

ALP Curriculum
for
Elementary

Package | 2022
D & E

GEOGRAPHY

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ACKNOWLEDGEMENT

Education clarifies our perception of the world around us and helps changing it into a better place. It develops an insight of peeping deep into our lives. It is of utmost importance that every individual be educated for unlocking his/ her potential. Both on personal and national levels, education has been shown to increase economic growth and stability. Education strengthens economic and social status of an individual as well as contributes to a skilled human resource of a country.

Pakistan has many national and international commitments to provide quality education to all children in the country and to enroll all Out-of-School (OOS) Children. The government of Khyber Pakhtunkhwa is determined to provide innovative solutions to address the issue of OOSC in KP, which will pave ways to meet Sustainable Development Goals (SDGs) and Education 2030 targets.

To overcome these challenges the Directorate of Curriculum and Teachers Education (DCTE) has come forward with a solution of “Accelerated Education Programme” that provides fast track and cost-effective education opportunities to those who missed their first chance of education. The accelerated education programme will provide them a chance to re-connect to education and continue their education and training for improved living. The main objective of the AEP is to guide teachers/education providers to teach the curriculum in an accelerated mode without compromising the Student Learning Outcomes (SLOs) and required abilities and competencies.

Elementary & Secondary Education Department, Government of Khyber Pakhtunkhwa, introduces Elementary level Accelerated Education (AE) Curriculum that offers fast track Elementary (middle) education course/ program for children who cannot continue their education in formal schools system because of various reasons, such as being overage, dropped out before completing primary or elementary education cycle, involved in some work etc. It is worthwhile to mention that children out-of-school (OOSC), especially those between the ages of 10 to 16 constitute 82% of the total OOSC in the province. This curriculum will provide an opportunity to large proportion of children within this age cohort.

As part of the overall Non-Formal Education (NFE) programme of the Government, this AE curriculum is equivalent to the formal education elementary level curriculum. Being flexible, alternative and fast track in nature, this curriculum will fulfill the learning needs of a diverse, marginalized and complex group of out-of-school children in the province particularly those who overage, dropped out and have limited opportunities for re-entering the education stream.

The experts deserve enormous appreciation for accomplishing a complex task of

developing, reviewing and refining the NFE/ AE curriculum for Elementary level. Although AE curriculum development is a breakthrough and huge accomplishment, but I take it as a new beginning and first step towards the development of a new accelerated education program at this level.

Let me appreciate the technical and financial cooperation of development partners especially UNICEF who graciously extended their support.

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INTRODUCTION

Articles 25-A and 37(b) of the Constitution of Islamic Republic of Pakistan guarantee right to education (RTE) to all children between the ages of 5 and 16. It is pertinent to mention that basic education is free and compulsory according to these articles and the Government is responsible to provide free education (textbooks, tuition fee etc.) to all children of this age group. At the same time, the Government of Pakistan is bound to provide the right to quality and relevant education under Sustainable Development Goal # 4 (SDG-4) and education 2030 framework for action that is taking forward the agenda enshrined in Education for All (EFA).

In order to translate the constitutional and international commitments into reality and provide the right to free and compulsory education, the Government of KP has responded positively by developing and implementing KP Education Sector Plan. In addition, the E&SED is also strengthening the Non-Formal Basic Education sub-sector by developing provincial NFE policy and related accelerated education programmes for primary and elementary levels to provide alternative education opportunities to out-of-school children in the province. Alternative and accelerated education programmes at both primary and secondary levels will not only complement efforts to address the issue of out-of-school children, but also as stand-alone approach to provide basic education to older age out-of-school who cannot seek admission in formal schools.

Why Accelerated Elementary Education Programme

Following are major reasons that necessitated development of accelerated education programme (curriculum) for elementary level:

- In KP, 80.5% public sector schools are primary, whereas remaining 19.5% include elementary, secondary and higher secondary schools. The supply side proportion of schools in KP highlights its direct relationship with out-of-school children in the province i.e. only 18% children of 5-9 years of age are not in schools and that remaining 82% belong to 10-16 years of age cohort. This proportion validates that; more schools-less out-of-school children and less schools-more out-of-school children. Based on this fact, the province essentially needs a programme at elementary level that is cost effective, flexible and have the ability to be established quickly, so that the children of 10-16 years of age have extensive opportunities of education (Data source: Pakistan Education Statistics 2016-17).
- Accelerated elementary education will fill gap that has been caused by less number of elementary education schools in the province. This programme will essentially be

offered in areas where OOSC are more and that only primary schools are available. This programme may be offered in both morning and evening shifts as appropriate.

- Furthermore, a large number of children, especially girls between the ages of 10-16 in KP, have completed primary education and cannot go to schools owing to unavailability of elementary schools. Therefore, accelerated elementary education programme can offer them a second chance to reconnect to education. This programme will particularly be extremely useful for girls as 67% of the OOSC in KP are girls (Data source: Pakistan Education Statistics 2016-17).
- Accelerated elementary education (curriculum) programme will provide continuing education opportunities to primary pass-outs to transit to elementary level without any interruption. The elementary education programme will be offered in areas where accelerated primary education programme is offered.
- Accelerated elementary education programme, which is fast track and will offer completion of elementary cycle in 18-20 months instead of 36 months, will be an excellent option for those who have primary education certificate and have wasted a few years owing to unavailability of elementary school. This will help in bridging lost educational years and come at par with other children. The said fast track programme will also help in addressing the psychological fears of children that restrict them to reconnect to education.
- The accelerated elementary programme, being a fast track, flexible and cost effective, will require less cost to get operationalized. Therefore, the E&SED may expand the said programme to include most of the OOSC.

INTRODUCTION TO THE CURRICULUM

Curriculum consists of elements that promotes learners' intellectual, spiritual, aesthetic, emotional, social and physical development. Together with curricular and co-curricular activities, it includes approaches to teaching, learning and assessment, quality of relationships within the school, and the values embodied in the systematic functioning of a school especially in non- formal and accelerated education setting.

Subject based curriculum refers to a document describing learning outcomes, the scope and sequence of contents, learning activities, methods of delivery in the classroom. It also includes assessment and evaluation techniques consistent with the Curriculum Framework of a particular subject, and it also provides guidelines for developing pedagogical materials. The accelerated elementary curriculum builds logical connections with the national Curriculum 2006, equivalent to the same as well, and narrates terminal competencies accordingly.

