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Assessing the Role of Pakistan Studies as a Core Subject from Grade 5th to the BA/BS Level in Pakistan

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ABSTRACT

The function of Pakistan Studies as a compulsory subject in Pakistan's educational system from grade 5th through the BA/BS level is critically examined in this article. It assesses the goals of this subject, the development of the curriculum, pedagogical difficulties, and the influence on students' civic consciousness, national identity, and sociopolitical viewpoints. The study identifies strengths and weaknesses in content relevance, instructional quality, and assessment procedures through an analysis of policy documents, curriculum frameworks, and academic research. The article ends with policy suggestions to improve Pakistan Studies as a core and compulsory subject to develop responsible, critical-thinking, and informed citizens. Even though some authorities wanted to complete Pakistan studies as a college subject, doing so would mean that they are completing their identity since it is the most important core subject. The role of Pakistan Studies as a compulsory subject in Pakistan's national education system from 5th grade to the BA/BS level is critically examined in this study. Pakistan Studies, which was introduced to foster ideological orientation and national cohesion, plays a crucial role in forming students' civic awareness, historical consciousness, and sense of national identity. Nowadays some policymakers stated efforts to remove Pakistan studies from curriculum as a compulsory subject. This paper evaluates the curriculum development, pedagogical strategies, learning objectives, and sociopolitical ramifications of the subject at the elementary, secondary, and higher education levels are all assessed in this paper. The study examines whether Pakistan Studies successfully promotes critical thinking, democratic values, and informed citizenship or if it mainly stresses rote memorization and ideological transmission. It does this by drawing on national curriculum documents, education policy frameworks, and scholarly analyses. Textbook narratives, teacher preparation, curriculum content, and assessment methods are all taken into consideration. Although Pakistan Studies has made a substantial contribution to civic awareness and national integration, the paper contends that significant reforms are necessary to bring the subject into line with contemporary educational standards. Curriculum modernization, inquiry-based pedagogies, assessment



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reform, and increased inclusion of varied historical perspectives are among the recommendations. Enhancing these areas would improve the subject's ability to develop socially conscious, democratically engaged, and critically aware Pakistani citizens. The study draws attention to enduring problems, such as low levels of analytical engagement, out-of-date material in some teaching resources, and inadequate incorporation of current political, economic, and international issues.

Keywords: Pakistan Studies, national identity, curriculum development, civic education, higher education, educational reform, Pakistan.

INTRODUCTION

Education is a basic instrument for nation-building, civic development, and social cohesion. Pakistan Studies as a subject holds a unique and required place in the country's curriculum from class 5th through the BA/BS level. The role of Pakistan Studies is very vast, intended to foster political reality's national identity, constitutional literacy, historical awareness, and an awareness of society in contrast to many other subjects that are primarily concerned with disciplinary knowledge. Pakistan is a foundational subject; it represents patriotism, the state's overarching educational goals of fostering solidarity, and informed citizenship among future generations of students.

In 1971, after the separation of East Pakistan, Pakistan studies became formally institutionalized, following the educational reforms of the 1970s. To strengthen ideological coherence and national integration, policymakers set up curriculum reform. According to the education reforms, Pakistan Studies was made a compulsory subject in middle and upper primary schools and secondary and postsecondary education, and its value was progressively extended to higher classes. In these subject different topics were included with the passage of time, such as the nation's current problems. The topic has changed over time to cover topics like economic planning, foreign policy, democratic institutions, cultural diversity, and constitutional development. But nowadays some scholars and policymakers continue to disagree about Pakistan studies. Despite this, intellectual educators and pedagogical approaches focus on its importance in the curriculum. However, its importance can never be denied, as no country lives without its history, but still critics contend that the subject has frequently relied on selective historical narratives and rote memorization; students' chances for analytical and critical thinking abilities were limited due to this. Its value has no match, as it is the history of Pakistan, and it is essential to promote multilingual society unity in a multicultural national and civic awareness. As a core subject, its efficacy varies at educational levels. These divergent viewpoints emphasize the necessity of a methodical evaluation of this subject.

