

# Curriculum Planning and Development Department

## FAQs from Parents:

### 1. Why are there so many word problems? Students do not understand them.

Ans. Word problems are application of mathematical formulae to solve problems faced in real life situations. They are an integral part of teaching of Mathematics. Doing word problems helps students recognize the importance of applying a mathematical terms/formulae in their real life, to understand the important role that Mathematic plays in their life.

The problem is that many teachers, who have weak language skills, are not able to explain the word problems in simple and conceptual manner. This creates a ripple effect and students in turn start perceiving the Word problems as a difficult concept. The solution lies with proficiency of academic staff and monitoring bodies in schools.

### 2. There are two workbooks for NSPM Classes I-V? It is extra financial burden as well as makes the bag heavy.

Ans. NSPM Workbooks A & B are designed according to the contents of textbooks for conceptual clarity.

The students do not carry both workbooks at one time. Workbook A is for 1<sup>st</sup> term and Workbook B is for 2<sup>nd</sup> term.

The NSPM Series I-V is being revised this year. The revised text books will have only one workbook.

### 3. Why are we using Sareer e Khama textbooks?

صریر خامہ انتخاب کے مقاصد:

- مشہور ادبی شخصیات کے اندازِ تحریر سے واقفیت
- دلچسپ معلوماتی مضامین اور سبق آموز کہانیاں
- اسلامی اور قومی شخصیات سے متعلق اسباق
- اخلاقی اقدار کی نشوونما اور جذبہ حب الوطنی کا فروغ
- قواعد کا اعادہ کی نشوونما اور فرہنگ کتابیات

### 4. Why do the Social Studies and History/ geography textbooks have Maps of Pakistan which show Kashmir as part of India?

Ans. According to UN Resolution & Simla Agreement, the maps in textbooks and Atlases show Kashmir as Disputed Territory. However, APSACS has issued an image of map of Pakistan to schools for teaching and display purposes. This approved Map of Pakistan, showing Indian held Kashmir (Disputed Territory), has been provided to all publishers. For the academic session 2019-2020, it has been provided as addendums to the existing books. The same will be printed in the next print run of books/atlasses academic year 2020- 2021 onwards.

**5. Why do we teach Ancient Civilizations and Hinduism in History subject?**

Ans. Books are designed as per Timeline of historical events given in the National Learning Outcomes given according to NEP 2017 & Education Sector Reforms 2006. The first objective given in the Education Sector Reforms 2006 for class VI History subject is to **'create awareness about the ancient civilizations** that were in South Asia in past centuries.

Our National flag has white color, representing minority groups belonging to different religions, in its design. As educators, we need to ensure that our future generations develop tolerance for diversity, paving the way for a peaceful and prosperous Pakistan.

**6. Why don't we teach our students about history of Pakistan & Islam from class VI?**

a. Ans. History is taught according to Timeline, as and when historical events occur. The objective given in the National Curriculum says, **'to reiterate the consolidation of Muslim Rule in the evolution of a composite Indo-Muslim culture over centuries'**. This means that history of Muslims in South Asia starts in 8<sup>th</sup> century (conquest of Sindh by Mohammad Bin Qasim in 712 AD) till emergence of Pakistan on the map of the world as an independent Islamic state.

However, APSACS is developing its own history books according to NEP 2017-2018 in which all issues will be resolved.


