inform that majority of the respondents i.e. 50.5% were against the statement that the curriculum of Pakistan Studies focuses on students' physical development while nearly 29.5% respondents were in favor of the statement. The data further reveal that majority of Lecturers/Assistant Professors/ Associate Professors i.e. 55.1% disagreed with the statement that the curriculum

of Pakistan Studies focuses on students' physical development and only 2% respondents of the same category strongly agreed with the statement. As p-value (0.272) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement "the curriculum of Pakistan Studies focuses on students' physical development" is not accepted. Table 17 gives an idea about the statement that the curriculum of Pakistan Studies focuses on students' psychological development. The data reflect that majority of the respondents i.e. almost 42% were against the statement that the curriculum of Pakistan Studies focuses on students' psychological development while 40.4% respondents were in favor of the statement. The data further reveal that majority of SET teachers i.e. 37.10% disagreed with the statement that the curriculum of Pakistan Studies focuses on students' psychological development and only 4.10% Lecturers/Assistant Professors/ Associate Professors strongly agreed with the statement. As p-value (0.564) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement "the curriculum of Pakistan Studies focuses on students' psychological development" is not accepted.

Table 18 gives an idea about the statement that the curriculum of Pakistan Studies focuses on students' social development. According to the data majority of the respondents i.e. 57.2% were in favor of the statement that the curriculum of Pakistan Studies focuses on students' social development while 25.7% respondents were against the statement. The data further reveal that majority of SET teachers i.e. 45.7% disagreed with the statement that the curriculum of Pakistan Studies focuses on students' social development and only 1.10% SS/Lecturers strongly agreed with the statement. As p-value (0.308) is greater than the level of significance,  $\alpha = 0.05$ , which indicates that respondents do not differ in their opinion significantly, hence the statement "the curriculum of Pakistan Studies focuses on students' social development" is not accepted. Table 19 reflects information regarding the statement that the curriculum of Pakistan Studies highlights the importance of national integration. It can be seen from the data that majority of the respondents i.e. 79.1% were in

favor of the statement that the curriculum of Pakistan Studies highlights the importance of national integration confirming the statement of Rashid (2004) while only 15.3% respondents were against the statement. The data further indicate that majority of SS/Lecturers i.e. 58.2% agreed with the statement that the curriculum of Pakistan Studies highlights the importance of national integration and only 1% respondents of all the categories strongly disagreed with the statement. Data also reveal that no respondent in the category of Lecturers/Assistant Professors/ Associate Professors strongly disagreed with the statement that the curriculum of Pakistan Studies highlights the importance of national integration. Table 20 reveals information regarding the statement that the curriculum of Pakistan Studies highlights the importance of unity. It is clear from the data that majority of the respondents i.e. 76.2% were in favor of the statement that the curriculum of Pakistan Studies highlights the importance of unity while only 16.7% respondents were against the statement. The data further show that majority of Lecturers/Assistant Professors/ Associate Professors i.e. 59.2% agreed with the statement that the curriculum of Pakistan Studies highlights the importance of unity and only 1% respondents of all the categories strongly disagreed with the statement. Data also reveal that no respondent in the categories of Lecturers/Assistant Professors/ Associate Professors and SS/Lecturers strongly disagreed with the statement that the curriculum of Pakistan Studies highlights the importance of unity. Table 21 reveals information regarding the statement that the curriculum of Pakistan Studies highlights the importance of patriotism. Data clearly state that majority of the respondents i.e. 73.4% were in favor of the statement that the curriculum of Pakistan Studies highlights the importance of patriotism while only 15.80% respondents were against the statement. The data further indicate that majority of Lecturers/Assistant Professors/ Associate Professors i.e. 49% agreed with the statement that the curriculum of Pakistan Studies highlights the importance of patriotism and only 2.9% respondents in the category of SET teachers strongly disagreed with the statement. Data also reveal that no respondent in the category of Lecturers/Assistant Professors/ Associate Professors strongly disagreed with the statement that the curriculum of Pakistan Studies highlights the importance

of patriotism.

Table 22 shows information regarding the statement that Pakistan Studies encourages in students the trait of observation. Data reveals that majority of the respondents i.e. 53.80% were in favor of the statement that Pakistan Studies encourages in students the trait of observation while 29.6% respondents were against the statement. The data further indicate that majority of SET teachers i.e. 41.4% agreed with the statement that Pakistan Studies encourages in students the trait of observation and only 2.9% respondents in all categories strongly disagreed with the statement. Data also indicate that no respondent in the category of Lecturers/Assistant Professors/ Associate Professors strongly disagreed with the statement that Pakistan Studies encourages in students the trait of observation. Table 23 shows information regarding the statement that Pakistan Studies encourages in students the trait of creativity. Data witness that majority of the respondents i.e. 45.2% were against the statement that Pakistan Studies encourages in students the trait of creativity while 41.9% respondents were in favor of the statement. The data further reflect that majority of Lecturers/Assistant Professors/ Associate Professors i.e. nearly 47% disagree to the statement while only 2% respondents of the same category strongly agreed with the statement that Pakistan Studies encourages in students the trait of creativity. As p-value (0.043) is lesser than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents differ in their opinion significantly, hence the statement “Pakistan Studies encourages in students the trait of creativity” is accepted.

Table 24 shows information regarding the statement that the curriculum of Pakistan Studies promotes an understanding of the ideology of Pakistan. It is observed from the data that majority of the respondents i.e. 76.7% were in favor of the statement that the curriculum of Pakistan Studies promotes an understanding of the ideology of Pakistan while only 14.3% respondents were against the statement. The data further indicate that majority of Lecturers/Assistant Professors/ Associate Professors i.e. 49% agreed with the statement while only 1.4% SET teachers strongly disagreed with the statement that the curriculum of Pakistan Studies promotes an understanding of the

ideology of Pakistan. As p-value (0.434) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “the curriculum of Pakistan Studies promotes an understanding of the ideology of Pakistan” is not accepted. Table 25 shows information regarding the statement that the curriculum of Pakistan Studies has been designed to make an effort for establishing a modern welfare Islamic state. What one gathers from the data is that majority of the respondents i.e. 54.3% were in favor of the statement that the curriculum of Pakistan Studies has been designed to make an effort for establishing a modern welfare Islamic state while 32.9% respondents were against the statement. Data further reflect that majority of Lecturers/Assistant Professors/ Associate Professors i.e. 46.9% agreed with the statement while only 4.10% respondents of the same category strongly disagreed with the statement that the curriculum of Pakistan Studies has been designed to make an effort for establishing a modern welfare Islamic state. As p-value (0.091) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “the curriculum of Pakistan Studies has been designed to make an effort for establishing a modern welfare Islamic state” is not accepted.

Table 26 provides information regarding the statement that the curriculum of Pakistan Studies explains the students with various phases of Pakistan’s historical development. Data inform that majority of the respondents i.e. 82.4% were in favor of the statement that the curriculum of Pakistan Studies explains the students with various phases of Pakistan’s historical development while only 12.80% respondents were against the statement. The data further indicate that majority of SET teachers i.e. 67.10% agreed with the statement while only 1.4% respondents of the same category strongly disagreed with the statement that the curriculum of Pakistan Studies explains the students with various phases of Pakistan’s historical development. As p-value (0.193) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “the curriculum of Pakistan Studies explains the students with various phases of Pakistan’s historical development” is not accepted. Table 27 provides information

regarding the statement that the curriculum of Pakistan Studies explains the students with various phases of Pakistan's political development. It can be seen from the data that majority of the respondents, i.e. nearly 71% was in favor of the statement that the curriculum of Pakistan Studies explains the students with various phases of Pakistan's political development while only 16.6% respondents were against the statement. The data further indicate that majority of SS/Lecturers i.e. 58.2% agreed with the statement that the curriculum of Pakistan Studies explains the students with various phases of Pakistan's political development and only 1.4% respondents of all the categories strongly disagreed with the statement. Data also reveal that no respondent in both the categories of SET teachers and SS/Lecturers strongly disagreed with the statement that the curriculum of Pakistan Studies explains the students with various phases of Pakistan's political development. Table 28 provides information regarding the statement that the curriculum of Pakistan Studies explains the students with various phases of Pakistan's constitutional development. Majority of the respondents i.e. 70% were in favor of the statement that the curriculum of Pakistan Studies explains the students various phases of Pakistan's constitutional development while only 19% respondents were against the statement. The data further indicate that majority of SS/Lecturers i.e. 51.6% agreed with the statement while only 4.3% respondents of in the category of SET teachers strongly disagreed with the statement that the curriculum of Pakistan Studies explains the students various phases of Pakistan's constitutional development. As p-value (0.924) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the Statement "the curriculum of Pakistan Studies explains the students various phases of Pakistan's constitutional development" is not accepted.

Table 29 gives an idea about the statement that the contents of Pakistan Studies indoctrinate awareness about the multi-cultural heritage of Pakistan. It can be seen from the data that majority of the respondents i.e. 68.10% was in favor of the statement that the contents of Pakistan Studies indoctrinate awareness about the multi-cultural heritage of Pakistan while only 15.7%

respondents were against the statement. The data further indicate that majority of Lecturers/Assistant Professors/ Associate Professors i.e. 67.3% agreed with the statement that contents of Pakistan Studies indoctrinate awareness about the multi-cultural heritage of Pakistan and only 1.4% SET teachers strongly disagreed with the statement. Data also reveal that no respondent in the category of Lecturers/Assistant Professors/ Associate Professors strongly disagreed with the statement that contents of Pakistan Studies indoctrinate awareness about the multi-cultural heritage of Pakistan.

Table 30 shows information regarding the statement that the curriculum of Pakistan Studies develops understanding of the physical features and human resources of Pakistan. The data reflect that majority of the respondents i.e. almost 61.4% were in favor of the statement that the curriculum of Pakistan Studies develops understanding of the physical features and human resources of Pakistan while 24.80% respondents were against the statement. The data further reflect that majority of Lecturers/Assistant Professors/Associate Professors i.e. 55.10% agreed with the statement while only 3.3% SS/Lecturers strongly disagreed with the statement that the curriculum of Pakistan Studies develops understanding of the physical features and human resources of Pakistan. As p-value (0.100) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “the curriculum of Pakistan Studies develop understanding of the physical features and human resources of Pakistan” is not accepted. Table 31 provides information regarding the statement that the curriculum of Pakistan Studies develops positive attitudes towards the role of the people in the development of the society. Majority of the respondents i.e. almost 52% were in favor of the statement that the curriculum of Pakistan Studies develops positive attitudes towards the role of the people in the development of the society while 30% respondents were against the statement. The data further indicate that majority of Lecturers/Assistant Professors/ Associate Professors i.e. 40.80% agreed with the statement while only 1.4% respondents of in the category of SET teachers strongly disagreed with the statement that the curriculum of Pakistan Studies develops positive attitudes towards the role of the people in the development of

the society. As p-value (0.315) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “the curriculum of Pakistan Studies develops positive attitudes towards the role of the people in the development of the society” is not accepted. Table 32 presents information regarding the statement that the curriculum of Pakistan Studies develops awareness in relation to Pakistan’s international relations. According to the data majority of the respondents i.e. 56.7% were in favor of the statement that the curriculum of Pakistan Studies develops awareness in relation to Pakistan’s international relations while nearly 25% respondents were against the statement. The data further indicate that majority of SS/Lecturers i.e. 50.5% agreed with the statement while only 8.2% respondents in the category of Lecturers/Assistant Professors/ Associate Professors strongly disagreed with the statement that the curriculum of Pakistan Studies develops awareness in relation to Pakistan’s international relations. As p-value (0.270) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “the curriculum of Pakistan Studies develops awareness in relation to Pakistan’s international relations” is not accepted.

Table 33 presents information regarding the statement that the objectives of Pakistan Studies curricula are clear. According to the data majority of the respondents i.e. 48.5% were in favor of the statement that the objectives of Pakistan Studies curricula are clear while 29.10% respondents were against the statement. The data further reflect that majority of Lecturers/Assistant Professors/ Associate Professors i.e. 36.7% agreed with the statement while only 2.9% respondents in the category of SET teachers strongly disagreed with the statement that the objectives of Pakistan Studies curricula are clear. As p-value (0.119) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “the objectives of Pakistan Studies curricula are clear” is not accepted.

Table 34 presents information regarding the statement that the objectives of Pakistan Studies curricula are achievable. It is clear from the data that

majority of the respondents i.e. 48.6% were in favor of the statement that the objectives of Pakistan Studies curricula are clear while 27.10% respondents were against the statement. The data further reflect that majority of SS/Lecturers i.e. 46.2% agreed with the statement while only 1.4% respondents in the category of SET teachers strongly disagreed with the statement that the objectives of Pakistan Studies curricula are achievable. As p-value (0.051) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “the objectives of Pakistan Studies curricula are achievable” is not accepted.

Table 35 presents information regarding the statement that the objectives of Pakistan Studies curricula are meaningful. It can be seen from the data that majority of the respondents i.e. 52.6% were in favor of the statement that the objectives of Pakistan Studies curricula are meaningful while 26.3% respondents were against the statement. The data further reflect that majority of Lecturers/Assistant Professors/ Associate Professors i.e. 42.9% agreed with the statement while only 1.10% respondents in the category of SS/Lectures strongly disagreed with the statement that the objectives of Pakistan Studies curricula are meaningful. As p-value (0.233) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “the objectives of Pakistan Studies curricula are meaningful” is accepted. Table 36 presents information regarding the statement that the objectives of Pakistan Studies curricula are observable. Data reflect that majority of the respondents i.e. 46.7% were in favor of the statement that the objectives of Pakistan Studies curricula are observable while 30% respondents were against the statement. The data further reflect that majority of SS/Lectures i.e. 37.4% agreed with the statement while only 3.3% respondents in the same category strongly disagreed with the statement that the objectives of Pakistan Studies curricula are observable. As p-value (0.240) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “the objectives of Pakistan Studies curricula are observable” is not accepted.

Table 37 presents information regarding the statement that the contents

of Pakistan Studies are research based. Majority of the respondents i.e. almost 54% were against the statement that the contents of Pakistan Studies are research based while nearly 34% respondents were in favor of the statement. The data further indicate that majority of Lecturers/Assistant Professors/ Associate Professors i.e. 59.2%disagreed with the statement while only 6.10% respondents in the same category strongly disagreed as well strongly agreed with the statement that the contents of Pakistan Studies are research based. As p-value (0.338) is greater than the level of significance ( $\alpha= 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “the contents of Pakistan Studies are research based” is not accepted. Table 38 provides information regarding the statement that the contents of Pakistan Studies are opinion based. Data witness that majority of the respondents i.e. almost 57.6% were in favor of the statement that the contents of Pakistan Studies are opinion based while nearly 24% respondents were against the statement. The data further reflect that majority of Lecturers/Assistant Professors/ Associate Professors i.e. 63.3% agreed with the statement while only 1.10% SS/Lecturers strongly disagreed with the statement that the contents of Pakistan Studies are opinion based. As p-value (0.021) is lesser than the level of significance ( $\alpha= 0.05$ ), which indicates that respondents differ in their opinion significantly, hence the statement “the contents of Pakistan Studies are opinion based” is accepted. Table 39 reflects information regarding the statement that the contents of Pakistan Studies is future oriented based. It can be seen from the data that majority of the respondents i.e. almost 43% were against the statement that the contents of Pakistan Studies is future oriented based while 34.3% respondents were in favor of the statement. The data further indicate that majority of SS/Lecturers i.e. 46.9% disagreed with the statement that the contents of Pakistan Studies is future oriented based and only 3.3% respondents of all the categories strongly disagreed with the statement. Data also reveal that no respondent in the category of SS/Lecturers strongly disagreed with the statement that the contents of Pakistan Studies are future oriented based.

Table 40 presents information regarding the statement that the contents of Pakistan Studies have vertical alignment/continuity. Data reflect that

majority of the respondents i.e. 44.3% were in favor of the statement that the contents of Pakistan Studies have vertical alignment/continuity while nearly 38.10% respondents were against the statement. The data further reveal that majority of SET teachers i.e. 41.4% agreed with the statement while only 1.4% respondents in the same category strongly disagreed with the statement that the contents of Pakistan Studies have vertical alignment/continuity. As p-value (0.130) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “the contents of Pakistan Studies have vertical alignment/continuity” is not accepted. Table 41 presents information regarding the statement that the contents of Pakistan Studies have logical development. Majority of the respondents i.e. 42.4% were in favor of the statement that the contents of Pakistan Studies have logical development while nearly 31% respondents were against the statement. The data further indicate that majority of SET teachers i.e. 45.7% agreed with the statement while only 1.4% respondents in the same category strongly disagreed with the statement that the contents of Pakistan Studies have logical development. As p-value (0.155) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “the contents of Pakistan Studies have logical development” is not accepted.

Table 42 presents information regarding the statement that the contents of Pakistan Studies serve the interest of the students. It is observed from the data that the number of respondents against and in favor of the statement that the contents of Pakistan Studies serve the interest of the students was almost the same. However, the data show that majority of Lecturers/Assistant Professors/Associate Professors i.e. almost 45% disagreed with the statement while only 4.3% respondents in the category of SET teachers strongly disagreed with the statement that the contents of Pakistan Studies serve the interest of the students. As p-value (0.139) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “the contents of Pakistan Studies serve the interest of the students” is not accepted. Table 43 presents information regarding the statement that the

contents of Pakistan Studies meet the requirements of higher education. What one gathers from the data is that majority of the respondents i.e. 48.6% were against the statement that the contents of Pakistan Studies meet the requirements of higher education while nearly 37.2% respondents were in favor of the statement. The data further indicate that majority of Lecturers/Assistant Professors/ Associate Professors i.e. 46.9% disagreed with the statement while only 2% respondents in the same category strongly agreed with the statement that the contents of Pakistan Studies meet the requirements of higher education. As p-value (0.516) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “the contents of Pakistan Studies meet the requirements of higher education” is not accepted.

Table 44 provides information regarding the statement that the contents of Pakistan Studies take into account the current and future socio-economic demands. It can be seen from the data that majority of the respondents i.e. almost 44% were against the statement that the contents of Pakistan Studies take into account the current and future socio-economic demands while 41.4% respondents were in favor of the statement. The data further indicate that majority of SS/Lecturers i.e. 40.7% disagreed with the statement that the contents of Pakistan Studies take into account the current and future socio-economic demands and only 2.2% respondents of the same category strongly disagreed with the statement. Data also reveal that no respondent in the category of Lecturers/Assistant Professors/Associate Professors was strongly agreed with the statement that the contents of Pakistan Studies take into account the current and future socio-economic demands. Table 45 presents information regarding the statement that the contents of Pakistan Studies enable the students to be aware of their problems. What one gathers from the data is that majority of the respondents i.e. 45.2% were against the statement that the contents of Pakistan Studies enable the students to be aware of their problems while nearly 38.10% respondents were in favor of the statement. The data further indicate that majority of Lecturers/Assistant Professors/ Associate Professors i.e. 55.10% disagreed with the statement while only 3.3% respondents in the category of

SS/Lecturers strongly disagreed with the statement that the contents of Pakistan Studies enable the students to be aware of their problems. As p-value (0.188) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “contents of Pakistan Studies enable the students to be aware of their problem” is not accepted.

Table 46 provides information regarding the statement that the contents of Pakistan Studies reflect major occupational characteristics of the community. It can be seen from the data that majority of the respondents i.e. almost 44% were against the statement that the contents of Pakistan Studies reflect major occupational characteristics of the community while nearly 35% respondents were in favor of the statement. The data further indicate that majority of SS/Lecturers i.e. 45.10% and Lecturers/Assistant Professors/ Associate Professors i.e. 49% disagreed with the statement that the contents of Pakistan Studies reflect major occupational characteristics of the community while majority of SET teachers i.e. 44.3% agreed with the statement. Data also reveal that no respondent in the category of Lecturers/Assistant Professors/ Associate Professors was strongly agreed with the statement that the contents of Pakistan Studies reflect major occupational characteristics of the community. Table 47 indicates information regarding the statement that the contents of Pakistan Studies preserve the cultural heritage of the society. It can be seen from the data that majority of the respondents i.e. 58% were in favor of the statement that the curriculum of Pakistan Studies preserve the cultural heritage of the society while 27.2% respondents were against the statement. The data also reflect that majority of SS/Lecturers i.e. 55.10% agreed with the statement that the curriculum of Pakistan Studies preserve the cultural heritage of the society and only 2.9% respondents of all the categories strongly disagreed with the statement. Data also show that no respondent in the category of Lecturers/Assistant Professors/ Associate Professors was strongly disagreed with the statement that the contents of Pakistan Studies preserve the cultural heritage of the society.

Table 48 presents information regarding the statement that the contents

of Pakistan Studies are treated as problem solving. What one gathers from data is that majority of the respondents i.e. 48.10% were against the statement that the contents of Pakistan Studies are treated as problem solving while nearly 38.6% respondents were in favor of the statement. The data further indicate that majority of Lecturers/Assistant Professors/ Associate Professors i.e. 55.10% disagreed with the statement while only 1.4% respondents in the category of SET teachers strongly disagreed with the statement that the contents of Pakistan Studies are treated as problem solving. As p-value (0.252) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “contents of Pakistan Studies is treated as problem solving” is not accepted.

Table 49 presents information regarding the statement that the contents of Pakistan Studies help in the development of social consciousness among the people. Data reflect that majority of the respondents i.e. almost 52.4% were in favor of the statement that contents of Pakistan Studies help in the development of social consciousness among the people while 30.4% respondents were against the statement. The data further reveal that majority of SS/Lecturers i.e. 52.7% agreed with the statement while only 2% Lecturers/Assistant Professors/ Associate Professors strongly disagreed as well as strongly agreed with the statement that contents of Pakistan Studies help in the development of social consciousness among the people. As p-value (0.232) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “the contents of Pakistan Studies help in the development of social consciousness among the people” is not accepted.

Table 50 presents information regarding the statement that the contents of Pakistan Studies provide adequate practical experiences to the students. It can be seen from the data that majority of the respondents i.e. 46.2% were against the statement that the contents of Pakistan Studies provide adequate practical experiences to the students while 35.7% respondents were in favor of the statement. The data further indicate that majority of SS/Lecturers i.e. 41.80% disagreed with the statement while only 6.10% Lecturers/Assistant Professors/ Associate Professors strongly agreed as well as strongly disagreed with the

statement that the contents of Pakistan Studies provide adequate practical experiences to the students. As p-value (0.908) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “the contents of Pakistan Studies provide adequate practical experiences to the students” is not accepted.

Table 51 shows information regarding the statement that the curriculum of Pakistan Studies has been formulated in urban context of children. Data in reflect that majority of the respondents i.e. 53.3% were in favor of the statement that the contents of Pakistan Studies curriculum of Pakistan Studies has been formulated in urban context of children while 25.7% respondents were against the statement. The data further indicate that majority of SS/Lecturers i.e.53.80% agreed with the statement while only 2% Lecturers/Assistant Professors/ Associate Professors were strongly disagreed with the statement that the curriculum of Pakistan Studies has been formulated in urban context of children. As p-value (0.267) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “the curriculum of Pakistan Studies has been formulated in urban context of children” is not accepted. Table 52 shows information regarding the statement that the curriculum of Pakistan Studies has been formulated in rural context of children. It is observed from the data that majority of SET teachers i.e. 37.10% and SS/Lecturers i.e. 34.10% agreed with the statement that the curriculum of Pakistan Studies has been formulated in rural context of children while majority of Lecturers/Assistant Professors/ Associate Professors i.e. 32.7%disagreed with the statement. The data further reflect that only i.e.2.9% SET teachers strongly agreed with the statement while only 6.10% Lecturers/Assistant Professors/ Associate Professors strongly disagreed with the statement that the curriculum of Pakistan Studies has been formulated in rural context of children. As p-value (0.916) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “the curriculum of Pakistan Studies has been formulated in rural context of children” is not accepted.

Table 53 shows information regarding the statement that Pakistan

Studies contents are capable of satisfying the aspirations of mankind for a higher and richer culture. Majority of SET teachers i.e. 45.7% and SS/Lecturers i.e. 37.4% agreed with the statement that Pakistan Studies contents are capable of satisfying the aspirations of mankind for a higher and richer culture while majority of Lecturers/Assistant Professors/ Associate Professors i.e. 42.9% disagreed with the statement. The data further reflect that only i.e. 1.4% SET teachers strongly agreed with the statement while only 2% Lecturers/Assistant Professors/ Associate Professors strongly disagreed with the statement that Pakistan Studies contents are capable of satisfying the aspirations of mankind for a higher and richer culture. As p-value (0.039) is lesser than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents differ in their opinion significantly, hence the statement “Pakistan Studies contents are capable of satisfying the aspirations of mankind for a higher and richer culture” is accepted.

Table 54 shows information regarding the statement that Pakistan Studies contents have been highly prized by generation after generation. It is observed from the data that majority of SS/Lecturers i.e. 35.2% and Lecturers/Assistant Professors/ Associate Professors i.e. 46.9% disagreed with the statement that Pakistan Studies contents have been highly prized by generation after generation while majority of SET teachers i.e. 44.3% agreed with the statement. The data further reflect that only i.e. 2.2% SS/Lecturers strongly agreed with the statement while only 4.10% Lecturers/Assistant Professors/ Associate Professors strongly disagreed with the statement that Pakistan Studies contents have been highly prized by generation after generation. As p-value (0.088) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “Pakistan Studies contents have been highly prized by generation after generation” is not accepted.

Table 55 shows information regarding the statement that Pakistan Studies contents provide the opportunities for social intercommunication. It is observed from the data that majority of the respondents i.e. 48.10% were in favor of the statement that Pakistan Studies contents provide the opportunities

for social intercommunication while 30.5% respondents were against the statement. The data further reflect that majority of SET teachers i.e. 45.7% agreed with the statement while only 2% Lecturers/Assistant Professors/ Associate Professors strongly disagreed with the statement that Pakistan Studies contents provide the opportunities for social intercommunication. As p-value (0.047) is lesser than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents differ in their opinion significantly, hence the statement “Pakistan Studies contents provide the opportunities for social intercommunication” is accepted. Table 56 shows information regarding the statement that Pakistan Studies contents help to promote citizenship activities. It is observed from the data that majority of SS/Lecturers i.e. 48.4% and Lecturers/Assistant Professors/ Associate Professors i.e. 40.8% agreed with the statement that Pakistan Studies contents help to promote citizenship activities while majority of SET teachers i.e. 38.6% disagreed with the statement. The data further reflect that only i.e.2% Lecturers/Assistant Professors/ Associate Professors strongly disagreed with the statement while only 6.10% respondents of the same category strongly agreed with the statement that Pakistan Studies contents help to promote citizenship activities. As p-value (0.017) is lesser than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents differ in their opinion significantly, hence the statement “Pakistan Studies contents help to promote citizenship activities” is accepted.

Table 57 shows information regarding the statement that Pakistan Studies contents help in keeping students mentally fit. Majority of the respondents i.e. almost 45% were against the statement that Pakistan Studies contents help in keeping students mentally fit while 36.7% respondents were in favor of the statement. The data further reflect that majority of Lecturers/Assistant Professors/ Associate Professors i.e. 53.10% disagreed with the statement while only 2% respondents of the same category strongly agreed with the statement that Pakistan Studies contents help in keeping students mentally fit. Data also show that the number of respondents in the category of SS/Lecturers agreed and disagreed with the statement that Pakistan Studies contents help in keeping students mentally fit was the same. As p-value (0.074)

is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “Pakistan Studies contents help in keeping students mentally fit” is not accepted. Table 58 shows information regarding the statement that Pakistan Studies contents assist in the maintenance of a proper home life. According to the data majority of the respondents i.e. 50% were against the statement that Pakistan Studies contents assist in the maintenance of a proper home life while 29.10% respondents were in favor of the statement. The data further reflect that majority of SET teachers i.e. 44.3%disagreed with the statement while only 2% Lecturers/Assistant Professors/ Associate Professors strongly agreed with the statement that Pakistan Studies contents assist in the maintenance of a proper home life. As p-value (0.480) is greater than the level of significance ( $\alpha= 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “Pakistan Studies contents assist in the maintenance of a proper home life” is not accepted.