It is significant to evaluate the role of Pakistan Studies adequately prepares students to engage thoughtfully with national and worldwide issues considering the changing demands of the twenty-first century, which are gradually characterized by digital transformation, globalization, and democratic aspirations. The main goal of Pakistan studies is to investigate its goals, function, and curriculum structure from Grade 5th to the BA/BS level. According to reforms introduced, it needs to underpin the educational system in Pakistan by examining its advantages and disadvantages and to seek contributions to ongoing discussions about enhancing civic education and fortifying the intellectual areas in need of reform.

It is crucial to bring a significant reform to bring the subject into line with contemporary educational standards because Pakistan Studies has made a substantial contribution to civic awareness and national integration. Curriculum modernization, inquiry-based pedagogies,



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assessment reform, and increased inclusion of varied historical perspectives are among the recommendations. To enhance its scope as a core subject, it would improve the subject's ability to develop socially conscious, democratically engaged, and critically aware Pakistani citizens. Education is a changing agent of society; it will influence the attitude and value of youth through knowledge. Pakistan Studies is required in Pakistan from elementary school through undergraduate. It enhances students' knowledge of politics, constitution, culture, geography, and the nation's history.

Pakistan studies' goals are to foster in students a sense of patriotism, national identity, and civic duty. Through a core subject, Pakistan Studies, from 5th grade to BA/BS level, achieving these goals at various educational levels, along with the necessity of curriculum changes to match learning objectives with current social and political realities.

Research Methodology

Research methodology is based on primary and secondary sources, i.e., books, magazines, libraries, articles, newspapers, journals, official data, policymakers and stakeholders, and relevant websites to complete the research paper.

2. Pakistan Studies' Historical Context in the Curriculum

After the war of 1971, Pakistan studies as a required and compulsory subject for educational policymakers sought to address issues of national cohesion and identity. Pakistan Studies was incorporated into the national curriculum to guarantee that every student learns about democratic development, historical conflicts, the nation's ideological underpinnings, and geographical significance. With the passage of time, curriculum was added, such as constitutional literacy, human rights, demographic trends, and international issues impacting Pakistan's integration.

In the early 1970s, the subject of Pakistan studies became a formal and required part of the national curriculum during the time of political change and identity reconstruction in Pakistan. Since 1947, these topics were taught even though civics, geography, and history had been taught independently under more general headings like "Social Studies." But after the separation of East Pakistan in 1971, the pivotal moment occurred when decision-makers realized that education was necessary to improve national unity and ideological clarity. Under Zulfikar Ali Bhutto's administration, Pakistan Studies was formally introduced as a compulsory subject from elementary level to secondary and higher education levels through formal curriculum reforms. In the constitution of 1973 of Pakistan, it reaffirmed the importance of fostering Islamic identity and national cohesion via education. This moment was very valuable when the federal government prioritized ideological orientation in textbooks and centralized curriculum development. At that time, not only Pakistan prioritized studies as a core subject as an academic field but also as a tool for nation-building.

Muhammad Ali Jinnah and Allama Muhammad Iqbal served as the framework for historical narratives such as the Two-Nation Theory, the Pakistan Movement, and the leadership of important individuals. The content and tone of textbooks were greatly influenced by this ideological framing for a long time. In the 1980s, during Muhammad Zia-ul-Haq's regime, further curriculum was revised and changed with a greater focus on Islamization. Islamic values were deeply integrated religious and ideological perspectives into Pakistan studies. During this time, educational policies linked national identity. In the textbooks, extensive discussions of Islamic history, the Objectives Resolution, and Pakistan's ideological underpinnings as an Islamic state were included. These reforms are intended and restricted to uphold moral and religious principles; some contend about critical thinking and historical interpretation. The history is structured around the



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leadership of key figures such as Muhammad Ali Jinnah and Allama Muhammad Iqbal and on the events of the Two-Nation Theory and the Pakistan Movement.