**Islamic history** is adequately taught under the **Seerat e Tayyaba** and **Mashaheer e Islaam, from class one onwards**. Seerat e Tayyaba and Mashaheer e Islaam, are integral parts of Islamiat Curriculum given by National Curriculum Policy. Besides the hardcore Islamic history which students study in Islamiat lessons, there are 5-8 comprehension lessons in Urdu books in every class, which are based on Islamic historical events or Muslim personalities.

b. It is pertinent to mention that APSACS has been inculcating Patriotism and awareness of Pakistan as Muslim Ummah since its inception in following ways:

### (1) **School Physical Environment**

Daily National Anthem & Flag hoisting, Portraits of Quaid-e-Azam & Allama Iqbal ,Special School Assemblies, House System (*Unity, Faith, Discipline, Tolerance*) ,School Uniform , Designs and colors Notebooks & Diaries , Cover pages of Annual Academic Calendars, Flag of Pakistan in Classes , Display of National Anthem in classes ,Quaid's corner in classes

### (2) **Embedded In the Syllabi Pre-school to class 8:**

- An icon of a tiny flag of Pakistan  shows where it is embedded Subjects Eng, Urdu, Sciences, Arts)

### (3) **Dedicated Resource Books for Teachers:**

- Portfolios Pakistan (CI 1-3)
- Project Pakistan (CI 4- VII)
- Jano Pakistan (all levels – teachers + students )

### (4) **Hardcore Subjects NEP**

- Pakistan Studies (IX X & XII)
- Social Studies IV V
- History VI-VIII

## 7. **How is APSACS developing Islamic Values in Students?**

Ans. Islamic Values are an integral part of all the APSACS developed/ customized textbooks from Preschool onwards.

It is a NEP requirement that the formal curriculum of Islamiyat under heading Ikhlāq **O Adaab** from class 1 to class 12, be about Islamic values. Under this, there are about 6-8 lessons in Islamiyat textbooks dedicated to development of Islamic values. Besides these, there are 4-6 comprehension lessons embedded in Urdu textbooks. In the English language, ethical and moral values are embedded in comprehensions.

A robust strand of Values Education shown by an icon of a smile is embedded in the Syllabus Break-Ups. APSACS robust Co Curricular activities, Naat & Qirat Competitions, cause walks etc are reflected in the annual APSACS Calendar.

Furthermore, APSACS introduced Arabic Language from I-IV (to be progressively offered up to class 7)in the session 2019-2020 as a first step to facilitate understanding of the Quran.

8. **How can Parents access APSACS?**

Ans. APSACS Sectt. is a policy making and monitoring body which deals with technical matters relating to education. Matters relating to finance, policy decisions regarding functioning of schools and proper implementation of Curriculum come under the purview of local formations and schools.

Parents concerns are mostly related to schools.

There is a proper procedure laid down by APSACS to address the Parental complaints. It should be shared with the parents during the orientation week.

a. Formal forums are Orientation days, PTMs, PTAs and Result days.

b. The routine channel of communication is:

- ✓ Parents should first of all approach **the teacher** with the complaint via school diary or in person in case the matter is urgent.
- ✓ If the teacher is unable to resolve the issue, it should be taken up with the relevant **Section Head**.
- ✓ In case the parent is not satisfied, the matter can be addressed to **school principal**, then the **regional director**, after that to the **local governing body** and finally **chairman governing body**.
- ✓ The formation/schools can forward the issue to APSACS Sectt. In case there are no clear guidelines already given on the issue on hand.

Despite having the above procedure for addressing the parental complaints, APSACS has **developed Feedback Performa for Parents** which can be filled online at the **APSACS official website <http://www.apsacssectt.edu.pk/>** and send unresolved queries /issues directly to us.

9. **What kind of arrangement does APSACS provide to parents for financial relief in cost of books?**

Ans. APSACS has been given the mandate 'provision of International Quality Education at affordable cost'. There is paucity of good quality textbooks by local authors available in the local market. For providing high quality education APSACS studies the market and selects books by foreign publishers with the support of Resource Pools (subject specialists) available across all APSs in Pakistan. These books are customized to remove content not compatible with our religious and cultural sensitivities.

APSACS reduces the cost of these books through following measures:

using lighter paper, using lesser colors, negotiating discounts on bulk purchase by schools, having book stalls in schools on result days at considerable discounts

APSACS has introduced the concept of **School Book Bank** which can provide considerable financial relief to students.