

National Curriculum for  
**ADVANCED PAKISTAN  
STUDIES**

Grades XI – XII  
2010

**GOVERNMENT OF PAKISTAN  
MINISTRY OF EDUCATION  
ISLAMABAD**



**National Curriculum for**  
**ADVANCED PAKISTAN STUDIES**  
**GRADES XI-XII**  
**2010**

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## Introduction

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### 1.1 Development of the Curriculum

Pakistan Studies, thus far, has been treated as a peripheral discipline on the Pakistani academic landscape. Hence its re-formulation and introduction as a full fledged subject at the intermediate level represents undoubtedly a giant leap forward. Hence the decision of the Curriculum Wing, Ministry of Education, Pakistan, to make its scope all encompassing by bringing in Pakistan's Geography, Demography, History, Culture, Politics and Economy etc., as main themes is most commendable.

In a bid to hammer out a curriculum for Pakistan Studies de novo, scholars from the various institutions of Pakistan were brought together at the National Institute of Historical and Cultural Research, Quaid-i-Azam University, Islamabad. And after several brainstorming sessions, they finally prepared a course outline which comprises a broad sweep and a far wider range whereby the various aspects pertaining to Pakistan are covered. To meet the earlier inadequacies and to make it more comprehensive, themes like pre-historic civilizations, multi-religious ethos, and cultural diversity along with many other contemporary issues like globalization, environmental pollution and cultural eclecticism have been addressed.

In the course of designing this curriculum all the territorial units were brought into academic focus including Federally Administered Tribal Areas, Northern Areas, and Kashmir. Similarly all the sub-cultures and local customs, their essence and constituting ingredients have also been touched upon in the prescribed curriculum. Literary articulations, fine arts and architecture with regional and ethnic specificities have also been included as an integral part of the proposed course outline. Hence the dearth of information, analytical profundity and academic insight that had previously rendered Pakistan Studies into a subject having little relevance or consequence whom the teachers and the taught both treated as a drudgery has been largely rectified. Thus, all said and

done, a dire need to offer a full fledged two-year course on Pakistan Studies has been fulfilled in a substantial measure.

## **1.2 Objectives of the Curriculum**

- Promoting awareness among our youth about Pakistan; its geography, culture, history, economy and politics.
- Preparing youth to meet the challenges that Pakistan is confronted with.
- Enlightening students about the cultural, ethnic and regional diversities in Pakistan.
- Enabling students to become responsible, patriotic and civic minded citizens of Pakistan, who are well aware of their rights as well as obligations.
- Facilitating them to grow into enlightened and tolerant human beings.
- Developing awareness regarding foreign relation of Pakistan especially with the Muslim world.
- Making students aware of the prevailing educational system in Pakistan.

This Curriculum is therefore aimed at developing knowledge, skills and dispositions and encouraging their use for community action to create a just, peaceful and democratic society.

## **1.3 Organization of the Curriculum**

The expectations for the knowledge, skills and dispositions/values that students should acquire are defined in this Curriculum using several levels of specificity to meet the needs and objectives of the Advanced Pakistan Studies Curriculum.

First, Curriculum standards are developed for the acquisition of knowledge, skills and dispositions/values relating to the subject of Pakistan Studies. Curriculum standards are broad, descriptive and qualitative statements which represent a set of expectations about what all students should know, be able to do and the values/attitudes they should hold at the end of the learning cycle (i.e., by the end of grade XII).

Knowledge standards include important facts, concepts, issues and information related to the Pakistan Studies and are written around following main themes i.e., History, Demography, cultural heritage, national ideology, resources, geography, economy, Political institutions, foreign relations & sovereignty and environment, as well as the challenges and opportunities faced by the country.

Skill standards include the ways of thinking, working, communication and reasoning that characterize the subject and encourage such skills as observation, curiosity, creativity, questioning and application of knowledge.

Disposition standards are the values, attitudes, conscience, that are developed through the subject.

**(Note:** There is no significance to the order/sequence in which the standards are presented)

Second, each standard is followed by a set of benchmarks at various developmental levels with regard to the themes. Benchmarks establish what students are expected to know, be able to do and the dispositions/values they should develop at various developmental levels such as primary, middle, secondary and higher secondary school. In this Curriculum benchmarks for Pakistan studies at secondary level (Grades IX-X) and higher secondary level (Grades XI-XII) are presented.

Finally, the Curriculum further identifies the Student Learning Outcomes for the attainment of the Benchmarks and Standard. Student Learning Outcomes are specific statements that describe the Knowledge, Skills and Dispositions that students must demonstrate at the end of the academic year when they have completed the study of their course. In this curriculum student learning outcomes are delineated for grades XI and XII.

### **Knowledge**

- Geographical Perspective
- Historical Perspective
- Ideological Basis of Pakistan
- Political and Constitutional Developments
- Human Rights
- Society and Culture
- Education System
- Sports and Tourism
- Foreign Relations
- Economic Development

### **Skills**

- Observation
- Curiosity
- Creativity
- Questioning
- Critical-thinking
- Problem-solving and decision-making
- Social or interpersonal skills
- Conflict resolution skills
- Information gathering and communication skills

### **Dispositions**

- Belief in the dignity and equality of every human being
- Determination to act justly
- Commitment to equality
- Respect for freedom
- Willingness to work with and for others
- Value diversity
- Take personal and civic responsibility
- Respect for the rule of law
- Concern for human rights

## **1.4 Purpose of the Curriculum**

This curriculum is directed to all stakeholders that are directly or indirectly involved in the teaching and learning process such as teachers, educational material developers, examiners (both teachers as examiners and paper setters/board examiners) and students. Everyone has a responsibility to provide students with opportunities to acquire the Knowledge, Skills and Dispositions defined by Standard, Benchmarks and Student Learning Outcomes. In order for the standards of this Curriculum to be met the formal teaching in the classrooms must be augmented by related learning experiences, in both school and community.

The Advanced Pakistan Studies Curriculum recognizes the need for students to engage in activities that help them learn social responsibility and public participation.

Therefore, students should be encouraged to engage in such activities which help to stimulate their interest in the topics being studied and to develop a better understanding of the curriculum learning themes/ content.

Research suggests that to improve the learning outcomes that accrue from active participation students be provided opportunities to reflect on and learn from their experiences. This curriculum therefore suggests the same.

It is a well known fact that inappropriate assessment practices tend to restrain the best curriculum and the most innovative teachers. It is for this reason that this Curriculum suggests more authentic and performance-based assessment. Paper pencil tests while useful for assessing knowledge are not appropriate for assessing skills and values. Performance assessment is a more appropriate way of assessing them (see Chapter 6). In order to make assessment more democratic teachers can involve students in identifying the criteria and levels of performance and use them for self and peer assessment. Yet another way of assessing students and their reflections is portfolio assessment. Portfolio assessment of student work and their reflections is yet another way of assessing students.



## Curriculum Standards and Benchmarks

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### **Standard-1: Geography**

Students will be able to have knowledge about the natural landscape of Pakistan including its structure, physiography, climate and natural vegetation and human environment. Students will also be able to appreciate the major environmental problems the country is facing.

#### ***Benchmarks Grades XI-XII***

- Describe the geographical landscape of Pakistan.
- Explain the climatic conditions of Pakistan.
- Analyze the causes of environmental degradation and its impact.
- Illustrate the geographical features of Pakistan.
- Explain the climatic variation in Pakistan.
- Analyze the mineral and energy resources of Pakistan.

### **Standard-2: Economics**

Students will be able to appreciate the economic challenges Pakistan has confronted since its very outset and familiarize themselves with the measures taken to meet these challenges.

#### ***Benchmarks Grades XI-XII***

- Describe the major economic resources of Pakistan and their imbalance and utilization for economic betterment.
- Identify various patterns of industrial development in different areas of Pakistan.

### **Standard-3: History**

Students should be able to delineate the struggle for a Muslim State in the subcontinent and familiarize themselves with the genesis and struggle for Pakistan. Students should also be able to acquaint themselves with the various phases of political and constitutional developments and impediments in the smooth functioning of democracy.

#### ***Benchmarks Grades XI-XII***

- Describe the salient features of Muslim civilization in the subcontinent.
- Explain the causes of the downfall of the Muslim rule in the subcontinent.
- Outline the genesis and struggle for creation of Pakistan.
- Describe the main features of the Pakistan Constitution of 1973.
- Discuss the various tiers of federal, provincial and local patterns of administration in Pakistan.
- Analyze the prospects of democracy in Pakistan.
- Compare and contrast the main features of the Constitution of 1956 and 1962.
- Explain the role of Allama Mohammad Iqbal and Quaid-i-Azam Mohammad Ali Jinnah for the creation of Pakistan.
- Evaluate Pakistan's role as modern Islamic State.

### **Standard-4: Ideological Basis**

Students will be able to understand how Islam as a principle of human equality played a key role in the quest for the homeland and creation of Pakistan as well as to understand why this concept is central to the formulation of a code of public morality.

#### ***Benchmarks Grades XI-XII***

- Elucidate Pakistan's role as a modern democratic Islamic State as provided in the Constitution of 1973.
- Analyze the ideological foundation of Pakistan.
- Explain how Islam promotes peace and fosters tolerance and co-existence in contemporary society.

### **Standards-5: Society and Culture**

Students will be able to understand the pluralistic nature of Pakistani society and culture, and the concept of unity in diverse society keeping in view various regions and provinces in Pakistan. It will also enable the students to have insight into the contribution made by the Sufi saints to forge social and cultural harmony in the plural society of Pakistan.

### ***Benchmarks Grades XI-XII***

- Describe the salient features of Pakistani society and culture.
- Explain the points of unity and diversity existing in various provinces and regions.
- Discuss the impact of Sufi teachings on the mental and spiritual development of Pakistani society.
- Highlight the importance of sports and tourism in Pakistani society.

## **Standard-6: Pakistan's position in the comity of nations and its foreign relations**

Students will be able to comprehend how its geo-strategic location has made Pakistan so important to both the regions in its neighborhood and to the western powers and its role as a very important state in the 1980's and since 9/11.

### ***Benchmarks Grades XI-XII***

- Outline the basic principles governing Pakistan Foreign Policy and its relationship with the world powers and the neighboring countries.
- Describe the Kashmir Issue as cornerstone of Pakistan's foreign policy.

## **Standard-7: Human Rights**

Students will be able to have cognizance of the conceptual understanding of human rights as well as its present state.

### ***Benchmarks Grades XI-XII***

- Define the concept of human rights and describe the state of human rights in Pakistan.
- Explain the basic human rights as enunciated in the Constitution of 1973.

## **Standard-8: Values**

Students will be able to develop a sense of belonging to the land, comprehend the ideological underpinning and also the economic challenges Pakistan faced, as well as to promote a commitment to democracy and human life.

### ***Benchmarks Grade XI-XII***

- Describe the systematic nature of inequality and injustice.
- Identify ways to develop a more just, equitable and peaceful society.
- Highlight the commitment to the values of diversity, social justice, equity and peace in society.
- Assess the role of education and health in promoting human values.

## **Standard-9: Skills**

Students will be able to establish relationship between natural and human environment and develop the methods of using maps, charts etc.

### ***Benchmarks Grades XI-XII***

- Use appropriate and current technology to acquire, organize, analyze, and communicate information.
- Obtain and evaluate information from various public records and other resources related to public policy issues.
- Analyze international structures and processes used for negotiations.
- Understand the importance of arriving at appropriate and right decision at the right time.