It takes a decade when gradually changes according to the accord. That aim was to modernize and standardize the curriculum of Pakistan studies. The Pakistani government unveiled the National Education Policy in 2009 and demanded fair historical narratives, democratic awareness, and civic engagement. In 2020, the National Curriculum Council recently created the Single National Curriculum for the purpose of achieving consistency in educational standards across provinces and educational streams. On the authority of the government of Pakistan, the Higher Education Commission updated Pakistan Studies curricula for BA/BS programs at the higher education level to incorporate research elements, globalization, human rights, and current political issues. It was a step toward a more comprehensive academic and analytical framework; these changes are part of a continuous transition away from instruction that is solely ideological.

Despite these developments in Pakistan studies, discussions about striking a balance between critical scholarship and ideological orientation persist. The subject is worth more than just a traditional academic field; it has been intimately linked to identity formation, political shifts, and state-building and historical development. It is imperative to comprehend this historical trajectory and its current function and future course within Pakistan's educational system.

3. Objectives of Teaching Pakistan Studies

Pakistan Studies' primary goals are the following:

- i To encourage students about the importance of Pakistan's cultural diversity and ideological underpinnings and to promote a sense of national identity and unity amongst them.
- ii Increasing and educating people about significant historical occurrences, liberation movements, and national heroes through historical awareness.
- iii To educate people about constitutional rights, obligations, and democratic norms and to foster civic understanding amongst them.
- iv To develop critical thinking and the ability to evaluate Pakistan's social, political, and economic problems.
- v To assist students to comprehend Pakistan's status in the region and promote awareness worldwide.

4. Content of the Curriculum for All Educational Levels

4.1 Elementary and Middle School (Grades 5-8)

The elementary school level concentrates on straightforward accounts of Pakistan's founding, Pakistan studies of fundamental ideas of national symbols, geography, and historical sites. It needs to focus on critical analysis instead of fact memorization.

4.2 Secondary Education (Grades 9-10)

To include topics such as provincial cultures, demographic trends, constitutional developments, and specific historical events is crucial for broadening the curriculum in secondary education. Besides basic civic rules, Pakistan's economic difficulties are taught to Pakistan studies students.

4.3 Higher Secondary Education (Grades 11-12)

The topic of foreign policy, political institutions, governance structures, and constitutional law at this level need to be taught in detail. Current events and institutional dynamics need to teach students subjects that call for knowledge.

4.4 BA/BS Undergraduate Level



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Thorough examination of historical Pakistan studies is intended to provide political, socioeconomic, and cultural issues in BA/BS programs. In the courses, research projects, discussions, and case studies need to be included.

5. Pedagogical Challenges

Pakistan Studies is a key element that affects and shapes students' identities and civic consciousness through pedagogical approaches. Most schools frequently place a strong focus on rote memorization of dates, facts, and national events instead of promoting critical thinking, discussion, or introspection, traditional teaching methods. This creates difficulties for students to internalize lessons about civic duties, national struggles, and cultural diversity, turning the subject into a formality rather than a tool for social and personal growth. It is crucial for teachers not to make the connection between historical events and civic concepts to current issues but to concentrate on a superficial understanding of their national identity and rights as citizens. The impact of the subject can be greatly increased by addressing these pedagogical issues through interactive teaching, debates, project-based learning, and connecting lessons to actual civic engagement. In this way, the students will be able to learn about Pakistan instead of not only feeling accountable for and involved in its society.