Table 59 shows information regarding the statement that Pakistan Studies contents help in solving pupil problems. Majority of the respondents i.e. 58% were against the statement that Pakistan Studies contents help in solving pupil problems while 30% respondents were in favor of the statement. The data further reflect that majority of Lecturers/Assistant Professors/ Associate Professors i.e. almost 47%disagreed with the statement while only 2% respondents of the same category strongly agreed with the statement that Pakistan Studies contents help in solving pupil problems. As p-value (0.167) is greater than the level of significance ( $\alpha= 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “Pakistan Studies contents help in solving pupil problems” is not accepted. Table 60 shows information regarding the statement that Pakistan Studies contents satisfy the needs of the learner. According to the data majority of the respondents i.e. nearly 45% were against the statement that Pakistan Studies contents satisfy the needs of the learner while 35.3% respondents were in favor of the statement. The data further reflect that majority of Lecturers/Assistant Professors/ Associate Professors i.e. almost 47%disagreed with the statement while only

2% respondents of the same category strongly agreed with the statement that Pakistan Studies contents satisfy the needs of the learner. As p-value (0.121) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “Pakistan Studies contents satisfy the needs of the learner” is not accepted. Table 61 shows information regarding the statement that Pakistan Studies contents are interesting to the learner. It is observed from the data that majority of Lecturers/Assistant Professors/ Associate Professors i.e. 46.9% disagreed with the statement that Pakistan Studies contents are interesting to the learner while majority of SET teachers i.e. 31.4% agreed with the statement. The data also show that the number of the respondents in the category of SS/Lecturers agreed and disagreed with the statement that Pakistan Studies contents are interesting to the learner was the same. The data further reflect that only i.e. 6.10% Lecturers/Assistant Professors/ Associate Professors strongly agreed with the statement while only 8.2% respondents of the same category strongly disagreed with the statement that Pakistan Studies contents are interesting to the learner. As p-value (0.678) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “Pakistan Studies contents are interesting to the learner” is not accepted.

Table 62 shows information regarding the statement that Pakistan Studies contents help in choosing vocations. According to the data majority of the respondents i.e. nearly 45% were against the statement that Pakistan Studies contents help in choosing vocations while 35.3% respondents were in favor of the statement. The data further reflect that majority of Lecturers/Assistant Professors/ Associate Professors i.e. almost 47% disagreed with the statement while only 2% respondents of the same category strongly agreed with the statement that Pakistan Studies contents help in choosing vocations. As p-value (0.652) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “Pakistan Studies contents help in choosing vocations” is not accepted.

Table 63 provides information regarding the statement that teachers use

lecture method for teaching Pakistan Studies. It can be seen from the data that majority of the respondents i.e. almost 89% were in favor of the statement that teachers use lecture method for teaching Pakistan Studies while nearly 11% respondents were against the statement. The data further indicate that majority of SET teachers i.e. 58.6% agreed with the statement that teachers use lecture method for teaching Pakistan Studies while only 1.4% respondents strongly disagreed with the statement. Data also reveal that no respondent in the category of SET teachers strongly disagreed with the statement that teachers use lecture method for teaching Pakistan Studies. Table 64 provides information regarding the statement that teachers use activity method for teaching Pakistan Studies. According to the data majority of the respondents i.e. nearly 60% were in favor of the statement that teachers use activity method for teaching Pakistan Studies while 39% respondents were against the statement. The data further reflect that majority of SS/Lecturers i.e. 47% agreed with the statement while only 1.4% SET teachers strongly disagreed with the statement that teachers use activity method for teaching Pakistan Studies. As p-value (0.623) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “teachers use activity method for teaching Pakistan Studies” is not accepted.

Table 65 shows information regarding the statement that teachers use project method for teaching Pakistan Studies. Majority of the respondents i.e. 48.10% were against the statement that teachers use project method for teaching Pakistan Studies while 42% respondents were in favor of the statement. The data further reflect that majority of SET teachers i.e. almost 43% disagreed with the statement while only 10.2% Lecturers/Assistant Professors/ Associate Professors strongly agreed with the statement that teachers use project method for teaching Pakistan Studies. As p-value (0.389) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “teachers use project method for teaching Pakistan Studies” is not accepted. Table 66 shows information regarding the statement that teachers use textbook method for teaching Pakistan Studies. It is observed from the data that majority of SET teachers i.e. 55.7%

and SS/Lecturers i.e. 34.10% agreed with the statement that teachers use textbook method for teaching Pakistan Studies while majority of i.e. 33.7% Lecturers/Assistant Professors/ Associate Professors disagreed with the statement. The data further reflect that only i.e. 4.10% Lecturers/Assistant Professors/ Associate Professors strongly disagreed with the statement while only 12.2% respondents of the same category strongly agreed with the statement that teachers use textbook method for teaching Pakistan Studies. As p-value (0.059) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “teachers use textbook method for teaching Pakistan Studies” is not accepted.

Table 67 shows information regarding the statement that teachers use discussion method for teaching Pakistan Studies. It can be seen from the data that majority of the respondents i.e. 59.5% were in favor of the statement that teachers use discussion method for teaching Pakistan Studies while 29.6% respondents were against the statement. The data further indicate that majority of SS/Lecturers i.e. 41.80% agreed with the statement that teachers use discussion method for teaching Pakistan Studies and only 1% respondents of all the categories strongly disagreed with the statement. Data also reveal that no respondent in the category of SET teachers was strongly disagreed with the statement that teachers use discussion method for teaching Pakistan Studies. Table 68 shows information regarding the statement that teachers use role playing/socio-drama method for teaching Pakistan Studies. According to the data majority of the respondents i.e. almost 43% were against the statement that teachers use role playing/socio-drama method for teaching Pakistan Studies while nearly 42% respondents were in favor of the statement. The data further reflect that majority of SET teachers i.e. almost 49% disagreed with the statement while only 12.2% Lecturers/Assistant Professors/ Associate Professors strongly agreed with the statement that teachers use role playing/socio-drama method for teaching Pakistan Studies. As p-value (0.082) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement

“teachers use role playing/socio-drama method for teaching Pakistan Studies” is not accepted.

Table 69 shows information regarding the statement that teachers use assignment method for teaching Pakistan Studies. It is observed from the data that majority of SET teachers i.e. 40% and SS/Lecturers i.e. 44% agreed with the statement that teachers use assignment method for teaching Pakistan Studies while majority i.e. 34.7% of Lecturers/Assistant Professors/ Associate Professors disagreed with the statement. The data further reflect that only i.e. 2.10% Lecturers/Assistant Professors/ Associate Professors strongly disagreed with the statement while only 3.80% respondents of all the categories strongly disagreed with the statement that teachers use assignment method for teaching Pakistan Studies. As p-value (0.624) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “teachers use assignment method for teaching Pakistan Studies” is not accepted. Table 70 shows information regarding the statement that teachers use study trips and exhibition method for teaching Pakistan Studies. Majority of SET teachers i.e. 41.4% and Lecturers/Assistant Professors/ Associate Professors i.e. 38.80% agreed with the statement that teachers use study trips and exhibition method for teaching Pakistan Studies while majority of SS/Lecturers i.e. 36.3% disagreed with the statement. The data further reflect that only i.e. 2.9% SET teachers strongly disagreed with the statement while only 3.80% respondents of all the categories strongly disagreed with the statement that teachers use study trips and exhibition method for teaching Pakistan Studies. As p-value (0.902) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “teachers use study trips and exhibition method for teaching Pakistan Studies” is not accepted.

Table 71 shows information regarding the statement that teachers use textbook as teaching aid for teaching Pakistan Studies. According to the data majority of the respondents i.e. 84.2% were in favor of the statement that teachers use textbook as teaching aid for teaching Pakistan Studies while nearly 11% respondents were against the statement. The data further reflect that

majority of SET teachers i.e. almost 54.3% agreed with the statement while only 1.4% SET teachers and 2% Lecturers/Assistant Professors/ Associate Professors strongly disagreed with the statement that teachers use textbook as teaching aid for teaching Pakistan Studies. As p-value (0.008) is lesser than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents differ in their opinion significantly, hence the statement “teachers use textbook as teaching aid for teaching Pakistan Studies” is accepted. Table 72 shows information regarding the statement that teachers use television as teaching aid for teaching Pakistan Studies. Data show that majority of the respondents i.e. 48.6% were against the statement that teachers use television as teaching aid for teaching Pakistan Studies while 37.6% respondents were in favor of the statement. The data further reflect that majority of Lecturers/Assistant Professors/ Associate Professors i.e. 49% disagreed with the statement while 14.3% SS/Lecturers strongly agreed with the statement that teachers use television as teaching aid for teaching Pakistan Studies. As p-value (0.738) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “teachers use television as teaching aid for teaching Pakistan Studies is not accepted.

Table 73 shows information regarding the statement that teachers use chalk board/black board as teaching aid for teaching Pakistan Studies. According to the data majority of the respondents i.e. 69.5% were in favor of the statement that teachers use chalk board/black board as teaching aid for teaching Pakistan Studies while almost 23% respondents were against the statement. The data further reflect that majority of Lecturers/Assistant Professors/ Associate Professors i.e. 55.10% agreed with the statement while 1.10% SS/Lecturers strongly disagreed with the statement that teachers use chalk board/black board as teaching aid for teaching Pakistan Studies. As p-value (0.300) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “teachers use Chalk board/black board as teaching aid for teaching Pakistan Studies” is not accepted. Table 74 shows information regarding the statement that teachers use film strips as teaching aids for teaching Pakistan Studies.

Majority of the respondents i.e. almost 51% were against the statement that teachers use film strips as teaching aids for teaching Pakistan Studies while 34.3% respondents were in favor of the statement. The data further reflect that majority of Lecturers/Assistant Professors/ Associate Professors i.e. 59.2% disagreed with the statement while 4.10% respondents of the same category strongly agreed with the statement that teachers use film strips as teaching aids for teaching Pakistan Studies. As p-value (0.288) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “teachers use film strips as teaching aids for teaching Pakistan Studies” is not accepted.

Table 75 shows information regarding the statement that teachers use slides as teaching aids for teaching Pakistan Studies. According to the data majority of the respondents i.e. 54.3% were against the statement that teachers use slides as teaching aids for teaching Pakistan Studies while nearly 32% respondents were in favor of the statement. The data further reflect that majority of Lecturers/Assistant Professors/ Associate Professors i.e. 61.2% disagreed with the statement while 6.6% SS/Lecturers strongly agreed with the statement that teachers use slides as teaching aids for teaching Pakistan Studies. As p-value (0.104) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “teachers use slides as teaching aids for teaching Pakistan Studies” is not accepted. Table 76 shows information regarding the statement that teachers use projectors as teaching aids for teaching Pakistan Studies. It can be seen from the data that majority of the respondents i.e. almost 54% were against the statement that teachers use projectors as teaching aids for teaching Pakistan Studies while 29.5% respondents were in favor of the statement. The data further reflect that majority of Lecturers/Assistant Professors/ Associate Professors i.e. 53.10% disagreed with the statement while 4.2% respondents of the same category strongly agreed with the statement that teachers use projectors as teaching aids for teaching Pakistan Studies. As p-value (0.633) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “teachers use

projectors as teaching aids for teaching Pakistan Studies” is not accepted.

Table 77 shows information regarding the statement that teachers use pictures as teaching aids for teaching Pakistan Studies. It can be seen from the data that majority of the respondents i.e. 57.2% were in favor of the statement that teachers use pictures as teaching aids for teaching Pakistan Studies while 34.80% respondents were against the statement. The data further reflect that majority of SET/Lecturers i.e. 47.10% agreed with the statement while only 1.4% respondents of the same category strongly disagreed with the statement that teachers use pictures as teaching aids for teaching Pakistan Studies. As p-value (0.633) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “teachers use pictures as teaching aids for teaching Pakistan Studies” is not accepted. Table 78 shows information regarding the statement that teachers use models as teaching aids for teaching Pakistan Studies. It is observed from the data that majority of SS/Lecturers i.e. 35.2% and Lecturers/Assistant Professors/ Associate Professors i.e. 38.80% disagreed with the statement that teachers use models as teaching aids for teaching Pakistan Studies while majority of SET teachers i.e. 41.4% agreed with the statement. The data further reflect that only i.e. 2.9% SET teachers and 3.80% respondents of all the categories strongly disagreed with the statement that teachers use models as teaching aids for teaching Pakistan Studies. As p-value (0.518) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “ teachers use models as teaching aids for teaching Pakistan Studies” is not accepted.

Table 79 shows information regarding the statement that teachers use specimens as teaching aids for teaching Pakistan Studies. It can be seen from the data that majority of the respondents i.e. almost 54% were against the statement that teachers use specimens as teaching aids for teaching Pakistan Studies while 35.3% respondents were in favor of the statement. The data further reflect that majority of Lecturers/Assistant Professors/ Associate Professors i.e. almost 41% disagreed with the statement while 6.10% respondents of the same category strongly agreed with the statement that

teachers use specimens as teaching aids for teaching Pakistan Studies. As p-value (0.421) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “teachers use specimens as teaching aids for teaching Pakistan Studies” is not accepted. Table 80 shows information regarding the statement that teachers use maps as teaching aids for teaching Pakistan Studies. Majority of the respondents i.e. 76.2% were in favor of the statement that teachers use maps as teaching aids for teaching Pakistan Studies while 21% respondents were against the statement. The data further indicate that majority of Lecturers/Assistant Professors/ Associate Professors i.e. almost 45% agreed with the statement that teachers use maps as teaching aids for teaching Pakistan Studies and only 2.9% respondents of all the categories strongly disagreed with the statement. Data also reveal that no respondent in the category of SET teachers was strongly disagreed with the statement that teachers use maps as teaching aids for teaching Pakistan Studies.

Table 81 shows information regarding the statement that teachers use globe as teaching aid for teaching Pakistan Studies. It can be seen from the data that majority of the respondents i.e. 73.3% were in favor of the statement that teachers use globe as teaching aid for teaching Pakistan Studies while almost 22% respondents were against the statement. The data further indicate that majority of Lecturers/Assistant Professors/ Associate Professors i.e. almost 41% agreed with the statement that teachers use globe as teaching aid for teaching Pakistan Studies and only 1.4% respondents of all the categories strongly disagreed with the statement. Data also reveal that no respondent in the category of SET teachers strongly disagreed with the statement that teachers use globe as teaching aid for teaching Pakistan Studies. Table 82 shows information regarding the statement that teachers use graphs as teaching aids for teaching Pakistan Studies. It can be seen from the data that majority of the respondents i.e. 61.4% were in favor of the statement that teachers use graphs as teaching aids for teaching Pakistan Studies while 27.10% respondents were against the statement. The data further reflect that majority of SS/Lecturers i.e. almost 43% agreed with the statement while 1.10% respondents of the same category

strongly disagreed with the statement that teachers use graphs as teaching aids for teaching Pakistan Studies. As p-value (0.746) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “teachers use graphs as teaching aids for teaching Pakistan Studies” is not accepted.

Table 83 shows information regarding the statement that teachers use charts as teaching aids for teaching Pakistan Studies. It can be seen from the data that majority of the respondents i.e. nearly 63% were in favor of the statement that teachers use charts as teaching aids for teaching Pakistan Studies while 24.710% respondents were against the statement. The data further reflect that majority of Lecturers/Assistant Professors/ Associate Professors i.e. almost 47% agreed with the statement while 1.10% respondents of the same category strongly disagreed with the statement that teachers use charts as teaching aids for teaching Pakistan Studies. Data also reveal that no respondent in the category of SET teachers strongly disagreed with the statement that teachers use charts as teaching aids for teaching Pakistan Studies. Table 84 shows information regarding the statement that teachers use radio as teaching aid for teaching Pakistan Studies. It can be seen from the data that majority of the respondents i.e. 49.10% were against the statement that teachers use radio as teaching aid for teaching Pakistan Studies while 34.3% respondents were in favor of the statement. The data further reflect that same number of SS/Lecturers and Lecturers/Assistant Professors/Associate Professors i.e. almost 43% in each category disagreed with the statement while 6.10% Lecturers/Assistant Professors/Associate Professors strongly disagreed with the statement that teachers use radio as teaching aid for teaching Pakistan Studies. As p-value (0.942) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “teachers use radio as teaching aid for teaching Pakistan Studies” is not accepted.

Table 85 shows information regarding the statement that teachers use tape recorder as teaching aid for teaching Pakistan Studies. It can be seen from the data that majority of the respondents i.e. 51.5% were against the statement

that teachers use tape recorder as teaching aid for teaching Pakistan Studies while nearly 31% respondents were in favor of the statement. The data further reflect that majority of SS/Lecturers i.e. 44% disagreed with the statement while 4.10% Lecturers/Assistant Professors/Associate Professors strongly disagreed with the statement that teachers use tape recorder as teaching aid for teaching Pakistan Studies. As p-value 0.670 is greater than the level of significance,  $\alpha=0.05$ , which indicates that the statement “teachers use tape recorder as teaching aid for teaching Pakistan Studies” is accepted. Table 86 shows information regarding the statement that teachers use multimedia as teaching aid for teaching Pakistan Studies. Majority of the respondents i.e. 49.5% were against the statement that teachers use multimedia as teaching aid for teaching Pakistan Studies while nearly 36.7% respondents were in favor of the statement. The data further reflect that majority of Lecturers/Assistant Professors/Associate Professors i.e. almost 41% disagreed with the statement while 10% SET teachers strongly agreed with the statement that teachers use multimedia as teaching aid for teaching Pakistan Studies. As p-value (0.668) is greater than the level of significance ( $\alpha=0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “teachers use multimedia as teaching aid for teaching Pakistan Studies” is not accepted.

Table 87 shows information regarding the statement that essay type tests are used for evaluating students in Pakistan Studies. It can be seen from the data that majority of the respondents i.e. almost 86% were in favor of the statement that essay type tests are used for evaluating students in Pakistan Studies while nearly 12% respondents were against the statement. The data further reflect that majority of SET teachers i.e. almost 53% agreed with the statement while 2% Lecturers/Assistant Professors/Associate Professors strongly disagreed with the statement that essay type tests are used for evaluating students in Pakistan Studies. As p-value (0.753) is greater than the level of significance ( $\alpha=0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “essay type tests are used for evaluating students in Pakistan Studies” is not accepted. Table 88 shows information regarding the statement that extended response tests are used for evaluating students in

Pakistan Studies. Data show that majority of the respondents i.e. almost 61% were in favor of the statement that extended response type tests are used for evaluating students in Pakistan Studies while nearly 23% respondents were against the statement. The data further reflect that majority of SET teachers i.e. 50% agreed with the statement while 2.4% respondents of all the categories strongly disagreed with the statement that extended response type tests are used for evaluating students in Pakistan Studies. As p-value (0.991) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that the statement “extended response type tests are used for evaluating students in Pakistan Studies” is not accepted. Table 89 shows information regarding the statement that restricted response tests are used for evaluating students in Pakistan Studies. It is observed from the data that majority of SET teachers i.e. 44.3% and SS/Lecturers i.e. 42.9% agreed with the statement that restricted response tests are used for evaluating students in Pakistan Studies while majority of Lecturers/Assistant Professors/ Associate Professors i.e. 38.80% disagreed with the statement. The data further reflect that only i.e. 2.2% SS/Lecturers and 1.4% respondents of all the categories strongly disagreed with the statement that restricted response tests are used for evaluating students in Pakistan Studies. Data also reveal that no respondent in the category of SET teachers was strongly disagreed with the statement that restricted response tests are used for evaluating students in Pakistan Studies.

Table 90 shows information regarding the statement that objective type tests are used for evaluating students in Pakistan Studies. It can be seen from the data that majority of the respondents i.e. almost 83% were in favor of the statement that objective type tests are used for evaluating students in Pakistan Studies while only 10% respondents were against the statement. The data further reflect that majority of SS/Lecturers i.e. almost 50.5% agreed with the statement while only 0.5% respondents of all the categories strongly disagreed with the statement that objective type tests are used for evaluating students in Pakistan Studies. Data also reveal that no respondent in both the categories of SS/Lecturers and Lecturers/Assistant Professors/ Associate Professors strongly disagreed with the statement that objective type tests are used for evaluating

students in Pakistan Studies.

Table 91 shows information regarding the statement that short answer items are used for evaluating students in Pakistan Studies. It can be seen from the data that majority of the respondents i.e. 88.6% were in favor of the statement that short answer items are used for evaluating students in Pakistan Studies while only 8.10% respondents were against the statement. The data further reflect that majority of Lecturers/Assistant Professors/ Associate Professors i.e. 57.10% agreed with the statement while only 0.5% respondents of all the categories strongly disagreed with the statement that short answer items are used for evaluating students in Pakistan Studies. Data also reveal that no respondent in both the categories of SET teachers and Lecturers/Assistant Professors/ Associate Professors strongly disagreed with the statement that short answer items are used for evaluating students in Pakistan Studies. Table 92 shows information regarding the statement that true false items are used for evaluating students in Pakistan Studies. Majority of the respondents i.e. almost 74.2% were in favor of the statement that true false items are used for evaluating students in Pakistan Studies while nearly 17.6% respondents were against the statement. The data further reflect that majority of SET teachers i.e. 48.6% agreed with the statement while 1.4% respondents of all the categories strongly disagreed with the statement that true false items are used for evaluating students in Pakistan Studies. As p-value (0.078) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “true false items are used for evaluating students in Pakistan Studies” is not accepted.

Table 93 shows information regarding the statement that multiple choice items are used for evaluating students in Pakistan Studies. It can be seen from the data that majority of the respondents i.e. almost 79.10% were in favor of the statement that multiple choice items are used for evaluating students in Pakistan Studies while nearly 15.2% respondents were against the statement. The data further reflect that majority of SS/Lecturers i.e. 49.5% agreed with the statement while 1.4% respondents of all the categories strongly disagreed with the statement that multiple choice items are used for evaluating students in Pakistan

Studies. As p-value (0.043) is less than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents differ in their opinion significantly, hence the statement “multiple choice items are not used for evaluating students in Pakistan Studies” is accepted. Table 94 shows information regarding the statement that matching type items are used for evaluating students in Pakistan Studies. It is observed from the data that majority of SET teachers i.e. 45.7% and SS/Lecturers i.e. 38.5% agreed with the statement that matching type items are used for evaluating students in Pakistan Studies while majority of Lecturers/Assistant Professors/ Associate Professors i.e. 33.7% disagreed with the statement. The data further reflect that only 0.5% respondents of all the categories were strongly disagreed with the statement that matching type items are used for evaluating students in Pakistan Studies. Data also reveal that no respondent in the categories of SET teachers and Lecturers/Assistant Professors/ Associate Professors strongly disagreed with the statement that matching type items are used for evaluating students in Pakistan Studies. Table 95 shows information regarding the statement that completion type items are used for evaluating students in Pakistan Studies. It is observed from the data that majority of SET teachers i.e. 37.10% and SS/Lecturers i.e. 38.5% agreed with the statement that completion type items are used for evaluating students in Pakistan Studies while majority of Lecturers/Assistant Professors/ Associate Professors i.e. 40.80% disagreed with the statement. The data further reflect that only 1% respondents of all the categories strongly disagreed with the statement that completion type items are used for evaluating students in Pakistan Studies. Data also reveal that no respondent in the categories of SET teachers and Lecturers/Assistant Professors/ Associate Professors strongly disagreed with the statement that completion type items are used for evaluating students in Pakistan Studies.

Table 96 shows information regarding the statement that the items in the question papers prepared by Boards of Intermediate and Secondary Education/Universities possess knowledge. It can be seen from the data that majority of the respondents i.e. 74.3% were in favor of the statement that the items in the question papers prepared by Boards of Intermediate and Secondary

Education/Universities possess knowledge while nearly 15.7% respondents were against the statement. The data further reflect that majority of SS/Lecturers i.e. 52.7% agreed with the statement while only 1.9% respondents of all the categories strongly disagreed with the statement that the items in the question papers prepared by Boards of Intermediate and Secondary Education/Universities possess knowledge. Data also reveal that no respondent in the categories of SET teachers and Lecturers/Assistant Professors/ Associate Professors strongly disagreed with the statement that the items in the question papers prepared by Boards of Intermediate and Secondary Education/Universities possess knowledge.

Table 97 shows information regarding the statement that the items in the question papers prepared by Boards of Intermediate and Secondary Education/Universities possess comprehension. Majority of the respondents i.e. 70% were in favor of the statement that the items in the question papers prepared by Boards of Intermediate and Secondary Education/Universities possess comprehension while nearly 16% respondents were against the statement. The data further reflect that majority of SET teachers i.e. 51.4% agreed with the statement while only 1.9% respondents of all the categories strongly disagreed with the statement that the items in the question papers prepared by Boards of Intermediate and Secondary Education/Universities possess comprehension. Data also reveal that no respondent in the categories of SET teachers and Lecturers/Assistant Professors/ Associate Professors strongly disagreed with the statement that the items in the question papers prepared by Boards of Intermediate and Secondary Education/Universities possess comprehension.

Table 98 shows information regarding the statement that the items in the question papers prepared by Boards of Intermediate and Secondary Education/Universities possess application. It is observed from the data in the Table 97 that majority of SET teachers i.e. 32.9% and SS/Lecturers i.e. 31.9% agreed with the statement that the items in the question papers prepared by Boards of Intermediate and Secondary Education/Universities possess application while majority of Lecturers/Assistant Professors/ Associate

Professors i.e. 40.80% disagreed with the statement. The data further reflect that only 1.9% respondents of all the categories strongly disagreed with the statement and 12.10% SS/Lecturers strongly agreed with the statement that the items in the question papers prepared by Boards of Intermediate and Secondary Education/Universities possess application. As p-value (0.437) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “the items in the question papers prepared by Boards of Intermediate and Secondary Education/Universities possess application” is not accepted. Table 99 shows information regarding the statement that the items in the question papers prepared by Boards of Intermediate and Secondary Education/Universities possess analysis. It is observed from the data that majority of SS/Lecturers i.e. 35.2% and i.e. 32.7% Lecturers/Assistant Professors/ Associate Professors disagreed with the statement that the items in the question papers prepared by Boards of Intermediate and Secondary Education/Universities possess analysis while majority of SET teachers i.e. 42.9% agreed with the statement. The data further reflect that only 4.80% respondents of all the categories strongly disagreed with the statement and 10% SET teachers strongly agreed with the statement that the items in the question papers prepared by Boards of Intermediate and Secondary Education/Universities possess analysis. As p-value (0.525) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “the items in the question papers prepared by Boards of Intermediate and Secondary Education/Universities possess analysis” is not accepted.

Table 100 shows information regarding the statement that the items in the question papers prepared by Boards of Intermediate and Secondary Education/Universities possess synthesis. It is observed from the data that majority of SET teachers i.e. 34.3% and Lecturers/Assistant Professors/ Associate Professors i.e. 36.7% agreed with the statement that the items in the question papers prepared by Boards of Intermediate and Secondary Education/Universities possess application while majority of SS/Lecturers i.e. 35.2% disagreed with the statement. The data further reflect that only 4.3%

respondents of all the categories strongly disagreed with the statement and only 4.10% Lecturers/Assistant Professors/ Associate Professors strongly agreed with the statement that the items in the question papers prepared by Boards of Intermediate and Secondary Education/Universities possess application. As p-value (0.605) is greater than the level of significance ( $\alpha= 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “the items in the question papers prepared by Boards of Intermediate and Secondary Education/Universities possess application” is not accepted. Table 101 shows information regarding the statement that the items in the question papers prepared by Boards of Intermediate and Secondary Education/Universities possess the skill of evaluation to be developed in students. It can be seen from the data that majority of the respondents i.e. 60% were in favor of the statement that the items in the question papers prepared by Boards of Intermediate and Secondary Education/Universities possess the skill of evaluation to be developed in students while nearly 29% respondents were against the statement. The data further reflect that majority of SET teachers i.e. 50%agreed with the statement while only 2.9% respondents of all the categories strongly disagreed with the statement that the items in the question papers prepared by Boards of Intermediate and Secondary Education/Universities possess the skill of evaluation to be developed in students. As p-value (0.056) is greater than the level of significance ( $\alpha= 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “the items in the question papers prepared by Boards of Intermediate and Secondary Education/Universities possess the skill of evaluation to be developed in students” is not accepted.

Table 102 shows that data were collected from 86.7% students who were enrolled in previous class of Pakistan Study Centre, University of Peshawar while 70% students were in final class of the Department of Geography, University of Peshawar. Thirty (30) students were selected from each Khyber Medical College Peshawar and University of Engineering University and Technology Peshawar. Table 103 reflects that 26.6% students’ parents had master degree i.e. 16 years of education in Pakistan whereas only

1% students' parents possessed Master in Philosophy (M Phil) degree. Fifty percent (50%) students' parents in Engineering University had Master degree while in only two departments i.e. History and Medical College sampled students' parents were PhD degree holders. The data show that 11% students' parents had no education at all. Students enrolled in Engineering University had parents without Engineering University while 23.3% students had parents with Medical College degree. Table 104 provides information regarding students' parents' income per month. The data indicate that majority of the students' (30%) parents had monthly income between Rs. 16000-25000 while only 6.2% students' parents had income Rs. 61000-75000 per month. In political science department 40% students' parents' income level per month was only Rs. 5000-15000 whereas there was no student in the departments of International Relations, Geography and Engineering University whose parents had monthly income between Rs. 61000-75000. Majority of the students' (78.6%) parents' monthly income was between Rs. 5000-35000 while only 21.4% students' parents had monthly income between Rs. 36000-75000.

Table 105 gives an idea about the students' perceptions regarding the statement that students take interest in learning Pakistan Studies. It is observed from the data that majority of all respondents i.e. almost 62% was in favor of the statement that students take interest in learning Pakistan Studies while 23.3% respondents were against the statement. According to the data no student in the departments of Pakistan Study Centre, History, and Geography was strongly disagreed and 50.10% students in the departments of Pakistan Study Centre and Political Science agreed with the statement that students take interest in learning Pakistan Studies. In the light of the perceptions of the majority of the respondents students take interest in learning Pakistan Studies. Table 106 gives an idea about the students' perceptions regarding the statement that Pakistan Studies contents create in students the democratic values. It can be seen from the data that majority of all respondents i.e. 66.10% was in favor of the statement that Pakistan Studies contents create in students the democratic values while 16.2% respondents were against the statement. According to the data no student in the departments of Pakistan Study Centre, Political Science,

International Relations, and History strongly disagreed and no student in the department of Pakistan Study Centre disagreed with the statement that Pakistan Studies contents create in students the democratic values while 60% students in the department of History agreed with the statement. In the light of the perceptions of the majority of the respondents Pakistan Studies contents create in students the democratic values.

Table 107 gives an idea about the students' perceptions regarding the statement that Pakistan Studies contents reflect national inspirations. It is observed from the data that majority of all respondents i.e. 74.7% was in favor of the statement that Pakistan Studies contents reflect national inspirations while only 13.4% respondents were against the statement. According to the data no student in the departments of Pakistan Study Centre, Political Science, and History was strongly disagreed and 3.3% students in the department of Geography disagreed with the statement that Pakistan Studies contents reflect national inspirations while 60% students in the department of History agreed with the statement. In the light of the perceptions of the majority of the respondents Pakistan Studies contents reflect national inspirations. Table 108 gives an idea about the students' perceptions regarding the statement that Pakistan Studies contents reflect the ideology of Pakistan. Percentages show that majority of all respondents i.e. 82.4% was in favor of the statement that Pakistan Studies contents reflect the ideology of Pakistan while only 10% respondents were against the statement. According to the data no student in the departments of Political Science, Geography and, Engineering University strongly disagreed and 3.3% students in the Medical College disagreed with the statement that Pakistan Studies contents reflect the ideology of Pakistan while 60% students in the Engineering University agreed with the statement. In the light of the perceptions of the majority of the respondents Pakistan Studies contents reflect the ideology of Pakistan. Table 109 gives an idea about the students' perceptions regarding the statement that Pakistan Studies contents are updated and latest. It can be seen from the data that majority of all respondents i.e. almost 43% was against the statement that Pakistan Studies contents are updated and latest while 36.2% respondents were in favor of the statement.

According to the data no student in the department of History was strongly agreed and 3.3% students in the department of Pakistan Study Centre strongly agreed while same number of the respondents of the same department strongly disagreed with the statement that Pakistan Studies contents are updated and latest. In the light of the perceptions of the majority of the respondents Pakistan Studies contents is not updated and latest.

Table 110 gives an idea about the students' perceptions regarding the statement that Pakistan Studies contents are according to the needs of the society. It is observed from the data that majority of the respondents i.e. 53.3%, 46.7%, 43.3%, and 56.6% in the departments of Political Science, International Relations, Medical College, and Engineering University respectively were against the statement that Pakistan Studies contents are according to the needs of the society while majority of the respondents i.e. 50%, 53.3%, and 50% in the departments of Pakistan Study Centre, History, and Geography respectively were in favor of the statement. According to the data 43.3% respondents in the department of Geography agreed and same percent of the students in the Engineering University disagreed with the statement that Pakistan Studies contents are according to the needs of the society while 3.3% students in the Medical College strongly agreed with the statement. In the light of the perceptions of the majority of the respondents Pakistan Studies contents are not according to the needs of the society. As  $p$ -value (0.060) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement "the statement that Pakistan Studies contents is according to the needs of the society" is not accepted. Table 111 gives an idea about the students' perceptions regarding the statement that Pakistan Studies contents are rich in utility. Percentages witness that majority of the respondents i.e. 36.7%, 53.3%, 43.3%, and 56.6% in the departments of Political Science, Geography, Medical College, and Engineering University respectively were against the statement that Pakistan Studies contents are rich in utility while majority of the respondents i.e. 66.6% and 50% in the departments of Pakistan Study Centre and History respectively were in favor of the statement. According to the data 63.3% respondents in the department of

Pakistan Study Centre agreed while 3.3% students in both the departments of Pakistan Study Centre and Engineering University strongly disagreed with the statement that Pakistan Studies contents are rich in utility. The data indicate that the number of students agreed and disagreed in the department of International Relations was the same. In the light of the perceptions of the majority of the respondents Pakistan Studies contents are not rich in utility. As p-value (0.002) is less than the level of significance ( $\alpha=0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “Pakistan Studies contents are not rich in utility” is not accepted.

Table 112 gives an idea about the students’ perceptions regarding the statement that Pakistan Studies contents help in creating the spirit of patriotism and love with the country. It is observed from the data that majority of all respondents i.e. 73.80% was in favor of the statement that Pakistan Studies contents help in creating the spirit of patriotism and love with the country while 19.10% respondents were against the statement. According to the data only 3.3% students in the departments of Pakistan Study Centre, History, and Geography strongly disagreed with the statement while 50% respondents in the department of Pakistan Study Centre agreed with the statement that Pakistan Studies contents help in creating the spirit of patriotism and love with the country. Data also show that the number of respondents strongly agreed and agreed with the statement in the department of Geography was the same. In the light of the perceptions of the majority of the respondents, Pakistan Studies contents help in creating the spirit of patriotism and love with the country.

Table 113 gives an idea about the students’ perceptions regarding the statement that Pakistan Studies contents help the students in recognizing their rights and duties. It can be seen from the data that majority of all respondents i.e. 63.80% was in favor of the statement that Pakistan Studies contents help the students in recognizing their rights and duties while 22.80% respondents were against the statement. According to the data only 3.3% students in the departments of Pakistan Study Centre, History, and Geography strongly disagreed with the statement while 53.3% respondents in the Engineering University agreed with the statement that Pakistan Studies contents help the

students in recognizing their rights and duties. In the light of the perceptions of the majority of the respondents Pakistan Studies contents help the students in recognizing their rights and duties. As p-value (0.363) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “Pakistan Studies contents help the students in recognizing their rights and duties” is not accepted. Table 114 gives an idea about the students’ perceptions regarding the statement that Pakistan Studies contents help the students to solve their daily life problems. What one gathers from the data is that majority of the respondents i.e. 56.7%, 50%, 46.6%, and 73.3% in the departments of Political Science, International Relations, Medical College, and Engineering University respectively were against the statement that Pakistan Studies contents help the students to solve their daily life problems and majority of the respondents i.e. 40% in both the departments of Pakistan Study Centre and History respectively were in favor of the statement while the data also show that in the department of Geography same number of respondents i.e. 40% were in favor and against the statement. According to the data 53.3% respondents in the Engineering University disagreed while 3.3% students in the departments of Pakistan Study Centre and Engineering University respectively strongly disagreed and strongly agreed with the statement that Pakistan Studies contents help the students to solve their daily life problems. The data indicate that the number of students agreed and disagreed in the department of International Relations was the same. As p-value (0.114) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “Pakistan Studies contents help the students to solve their daily life problems” is not accepted.

Table 115 gives an idea about the students’ perceptions regarding the statement that Pakistan Studies contents develop the civic sense of the students. It is observed from the data that majority of the respondents in all departments except Engineering University was in favor of the statement that Pakistan Studies contents develop the civic sense of the students while 46.7% respondents in the Engineering University were against the statement.

According to the data only 3.3% students in both the departments of History and Geography strongly disagreed while same percentage of the respondents in the Medical College strongly agreed with the statement that Pakistan Studies contents develop the civic sense of the students. In the light of the perceptions of the majority of the respondents Pakistan Studies contents develop the civic sense of the students. As p-value (0.114) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “Pakistan Studies contents develop the civic sense of the students” is not accepted.

Table 116 gives an idea about the students’ perceptions regarding the statement that Pakistan Studies contents play an important role in developing responsible citizens. Percentages show that majority of the respondents in all departments except Engineering University was in favor of the statement that Pakistan Studies contents play an important role in developing responsible citizens while 40% respondents in the Engineering University were against the statement. According to the data only 3.3% students in the departments of Pakistan Study Centre, History, and Geography strongly disagreed while 6.7% respondents in the department of International Relations strongly agreed with the statement that Pakistan Studies contents play an important role in developing responsible citizens. As p-value (0.042) is lesser than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents differ in their opinion significantly, hence the statement “Pakistan Studies contents plays an important role in developing responsible citizens” is accepted. Table 117 gives an idea about the students’ perceptions regarding the statement that Teachers use audio-visual aids during teaching Pakistan Studies. According to the data majority of the respondents in all departments except Political Science and International Relations was against the statement that Teachers use audio-visual aids during teaching Pakistan Studies while 53.3% and 56.6% respondents in the departments of Political Science and International Relations were in favor of the statement. According to the data only 3.3% students in the department of Pakistan Study Centre strongly agreed while 20% respondents in the department of Political Science strongly disagreed with the statement that Teachers use

audio-visual aids during teaching Pakistan Studies. In the light of the perceptions of the majority of the respondents Teachers do not use audio-visual aids during teaching Pakistan Studies. As p-value (0.016) is lesser than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents differ in their opinion significantly, hence the statement “teachers use audio-visual aids during teaching Pakistan Studies” is accepted.

Table 118 gives an idea about the students’ perceptions regarding the statement that Study tours are arranged for Pakistan Studies students. The data inform that majority of the respondents i.e. 63.3%, 36.6%, 53.4%, and 66.7% in the departments of Pakistan Study Centre, Political Science, International Relations, and History respectively were in favor of the statement that Study tours are arranged for Pakistan Studies students while majority of the respondents i.e. 66.7% and 80% in the departments of Medical College and Engineering University respectively were against the statement. According to the data 56.7% respondents in the Engineering University strongly disagreed while 3.3% students in the same department agreed with the statement that Study tours are arranged for Pakistan Studies students. The data indicate that the number of students who were in favor and against in the department of Geography was same. In the light of the perceptions of the majority of the respondents Study tours are not arranged for Pakistan Studies students. As p-value (0.000) is less than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents differ in their opinion significantly, hence the statement ‘Study tours are arranged for Pakistan Studies students’ is accepted.

Table 119 gives an idea about the students’ perceptions regarding the statement that students seek help from other books to understand the contents of Pakistan Studies. The data reflect that majority of the respondents in all departments except Medical College and Engineering University was in favor of the statement that students seek help from other books to understand the contents of Pakistan Studies while 53.3% respondents in both the departments of Medical College and Engineering University were against the statement. According to the data only 3.3% students in the departments of Pakistan Study Centre, History, and Geography strongly disagreed while same percentage of

the respondents in the Medical College strongly agreed with the statement that students seek help from other books to understand the contents of Pakistan Studies. As p-value (0.001) is lesser than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents differ in their opinion significantly, hence the statement “students seek help from other books to understand the contents of Pakistan Studies” is accepted.

Table 120 gives an idea about the students’ perceptions regarding the statement that Pakistan Studies contents of lower level provide sound bases to the next levels. Percentages show that majority of the respondents in all departments except Engineering University was in favor of the statement that Pakistan Studies contents of lower level provide sound bases to the next levels while 50% respondents in the Engineering University were against the statement. According to the data only 3.3% students in the departments of Pakistan Study Centre, Political Science, Geography and Medical College strongly disagreed while 6.7% respondents in Medical College and Engineering University strongly agreed with the statement that Pakistan Studies contents of lower level provide sound bases to the next levels. The data indicate that the number of students who were in favor and against the statement in the department of International Relations was the same. As p-value (0.028) is lesser than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents differ in their opinion significantly, hence the statement “Pakistan Studies contents of lower level provides sound bases to the next levels” is accepted. Table 121 gives an idea about the students’ perceptions regarding the statement that Pakistan Studies contents of lower level motivate the students for the next level. It is observed from the data that majority of the respondents in all departments except Engineering University was in favor of the statement that Pakistan Studies contents of lower level motivate the students for the next level. According to the data no student in the departments of Pakistan Study Centre, History, and Geography strongly disagreed while 6.7% respondents in both the departments of Political Science and Medical College strongly agreed with the statement that Pakistan Studies contents of lower level motivate the students for the next level. The data indicate that the number of students who were in favor

and against the statement in the Engineering University was almost same. In the light of the perceptions of the majority of the respondents Pakistan Studies contents of lower level motivate the students for the next level.

Table 122 gives an idea about the students' perceptions regarding the statement that Pakistan Studies contents possess the principle of "from simple to complex". It is clear from the data that majority of the respondents in all departments except Political Science and Engineering University was in favor of the statement that Pakistan Studies contents possess the principle of "from simple to complex" while 36.7% and 43.3% respondents in the departments of Political Science and Engineering University were against the statement. According to the data only 3.3% students in the departments of Pakistan Study Centre, Political Science and Engineering University strongly disagreed while 3.3% respondents in both the departments of Pakistan Study Centre and Medical College strongly agreed with the statement that Pakistan Studies contents possess the principle of "from simple to complex". As p-value (0.002) is less than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents differ in their opinion significantly, hence the statement "Pakistan Studies contents possesses the principle of "from simple to complex" is accepted. Table 123 gives an idea about the students' perceptions regarding the statement that Pakistan Studies contents are valid and accurate. Data clearly state that majority of the respondents i.e. 66.7%, 56.7%, and 40% in the departments of Pakistan Study Centre, Political Science, and Geography respectively were in favor of the statement that Pakistan Studies contents are valid and accurate while majority of the respondents i.e. 43.4%, 43.4%, and 40% in the departments of International Relations, History, and Engineering University respectively were against the statement. According to the data 3.3% respondents in the department of Pakistan Study Centre strongly disagreed while 6.7% students in the departments of Political Science, International Relations, Medical College, and Engineering University strongly agreed with the statement that Pakistan Studies contents are valid and accurate. The data indicate that the number of students who were in favor and against the statement in the Medical College was same. In the light of the perceptions of the majority of the respondents Pakistan

Studies contents are valid and accurate. As p-value (0.131) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “Pakistan Studies contents are valid and accurate” is not accepted. Table 124 gives an idea about the students’ perceptions regarding the statement that Pakistan Studies contents at different levels are too lengthy. It is observed from the data that majority of all respondents i.e. 59.10% was in favor of the statement that Pakistan Studies contents at different levels are too lengthy while 24.80% respondents were against the statement. According to the data no respondent in the department of Political Science strongly disagreed and only 3.3% students in the departments of International Relations, History, and Engineering University strongly disagreed while 10% respondents in the department of Pakistan Study Centre strongly agreed with the statement that Pakistan Studies contents at different levels are too lengthy. In the light of the perceptions of the majority of the respondents Pakistan Studies contents at different levels are too lengthy.