## Curriculum for Advanced Pakistan Studies Grade XI

### Learning Themes and Student Learning Outcomes

#### Theme I: Pakistan in Geographical Perspective

	Contents	Student Learning Outcomes
1.	<b>Location and Constituent Parts of Pakistan, Comprising Provinces Northern Areas, Azad Jammu &amp; Kashmir and FATA.</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- Describe the geographical location of Pakistan.</li> <li>- Narrate the salient geographic features of the provinces and constituent units of Pakistan comprising provinces, Azad Jammu &amp; Kashmir, Northern Areas and FATA.</li> </ul>
2.	<p><b>Plate Structure and Physiography</b></p> <ul style="list-style-type: none"> <li>▪ Plate Tectonics of Pakistan</li> <li>▪ Major Physiographic Regions</li> <li>▪ Earthquakes</li> </ul>	<ul style="list-style-type: none"> <li>- Describe in detail the tectonic structure of Pakistan.</li> <li>- Prepare a map depicting the physiographic regions of Pakistan</li> <li>- Locate the earthquake prone areas of Pakistan on a map of Pakistan.</li> </ul>
3.	<p><b>Climate</b></p> <ul style="list-style-type: none"> <li>▪ Climatic Regions</li> <li>▪ Effects of Climate on Human Life</li> <li>▪ Drought and Floods</li> </ul>	<ul style="list-style-type: none"> <li>- Identify major climatic regions of Pakistan on a map.</li> <li>- Explain the impact of climate on human life in various parts of the country.</li> <li>- Identify the causes of droughts and floods in Pakistan.</li> </ul>

		<ul style="list-style-type: none"> <li>- Analyze the effects of droughts and floods on life and economy of Pakistan.</li> </ul>
4.	<p><b>Forest and Rangelands</b></p> <ul style="list-style-type: none"> <li>▪ Importance of Forest and Rangeland</li> <li>▪ Types of Forests and Rangelands</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the importance of forests and rangelands.</li> <li>- Describe different types of forests.</li> <li>- Identify the rangelands in different ecological zones of Pakistan.</li> <li>- Locate the forests and rangelands of Pakistan on a map.</li> </ul>
5.	<p><b>Environmental issues in Pakistan</b></p> <ul style="list-style-type: none"> <li>▪ Deforestation</li> <li>▪ Rangelands Destruction</li> <li>▪ Land degradation</li> <li>▪ Water pollution</li> <li>▪ Air pollution</li> <li>▪ Noise pollution</li> </ul>	<ul style="list-style-type: none"> <li>- Explain causes and consequences of deforestation in Pakistan.</li> <li>- Explain causes and consequences of rangeland deterioration.</li> <li>- Depict the various types of land degradation.</li> <li>- Analyse the causes &amp; effects of surface and ground water pollution.</li> <li>- Describe the causes &amp; effects of air pollution.</li> <li>- Discuss the causes and effects of noise pollution</li> </ul>

## Theme II: Resources in Pakistan

	Contents	Student Learning Outcomes
1.	<p><b>Water Resources and their usage</b></p> <ul style="list-style-type: none"> <li>▪ Surface Water Resources.</li> <li>▪ Ground water Resources</li> <li>▪ Uses of water Resources                             <ol style="list-style-type: none"> <li>a) Agricultural use</li> <li>b) Domestic and Industrial use</li> <li>c) Generation of Electricity</li> </ol> </li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- Prepare an inventory of surface water resources in Pakistan.</li> <li>- Analyze seasonal fluctuation in flow of surface water in Pakistan.</li> <li>- Describe the distribution of ground water sources and quality of ground water.</li> <li>- Examine the use of water in agricultural, domestic and industrial sectors and in power generation.</li> </ul>
2.	<p><b>Livestock</b></p> <ul style="list-style-type: none"> <li>▪ Importance</li> <li>▪ Distribution</li> <li>▪ Problems associated with livestock development</li> </ul>	<ul style="list-style-type: none"> <li>- Explain variations in livestock activity in different parts of the country.</li> <li>- Point out the problems associated with livestock development.</li> <li>- Emphasize the importance of livestock as an economic activity and livelihood.</li> <li>- List the major areas of livestock activity.</li> </ul>
3.	<p><b>Mineral Resources</b></p> <ul style="list-style-type: none"> <li>▪ Metallic minerals.</li> <li>▪ Non-metallic minerals</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the nature and location of mineral resources in Pakistan.</li> <li>- Outline the importance of minerals in national economy.</li> <li>- Describe the uses and distribution of major metallic minerals.</li> </ul>

		- Describe the uses and distribution of non-metallic minerals.
4.	<p><b>Energy Resources</b></p> <p><b>a) Importance of energy resources in economic development.</b></p> <p><b>b) Fossil Fuels</b></p> <ul style="list-style-type: none"> <li>▪ Coal</li> <li>▪ Gas</li> <li>▪ Petroleum</li> </ul> <p><b>c) Electricity</b></p> <ul style="list-style-type: none"> <li>▪ Hydro Electricity</li> <li>▪ Thermal Electricity</li> <li>▪ Nuclear Electricity</li> </ul> <p><b>d) Non-conventional Sources of Energy.</b></p> <ul style="list-style-type: none"> <li>▪ Solar Energy</li> <li>▪ Wind Energy</li> </ul>	<ul style="list-style-type: none"> <li>- Examine the importance of energy resources in economic development.</li> <li>- Describe the fossil fuel resources of the country and their distribution.</li> <li>- Critically analyse the three types of electricity in the country and their comparative advantages and disadvantages.</li> <li>- Scrutinize non-conventional sources of energy including wind energy and solar energy.</li> </ul>
5.	<p><b>Population</b></p> <ul style="list-style-type: none"> <li>▪ Population growth trends</li> <li>▪ Birth rate and death rate</li> <li>▪ Population distribution</li> <li>▪ Human Development.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe population growth trends.</li> <li>- Explain fluctuation in birth rate and death rate in Pakistan.</li> <li>- Write a survey report of the population distribution.</li> <li>- Explain factors of population distribution in Pakistan.</li> <li>- Explore in detail the concept of human development and its importance for economic growth.</li> <li>- Describe measures for human resource development in Pakistan.</li> <li>- Identify the causes of moderate human development level.</li> </ul>



		<ul style="list-style-type: none"><li>- Describe a plan to upgrade human resources development in Pakistan.</li><li>- Analyze the impact of population growth on natural resources.</li><li>- Recognize the importance and conservation of natural resources on Pakistan.</li><li>- Form an opinion of the relationship between various kinds of resources such as water resources, livestock and mineral resources and their usage by the human being.</li></ul>
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### Theme III: Historical Perspective

	Contents	Student Learning Outcomes
1.	<b>Ancient Pakistan</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- Delineate the main features of Indus Valley civilizations of Pre-Aryans.</li> <li>- Explain main features of Gandhara civilizations.</li> <li>- Identify the benchmarks of Pakistan’s proto history.</li> </ul>
2.	<b>Pre-Aryans</b> (Mehrgarh, Kot-Diji, Mohenjo-daro, Harappa, Rahman Deri).	
3.	<b>Aryans</b>	
4.	<b>Post-Aryans</b> (Greeks, Kushans and Gandhara)	
5.	<b>Advent of Islam in South Asia (640-1206)</b>	<ul style="list-style-type: none"> <li>- Trace Islam’s early contacts with Pakistani region.</li> <li>- Briefly examine the Impacts of the Ghazanvid and Ghorid invasions on society and culture.</li> </ul>
6.	<b>Consolidation of Muslim Rule (1206—1757)</b>	
7.	<b>Evolution of Muslim Culture</b>	<ul style="list-style-type: none"> <li>- Describe the salient features of Mughal rule (architecture/ paintings etc).</li> <li>- Identify the principal factors leading to the evolution of Muslim culture in the sub-continent.</li> <li>- Describe the salient feature of Muslim civilization in the Indo-Pak sub-continent.</li> <li>- Critically examine the causes for the downfall of the Mughal</li> </ul>
8.	<b>Decline of Muslim Rule and the Rise of the British (1757—1857)</b>	

		Empire.
9.	<b>British Imperial Rule (1858—1947)</b>	<ul style="list-style-type: none"> <li>- Explain the reasons for British ascendancy.</li> <li>- Describe the structure and consolidation of British Rule Education System.</li> <li>- Examine the impact of British rule on society.</li> </ul>
10.	<p><b>Struggle for Freedom and Emergence of Pakistan (1857—1947)</b></p> <p><u>Note:</u></p> <p>As the students have already read about the various historical phases of rules in the Indo-Pak subcontinent, here they will be able to comprehend the outcome of different periods of history with a bird’s eye-view and appreciate contribution of Muslims and British rule against the previous historical developments.</p>	<ul style="list-style-type: none"> <li>- Trace out the quest for Muslim identity.</li> <li>- Outline the genesis and struggle for Pakistan.</li> <li>- Briefly describe the role of Allama Iqbal and Quaid-i-Azam for the creation of Pakistan.</li> <li>- Establish relationship between different historical periods and apply the concept of cultural continuity in historical development.</li> </ul>

## Theme IV: Islam and Pakistan

	Contents	Student Learning Outcomes
1.	<b>Islam:</b> the Ideological Base of Pakistan	<b>Students will be able to:</b> - Describe Islam as the ideological base of Pakistan.
2.	<b>Islam as a Basic Source of Public Morality</b>	- Identify the basic Islamic principles which grade public morality in Pakistan.
3.	<b>Islamic Concept of Welfare State</b>	- State the basic principles of an Islamic welfare state.
4.	<b>Islam and Modernism</b>	- Evaluate Pakistan as a modern Islamic state, as delineated by Quaid-i-Azam, Allama Iqbal, Liaquat Ali Khan and in the Objectives Resolution.  - Establish relationship between Islam and modernism in the context of Pakistani society and culture.
5.	<b>Islam:</b> Peace and Pluralism	- Appraise how Islam promotes peace and fosters tolerance and co-existence in the contemporary society.

## Chapter V: Administrative System

	Contents	Student Learning Outcomes
1.	<b>Federation under the Constitution of 1973</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- Explain the Federal structure of Pakistan and its functioning in the light of the Constitution of 1973.</li> <li>- Illustrate the administrative structure of the four provinces of Pakistan.</li> </ul>
2.	<p><b>Provinces and Administrative Units</b></p> <ul style="list-style-type: none"> <li>▪ The Punjab, Sindh, Balochistan, KPK, PATA, Islamabad, FATA, Azad Jammu &amp; Kashmir and Northern Areas.</li> </ul>	<ul style="list-style-type: none"> <li>- Differentiate the functioning of central government, provincial government, and federally/provincially administered tribal areas.</li> <li>- Describe the provincial structure and functioning of administrative units of Azad Jammu &amp; Kashmir and Northern Areas.</li> <li>- Examine the administrative structure and functioning of FATA.</li> </ul>
3.	<b>Relationship between the provincial &amp; local units and Distribution of Powers</b>	<ul style="list-style-type: none"> <li>- Identify the nature of relationship between the federal and provincial governments.</li> <li>- Explain the nature of relationship between the federation and the FATA.</li> <li>- Examine the relationship between the provincial government and local self-government.</li> </ul>
4.	<p><b>Local Self-Government</b></p> <ul style="list-style-type: none"> <li>▪ District Council</li> <li>▪ Tehsil Council</li> <li>▪ Union Council</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the structure of different tiers of local self-government.</li> <li>- Examine the functioning of various levels of local self-government.</li> <li>- differentiate the functioning of central government, provincial government, and centrally administered tribal areas</li> </ul>

## Theme VI: Political and Constitutional Developments

	Contents	Student Learning Outcomes
1.	<b>Functioning of Democracy: Problems and Prospects</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- Assess the functioning of democracy in Pakistan with reference to its problems and prospects.</li> <li>- Analyse the prospects of democracy in Pakistan.</li> </ul>
2.	<b>Role and Functions of Political Parties in Pakistan with reference to Democracy.</b>	<ul style="list-style-type: none"> <li>- Describe the role and functions of political parties in promoting democracy in Pakistan</li> </ul>
3.	<b>Constitution of 1956 — Salient Feature</b>	<ul style="list-style-type: none"> <li>- Explain the salient features of the 1956 Constitution.</li> </ul>
4.	<b>Constitution of 1962 — Salient Features</b>	<ul style="list-style-type: none"> <li>- Identify the principal features of the 1962 Constitution.</li> </ul>
5.	<b>Separation of East Pakistan and Emergence of Bangladesh</b>	<ul style="list-style-type: none"> <li>- Identify the core reasons for the separation of East Pakistan and its impact on (West) Pakistan.</li> </ul>
6.	<p><b>Constitution of 1973</b></p> <ul style="list-style-type: none"> <li>▪ Federal Government</li> <li>▪ Provincial Governments</li> <li>▪ Judiciary</li> <li>▪ Islamic Provisions</li> <li>▪ Fundamental Rights</li> <li>▪ Other Salient Features</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the major features of the 1973 Constitution.</li> <li>- Explain the federal structure under the Constitution of 1973</li> <li>- Explain the structure of the provincial governments.</li> <li>- Examine the functioning and role of judiciary under 1973 Constitution.</li> <li>- Analyse the fundamental rights as given in 1973 Constitution.</li> <li>- Scrutinize the Islamic provisions in the 1973 Constitution.</li> <li>- Understand the functioning of democracy and the role of political parties to promote the cause of democracy under the provisions of the constitution and to appreciate the spirit of rule of law.</li> </ul>

## Theme VII: Human Rights

	Contents	Student Learning Outcomes
1.	<b>Concept of Human Rights</b>	<b>Students will be able to:</b> - Explain the basic features of the concept of human rights.
2.	<b>Islamic Concept of Human Rights</b>	- Examine the basic human rights enunciated in Islam.
3.	<b>UN Declaration of Human Rights, 10 December 1948</b>	- Enumerate the major clauses of the UN Declaration of Human Rights, 1948.
4.	<b>Fundamental Rights in 1973 Constitution</b>	- Compare and contrast the rights and obligations of citizens under the 1973 Constitution with rights given to citizens under the UN Human Rights Declaration, 1948.
5.	<b>The State of Basic Human Rights in Pakistan</b>	- Evaluate the state of basic human rights in Pakistan.  - Develop an understanding of the Human rights both at the national and international level and appreciate its worth in the human level.

# Section 4

## Curriculum for Advanced Pakistan Studies Grade XII

### Learning Themes and Student Learning Outcomes

#### Theme I: Society and Culture

	Contents	Student Learning Outcomes
1.	<b>Salient Features of Pakistani Society and Culture: Unity in Diversity</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>- Define the society and culture</li> <li>- Explain the salient features of Pakistani society and culture</li> <li>- Examine the concept of unity with reference to regional cultures leading to national integration</li> </ul>
2.	<b>Feudalism</b>	<ul style="list-style-type: none"> <li>- Examine the impact of feudalism in Pakistani society</li> </ul>
3.	<b>Tribalism</b>	<ul style="list-style-type: none"> <li>- Explain various aspects of tribalism in Pakistani society</li> </ul>
4.	<b>Status of Women in Pakistani Society</b>	<ul style="list-style-type: none"> <li>- Examine the status and role of women in Pakistani society</li> </ul>
5.	<b>Global Impact on Pakistani Society and Culture</b>	<ul style="list-style-type: none"> <li>- Analyse how globalization has affected Pakistani society and culture.</li> </ul>
6.	<b>Institution of philanthropy in Pakistan</b>	<ul style="list-style-type: none"> <li>- Assess the role of major philanthropic institutions in addressing some of the pressing social problems such as poverty, health, education and shelter, etc.</li> <li>- Explore the relationship between society and culture in the Pakistani context</li> </ul>



## Theme II: Language, Literature and the Arts

	Contents	Student Learning Outcomes
1.	<b>Languages of Pakistan</b> <ul style="list-style-type: none"> <li>▪ Languages</li> <li>▪ Dialects</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>- Differentiate between language and dialect</li> <li>- Trace out the development of Urdu and other languages in Pakistan</li> <li>- Identify the major dialects in different areas of Pakistan</li> </ul>
2.	<b>Literature</b> <ul style="list-style-type: none"> <li>▪ Folklore</li> <li>▪ Poetry</li> <li>▪ Forms of Pakistani Literature</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the various forms of Pakistani literature.</li> <li>- State the salient features of Pakistani literature.</li> <li>- Discuss the importance of folklore in Pakistani literature.</li> <li>- Explain the importance of poetry in Pakistan</li> </ul>
3.	<b>Arts</b> <ul style="list-style-type: none"> <li>▪ Architecture</li> <li>▪ Painting</li> <li>▪ Ceramics</li> <li>▪ Embroidery</li> <li>▪ Drama</li> <li>▪ Music</li> <li>▪ Handicrafts</li> <li>▪ Pottery</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the distinctive features of Pakistani architecture since independence</li> <li>- Explain the different forms of ceramics in Pakistan.</li> <li>- Describe various patterns of handicrafts in different areas of Pakistan.</li> <li>- Describe the art of pottery making in different areas of Pakistan.</li> <li>- Identify the different forms of painting in Pakistan.</li> <li>- Various patterns of embroidery have emerged in different parts of Pakistan. Discuss.</li> </ul>

	<ul style="list-style-type: none"><li>- Assess the development of drama in main cities of Pakistan.</li><li>- Explain various forms of music prevalent in different parts of Pakistan</li><li>- Establish relationship between dialects and languages, literature and languages, arts and architecture</li></ul>
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### Theme III: Mystical Orders and Sufi Saints

	Contents	Student Learning Outcomes
1.	<b>Mystical Orders</b> (Chishtia, Qadaria, Suhrwardia, Naqshbandia and Others)	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- Discuss the important mystical orders in Pakistan</li> <li>- Highlight the points of commonalities among different mystical Sufi orders in Pakistan</li> </ul>
2.	<p><b>Sufi Saints</b></p> <ul style="list-style-type: none"> <li>▪ Hazrat Lal Shahbaz Qalandar</li> <li>▪ Hazrat Shah Abdul Latif Bhitai</li> <li>▪ Hazrat Ali bin Usman Hajveri</li> <li>▪ Hazrat Bahauddin Zakariya</li> <li>▪ Hazrat Shaikh Gharib Shah</li> <li>▪ Hazrat Pir Dupasi</li> <li>▪ Hazrat Rahman Baba</li> <li>▪ Hazrat Shaikh Rahamkar (Kaka Sahib)</li> <li>▪ Hazrat Mian Mohammad Bakhsh</li> <li>▪ Hazrat Shah Hamadan</li> <li>▪ Hazrat Khawaja Ghulam Farid</li> <li>▪ Hazrat Bulleh Shah</li> <li>▪ Hazrat Syed Ali Tirmizi (Pir Baba)</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the life and contribution of the Sufi saints</li> <li>- Analyse the contribution of Sufi saints in Pakistani areas</li> <li>- Recognize the impact of teachings of Sufi saints on moral and spiritual development of society</li> <li>- Establish relationship between various Sufi saints in different regions and provinces</li> <li>- Appreciate how the messages of various Sufis in different provinces and parts carried a lot of commonalities and have emerged as a unifying spiritual bond in the Pakistani society and culture</li> </ul>

## Theme IV: Economic Development

	Contents	Student Learning Outcomes
1.	<b>Early Economic Challenges</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>- Assess the economic challenges that confronted Pakistan at its birth</li> <li>- How economics is the basis of Pakistan life? Discuss.</li> </ul>
2.	<b>Economics as basis of Pakistani Life</b>	
3.	<b>Agriculture</b> <ul style="list-style-type: none"> <li>▪ Types of Agriculture</li> <li>▪ Role of Agriculture in National Economy               <ul style="list-style-type: none"> <li>A- Irrigated agriculture                   <ul style="list-style-type: none"> <li>a) Sources of irrigation</li> <li>b) Development of canal Irrigation system</li> <li>c) Problems of canal irrigation system.</li> </ul> </li> <li>B- Rain fed agriculture.                   <ul style="list-style-type: none"> <li>a) Characteristics of rain-fed agriculture.</li> <li>b) Problems of rain-fed agriculture.</li> </ul> </li> </ul> </li> <li>▪ Major crops: Their production, varieties and distribution.</li> <li>▪ Mechanisation of agriculture.</li> </ul>	<ul style="list-style-type: none"> <li>- Enumerate the different types of agriculture</li> <li>- Describe the role of agriculture in National economy</li> <li>- Describe the sources of irrigation.</li> <li>- Examine the problems of canal irrigation system</li> <li>- Evaluate the characteristics of rain-fed agriculture and discuss its problems.</li> <li>- Describe the major crops of Pakistan, their production, varieties and distribution</li> <li>- Examine the prospects and problems of mechanisation of agriculture</li> </ul>
4.	<b>Industrial development</b> <ul style="list-style-type: none"> <li>▪ Importance of industrial sector in National economy.</li> <li>▪ Factors of industrial development: Raw material, Labour, Market, Infrastructure and Energy.</li> <li>▪ Growth and distribution of major factories/industries: Textile, Sugar, Cement,</li> </ul>	<ul style="list-style-type: none"> <li>- Assess the importance of industrial sector in National economy</li> <li>- Describe various factors of industrial development in Pakistan</li> <li>- Development in relation to source and importance of each factor</li> <li>- Evaluate the growth and distribution of major industries</li> </ul>

	<p>Fertilizer, Iron and Steel.</p> <ul style="list-style-type: none"> <li>▪ Cottage industry.</li> <li>▪ Impediments in industrial development.</li> </ul>	<ul style="list-style-type: none"> <li>- Assess the importance of cottage industry</li> <li>- Enumerate the major impediments in industrial development</li> </ul>
	<p><b>Poverty</b></p> <ul style="list-style-type: none"> <li>▪ Poverty profile</li> <li>▪ Causes</li> <li>▪ Poverty alleviation efforts</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the fluctuations in poverty level in Pakistan</li> <li>- Identify the causes of poverty in Pakistan</li> <li>- Explain the efforts made to alleviate poverty in Pakistan</li> </ul>
5.	<p><b>International Trade</b></p> <ul style="list-style-type: none"> <li>▪ Balance in Trade</li> <li>▪ Composition</li> <li>▪ Direction</li> </ul>	<ul style="list-style-type: none"> <li>- Describe imports and exports highlighting the changing trade patterns over the years</li> </ul>
6.	<p><b>Patterns of Economic growth</b></p> <ul style="list-style-type: none"> <li>▪ Trends</li> <li>▪ Impediments</li> </ul>	<ul style="list-style-type: none"> <li>- Delineate the major economic growth trends</li> <li>- Identify the major impediments in economic growth</li> <li>- Establish link between various forms of industrial production such as irrigation, agriculture forms, crops and their distribution and various categories, and their relationship with the international trade</li> <li>- Develop a sense of understanding about various forms of economic and industrial production and appreciate their importance in Pakistan life especially for alleviation of poverty</li> </ul>

## Theme V: Educational System of Pakistan

	Contents	Student Learning Outcomes
1.	<ul style="list-style-type: none"> <li>• <b>Education:</b> concepts and goals</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- Explain the concept of education.</li> <li>- Identify the goals which the education should aim at.</li> </ul>
2.	<p><b>Levels of Education</b></p> <ul style="list-style-type: none"> <li>▪ Primary</li> <li>▪ Middle</li> <li>▪ Secondary &amp; Higher Secondary</li> <li>▪ Tertiary Education</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the main features of the educational system in Pakistan highlighting primary, elementary, secondary, higher and professional education.</li> </ul>
3.	<p><b>Professional / Vocational Education</b></p>	<ul style="list-style-type: none"> <li>- Describe the recent developments in streamlining the professional, technical and vocational education in Pakistan.</li> </ul>
4.	<p><b>Special Education</b></p>	<ul style="list-style-type: none"> <li>- Discuss the steps taken for the promotion of special education in Pakistan.</li> </ul>
5.	<p><b>Madrassah System</b></p>	<ul style="list-style-type: none"> <li>- Describe the salient features of Madrassah system of Education in Pakistan.</li> </ul>
6.	<p><b>Distance Education System</b></p>	<ul style="list-style-type: none"> <li>- Assess the ways, means and importance of distance education in Pakistan.</li> <li>- Analyse Pakistani education system with reference to general concept of education.</li> <li>- Develop an understanding of the concept of education in general and the system of education prevailing in Pakistan and appreciate its importance in the development of human values and civilization.</li> <li>- Establish relationship between system of general education in Pakistan with professional, vocational, special, madrassah and distance education systems.</li> </ul>

## Theme VI: Foreign Relations of Pakistan

	Contents	Student Learning Outcomes
1.	<b>Objectives of Foreign Policy</b>	<b>Students will be able to:</b> - Highlight the aims and objectives of Pakistan’s foreign policy
2.	<b>Pakistan and its neighbouring Countries</b>	- Assess the geo-strategic position of Pakistan in the context of its neighbouring countries.
3.	<b>Pakistan and Regional Organizations</b>	- Describe the role of Pakistan in following regional organizations: 1) SAARC 2) ECO 3) ASEAN 4) Commonwealth
4.	<b>Impact of 9/11, 2001</b>	- Analyse the changes brought about by the events of 9/11 in Pakistan’s foreign policy  - Examine the role of Pakistan in the “War on Terror”
5.	<b>Pakistan and the OIC</b>	- Describe the role of Pakistan in the OIC.
6.	<b>Kashmir: the Cornerstone of Pakistan’s Foreign Policy</b>	- Assess the Kashmir issue as cornerstone of Pakistan’s foreign policy  - Establish relationship between the interests and objects of Pakistan with its neighbours, world politics, Kashmir issue, etc.

## Theme VII: Sports and Tourism

	Contents	Student Learning Outcomes
1.	<b>Importance of Sports in Society</b>	<b>Students will be able to:</b> - Highlight the importance of sports in Pakistani society
2.	<b>International Sports</b> (Hockey, Cricket, Football, Lawn tennis and Polo)	- Sketch out the profile of Pakistan in world sports: Hockey, Cricket, Squash, Snooker, Football, Lawn tennis and Polo
3.	<b>Indoor Games</b> (Squash, Snooker, Table tennis, Badminton and Basket ball)	- Describe the status of indoor games in Pakistan
4.	<b>Indigenous Games</b> (Kabaddi, Malakhra, Gullidanda, Kapagi, Wrestling, Kite-flying)	- Assess the various indigenous games in Pakistan
5.	<b>Importance of Tourism as an Industry</b>	- Analyse the importance of Tourism as an industry in Pakistan
6.	<b>Major Tourist Attractions</b>	- Point out the important historical and other sites of tourist attraction in Pakistan on a map
7.	<b>Problems in the Development of Tourist Industry</b>	- Discuss the main problems in the development of tourist industry in Pakistan  - Suggest ways and means how to promote tourism in Pakistan  - Establish relationship between sports and tourism



## Theme-wise Percentage Weightage

<b>Grade XI</b>		
<b>THEMES</b>	<b>Weightage %</b>	<b>No. of Periods</b>
1. Pakistan in Geographical Perspective	15%	30
2. Pakistan Resources	15%	30
3. Historical Perspective	19%	38
4. Islam and Pakistan	12%	24
5. Administrative System	12%	24
6. Political and Constitutional Developments	17%	34
7. Human Rights	10%	20
<b>Total</b>	<b>100%</b>	<b>200</b>

<b>Grade XII</b>		
<b>THEMES</b>	<b>Weightage %</b>	<b>No. of Periods</b>
1. Society and Culture	14%	28
2. Language, Literature and the Art	13%	26
3. Mystical Orders and Sufi Saints	16%	32
4. Economic Development	16%	32
5. Educational System of Pakistan	15%	30
6. Foreign Relations of Pakistan	14%	28
7. Sports and Tourism	12%	24
<b>Total</b>	<b>100%</b>	<b>200</b>

## Teaching and Learning Skills and Strategies

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### 4.1 Teaching and Learning Skills

The Curriculum of Advanced Pakistan Studies encourages such skills as observation, curiosity, creativity, questioning and application of knowledge. The teaching methodology should also promote these active learning skills. To achieve this objective, it is suggested that:

- Critical, analytical and reflective approaches be adopted while teaching the subject.
- Students should be encouraged to demonstrate their knowledge, understanding and skills through presentations, project work, report writing, group participation, role play, speeches, debates and articulation of their thoughts in writing.
- Teachers should plan their lessons keeping in view the objectives of the National Curriculum and Specific Learning Objectives of the AKU-EB Examination Syllabus.
- A resource based approach should be encouraged so that pupils are engaged with maps, charts, statistical data, newspapers, internet and other relevant materials to enhance higher order thinking skills.

#### ***Suggested Activities***

Students should be encouraged to engage in the following activities to stimulate their interest in the topics being studied and to develop a better understanding of the Curriculum content:

##### **a) Draw, read, fill-in-maps:**

- Draw an outline map of Pakistan
- Show Muslim majority areas before the establishment of Pakistan on an outline map of the Subcontinent.

- Fill-in boundaries of Pakistan on an outline map of the Subcontinent.
  - Make a map of Pakistan on the ground or hardboard showing different landforms.
  - Draw a map of Pakistan showing distribution of forests, agricultural products and minerals.
  - Show industrial areas on an outline map of Pakistan.
- b) Make charts, graphs, tables:**
- Make charts showing imports and exports of Pakistan
  - Collect demographic information from the neighborhood, community and present it in the form of tables, charts and graphs.
  - Prepare population charts showing population growth, distribution by gender, age, etc.
  - Prepare organizational charts of education in the provinces.
  - Collect statistical information regarding literacy within the neighborhood and present it in tables, graphs and charts.
  - Make a chart showing essential characteristic of a welfare state.
- c) Visit and write reports or make presentations on places visited:**
- Historical places.
  - Assembly sessions.
  - Rivers, mountains, fields, forests, mines, canal head works.
  - Urban areas where urban development is taking place.
  - Museums, industries, factories, cultural centers and festivals.
- d) Participate in:**
- Debates, dramas and role-play.
  - Group discussions.
  - Mock session of National/Provisional assembly, UN Security Council, Organization of Islamic Countries (OIC).
  - Seminars and shows emphasizing cultural diversity and unity.
  - Plays reflecting dignity of labour, nation building programs, social justice and equality.
  - Volunteer services.
  - School, neighbourhood cleaning.
- e) Collect, display, document:**
- Specimens of various kinds of wood, agricultural products, regional handicrafts and put them in the class museum.
  - Words in regional languages and objects representing them to display in class.
  - Special objects of everyday use from different regions of Pakistan with captions for display in class/museum.

- Newspaper/magazine clippings relevant to the topic understudy and prepare personal scrapbook.
- Oral history from grandparents, parents and other sources.
- Case studies, investigative studies.

## Skills

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Students should know how to acquire knowledge and process it, how to use the knowledge critically and creatively to solve problems and make decisions in a variety of situations and communicate effectively.

### I. Critical Thinking Skills

Critical thinking skills assist in determining the accuracy and worth of information or claims. Critical thinking skills include such skills as distinguishing between facts and opinions, detecting bias, examining evidence and considering alternatives before making a decision. Critical thinking is making a judgment about what would be sensible or reasonable to believe or do in any situation. Simply engaging in thinking processes cannot be viewed as engaging in critical thinking, rather a particular set of qualities of thinking are required for critical thinking. The intellectual tools required for critical thinking include background knowledge, criteria for judgment, critical thinking vocabulary, thinking strategies and habits of mind. Teacher must directly and systematically teach the range of intellectual tools.

- **Background Knowledge:** Students need to possess relevant background knowledge from different sources for thoughtful reflection about the topic and make well-informed judgments on the matter before them.
- **Criteria for Judgment:** Students need to understand and apply appropriate criteria for judgment. Criteria like accuracy, reliability, logical coherence, weight of evidence, clarity, precision and relevance must be developed. These criteria can be used in judging and monitoring one's reasoning and actions and also those of others.
- **Critical Thinking Vocabulary:** Students need to understand meanings of some vocabulary or set of concepts that permits them to make important distinctions among the different kinds of issues and thinking tasks facing them.
- **Thinking Strategies:** Strategies that guide thinking can include making lists of reasons for and against value positions, talking through a problem, using models (metaphors, drawings, symbols) to simplify problems and various graphic organizers to represent information.

- **Habits of Mind:** Open-mindedness, an inquiring attitude, an intellectual work ethic, respect for quality are habits of mind required to apply relevant criteria and strategies in promoting critical thinking.

Students should be able to analyze the information from different sources using the criteria. Encourage them record their analysis in the following grid or in different other forms.

Sources Criteria	Source 1	Source 2	Source 3
What is the purpose of the information? Who is presenting this information? What are the political/ideological views of the author?			
Are the ideas relevant to the argument/claim? What supporting and disconfirming ideas are presented?			
On what evidence is the claim based? Where do these evidences come from? Who produced these evidences? Are the evidences sufficient to support the claim?			
Are facts and opinions clearly defined? Are there any distortions or errors or omissions? Whose point of view is being expressed? Are different voices included?			
Are ideas clear? Is the purpose of the author clear? Are the conclusions clear? Are implications clear?			
What similarities and differences are there in the way the information was presented by each source?			

After analyzing the information from sources, the students need to know how to draw conclusions regarding the information. Have them avoid being unduly influenced by what others say and decide what they think and why, defend their position with strong and worthy evidences.

## **Developing Environment Conducive to Critical Thinking**

Critical challenges are the tasks, problematic situations or questions that provide the impetus and context for critical thinking. The use of critical challenges does not imply a particular pedagogical style or approach to teaching, instead critical challenges can be used with any approach. The students have to be encouraged and assisted in assessing the reasonableness of what they are hearing, seeing or doing.

A question or task is a critical challenge only if it invites the students to assess the reasonableness of options or conclusions \_ the task must require more than retrieval of information, rote application of a strategy or a mere assertion of a preference. The questions to which all answers are valid do not entail critical thinking. For example, the question like “*Who is your favourite politician? What do you like best about Pakistan?*” do not explicitly invite critical reflection. Moreover it is also important to distinguish reasoned judgment from rationalized judgment:

- *A rationalized judgment* is a position that is supported after the fact with reasons why it could be justifiable
- *A reasoned judgment* is a criteria-based position. It is a position that is defended because it meets the perceived requirements of a thoughtful answer.

Challenges that critical thinking call for should arise within meaningful contexts. Critical thinking should be infused into curriculum recasting some elements or topics of the subject matter in the form of critical challenges. Critical challenges must be sufficiently focused so that students have enough background knowledge, are aware of relevant criteria and would be able to do a competent job. In case there is any gap, it is important to anticipate the tools required by a challenge and compensate through providing instructions and materials. Students and their teachers should agree on the principles of classroom environment which encourages critical thinking. Critical thinking is not a set of abilities that one uses from time to time rather it is a way of approaching everything that one encounters. Through participation as a member in a community, students actively develop, supplement and test their ideas in conjunction with others, think through the problems together. Teachers personally model the attributes of a good critical thinker, employ effective questioning techniques, set appropriate classroom expectations and develop tools for active student participation in classroom discussions.

## II. Information Gathering and Processing Skills

The ability to acquire information from different sources, interpret the meaning and significance of the information and make sound decisions on the basis of the processed information are the key skills for democratic citizenship. The key steps in gathering and processing information should deliberately and systematically be taught and developed in the students. The steps are described below with the example related to fair and free elections:

### a. *Formulate Question(s)*

Have the students formulate question(s) about the issue/problem/event which they want to find out more about. The question could be: How can we assess the process of the transparent, fair and free elections in Pakistan?

### b. *Locate Information*

Students should be able to locate information from multiple sources, identify varying approaches, viewpoints, interpretations, reference books, newspapers, magazines, and recognize primary and secondary sources, tables, globes, diagrams, artefacts.

Since the question is regarding elections the best sources might be:

- Election experts (Election Commission staff, constitutional lawyers);
- Books on Democratic Elections;
- Newspaper reports;
- Reviews and reports by election observers.

### c. *Acquire Information*

Once students have identified the relevant sources, they need to decide how they can acquire information from them. They can acquire information through:

- Conducting interviews from relevant people: experts, general public, the target group;
- Reading the texts: books, journals, newspapers, sites;
- Observing events, behaviour of people, and pictorial/graphic/statistical images: election campaign advertisement, daily media coverage.

After they have got this information, students should know how to identify main ideas, elements and supportive ideas and elements from the sources.

### d. *Use Organizers to Record Information*

Students can record their information using organizers:

- Timeline: order chronologically the development of an issue/problem/event, for example, development of election process;

- Fishbone: identify two different positions to the issue/problem/event, for example, different positions about election process;
- Venn diagram: compare ideas/arguments/characteristics, for example, the actual election process against the ideal;
- Spider map: identify key ideas/concepts/arguments with supporting evidences/sub-themes, for example, arguments about the actual election process;
- Storyboard: summarize answers to questions, who, what, when, where, why and how, for example, political party campaigns.

To record their information they need to take notes by using short forms, abbreviations and symbols or write short information in bullet points.

Abbreviations/symbols/pictures	Words
Devt	Development
?	Question
<input type="checkbox"/>	Happy
*	Important

Furthermore, students should be able to organize collected information orderly and precisely, with summarized notes and cited sources.

***e. Interpret Information (Use Critical Thinking Skills to Interpret Information)***

After students have recorded information from different sources they need to interpret the information using the critical thinking skills. They should be taught how to differentiate fact from opinion, identify frames of reference, value-laden words, detecting evidences of propaganda and bias and evaluate author's or person's backgrounds. They need to evaluate whether they have answered the questions about the issue/problem/event and need to make sense of and assess all the information they have gathered. Encourage them to use criteria that are shared above in critical thinking skills to analyze and synthesize the information.

***f. Draw Inferences***

Students should be taught how to identify relationships among the parts, detecting inconsistencies and weighing conflicting facts and statements.

***g. Draw Conclusions***

From the information, students should draw conclusions and ensure that these base on and are supported by facts and statements.



### III. Communication skills

Communication skills are skills that help one express information and ideas in oral, written and visual form.

- Students should be able to develop vocabulary, clearly express thoughts in oral form in a variety of situations, to a variety of audiences, for a variety of purposes; express one's ideas with confidence; and defend one's point of view.
- To be able to visually communicate, students should have ability to select an appropriate medium, and to produce and display it.
- For written communication it is to be able to express ideas clearly and coherently in a variety of methods (paragraphs, essays, reports), for a variety of audiences; write in order to express one's views and to support a position; and, to be able to make notes from the material read or heard.

Two communication skills are shared below as samples to teach students the skills to effectively communicate.

#### *i. Making Oral Presentations*

Students choose a topic for their presentations related to Advanced Pakistan Studies. They learn how to prepare an effective oral presentation by using the following steps:

- Preparation: Select a topic, identify the purpose, carry out research, make an outline, review and remove irrelevant information, make notes on cards of important points to cover in presentation and plan an interesting and effective opening.
- Practise: speak clearly, time the length of presentation, vary the voice to avoid monotonous pattern, speak slowly, practise in front of those who can give feedback
- Delivery: look at the audience, start slowly, be enthusiastic and confident;

#### *ii. Making Posters*

Students should be taught how to make posters to communicate their ideas. The following steps should be learnt and practised by the students.

- Make a plan: decide upon the message of the poster, how to deliver that message visually, choose colours and decide that text should be concise, arresting and informative;
- Poster Layout and Making the poster: Place your information accordingly, get all the information, pictures and graphs and put them together.

- Placing posters: Find the best location to display the poster, so that others walk through the posters.

## VI. Advocacy Skills

Advocacy is a systematic process of working to make positive changes by using a problem-solving approach. Advocacy includes activities such as letter writing, conducting signature campaigns and fund raising.

The steps in advocacy are the following:

- Identify the Issue That You Want to Address:** Students should be encouraged to answer questions: What is the issue? Who is involved in this issue? Who can make the difference in the solution of the issue? This will help them think about an issue or a problem that they or others are facing in communities or society in general in which they would like to make a positive change. **e.g. Having garbage dumped on school ground or illegal housing schemes in the area that was planned to build a park have been approved by corrupt officials.**
- Develop a Goal and a Set of Objectives:** Students require framing their objectives or desired outcomes they want to achieve from their advocacy. **e.g. You want a proper garbage collection mechanism by the city/local government.**
- Identify the Intended Audience for Your Advocacy Efforts:** Students are required to identify a person/group of people who would be able to bring about the desirable change. **e.g. City/Local government officials and people of your community in your area who have the power to implement the change.**
- Decide on the Specific Message you want to Communicate and how to Say it Effectively:** Students should be encouraged to identify specific concerns and solutions to address the issue. **e.g. You want to rouse people in the community that dumping garbage in the school ground is not ethical and threat to health of school children and city/local government is expected to provide garbage collection mechanism for the community.**
- Decide a Strategy that you want to use to Advocate to Solve the Issue:** There are different strategies to advocate such as writing a letter to the editor of a newspaper, sending a picture as evidence, conducting a corner meeting with people of the community, rally or walk, signature campaign, peaceful protests, boycotting. Students should choose a strategy that suits best to solving the issue at stake.
- Evaluate and Follow up the Results:** Students should be encouraged to evaluate the results of their actions and follow up the results. If the previous

strategy did not work well then they need to choose another strategy to make it more workable.

Teachers are expected to teach students about each advocacy strategy (letter writing, signature campaigns, walk or rally, peaceful protests, boycott, fund raising, display of pictures related to issues, conducting meetings for communities). In addition, required skills of advocacy should be systematically and deliberately taught and developed in the students. Students should be encouraged to use advocacy strategies for issues related to school and then move to issues in community and society in general. For students to have successful advocacy campaigns or projects, teachers should provide ample feedback and guide them throughout their projects/campaigns.

## V. Problem-Solving and Decision-Making Skills

Problem-solving and decision-making are thinking strategies that make use of variety of skills. Problem solving involves using a variety of skills to solve a problem. Decision making is a strategy of using values and a variety of skills to determine the choice one should make in a particular situation.

Steps in problem-solving include the following:

1. Define the problem clearly
2. Define the objectives
3. State what you know about the problem and identify areas where there is a lack of information
4. Identify sources of information and collect the necessary data
5. Interpret the information to identify ways to solve the problem
6. Eliminate the obstacles
7. Examine each possible solution, looking at its advantages and disadvantages
8. Make an action plan

Possible solution	Advantages	Disadvantages
1.		
2.		

9. Carry out the plan
10. Reflect on what has worked, what did not and why?

The similar steps can be also used to develop students' decision-making skills.

# Teaching and Learning Strategies

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Students should be encouraged to actively participate in discussing controversial issues of local, national and global communities, understand complexity of issues by exposure to different positions, engage in inquiry on key issues and topics by gathering and processing information from multiple sources, learn from each other in cooperative groups, experience democratic participation in simulated plays and activities, interact with resource people on different policy issues and initiate and manage community projects. Students learning through these strategies generally imbibe the importance of social responsibility and public participation.

## Discussion Strategy

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Discussion is a unique form of group interaction where students join together to address a topic or questions regarding something they need to understand, appreciate or decide. They exchange and examine different views, experiences, ideas, opinions, reactions and conclusions with one another during the discussion. There are several benefits of discussion. Students increase their knowledge of the topic; explore a diversity of views which enables them to recognize and investigate their assumptions in the light of different perspectives; develop their communicative competence, listen attentively, speak distinctly and learn the art of democratic discourse.

### **Conducting a discussion**

#### ***Preparation for discussion***

You need to plan carefully by reviewing the material and choosing a question or a problem on a topic and framing it as interrogative question instead of a statement or a phrase. For example, 'What are the major reasons (causes) for the high rate of unemployment in developing countries?' 'How can we stop discrimination against women in our country?' It is important that students have some knowledge of the topic chosen for discussion. Good ways of ensuring this are: asking students to read on the topic, interview concerned individuals, and engage in observation.

#### ***Conducting the discussion***

Rearrange the classroom or move to another place (lab, playground) so that the students can sit in a circle or semicircle as it promotes better interaction between them. Start by presenting the question orally and writing it on the board to enable the participants to read and understand the question. Give students time to think and note down ideas in response to the question. Indicate

the start of the discussion by repeating the question. While students share their own views and experiences or refer to their readings, write down some answers so as to track and guide the discussion. During the discussion, ask probing questions such as “Why do you think?” “Can you elaborate it further?” Or draw a conclusion and raise a new but related question. Give students the opportunity to participate and contribute to the discussion.

### ***Concluding the discussion***

Conclude the discussion by summarizing all the ideas shared and identifying questions for further inquiry or discussion. Summaries should be short but accurate.

## **Role-Play Strategy**

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Role-playing is a teaching strategy in which students learn by acting and observing, where some students act out a scenario in front of the class. Students learn the content being presented and also develop problem-solving, communication, initiative and social skills (Blatner, 2002). As students examine their own and others’ feelings, attitudes and perspectives they develop an understanding of themselves and others. If students are asked to write the content of role-plays themselves rather than simply enacting roles handed to them it will enable them to collect and process information, and be creative.

### **Steps of Role Play**

#### ***Preparation for role-plays***

1. Determine the purpose of the role-play, appropriateness to the objectives, and whether it is suitable for the age group.
2. Write a role-play:
  - Teacher or students develop a realistic situation and decide how to portray it (newscast, courtroom scene, press conference, puppet show, talk show, panel discussion, drama)
  - Define the problem or issues in the situation that the role-players have to deal with
  - Determine the number of role-players needed
  - Develop short, specific roles for each person. What characteristics and background should the person have? How does this person feel about the problem and other person(s) in the situation?
3. Determine the time for each role-play.

4. Develop a set of questions for the post role-play discussion.

### ***Introducing Students to Role-Plays***

- Describe the problem, story and purpose of the role-play briefly and clearly.
- Select role-players. Be careful in assigning roles (e.g. do not choose students who might over-identify with the problem, etc.). Give each role-player a name tag with his/her imaginary name on it so that other students do not confuse the players and their roles.
- Allow students enough time to read and understand their roles and prepare to enact it.
- Involve the rest of the class by making them suggest questions for the discussion to follow.

### **Enacting and Monitoring the Role-Play**

While students are acting, ensure that all sit quietly to observe the role-play.

### ***Discussion Following the Role-Play***

Review the role-play with the class. Then open the discussion to the audience ensuring they discuss only the role-play's content. While discussing a problem, students can explore alternative solutions. Summarize the role-play, focusing on student's understanding of the problem that was being dramatized and/or attempt to solve the problem.

## **Cooperative Learning Strategy**

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Cooperative learning is a strategy in which students work together in small groups to maximize their own and each others' learning. In cooperative classrooms students have two responsibilities: (i) to learn and complete assigned material and, (ii) to make sure that all members of the group do so as well. A score of *academic, social and psychological* benefits are associated with working collaboratively in groups such as improved self-esteem, increased on-task time, increased higher order thinking, better understanding of material, ability to work with others in groups and improved attitudes towards school and teachers. Cooperative learning creates opportunities for students to use and master social skills necessary for living productive and satisfying lives.

There are 5 elements of cooperative learning.

These include:

***Positive Interdependence*** means that students believe they will achieve their cooperative learning group goals if and only if the other group members also achieve their goals. You can structure in positive interdependence by setting a

goal students can only achieve if they work together cooperatively; providing a group a single set of materials; or assigning roles to each group/member.

**Individual Accountability** is each group member being able to do an assignment similar to the group's task on his/her own. Individual accountability can be structured within learning groups by calling on individual students to answer a question on some part of the work they did in their group and conducting regular quizzes and tests that group members must take individually on material learned in their groups.

**Processing** is group members discussing and evaluating how well they are achieving their goals and maintaining successful working relationships. A simple way of guiding group processing is by asking the group to 'think of something that they did to successfully complete, tell what it is and list the things that could be done to make the group even more successful tomorrow'.

**Social Skills** are skills required for working in cooperative learning groups. Many students lack such skills and need to be taught them one at a time. Teachers should help students see the need for and understand the skill. They must create situations where students can practise and master the skill. Ensure that students process use of the skill and continue to practise it.

**Face-to-Face Promotive Interaction** occurs when students encourage and facilitate one another's efforts, share information and materials, challenge one another's reasoning, motivate one another to achieve group goals, in trusting and trustworthy ways.

Two examples of cooperative learning structures that incorporate the five basic elements are described below:

## 1. **Think-Pair-Share**

To begin Think-Pair-Share you must first pose a question to the class that requires students to think critically.

- **'Think'**: Students 'Think' alone about the answer to the question for a specified amount of time. Students write their answers to show that they thought about the question individually.
- **'Pair'**: Students 'Pair' up with a partner to discuss the question, listen to and expand on one another's ideas.
- **'Share'**: Students 'Share' their answers to the question with the entire class.

Think-Pair-Share structures are effective only when students participate equally, practice social skills, and individually demonstrate what they have learned from their partners.

## 2. Jigsaw

Research indicates that students learn best when they teach what they have learnt to others. Jigsaw has students learn and teach each other. It has four steps:

- From cooperative groups called HOME groups. Each HOME group member is given different material to learn and teach to the rest of the group. For example, the first group member must learn Page 1 of an assigned text, the second member Page 2, etc. To ensure that students learn the material at this stage, teachers can provide them with study questions to guide their learning, and ask them to write out their answers.
- EXPERT groups are formed by grouping students with the same assigned material together. EXPERT group members must study their material together, and plan ways to teach the material to their HOME group members and check for understanding. As teachers for the groups they should give pointers on how to teach. For example, they can suggest the use of visual aids to convey information.
- Students return to their HOME groups and take turns teaching their HOME group members the material they were assigned and are now experts on. The group goal is for every member of the group to master all the material presented.
- Check students' mastery of the material and how well they have worked together. For example, have students take a quiz or make presentations. Let them reflect on how well they worked in their HOME groups and identify ways to improve.

## Inquiry/Investigation Strategy

Inquiry/investigation is a process of framing questions, gathering information, analyzing it and drawing conclusions. An inquiry classroom is one where students take responsibility for their learning and are required to be active participants, searching for knowledge, thinking critically and solving problems. Inquiry develops students' knowledge of the topic of investigation, skills of questioning, hypothesizing, information gathering, critical thinking and presentation. They are also disposed to engaging in inquiry, open-mindedness and continuing their learning.



## Teaching Students to Conduct an Inquiry Investigation

There are two main types of inquiry: knowledge-based inquiry and problem-based inquiry/investigation. Knowledge-based inquiry enables students to enhance their knowledge and understanding of content. Problem-based inquiry/investigation encourages study of social and scientific problems if the study could lead to social action work with students to engage in responsible action.

There are a number of steps in conducting an inquiry/investigation. Use the steps and skills of information gathering and processing as described earlier for the inquiry steps 1, 2, 3, 4, 5, 6 and communication skills for inquiry step 7, and problem solving skills and advocacy skills for step 8, 9. Each step is described below and an example of a knowledge inquiry and scientific investigation is provided below:

1. Choose a topic and have students frame inquiry questions(s) based on the topic or plan an investigation by developing materials yourself.
2. Let students formulate a hypothesis, i.e. provide possible explanations or educated guesses in answer to the questions.
3. Help students plan the inquiry.
  - What is the best place to find information on the topic/what is the best way to gather data to solve the problem?
  - How to allocate time?
  - Whom to consult.
4. Help students locate information/gather data.
5. Have student's record information as they find it.

Students using books should note main idea and supporting evidence (Note down the reference for future use) or students can record the interview of a community member.

6. Help students evaluate their findings and draw conclusions. Students should look for relationships in the information gathered, analyze the information and try to answer the inquiry question. Teach them to support their opinions with evidence from their data.
7. Have students communicate their findings in creative ways, written, oral and visual. For example, as a poster, article, talk show, role-play, etc.

If the study could result in a social action, move it forward to have students take informed and responsible actions.

8. Encourage students to suggest possible action based on findings. Select actions that are doable. Look at possible consequences of each action. Choose the best action.
9. Make an action plan and carry out the action.
10. Reflect on the success/challenges of the action.

## Simulation as a Strategy

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Simulations provide opportunities for students to learn about elements of real life situations and structures in simplified form within 'safe' environment such as classroom. When used effectively, simulations develop students' conceptual understanding, enhance and reinforce their skills and build up their positive attitudes and dispositions. Simulations are strongly student-centred and develop creativity and initiative taking. They also enable students to experience situations that they are not able to realistically and directly experience in real life e.g. simulation on law making process to learn functions of three branches of government, mock elections, etc. They develop interpersonal skills especially when other players are required in the process. There are commercially designed educational simulations for civics, however most of them are context-specific and may not be useful for the context of Pakistan. Hence, teachers may develop educational simulations (online as well as hard copies) and share with others on different concepts/topics relating to civics.

There are stages/phases in using simulations such as orientation/introduction, participant training, actual simulation and debriefing.

### Orientation and Introduction Stage

It is usually started by introducing students to the topic to be explored and learnt, concepts within the topic and overview of the simulation process.

#### **Examples:**

##### *Simulation of lobbying*

Teach students about the role of interest groups and lobbyists, role of public officials, members of advocacy groups

##### *A simulation of the process of trial proceedings in civil or criminal court*

Teach students about legal procedures, applicable laws and advocacy skills.

## Participant Training

Train your students about the rules of simulation, the procedures and goals of simulations, role of participants and decisions to be made. Provide them a short practice to see whether students understand the rules and procedures and can carry out their roles.

### Example:

*Simulation of lobbying*

Train students to the role of lobbyist, public official, member of advocacy groups.

*A simulation of the process of trial proceeding in civil or criminal court*

Train students to the role of attorney, judge, etc.

## Actual Simulation

Students experience some elements of reality while participating in the simulation. Monitor the progress of the simulation, note your observations and instruct other students to do the same. Ask questions by periodically stopping the simulation to see whether students are clear about the topic, concepts and process.

## Debriefing

Initiate discussion on the simulation, the process and help students identify the relationship between the simulation and real-life application. Extract events, perceptions and reactions of participants, help students analyze the process, draw relationship between civics content and ask for ideas to re-design the simulation. Make suggestion and clarify misconceptions if happened in actual simulation.

## Examples of Simulations

Youth Parliament (check from PILDAT), The Bill (take from Yellow book or Youth in Election book), Meeting Game, Mock Election (take from Yellow book), Budget and Taxes, City Planning Game, Campaign Strategy, Civics Jeopardy (educational commercially designed available), Model UN (available on the net), If You were The President- Budget Simulation (available at <http://www.scholastic.com/kids/president/game.htm> but need to develop contextually relevant game) etc.

## Effective Lecturing Strategy

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A lecture is method in which, the teacher transmits ideas, concepts and information to the students. A lecture allows teachers to transmit knowledge and explain key concepts in a limited time to a large group of students. The lack

of active intellectual engagement by students could make the lecture boring so that students lose interest which hinders learning. Lecturing spoon-feeds the students without developing their power of reasoning. However, if used with different activities and exercises that call for students' participation, the lecture can stimulate students intellectually and facilitate learning.

### **Developing an Effective Lecture**

To deliver an effective lecture, the teacher must plan it. First, the teacher should identify the purpose of the lecture. The procedure of the lecture will follow from the purpose. If the purpose is to introduce new knowledge and concepts, the teacher can structure it in the classic way. However, if the purpose is to make students aware of different approaches to a particular problem, then the problem-oriented structure can be used.

In a classic lecture structure, the teacher outlines the purpose of the lecture and the main themes/subtopics that will be covered. Each theme/subtopic is then explained with examples. At the end, the teacher summarizes each theme/subtopic and concludes the lecture. A lecture can be made more effective by the use of diagrams, photos, graphics, etc. using charts, an overhead or multimedia projector.

In a problem-oriented lecture, the teacher states the problem and then offers one positive solution followed by a discussion of the weaknesses and strengths of the suggested solution. Then he/she continues with the second solution and discusses its strengths and weaknesses. At the end, the teacher makes some concluding remarks.

### **Posing Questions**

In order to keep students engaged in a lecture, ask a question at the end of each theme/subtopic. This activity requires students to quickly process and use newly presented information to answer the question or solve the problem. Following the question give time to the students to come up with the answer, call on a few students to share their answers, sum up and move on. Some students out of fear of giving an incorrect response may not answer. To increase students participation use the Think-Pair-Share strategy; students think individually, share ideas with a colleague and then with the class. Sum up responses and move on. Alternatively, use Buzz groups. Buzz groups are small groups of three to five students who discuss the question before answering. Clear instructions regarding what to do, for how long and what is expected at the end of 'buzzing' must be given. After groups 'buzz', randomly choose students from 2-3 buzz groups to share their groups' discussion points or solutions. Sum up and move on.

## **Inviting Students' Questions**

Before the lecture ask students if to share questions they want answers to and tailor lecture to answer them. Encourage students to ask questions on completion of each theme/subtopic. Students' questions can be answered by the teacher or directed to the students inviting them to answer.

## **Teaching Controversial Issues**

A controversial issue is considered as an important issue by many people, which involves value judgements and cannot be resolved by facts and evidence only. These issues can divide the society by generating often conflicting explanations and solutions based on alternative value systems (Stradling et al, 1984). Controversial issues have conflicting values, opinions, priorities and material interests, emotions are strongly awakened and where the topic/issue is complex to explain and resolve. Living in the age of multiple controversial issues, students need to develop their knowledge, skills and attitudes to deal with such issues. They are not born knowing and skilful enough to deal with controversial issues so they need to develop knowledge and practise their skills of listening to other's perspectives, stating their positions clearly, being prepared to change their minds, find more information and deal with differences politely. Learning how to deal with controversies in the classroom setting definitely prepares students to live in a democratic society where controversial issues are discussed and argued without resorting to violence.

## **Planning**

In learner-centred classrooms, the role of the teacher is as facilitator and guide in the learning process. However, most of teachers' work is done prior to and after the lesson. Plan your lesson on controversial issue thoroughly. Search for information about controversial issue, identify the controversies and positions, collect more evidence and explanations for both or more sides/positions and enlarge your own understanding of the issue. Help your students read as many explanations as possible about conflicting positions about the issue prior to any activity. Stipulate possible issues while students are discussing or tackling with the controversial issues such as some students becoming emotional about the issue, possible arguments, drifting away from the topic. Be prepared to handle these and other issues in your classroom skilfully and professionally. Choose a strategy to teach controversial issue which suits best to the topic/issue, to the level of the students and to the allocated time and available resources. Start teaching controversial issues from the ones which are not close and sensitive to students' experiences or contexts e.g. environmental issues as climate change, global warming, and when your students develop their skills and attitudes to deal with more complex issues move to the ones that are close to their own experiences and contexts, e.g. honour killing, human rights abuses in the country.

## Setting the Environment and Building the Skills

Prior to asking students to deal with controversial issues, you need to set up a supportive and caring classroom environment. Start by encouraging students to develop classroom rules that are required for teaching and learning about controversial issues. For example, classroom rules such as: agree to disagree in polite manner, state the idea or point clearly, support idea with more explanations, evidence and examples, accept alternative perspectives, recognize the complexity of the issue/topic, listen to others attentively, treat others with respect and so on. These and other rules the students come up with should be agreed to become classroom rules for learning to deal with controversial issues. Explain, demonstrate and teach each skill systematically and provide students some situations to practise the skill and give constructive feedback to improve further.

## Strategies for Controversial Issues

There are different instructional strategies to teach for dealing with controversial issues. The following are few of them.

### ***Discussion***

It is an essential element in addressing controversial issue, where every student has the opportunity to voice his or her opinion and when handled properly, it helps students to recognize multiple ideas, opinion, explanations and solutions on the issue. Discussion skills are not innate. The students' age, knowledge and interests should be considered in selecting and preparing who is to lead discussion of a controversial issue: this can be done by a student or the teacher. Effective discussion skills encompass three stages: preparation, conduct and evaluation. Establishing an open discussion climate is a prerequisite for conducting effective discussions as students must feel free and secure to share their views and argue with each other. The teacher's role is to act as a moderator to ensure that diverse and competing perspectives are fairly heard, to ask questions and challenge ideas (e.g. devil's advocate). In the case of controversy over values, teachers should help students identify, interpret and clarify their values. Finally the discussion itself should be summarized and evaluated collaboratively by the teacher and students.

### ***Demystification***

Demystification requires extensive knowledge of the issue along with critical thinking skills and open mindedness. The strategy differs from discussion in that existing arguments are analysed, whereas in discussion, argument are generated.

There are four steps to this strategy (Clarke, 1992)

1. *What is this issue about?*

- The nature of the controversy is identified; namely what information, concepts and values underpin it.

## 2. *What are the arguments?*

- What is the content of the argument?

- Is the position taken valid?

The criteria used to judge validity can either be moral or prudential, where moral criteria are concerned with how all people will be affected, and prudential criteria with how I and my group will be affected.

## 3. *What is assumed?*

- The assumptions behind the argument are identified and evaluated on the basis of who is making the argument.

## 4. *How are the arguments being manipulated?*

- What information has been selected and emphasized or ignored.

### ***Debate***

This requires reasoning skills, analysis of multiple relationships and consideration of multiple perspectives. Students learn to organize their ideas, present their opinions clearly and support them with facts using the conventional formal debate structure of speaking for and against a motion, without necessarily taking a vote at the end. The teacher's role is to judge and assess the process of the debate, and the quality of arguments presented. Teachers need sound knowledge of the topic, so that they deepen students' understanding of the concepts and issues.

### ***Role-play***

This involves learning through acting and observing. During role-play participants examine their own feelings, attitudes and perspectives as well as those of others and develop self-understanding and empathy. Role-play can facilitate problem-solving, communication and social skills (Blatner, 2002). When students take control, they draw on creativity and imagination. Effective role playing follows four steps: preparation, introduction, enacting and monitoring. It is important to follow up role-play with discussion. Non-participant students can play the role of engaged audience and join in the discussion that follows the role-play. *Conscience Alley (or Conscience Mumtaz)* is a role-play technique which helps to identify conflicts, dilemmas and dichotomies and encourages students to think of multiple perspectives on an issue or a topic.

## Guidelines for Developing Teaching Learning Resources

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In most Pakistani classrooms student-teacher interaction is limited to reading, writing and speaking. Students remember some of what they hear, much of what they read and more of what they see. However, if students are to remember, understand and imbibe what they learn, they need to experience their learning. Because each student is unique and learns differently, some students must touch or do in order to experience learning. Using multiple, varied teaching learning resources is integral so that students experience as they learn and also develop their multiple intelligences further.

Teaching and learning materials should provide opportunities for teachers to reinforce, challenge, and expand the students' existing knowledge and skills. The materials should present a range of viewpoints and perspectives. Although materials are sometimes chosen to illustrate a particular point of view (for example, letters to the editor, submissions to a public inquiry, or historical documents), they should generally be selected to provide balance and, in particular, to avoid perpetuating stereotypes of people.

### Teaching and Learning Materials

In most Pakistani schools, the government prescribed textbook is the only teaching learning tool. Teachers rarely use other resources to support students learning. In order to facilitate students learning, there should be a range of materials available so that all students have access to information and ideas that enable them to meet the achievement objectives. Some examples of teaching and learning resources (including both human and material resources) are:

- the experiences of the students themselves and of their families, friends, and neighbours;



- community resources, such as historical sites, museums, shops, farms, and factories;
- literature, newspaper articles, biographies, diaries and letters, yearbooks, myths and legends;
- interpretations of the past, present, and possible future;
- photographs, charts, maps, radio interviews, posters, films, and television programmes
- The Internet, the World Wide Web, and simulation software.

Among the above mentioned resources, we will be providing guidelines to develop teaching and learning materials that can be made available, accessible and affordable to all students in order to make the teaching and learning of Advanced Pakistan Studies significant in our higher secondary schools and colleges:

- Textbooks
- Teachers guides
- Students workbooks
- Documentaries (audio and visual)
- Electronic Instructional materials (websites and the internet)

## Guidelines for Writing a Textbook

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A textbook is an important teaching and learning resource and the one most extensively used in Pakistani classrooms. It is therefore, important to improve both the quality of content and presentation to support the successful implementation of the present curriculum.

### Basic Features of a Textbook

Writing a good textbook requires an insight into the teaching and learning situations, the specific learning objectives at a particular developmental level, and the tools for formative and summative evaluation. Moreover, sustained practice is required to plan and develop textbooks that provide sufficient and appropriate input to students. This can be done by keeping the following things in mind.

- Textbooks must have accurate and up-to-date material
- The material must be sufficient to give students the knowledge they need to understand the concepts, develop the skills of engaging in higher order thinking and value development
- The materials must be error free so it can be trusted.

- The material must be unbiased and non-controversial.
- A number of activities must be included throughout the textbook
- Illustrations must vary from page to page.
- End-of-the-chapter exercises and suggested activities must vary from chapter to chapter. They should encourage students to think, develop skills and values, and use information for a variety of purposes.
- Table of contents including subtopics should be given.
- Textbooks must have an index and glossary
- Introduction to the textbook explaining how to use it.
- Textbooks must be contextually relevant (feasible to use in classrooms, affordable, examples from context to increase relevance and meaning)

## Stages of Textbook Development

Although it is not desirable to have rigid rules for textbook development, it is necessary that textbook writers develop a common framework to serve as a reference point. This can be done through the stages described below:

Textbook development involves at least five stages:

- Planning
- Material Writing
- Editing
- Reviewing
- Piloting, Testing and Revisions

### ***Planning***

Planning is necessary for writing quality materials. Therefore, maximum time should be spent on the planning stage. While planning it is important to:

- Decide on a topic (in relation to the Pakistan Studies curriculum)
- Review the curriculum document to identify learning outcomes that are to be met for each chapter
- Select topics from the given themes/sub-themes in relation to the age level and interest of the students
- Decide on the key ideas, skills, sub-skills and values to be included in each chapter
- Organize the key ideas
- Decide the facts and concepts to be included, what vocabulary/terms will be used, what values and skills can be developed
- Decide the illustrations to be used and prepare chart for the illustrator and designer
- Decide the kind of activities appropriate for text type, age level and SLOs

### ***Material Writing***

While writing the materials, it is important to:

- Write the reading texts as if talking to a group, keeping in mind the age and grade level of the students
- Select a range of authentic reading texts in a variety of styles. If required, adapt these texts to match the age and grade level of the students. Give complete reference details for the selected texts
- Develop activities on the selected concepts, skills, sub-skills and values. Make sure the activities are in line with the SLOs for the grades XI-XII.
- Include sufficient review exercises
- Provide a progress test after two or three units to assess the SLOs focused upon in these units
- Decide which illustrations are to be used, and prepare an art brief with instructions for the illustrator and designer
- To make writing and studying the textbook easy, colour coding and different levels of headings, etc., can be used

### ***Editing***

In the editing stage,

- Ensure accuracy and authenticity of facts in line with the curriculum
- Ensure clarity of instructions, illustrations, captions etc.
- Check to see if the meaning has not changed even if the words have

### ***Reviewing: Self and Peer Review***

This stage is necessary to ensure

- Accuracy and authenticity of the facts
- Relevance to the SLOs
- Appropriateness to Pakistani teaching and learning environment
- Variety and appropriateness of the activities
- Sufficient review activities and exercises

### ***Pilot Testing and revision***

In this stage,

- Have teachers teach, observe, change the prepared materials as required
- Revise the materials according to the feedback received from the teachers

## Checklist for Textbook Writers, Teachers and Reviewers

The following questions can help in reviewing the quality of textbooks:

S.#	Statements	Responses (Y/ N)								
1.	Is the textbook material related to the goals of the curriculum?									
2.	Is the content accurate and up-to-date?									
3.	Are important skills developed?									
4.	Do the illustrations (maps, pictures, drawings, graphs) help the students to understand the content better?									
5.	Do the end-of-the-chapter exercises encourage students? a. to think b. to develop their skills c. to be creative									
6.	Activities? a. Are the activities suitable for the needs of the learner? b. Do activities include student participation in real life issues? c. Do activities promote the social studies skills (thinking, information, map and global, inter-personal, participation, etc.)?									
7.	Are a variety of assessment strategies suggested? (e.g. fill-in-the-blank, memorized answers, project work, exhibitions, open-ended and divergent responses, etc.)									
8.	Does it motivate students to think?									
9.	Do the text, questions and suggested activities stimulate interest that would lead to further study?									
10.	Are there biases? A) religion B) national origin C) gender D) occupation E) class a. men and women b. different religions c. historical events d. historical figures (e.g. achievements and failures)									
11.	Does the textbook present issues from different perspectives? Give examples									
12.	Does it include current issues, problems and happenings?									
13.	Is it related to the goals of the curriculum?									
14.	Is a teachers' guide included?									
15.	Is it attractive and appealing to children?									
16.	Is the language readable, understandable, and easy to follow and appropriate for the students who will use it?									
17.	Put a tick in the appropriate column: According to you, are the following adequate or inadequate									
	<table border="1"> <thead> <tr> <th>Aspects</th> <th>Particulars</th> </tr> </thead> <tbody> <tr> <td>Page Size</td> <td></td> </tr> <tr> <td>Line Spacing</td> <td></td> </tr> <tr> <td>Titles and Sub-Titles</td> <td></td> </tr> </tbody> </table>	Aspects	Particulars	Page Size		Line Spacing		Titles and Sub-Titles		
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Page Size										
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18.	Are the contents relevant to the needs, age and level of understanding of the students?		
19.	Is there an introduction and summary?		
20.	Does it have: (a) an introduction explaining its organization (b) table of contents (c) glossary (d) index		
21.	Are there suggestions for (a) further reading in the area (b) websites for further information		

## Guidelines for Developing a Teachers' Guide

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A teachers' guide serves to educate teachers and thus, could be seen as a means of helping teachers develop professionally. Textbooks are usually accompanied with a teachers' guide aimed at informing teachers of how best to use it to facilitate student learning. Teachers' guides provide detailed explanation of key concepts, the way to teach a particular topic and provide further examples that could be given to facilitate learning.

### Basic Features of a Teachers' Guide

Teachers' guide should:

- Help teacher teaching text and extend activities by keeping contextual realities in view.
- Expand and develop teachers' repertoire of knowledge and skills.
- Provide various teaching strategies and rationale for suggested teaching
- Familiarize teachers with various assessment strategies
- Provide additional teaching learning resources e.g. photocopiable materials that teachers can use in the classrooms.
- Provides extended activities and how to conduct them
- Contains information sources for teachers' ongoing professional development.

### Structure/ Outline of Teachers' Guide

A teachers' guide should have the following:

- Title
- Introduction
- Overview of the SLOs
- Detailed instructions regarding methodology, learning activities and assessment procedures

- Further reading materials

## **Stages of Teachers' Guide Development**

### ***Planning***

- Identify teaching strategies appropriate to the context of teaching and learning, according to textbook, and rationale for each strategy.
- Identify which teaching strategies are suitable for teaching knowledge, skills, and dispositions in each chapter.
- Identify what extended activities students could do with teacher's help to develop target knowledge, skills and dispositions.
- Identify resources needed for teaching strategies and extension activities.
- Identify sources of information teachers can use to develop their pedagogical knowledge, skills and values.
- Identify gaps in resources or strategies that will need to be developed or explained.
- Identify assessment strategies that require further explanation for effective use by the teachers.

### ***Writing***

- Address the teacher(s)
- Write each chapter sequence corresponding to the text so teachers can cross-reference easily
- Identify constraints and strengths of each strategy or activity, especially if likely to be new for teachers
- Explain how to implement each instructional strategy, adding resources or sources of information as needed
- Give clear, sequences instructions for each activity, adding resources where necessary
- Explain each assessment strategy (strengths, weaknesses, how to implement) and give examples of questions, tests
- Give teachers choices of strategy/activity for each chapter (let them decide which to use)
- Explain how and where teachers can develop low-cost or no-cost resources.
- Decide where illustrations are needed and prepare brief for illustrator
- Recommend additional reading materials for teachers

### ***Edit***

- Check the guide is error-free
- Check if contextually relevant, revise if needed, or remove

- Check that steps for each strategy/activity can be easily understood

### ***Pilot***

- Ask teachers to use the guide for teaching the textbook
- Revise according to suggestions/feedback from teachers.

## **Guidelines for Writing a Workbook**

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Workbooks are books that contain writing activities and exercises that are related to each chapter in the textbook. Workbook exercises help to develop students conceptual understanding of the concepts dealt with in the text, to develop skills and to apply knowledge to new situations.

### **Basic Features of a Workbook**

- A number of exercises and activities for each chapter, topic, subtopic
- Exercises and activities effectively help develop, practice and assess students' content knowledge, skills and higher order thinking
- Accurate exercises (mistake free)
- Correspond to text – exercises and activities for same topic, chapter grouped together; presuppose knowledge and skills developed in text only
- Different from exercises, activities in text and guide
- Non-repetitive in style, structure \_ engage students
- Easy for students to understand and follow – clear instructions
- Illustrations/examples/explanations

### **Stages in Developing a Workbook**

#### ***Planning (for each chapter)***

- Identify key learning targets (knowledge, skills, higher order thinking HOT)
- Decide what and how many activities will be used to develop students' skills and HOT through practice
- Decide what and how many exercises/activities will be used to assess students' knowledge, skills and HOT
- Organize exercises and activities (lower → higher order, practice → assess)

#### ***Writing***

- Write as if talking to students

- Keep enough space for students’ responses (where appropriate)
- According to plan made, write each exercise/activity. (Instructions, example and/or illustration, exercise OR instructions, activity)
- Keep teaching/learning environment in view, ensure vocabulary is appropriate for grade level
- Avoid repeating the style or structure of activities/exercises
- Avoid using too many activities for one topic or skill. However, where possible, integrate skills and/or topics into exercises/activities at different points for deeper development and assessment

### ***Design***

- Design layout and illustrator prepares illustrations

### ***Edit***

- Check appropriateness and accuracy
- Check if corresponds to text and learning targets
- Check if instructions are clear and explicit
- Check if illustrations help in clarifying/understanding or show what students are supposed to do, what the product looks like
- Check for contextual constraints; remove or revise, if not feasible

### ***Pilot***

- Have students read and do: change as needed.

## Developing Documentaries

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Documentaries are movies presenting facts and information, about a political, historical or social issue rather than telling a fictional story. Documentaries give students the opportunity to express themselves using the latest technologies. At the same time, they master basic skills — such as researching, reading, writing, and speaking. They also build critical skills including problem solving, collaboration, and gathering and analyzing data.

To design a documentary solution to best meet their students’ needs, educators can use simple [online tool](#) to choose from a variety of software and equipment.

For editing, educators can choose from [iMovie](#) (part of the [iLife '08](#) digital authoring suite) for simple movie creation, [Final Cut Express](#) for more advanced editing, or [Final Cut Pro](#), the same tool that professionals use.



Then they can choose from a variety of cameras, scanners, storage devices, and other accessories to complete their solution.

To make it easy for teachers to get started, there's also the Documentary Resource Kit, which includes the National History Day DVD "Using iMovie to Create a Documentary," "Stories Worth Telling: A Guide to Creating Student-Led Documentaries," and a Documentary Resource CD, which can be easily available:

<http://www.apple.com/education/documentary/>

## **Engaging Students Create Documentaries**

Have your students become recorders of reality and create documentaries. Creating documentaries is a challenge. It requires that students understand an issue, its complexity, and the multiple perspectives through which different people view the subject.

Students who create a documentary on a topic will be challenged to understand their topic from multiple perspectives, and they will have to represent those realities accurately through video. In an excellent documentary, students show the viewers different perspectives through carefully chosen video clips and have the viewers arrive at their own conclusions.

Encourage your students to consider carefully the subject of their documentary and find footage that supports their assertions. If they are doing a documentary on solid waste or recycling, they should have footage of a landfill or recycling plant. There should be interviews with people on all sides of the issue, and the students have an obligation to try to represent everyone's reality with accuracy. It is a difficult task, but one worthy of the effort.

## **Stages on Developing a Documentary**

Here is a simple step-by-step guide for novices' filmmakers who want to make a documentary film:

### ***Watch Documentary Movies***

Go see them on the big screen if you can. Learn what makes or breaks a documentary film. Think about what kinds of documentary film you like. Learn various genres and filmmaking styles.

### ***Become Familiar with the Technical Equipment***

Experiment for a lighting setups, audio recordings, splicing clips together. Write to filmmaking forums to get technical advice from experienced filmmakers.

***Choose a Subject that would be of Interest to Students and is Accessible to you***

Choosing a subject that is compelling and timely will result in a strong and relevant film. It is often better to focus on a local personality or local event so that you will have access to readily available resources for your film. It's much simpler and cheaper to shoot at home and school rather than at other places.

***Become an Expert on your Chosen Subject through Research***

Research your subject as thoroughly as possible. Gain knowledge through the internet, books, and word of mouth. Attend events pertaining to your chosen subject.

***Create a Structure/Outline for your Film through Visualization***

Close your eyes and imagine how you would like the final product to look. Think about how you want to structure your film. What do you want to start with? How are you going to build your film? Write down your ideas. This will give you a blueprint for shooting. But remember that in documentary filmmaking, unlike fictional filmmaking, the footage informs the final structure of the film. Your initial written outline exists to serve as a guideline for shooting.

***Analyze your Wants/Needs for Making the Film***

Make a wish list of any people, locations, items, equipment you WISH you could have for your film. Cross-reference this list with any people, locations, items and equipment that you do have access to. Ask people. Check with local art centres, film departments at universities and colleges. Talk to the local film office. If you still can't find it then go to **Myspace** or **Craigslist** and see if you know someone who knows someone who can help fulfil some of the items on your wish list. If you are looking for footage, check with stock libraries for material that is in the public domain and free to use.

***Shoot!***

Don't talk about doing it - get out there and shoot your film. This is the step that differentiates the aspiring filmmakers from the actual filmmakers.

***Post-production***

Fast forward through all of your footage, and take printable screenshots of key scenes. This way you simplify the editing process by creating a visual map of your footage. Once this is done you should watch ALL of

your footage and create an action log listing timestamps. This will help you to save time in the editing room.

***Show your film!***

Upload it to the internet, four-wall it in a theatre, send the cut to distributors/networks to see if they are interested, hit the festival circuit. You can apply to multiple film festivals at once through the website **without box**. If all else fails, invite people to your place to screen. Burn multiple DVDs and get the film into the hands of family, friends, neighbours, co-workers, anyone you know who is in the film industry.

## Electronic Instructional Materials

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Electronic instructional material is gaining popularity in the developed world. Educational technology providers are successfully marketing courseware with instructional management, assessment, individualized learning paths and professional development. Growing numbers of teachers have convenient and immediate access to entire libraries of instructional video correlated to curriculum. As far as the educational scenario in Pakistan is concerned, lack of resources (particularly in schools) would hold back the evolution of electronic publishing in place of or along with printing.

It may be considered that a good ratio of the students have access to computer technologies. They should be given chances of self learning (rather exploring the knowledge) and it can be made true by converting the different learning materials into electronic formats e.g. CD-ROMs. The CD-ROMs should be made available at the school/college and retail outlets.

## Assessment System and Methods

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Assessment can be defined as gathering quantitative and qualitative information, using a variety of tools and techniques that are easy to understand and interpret.

### Assessment System

Assessment system is a coordinated process of gathering information to improve students' learning. Such a system must include:

- The specific purpose(s) for which the assessment is being carried out;
- A wide variety of tools and techniques that measure what students know, value, and are able to do;
- How the assessment can be interpreted and used to evaluate the standards and learning outcomes;

What criteria will be used to determine performance levels for the standard. That is to determine if students are partially proficient, proficient or exceptional.

### Need for an Assessment System

- To assess teaching and learning
- To check proficiency in a wide variety of tasks at a class level
- To provide information to different people on how well standards are being met

### Assessment Methods

Four methods that can be used to assess teaching and learning are:

1. Selected Response
2. Constructed response
3. Teacher observations
4. Self assessment

#### ***The Selected Response***

The students select the answer to a question from two or more given choices. Such items are easy to develop. Their short response time allows

more information to be assessed in a limited time. However, since answer choices are provided, students can guess the correct answer without knowing the material. Scoring is quick and objective, since the teacher need only check if the single correct or best answer was identified for each item.

### ***A Constructed Response***

This format requires students to create or produce their own answer in response to a question or task and eliminate guesswork. This allows teachers to gain insight into students' thinking and creative processes, and to assess higher order thinking. However, such items are time-consuming to answer and score. In constructed response format, scoring is more subjective and therefore clear criteria are necessary to maintain validity.

***Brief Constructed Response*** items, especially the fill-in type, have students provide a very short, clearly delineated answer. They are objectively scored because there is typically a single correct answer that is easily identified. *Essay items* may have students construct restricted-responses that limit the length, content and nature of the answer or extended-responses that allow greater freedom in response.

***Performance Assessments*** require students to construct a more extensive response to a well-defined task, often involving real-world application of knowledge and skills. Performance assessments can be used to evaluate both processes, such as making an action plan, and resultant products, for example an action in the community.

### ***Teacher Observations***

These are so common that they are often ignored as a form of assessment. However, teachers constantly observe and listen to students as they work. Teachers observing students often get greater insight through their nonverbal communication, such as inattention, looks of frustration, and other cues rather than verbal feedback. Observation is also important in assessing performance tasks, classroom climate, teacher effectiveness, and other dimensions of the classroom.

### ***Self Assessment***

This refers to students evaluating themselves. In *self-evaluation of academic achievement*, students rate their own performance in relation to established standards and criteria. Students may also be asked to

answer questions that reveal their attitudes and beliefs about themselves or other students as part of their *self-reporting*.

Within the four types of assessment methods, some commonly used formats have been briefly described below:

## Selected Response

Following are the examples of tools used:

1. Multiple-Choice Item
2. Binary-Choice Items
3. Matching Items
4. Interpretive Exercises

## Multiple-Choice Items

Multiple choice items have a short question, followed by multiple answer choices from which students must pick the correct or best answer. The question is called the stem, and the answer choices are called options. The options contain one correct or best answer, and two or more distracters.

### *Format*

After reading each question, circle the letter representing the choice you think is the best answer:

Which of the following is a local government body?

- a. Supreme Court
- b. Water and Electricity Supply Company
- c. Naib Nazim's Office
- d. Parliament

## ***Strengths and Weaknesses***

- Having students pick the 'best' answer measures higher order thinking such as reasoning and critical analysis
- With answer choices provided, students focus on recognizing information rather than recalling or memorising it
- By evaluating students' wrong answers, teachers can see what students misunderstood or need clarified
- Relatively difficult to write, especially good distracters
- Having students pick the 'correct' answer assesses knowledge and understanding

*Hints* for designing better multiple-choice items (Teachers should be able to answer 'yes' to each checklist question).

- Does each stem contain a single, main problem, stated simply and incorporating **all** the relevant information?
- Is each stem a question rather than an incomplete statement?
- Have excess wordiness and overly complex language been avoided?
- Have negatives like “no,” “never,” “none,” “not” been avoided? (Students tend to overlook these. If such words must be used, bold and/or capitalize them)
- Is the correct answer unquestionably right and complete? Is it the only correct or best choice?
- Are all the options plausible or reasonable? Have obviously ridiculous options, options that say the same thing, or those that are clearly opposite in meaning, been revised? (Students should not be able to guess the answer by elimination)
- Are the options arranged systematically i.e. in alphabetical/chronological/numerical order? (This ensures students cannot guess the position of the correct answer).
- Are the numbers of options for each item appropriate to the students' age/grade levels? (2 or 3 options for lower grades and 4 or 5 options for older students).
- Have “clues” to the correct answer been avoided (making the correct option longer, more complex, or grammatically different from other options, using a/an to show if the correct option begins with a vowel)?
- Are all options for an item as brief and as clearly stated as possible?

### Different Assessment Methods

Selected-Response	Constructed-Response	Teacher Observation	Student Self-Assessment
<ul style="list-style-type: none"> <li>• Multiple-choice</li> <li>• Binary-choice (e.g., true/false)</li> <li>• Matching</li> <li>• Interpretive</li> </ul>	<p><i>Brief Constructed-Response Items</i></p> <ul style="list-style-type: none"> <li>• Short answer</li> <li>• Fill-in (may be oral or written)</li> </ul> <p><i>Products</i></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Project</li> <li>• Poem</li> <li>• Portfolio</li> <li>• Video/audio-tape</li> <li>• Spreadsheet</li> <li>• Web page</li> <li>• Exhibition</li> <li>• Reflection</li> <li>• Journal</li> <li>• Graph</li> <li>• Table</li> <li>• Illustration</li> </ul> <p><i>Skills</i></p> <ul style="list-style-type: none"> <li>• Speech</li> <li>• Demonstration</li> <li>• Dramatic reading</li> <li>• Debate</li> <li>• Recital</li> <li>• Enactment</li> </ul> <p><i>Essay items</i></p> <ul style="list-style-type: none"> <li>• Restricted –response</li> <li>• Extended-response</li> </ul>	<ul style="list-style-type: none"> <li>• Formal</li> <li>• Informal</li> </ul>	<p><i>Self-Report</i></p> <ul style="list-style-type: none"> <li>• Attitude survey</li> <li>• Sociometric devices</li> <li>• Questionnaires</li> <li>• Inventories</li> </ul> <p><i>Self-Evaluation</i></p> <ul style="list-style-type: none"> <li>• Ratings</li> <li>• Portfolios</li> <li>• Conferences</li> <li>• Self-reflection</li> <li>• Evaluate others' performances</li> </ul>



## Binary-Choice Items

A question with only two response categories is a binary-choice item. In such items, a declarative sentence that makes a claim about content or relationships among content is followed by the two choices. The most popular binary-choice item is the true/false question; other examples include correct/incorrect, yes/no, fact/opinion, agree/disagree, etc.

### *Format*

Circle 'T' if you think the statement is true. Circle 'F' if you think the statement is false.

1. The function of the Legislative is to make laws. T/F
2. The Executive has the power to veto laws. T/F

### ***Strengths and Weaknesses***

- Can be used to assess knowledge, values, opinions (depending on which binary choices are given)
- Restrict students' response to two opposing choices, so cannot show a range of values or opinions
- Guessing allows students a 50% chance of being right!

*Hints* for designing more effective binary choice items (Teachers should be able to answer 'yes' to each checklist question).

- Have **important** knowledge targets, values or opinions been assessed (versus tricky, trivial or irrelevant material)?
- Is each item expressed in a single, short statement in clear, simple language?
- Have items using 'no', 'not' or negative prefixes (un – as in unimportant) been omitted? (Difficult to understand especially if the "false" option is being considered).
- Have vague statements that are partly true, partly false or use words with different interpretations ("sometimes", "a few") been avoided?
- Have generalizations such as "all," "none," "impossible," "always," "never," etc., been avoided? (Items using such words are likely to be seen as false)
- Do the items avoid copying from textbooks? (Students assume that these statements are true)
- Is the answer type consistent with the statement (e.g. agree/disagree for questions about the students' opinion)?
- Can students pick one of the two choices as the absolute and complete answer? This is critical!

- Are there approximately the same number of true and false items?
- Have patterns of the answers been avoided?
- Is the format clear?

## Matching Items

In a matching item, the items on the left are called the premises. In the right-hand column are the options. The students' task is to match the correct option with each of the premises.

### *Format of a typical matching item*

Match the historical event on the left with the year in which it happened on the right. (Put the letter of your chosen answer in the blank next to the number).

- 1. Quaid-i-Azam Mohammad Ali Jinnah became the first Governor General of Pakistan
- 2. Ayub Khan became the President of Pakistan
- 3. Zulfikar Ali Bhutto became the Prime Minister of Pakistan
- 4. Zia-ul-Haq became the President of Pakistan
- 5. Benazir Bhutto became the Prime Minister of Pakistan
- 6. Nawaz Sharif became Prime Minister of Pakistan

## **Strengths and Weaknesses**

- Effectively assess students' knowledge and associations/relationships
  - Can assess a great amount of factual information within a single topic
- Hints* for designing better matching items (Teachers should be able to answer 'yes' to each checklist question)
- Is the exercise presented in a clear format (premises on the left numbered, options on the right and ordered by letters)?
  - Are the instructions clear and explicit (saying how and where students put their answer, and whether each option can be used only once, more than once or not at all)?
  - Are all premises, and all options, of the same category (e.g. all premises are shapes, and all options are formulas used to find areas of shapes)
  - Are there 5-10 premises?
  - Are there 3-4 more options than premises?
  - Are the premises longer and more complex than the options (but clear to understand)?

- Are the premises and options arranged in some systematic order (alphabetical, chronological, etc.)?
- Is there only one correct option for each premise?
- Do both lists (premises and options) appear on the same page?
- Are the lists as free of irrelevant clues as possible?

## **Interpretive Exercises**

Interpretive exercises contain brief information or data, followed by several questions. The questions are based on the information or data, which can take the form of maps, paragraphs, charts, figures, a story, tables or pictures.

### ***Strengths and Weaknesses***

- Can assess interpretation, analysis, application, critical thinking, and other reasoning skills
- Multiple questions about the same information allow reasoning skills to be measured in greater depth
- Allows reasoning skills to be assessed separately from content knowledge of the subject (in other selected-responses, unsuitable answers can be due to students' lack of knowledge or lack of reasoning skills)
- Allows students to focus on applying and connecting knowledge
- Uses information in formats that students encounter daily, such as maps and newspaper articles, which increases meaning and relevance of the exercise
- Students **must** use the reasoning skill the exercise asks for, thus teachers can see which skills individual students need more practice with
- Exercises are time-consuming to construct (appropriate material must be located/developed, along with multiple questions)
- Disadvantages students with poor reading ability
- Cannot see students' ideas or reasoning methods

### Format

A constitution is a set of rules, written and unwritten, that seek to establish the duties, powers and functions of the various institutions of government, regulate the relationship between them and define relationship between the state and the individual. In most cases (Pakistan being one) the term constitution refers to a single, written, authoritative document the aim of which is to lay down the main rules for the political system. These are the rules that govern the government. A constitution is the highest law of the land. Because of the authoritative nature of the written constitution, the procedures for making subsequent revisions to it are more complex and difficult than ordinary laws. The constitution makes all political bodies subject to the courts, particularly the supreme or constitutional court.

Since its creation in 1947 Pakistan has had three constitutions, adopted in 1956, 1962 and 1973. The constitution of Pakistan 1973 was enacted by the National Assembly on April 10, 1973. It was the result of a consensus among the political parties then represented in the parliament. The constitution of Pakistan comprises 12 parts, there are 2-7 chapters in each part, which deal with fundamental rights and principles of policy, the federation of Pakistan, provinces, relations between federation and provinces, finance, property, contracts and suits, the judicature, elections and others.

Read the above information. Answer the following questions.

1. Circle T for true or F for false.

The term constitution refers to a single, written document. T F

2. Circle the correct answer.

The constitution comprised of following chapters and parts:

- a) 15 parts each with 3-9 chapters
- b) 10 parts each with 4-8 chapters
- c) 12 parts each with 2-7 chapters

3. Identify the four salient features of the constitution.

*Hints* for writing better Interpretive Exercises (Teachers should be able to answer 'yes' to each checklist question).

- Does the exercise test reasoning (rather than recall or simple understanding)?

- Before the exercise was written, were reasoning skills to be assessed (critical thinking, predicting, comparison, etc.) decided upon?
- Is introductory material new for the students?
- Is introductory material brief? (not more than students need to answer the questions, 2-3 paragraphs at most for older students)
- Are there several questions for each exercise?

(Note: Questions in interpretive exercises can also be of the short answer or fill-in type especially for older students)

## Constructed Response

Following are the examples of tools used to assess:

1. Fill-in Items
2. Short Answers
3. Essay Items

### Fill-in Items

Fill-in items assess knowledge by having students complete a statement. They can also ask students to label diagrams or write a one word answer to a short question.

*Format of a typical fill-in item*

In Pakistan, the Head of State is the\_\_\_\_\_.

### Strengths and Weaknesses

- Cannot check understanding or higher order thinking
- Easy to construct
- Responses can be words, numbers or symbols
- Responses are short, so students can be tested on more information in less time
- Offer least freedom of student response, so ideal to check factual recall
- Quick and reliable scoring
- Be careful, the poorly written questions can leave students confused as to the correct answer!

*Hints* for designing better fill-in items (Teachers should be able to answer 'yes' to each checklist question).

- a) Have direct questions been used, where feasible, rather than incomplete statements?
- b) Are questions and directions clear, brief and easy to understand?
- Do the items avoid copying textbook language? (Copying tends to encourage rote learning).

- Have clues been avoided? (A/an, blanks of different lengths, verbs in plural form, etc.)
- a) Have two or less fill-in blanks been used?  
b) Are blanks at the end of the statement? (Multiple blanks at many places confuse students)
- Is it clear that each answer must be short? (**one** word, number or symbol)
- a) Is there only one agreed-upon correct answer?  
b) Is the specificity of the answer clear? (For numerical answers, the units should be given. For 'where' questions, indicate if a city or country is required)

## Short Answer

Short-answer items are questions that call for students to write short answers (3-4 sentences at most), such as definitions or showing working in math problems.

### *Format*

1. Define State?

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2. List three features of the Judiciary.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## ***Strengths and Weaknesses***

- Good for assessing knowledge
- Can also assess understanding and reasoning
- Easy to construct since structure similar to instruction (question-and-answer) in class, so natural to teacher and student

*Hints* for designing better short answer items (Teachers should be able to answer 'yes' to each checklist question).

- Is it clear to the teacher whether knowledge, understanding or reasoning is being assessed?
- Are textbook questions avoided?
- Is the question brief and easy to understand?

- Is it clear to students that the answer must be short? (Use lines to indicate the maximum length of the answer)
- