



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

celebrating 10 years

high achievers Awards 2013

October 31, 2013

Investing in Knowledge
Inventing the Future

Celebrating 10 Years

President's Message

Today is a special occasion, a day of celebrating two important milestones – one in the life of our SSC and HSSC high achievers, and another for the successful completion of 10 years of Aga Khan University Examination Board.

It is a day of mutual success, which has become possible because of our partnership with you – you as a teacher, a parent, an alumnus, an affiliated school, an organization – a partnership towards a new, progressive vision for higher quality standards. As a partner, you have played a significant role in preparing these high achievers for success in school and life. And the success of our candidates is, in itself, an accomplishment for the AKU Examination Board.

Every child is born with unique capacities and talents. So what does it take to develop those capacities and talents? What does it take to prepare a generation of thinkers who can address the challenges our country faces in every sector of life? What does it take to create longer-term impact through an education that seeks to develop leaders to help solve these problems?

It takes providing the conditions to help build on natural talents and learning abilities. It takes continuous investment in teachers and other resources associated with learning. It takes building bridges to fill the gaps between the problems we face and educating people who are well equipped to find creative solutions to invent a future for Pakistan.

AKU Examination Board was set up with a mission to create capacity to help fill those gaps through effective educational assessment to ensure maintenance of standards. The Board has grown in less than ten years through the scope of its testing and evaluation work. We began by offering secondary and higher secondary school qualifications, which were quickly followed by our very popular Middle School Assessment Framework. We have introduced new subjects at the secondary and the higher secondary school level, conducted baseline studies, produced



research tools and contributed to a national B.Ed. program. We now offer large-scale assessment services to other educational organizations and universities thus contributing to the improved quality of educational programmes in the country. I am pleased that AKU Examination Board is creating an impact in the society through quality education as envisioned by the Aga Khan University: by providing learners with the knowledge, skills and competencies that can help them understand the world around them.

In the years to come, we look forward to seeing a greater impact of AKU-EB's quality assessments on the education sector in Pakistan.

I hope you enjoy today's Awards ceremony as we celebrate our High Achievers.

Firoz Rasul

Where the

Alumni are

Every year, AKU-EB's alumni secure admissions into renowned colleges and universities across Pakistan and abroad pursuing diverse disciplines. We find this out through an annual survey in which our alumni and their family members participate enthusiastically.

It is our pleasure to share the results of this year's annual University Destination Survey 2012-13. Many thanks to all of our alumni and parents for their participation and valuable feedback.

Conducted via telephone and emails, the Survey reflected the impact of AKU-EB's mission through the success of its alumni, endorsing the growing currency, popularity and value of its Certificates in Pakistan and abroad.

AKU-EB was able to reach 81.5 per cent of the total HSSC Part II cohort graduating in 2012. Of these, 86 per cent candidates gained admissions into the institutions of higher education among which 3.32 per cent were those gaining admissions abroad.

Some of the international universities where our alumni have gone to include:

United States: University of Houston; University of Texas; Mount Holyoke College; Philadelphia University; Loyola University, Chicago; DePaul University, Chicago

Canada: University of Toronto; University of Alberta; University of Regina; University of Windsor; Memorial University; Carleton University; Simon Fraser University; International College of Manitoba

Australia: Charles Sturt University; University of Western Sydney; University of Ballarat at AMI Melbourne

China: Liaoning University of Engineering & Technology; Shenyang Aerospace University; University of International Business and Economics; China Medical University; Jiangsu University of Science and Technology; Chang'an University; Chongqing Medical University

UK/Scotland: University of Highlands and Islands, Scotland; University of Huddersfield, UK; Hertfordshire University, and more.

AKU-EB's alumni are known for their conceptual understanding of subjects as well as for the soft skill set they bring to the universities such as leadership, communication and team work. They are known to perform well against competition both nationally and internationally.

Meet Aleena Khan

B.A. Honours in Criminology, University of Toronto

4 Year Bachelor's Programme

"I always dreamt about studying abroad, experience new things and learn through the different teaching methods that foreign universities applied. So I always worked hard to maintain my grades and chose AKU-EB owing to its fair marking and excellent teaching techniques. I was extremely excited when I was accepted at the University of Toronto, Canada, considered among the top 20 universities in the world and number one in Canada.

"I find the study pattern here to be very similar to how it was with AKU-EB. Everything is thorough and concept based and tests are all based on MCQs and CRQs so there are no short cuts. We are given essay assignments with a word limit and we can't plagiarize. We have to do a lot of research, too especially in the field I am pursuing i.e. Criminology."



We feel proud of our alumni who were so articulate and confident in communicating their experience and expectations with AKU-EB. The highlight of the Survey was a common theme that almost 90 per cent of the alumni talked about: AKU-EB's help in instilling the skills necessary to be successful at the higher education level. Among these skills, 45 per cent listed communication, presentation and research skills with a habit of independent learning to be at the top.

The Survey was simultaneously supported by a supplementary poll on Facebook which revealed interesting AKU-EB brand personality traits with 232 friends voting highest for traits such as Innovative and Forward Thinker, Efficient and Organised, and Reliable.