Table 125 gives an idea about the students’ perceptions regarding the statement that teachers have good command to deliver Pakistan Studies contents. Percentages indicate that majority of all respondents i.e. 61.4% was in favor of the statement that Teachers have good command to deliver Pakistan Studies contents while 22.80% respondents were against the statement. According to the data no respondent in the department of Pakistan Study Centre was strongly disagreed and only 3.3% students in the departments of Political Science, History, Medical College, and Engineering University strongly disagreed while 3.3% respondents in the department of International Relations strongly agreed with the statement that Teachers have good command to deliver Pakistan Studies contents. In the light of the perceptions of the majority of the respondents Teachers have good command to deliver Pakistan Studies contents. Table 126 gives an idea about the students’ perceptions regarding the statement that Logical sequence is present in various levels of Pakistan Studies contents. Percentages show that majority of the respondents i.e. 80%, 53.3%, 56.7%, and 46.7% in the departments of Pakistan Study Centre, Political Science, History, and Engineering University respectively were in favor of the statement that

Logical sequence is present in various levels of Pakistan Studies contents while majority of the respondents i.e. 40% in both the departments of Geography and Medical College respectively were against the statement. According to the data 60% respondents in the department of Pakistan Study Centre agreed while no student in both the departments of Medical College and Engineering University strongly disagreed with the statement that Logical sequence is present in various levels of Pakistan Studies contents. The data indicate that the number of students agreed and disagreed in the department of International Relations was same. In the light of the perceptions of the majority of the respondents Logical sequence is present in various levels of Pakistan Studies contents.

Table 127 gives an idea about the students' perceptions regarding the statement that teachers use lecture method for teaching Pakistan Studies. It is observed from the data that majority of all respondents i.e. 81% was in favor of the statement that teachers use lecture method for teaching Pakistan Studies while only 14.3% respondents were against the statement. According to the data only 3.3% students in all the departments except Pakistan Study Centre and Medical College strongly disagreed while no respondent in the department of Pakistan Study Centre strongly disagreed and 56.7% respondents in the department of International Relations agreed with the statement that teachers use lecture method for teaching Pakistan Studies. In the light of the perceptions of the majority of the respondents, teachers use lecture method for teaching Pakistan Studies. Table 128 gives an idea about the students' perceptions regarding the statement that teachers use activity method for teaching Pakistan Studies. What one gathers from the data is that majority of the respondents in all departments except Pakistan Study Centre and History was against the statement that Teachers use activity method for teaching Pakistan Studies while 56.6% and 50% respondents in the departments of Pakistan Study Centre and History were in favor of the statement. According to the data only 6.7% students in the departments of Pakistan Study Centre, Political Science, and History strongly disagreed while 3.3% respondents in both the departments of Political Science and History strongly agreed with the statement that teachers use activity method for teaching Pakistan Studies. In the light of the perceptions

of the majority of the respondents teachers do not use activity method for teaching Pakistan Studies. As p-value (0.007) is lesser than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents differ in their opinion significantly, hence the statement “teachers use activity method for teaching Pakistan Studies” is accepted.

Table 129 gives an idea about the students’ perceptions regarding the statement that teachers use project method for teaching Pakistan Studies. Percentages witness that majority of the respondents in all departments except Political Science and History was against the statement that teachers use project method for teaching Pakistan Studies while 40% and 36.6% respondents in the departments of Political Science and History were in favor of the statement. According to the data only 6.7% students in both the departments of Political Science, and History strongly disagreed while 3.3% respondents in the Engineering University strongly agreed with the statement that teachers use project method for teaching Pakistan Studies. In the light of the perceptions of the majority of the respondents teachers do not use project method for teaching Pakistan Studies. As p-value (0.012) is less than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents differ in their opinion significantly, hence the statement “teachers use project method for teaching Pakistan Studies” is accepted. Table 130 gives an idea about the students’ perceptions regarding the statement that teachers use textbook method for teaching Pakistan Studies. It is observed from the data that majority of all respondents i.e. 69% was in favor of the statement that teachers use textbook method for teaching Pakistan Studies while 22.4% respondents were against the statement. According to the data only 3.3% students in the departments of History, Geography, and Engineering University strongly disagreed with the statement while 16.7% respondents in the department of Pakistan Study Centre agreed with the statement that teachers use textbook method for teaching Pakistan Studies. In the light of the perceptions of the majority, of the respondents, teachers use textbook method for teaching Pakistan Studies. As p-value (0.875) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “teachers use textbook method for

teaching Pakistan Studies” is not accepted. Table 131 gives an idea about the students’ perceptions regarding the statement that teachers use discussion method for teaching Pakistan Studies. Percentages show that majority of all respondents i.e. 67.6% was in favor of the statement that teachers use discussion method for teaching Pakistan Studies while 23.80% respondents were against the statement. According to the data only 3.3% students in the departments of Pakistan Study Centre, History, and Engineering University strongly disagreed while 20% respondents in the departments of International Relations and Engineering University strongly agreed with the statement that teachers use discussion method for teaching Pakistan Studies. As p-value (0.048) is lesser than the level of significance ( $\alpha= 0.05$ ), which indicates that respondents differ in their opinion significantly, hence the statement “teachers use discussion method for teaching Pakistan Studies” is accepted. Table 132 gives an idea about the students’ perceptions regarding the statement that teachers use assignment method for teaching Pakistan Studies. It is clear from the data that majority of the respondents i.e. 90%, 56.7%, 56.7%, and 83.4% in the departments of Pakistan Study Centre, Political Science, History, and Engineering University respectively were in favor of the statement that teachers use assignment method for teaching Pakistan Studies while majority of the respondents i.e. 43.4%, 55.6%, and 46.6% in the departments of International Relations, Geography, and Medical College respectively were against the statement. According to the data 66.7% respondents in the department of Pakistan Study Centre agreed while no student in the department of Pakistan Study Centre and Engineering University strongly disagreed with the statement that teachers use assignment method for teaching Pakistan Studies. In the light of the perceptions of the majority of the respondents, teachers use assignment method for teaching Pakistan Studies.

Table 133 gives an idea about the students’ perceptions regarding the statement that teachers use study trips and exhibition method for teaching Pakistan Studies. It is observed from the data that majority of the respondents in all departments except International Relations was against the statement that teachers use study trips and exhibition method for teaching Pakistan Studies

while 29.7% respondents in all departments were in favor of the statement. According to the data only 6.7% students in the departments of Pakistan Study Centre, Political Science and Engineering University were strongly agreed while 6.7% respondents in the departments of Pakistan Study Centre and Political Science were strongly disagreed with the statement that teachers use study trips and exhibition method for teaching Pakistan Studies. The data indicate that the number of students agreed and disagreed in the department of International Relations was the same. In the light of the perceptions of the majority of the respondents, teachers do not use study trips and exhibition method for teaching Pakistan Studies. As p-value (0.001) is lesser than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents differ in their opinion significantly, hence the statement “teachers use study trips and exhibition method for teaching Pakistan Studies” is accepted.

Table 134 gives an idea about the students’ perceptions regarding the statement that teachers use television as audio-visual aid for teaching Pakistan Studies. Percentages reflect that majority of the respondents in all departments except International Relations was against the statement that teachers use television as audio-visual aid for teaching Pakistan Studies while 29.5% respondents in all departments were in favor of the statement. According to the data only 3.3% students in the departments of Pakistan Study Centre and Geography strongly agreed while 16.7% respondents in the department of Political Science and International Relations strongly disagreed with the statement that teachers use television as audio-visual aid for teaching Pakistan Studies. In the light of the perceptions of the majority of the respondents teachers do not use television as audio-visual aid for teaching Pakistan Studies. As p-value (0.013) is less than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents differ in their opinion significantly, hence the statement “teachers use television as audio-visual aid for teaching Pakistan Studies” is accepted. Table 135 gives an idea about the students’ perceptions regarding the statement that teachers use tape recorder as audio-visual aid for teaching Pakistan Studies. Percentages indicate that majority of all respondents i.e. 74.7% was against the statement that teachers use tape recorder as audio-

visual aid for teaching Pakistan Studies while only 11.4% respondents were in favor of the statement. According to the data no student in the departments of History, Geography, and Engineering University strongly agreed with the statement while 60% respondents in the department of Pakistan Study Centre strongly disagreed with the statement that teachers use tape recorder as audio-visual aid for teaching Pakistan Studies. In the light of the perceptions of the majority of the respondents teachers do not use tape recorder as audio-visual aid for teaching Pakistan Studies. Table 136 gives an idea about the students' perceptions regarding the statement that teachers use radio as audio-visual aid for teaching Pakistan Studies. It is observed from the data that majority of all respondents i.e. 71% was against the statement that teachers use radio as audio-visual aid for teaching Pakistan Studies while only 17.6% respondents were in favor of the statement. According to the data no student in the departments of Pakistan Study Centre, and Geography strongly agreed with the statement while 60% respondents in the department of Pakistan Study Centre strongly disagreed with the statement that teachers use radio as audio-visual aid for teaching Pakistan Studies. In the light of the perceptions of the majority of the respondents teachers do not use radio as audio-visual aid for teaching Pakistan Studies.

Table 137 gives an idea about the students' perceptions regarding the statement that teachers use films as audio-visual aids for teaching Pakistan Studies. Data clearly state that majority of all respondents i.e. 62.80% was against the statement that teachers use films as audio-visual aids for teaching Pakistan Studies while only 24.3% respondents were in favor of the statement. According to the data 3.3% students in both the departments of Pakistan Study Centre, and Medical College strongly agreed with the statement while 56.7% respondents in both the departments of Pakistan Study Centre and Engineering University strongly disagreed with the statement that teachers use films as audio-visual aids for teaching Pakistan Studies. In the light of the perceptions of the majority of the respondents teachers do not use films as audio-visual aids for teaching Pakistan Studies. As p-value (0.001) is lesser than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents differ in their opinion

significantly, hence the statement “teachers use films as audio-visual aids for teaching Pakistan Studies” is accepted. Table 138 gives an idea about the teachers’ perceptions regarding the statement that teachers use slides as audio-visual aids for teaching Pakistan Studies. It is observed from the data that majority of the respondents in all departments except International Relations and History was against the statement that teachers use slides as audio-visual aids for teaching Pakistan Studies while 50% and 53.3% respondents in the departments of International Relations and History were in favor of the statement. According to the data only 3.3% students in the departments of Pakistan Study Centre and History strongly agreed while 13.3% respondents in the department of International Relations strongly disagreed with the statement that teachers use slides as audio-visual aids for teaching Pakistan Studies. In the light of the perceptions of the majority of the respondents teachers do not use slides as audio-visual aids for teaching Pakistan Studies. As p-value (0.000) is lesser than the level of significance ( $\alpha= 0.05$ ), which indicates that respondents differ in their opinion significantly, hence the statement “teachers use slides as audio-visual aids for teaching Pakistan Studies” is accepted.

Table 139 gives an idea about the students’ perceptions regarding the statement that teachers use projectors as audio-visual aids for teaching Pakistan Studies is rejected. Percentages show that majority of the respondents in all departments except International Relations and History was against the statement that teachers use projectors as audio-visual aids for teaching Pakistan Studies while 46.6% and 53.3% respondents in the departments of International Relations and History were in favor of the statement. According to the data only 3.3% students in the department of Pakistan Study Centre strongly agreed while 10% respondents in the department of International Relations strongly disagreed with the statement that teachers use projectors as audio-visual aids for teaching Pakistan Studies. The data indicate that the number of students agreed and disagreed in the department of International Relations was the almost same. As p-value (0.106) is greater than the level of significance ( $\alpha= 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “teachers use projectors as audio-visual aids for teaching Pakistan

Studies” is not accepted. Table 140 gives an idea about the students’ perceptions regarding the statement that teachers use pictures as audio-visual aids for teaching Pakistan Studies. What one gathers from the data is that majority of the respondents in all departments except History was against the statement that teachers use pictures as audio-visual aids for teaching Pakistan Studies while 63.3% respondents in the department of History were in favor of the statement. According to the data only 6.7% students in both the departments of Political Science and Engineering University strongly agreed while 10% respondents in the department of International Relations strongly disagreed with the statement that teachers use pictures as audio-visual aids for teaching Pakistan Studies. As p-value (0.062) is greater than the level of significance ( $\alpha=0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “teachers use pictures as audio-visual aids for teaching Pakistan Studies” is not accepted.

Table 141 gives an idea about the students’ perceptions regarding the statement that teachers use models as audio-visual aids for teaching Pakistan Studies. It is observed from the data that majority of all respondents i.e. 57.6% was against the statement that teachers use models as audio-visual aids for teaching Pakistan Studies while 30% respondents were in favor of the statement. According to the data no student in the departments of Pakistan Study Centre strongly agreed with the statement while 50% respondents in Engineering University strongly disagreed with the statement that teachers use models as audio-visual aids for teaching Pakistan Studies. In the light of the perceptions of the majority of the respondents, teachers do not use models as audio-visual aids for teaching Pakistan Studies. Table 142 gives an idea about the students’ perceptions regarding the statement that teachers use specimens as audio-visual aids for teaching Pakistan Studies. Percentages show that majority of the respondents in all departments except History was against the statement that teachers use specimens as audio-visual aids for teaching Pakistan Studies while 50% respondents in the department of History were in favor of the statement. According to the data only 3.3% students in both the departments of Pakistan Study Centre and Political Science strongly agreed while 13.3%

respondents in the department of International Relations strongly disagreed with the statement that teachers use specimens as audio-visual aids for teaching Pakistan Studies. In the light of the perceptions of the majority of the respondents teachers do not use specimens as audio-visual aids for teaching Pakistan Studies. As p-value (0.004) is less than the level of significance ( $\alpha= 0.05$ ), which indicates that respondents differ in their opinion significantly, hence the statement “teachers use specimens as audio-visual aids for teaching Pakistan Studies” is accepted.

Table 143 gives an idea about the students’ perceptions regarding the statement that teachers use maps as audio-visual aids for teaching Pakistan Studies. It can be seen from the data that majority of the respondents i.e. 50%, 56.7%, 46.0%, and 50.000% in the departments of Pakistan Study Centre, International Relations, Medical College, and Engineering University respectively were against the statement that teachers use maps as audio-visual aids for teaching Pakistan Studies while majority of the respondents i.e. 46.6%, 70%, and 63.3% in the departments of Political Science, History, and Geography respectively were in favor of the statement. According to the data 6.7% respondents in the department of Pakistan Study Centre strongly agreed while 6.7% students in both the departments of International Relations and History strongly disagreed with the statement that teachers use maps as audio-visual aids for teaching Pakistan Studies. As p-value (0.002) is less than the level of significance ( $\alpha= 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “teachers use maps as audio-visual aids for teaching Pakistan Studies” is accepted. Table 144 gives an idea about the students’ perceptions regarding the statement that teachers use globe as audio-visual aid for teaching Pakistan Studies. Percentages reflect that majority of the respondents in all departments except Medical College and Engineering University was in favor of the statement that teachers use globe as audio-visual aid for teaching Pakistan Studies while 46.7% and 53.4% respondents in the departments of Medical College and Engineering University were against the statement. According to the data only 3.3% students in the departments of Pakistan Study Centre strongly agreed while 10% respondents in

the department of Pakistan Political Science strongly disagreed with the statement that teachers use globe as audio-visual aid for teaching Pakistan Studies. In the light of the perceptions of the majority of the respondents Teachers use globe as audio-visual aid for teaching Pakistan Studies.

Table 145 gives an idea about the students' perceptions regarding the statement that teachers use charts as audio-visual aids for teaching Pakistan Studies. It is observed from the data that majority of the respondents i.e. 49%, 50%, 43.3%, and 66.7% in the departments of Pakistan Study Centre, International Relations, Medical College, and Engineering University respectively were against the statement that teachers use charts as audio-visual aids for teaching Pakistan Studies while majority of the respondents i.e. 60%, 56.7%, and 66.7% in the departments of Political Science, History, and Geography respectively were in favor of the statement. According to the data only 3.3% respondents in the department of Pakistan Study Centre strongly agreed while 3.3% students in the department of Political Science strongly disagreed with the statement that teachers use charts as audio-visual aids for teaching Pakistan Studies. In the light of the perceptions of the majority of the respondents teachers use charts as audio-visual aids for teaching Pakistan Studies. Table 146 gives an idea about the students' perceptions regarding the statement that teachers use graphs as audio-visual aids for teaching Pakistan Studies. Percentages witness that majority of the respondents in all departments except Political Science and History was against of the statement that teachers use graphs as audio-visual aids for teaching Pakistan Studies while 36.7% and 43.3% respondents in the departments of Political Science and Engineering University were in favor of the statement. According to the data only 3.3% students in the department of Political Science strongly disagreed while no respondent in the department of Pakistan Study Centre strongly agreed with the statement that teachers use graphs as audio-visual aids for teaching Pakistan Studies. In the light of the perceptions of the majority of the respondents teachers do not use graphs as audio-visual aids for teaching Pakistan Studies.

Table 147 gives an idea about the students' perceptions regarding the statement that teachers use boards as audio-visual aids for teaching Pakistan

Studies. Percentages show that majority of the respondents in all departments except International Relations was in favor of the statement that teachers use boards as audio-visual aids for teaching Pakistan Studies while 50% respondents in the department of International Relations were against the statement. According to the data no student in both the departments of Political Science and Geography strongly disagreed while only 13.3% respondents in the department of International Relations strongly agreed with the statement that teachers use boards as audio-visual aids for teaching Pakistan Studies. In the light of the perceptions of the majority of the respondents teachers use boards as audio-visual aids for teaching Pakistan Studies. Table 148 gives an idea about the students' perceptions regarding the statement that students frequently use library for learning Pakistan Studies. It is observed from the data that majority of the respondents in all departments except Medical College and Engineering University was in favor of the statement that students frequently use library for learning Pakistan Studies while 70% and 50% respondents in the departments of Medical College and Engineering University were against the statement. According to the data no student in the department of Pakistan Study Centre strongly disagreed while no respondent in the Medical College strongly agreed with the statement that students frequently use library for learning Pakistan Studies. In the light of the perceptions of the majority of the respondents students frequently use library for learning Pakistan Studies.

Table 149 gives an idea about the students' perceptions regarding the statement that essay type tests are used to evaluate the students in Pakistan Studies. Percentages show that majority of all respondents i.e. 64.3% was in favor of the statement that essay type tests are used to evaluate the students in Pakistan Studies while almost 23% respondents were against the statement. According to the data no student in the department of Pakistan Study Centre disagreed and only 3.3% respondents in the statements of Pakistan Study Centre, Political Science, and Geography while 55.7% respondents in the department of History agreed with the statement that essay type tests are used to evaluate the students in Pakistan Studies. In the light of the perceptions of the majority of the respondents essay type tests are used to evaluate the students in

Pakistan Studies.

Table 150 gives an idea about the students' perceptions regarding the statement that in objective type tests, short answer questions are used for evaluating students in Pakistan Studies during the examinations. According to the data majority of all respondents i.e. 82.4% was in favor of the statement that in objective type tests, short answer questions are used for evaluating students in Pakistan Studies during the examinations while only 11.5% respondents were against the statement. According to the data no student in the department of Pakistan Study Centre agreed and only 1% respondents in all the departments strongly disagreed with the statement while 63.3% respondents in the Engineering University were agreed with the statement that in objective type tests, short answer questions are used for evaluating students in Pakistan Studies during the examinations. In the light of the perceptions of the majority of the respondents in objective type tests, short answer questions are used for evaluating students in Pakistan Studies during the examinations. Table 151 gives an idea about the students' perceptions regarding the statement that in objective type tests, true false items are used for evaluating students in Pakistan Studies during the examinations. Percentages show that majority of all respondents i.e. 75.2% was in favor of the statement that in objective type tests, true false items are used for evaluating students in Pakistan Studies during the examinations while only 14.3% respondents were against the statement. According to the data no student in the departments of Pakistan Study Centre, History, and Engineering University strongly agreed and only 3.3% respondents in all the departments strongly disagreed with the statement while 53.3% respondents in the department of Pakistan Study Centre agreed with the statement that in objective type tests, true false items are used for evaluating students in Pakistan Studies during the examinations. In the light of the perceptions of the majority of the respondents in objective type tests, true false items are used for evaluating students in Pakistan Studies during the examinations.

Table 152 gives an idea about the students' perceptions regarding the statement that in objective type tests, multiple choice items are used for

evaluating students in Pakistan Studies during the examinations. It is observed from the data that majority of all respondents i.e. 76.6% was in favor of the statement that in objective type tests, multiple choice items are used for evaluating students in Pakistan Studies during the examinations while only 13.3% respondents were against the statement. According to the data only 1.9% respondents in all the departments strongly disagreed with the statement while 63.3% respondents in the Medical College agreed with the statement that in objective type tests, multiple choice items are used for evaluating students in Pakistan Studies during the examinations. In the light of the perceptions of the majority of the respondents in objective type tests, multiple choice items are used for evaluating students in Pakistan Studies during the examinations. Table 153 gives an idea about the students' perceptions regarding the statement that in objective type tests, matching type items are used for evaluating students in Pakistan Studies during the examinations. Percentages show that majority of the respondents in all departments except Pakistan Study Centre was in favor of the statement that in objective type tests, matching type items are used for evaluating students in Pakistan Studies during the examinations while 50% respondents in the departments of Pakistan Study Centre were against the statement. According to the data only 3.3% students in both the departments of Geography and Engineering University strongly disagreed while 3.3% respondents in the department of Pakistan Study Centre strongly agreed with the statement that in objective type tests, matching type items are used for evaluating students in Pakistan Studies during the examinations. As p-value (0.018) is lesser than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents differ in their opinion significantly, hence the statement "In objective type tests, matching type items are used for evaluating students in Pakistan Studies during the examinations" is accepted.

Table 154 gives an idea about the students' perceptions regarding the statement that in objective type tests, completion type items are used for evaluating students in Pakistan Studies during the examinations. What one gathers from the data is that majority of the respondents in all departments except International Relations was in favor of the statement that In objective

type tests, completion type items are used for evaluating students in Pakistan Studies during the examinations while 40.00 were in favor as well as against the statement. According to the data only 3.3% students in the departments of Political Science, Geography, and Engineering University strongly disagreed while 3.3% respondents in the Medical College strongly agreed with the statement that in objective type tests, completion type items are used for evaluating students in Pakistan Studies during the examinations. In the light of the perceptions of the majority of the respondents in objective type tests, completion type items are used for evaluating students in Pakistan Studies during the examinations. As p-value (0.078) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “In objective type tests, completion type items are used for evaluating students in Pakistan Studies during the examinations” is not accepted.

Table 155 gives an idea about the students’ perceptions regarding the statement that Pakistan Studies contents are based on historical facts. It is observed from the data that majority of all respondents i.e. 72.4% was in favor of the statement that Pakistan Studies contents is based on historical facts while only 14.80% respondents were against the statement. According to the data only 3.3% students in both the departments of Political Science and Engineering University strongly disagreed with the statement while 56.7% respondents in the department of Pakistan Study Centre strongly agreed with the statement that Pakistan Studies contents are based on historical facts. In the light of the perceptions of the majority of the respondents Pakistan Studies contents is based on historical facts. As p-value (0.484) is greater than the level of significance ( $\alpha = 0.05$ ), which indicates that respondents do not differ in their opinion significantly, hence the statement “Pakistan Studies contents is based on historical facts” is not accepted.

## **Conclusion**

It is concluded from the findings of present study that Pakistan Studies contents are capable of satisfying the aspirations of mankind for a higher and richer culture while they have not been highly prized by generation after generation. They provide the opportunities for social intercommunication and also help to promote citizenship activities. The results showed that Pakistan Studies contents neither help in keeping students mentally fit nor assist in the maintenance of a proper home life. The studies further found that Pakistan Studies contents do not help in solving pupil problems and also unable to satisfy the needs of the learners. Similarly, it was also found from the study that Pakistan Studies contents are neither interesting to the learners nor help them in choosing vocations.

Vertical alignment is one of the most important factors to be included in the contents of any subject and it was found from the study that the contents of Pakistan Studies do not have vertical alignment/continuity and logical development. Findings of the study reflect that the curriculum of Pakistan Studies has not been designed in the light of cultural and social needs, age, level and interests of the learners, and it does not focus on students' social development. Moreover, the curriculum of Pakistan Studies highlights the importance of national integration, unity and patriotism, but does not promote an understanding of the ideology of Pakistan. Being a social science, percentages show that the curriculum of Pakistan Studies helps the students in recognizing their rights and duties, and develops the civic sense of the students. The encouraging aspect of the study was that according to percentages Pakistan Studies contents are valid, accurate, and based on historical facts.

## **Recommendations**

In order to bring improvement in Pakistan Studies curricula, the following recommendations are made:

1. It is recommended to include such contents in Pakistan Studies curriculum which are highly prized by generation after generation.
2. Pakistan Studies curriculum may include such contents which help in keeping students mentally fit to use their hands and minds properly to solve their social problems.
3. It is recommended to include such contents in Pakistan Studies curriculum which may satisfy the needs of the learner so that it becomes useful for them in their coming life and enable them to solve their daily life problems such as to assist them in the maintenance of a proper home life.
4. Such contents may be included in Pakistan Studies curriculum which satisfy the principle of interest.
5. It is recommended to include such contents in Pakistan Studies curriculum which may have vertical alignment and logical sequence in order to learn Pakistan Studies step by step at different levels of their academic life.
6. Such contents may be included in Pakistan Studies curriculum which may meet the social purpose.
7. It is recommended that the teachers may use activity, project, study trips and exhibition, and role playing/socio-drama methods for teaching Pakistan Studies in order to involve the students actively in teaching learning process.
8. It is strongly recommended for teachers to frequently use television, film strips, slides, projectors, specimens, radio, tape recorder, and multimedia as teaching aids for teaching Pakistan Studies to make their teaching interesting and meaningful for their students.
9. The curriculum planners may be suggested to include updated and latest contents in Pakistan Studies curriculum in order to enable the students to meet the challenges of the 21<sup>st</sup> century.

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## Appendix-A

## Questionnaire for Teachers

# A CRITICAL ANALYSIS OF PAKISTAN STUDIES CURRICULA

## PERSONAL DATA OF RESPONDENTS

1. **School/College:** \_\_\_\_\_ **District :** \_\_\_\_\_
2. **Area of Residence:**      a.      Urban    b.      Rural
3. **Gender:**                      a.      Male    b.      Female
4. **Post / Designation:**    a. SET              b. SS              c. Lecturer      d. any  
other \_\_\_\_\_
5. **Teaching to :**              a. SSC                      b. Intermediate              c.  
BA/BSc                      d. Medical                      e. Engineering
6. **Teaching experience :** \_\_\_\_\_ Years
7. **Qualification:** \_\_\_\_\_
8. **Monthly Income from all sources:** \_\_\_\_\_
9. **Instructions:**

Dear respondent,

Please find below some statements about the subject mentioned above. Five options are given opposite to each statement. Select the one which you consider the most appropriate (with a key provided below). All information that you provide will be used only for research purposes and kept confidential.

Thank you for your cooperation.

1. Strongly Agree (SA)    2. Agree (A)    3. Undecided (?)  
4. Disagree (D)    5. Strongly Disagree (SD)

## A. SITUATIONAL ANALYSIS

| S.No | STATEMENTS                                                            | SA | A | ? | D | SD |
|------|-----------------------------------------------------------------------|----|---|---|---|----|
| 1    | The curriculum of Pakistan Studies has been designed in the light of: |    |   |   |   |    |
|      | a. Geographical condition of the country                              |    |   |   |   |    |
|      | b. Religious condition                                                |    |   |   |   |    |
|      | c. cultural and social needs                                          |    |   |   |   |    |
|      | d. Economic conditions                                                |    |   |   |   |    |
|      | e. National and international needs                                   |    |   |   |   |    |
|      | f. Age, level, and interests of the learners                          |    |   |   |   |    |
|      | g. Teacher training programs                                          |    |   |   |   |    |
| 2    | The curriculum of Pakistan Studies focuses on students':              |    |   |   |   |    |
|      | a. physical development                                               |    |   |   |   |    |
|      | b. Psychological development                                          |    |   |   |   |    |
|      | c. Social development                                                 |    |   |   |   |    |

## B. OBJECTIVES

| S.No | STATEMENTS                                                                                                              | SA | A | ? | D | SD |
|------|-------------------------------------------------------------------------------------------------------------------------|----|---|---|---|----|
| 3    | The curriculum of Pakistan Studies highlights the importance of:<br>a. National integration                             |    |   |   |   |    |
|      | b. Unity                                                                                                                |    |   |   |   |    |
|      | c. Patriotism                                                                                                           |    |   |   |   |    |
| 4    | Pakistan Studies encourages in students traits of:<br>a. Observation                                                    |    |   |   |   |    |
|      | b. Creativity                                                                                                           |    |   |   |   |    |
| 5    | The curriculum of Pakistan Studies promotes an understanding of the ideology of Pakistan.                               |    |   |   |   |    |
| 6    | The curriculum of Pakistan Studies has been designed to make an effort for establishing a modern welfare Islamic state. |    |   |   |   |    |
| 7    | The curriculum of Pakistan Studies explains the students with various phases of Pakistan's:<br>a. Historical            |    |   |   |   |    |
|      | b. Political                                                                                                            |    |   |   |   |    |
|      | c. Constitutional development                                                                                           |    |   |   |   |    |
| 8    | Content of Pakistan Studies indoctrinates awareness about the multi-cultural heritage of Pakistan.                      |    |   |   |   |    |

|    |                                                                                   |           |          |          |          |           |
|----|-----------------------------------------------------------------------------------|-----------|----------|----------|----------|-----------|
| 9  | The curriculum of Pakistan Studies develops:                                      | <b>SA</b> | <b>A</b> | <b>?</b> | <b>D</b> | <b>SD</b> |
|    | a. Understanding of the physical features and human resources of Pakistan         |           |          |          |          |           |
|    | b. Positive attitude towards the role of the people in the development of society |           |          |          |          |           |
|    | c. Awareness in relation to Pakistan's international relations                    |           |          |          |          |           |
| 10 | The objectives of Pakistan Studies curricula are:                                 |           |          |          |          |           |
|    | a. Clear                                                                          |           |          |          |          |           |
|    | b. Achievable                                                                     |           |          |          |          |           |
|    | c. Meaningful                                                                     |           |          |          |          |           |
|    | d. Observable                                                                     |           |          |          |          |           |

### C. CONTENT

| S.No | STATEMENTS                                                                                      | SA | A | ? | D | SD |
|------|-------------------------------------------------------------------------------------------------|----|---|---|---|----|
| 11   | The content of Pakistan Studies is:                                                             |    |   |   |   |    |
|      | a. Research based                                                                               |    |   |   |   |    |
|      | b. Opinion based                                                                                |    |   |   |   |    |
|      | c. Future oriented.                                                                             |    |   |   |   |    |
| 12   | The content of Pakistan Studies has:                                                            |    |   |   |   |    |
|      | a. Vertical alignment/continuity                                                                |    |   |   |   |    |
|      | b. Logical development.                                                                         |    |   |   |   |    |
| 13   | The content of Pakistan Studies:                                                                |    |   |   |   |    |
|      | a. Serves the interest of the students                                                          |    |   |   |   |    |
|      | b. Meets the requirements of higher education                                                   |    |   |   |   |    |
|      | c. Takes into account the current and future socio-economic demands.                            |    |   |   |   |    |
|      | d. Enables students to be aware of their problems                                               |    |   |   |   |    |
|      | e. Reflects major occupational characteristics of the community                                 |    |   |   |   |    |
|      | f. Preserves the cultural heritage of the society                                               |    |   |   |   |    |
|      | g. Is treated as problem solving                                                                |    |   |   |   |    |
|      | h. Helps in the development of social consciousness among the people                            |    |   |   |   |    |
|      | i. Provides adequate practical experiences to the students is consistence with social realities |    |   |   |   |    |

|    |                                                                                                                  |    |   |   |   |    |
|----|------------------------------------------------------------------------------------------------------------------|----|---|---|---|----|
| 14 | The curriculum of Pakistan Studies has been formulated in:                                                       | SA | A | ? | D | SD |
|    | a. Urban context of children                                                                                     |    |   |   |   |    |
|    | b. Rural context of children.                                                                                    |    |   |   |   |    |
| 15 | In case of Principle of Survival:                                                                                |    |   |   |   |    |
|    | a. Pakistan Studies content is capable of satisfying the aspirations of mankind for a higher and richer culture. |    |   |   |   |    |
|    | b. Pakistan Studies content has been highly prized by generation after generation.                               |    |   |   |   |    |
| 16 | In case of Principle of Utility, Pakistan Studies content:                                                       |    |   |   |   |    |
|    | a. Provides the opportunities for social intercommunication                                                      |    |   |   |   |    |
|    | b. Helps to promote citizenship activities                                                                       |    |   |   |   |    |
|    | c. Helps in keeping students mentally fit                                                                        |    |   |   |   |    |
|    | d. Assists in the maintenance of a proper home life.                                                             |    |   |   |   |    |
| 17 | In case of Principle of Interest, Pakistan Studies content:                                                      |    |   |   |   |    |
|    | a. Helps in solving pupil problems                                                                               |    |   |   |   |    |
|    | b. Satisfies the needs of the learner                                                                            |    |   |   |   |    |
|    | c. Is interesting to the learner                                                                                 |    |   |   |   |    |
|    | d. Helps in choosing vocations.                                                                                  |    |   |   |   |    |

#### D. TEACHING METHODS/STRATEGIES

| S. No | STATEMENTS                                                     | SA | A | ? | D | SD |
|-------|----------------------------------------------------------------|----|---|---|---|----|
| 18    | Methods that you use for teaching Pakistan Studies are:        |    |   |   |   |    |
|       | a. Lecture Method                                              |    |   |   |   |    |
|       | b. Activity Method                                             |    |   |   |   |    |
|       | c. Project Method                                              |    |   |   |   |    |
|       | d. Textbook Method                                             |    |   |   |   |    |
|       | e. Discussion Method                                           |    |   |   |   |    |
|       | f. Role playing/socio-drama Method                             |    |   |   |   |    |
|       | g. Assignment Method                                           |    |   |   |   |    |
|       | h. Study trips and exhibition                                  |    |   |   |   |    |
| 19    | Teaching aids that you use for teaching Pakistan Studies are : |    |   |   |   |    |
|       | a. Textbook                                                    |    |   |   |   |    |
|       | b. Television                                                  |    |   |   |   |    |
|       | c. Chalk Board/Black Board                                     |    |   |   |   |    |
|       | d. Film Strips                                                 |    |   |   |   |    |
|       | e. Slides                                                      |    |   |   |   |    |
|       | f. Projector                                                   |    |   |   |   |    |
|       | g. Pictures                                                    |    |   |   |   |    |
|       | h. Models                                                      |    |   |   |   |    |

|  |                 |           |          |          |          |           |
|--|-----------------|-----------|----------|----------|----------|-----------|
|  | i. Specimens    | <b>SA</b> | <b>A</b> | <b>?</b> | <b>D</b> | <b>SD</b> |
|  | j. Maps         |           |          |          |          |           |
|  | k. Globe        |           |          |          |          |           |
|  | l. Graphs       |           |          |          |          |           |
|  | m. Charts       |           |          |          |          |           |
|  | n. Radio        |           |          |          |          |           |
|  | o. Tap Recorder |           |          |          |          |           |
|  | p. Multimedia   |           |          |          |          |           |

## E. EVALUATION

| S.No | STATEMENTS                                                                                           | SA | A | ? | D | SD |
|------|------------------------------------------------------------------------------------------------------|----|---|---|---|----|
| 20   | Tests used for evaluating Pakistan Studies are:                                                      |    |   |   |   |    |
|      | a. Essay Type Test                                                                                   |    |   |   |   |    |
|      | b. Extended Response Tests                                                                           |    |   |   |   |    |
|      | c. Restricted Response Tests                                                                         |    |   |   |   |    |
|      | d. Objective Type Tests                                                                              |    |   |   |   |    |
|      | e. Short Answer Items                                                                                |    |   |   |   |    |
|      | f. True False Items                                                                                  |    |   |   |   |    |
|      | g. Multiple Choices Items                                                                            |    |   |   |   |    |
|      | h. Matching Type Items                                                                               |    |   |   |   |    |
|      | i. Completion Items Test                                                                             |    |   |   |   |    |
| 21   | The items in the question papers prepared by Boards of Intermediate and Secondary Education possess; |    |   |   |   |    |
|      | a. Knowledge                                                                                         |    |   |   |   |    |
|      | b. Comprehension                                                                                     |    |   |   |   |    |
|      | c. Application                                                                                       |    |   |   |   |    |
|      | d. Analysis                                                                                          |    |   |   |   |    |
|      | e. Synthesis                                                                                         |    |   |   |   |    |
|      | f. Evaluation                                                                                        |    |   |   |   |    |

Questionnaire for Students

A CRITICAL ANALYSIS OF PAKSITAN STUDIES CURRICULA

PERSONAL DATA OF RESPONDENTS

1. Department/Faculty:

---

2. Gender: a. Male b. Female

3. Class: a. Previous b. Final c. BS

4. Parent's Education level: \_\_\_\_\_

5. Parent's Income level: \_\_\_\_\_

6. Instructions:

Dear students,

Please find below some statements about the subject mentioned above. Five options are given opposite to each statement. Select the one which you consider the most appropriate (with a key provided below). All information that you provide will be used only for research purposes and kept confidential.

Thank you for your cooperation.

- |                        |                           |                  |
|------------------------|---------------------------|------------------|
| 1. Strongly Agree (SA) | 2. Agree (A)              | 3. Undecided (?) |
| 4. Disagree (D)        | 5. Strongly Disagree (SD) |                  |

| S NO | STATEMENTS                                                                    | SA | A | ? | D | SD |
|------|-------------------------------------------------------------------------------|----|---|---|---|----|
| 1    | Students take interest in learning Pakistan Studies.                          |    |   |   |   |    |
| 2    | Pakistan Studies content:                                                     |    |   |   |   |    |
|      | a. Creates in students the democratic values                                  |    |   |   |   |    |
|      | b. Reflects national inspirations                                             |    |   |   |   |    |
|      | c. Reflects the ideology of Pakistan                                          |    |   |   |   |    |
|      | d. Is updated and latest.                                                     |    |   |   |   |    |
|      | e. Is according to the needs of the society.                                  |    |   |   |   |    |
|      | f. Is rich in utility                                                         |    |   |   |   |    |
|      | g. Helps in creating the spirit of patriotism and love with the country.      |    |   |   |   |    |
|      | h. Helps the students in recognizing their rights and duties.                 |    |   |   |   |    |
|      | i. Helps the students to solve their daily life problems.                     |    |   |   |   |    |
|      | j. Develops the civic sense of the students.                                  |    |   |   |   |    |
|      | k. Plays an important role in developing responsible citizens.                |    |   |   |   |    |
| 3    | Teachers use audio-visual aids during teaching Pakistan Studies.              |    |   |   |   |    |
| 4    | Study tours are arranged for Pakistan Studies students.                       |    |   |   |   |    |
| 5    | You seek help from other books to understand the content of Pakistan Studies. |    |   |   |   |    |

|    |                                                                               |           |          |          |          |           |
|----|-------------------------------------------------------------------------------|-----------|----------|----------|----------|-----------|
| 6  | Pakistan Studies content of lower level :                                     | <b>SA</b> | <b>A</b> | <b>?</b> | <b>D</b> | <b>SD</b> |
|    | a. Provides sound bases to the next levels                                    |           |          |          |          |           |
|    | b. Motivates the students for the next level.                                 |           |          |          |          |           |
| 7  | Pakistan Studies content possesses the principle of “from simple to complex”. |           |          |          |          |           |
| 8  | Pakistan Studies content:                                                     |           |          |          |          |           |
|    | a. Is valid and accurate                                                      |           |          |          |          |           |
|    | b. Reflects the stated objectives.                                            |           |          |          |          |           |
| 9  | Pakistan Studies content at different levels is too lengthy.                  |           |          |          |          |           |
| 10 | Teachers have good command to deliver Pakistan Studies content.               |           |          |          |          |           |
| 11 | Logical sequence is present in various levels of Pakistan Studies content.    |           |          |          |          |           |
| 12 | Teachers use the following methods for teaching Pakistan Studies:             |           |          |          |          |           |
|    | a. Lecture method                                                             |           |          |          |          |           |
|    | b. Activity method                                                            |           |          |          |          |           |
|    | c. Project method                                                             |           |          |          |          |           |
|    | d. Textbook method                                                            |           |          |          |          |           |
|    | e. Discussion method                                                          |           |          |          |          |           |
|    | f. Assignment method                                                          |           |          |          |          |           |
|    | g. Study Strips and Exhibition method                                         |           |          |          |          |           |

|    |                                                                             |           |          |          |          |           |
|----|-----------------------------------------------------------------------------|-----------|----------|----------|----------|-----------|
| 13 | Teachers use the following audio-visual aids for teaching Pakistan Studies: | <b>SA</b> | <b>A</b> | <b>?</b> | <b>D</b> | <b>SD</b> |
|    | a. Television                                                               |           |          |          |          |           |
|    | b. Tape recorder                                                            |           |          |          |          |           |
|    | c. Radio                                                                    |           |          |          |          |           |
|    | e. Films                                                                    |           |          |          |          |           |
|    | f. Slides                                                                   |           |          |          |          |           |
|    | g. Projectors                                                               |           |          |          |          |           |
|    | h. pictures                                                                 |           |          |          |          |           |
|    | i. Models                                                                   |           |          |          |          |           |
|    | j. Specimens                                                                |           |          |          |          |           |
|    | k. Maps                                                                     |           |          |          |          |           |
|    | l. Globe                                                                    |           |          |          |          |           |
|    | m. Charts                                                                   |           |          |          |          |           |
|    | n. Graphs                                                                   |           |          |          |          |           |
|    | o. Boards                                                                   |           |          |          |          |           |
| 14 | Students frequently use library for learning Pakistan Studies.              |           |          |          |          |           |
| 15 | Essay type tests are used to evaluate the students in Pakistan Studies.     |           |          |          |          |           |

|    |                                                                                                                                      |           |          |          |          |           |
|----|--------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|----------|----------|-----------|
| 16 | In objective type tests, the following types are used for Pakistan Studies during the examinations:<br><br>a. Short answer questions | <b>SA</b> | <b>A</b> | <b>?</b> | <b>D</b> | <b>SD</b> |
|    | b. True False Items                                                                                                                  |           |          |          |          |           |
|    | c. Multiple Choice Items                                                                                                             |           |          |          |          |           |
|    | d. Matching Type Items                                                                                                               |           |          |          |          |           |
|    | e. Completion Type Items                                                                                                             |           |          |          |          |           |
| 17 | Pakistan Studies content is based on historical facts.                                                                               |           |          |          |          |           |