

FOR EXAMINATION IN MAY 2023 AND ONWARDS

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**Secondary School Certificate
Examination Syllabus**

**History of Pakistan
GRADES IX-X**

**This syllabus will be examined in
Annual Examinations only from
2023 for Grade IX and 2024 for Grade X**

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Preface

Established in 2002 through the Pakistan government's ordinance, the Aga Khan University Examination Board (AKU-EB) is country's first private autonomous qualification awarding body for secondary (SSC) and higher secondary (HSSC) school certifications. Its vision is to be a model of excellence and innovation in education in Pakistan and the developing world.

AKU-EB achieves its vision by developing examination syllabi which inculcate conceptual thinking and higher order learning and are aligned with National curriculum and international standards. AKU-EB revises its syllabi periodically to support the needs of students, teachers and examiners.

The aims of the syllabus review of SSC and HSSC to:

- Ensure continued compatibility with the goals of the trans-provincial curricula of Pakistan.
- Review the content for inclusion of new knowledge and deletion of obsolete knowledge.
- Review the content for clarity and relevance as per the changing needs of students, teachers and examiners.
- Enhance and strengthen continuation and progression of content both within and across grades IX - XII (SSC and HSSC).
- Ensure the readiness of students for higher education.

During the syllabus review, the needs of all the stakeholders were identified through a needs-assessment survey. Students and teachers of AKU-EB affiliated schools from across Pakistan participated in the survey. Thereafter, a revision panel, which consisted of examiners, teachers of affiliated and non-affiliated schools, teacher trainers and university academicians, reviewed and revised the syllabus following a planned, meticulous and standardised syllabi review process.

The syllabus is organised into topics and subtopics. Each subtopic is further divided into achievable student learning outcomes (SLOs). The SLOs of the cognitive domain are each assigned a cognitive level on which they have to be achieved. These cognitive levels are 'knowledge', 'understanding' and 'application', the latter also including other higher order skills. This is followed by the Exam Specification which gives clear guidance about the weightage of each topic and how the syllabus will be assessed.

The development of the revised syllabus has been made possible by the creativity and relentless hard work of Curriculum and Examination Development unit and the constant support provided by all the other units of AKU-EB. We are particularly thankful to Dr Sohail Qureshi for his very useful feedback on revising the syllabus review process, to Dr Naveed Yousuf for his continued guidance and support throughout the syllabus revision process and to Raabia Hirani for leading the syllabi revision. We are also thankful to all the students and teachers who took part in the needs-assessment survey and to the principals of AKU-EB affiliated schools who made this endeavour possible by facilitating and encouraging their teachers to be a part of the survey and the syllabus revision panel.

With your support and collective hard work, AKU-EB has been able to take the necessary steps to ensure effective implementation of the best international and trans-provincial standards through this syllabus. We are confident that this syllabus will continue to provide the support that is needed by students to progress to the next level of education and we wish the very best to our students and teachers in implementing this syllabus.



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FOR EXAMINATION IN MAY 2023 AND ONWARDS

Understanding of AKU-EB Syllabus

1. The AKU-EB syllabi guide the students, teachers, parents and other stakeholders regarding the topics that will be taught and examined in each grade (IX, X, XI and XII). In each syllabus document, the content progresses from simple to complex, thereby, facilitating a gradual, conceptual learning of the content.
2. The topics of the syllabi are divided into subtopics and **student learning outcomes (SLOs)**. The subtopics and the SLOs define the depth and the breadth at which each topic will be taught, learnt and examined. The syllabi also provide enabling SLOs where needed to scaffold student learning.
3. Each SLO starts with an achievable and assessable **command word** such as describe, relate, evaluate, etc. The purpose of the command words is to direct the attention of teachers and students to specific tasks that the students are expected to undertake in the course of their studies. The examination questions are framed using the same command words or their connotations to elicit evidence of these competencies in students' responses.
4. The SLOs are classified under three **cognitive levels**: knowledge (K), understanding (U) and application and other higher order skills (A) for effective planning during teaching and learning. Furthermore, it will help to derive multiple choice questions (MCQs), constructed response questions (CRQs) and extended response questions (ERQs) on a rational basis from the subject syllabi.
5. By focusing on the achievement of the SLOs, these syllabi aim to counter the culture of rote memorisation as the preferred method of examination preparation. While suggesting relevant, locally available textbooks for achieving these outcomes, AKU-EB recommends that teachers and students use multiple teaching and learning resources for achieving these outcomes.
6. The syllabi follow a uniform layout for all subjects to make them easier for students and teachers to follow. They act as a bridge between students, teachers and assessment specialists by providing a common framework of student learning outcomes and **exam specifications**.
7. On the whole, the AKU-EB syllabi for Secondary School Certificate (SSC) provide a framework that helps students to acquire conceptual understanding and learn to critically engage with it. This lays a solid foundation for HSSC and beyond.