Fast Survey Facts:

- 86% of those who participated in the Survey gained admissions to universities including 3.32% gaining admissions abroad
- Admissions in 180 top institutions in Pakistan; an increase of 35 institutions from last year
- Candidates studying in 48 top universities abroad in different countries
- 6.7% of the survey participants received scholarships including those granted by universities abroad as well as those selected for Youth Exchange & Study (YES) Programme

Meet Hafsa Jawed

MBBS, Dow University of Health Sciences

5 Year Bachelor's Programme

"Life at Dow is challenging. But I find myself fitting in the demands of busy schedules in the medical environment. The hardworking seniors and the charm of successful doctors serve as

a motivation. I have become a part of this institute where we joke around in medical terms and observe each other's hands to see whose veins are good enough for an IV puncture."



Meet Shehzad Ali

BA-LLB, Lahore University of Management Sciences (LUMS)

5 Year Bachelor's Programme

Core Courses: Major: LLB; Minor: Economics

“I am so proud to be a National Outreach Programme Scholar at LUMS who received a 100 per cent merit-based scholarship to pursue BA-LLB. One of my biggest accomplishments at LUMS so far is the findings of a second year class project I did with two other team members which saved up to 1.5 Million Rupees per month in electricity costs at LUMS. The project has been in implementation at the University since the last quarter of 2012. The best part was that we had taken the initiative to work on this project under the Operations Management Course in the stream of Decision Science and it worked well.”

“Shehzad is a very dedicated student with a passion for learning and trying out new

things. He was well prepared for studies at LUMS. I am impressed by his attention to detail in projects. I would rate his creativity and team performance very highly which strongly contributed to an excellent performance in a group project in my class. The findings of that project were implemented at LUMS and resulted in savings of more than a million every month in operational costs. This achievement was published in the campus newsletter as well as in student research project section of annual research report.”

**Naiman Jalil, PhD, Assistant Professor
Lahore University of Management
Sciences, Lahore**



Meet Syeda Jaisha

Business Administration, Institute of Business Administration

4 Year Bachelor's Programme

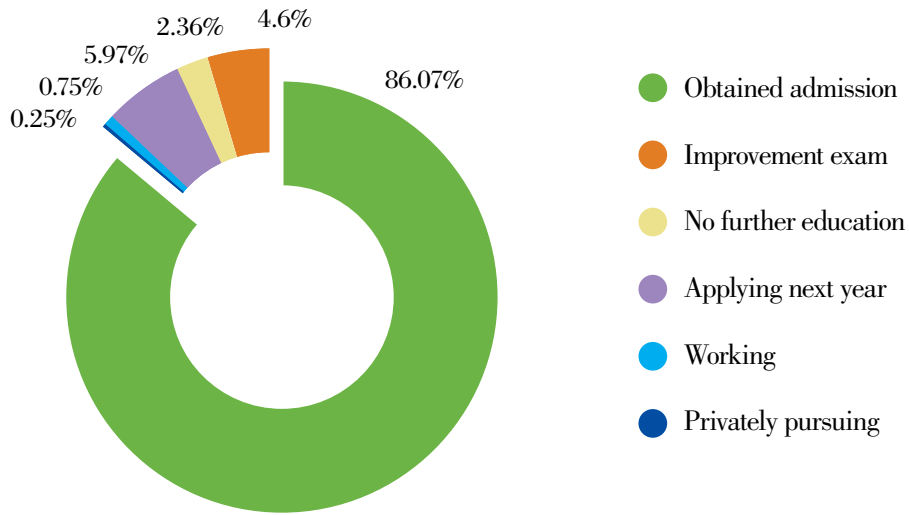
“My academic training at AKU-EB enabled me to secure admissions at top-ranking institutions in Pakistan as well as abroad without spending any resources on aptitude tests’ preparation. But I chose to pursue Bachelors in Business Administration on 75 per cent scholarship from Institute of Business Administration, Karachi.

“Studying at one of the oldest and prestigious business schools is an accomplishment itself. Here, I am exposed to a highly competitive learning environment which requires a grip

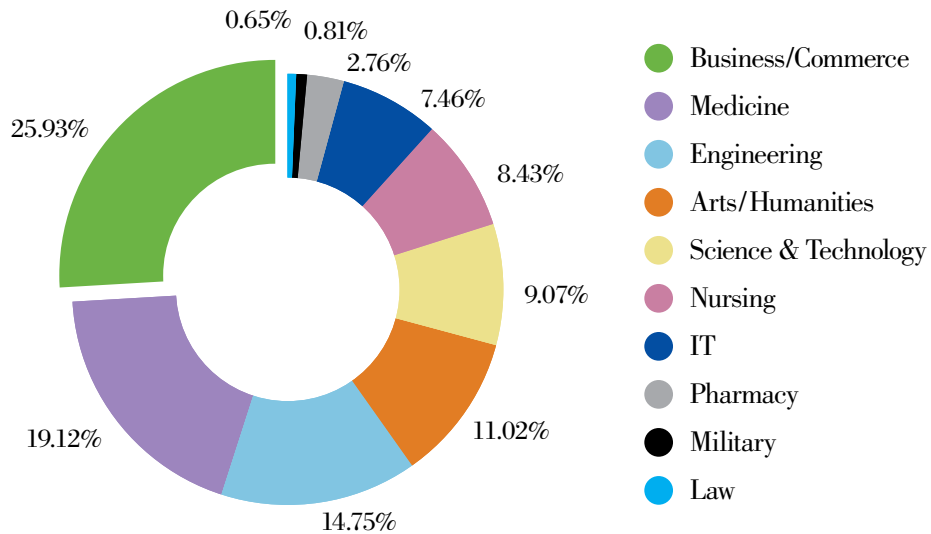
on the concepts as well as a balance between academic and extra-curricular activities. I find myself very compatible with these standards. After being done with first exams of the semester, I feel more confident about making my presence known at IBA in the next four years.”