The elementary AEP curriculum is standard based and provides indicators of expectations from learners at completion of each of the packages and grades defined in the curriculum. The curriculum provides a logical sequence of strands/ competencies, standards, benchmarks and students learning outcomes (SLOs). Each SLO is further elaborated by contents, preferred teaching methodologies and techniques to assess the SLOs, which are coded properly. The purpose of coding the SLOs is to enable teachers and education experts to understand the connection between a specific SLO and the corresponding topics provided in the textbook and the guide for teachers. In this way, the teachers will be able to meaningfully connect the topics with SLOs and eventually establish a link to the benchmarks, standards and the strand, which describe expectations from the learners. Such an arrangement is equally useful for the material developers/ authors to be specific while designing contents and activities and examples that suit the learning needs of the learners of NFBE schools, which are comparatively different from the learners studying in formal school environment. Similarly, the prescribed assessment techniques are useful for the teachers and evaluators to formulate relevant test items and apply a pertinent assessment method to assess the learning achievement of the learners.

Curriculum provides base of the teaching and learning system which derives its inspiration and vision from the Education Policies. It sets its structure accordingly to describe concepts, skills and attitudes that have to be developed in the students. It aims to address key questions such as what is the purpose of teaching; what is the desired level of the students as measured by standards and benchmarks, and what will be taught to the students to prepare them for higher studies and the world of work. Curricula documents provide guidelines for textbook developers and authors to develop textbooks and supplementary reading material

according to the defined and agreed competencies, scope and guidelines. These enable teachers to plan their classroom lessons; examiners to set formative and summative assessment according to the prescribed competencies, and to textbook reviewers to review the textbooks according to the contents and scope. The curriculum is also a guiding document for the general public and parents about the wider aims of education and the academic processes that learners experience.

Curriculum Development Process

Department of Elementary and Secondary Education (ESED), Government of KP, decided to develop and offer accelerated education programme for a specific group of OOSC after carrying out a thorough survey to identify OOSC. At the same time, Technical Working Group (TWG) for Non-Formal Education (NFE) conducted a detailed situation analysis of education in general and Non-Formal Education in particular that gave concrete recommendations to go for Elementary level Accelerated Education Programme (AEP) and its curriculum that offers elementary cycle in short period of time in Khyber Pakhtunkhwa. OOSC situation and general situation analysis of the education sector precisely recommended development of accelerated education curriculum for both primary and elementary levels in KP.

DCTE engaged curriculum experts, non-formal education experts and subject specialists for Pashto, Urdu, English, Mathematics, Science, Islamiyat, Geography and History. A couple of workshops were held to review the national curriculum 2006 that showed a variety of different ways of curriculum framework for each subject. However, DCTE experts agreed have standard framework for all the subjects. The framework agreed highlighted vertical and horizontal sequence. The vertical sequence narrated strands/ competencies or themes, learning standards, benchmarks and SLOs. Similarly, the horizontal sequence suggested contents for authors/ materials developers, strategies for teachers and assessment techniques for assessors. Following key strategies were used to condense the curriculum:

- Merging the grades/ levels such as Katchi & 1 to be merged as package A, grades 2 & 3 as Package B, and grades 4 & 5 to be merged as Package C. This vertical integration of the grades/ levels helped in reducing levels/ grades and SLOs
- Review SLOs
- Finding out SLOs that can be integrated, without harming the acquisition of competencies
- Deleting the SLOs that appears to be repetitive
- Integrating SLOs that help in clubbing grades/ levels
- Analyzing where lower order competencies can easily be merged with the higher order

skills/ competencies

- Integrating SLOs with other subjects that have alike (similar) learning outcomes.
- Integrating alike contents (concepts) of different subjects (based on SLOs' alignment)
- Emphasis on pedagogy (interactive activities) proposed in the curriculum.

DCTE has conducted a thorough review of elementary level national curriculum 2006 and merged certain levels, such as Grades 6 & 7 were merged as Package D, while Grade 8 was termed as Package E. However, Grade 6 and 7 were kept as it is under Package D and grade 8 under Package E for the purpose of equivalence and certification. Therefore, the accelerated elementary curriculum offers two levels instead of conventional three levels. Similarly, the experts conducted a detailed analysis of the SLOs and merged those appearing to be similar, repetitive and were not compatible with the age of the learners. However, competencies, standards and benchmarks, were kept as they were in the curriculum to obey equivalency principles. Curriculum experts and Subject specialists proposed viable contents, teaching and assessment strategies in the curriculum.

After that, experts review the curriculum and made it ready for approval and further use.

Curriculum Framework

The curriculum framework provides a generic introduction of the curriculum and a brief description of curriculum for non-formal basic education, aims and specific standards elaborated in the national guidelines. Briefly, Curriculum Framework is a broad policy guideline regarding development of learning materials, professional development of teachers/ instructional delivery system, assessment and testing of students' learning outcomes and feedback for changes required for effective future revision of curriculum.

Strand / Competency or Themes

Strand or competency is a key learning area, and used as the top most learning expectation of a particular topic of any subject. Strand and competencies are used interchangeably in different curricula, but convey the same meaning as the top learning expectation in a curriculum hierarchy.

Standards

Standards are broad descriptions of the levels of knowledge, skills and values we expect students to reach in a specific subject during specific time period of learning. The standards

describe what all students should know, be able to do and values they should develop in each subject. Knowledge includes the important facts, concepts, issues and information. Skills include the ways of thinking, working, communication, reasoning and investigating that characterize each subject. The values are the feelings, attitudes, conscience, dispositions, principles, sanctions that are developed in each subject.

Benchmarks

Benchmarks are clear, specific descriptions of developmentally appropriate knowledge, skills and values that students should have by a certain point in time in their schooling. The benchmark statements indicate what students should know, be able to do and the values they should develop at each of the developmental levels i.e. early year, primary, elementary in order to meet the standards.

Student Learning Outcomes (SLOs)

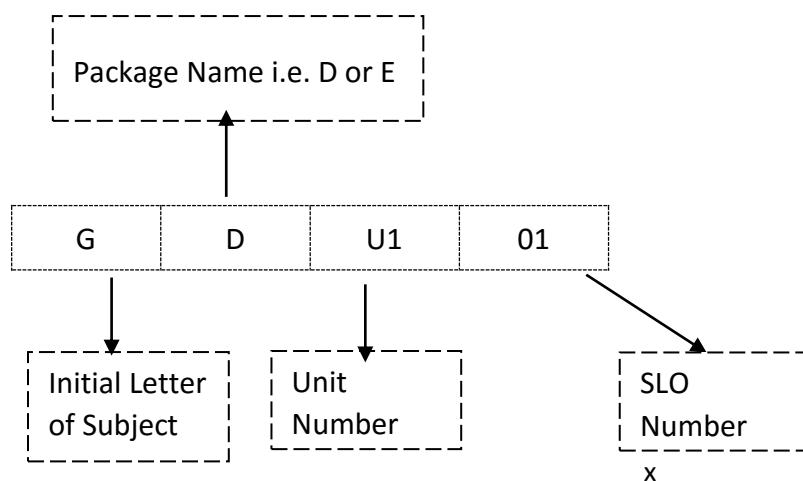
Student Learning Outcomes (SLOs) are specific statements that describe the knowledge, skills and values that students are expected to attain at the end of a particular grade. The SLOs must be SMART i.e. specific, measurable, achievable, realistic, time bound and observable. SLOs differ from objectives in that the focus is not on what the teacher will do but on what students should achieve.

Coding Scheme:

To understand alignment among Standards, Benchmarks, SLOs, Content and Assessment, a systematic coding scheme has been followed.

The elaboration of coding scheme is as follows:

Complete Code : **GDU101**



PACKAGE- D

Unit 1. Structure of Earth and Types of Rocks				
DOMAINS:				
DOMAIN 1: Physical Geography DOMAIN 2: Human Geography DOMAIN 3: Environmental Geography				
<p>Benchmark 1: <i>Students will be able to investigate Earth's processes and patterns.</i></p> <p>Benchmark 2: <i>Students will be able to analyze the formation of landscapes.</i></p> <p>Benchmark 3: <i>Students will be able to gather, organize and interpret data about Earth's natural processes and patterns using multiple sources of information e.g. Google Maps, satellite images, photographs, diagrams, GPS, GIS, newspaper articles, thematic maps, and field trips.</i></p>				
No	SLOs	Content	Methodology/ Suggested Activities	Assessment
GDU101	Define Geography.	Introduction to Geography	Lecture to introduce Geography as a field, Discussion on the Geography	Oral Questions to clarify the topic
GDU102	Describe the internal structure of the Earth.	Internal Structure of the Earth	Lecture , Discussion on Models/ charts	Extended Response Questions, Quiz
GDU103	Identify different types of rocks.	Types of Rocks	Lecture, Pictures	Home Work consisting of questions on the topic
GDU104	Describe the importance of rocks in the economy of the region.	Economic Importance of Rocks	Lecture, Discussion (Involving every student)	Extended Response Questions, Quiz
GDU105	Describe the main features of modern techniques in Geography (GIS, GPS, Google Maps etc.).	Modern Techniques in Geography	Lecture, Demonstration (using mobile phone, computer etc.)	Assignment (with qualitative feedback by teacher)

Unit 2. Mountains, Plateaus and Valleys

DOMAINS:

DOMAIN 1: Physical Geography

DOMAIN 2: Human Geography

DOMAIN 3: Environmental Geography

Benchmark 1: *Students will be able to investigate Earth's processes and patterns.*

Benchmark 2: *Students will be able to gather, organize and interpret data about Earth's natural processes and patterns using multiple sources of information e.g. Google Maps, satellite images, photographs, diagrams, GPS, GIS, newspaper articles, thematic maps, and field trips.*

Benchmark 3: *Students will be able to compare the various geographical features of the world.*

No	SLOs	Content	Methodology/ Suggested Activities	Assessment
GDU201	Identify different types of mountains.	Types of Mountains	Lecture, Discussion on Pictures, Models	Oral Questions on pictures and models during the lecture
GDU202	Explain the formation of different types of mountains.	Formation of Mountains	Lecture, Discussion on Pictures	Assignment (with qualitative feedback by teacher)
GDU203	Discover the major types of mountains in Pakistan.	Major Types of Mountains in Pakistan.	Interactive Lecture, Discussion on Pictures	Oral questions Quiz
GDU204	Describe the importance of the Himalayas, Karakoram, and Hindu Kush mountains.	Importance of the Himalayas, Karakoram, and Hindu Kush Mountains	Brainstorming (to gather a number of ideas instantly from the students) Lecture, Discussion	Assignment (with qualitative feedback by teacher)
GDU205	Identify some major valleys in Pakistan	Major Valleys in Pakistan	Lecture /Pictures	Assignment (with qualitative feedback by teacher)
GDU206	Compare the lifestyles of people living in mountains, plateaus, and valleys.	Lifestyles of People Living in Mountains, Plateaus, and Valleys	Lecture, Pictures (Showing different landscapes and settlements in mountains, plateaus, and valleys), Discussion	Extended Response Questions, Quiz

Unit 3. Climatic Regions of the World

DOMAINS:

DOMAIN 1: Physical Geography

DOMAIN 2: Human Geography

DOMAIN 3: Environmental Geography

Benchmark 1: *Students will be able to investigate the patterns of weather and climate in different parts of the world.*

Benchmark 2: *Students will be able to compare the different climatic zones of the world.*

No	SLOs	Content	Methodology/ Suggested Activities	Assessment
GDU301	Identify factors that affect the climate of a region.	Factors Affecting Climate	Lecture , Discussion on Pictures	Restricted Response Questions
GDU302	Name and describe climatic zones of the world.	Climatic Zones of the World	Lecture, Discussion on Pictures, Climatic Maps	Restricted and Extended Response Questions
GDU303	Describe climatic zones of Pakistan.	Climatic Zones of Pakistan	Lecture, Discussion on Pictures, Climatic Maps of Pakistan	Oral Questions Extended Response Questions
GDU304	Analyze the effect of climatic zones of Pakistan on lifestyle and economy.	Effect of Climatic Zones of Pakistan on Lifestyle and Economy	Lecture, Discussion on Pictures(Showing lifestyle and economic activities)	Assignment (with qualitative feedback by teacher)

Unit 4. Forests of the World

DOMAINS:

DOMAIN 1: Physical Geography

DOMAIN 2: Human Geography

DOMAIN 3: Environmental Geography

Benchmark 1: *Students will be able to compare the different climatic zones of the world.*

Benchmark 2: *Students will be able to gather, organize, and interpret data about the economic activities related to natural (forests, water, minerals, fossil fuels, and renewable energy), capital, and human resources.*

<p>Benchmark 3: Students will be able to suggest ways to improve the quality of their own and the global environment.</p>				
No	SLOs	Content	Methodology/ Suggested Activities	Assessment
GDU401	Explain the link between climate and natural vegetation.	Link Between Climate and Natural Vegetation	Interactive Lecture using Pictures and Maps	Oral Questions
GDU402	Compare and contrast rainforests with other types of forests.	Rainforests with Reference to Other Types of Forests	Lecture, Pictures showing different types of forests, Maps	Extended Response Questions
GDU403	Evaluate how forests play an important role in the economy of the region.	Role of Forests in the Economy of the Region	Lecture, Maps, Pictures, Tables with figures	Restricted and Extended Response Questions
GDU404	Identify the four major types of forests in Pakistan.	Major Types of Forests in Pakistan.	Lecture , Discussion on Pictures and Maps	Assignment (with qualitative feedback by teacher)
GDU405	Suggest ways to control deforestation.	Control of Deforestation	Brainstorming, Lecture , Discussion	Questions
GDU406	Discuss importance of exports made from forest materials.	Importance of Forest Materials in Exports	Lecture, Discussion using pictures	Extended Response Questions
<h3>Unit 5. Natural Disasters</h3> <p>DOMAINS:</p> <p style="text-align: center;">DOMAIN 1: Physical Geography DOMAIN 2: Human Geography DOMAIN 3: Environmental Geography</p>				
<p>Benchmark 1: Students will be able to analyze the causes and impact of natural disasters.</p> <p>Benchmark 2: Students will be able to investigate the reasons and impact of deforestation, greenhouse effect, depletion of the Ozone layer, global warming, and climate change.</p> <p>Benchmark 3: Students will be able to suggest ways of utilization and conservation of resources keeping in view Sustainable Development Goals.</p> <p>Benchmark 4: Students will be able to understand and evaluate that advancement in scientific education,</p>				

research, and technology influence the economic progress of a country.

Benchmark 5: *Students will be able to investigate the causes and effects of natural and human activities on the physical environment.*

No	SLOs	Content	Methodology/ Suggested Activities	Assessment
GDU501	Describe the impact of natural disasters on human beings.	Impact of Natural Disasters on Human Being	Lecture and discussion on pictures	Assignment (with qualitative feedback by teacher)
GDU502	Explore how global warming (the rising surface temperature of the Earth) can change the frequency and intensity of natural disasters.	Global Warming and Natural Disasters	Lecture, Pictures, Discussion on the relationship between Global Warming and Natural Disasters	Extended Response Questions, Assignment (with qualitative feedback by teacher)
GDU503	Explain the consequences of human activities, e.g. deforestation, agriculture, urbanization, etc. that result in natural disasters.	Role of Human Activities in Natural Disasters	Lecture, Discussion on pictures	Extended Response Questions
GDU504	Suggest ways that can help to deal with natural disasters.	Ways to Minimize the Effects of Natural Disasters	Brainstorming, Lecture, Discussion	Oral Questions, Quiz
GDU505	Identify the most common natural disasters in Pakistan.	Most Common Natural Disasters in Pakistan	Brainstorming, Lecture, Discussion, Pictures	Oral Questions, Quiz
GDU506	Analyze how technology can help in mitigating the effects of natural disasters.	Role of Technology in Mitigating the Effects of Natural Disasters.	Interactive Lecture, Discussion, Pictures	Questions, Extended Response Questions

Unit 6: Changing Earth and Human Activities

DOMAINS:

DOMAIN 1: Physical Geography

DOMAIN 2: Human Geography

DOMAIN 3: Environmental Geography

Benchmark 1: *Students will be able to investigate Earth's processes and patterns.*

Benchmark 2: *Students will be able to analyze the formation of landscapes.*

<p>Benchmark 3: Students will be able to investigate how landforms are changing due to human activities.</p> <p>Benchmark 4: Students will be able to analyze the impact of excess land use.</p>				
No	SLOs	Content	Methodology/ Suggested Activities	Assessment
GDU601	Describe the processes of weathering and erosion.	Weathering and Erosion	Lecture, Discussion on pictures	Oral Questions, Quiz, Restricted Response Questions
GDU602	Identify the types of erosion (wind and water).	Types of Erosion	Lecture, Discussion on pictures	Assignment, Oral Questions, Quiz
GDU603	Explain the effect of coastal erosion on landforms.	Effect of Coastal Erosion	Lecture, Discussion on pictures	Assignment (with qualitative feedback by teacher)
GDU604	Analyze factors that cause rock weathering.	Factors of Rock Weathering	Lecture, Discussion	Assignment (with qualitative feedback by teacher)
GDU605	Evaluate land as a scarce resource.	Land as a Scarce Resource	Lecture, Discussion on Pictures	Oral questions, Extended Response Questions
<p>Unit 7: Plains and Rivers</p> <p>DOMAINS:</p> <p>DOMAIN 1: Physical Geography</p> <p>DOMAIN 2: Human Geography</p> <p>DOMAIN 3: Environmental Geography</p>				
<p>Benchmark 1: Students will be able to investigate Earth's processes and patterns.</p> <p>Benchmark 2: Students will be able to analyze the formation of landscapes.</p> <p>Benchmark 3: Students will be able to gather, organize and interpret data about Earth's natural processes and patterns using multiple sources of information e.g. Google Maps, satellite images, photographs, diagrams, GPS, GIS, newspaper articles, thematic maps, and field trips.</p> <p>Benchmark 4: Students will be able to compare the various geographical features of the world.</p>				