Pakistan studies are hampered by numerous issues besides its teaching and learning process, such as:

- i **Rote Learning:** Students frequently take light on the study instead of committing material and memorizing it for tests without delving deeper.
- ii **Teacher Preparedness:** Improper training about pedagogical techniques is less effective for teachers.
- iii **Outdated Textbooks:** Sometimes the lack of educational resources in textbooks or errors in dates and events occasionally lacks current information, current problems, and critical viewpoints, leading to misunderstanding and lack of interest.
- iv **Assessment Procedures:** In an exam, recall needs to be prioritized over analytical reasoning.

6. Effect on Students' Identity and Civic Awareness

Pakistan as a compulsory subject affected students' sense of self and civic consciousness. By taking it, students gain a deeper understanding of what it means to be Pakistani and a stronger connection to their national heritage by learning about the country's history, culture, geography, and political system. Through exposure to Pakistan studies, Pakistan's diversity develops tolerance and inclusivity, understanding the challenges and successes that led the country in a positive direction. Furthermore, Pakistan Studies develops critical thinking amongst students about social issues, governance, and their place in society by teaching them about their rights and responsibilities as citizens. To teach Pakistan studies well to students, this will not only foster cultural and historical awareness but also responsible, knowledgeable, and socially engaged citizens who are driven to make constructive contributions to the country's advancement.

There are other divergent views that exist about Pakistan Studies; its salient features are as follows:

Positive Impact: Pakistan studies as a core subject promotes cultural appreciation, a sense of patriotism, and a fundamental understanding of civic duties.

Concerns: Whenever this subject exalts historical accounts while ignoring important discussions of social justice, minority rights, and democratic issues, it loses its importance.

7. Developing a Stronger Sense of National Identity

Teaching Pakistan Studies as a core subject in the school curriculum significantly contributes to the development of students' sense of national identity due to organized



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knowledge about the nation's history, cultural underpinnings, and common values. This subject has great importance as it gives knowledge to students about the creation of Pakistan, ideological underpinnings, and shared experiences through the methodical presentation of national narratives, symbols, and historical milestones. This subject develops a sense of pride for their country. Pakistan: The focus of Pakistan Studies is to highlight national unity and ideological coherence on dominant narratives that support a collective national identity rooted in historical and ideological themes through academic research (Khama Press, 2026; Ullah et al., 2025).

When educational materials recognize and incorporate both unity and diversity in this regard, some academics highlight the difficulties in portraying the nation's multicultural and varied social fabric, emphasizing that national identity formation works best (Ullah et al., 2025). Through Pakistan Studies students' attachment about the national objectives and values empowers them to see themselves as active members of a common national community when taught with nuance and inclusivity. When Pakistan studies are taught as a compulsory subject, they develop the sense of identity amongst students and influence their nationality, such as

Cultural Awareness: Whenever students learn Pakistan studies, the varied ethnic, linguistic, and religious communities' students gain respect for pluralism.

Historical Consciousness: Through Pakistan studies, students know about the Pakistan Movement, independence, and national heroes and about the hardships and sacrifices that shaped the country.

Patriotism and Belonging: Through knowledge of its geography, symbols (flag, anthem), and landmarks, it fosters pride and a sense of personal connection to the country.

For example, when they learn about Quaid-e-Azam's leadership, they are inspired by his leadership and civic engagement.

8. Civic Awareness and Responsibility

The role of Pakistan Studies as a compulsory subject is vast, as it brings awareness and a sense of civic responsibility by exposing them to the foundations of citizenship, rights, and duties within the national context. The main goal of this subject is to develop students' civic understanding; social norms such as democratic values, social participation, and respect for the rule of law; which are crucial for active engagement in society. It has been indicated by the researcher that when civic education is effectively integrated into Pakistan Studies, it fosters positive citizenship behavior and awareness among students, although challenges remain in the depth and practical application of political and civic content in textbooks and classrooms (Analyzing the Role of Pakistan Studies Curriculum, 2024; Khan, 2021). The textbook knowledge for a student is very important as it brings awareness of fundamental rights, and civic values are shaped by broader educational experiences, going beyond. It links curriculum content to actual civic engagement and focuses on the need for active pedagogical strategies (Babar et al., 2025). It makes students responsible personalities of the society to behave responsibly as knowledgeable and involved members of Pakistan's democratic society. It plays a role as a bridge for students to become engaged, responsible citizens, not just a study of history.

Understanding Governance: It develops understanding amongst students to gain knowledge of Pakistan's constitution, political structure, and citizens' rights and responsibilities.

Critical Thinking on National Issues: It develops critical thinking in students to examine societal issues by studying subjects like social justice, the rule of law, human rights, and democracy.



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Social Participation: Through this knowledge, different skills of a student develop, such as civic engagement and civic etiquettes of community.

Impact: As knowledgeable and involved citizens, students learn that their decisions and deeds have the power to influence society.

9. Encouraging Social Unity

Pakistan studies are significant to foster social cohesion among students; it stresses the nation's common history, values, and cultural diversity. Students gain a sense of solidarity and respect for one another that surpasses geographical and cultural divides by learning about the contributions of diverse ethnic, linguistic, and religious communities to Pakistan's creation and growth. The curriculum of Pakistan studies encourages an appreciation for pluralism to promote tolerance and cooperation among students from diverse backgrounds while highlighting shared national objectives.

Research indicates that educational programs strike a balance between social diversity and national identity, which are successful in lowering prejudices and fostering inclusive attitudes; it also empowers and develops students socially and makes them conscious about the regulation of as citizens (Ullah et al., 2025; Babar et al., 2025). In addition, it enhances students' comprehension of their country's history and fosters the social skills and attitudes required for positive engagement in a diverse society.

National Integration: The shared values and history and divisions based on religion, language, or ethnicity are lessened, and it also emphasizes national integration.

Tolerance and Respect: It promotes tolerance, identity, and respect for Pakistan's different multicultural values.

Conflict Awareness: It prepared students to comprehend historical and modern social issues and to resolve conflicts in a positive way.

10. Pakistan Studies' Significance in Education

The value of Pakistan Studies has never been denied, as it is an important part of the curriculum because it develops students' skills of values, identities, and civic consciousness in addition to imparting factual knowledge about the political system, geography, and nation's history. Pakistan studies as a basic core foundation fosters a sense of pride and belonging by assisting students in comprehending Pakistan's ideological underpinnings, the country's independence struggles, and the contributions of diverse communities.

Pakistan Studies promotes social responsibility and civic engagement and fosters critical thinking about political issues and current social issues besides classroom learning. As a core subject, it fosters tolerance and appreciation for the nation's cultural diversity. Scholars contend that its inclusion in the curriculum is crucial for producing knowledgeable, accountable, and socially conscious citizens who can positively contribute to national development. Pakistan studies play a role as a bridge for knowledge with identity formation and social engagement, acting as a civic and educational tool (Ullah et al., 2025; Babar et al., 2025).

The topic is valuable both practically and intrinsically such as:

Educational Foundation: As it is a fundamental subject in school curricula, it is often studied at matriculation, intermediate, and higher education levels.

Moral and Ethical Development: This subject taught the stories of national heroes and social movements that teach morality, tenacity, and fairness.

Global Perspective: Through this subject, students learn about international relations and diplomacy by connecting Pakistan's geography and history to global events.

11. Challenges and Considerations



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There are numerous hurdles in front of this subject that limit its efficiency, despite its prominent role in forming students' sense of civic consciousness and national identity. But there are issues to face in classrooms: rote memorization and rote learning, which prohibit Students from critically thinking about historical events, civic ideas, and social issues (Khan, 2021). In addition, the curriculum sometimes concentrates on a single national narrative that ignores the nation's linguistic, ethnic, and cultural diversity, which could limit students' chances to form inclusive viewpoints (Ullah et al., 2025).

It is further hampered by insufficient preparation of teachers and a lack of interactive pedagogical approaches such as debates, projects, or real-life civic engagement activities' capacity to internalize lessons and relate them to current issues (Babar et al., 2025). It is crucial for educational planners to consider curriculum reform, teacher development, and instructional strategies that promote critical thinking, inclusivity, and active citizenship to optimize the value of Pakistan studies and guarantee that students not only learn about Pakistan but also actively participate in its social and civic life.

The importance of Pakistan Studies as a core subject are as under:

Pedagogical Approach: Rote memorization restricts comprehension. Critical discussion and debates on different topics strengthen identity and civic awareness.

Curriculum bias: Social issues are overemphasized at the expense of critical citizenship; it limited national accomplishments.

Integration with Modern Skills: It enhances students' practical engagement to incorporate media literacy, civic technology, and current events into lessons.

12. Pakistan Study as a Fundamental Subject

Studying Pakistan studies as a core subject in the school curriculum shaped students' comprehension of the history, culture, and sociopolitical structure of their country. The aim of this course is to foster a sense of national identity, civic responsibility, and social awareness by teaching students about Pakistan's geographical diversity, constitutional framework, and the struggles that led to its creation. In addition, students build a connection to their nation that goes beyond memorization by interacting with the stories of independence, national heroes, and ideological underpinnings. This accelerates critical thinking about current issues and patriotism.

In short, Pakistan Studies presents a forum for students to discuss civic rights, moral obligations, and cultural values, transforming it from an academic discipline into a means of fostering responsible, socially conscious, and informed citizens. It transfers knowledge of Pakistani culture, history, geography, constitution, from one generation to other generation so it's important never dimmed. It is a source of connection worldwide about historical knowledge and civic awareness when taught using interactive and reflective methods, enabling students to take an active role in the development of their country.

The objectives of Pakistan studies as a compulsory subject area are the following:

- i It creates a base for a unified national identity based on historical values and culture.
- ii It prepares individuals as responsible, knowledgeable citizens who can support society and democracy.
- iii It also promotes a sense of courage amongst the younger generation to be proud, conscious, and ethically responsible.
- iv It helps students' comprehension, engagement with, and betterment of their society and to impart academic knowledge; besides, it is crucial to Pakistan's personal and national development.

This diagram shows Pakistan Studies as a core subject impacts students' identity and civic awareness:



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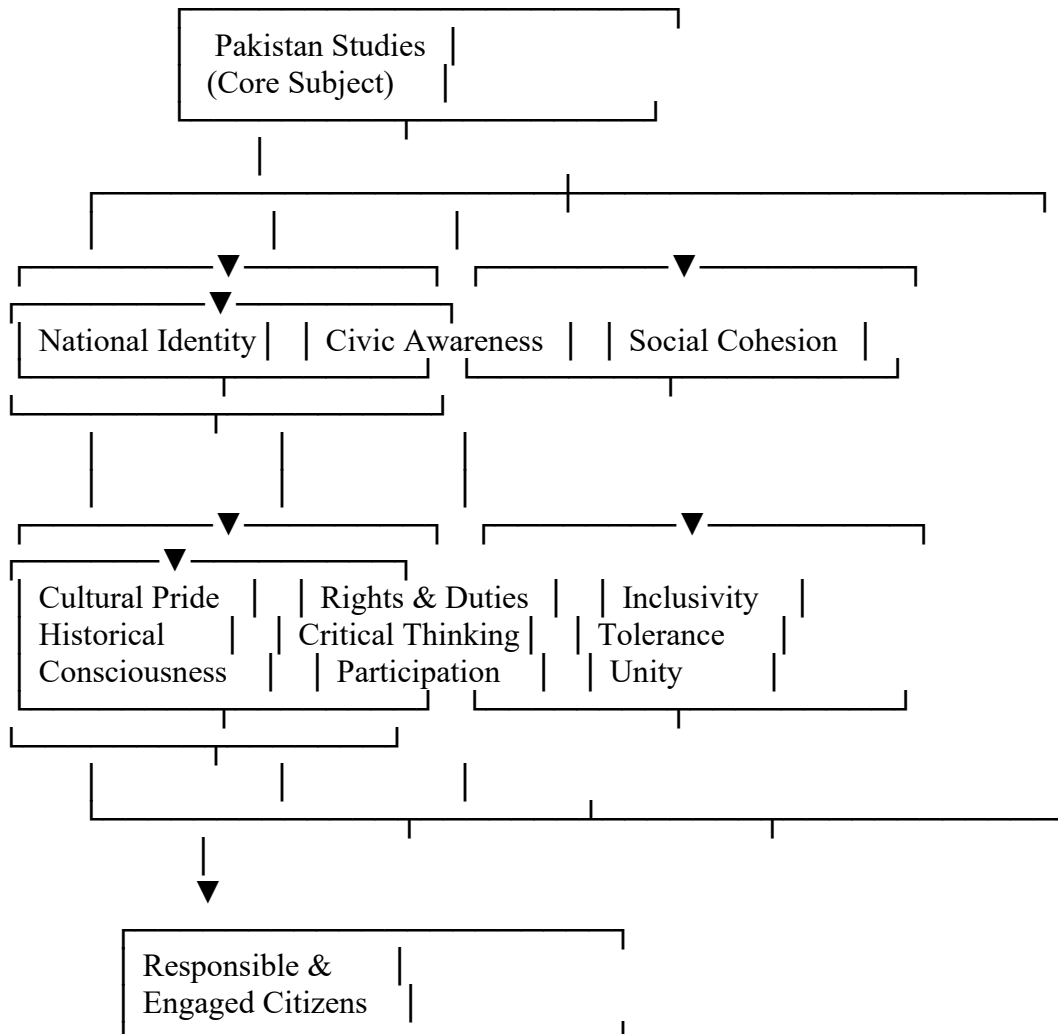


Diagram explanation: 1. The primary input is Pakistan Studies.

2. The three important primary areas are:

National identity: It fosters cultural awareness, historical knowledge, and pride.

Civic awareness: It fosters civic engagement, critical thinking, obligations, and awareness of social rights.

Social cohesion: It helps achieve the subject's goal of creating responsible and involved citizens and promote unity, tolerance, and inclusiveness.

13. Comparative Perspectives

The comparative prospectus of Pakistan studies shed light on the national education curricula worldwide, it aims to foster civic responsibility and identity and about Pakistan's approach, aligning with or differing from global practices. Pakistan studies instill a sense of national pride and social cohesion among students, such as history, geography, and civic education, like other countries worldwide. But it limits its scope to compared models in countries such as Finland or Canada, because Pakistan's curriculum has traditionally emphasized rote memorization and nationalistic narratives over participatory or critical civic education to critically engage with historical events, social diversity, and contemporary civic problems (Ullah et al., 2025; Khan, 2021).

By looking at pedagogical approaches comparatively, it fosters a strong sense of national identity to find ways to improve critical thinking, citizenship, and social responsibilities; this includes interactive learning, debates, and community projects. In global societies,



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Pakistan Studies has the potential as a vehicle for Pakistanis to highlight national pride as well as to give students the values and skills they need to participate successfully in a diverse society.

Through Pakistan studies as a compulsory subject, it develops students' better analytical skills and civic competencies, as demonstrated by a quick comparison with subjects like civics or social. When content emphasizes studies in other nations on inquiry-based learning. It is beneficial for Pakistan studies to have such pedagogical changes.

Suggestions

For Pakistan Studies to be more successful, the suggestions below are put forth to make sure its educational objectives are accomplished:

- i **Curriculum Modernization:** It needs to add current events, democratic principles, and international concerns to the curriculum.
- ii **Teacher Training:** Along with interactive teaching techniques, focus should be based on professional development.
- iii **Assessment Reform:** Project-based evaluation needs to replace rote memorization with analytical thinking amongst the students.
- iv **Including Critical Views:** It is essential to promote a sense of conversations regarding social issues, human rights, and diversity.
- v **Technology Integration:** It is utmost necessary for experiential learning to use digital media, documentaries, and simulations.

Conclusion

Pakistan Studies places a strong emphasis on the national curriculum because it has the capacity to produce critical thinkers. Its efficacy is limited due to out-of-date resources, conventional teaching techniques, and a lack of focus on analytical engagement. To adopt curriculum reforms for the 5th grade to the BA/BS level, it develops pedagogical innovation and improved assessment strategies. It carries out its mission by fostering national identity, civic awareness, and active citizenship. Pakistan studies as a core subject significantly improve students' national identities and reshape a positive mentality. Through reading these subjects, students learn more about the nation's geography, history, ideological underpinnings, and cultural diversity; it also creates a sense of pride for them.

It enhances awareness and understanding of common ideals and shared experiences, the Pakistan Movement, the fight for independence, and the contributions of national heroes. Its objectives can relate students to their country's story on a personal level and develop a lasting attachment to ideals because of educational engagement, which aids in the internalization of a sense of national unity. In addition, Pakistan Studies greatly improves civic awareness and responsibility to identity formation. It makes a base for students to learn about social justice, democratic participation, and the rule of law through classes on the constitution, rights and obligations, and social responsibilities. It creates critical thinking about current civic issues to comprehend their actions' effect on society. Pakistan Studies as a core subject helps students to become knowledgeable, responsible citizens who can make constructive contributions to their communities by tying historical knowledge to civic responsibilities.

Furthermore, this subject encourages inclusivity and social cohesion among students. It has contributed to fostering tolerance and respect for pluralism among students by showcasing the contributions of various ethnic, linguistic, and religious groups. Although it has some common challenges, in a real sense it promotes cooperation and solidarity, assisting students in overcoming biases and cultivating positive attitudes toward diversity.



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It is a tool for social harmony and national integration, equipping students to responsibly negotiate Pakistan's complicated social environment when taught well.

Pakistan Studies' efficacy has been impacted by pedagogical issues. Traditional rote learning has hampered critical engagement and the practical application of civics by lack of interactive teaching techniques and inadequate teacher preparation. Besides, students' comprehension of inclusivity is also impeded by an excessive focus on singular national narratives without addressing cultural diversity. To realize its potential as a vehicle for identity formation, civic awareness, and social responsibility, ensure Pakistan Studies is a core subject; these issues need to be addressed through curriculum reform, active teaching techniques, and critical discussion.

In a nutshell, Pakistan Studies is an important instrument for developing knowledgeable, accountable, and involved citizens rather than just an academic subject. It is essential for Pakistan's sustainable development and democratic advancement to promote social cohesion, civic awareness, and national identity globally. Pakistan Studies has a vast scope at the national and international levels, as it provides students with the information, values, and abilities necessary to actively engage in society, value diversity, and make significant contributions to the advancement of the country by fusing historical knowledge with real-world civic engagement and addressing pedagogical constraints. It provides useful and basic knowledge to students with the information, values, and abilities necessary to actively engage in society, value diversity, and make significant contributions to the advancement of the country by fusing historical knowledge with real-world civic engagement and addressing pedagogical constraints. It is utmost necessary to incorporate education policies and curriculum; it will equip the next generation to be both conscious of their cultural heritage and equipped to tackle the challenges of a contemporary, diverse society. No society and nation can progress and develop whenever they ignore their identity, as Pakistan studies is the identity of our nation and national heroes. It's a source of vast knowledge of past, present, and future generations, so its scope should never be neglected. So, it needs to implement Pakistan studies as a core and compulsory subject from 5th class to BA/BSc level; it will promote the sense of a Pakistani nation, its value, norms, culture, tradition, customs, history, politics, geography, and the detailed overview of our great heroes and leaders.

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