University Destination Survey 2012-13



Percentage of Placements in Disciplines



Story of AKU-EB as Shared by Dr Camer Vellani

“The lever that guides learning

and intellectual development is **rational assessment** . . .

Dr Camer Vellani – Chair of the Aga Khan University’s task force that led to the establishment of the Aga Khan University Examination Board – shares what did it take to establish the Board and what did it mean for education sector in Pakistan.

The story of AKU-EB cannot be completed without Dr Camer Vellani whose relentless efforts in establishing the Examination Board and its assessment philosophy helped us get where we are today – celebrating 10 years of our mission. Dr Camer Vellani is currently serving as the Distinguished University Professor Emeritus at the Aga Khan University, member of the Board of Directors of AKU-EB as well as the Advisory Committee.

Please tell us something about your professional and academic background and your association with AKU?

“I was fortunate to have a good nurturing environment in childhood. After completing secondary school from Karachi Grammar School in 1953, I was admitted to the University of Wales, School of Medicine and graduated in 1960. After post-graduate training in Medicine, Respiratory Diseases and Cardiology I returned to Pakistan in 1966. Unfortunately, at that time, doctors were needed but there were no jobs in West Pakistan and I was ineligible for vacancies in East Pakistan. I was lucky to get a job at Seventh Day Adventist Hospital in Karachi as a locum consultant physician for 10 months. I was keen to do research and so returned



to Britain where I got the opportunity at University of Edinburgh to work for a doctorate degree in the Departments of Medicine and Medical Physics. I returned after MD and more experience in 1975 and was fortunate to be appointed Assistant Professor at Dow Medical College.

“By November 1979, the “Aga Khan Hospital and Medical College” project was being conceptualized. I was taken on board with the commissioning team to assist in the development of the Medical College.

“I have been very fortunate to have worked in institutions and be involved in planning academic programs, and especially honoured to have served as Rector of the Aga Khan University.”

While being engaged with AKU at different levels, what was the scenario in the education system in general? What did you see as the biggest problems in the sector?

“Through the years, it became clear to me that education in Pakistan was in a rut and couldn’t come out of that rut; it was basically stuck. The most powerful contributor to this state was the examination system. The certification examinations for school and medical education examined reproduction of textbooks and not the substance of knowledge. And the textbooks, especially for schools, were not always accurate but that’s what children had to learn and reproduce otherwise they wouldn’t get the marks required for a certificate. Malpractice, cheating and unfair means were employed widely to get the scores – scores mattered – as if they really conveyed useful information about an individual’s ability, character, performance and civility or anything. What mattered was the certificate to get a job or admission to higher education – the stakes were very high.”

What is the role of assessment in planned education and in the rational development of one’s abilities?

“Planned education has a lot of potential, particularly in early childhood. But what does an education system actually mean? Is it really assisting the whole process of human intellectual development? Is it really nurturing the growth of all sorts of abilities and talents? Is it just knowledge that’s important? And who decides what knowledge? And why should one

have that knowledge? There has to be some rationale somewhere.

“Besides the curriculum, students learn many other things in the process, so the way learning occurs matters. And the lever that guides learning and intellectual development is assessment that makes sense and can test the reasoning and thinking abilities of a student. So if you have rational assessment then educational development will also be rational.”

With an International Examination Board already operating alongside many Public Sector Boards, what was the need to have one more examination board in Pakistan?

“Affordability and contextual considerations of operation, including development of teachers and assessors to guide improvement of education widely in Pakistan, drive AKU-EB in ways that are not possible for the international examination board. In addition, preparation and presentation for the international board examinations are very expensive and so available only to the more affluent of the society. AKU-EB’s goal is to improve access to quality education across Pakistan including students with lesser means who deserve equal opportunity to develop their learning abilities. The fact that the Board provides quality and rational examinations based on Pakistan’s national curriculum is what sets it apart from other boards in the country.”

One hundred and fifty schools and colleges across Pakistan have adopted AKU-EB’s assessment system.

How is AKU-EB different from other Boards?

“It’s the breadth of learning; the freedom to explore and question for which one requires thought and understanding. It is the stimulus to critical thinking and the opportunity to acquire knowledge through inquiry. It is striving to instill conceptual understanding.