Subject Rationale of AKU-EB History of Pakistan

Why study AKU-EB History of Pakistan?

History of Pakistan is for the students who are fascinated by the past of Pakistan and want to learn the ways in which it will help to shape the future of the country. History of Pakistan is a comprehensive discipline that will increase cultural awareness and moral understanding of this region in the subcontinent. History is part and parcel of life and the study of history has its major thrust on improving the quality of life and the welfare of human beings. This discipline enhances a rational approach towards behaviour and daily life.

By studying this subject, the students will be able to gain a range of transferable skills, become informed citizens and improve critical thinking. The knowledge acquired through the study of History of Pakistan is relevant in a wide range of disciplines and can lead to explore diverse fields of study.

What will you learn in AKU-EB History of Pakistan?

In History of Pakistan student will learn about various aspects of Pakistan like geography, language, art, education, etc. This subject offers examination of the events which will enable students to understand development and evolution of Pakistani culture. It is a collection of facts and events that will build students' point of view regarding existence of Pakistan.

Where will it take you?

The study of this subject would encourage students to become a/ an

- Librarian
- Archivist
- Journalist
- Archaeologist
- Information officer
- Editorial assistant
- Civil Service administrator.

How to approach the syllabus?

The topics and the student learning outcomes (SLOs) guide regarding the details about what has to be achieved. And finally, the exam specification guides regarding what will be expected in the examination.

Student Learning Outcomes of AKU-EB SSC History of Pakistan Syllabus

Part I (Grade IX)

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level ¹		
			K	U	A
1. Basis of History	Students should be able to:				
1.1 Definition of History	1.1.1	describe history as a social science with reference to cause and effect, reason and consequence;		*	
	1.1.2	discuss the importance of studying history in the development of any society;		*	
1.2 Development of History as a Discipline	1.2.1	explain the historical evolution of the discipline of history;		*	
1.3 Comparison between Primary and Secondary Sources of History	1.3.1	enlist the types of primary and secondary sources of history	*		
	1.3.2	differentiate between the primary and secondary sources;		*	
	1.3.3	analyse the importance of the primary and secondary sources;			*
	1.3.4	evaluate primary and secondary historical sources to identify possible biasness.			*

¹ K = Knowledge, U = Understanding A = Application and other higher-order cognitive skills.

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
2. Art of Writing History in Relation to Hadith	Students should be able to:				
2.1 Renowned Muslim Historians	2.1.1	discuss the salient features of historical writing in relation to Hadith compilation;		*	
	2.1.2	discuss the contributions of the following historians: <ul style="list-style-type: none"> • Imam Malik; • Muhammad Jarir Tabari • Allama Ibn-e-Khaldoon • Al-Beruni • Abu Toger Tabri • Ziauddin Barani • Shibli Nomani • Syed Amir Ali 		*	
	2.1.3	compare the key features of Al-Beruni and Abu Toger Tabri's contributions in history;		*	
	2.1.4	analyse the importance of knowledge, wisdom and learning towards human society from the renowned historians mentioned in SLO 2.1.2			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
3. Civilisations of the Past	Students should be able to:				
3.1 Definition of Culture and Civilisation	3.1.1 describe the terms ‘culture’ and ‘civilisation’;			*	
	3.1.2 differentiate between culture and civilisation;			*	
	3.1.3 explain the components of culture (symbols, language, norms, values, and artifacts);			*	
3.2 Development Process of Civilisations	3.2.1 explain the development process of human civilisation with reference to early stone age: <ul style="list-style-type: none"> • Paleolithic age • Mesolithic age • Neolithic age; 			*	
3.3 Major Civilisations of the World	3.3.1 discuss the Egyptian Civilisation in light of its contribution towards: <ul style="list-style-type: none"> • script and writing • art and architecture • the formation of government; 			*	
	3.3.2 explain how the Greek Civilisation left its impact on: <ul style="list-style-type: none"> • art and architecture • government • science and philosophy 			*	
	3.3.3 narrate the given famous stories of the Greek Civilisation: <ul style="list-style-type: none"> • The war of Troy • Theseus and the Minotaur • The journey of Odysseus; 	CA			
	3.3.4 discuss the achievements of Alexander the Great in context of the subcontinent (battle with King Porus);			*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
	3.3.5	discuss the spread of the Roman Civilisation in light of: <ul style="list-style-type: none"> the Punic Wars 264-146 BC the rule of Julius Caesar; 		*	
	3.3.6	describe the contributions of Romans in <ul style="list-style-type: none"> sciences art war conduct; 		*	
3.4	Civilisations of the Subcontinent	3.4.1	identify characteristic features of the following civilisations: <ul style="list-style-type: none"> Mehergarh Indus Valley Gandhara; 		*
		3.4.2	describe the growth of Harappa;		*
		3.4.3	explain the impact of the Greek Civilisation on our society;		*
		3.4.4	illustrate using the city planning of Mohenjo-Daro with a diagram;		*
		3.4.5	analyse the effects of arrival of Aryans on the people of the subcontinent;		*
3.5	Islamic Civilisation after 712 A.D.	3.5.1	describe the advent of Islam in Sindh by Muhammad Bin Qasim;		CA
		3.5.2	analyse the impacts on the involvement of Muslims in <ul style="list-style-type: none"> politics trade and commerce language and literature; 		*
		3.5.3	explain the reasons for the achievements of European powers in the subcontinent;		*
		3.5.4	analyse the strategies used by Europeans to conquer and control over the subcontinent.		*

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
4. Muslim Rulers in the Subcontinent		Students should be able to:				
4.1	Muslim Rule in Balochistan	4.1.1	identify the features of Muslim rule in Balochistan;		*	
4.2	Muslim Rule in NWFP and Punjab	4.2.1	explain the impact of Mehmood Ghaznavi's invasion on the subcontinent;		*	
		4.2.2	describe the conquests of north of Indus by Shahabuddin Ghauri (Battle of Tarain);		*	
		4.2.3	draw a timeline showing the establishment of Delhi Sultanate including: <ul style="list-style-type: none"> • The Slave Dynasty • The Khiljis • The Tughluqs • The Syeds • The Lodhis; 	*		
		4.2.4	discuss the impacts of the dynasties given in the SLO 4.2.3 on the socio-cultural outlook of the subcontinent;		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
Students should be able to:					
4.3 The Mughal Rule	4.3.1	discuss the reasons behind the invasion of Babur on the subcontinent;		*	
	4.3.2	discuss the contributions of Babur in setting up administrative system in the subcontinent;		*	
	4.3.3	discuss the strengths and weaknesses of Humayun's rule versus Sher Shah Suri's rule;		*	
	4.3.4	discuss the contributions of the Mughal Emperor, Akber in the subcontinent with respect to: <ul style="list-style-type: none"> • administration • military • religion; 		*	
	4.3.5	discuss the contributions of the following in the administration of the subcontinent: <ul style="list-style-type: none"> • Jehangir • Shah Jahan • Aurangzeb; 		*	
	4.3.6	analyse the reasons behind the crumbling of the Mughal empire during the rule of <ul style="list-style-type: none"> • Jehangir • Shah Jahan • Aurangzeb. 			*

Part II (Grade X)

Topics and Sub-topics	Student Learning Outcomes	Cognitive Level		
		K	U	A
5. The Decline of Muslim Rule	Students should be able to:			
5.1 Events and Causes of the Downfall of the Muslims in the Subcontinent	5.1.1	explain the causes of civil wars after the death of Aurangzeb;	*	
	5.1.2	explain the impact of incompetent Mughal rulers on the people of the subcontinent;	*	
	5.1.3	describe the role of regional powers, i.e., Marathas, Sikhs, Rajputs in the downfall of the Mughals;	*	
	5.1.4	analyse the impact of the invasion of Nadir Shah and Ahmad Shah Abdali in the downfall of the Mughals;		*
	5.1.5	evaluate the reasons behind the downfall of the Muslim rulers;		*
5.2 The Advent of the European Powers and their Struggle for Supremacy	5.2.1	discuss the reasons that led to the involvement of British in the subcontinent;	*	
	5.2.2	explain the reasons for the supremacy of the British power in the subcontinent;	*	
	5.2.3	evaluate the success of the British in context of the Battle of Plassey, Buxar, Marathas and Mysore Wars;		*
5.3 Struggle against the British (Sirajud Daula, Hyder Ali, Tipu Sultan)	5.3.1	compare the achievements of Sirajud Daula and Hyder Ali;	*	
	5.3.2	explain the role of Tipu Sultan, as a symbol of resistance, against the British in India;	*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
6. The Pakistan Movement	Students should be able to:				
6.1 Ideology of Pakistan	6.1.1	describe the ideology of Pakistan (pre-partition and post-partition);		*	
6.2 Two-Nation Theory a Definition	6.2.1	explain the origin of Two-Nation Theory;		*	
	6.2.2	describe the main features of Two-Nation Theory;		*	
6.3 Partition of Bengal and its Repercussions	6.3.1	describe the Partition of Bengal in 1905;		*	
	6.3.2	discuss the benefits of the partition of East Bengal for the Muslims of the subcontinent;		*	
	6.3.3	explain the reasons that led to the reversal of the partition of Bengal;		*	
	6.3.4	analyse the impact of reversal of Bengal Partition on the Muslims of the subcontinent;			*
6.4 Steps towards the Making of Pakistan	6.4.1	discuss the reasons that led to the formation of All India Muslim League;		*	
	6.4.2	discuss the importance of the following events for the Muslims of the subcontinent: <ul style="list-style-type: none"> • Morley-Minto Reforms 1909 • Lucknow Pact 1916 • Montague-Chelmsford Reforms 1916 • Nehru Report 1928 • Jinnah's 14 Points 1929 • Round Table Conference 1930 • Pakistan Resolution 1940. 		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
	6.4.3	explain the significance of the following events towards the making of Pakistan: <ul style="list-style-type: none"> • Cripps Mission 1942 • Quit India Movement 1942 • Cabinet Mission 1946 • 3rd June Plan 1947 • Indian Independence Act 1947; 		*	
6.5 Khilafat Movement	6.5.1	discuss the reasons behind the initiation of the Khilafat Movement in 1919;		*	
	6.5.2	explain the reasons that contributed towards the failure of Khilafat Movement;		*	
	6.5.3	evaluate whether Khilafat Movement was favourable or unfavourable for the Muslims of the subcontinent;			*
6.6 Personalities' Contribution in Pakistan Movement	6.6.1	describe the contributions of Sir Syed Ahmed Khan in education and politics;		*	
	6.6.2	describe the contributions of Nawab Abdul Latif towards education and politics;		*	
	6.6.3	evaluate the contributions of Hasan Ali Effendi in Pakistan movement as a founder of Sindh Madressa-tul-Islam;			*
	6.6.4	discuss the contributions of Allama Muhammad Iqbal in Pakistan Movement;		*	
	6.6.5	describe the contributions of Chaudhry Rehmat Ali in Pakistan Movement;		*	
	6.6.6	explain the role of Quaid-e-Azam Muhammad Ali Jinnah as the founder of Pakistan;		*	
	6.6.7	evaluate the role of Fatima Jinnah and Qazi Essa in Pakistan Movement;			*
	6.6.8	explain the role of Sir Aga Khan III in socio-political development of the Muslims of India.		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
7. Emergence of Pakistan	Students should be able to:				
7.1 Early Difficulties/ Problems for Pakistan after Independence	7.1.1	state the Boundary Commission decision in 1947;	*		
	7.1.2	explain the reasons behind issues related to Princely states (Kashmir, Junagadh, Manavadar and Hyderabad);		*	
	7.1.3	analyse how the division of assets between the newly created states of India and Pakistan were resolved;			*
	7.1.4	analyse the issues Pakistan confronted due to migration of Muslims from India to Pakistan;			*
7.2 Formative Phase of Pakistan 1947-58	7.2.1	discuss the following immediate problems faced by Pakistan just after its independence: <ul style="list-style-type: none"> • Boundary division • Division of financial and military assets • Refugee problems • Administrative problems • Problem of the national language • Kashmir issue • Canal Water Dispute • Princely states (Hyderabad, Junagarh) • Lack of trained personnel 		*	
	7.2.2	analyse Kashmir issue as a hindrance between the cordial relation between Pakistan and India;			*
	7.2.3	analyse the success of Pakistan in overcoming initial problems;			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
Students should be able to:					
7.3 Constitution Making	7.3.1	explain the need and importance of constitution for a state;		*	
	7.3.2	discuss the salient features of the Objectives Resolution 1949 with its significance;		*	
	7.3.3	discuss the reasons that led to the delay in constitution making during 1947-1956;		*	
	7.3.4	identify the salient features of 1956 Constitution;		*	
	7.3.5	discuss the reasons that led to the promulgation of Martial Law in 1958;		*	
7.4 Ayub Khan Era	7.4.1	discuss the reasons for Ayub Khan coming to power in 1958;		*	
	7.4.2	discuss the reforms introduced by Ayub Khan in agriculture, industries, settling of refugees, curriculum development and family laws;		*	
	7.4.3	analyse the impact of the reforms by Ayub Khan on the economy of the country;			*
	7.4.4	discuss the reasons behind the fall of Ayub Khan's regime (Ayub Khan resignation);		*	
7.5 Fall of East Pakistan	7.5.1	discuss the reasons behind the resentment of East Pakistan on West Pakistan. (unfairness in administration/ lack of political representation, armed forces and economic distribution);		*	
	7.5.2	discuss the Six Points of Mujib-ur-Rehman;		*	
	7.5.3	evaluate the major events that led to the fall of East Pakistan: <ul style="list-style-type: none"> • Elections of 1970, • Disinterest of government during the cyclones, • Rejection of six points, • War with India in 1971; 			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
Students should be able to:					
7.6 Zulfiqar Ali Bhutto Era	7.6.1	discuss the reasons behind Zulfiqar Ali Bhutto coming to power;		*	
	7.6.2	discuss the reforms introduced by Zulfiqar Ali Bhutto (agriculture, nationalisation of industries, ban on the use of brand name for pharmaceuticals, nationalisation of schools, compulsory primary education) and their impact on the country;		*	
	7.6.3	analyse Simla Agreement 1972 and its impact on Pakistan;			*
7.7 Zia-ul-Haq Era	7.7.1	discuss the reasons behind General Zia-ul-Haq taking over the country;		*	
	7.7.2	discuss the reforms introduced by Zia-ul-Haq (privatisation of industries, Islamisation) and their impact on Pakistan;		*	
	7.7.3	analyse the impact of refugee problems as a result of Afghan Jihad (drugs and arms supply, sectarianism, burden on resources and smuggling of goods) on the economy of Pakistan;			*

Scheme of Assessment

Grade IX

Table 1: Number of Student Learning Outcomes by Cognitive level

Topic No.	Topics	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
1.	Basis of History	3	1	4	2	7
2.	Art of Writing History in Relation to Hadith	1	0	3	1	4
3.	Civilisations of the Past	5	0	15	3	18
4.	Muslim Rulers in Subcontinent	3	1	9	1	11
Total			2	31	7	40
Percentage			5	77	18	100

Table 2: Exam Specification

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
1.	Basis of History	6	Total 3 Marks (1 CRQ)		9
2.	Art of Writing History in Relation to Hadith	7	Total 4 Marks (1 CRQ)		11
3.	Civilisations of the Past	12	Total 4 Marks (1 CRQ)	10 Marks Choose any ONE from TWO	26
4.	Muslim Rulers in Subcontinent	15	Total 4 Marks (1 CRQ)	10 Marks Choose any ONE from TWO	29
Total		40	15	20	75

Grade X

Table 3: Number of Student Learning Outcomes by Cognitive level

Topic No.	Topics	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
5.	The Decline of Muslim Rule	3	0	7	3	10
6.	The Pakistan Movement	6	0	17	4	21
7.	Emergence of Pakistan	7	1	16	8	25
Total			1	40	15	56
Percentage			2	71	27	100

Table 4: Exam Specification

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
5.	The Decline of Muslim Rule	6	Total 5 Marks (2 CRQs)		11
6.	The Pakistan Movement	17	Total 5 Marks (2 CRQ)	10 Marks Choose any ONE from TWO	32
7.	Emergence of Pakistan	17	Total 5 Marks (2 CRQ)	10 Marks Choose any ONE from TWO	32
Total		40	15	20	75

- Multiple Choice Question (MCQ) requires candidates to choose one best/ correct answer from four options for each question. Each MCQ carries ONE mark.
- Constructed Response Question (CRQ) requires students to respond with a short text (few phrases/ sentences), calculations or diagrams.
- Extended Response Question (ERQ) requires students to answer in a more descriptive form. The answer should be in paragraph form, with diagrams where needed, and address all parts of the question.

- Tables 1 and 3 indicate the number and nature of SLOs in each topic in grades IX and X respectively. This will serve as a guide in the construction of the examination paper. It also indicates that more emphasis has been given to the Understanding (77% in IX and 71% in X), Application and higher order skills (18% in IX and 27% in X) to discourage rote memorization. Tables 1 and 3, however, do not translate directly into marks.
- There will be two examinations, one at the end of grade IX and one at the end of grade X.
- In each grade, the theory paper will be of 3 hours and will consist of two parts: paper I and paper II.
- Paper I theory will consist of 40 compulsory, multiple choice items. These questions will involve four response options.
- Paper II theory will carry 35 marks and consist of a number of compulsory, structured questions and a number of extended response questions. Each extended response question will be presented in an either/ or form.
- All constructed response questions will be in a booklet which will also serve as an answer script.

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