

Pedagogical and Institutional Challenges in Teaching Pakistan Studies at BS Level: A Case Study of District Peshawar Postgraduate Colleges

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Abstract: *Pakistan Studies is a compulsory subject in undergraduate education which has a significant role to play in fostering national awareness, constitutional knowledge, civic consciousness, historical consciousness and social integration of students in the country. But at the BS level, the subject is very rarely able to escape from its didactic and memorization-focused treatment in the classroom, and yet it has a lot of potential as an interdisciplinary subject. The pedagogical and institutional problems of teaching Pakistan Studies at BS level in post-graduate colleges in District Peshawar have been discussed. The study will be a qualitative document based case study supplemented by research papers that are available online. It highlights problems of curriculum repetition, dominance of lectures in teaching, insufficient student involvement, low level of inquiry and discussion based teaching, assessment based on memorization, not enough teaching equipment, insufficient teachers training, insufficient teaching materials, dependence on the faculty member from outside the institution, and few subjects' objectives matching the teaching practice. The article suggests that the teaching of Pakistan Studies at the level of Bachelor should not be restricted to being taught as a historical and ideological subject, but should be expanded to be taught as an interdisciplinary subject, where history, politics, constitution, geography, economy and culture should be taught as an integrated whole, as well as citizenship, peace education, gender justice, regional diversity, and current public problems. The case of District Peshawar is important as the postgraduate colleges in the district cater to the students of various ethnic and religious communities and are part of a wider Higher Education System of KP. The article concludes that for meaningful reform, curriculum renewal, teacher professional development, resource improvement, student-centred pedagogy, critical civic learning and institutional support to the Pakistan Studies departments are needed.*

Keywords: Pakistan Studies, BS level, pedagogy, postgraduate colleges, District Peshawar, curriculum, civic education, higher education, institutional challenges

1. Introduction

Pakistan Studies enjoys a special status in the system of higher education in Pakistan. It's not just a date and event and leader and constitutional development and that's it. It should be an

interdisciplinary area and introduce to students the political, geographical, historical, cultural, social, constitutional, economical and ideological bases of Pakistan. The subject is even more significant at BS level where students are able to think critically about the issues that are pertinent to the country, and relate them to the contemporary issues like democratic participation, federalism, constitutionalism, social justice, peace, regional diversity, human rights, gender equality, climate issues, governance and Pakistan's role in the world. However, even though there are possibilities, Pakistan Studies is regarded by students as a compulsory paper to pass and a nontouchy subject, which we cannot nurture and grow their civic and analytical skills.

The pedagogical and institutional problems of teaching Pakistan Studies at BS level in postgraduate colleges in District Peshawar have been discussed. It's significant that the focus is on District Peshawar for several reasons. Peshawar, the provincial capital of Khyber Pakhtunkhwa, has a long history, cultural, political and educational background. It has post graduate colleges, which have students from both urban, semi-urban and rural backgrounds. A large number of students from various districts, linguistic backgrounds, socio-economic backgrounds and from varied prior schooling experiences. Hence, the teaching of Pakistan Studies in this context is not an ordinary academic affair, but rather an encounter with multiple identities, conflicting histories and narratives of the state, regional experiences, and democratic issues and national integration.

It has been emphasized in Pakistan Studies research that the subject is a repetition, has a less variety of pedagogy, and is poorly integrated into curriculum and is over reliant on lecture and memorization. According to Malik (2012) lecture is the most common teaching method in Pakistan Studies and there is a lack of using of inquiry, project work, discussion, maps and audio-visual aids. The same is true of Pakistan Studies, as students often find it dull to study and teachers are more of lecture takers than the ones engaging in activities, according to Iqbal, Haq and Akhlaq (2016). In the higher level, in a study by Mehboob, Khan and Reba (2019) found problems of quality and standards in the Pakistan Studies curriculum in KPK Province and Mehboob (2023) pointed out the weakness of vertical and horizontal alignment between intermediate and master levels of the Pakistan Studies curriculum. The results have clear implications for BS-level teaching where conceptual advancement, critical thinking and research-oriented learning are required.