“AKU-EB strongly rejected rote learning and reproduction of just required facts to get scores. Fact is not knowledge; knowledge is information that you understand and apply. AKU-EB was established to guide the teachers to strive for better understanding of concepts for themselves as well as for their students. It rejected ramming information into minds and encouraged assistance in developing knowledge that could be applied. So the teachers also had to start learning differently along with the students. The Board provided opportunities for teacher development through custom designed or need-based workshops. And now through the Middle School Assessment Framework, which has provided the opportunity for a longer lead time to certification, broader education and better understanding of communities and facts can be acquired rationally by both students and teachers.”

How did the philosophy of rational assessment help address the problems in teaching and learning?

“The nature of the question papers. AKU-EB introduced space limited, understanding-based questions which solve the problem of rote learned answers with no understanding; the practical examinations which aid application of concepts; the listening exams that help improvement of language and comprehension skills. And then participation in other activities and interactions stimulated in schools also have their effect on broadening education, which is a very important objective.

“AKU-EB has set a very strict standard to ensure transparency at all levels. The issues of unfair means and malpractice were dealt with the use of technology. For written responses, e-marking allows no room for bias since a candidate’s response remains completely anonymous, identified only through a bar code. So when you don’t know whose paper you are checking, you won’t be able to impact results through unfair means. Also, each response is scored by 5-6 pairs of eyes and then by a senior examiner who monitors any abnormal trends in marking of each response.

Then the School Performance Reports that are generated out of these results help the schools to further improve their teaching and student learning outcomes from year to year.”

How do you feel about the progress of EB as it celebrates the 10 years of its mission? Do you think it has achieved what it was initially set up for?

“I am very pleased with the progress. Led by Dr. Thomas Christie’s expertise in educational assessment, the dedicated effort of sound leaders and staff of EB has achieved much more than expected. The Board’s mainline service of educational assessment has certainly initiated change in the education sector. Improvement in examinations and education was the reason for establishment of the Board. And because of that there has been unanticipated additional progress in testing and assessment that has expanded the scope of its expertise further. It was fully expected that the students would be better prepared for higher education. That has certainly happened. Students realize it, alumni have reported it, and higher education institutions where they are studying have also endorsed it.

“We expect that AKU-EB will continue to maintain its quality and will grow to enhance its impact widely for the benefit of the society.”

AKU-EB is the 1st and only Board in the country with an innovative e-Marking facility, also 1st in South Asia and 4th in the world.

Learning Beyond the Classroom

Middle School Assessment Framework

According to John Holt (1969), a child learns better outside the classroom and on her own. When children are given the opportunity to use all of their faculties to explore freely, they learn the best. Middle School is especially the time when children are excited about learning new things so the classroom environment should be such that children enjoy learning.

Project Portfolio, one of the programmes in AKU-EB's Middle School Assessment Framework (MSAF), has been designed keeping in view the same philosophy of education. In the programme, children work in groups to complete four projects in an academic year. The classroom is no more teacher-fronted; in fact, teachers are co-researchers. They facilitate children in their field explorations, library research and internet search while they themselves discover new ideas in the process. On the completion of four projects, the students make a portfolio of their project work to present at the end of the year. The significant thing about project work is that the process of investigation is as important as the finished product. Children keep a record of all their rough work to show how they reached the conclusion of each project. Each project demands that students work on several of their life skills like critical

thinking, problem-solving, ethical awareness, Information Communication Technology skills, research and presentation.

In project work, the topics are not only relevant to the curriculum objectives but are also locally and globally applicable. The topics such as saving energy, environment, recycling, identification of cultural stereotypes and biases in literature and media, social networking, saving and investment, etc. engage students in thinking, investigating and active learning with a spirit of social responsibility.

Our country needs critical thinkers and socially active individuals to bring about positive changes in our society. And AKU-EB's MSAF is geared exactly toward the same goal by providing support to school-based and formative assessment systems which are crucial in developing the thinking minds. AKU-EB moderates the assessments made by teachers who also share their experiences with peers while identifying and adopting each other's best practices.

To learn more: <http://examinationboard.aku.edu/ourqualifications/middleschool>

MSAF is self-contained and can be taken either independently or as part of other AKU-EB qualifications.

MSAF offers two assessment modes: Project Portfolio and Progress Tests. Schools may opt for either or both of the assessment modes.



Extending the Benefits of Rational Assessments

to the Wider Community

Being a pioneer in establishing process-oriented and research-led assessment practices in Pakistan, AKU-EB is proud of the trust shown in its expertise in the field of educational assessment and measurement. It has been consistently approached by professional organisations, financial institutions, government and donor agencies, universities and other educational institutions to provide assessment consultancy services at different levels.

Services to these partners are custom designed to meet their requirements. These services include, but are not limited to, Baseline Studies*; professional development trainings for staff in testing and assessment; design and construction of test papers; e-marking of candidates' scripts; providing statistical analysis and reporting of candidates' performance; mid-term evaluations and end-line reports and more. Our assessment reports serve as a guideline for these institutions and can be utilized to help improve the quality of teaching and learning in the classrooms as well as to help stakeholders in planning interventions aimed at improving educational standards.

AKU-EB was recently commissioned by Pakistan Teacher Training Project (PTTP) on behalf of Higher Education Commission of Pakistan to oversee the development of a three credit course on assessment and measurement to equip prospective teachers with effective assessment practices at elementary school level. The course will be taught in the final year of the new Bachelors of Education Programme already implemented in 19 universities in Pakistan.

Its most recent commission was to design a formative school based assessment system to capitalise upon the grades 1 to 4 question banks developed by Khyber Puhktunkwa's Provincial Educational Assessment Centre.

**In the education sector, a Baseline Study analyses the current level and characteristics of knowledge in a group of students or teachers. The Study helps identify specific needs of the group before a particular program or initiative is implemented to address those needs.*

This year, we will have assessed almost a million student scripts for partners other than schools and colleges.

AKU-EB is also the only Board in Pakistan which provides performance feedback reports to a range of partners to help improve their teaching, learning and assessment practices.



New Subject Introductions:

Increasing the Breadth of Knowledge

“I learned to appreciate literature while studying Literature in English as an additional subject in which I studied literature from around the world. The most rewarding experience came in those moments when I felt that the author had communicated something personally to me. Such moments helped improve my personal appreciation for different point of views. I’ve started to see literature as a collective struggle to understand our lives,” said Sumaiya Rana, from Civilizations Public School.

In today’s competitive world, the breadth of knowledge is as important as the depth of knowledge and its application. With the goal of preparing our candidates to take on the challenges our country faces in the 21st century, AKU-EB continues to augment its additional subject offerings at the secondary and higher secondary school level.

AKU-EB students may opt for these subjects in addition to their group qualification subjects to broaden their learning and be better prepared for higher education. Literature in English, Commercial Geography, Business Studies, Additional Mathematics, Environmental Studies and Principles of Accounting are some of the new additional subjects introduced by the Board.

The Principles of Accounting syllabus

introduced at the SSC Level in 2013 aims to provide a base for higher level of learning in the field of accounting. This subject also facilitates the students to embark upon accounting concepts with better understanding and confidence when they reach the HSSC level, where the major international accounting body, the ACCA, gives course exemption to AKU-EB candidates.

To help extend the breadth of career choices and to cater to interests and aspirations of its candidates, AKU-EB offers a choice of subjects at both SSC and HSSC levels. Learn more:

<http://examinationboard.aku.edu/forstudents/syllabuses>

“It is quite heartening to see the excellent progress that the AKU-EB has made in conjunction with its affiliated schools. We are also very proud of our affiliation with AKU-EB. We are in the process of designing workshops to equip our teachers to teach prescribed courses effectively.”

**Shamim Khan,
Principal, Aitchison
College, Lahore**



High Achievers Awards

2013

Every year, AKU-EB celebrates High Achievers Awards to mark the academic excellence of its candidates in SSC and HSSC across Pakistan including Sindh, Khyber Pakhtunkhwa, Punjab, Gilgit Baltistan and Balochistan. The 2013 Awards are conferred to acknowledge the extraordinary performers in the following categories:

Overall Top Positions in Pakistan – SSC

Top Three

1st	Rutaba Nadeem	ETN High School, Karachi
2nd	Marium Zehra	Al-Murtaza School (Girls), Karachi
2nd	Mehdia Nadeem Rajab Ali	Al-Murtaza School (Girls), Karachi
3rd	Khizra Fatima	Al-Murtaza School (Girls), Karachi

Humanities Group

1st	Muneeba Hamid	Habib Girls' Higher Secondary School, Karachi
2nd	Fatima Muhammad Saleem	Habib Girls' Higher Secondary School, Karachi
3rd	Ali Asgher	Ghulaman-e-Abbas School, Karachi

Science Group

1st	Rutaba Nadeem	ETN High School, Karachi
2nd	Ali Salman	H.H Prince Aga Khan Higher Secondary School, Hyderabad
2nd	Abiha Zehra Rizvi	Habib Girls' Higher Secondary School, Karachi
3rd	Muhammad Salman Noorani	Al-Murtaza School (Boys), Karachi

Best Subject Results Province-wise – SSC Part I

Sindh

1.	Aadarsh Kumar Roopeja	School of Excellence, Sukkur	Ethics
2.	Alifiya Aamir	Habib Girls' Higher Secondary School, Karachi	Physics
3.	Amna Rizwan	Habib Girls' Higher Secondary School, Karachi	Economics
4.	Arshiya Imran	ETN High School, Karachi	Urdu Compulsory
5.	Arshmah Siddiqui	P.E.C.H.S. Girls' School, Karachi	Mathematics
6.	Asma Latif	IBA Community College, Naushahro Feroze	Urdu Aasan