No	SLOs	Content	Methodology/ Suggested Activities	Assessment
GDU701	Describe the physical features of plains	Physical Features of Plains	Lecture, Discussion on pictures	Extended Response Questions
GDU702	Identify some major types of plains of the world.	Types of Plains	Lecture, Discussion on pictures	Oral Questions, Restricted Response Questions
GDU703	Explain a river system.	River System	Lecture, Discussion on pictures	Assignment, Oral Questions
GDU704	List different features of the upper, middle and lower courses of a river.	Features of the Upper, Middle and Lower Courses of a River.	Interactive Lecture, Discussion on pictures and Models	Oral Questions Quiz, Assignment
GDU705	Explain how rivers are important in the biodiversity and economy of the region.	Importance of Rivers for Biodiversity and Economy	Brainstorming, Lecture, Discussion	Extended Response Questions
GDU706	Investigate reasons why Arctic plain is known as barren plain.	Arctic Plain as Barren Plain	Lecture, Discussion on Pictures	Assignment (with qualitative feedback by teacher)
GDU707	Investigate the living conditions in a Desert or the Arctic Tundra Plain.	Living Conditions in a Desert or the Arctic Tundra Plain	Interactive Lecture, Discussion on Pictures	Extended Response Questions, Assignment

Unit 8: Water Sources and Management
DOMAINS:
DOMAIN 1: Physical Geography DOMAIN 2: Human Geography DOMAIN 3: Environmental Geography
Benchmark 1: <i>Students will be able to investigate the patterns of weather and climate in different parts of the world.</i>
Benchmark 2: <i>Students will be able to gather, organize, and interpret data about the economic activities related to natural (forests, water, minerals, fossil fuels, and renewable energy), capital, and human resources.</i>
Benchmark 3: <i>Students will be able to compare patterns of distribution and consumption of resources of some selected geographical regions of the world.</i>

No	SLOs	Content	Methodology/ Suggested Activities	Assessment
GDU801	Identify the major sources of water on the Earth and in Pakistan.	Major Sources of Water	Brainstorming, Lecture, Discussion on pictures	Oral questions, Extended Response Questions
GDU802	Explain different types of precipitation.	Types of Precipitation	Lecture, Discussion on Pictures	Oral questions, Quiz(MCQs), Restricted Response Questions
GDU803	Describe the process of Water Cycle in maintaining water supply of the Earth.	Process of Water Cycle	Lecture, Discussion, Diagrams	Extended Response Questions
GDU804	Explore various water purification methods before supplying it to cities and villages.	Water Purification Methods	Lecture, Discussion, Diagrams	Extended Response Questions

Unit 9: Settlements and Land Use				
DOMAINS:				
DOMAIN 1: Physical Geography				
DOMAIN 2: Human Geography				
DOMAIN 3: Environmental Geography				
Benchmark 1: <i>Students will be able to investigate how landforms are changing due to human activities.</i>				
Benchmark 2: <i>Students will be able to analyze reasons for selecting a place to develop settlements.</i>				
Benchmark 3: <i>Students will be able to gather, organize, and interpret data about economic activities, infrastructure, jobs, and transport in various types of settlements in the world.</i>				
No	SLOs	Content	Methodology/ Suggested Activities	Assessment
GDU901	Classify different types of settlements.	Types of Settlements	Lecture, Discussion on pictures	Restricted and Extended Response Questions
GDU902	Identify the functions of a settlement.	Functions of Settlements	Interactive lecture	Extended Response Questions
GDU903	Identify the advantages and disadvantages that people of urban and rural settlements face.	Advantages and Disadvantages of Urban and Rural Settlements	Lecture, Discussion	Assignment (with qualitative feedback by teacher)

GDU904	Inquire how commercial land use is different than residential land use.	Difference Between Commercial and Residential Land Use	Brainstorming, Lecture, Pictures	Oral Questions, Quiz (MCQs)
GDU905	Find the time zone of a major city in each continent on a map.	Time Zone of a Major City	Lecture, Diagrams, Globe and Maps	Assignment (with qualitative feedback by teacher)
GDU906	Use maps to identify International Date Line.	International Date Line	Lecture, Discussion, Maps	Oral Questions

Unit 10: Agriculture				
DOMAINS:				
DOMAIN 1: Physical Geography DOMAIN 2: Human Geography DOMAIN 3: Environmental Geography				
Benchmark 1: <i>Students will be able to gather, organize, and interpret data about the economic activities related to natural (forests, water, minerals, fossil fuels, and renewable energy), capital, and human resources.</i>				
Benchmark 2: <i>Students will be able to investigate the causes and effects of natural and human activities on the physical environment.</i>				
Benchmark 3: <i>Students will be able to understand that exports of finished goods generate revenue for a country.</i>				
No	SLOs	Content	Methodology/ Suggested Activities	Assessment
GDU1001	Explore the broader meaning and types of agriculture.	Meaning and Types of Agriculture	Brainstorming, Interactive lecture	Oral Questions
GDU1002	Recognize that Pakistan is an agricultural country.	Pakistan : an Agricultural Country	Lecture, Discussion	Assignment (with qualitative feedback by teacher)
GDU1003	Recognize the value of agriculture in terms of Pakistan's economy.	Role of Agriculture in Pakistan's Economy	Lecture, Discussion	Questions, Quiz
GDU1004	Name main crops of Pakistan.	Main Crops of Pakistan	Discussion on Pictures	Restricted Response Questions
GDU1005	Describe that raw material	Role of Agricultural	Lecture, Discussion	Restricted

	from farming and fishery help to generate revenues.	Raw Materials to Generate Revenues		Response Questions
GDU1006	Identify the role of international economic institutions in agricultural development.	Role of International Economic Institutions in Agricultural Development	Lecture, Discussion	Assignment (with qualitative feedback by teacher)

Unit 11: Climate Change

DOMAINS:

DOMAIN 1: Physical Geography

DOMAIN 2: Human Geography

DOMAIN 3: Environmental Geography

Benchmark 1: *Students will be able to investigate the patterns of weather and climate in different parts of the world.*

Benchmark 2: *Students will be able to investigate the reasons and impact of deforestation, greenhouse effect, depletion of the Ozone layer, global warming, and climate change.*

No	SLOs	Content	Methodology/ Suggested Activities	Assessment
GDU1101	Define climate change.	Climate Change	Lecture, Discussion on Pictures	Extended Response Questions
GDU1102	Explain the greenhouse effect.	Greenhouse Effect	Lecture, Diagrams and Pictures	Assignment
GDU1103	Describe the importance of the Ozone layer.	Importance of the Ozone Layer	Lecture, Discussion on Pictures	Extended Response Questions
GDU1104	Explain the main causes of climate change in the world and some particular areas.	Main Causes of Climate Change	Lecture, Pictures, Discussion	Extended Response Questions
GDU1105	Analyze the effect of climatic change on people, lifestyle, and economy.	Effect of Climatic Change on People, Lifestyle, and Economy	Brainstorming, Lecture, Pictures, Discussion	Extended Response Questions

Unit 12: Minerals and Power Resources

DOMAINS:

DOMAIN 1: Physical Geography

DOMAIN 2: Human Geography

DOMAIN 3: Environmental Geography

Benchmark 1: Students will be able to gather, organize, and interpret data about the economic activities related to natural (forests, water, minerals, fossil fuels, and renewable energy), capital, and human resources.

Benchmark 2: Students will be able to compare patterns of distribution and consumption of resources of some selected geographical regions of the world.

No	SLOs	Content	Methodology/ Suggested Activities	Assessment
GDU1201	Name minerals found in Pakistan.	Minerals Found in Pakistan	Brainstorming, Lecture, Discussion on Pictures	Restricted Response Questions
GDU1202	Identify industries related to minerals and power in Pakistan.	Industries Related to Minerals and Power in Pakistan	Lecture, Discussion on Pictures	Restricted Response Questions
GDU1203	Name some rare minerals found in Pakistan.	Rare Minerals Found in Pakistan	Discussion on Pictures	Questions Quiz (MCQs)
GDU1204	Explore the use of fossil fuels (coal, oil, and gas) to generate power in Pakistan	Use of Fossil Fuels (coal, oil, and gas) for Power Generation	Lecture, Discussion	Restricted Response Questions
GDU1205	Realize the risk factors associated with coal mining.	Risk Factors Associated with Coal Mining	Lecture, Pictures, Discussion	Extended Response Questions
GDU1206	Explore alternate sources of energy (solar, wind, and water) to generate power.	Alternate Sources of Energy to Generate Power	Brainstorming, Lecture, Discussion on Pictures	Extended Response Questions
GDU1207	Investigate and suggest measures for improving the mining industry.	Measures to Improve Mining Industry	Lecture, Pictures, Discussion	Oral Questions

PACKAGE-E

Unit 1. Oceans and Seas				
DOMAINS:				
DOMAIN 1: Physical Geography DOMAIN 2: Human Geography DOMAIN 3: Environmental Geography				
Benchmark 1: <i>Students will be able to investigate Earth's processes and patterns.</i>				
Benchmark 2: <i>Students will be able to compare the various geographical features of the world.</i>				
Benchmark 3: <i>Students will be able to analyze the causes and impact of natural disasters.</i>				
Benchmark 4: <i>Students will be able to gather, organize, and interpret data about the economic activities related to natural (forests, water, minerals, fossil fuels, and renewable energy), capital, and human resources.</i>				
No	SLOs	Content	Methodology/ Suggested Activities	Assessment
GEU101	Differentiate between seas and oceans.	Difference Between Seas and Oceans.	Lecture , Discussion on Models/ charts/ Globe	Oral Questions, Quiz(MCQs)
GEU102	Describe the location, total area and marine biodiversity of major oceans of the world.	Major Oceans of the World	Lecture , Discussion on charts and Globe	Oral Questions, Quiz(MCQs)
GEU103	Describe the location, total area and importance of Arabian Sea in context of economic activities in Pakistan	Importance of Arabian Sea for Pakistan	Lecture , Discussion on charts Pictures and Maps	Quiz/Home Work / Extended Response Questions
GEU104	Describe and differentiate between different sea features such as island, peninsula, isthmus, gulf, bay and strait.	Sea Features	Interactive Lecture using Pictures and Maps	Restricted Response Questions
GEU105	Explain the movements of ocean water and the role of ocean currents in it.	Movements of Ocean Water	Interactive Lecture using Diagrams and Maps	Restricted Response Questions
GEU106	Explain the importance of oceans in our lives.	Importance of Oceans	Brainstorming, Discussion	Assignment (with qualitative feedback by teacher)

GEU107	List down all possible threats the oceans are facing nowadays.	Threats to the Oceans	Lecture and Discussion using Pictures and Maps	Extended Response Questions
GEU108	Evaluate the consequences of the rising of sea level.	Consequences of the Rising of Sea Level	Brainstorming, Lecture and Discussion using maps and newspaper clips	Extended Response Questions

Unit 2. Living with the Climate				
DOMAINS:				
DOMAIN 1: Physical Geography DOMAIN 2: Human Geography DOMAIN 3: Environmental Geography				
Benchmark 1: <i>Students will be able to investigate the patterns of weather and climate in different parts of the world.</i>				
Benchmark 2: <i>Students will be able to investigate the reasons and impact of deforestation, greenhouse effect, depletion of the Ozone layer, global warming, and climate change.</i>				
Benchmark 3: <i>Students will be able to investigate the causes and effects of natural and human activities on the physical environment.</i>				
No	SLOs	Content	Methodology/ Suggested Activities	Assessment
GEU201	Investigate some examples of the extreme weather on the Earth and its reasons.	Extreme Weather and its Reasons	Lecture, Discussion on Pictures and newspaper clips	Oral Questions, Quiz , Extended Response Questions
GEU202	Recall the main causes of climate change.	Main Causes of Climate Change	Brainstorming, Lecture, Discussion on Maps and Pictures (showing Carbon emission)	Oral Questions Assignment (with qualitative feedback by teacher)
GEU203	Identify the consequences of global warming.	Consequences of Global Warming	Interactive Lecture, Discussion on Pictures	Oral Questions Quiz, Extended Response Questions
GEU204	Explore ways of preventing global warming.	Ways to Prevent Global Warming	Brainstorming, Discussion	Oral Questions Extended Response Questions
GEU205	Differentiate the climatic patterns of a national and an international city (Karachi and New York).	Climatic Patterns of a National and an International City (Karachi and New York)	Interactive Lecture, Discussion on Pictures and Charts showing weather data	Extended Response Questions, Assignment

		York).		
GEU206	Describe ways in which the climate of coastal areas and river plains affect the lifestyles of people living there.	Impact of Climate of Coastal Areas and River Plains on the Lifestyles of People	Interactive Lecture using videos/ Pictures and Maps	Extended Response Questions
GEU207	Compare and contrast the lifestyle of people living in Polar Regions with those living in Tropical Regions.	Comparison of Lifestyle of People Living in Polar Regions and Tropical Regions	Interactive Lecture using videos/ Pictures and Maps	Extended Response Questions

Unit 3. Environmental Pollution				
DOMAINS:				
DOMAIN 1: Physical Geography DOMAIN 2: Human Geography DOMAIN 3: Environmental Geography				
Benchmark 1: <i>Students will be able to investigate the reasons and impact of deforestation, greenhouse effect, depletion of the Ozone layer, global warming, and climate change.</i>				
Benchmark 2: <i>Students will be able to gather, organize, and interpret data about the economic activities related to natural (forests, water, minerals, fossil fuels, and renewable energy), capital, and human resources.</i>				
Benchmark 3: <i>Students will be able to investigate the causes and effects of natural and human activities on the physical environment.</i>				
Benchmark 4: <i>Students will be able to suggest ways to improve the quality of their own and the global environment.</i>				
No	SLOs	Content	Methodology/ Suggested Activities	Assessment
GEU301	Explain the link between pollution and climate change.	Relationship between Pollution and Climate Change	Lecture, Debate, Discussion on Pictures	Oral Questions Assignment (with qualitative feedback by teacher)
GEU302	Describe the harmful effects of water, land, air, noise, and light pollution on our environment.	Harmful Effects of Water, Land, Air, Noise, and Light Pollution on Our Environment	Lecture, Discussion on Pictures	Extended Response Questions

GEU303	Compare and contrast the connections between different types of pollutions and suggest ways to reduce them.	Connection Between Different Types of Pollution and their Mitigation	Discussion on Pictures, Group work on worksheets	Oral Questions Quiz
GEU304	Describe the effects of greenhouse gases on our planet and relate them to global warming.	Effects of Greenhouse Gases on the Earth	Interactive Lecture, Discussion on Pictures	Oral Questions, Extended Response Questions
GEU305	Suggest ways to prevent the further thinning of the Ozone layer.	Prevention Measures to Stop Thinning of the Ozone Layer	Lecture, Discussion, Maps, Charts	Oral Questions Quiz, Extended Response Questions
GEU306	Explore the short-term and long-term effects of global warming on our planet and suggest measures to reduce them.	Effects of Global Warming on Our Planet and Measures to reduce them	Lecture, Discussion on Pictures	Oral Questions, Extended Response Questions
GEU307	Explore alternate energy sources that can help to reduce pollution.	Alternate Energy Sources that can Help in Reducing Pollution	Interactive Lecture, Discussion on Pictures	Oral Questions, Assignment

Unit 4. Industrialization and International Trade				
DOMAINS:				
DOMAIN 1: Physical Geography				
DOMAIN 2: Human Geography				
DOMAIN 3: Environmental Geography				
<p>Benchmark 1: Students will be able to evaluate that the social and economic development of settlements are interrelated.</p> <p>Benchmark 2: Students will be able to understand and evaluate that advancements in scientific education, research, and technology influence the economic progress of a country.</p> <p>Benchmark 3: Students will be able to understand that exports of finished goods generate revenue for a country.</p>				
No	SLOs	Content	Methodology/ Suggested Activities	Assessment
GEU401	Identify the main industries of Pakistan.	Main Industries of Pakistan	Lecture, Pictures, Maps	Oral Questions, Quiz (MCQs)
GEU402	Indicate links between industrialization, immigration, and urbanization.	Links Between Industrialization, Immigration, and	Interactive Lecture, Discussion on Pictures and Maps	Restricted Response Questions

		Urbanization		
GEU403	Explore the development of the textile industry of Pakistan with its four stages.	Development of the Textile Industry of Pakistan and its Four Stages	Lecture, Pictures showing different developmental stages of Textile Industry	Extended Response Questions
GEU404	Describe the significant role of the cottage industry in the lives of the people of Pakistan.	Role of the Cottage Industry in the Lives of the People of Pakistan	Brainstorming, Lecture, Discussion on Pictures	Assignment (with qualitative feedback by teacher)
GEU405	Suggest ways which can help Pakistan to earn more revenue from export.	Ways to Earn More Revenue from Export	Interactive Lecture, Discussion	Oral Questions , Quiz, Extended Response Questions
GEU406	Suggest ways to reduce the imports of Pakistan.	Ways to Reduce the Imports of Pakistan	Interactive Lecture, Discussion	Extended Response Questions
GEU407	Suggest some ways Pakistan can adopt to compete with its international trade counterparts.	Ways to Compete with International Trade Counterparts.	Brainstorming, Lecture, Pictures, Maps(Navigational), Discussion on data of trade counterparts	Extended Response Questions
GEU408	Explain how bilateral trade between Pakistan and China can contribute to sound economic development for both countries.	Role of Bilateral Trade Between Pakistan and China in Economic Development for Both Countries.	Interactive Lecture, Discussion on data of bilateral trade between Pakistan and China, Maps(Roads)	Extended Response Questions
GEU409	Evaluate the major challenges to the textile industry of Pakistan.	Major Challenges to the Textile Industry of Pakistan	Lecture , Discussion on challenges to the textile industry of Pakistan	Assignment, Extended Response Questions

Unit 5. Transport and its Importance

DOMAINS:

DOMAIN 1: Physical Geography

DOMAIN 2: Human Geography

DOMAIN 3: Environmental Geography

Benchmark 1: *Students will be able to analyze reasons for selecting a place to develop settlements.*

Benchmark 2: *Students will be able to gather, organize, and interpret data about economic activities, infrastructure, jobs, and transport in various types of settlements in the world.*

Benchmark 3: Students will be able to understand and evaluate that advancement in scientific education, research, and technology influence the economic progress of a country.

No	SLOs	Content	Methodology/ Suggested Activities	Assessment
GEU501	Identify different forms of modern transportation and their characteristics.	Different Forms of Modern Transportation	Brainstorming, Lecture, discussion on Pictures(air, land and sea transport), Maps (routes)	Assignment (with qualitative feedback by teacher)
GEU502	Explain some of the reasons for the development of transport systems in urban and rural areas.	Reasons for the Development of Transport Systems in Urban and Rural Areas	Interactive Lecture, Discussion on Pictures	Assignment, Restricted Response Questions
GEU503	Explain the dependence of international trade on an effective transport system.	Dependence of International Trade on an Effective Transport System	Lecture , Discussion on Pictures and Maps (showing routes)	Extended Response Questions
GEU504	Explain the importance of the transport system in the development of the economic activity.	Importance of the Transport System in the Development of the Economic Activity	Case study from local area showing development as a result of new roads e.g., new shops/ markets, restaurants, school, colleges, Masjid), Discussion on Pictures and Maps (routes)	Oral questions Quiz
GEU505	Outline the role of the transportation system in internal and international trade.	Role of the Transportation System in Internal and International Trade	Discussion on Pictures and Maps (routes) to highlight the role of transportation	Extended Response Questions
GEU506	Identify major modes of transportation and trade routes in Pakistan.	Major Modes of Transportation and Trade Routes in Pakistan	Lecture, Discussion, Maps (routes)	Oral Questions , Quiz, Restricted Response Questions
GEU507	List some of the major exports and imports transported through CPEC, silk route, Chaman, Torkham, Port Qasim, Karachi Port, and Gwadar Port.	Exports and Imports Through Major Trade Routes in Pakistan	Discussion on Pictures and Maps (routes)	Oral Questions Quiz (MCQs), Assignment
GEU508	Explain some of the strengths and weaknesses of the	Strengths and Weaknesses of the	Brainstorming, Interactive Lecture	Oral Questions, Assignment

	transport infrastructure in Pakistan.	Transport Infrastructure in Pakistan	using Pictures	
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Unit 6: Social and Economic Development				
DOMAINS:				
DOMAIN 1: Physical Geography DOMAIN 2: Human Geography DOMAIN 3: Environmental Geography				
Benchmark 1: <i>Students will be able to understand and evaluate that advancement in scientific education, research, and technology influence the economic progress of a country.</i>				
Benchmark 2: <i>Students will be able to identify the basic roles of global economic institutions e.g. World Bank and International Monetary Fund.</i>				
No	SLOs	Content	Methodology/ Suggested Activities	Assessment
GEU601	Describe that development includes the social and economic welfare of the people of a region.	Development and the Social and Economic Welfare of the People of a Region	Lecture, Discussion on Pictures (showing examples)	Extended Response Questions
GEU602	Compare and contrast the Economic Development Indicators (EDI) from Human Development Indicators (HDI) of a country.	Economic development Indicators (EDI) and Human Development Indicators (HDI) of a Country.	Interactive Lecture, Discussion,	Assignment , Oral Questions
GEU603	Enlist a few human indicators that are important for the development of the country.	Importance of Human Indicators for the Development of the Country.	Lecture, Discussion on Pictures	Assignment , Oral Questions, Restricted Response Questions
GEU604	Explain the role of inflation and unemployment in the development of a country.	Role of Inflation and Unemployment in the Development of a Country	Interactive Lecture, Discussion on Pictures	Oral Questions , Extended Response Questions
GEU605	Evaluate the impacts of technology on the development of a country.	Impacts of Technology on the Development of a Country	Brainstorming, Lecture, Discussion	Assignment , Extended Response Questions
GEU606	Evaluate the current position of Pakistan at EDI and HDI indicators.	Situation of EDI and HDI Indicators in Pakistan	Lecture, Discussion on relevant data	Oral Questions, Quiz (MCQs), Restricted

				Response Questions
GEU607	Explore the importance of health care in the development of the country.	Importance of Health Care in the Development of the Country	Lecture, Discussion on Pictures	Oral Questions, Quiz, Assignment

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Dated Abbottabad the, 27.09.2022

NOTIFICATION

No. 4436-43/ADL(C&TR): In exercise of powers conferred under the "Khyber Pakhtunkhwa Supervision of Curricula, Textbooks and Maintenance of Standard of Education Act. 2011" and consequent upon the recommendations of the Review Committee notified vide No. 4340-45 dated 16.09.2022, **Mr. Muhammad Shoukat, Director, Curriculum & Teacher Education Khyber Pakhtunkhwa Abbottabad**, being Competent Authority is pleased to notify the "**Alternate Learning Pathways (ALP) Elementary (Grades VI-VIII) Curriculum 2022**".

1. The Directorate of Professional Development Khyber Pakhtunkhwa (DPD), Regional Professional Development Centers (RPDCs), FATA Institute for Teacher Education, Elementary Colleges of Khyber Pakhtunkhwa shall align Training Manuals/Material, related to ALP with Curriculum 2022.
2. All development partners, NGOs/INGOs working or intends to work in the area of ALP activities shall obtain prior approval/NOC for their training, textual materials and align them with the ALP Curricula 2022 (Grades VI-VIII) from DCTE Khyber Pakhtunkhwa Abbottabad in the educational institutions / allotted ALP centers of Khyber Pakhtunkhwa and Newly Merged Districts.
3. In case of non-compliance, the institutions/ firms at fault shall be proceeded against under Section (4) of the Khyber Pakhtunkhwa Supervision of Curricula, Textbooks and Maintenance of Standard of Education Act. 2011.

DIRECTOR

Endst: of even No & Date

Copy for information to the:

1. Secretary to Government of Khyber Pakhtunkhwa E&SE Department, Peshawar.
2. CPO Elementary and Secondary Education Department Khyber Pakhtunkhwa Peshawar.
3. Chairman Khyber Pakhtunkhwa Textbook Board Phase V Hayatabad Peshawar.
4. Ms. Gulnaz Jabeen, Education Officer UNICEF Peshawar.
5. Director, Elementary & Secondary Education Khyber Pakhtunkhwa Peshawar.
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13. Section Officer (B/T), Elementary & Secondary Education Department Peshawar.
14. P.S to Director, Local Directorate.



Syed Amjad Ali
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Curriculum & Textbooks Review