There are didactic issues as well. Factors of institutional conditions also influence the teaching of Pakistan Studies. The administrative, financial, staffing and resource constraints are experienced in postgraduate colleges in KP. The quality of teaching is impacted by the school's size, faculty workload, qualified subject specialists, library facilities, access to digital media, seminar culture, research exposure and departmental support. Beyond these issues, the higher education system in Pakistan is grappling with other problems related to infrastructure, standards for education, pedagogical approaches and reform of examinations (Hui & Murtaza, 2021). The job insecurity, absence of departmental support, delayed salaries and intellectual alienation of visiting faculty in postgraduate colleges and universities also pose concern in KPK. Job security, no departmental support, delayed salary, intellectual alienation of visiting faculty in postgraduate colleges and universities are also concerns in KPK (Nawab & Owais,

2024). These institutional features have an impact on classroom motivation, continuity and academic quality, among others.

The main thesis of this article is that the BS level of Pakistan Studies must be rethought to be critical, interdisciplinary and student-centred. The topic is not to be limited to a repetition of secondary information, or to the memorization of political facts. Rather it should enable students to develop a sense of Pakistan as a complex society, having disparate regions, languages, histories, cultures, political movements, constitutional struggles, civic responsibilities and development challenges. This reform is particularly significant for District Peshawar postgraduate colleges as students are from an area where issues of identity, federalism, governance, peace, citizenship and region history have profound significance.

3. Research Objectives

This article's goals are:

1. To study the important pedagogical issues in teaching Pakistan Studies at the BS level in postgraduate colleges of District Peshawar.
2. To explore institutional factors that impact the teaching of Pakistan Studies at BS level.
3. To understand the impact of the repetition of curriculum, assessment methods, and the lack of resources on student engagement.
4. To make suggestions for the betterment of Pakistan Studies teaching in colleges of education at the postgraduate level of District Peshawar.

4. Research Questions

The purpose of this study is to answer the research questions listed below:

1. What are the pedagogical challenges in teaching Pakistan studies at the BS level in Peshawar's postgraduate colleges in District Peshawar?
2. What are the institutional barriers to be faced with the teaching of Pakistan studies at the BS level?
3. What is happening when curriculum structures and assessment practices impact students' interests and learning?
4. Are there any changes that need to be made in curriculum, classroom and institutional levels?

5. Methodology

The research method applied in this article is qualitative research with a case study method based on documents. Due to the absence of primary field-based data, the study has been largely

dependent on the available literature found online, which focused mainly on the Pakistan Studies curriculum, teaching methods, civic education, problems in higher education, and the studies pertaining to Khyber Pakhtunkhwa (KP) with a special focus on Peshawar. The case is presented with regard to the curriculum implementation, teaching and learning practices, institutional resources, and students' engagement in postgraduate colleges of Distt. Peshawar at the BS level with special focus on implementing curriculum and teaching-learning practices in postgraduate colleges of Distt. Peshawar.

The literature chosen was relevant to Pakistan studies, curriculum issues, pedagogy, civic education, peace education, quality of higher education and institutional issues in Pakistan and KP. The selected studies include Pakistan Studies-specific research by Malik (2012), Iqbal et al. (2016), Mehboob et al. (2019), Mehboob et al. (2021), Mehboob (2023), Mallah et al. (2024), Jamal et al. (2025), and Qadir and Sabeeha (2022). Other studies undertaken by various researchers on education and institutions at different levels (broader education) were also covered, which include Durrani & Dunne (2010), Durrani & Halai (2018), Afzal (2015), Hui & Murtaza (2021), Bukhari et al. (2024), Iqbal et al. (2023), and Nawab & Owais (2024).

The literature was organised into the main themes through thematic analysis: curriculum repetition, pedagogy based on lectures, rote assessment, the low quality of civic and peace education, constraints on resources, gaps in teacher training, institutional support, working conditions of teachers, and reform needs. The article does not purport to quote or report on individual interviews or survey responses of colleges. Instead it presents a research based analytical article which can be further enriched by field data obtained from BS students, Pakistan Studies teachers and Heads of department and college administrators of District Peshawar.

6. Literature Review

In the total context of Pakistan studies, this is its sixth unit. This is the sixth unit of Pakistan Studies as an interdisciplinary subject.

The students are expected to get knowledge of Pakistani history, ideology, geography, culture, political institutions, constitutional development, economy, foreign policy and social structure from Pakistan Studies. The subject is of interdisciplinary strength in principle. It can link the historical and political dimensions to the economic; geographical to the national integration, the constitutional to the citizenship; culture to the national integration. In the opinion of Mallah, Shaheen and Khan, SS and Pakistan Studies have ideological, social, cultural, political, constitutional, religious, national and international perspectives that can also support the building blocks of a democratic society, citizen education, peace efforts, tolerance, equality, and social justice. It means a proper teaching of Pakistan Studies can help in producing a wider civic awareness in the students of Pakistan.

But the interdisciplinary approach to the subject is not necessarily reflected in teaching practice. In many classrooms Pakistan Studies is usually presented as a lesson in history and even then history is presented in a rigid fashion. While discussing the curriculum of Pakistan Studies, Mehboob (2023) suggests that the curriculum should incorporate balanced attention

to economy, politics, history, geography, sociology, philosophy, languages and religions, but there is a lack of balance and alignment in the curriculum. This imbalance is a serious issue at the BS level since students are expected to learn to understand, rather than regurgitate basic facts.

One of the major problem areas in Pakistan studies is that of repetition of the content at different levels of education. Students learn themes similar to this at secondary, higher secondary, and higher education levels, such as the ideology of Pakistan, the Pakistan Movement, constitutional history, geography, natural resources, and national integration. These topics are relevant but need to be elaborated on gradually. Students should progress from factual information to analysis, debate, comparison, research and application at the BS level.

According to Mehboob (2023), it is found that the textbooks from the IX to university levels of Pakistan Studies include similar topics both vertically and horizontally, resulting in poor vertical and horizontal alignment. Vertical alignment refers to the linear sequence (simple to complex) in which the learning progresses. The content should relate to the related subjects and learning outcomes in a logical manner, and this is called horizontal alignment. As both are weak, students perceive that Pakistan Studies is dull and of no relevance. The problems of quality and standard are also pointed out in the MA level Pakistan Studies curriculum by Mehboob et al. (2019) in KP. Their results indicate that the design of the curriculum's aims, contents and assessment needs to be better specified.

This is of great concern, especially to BS-level postgraduate colleges in District Peshawar. The students enrolled in the BS program have already learned Pakistan Studies up to their previous stages of education. Students lose their interest when a BS course has the same content but doesn't present new questions, examples, readings, and research assignments. So, curriculum reform should be directed towards the progression. For instance, in addition to teaching the Pakistan Movement once again, BS students could discuss various interpretations of the movement in history. They do not need to know the dates of the constitutions but rather can compare the different constitutions of 1956, 1962, and 1973 in relation to federalism, parliamentary democracy, provincial autonomy, and civil-military relations. They will learn about water resources, climate vulnerability, urbanization and regional development rather than just about the physical features of the world.

The major pedagogical problem in Pakistan Studies is lecture-based teaching, which is quite prevalent in Pakistan. Lecture is not solely bad; good planning can lead to a well-presented lecture that helps to present complex ideas clearly. The difficulty lies with the only way you have to teach being lecture and students being passive listeners. According to Malik (2012) lecture was the key method used in teaching Pakistan Studies; inquiry, project, discussion, cooperative learning, maps and audio-visual aids were rarely utilized. The study also found that many teachers felt that memorisation of the taught concepts was the prime objective of teaching Pakistan Studies.

The same findings were found by Iqbal, Haq and Akhlaq (2016) who reported that students frequently find Pakistan Studies an uninteresting subject and teaching is mostly of lecture type. This issue is related to the assessment patterns. Exams that are based on memorization lead

students to learn to regurgitate the expected answers, and teachers to teach students what is expected. Consequently, the subject does not have a critical and civic purpose.

Rote learning is particularly debilitating at BS. Students in the BS programs should be educated about the analysis of sources, interpretation of arguments, comparison of opinions, and the use of concepts to address current issues. Debates, presentation, analysing documents, mapping, policy analysis, local history project activities and case studies in Pakistan Studies can easily aid such learning. Students at Peshawar might explore the history of Peshawar as an important trade and migration hub, or its relations with the Afghans, its connections with Sufi movements, colonial frontiers policies or modern urbanisation. They can analyse the impact of the constitutional debates on the Khyber Pakhtunkhwa and Merged Districts, Local Government, Language Politics and Provincial Autonomy. These activities can give a feeling of meaning to the subject.

Maps, timelines, photographs, documentaries, speeches, archival documents, constitutional documents, statistical data, newspapers, and digital are required in Pakistan Studies. However, many classes are still largely reliant on the traditional textbook and teacher notes. Many teachers observed by Malik (2012) did not use maps or other aids in teaching geographical location and conditions partly due to the lack of teaching aids. This is still the case at the BS level. Maps are essential to the understanding of the geography, borders, resources, regional distribution, trade routes, weather and strategic location. They lack understanding of the development of the constitution and/or political debates without resorting to primary documents. When it comes to history, if there's no visual and digital material, it's dry and abstract.

Technology is not sufficient, it can be used to enhance Pakistan Studies teaching. Teachers require instruction on the utilization of online resources, government archives, census information, maps, videos, learning management systems and digital presentations. In Pakistan the study on blended learning reveals that students might be positively swayed by technology, but the adoption of technology is blocked due to the absence of infrastructure, training, teacher support and access (Soomro et al., 2022). Digital inequality also needs to be taken into account in the context of the postgraduate colleges of District Peshawar. There may be instances when students do not have reliable Internet or computer access, or academic digital literacy. Hence, the support of the reform of digital should be backed up by the resource centres, libraries, computer labs and guided academic uses in the college level.

Citizenship education has close linkage with Pakistan Studies. It should enable pupils to learn about and appreciate their rights and responsibilities in the UK Constitution, democracy, the rule of law, the concept of federalism, local government, political participation, tolerance and social responsibility. But, studies indicate that the formal education system in Pakistan tends to have shortfall in practicing critical civic engagement. The political education of youth through learning in curriculum and institutional learning is found to be weak in the development of political literacy, democratic citizenship and youth participation argue Bukhari et al. (2024). Iqbal et al (2023) also highlight the need of civic education in Pakistan studies curriculum.

The subject of Pakistan Studies at BS level can be used as an effective platform for civic education by using discussion, case studies, constitutional analysis and community based learning. Students can study fundamental rights as enshrined in the Constitution of Pakistan, compare the government of the local governments, study the role of parliament and judiciary, study democratic transitions or study youth involvement in politics. In the absence of such discussion, however, due to fear of controversy or discipline problems, students are passive. According to Malik (2012) some teachers did not use discussion as they believed that it could lead to problems of discipline. This points to a more deeply-rooted pedagogical problem: it is necessary for teachers to be trained in how to lead respectful discussion, deal with disagreement, and relate civic issues to academic learning.

Peshawar students should also be taught regional/local contexts to their civic education. Academic discussion is possible about issues like provincial autonomy, the 18th amendment, reuniting the tribal districts, Afghan refugees, peace-building, local government, ethnic diversity, language and history of the borderlands. This discussion does not in any manner affect the unity of the nation but it enhances the country's unity as it makes the students aware of the diversity of the nation.

The concept of national identity formation is invariably associated with the subject of Pakistan Studies. This is normal since it is a subject on the creation, development and problems of Pakistan. But national identity education is problematic if it stifles critical thinking or is one-sided and has an unquestionable history. This study reveals that our curriculum and schooling has been involved in the construction of national identity through the relationship between religion and nation constructed by Durrani and Dunne (2010). In the government and elite schools, Afzal (2015) also addresses the attitude of the students on the influence of textbooks and ideology.

Students should not be taught at BS level to IMN (ideological opposition to nationalism), but critically and responsibly to learn the national identity with an inclusive attitude. Pride can be part of a mature national identity as can self-reflection. It can provide recognition of the sacrifices of the Pakistan Movement and at the same time can include discussion of constitutional crises, interruptions in democracy, ethnic issues, social inequalities and policy failures. In their research on Pakistan Studies textbooks being used in the schools of KPK (Qadir and Sabeeha, 2022), they highlight the need to review the curriculum and history. This is a reflection requirement because students at BS must be taught how to build, choose, highlight and interpret historical stories.

Understanding of critical thinking in Pakistan Studies does not imply a disrespect towards the country. It involves developing student's skills to ask questions based on evidence: What happened? Why did it happen? Who benefited? Who was excluded? What were the differences in the effect of policies on provinces? In what ways do the principles of the constitution apply to everyday life? What is the way forward for Pakistan to build a stronger democracy, peace and social justice? These questions gives the real colour to Pakistan Studies and make it strong in academic aspects.

Pakistan Studies can be instrumental in educating for peace as it involves with society, culture, constitutional rights, conflict, regional diversity and national integration. Mallah et al. (2024) state that democracy, citizenship, peace and tolerance can be promoted through the combination of Pakistan Studies and SS. Jamal, Shah and Mahnoor (2025) revealed that there was a lack of focus on peace education themes in the Pakistan Studies curriculum in teacher education and suggested that the curriculum needs to be revised to incorporate the themes of peace more equally. In addition, Durrani and Halai (2018) have also demonstrated that curriculum and teacher education reforms in Pakistan have gender justice, conflict and social cohesion implications.

The context of peace education is particularly important in the case of District Peshawar as it has experienced migration, conflict, militancy, border politics and social change in the past and now. For the BS students, peace should not only be considered as "no war" but peace should be envisioned as "justice, inclusion, tolerance, dialogue, constitutional order". Classroom activities relating to conflict resolution, interfaith harmony, ethnic diversity, gender respect, human rights and democratic culture can be included in Pakistan Studies. Case studies on constitutional issues, provincial movements, language issues, local peace and reconciliation initiatives can be used to foster responsible citizenship among teachers in Pakistan.

Pedagogy isn't something that takes place in isolation. The effective teaching of a motivated teacher is without institutional support. A number of structural issues in higher education in Pakistan make this a challenge, such as infrastructure problem, poor quality teaching styles, examination issues, resource scarcity, and quality assurance issues (Hui & Murtaza, 2021). At the post-graduate level these problems can manifest as inadequate classrooms, poor library, poor internet connection, lack of resources pertaining to one's subject, lack of permanent faculty, overworked faculty, and poor culture for research.

Nawab and Owais (2024) point out the challenging conditions of these visiting faculty in the higher education institutions of Khyber Pakhtunkhwa (KP) which includes post-graduate colleges and universities. Their study shows that they are not getting proper support from the department, delayed or low pay, access to institutional resources is limited and that the visiting teachers are under stress of the study. This is particularly significant for Pakistan Studies as there are a number of compulsory subjects that are often taken up by faculty who may not have institutional support. Lack of confidence, lack of support, lack of involvement in decision making around academics can negatively impact motivation and teaching quality.

The faculty support, professional development, stability of appointments, fair workload distribution, provision of resources and recognition of Pakistan Studies as a significant academic discipline as opposed to a rote learning compulsory subject should thus be considered as part of institutional reform.

7. Discussion and Analysis

7.1 Curriculum Content:

The first major finding is that the content of Pakistan Studies is wide but this is not always well planned for progressing learning at BS level. There are such similarities in relevant topics that students get to see them again and again which are: ideology of Pakistan, history, Pakistan movement, constitutional development, geography, resources and national integration. I think these topics are good, but they're too repetitive without the additional depth of analysis. Some of the same themes will be addressed at a higher level in the questions at BS level. For instance, Pakistan Movement can be imparted to students using the strategy of historiography, political mobilization, Muslim minority issues, constitutional negotiations, and regional approach. Comparative study of federalism, parliamentary system, civil liberties and institutional conflicts can be used as materials to cover constitutional development.

The curriculum should also be relevant to local and regional context, when progressing in District Peshawar post Graduate Colleges. Students should be aware about the importance of Khyber Pakhtunkhwa, political importance of Peshawar, experience of the frontier region, literary and cultural contributions of Pashtuns, Afghan-Pakistan relations and integration of merged districts in the context of Khyber Pakhtunkhwa's history. Without making links between national and local realities, the students might consider Pakistan Studies irrelevant, repetitive and faraway.

7.2 Teaching Remains Teacher-Centered

The second important finding is the teacher-centredness of the curriculum of teaching Pakistan Studies. Most of the teaching is done with the lecture method because it is convenient, time saving and conforms to the expectations of the exams. This approach is restrictive, however, of students participating. Pupils hear and make notes, recall and repeat the answer during exams. This kind of instruction does not foster critical thinking, civic thinking or oral communication.

In Pakistan Studies BS level courses should provide with several pedagogies. Constitutional, democratic, federalism and citizenship issues can be discussed. Local history/cultural diversity/community problems can be used as project work. Presentations can help to develop confidence and research skills. Geographical knowledge could be enhanced by using map work. Speeches, constitutional articles, census, policy papers and newspaper reports can all be used to make sense of by using the method of source analysis. It is possible for students to learn respectful disagreement through a discussion. Use of group work can aid students in learning various perspectives.

These approaches may be undesirable for teachers for a number of reasons: class size, time constraints, teacher training, teacher fear of controversy, and push to cover the syllabus. Pedagogical reform must thus be backed and supported by institutions, apart from the motivation of the teachers.

7.3 Assessment Encourages Memorization

The third very important finding is that assessment practices have a significant impact on teaching and learning. When examination questions are of the conventional type, students

respond to the conventional type of questions. Students do not analyse when marking for length and memoration. Many Pakistan Studies papers contain questions which are repeated from the guidebooks and notes and which can be answered by referring to those. This helps students to view it as a 'things-to-do' rather than an 'intellectual field'.

Assessment at BS level should be made up of: analytical essays, short reflective response, source-based questions, presentations, book reviews, policy briefs, map exercises, and research assignment. Rather than the question: "Write a note on the 1973 Constitution" the question should read: "Analyze the 1973 Constitution with respect to federalism and provincial autonomy. Teachers can ask, "How has the concept of ideology been interpreted in different phase of the history of Pakistan?" instead of asking "Discuss the ideology of Pakistan"? These questions need to be known and understood as well as memorized.

If properly used, continuous assessment under the semester systems can be a means to enhance learning. But when Internal assessment is just attendance or short quizzes or copying of work, it is not a change in learning. Teachers require training on rubric-based assessment, awareness for plagiarism, feedback and research-based assignments.

7.4 Students lack interest

Another significant finding is that students are not motivated as they are unaware of the relevance of Pakistan Studies in their degree programmes and future professions. Some B.S. (Science, Commerce, Computer Science, English, Economics, Psychology or other subjects) students may feel that Pakistan Studies is not related to their major field. Such perception deepens with the teaching of the subject with old notes and repetition of facts.

This challenge could be overcome by the teachers by associating Pakistan Studies with the students' disciplines. In science higher education students, topics like Water Resources, Climate Change and Energy policy can be added to the curriculum of scientific development in Pakistan. Teachers can have discussion with students of commerce and economics regarding economic planning, CPEC, taxation, regional development and poverty. Topics can be used for English and social sciences students including the study of national narratives, language politics, media, identity and citizenship. Discussions can be had about digital governance, cyber policy, e-governance and misinformation for computer science students. This interdisciplinary link can bring subject relevance.

The fifth main result is that, teacher training for Pakistan Studies is an area which requires attention. While many teachers are trained in history, political science, Pakistan Studies or education, they may not have ongoing professional development in modern teaching methods and assessments, in the use of new technologies, in the interpretation of the curriculum and in conducting sensitive classroom discussions. It is more than just subject knowledge that is needed for the teaching of Pakistan Studies. It demands the skills of debating sensitive questions, thinking critically, catering for difference and relating the past with present day.

The professional development workshops should emphasize teaching through activities, project-based learning, analysis of sources, utilizing maps and digital archives, designing

assessments, civic education, peace education and inclusive discussions. Teachers should also be encouraged to carry out research and research practices in their classes, and to exchange teaching practices among colleges. District level Pakistan Studies teacher forums can be established, at which teachers of Peshawar postgraduate colleges can share lesson plan, resources and models of assessment.

7.5. Limited institutional resources

The sixth major finding is that the resources of the institutions have an impact on the teaching of Pakistan Studies. While many colleges might have a library, it may not be the library with the updated books, journals, online subscription, maps, projectors, archives, subject specific material, etc. Constitution of Pakistan, policies, atlases, historical maps, documentaries, speeches, census, economic surveys, and up to date sources of current affairs should be available in Pakistan Studies classrooms. If these are not included, the subject is still based in the book.

Small Resource corners for Pakistan Studies in post-graduate colleges' library should be set up. Books on History of Pakistan, Constitutional law, Political economy, History of KP, Culture, geography, Foreign policy and current affairs are all examples. Digital folders can be created using documents that are open access, official, and research articles. These materials can be used in a responsible manner and teachers can help students with that.

7.6 Visiting Faculty and Staffing Issues

The seventh key finding is that staffing arrangements have an impact on the quality of education. Continuity is problematic in the case of Pakistan Studies where it is being taught by the visiting faculty or teachers on short-term contracts. Though visiting faculty may also be committed to teaching, their long-term plans to academic activities, their project supervision, seminars and also their contribution to curriculum improvement may be curtailed by the sense of institutional insecurity. The study by Nawab and Owais (2024) reveals that there is lack of support, delayed payment, limited access to resources, and psychological stress among the visiting faculty of Khyber Pakhtunkhwa. There is a need to pay attention to this issue from the policy perspective.

The competent and supported faculty should teach Pakistan Studies at BS level. Avoid having it as a small required course on which anyone may teach. Wherever possible, subject specialists should be recruited and visiting faculty should be properly oriented, paid, provided access to library, office space, and integrated in planning of the department.

7.8 Civic and Peace Education

The eighth major finding is that, there should be greater contribution of Pakistan Studies in the domain of civic and peace education. The students should not only learn about the state, they should be taught how they can be responsible citizens. This encompasses the concept of rights and responsibilities, tolerance, democratic engagement, constitution and peaceful co-existence. In Pakistan, formal school education has few spaces for critical engagement with politics as

posited by Bukhari et al. (2024). Jamal et al. (2025) concluded that there is a need to give more emphasis to peace education themes in Pakistan Studies curriculum. The link between curriculum, gender justice, conflict and social cohesion is also put forward by Durrani and Halai (2018).

In Peshawar post graduate colleges civic education and peace education can be imparted on local examples. Students may share their opinions about the importance of youth in peacebuilding, community life, community services, and interethnic harmony, and disaster response, and constitutional rights, and local government. Classroom activities should foster a dialogue and not indoctrination. Learners should be taught to argue and debate with respect and provide evidence to support their argument.

8. Recommendations

8.1 Curriculum reforms

There should be no repetition in the BS level Pakistan Studies curriculum, rather it should be progressive. Content should flow from a basic facts to an analysis, debate and application. History of KP, Khyber Pakhtunkhwa Society, economic development, local government, federalism, human rights, Khyber Pakhtunkhwa regional diversity, media, peace education, and climate change are expected to be part of the topics. The curriculum should have clearly defined learning outcomes within the knowledge, skills, values and civic responsibility.

8.2 Student-Centered Pedagogy

The following techniques should be employed by teachers: discussion, presentation, group work, project based learning, map activities, source analysis, debate and case studies. Lecture is to be one method not only method. In order to encourage students to relate the studies of Pakistan with the issues of the society and their own subjects.

8.3 Assessment Reform

There should not be too much rote learning in assessment. Analytical and application based questions, source based questions should be included in exams. Internal assessment should be comprised of presentations, reflective writing, book reviews, policy briefs, local history project, participation. Rubrics should be used for evaluating student work.

8.4 Teacher Professional Development

Teachers of Pakistan Studies should regularly be trained in the post graduate college of their district, Peshawar. The training needs to be oriented towards current pedagogical approaches, the use of digital tools, designing assessment systems, civic and peace education, inclusive classrooms, and classroom research. Teacher networks to share resources and best practices should be established.

8.5 Resource Development

Modern books, maps, projectors, internet and digital archives and Pakistan Studies corners should be provided in colleges. Students should be encouraged to refer to online research articles, the Constitution, official reports and reliable data sources. Libraries should be able to facilitate interdisciplinary learning.

Institutional recognition, manageable working load and seminars, workshops and research support should be provided to Pakistan Studies faculty. Visiting faculty must be compensated promptly, provided with necessary resources and be a part of the academic planning process. Quality teaching is essential with stable staffing.

8.7 Localizing Pakistan Studies

District Peshawar is historically and culturally rich with rich history. Teachers should relate national issues with local issues of Peshawar and KP. Subject matter can be made more relevant to students from a local history and culture, regional culture, Afghan-Pakistan relations, merged districts and peace building perspective.

9. Conclusion

Pakistan Studies at the BS Level can be one of the most significant subjects in the undergraduate programs. It can generate historical awareness, a knowledge of the constitution, civic responsibility, national integration, critical thinking, peace values and appreciation of diversity. The potential is however undermined by repetition of the curriculum, teaching that is largely lecture based, assessment by rote, poor provision of teaching equipment, poor teacher training, inadequate institutional resources and staffing problems.

However, in District Peshawar, the challenges can't be taken lightly in post graduate colleges as the students are diverse and the area is historically and politically important. Pakistan Studies shouldn't be considered a standard routine compulsory paper. It should be created as an interdisciplinary and critical discipline, that is, one that relates the past to today's world. Reform needs to happen at a three level approach: Curriculum; Classroom; Institution. Curriculum needs to be revised and linked up. Instruction in classrooms should be turned into student-centered and enquiry-based teaching. Schools must supply materials and coaching for teachers, teacher training, and stable faculty.

Whether the colleges can transform the subject from "recalling" to "understanding", "listening" to "investigating" and "repeating" to "relevance" is the key to the future of Pakistan Studies. With proper teaching, BS students can become informed, thought-provoking, tolerant and responsible citizens of Pakistan, equipped with knowledge of its triumphs and tribulations.

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