7.	Fatima Durrani	The Mama Parsi Girls' Secondary School, Karachi	English Compulsory
8.	Hiba Khalid	P.E.C.H.S. Girls' School, Karachi	Urdu Compulsory
9.	Hiba Khalid	P.E.C.H.S. Girls' School, Karachi	Mathematics
10.	Hiba Khalid	P.E.C.H.S. Girls' School, Karachi	Biology
11.	Kulsoom Rahim	The Mama Parsi Girls' Secondary School, Karachi	Islamiyat
12.	Marium Hussain	Al-Murtaza School (Girls), Karachi	Urdu Compulsory
13.	Mariyam Khan	P.E.C.H.S. Girls' School, Karachi	Islamiyat
14.	Muhammad Owais	Aga Khan School - Kharadar, Karachi	General Science
15.	Muhammad Tabish	Aga Khan School - Kharadar, Karachi	General Mathematics
16.	Muhammad Waqar	Bai Virbaiji Soparivala Parsi High School, Karachi	Computer Science
17.	Rida Abbas	Habib Girls' Higher Secondary School, Karachi	Elements of Home Economics
18.	Rida Abbas	Habib Girls' Higher Secondary School, Karachi	Food and Nutrition
19.	Rida Abbas	Habib Girls' Higher Secondary School, Karachi	Environmental Studies
20.	Sabrina Ahmed	Shahwilayat Public School, Karachi	Biology
21.	Soha Alam Rehmani	P.E.C.H.S. Girls' School, Karachi	Chemistry
22.	Syeda Kanza Kazmi	Al-Murtaza School (Girls), Karachi	Pakistan Studies
23.	Syeda Kanza Kazmi	Al-Murtaza School (Girls), Karachi	Chemistry
24.	Syeda Zehra Rizvi	Al-Murtaza School (Girls), Karachi	English Compulsory
25.	Tooba Ghazi	Civilizations Public School, Karachi	Literature in English
26.	Ummul Baneen Zaffar	Habib Girls' Higher Secondary School, Karachi	Business Studies

Punjab, Khyber Pakhtunkwa and Gilgit-Baltistan

1.	Ayesha Ahmad	Nusrat Jehan Academy Girls High School, Chiniot	Biology
2.	Basima Raheem	Nusrat Jehan Academy Girls High School, Chiniot	English Compulsory
3.	Jahangir Alam	Aga Khan Higher Secondary School, Gahkuch	Physics
4.	Kinza Yousaf	Maryam Siddiqia Girls' Higher Secondary School, Chiniot	Mathematics
5.	Maliha Ahmed Eesha	Nusrat Jehan Academy Girls High School, Chiniot	Pakistan Studies
6.	Maliha Ahmed Eesha	Nusrat Jehan Academy Girls High School, Chiniot	Chemistry
7.	Masood Karim	Aga Khan Higher Secondary School, Gilgit	Chemistry
8.	Mehrun Nisa	Aga Khan Higher Secondary School, Gahkuch	Mathematics
9.	Shab-E-Noor	Bayout-ul-Hamd Girls Higher Secondary School, Chiniot	Islamiyat
10.	Shoaib Munawar	Nasir Higher Secondary School, Chiniot	Computer Science
11.	Tooba Noor Zafar	Nusrat Jehan Academy Girls High School, Chiniot	Islamiyat
12.	Yusra Abdul Jabbar	Mianwali Education Trust College, Mianwali	Urdu Compulsory

Best Subject Results Province-wise – SSC Part II

Sindh

1.	Abiha Zehra Rizvi	Habib Girls' Higher Secondary School, Karachi	Pakistan Studies
2.	Abiha Zehra Rizvi	Habib Girls' Higher Secondary School, Karachi	Biology
3.	Ali Salman	H.H Prince Aga Khan Higher Secondary School, Hyderabad	Physics
4.	Asma Rahim	The Mama Parsi Girls' Secondary School, Karachi	Chemistry
5.	Attiya Abbass	Habib Girls' Higher Secondary School, Karachi	English Compulsory
6.	Faranaz Maneck Solan	The Mama Parsi Girls' Secondary School, Karachi	Ethics
7.	Farheen Malik	The Mama Parsi Girls' Secondary School, Karachi	English Compulsory
8.	Fatema Quaid Johar	Sultan Mohammad Shah Aga Khan School, Karachi	Islamiyat
9.	Freya Eruch Malbari	The Mama Parsi Girls' Secondary School, Karachi	General Science
10.	Kalsoom Zulfiqar	IBA Community College, Khairpur	Sindhi
11.	Laiba Suhail	The Mama Parsi Girls' Secondary School, Karachi	Islamiyat
12.	Maaz-Bin-Khawar	ETN High School, Karachi	Islamiyat
13.	Mehdia Nadeem Rajab Ali	Al-Murtaza School (Girls), Karachi	Pakistan Studies
14.	Mohammad Uzair	Al-Murtaza School (Boys), Karachi	Mathematics
15.	Muhammad Salman Noorani	Al-Murtaza School (Boys), Karachi	Computer Science
16.	Muneeba Hamid	Habib Girls' Higher Secondary School, Karachi	Economics
17.	Muneeba Hamid	Habib Girls' Higher Secondary School, Karachi	General Mathematics
18.	Muslim Raza	Al-Murtaza School (Boys), Karachi	Islamiyat
19.	Rida Erum Abdul Rasheed	Habib Girls' Higher Secondary School, Karachi	Environmental Studies
20.	Rutaba Nadeem	ETN High School, Karachi	Urdu Compulsory
21.	Sidra Syed Nasir Nabi	Habib Girls' Higher Secondary School, Karachi	Computer Science
22.	Sindhika Jai Ram Adwani	The City School, Nawabshah	Ethics
23.	Syeda Ummul Baneen Rizvi	Habib Girls' Higher Secondary School, Karachi	Business Studies

Punjab, Khyber Pakhtunkwa and Gilgit-Baltistan

1.	Areesha Awais Khan	Learning Alliance, Lahore	English Compulsory
2.	Asifa Niat Murad	Aga Khan School, Sherqilla	Biology
3.	Faryal Cheema	Nusrat Jehan Academy Girls High School, Chiniot	Islamiyat
4.	Faryal Cheema	Nusrat Jehan Academy Girls High School, Chiniot	Pakistan Studies

5.	Hafiza Attia-Tul-Raheem	Maryam Siddiqa Girls' Higher Secondary School, Chiniot	Urdu Compu
6.	Hissam Karim	Aga Khan Higher Secondary School, Gilgit	Physics
7.	Maliha Shafiq	Maryam Siddiqa Girls' Higher Secondary School, Chiniot	Mathematics
8.	Muhammad Hassan Farooq	Margalla Cadet College, Murree	Computer Science
9.	Sundas Mehreen	Aga Khan Higher Secondary School, Kuragh	Chemistry

Overall Top Positions in Pakistan – HSSC

Top Three

1st	Maleeka Mehmood	Habib Girls' Higher Secondary School, Karachi
2nd	Komal Zehra Zaidi	Aga Khan Higher Secondary School, Karachi
3rd	Muhammad Sameer Kayani	ETN High School, Karachi

Commerce

1st	Fouzia Umer	Habib Girls' Higher Secondary School, Karachi
2nd	Aleena Khan	Aga Khan Higher Secondary School, Karachi
3rd	Aisha Muhammad Shafi	Aga Khan Higher Secondary School, Karachi

Pre-Engineering

1st	Muhammad Sameer Kayani	ETN High School, Karachi
2nd	Syeda Jaisha	ETN High School, Karachi
3rd	Kainat Zulfiqar Ali Khowaja	Aga Khan Higher Secondary School, Karachi

Pre-Medical

1st	Komal Zehra Zaidi	Aga Khan Higher Secondary School, Karachi
1st	Maleeka Mehmood	Habib Girls' Higher Secondary School, Karachi
2nd	Reema Rani	Aga Khan Higher Secondary School, Hunza
3rd	Sakina Haider	Aga Khan Higher Secondary School, Karachi

Best Subject Results Province-wise – HSSC Part I

Sindh

1.	Afshan Hussain	Habib Girls' Higher Secondary School, Karachi	Biology
2.	Ahsan Ubaidullah	St. Bonaventure's High School, Hyderabad	Mathematics
3.	Ali Shah Zulfqar Ali	Aga Khan Higher Secondary School, Karachi	Principles of Economics
4.	Amna Ziauddin	St. Bonaventure's High School, Hyderabad	Urdu Compulsory
5.	Anis Amir Ali Abdul Aziz	Aga Khan Higher Secondary School, Karachi	English Compulsory
6.	Ariba Aziz Ali	Aga Khan Higher Secondary School, Karachi	Physics
7.	Arushana Amir	Aga Khan Higher Secondary School, Karachi	Physics
8.	Asad Ullah Akhtar Shirazi	Aga Khan Higher Secondary School, Karachi	Business Mathematics
9.	Awais Pervaiz Ali	St. Bonaventure's High School, Hyderabad	Computer Science
10.	Aysha Makani	Habib Girls' Higher Secondary School, Karachi	Education
11.	Aysha Makani	Habib Girls' Higher Secondary School, Karachi	Psychology
12.	Aysha Makani	Habib Girls' Higher Secondary School, Karachi	Islamic History
13.	Kabeer Sher Ali	Aga Khan Higher Secondary School, Karachi	Business Mathematics
14.	Madiha Noor Ahmed	Habib Girls' Higher Secondary School, Karachi	Principles of Commerce
15.	Ramsha Dalvi	Habib Girls' Higher Secondary School, Karachi	Principles of Accounting
16.	Sadori Mushtaque Hussain	Aga Khan Higher Secondary School, Karachi	Physics
17.	Shumail Steve	St. Bonaventure's High School, Hyderabad	Computer Science
18.	Syeda Hira Abbas Zaidi	Aga Khan Higher Secondary School, Karachi	Chemistry

Punjab, Khyber Pakhtunkwa and Gilgit-Baltistan

1.	Gul Raiz	Aga Khan Higher Secondary School, Gilgit	English Compulsory
2.	Sameem Ur Rehman Ahmad	Nusrat Jehan Academy Inter College, Chiniot	Physics
3.	Shafi Ahmed	Aga Khan Higher Secondary School, Gilgit	Chemistry
4.	Shafi Ahmed	Aga Khan Higher Secondary School, Gilgit	Biology
5.	Syed Ehsan Ali	Aga Khan Higher Secondary School, Gilgit	Mathematics
6.	Tuba Ahmad	Maryam Siddiqa Girls' Higher Secondary School, Chiniot	Urdu Compulsory

Best Subject Results Province-wise – HSSC Part II

Sindh

1.	Aisha Muhammad Shafi	Aga Khan Higher Secondary School, Karachi	Islamiyat
2.	Aleena Khan	Aga Khan Higher Secondary School, Karachi	Banking
3.	Ali Shan	Aga Khan Higher Secondary School, Karachi	Business Statistics
4.	Alisha Raza Kazmi	Aga Khan Higher Secondary School, Karachi	Islamiyat
5.	Bhavish Kumar	Aga Khan Higher Secondary School, Karachi	Ethics
6.	Farhana Ahmed Khan	Aga Khan Higher Secondary School, Karachi	Urdu Compulsory
7.	Farhana Ahmed Khan	Aga Khan Higher Secondary School, Karachi	Islamiyat
8.	Fouzia Umer	Habib Girls' Higher Secondary School, Karachi	Pakistan Studies
9.	Fouzia Umer	Habib Girls' Higher Secondary School, Karachi	Commercial Geography
10.	Fouzia Umer	Habib Girls' Higher Secondary School, Karachi	Principles of Accounting
11.	Fouzia Umer	Habib Girls' Higher Secondary School, Karachi	Business Statistics
12.	Komal Hakim Ali	Aga Khan Higher Secondary School, Karachi	Physics
13.	Komal Zehra Zaidi	Aga Khan Higher Secondary School, Karachi	Biology
14.	Maleeka Mehmood	Habib Girls' Higher Secondary School, Karachi	English Compulsory
15.	Maleeka Mehmood	Habib Girls' Higher Secondary School, Karachi	Chemistry
16.	Misbah Qurban Ali	Aga Khan Higher Secondary School, Karachi	Physics
17.	Syeda Jaisha	ETN High School, Karachi	Mathematics

Punjab, Khyber Pakhtunkwa and Gilgit-Baltistan

1.	Adnan Iqbal	Aga Khan Higher Secondary School, Gilgit	Business Statistics
2.	Farhan Murtaza	Aga Khan Higher Secondary School, Gilgit	Physics
3.	Fizzah Ahmad Mahwish	Maryam Siddiqa Girls' Higher Secondary School, Chiniot	Computer Science
4.	Hadiyya-Tur-Rahman Mubarak	Maryam Siddiqa Girls' Higher Secondary School, Chiniot	Islamiyat
5.	Hafiza Fariah Naeem	Maryam Siddiqa Girls' Higher Secondary School, Chiniot	Islamiyat
6.	Mansoor Niat Shah	Aga Khan Higher Secondary School, Gilgit	Business Statistics
7.	Munawwer Raza	Nasir Higher Secondary School, Chiniot	Statistics
8.	Naima Ayaz	Aga Khan Higher Secondary School, Kuragh	Pakistan Studies
9.	Naima Ayaz	Aga Khan Higher Secondary School, Kuragh	Biology
10.	Raja Zaheer Ahmad	Nusrat Jehan Academy Inter College, Chiniot	Urdu Compulsory
11.	Reema Rani	Aga Khan Higher Secondary School, Hunza	English Compulsory
12.	Reema Rani	Aga Khan Higher Secondary School, Hunza	Chemistry
13.	Reema Rani	Aga Khan Higher Secondary School, Hunza	Biology
14.	Sidra Nayab	Maryam Siddiqa Girls' Higher Secondary School, Chiniot	Mathematics
15.	Tahreem Ahmed	Maryam Siddiqa Girls' Higher Secondary School, Chiniot	English Compulsory

The Aga Khan University Examination Board

Main Office

Bungalow # 233, E.I Lines, Daudpota Road, Karachi 75530, Pakistan
Tel: +92 21 3522 4702-9 | Fax: +92 21 3522 4711

Regional Offices

Punjab

Shop # 39, Hotel Pearl Continental
Shahrah-e-Quaid-e-Azam
The Mall, Lahore - 54600, Pakistan
Tel: 111 505 505 Ext. 2939 | Direct: +92 42 636 3132

Gilgit-Baltistan

Aga Khan University Professional Development Centre - North
University Road, Konodass, Gilgit, Pakistan
Tel: +92 5811 454 1333-4

Islamabad – KPK

The Aga Khan Foundation
Level 9, Serena Business Complex, Khayaban-e-Suhrawardy
Sector G-5, Islamabad, Pakistan
Tel: +92 51 111 253 254 | Direct: +92 301 511 9188 & +92 300 856 7557

Email: examination.board@aku.edu
Web: <http://examinationboard.aku.edu>
<http://learningsupport.akueb.edu.pk>
www.facebook.com/akueb

AKU-EB is a member board of:

The Interboard Committee of Chairmen (IBCC)
The International Association for Educational Assessment (IAEA)
The Association of Commonwealth Examination and Accreditation Bodies (ACEAB)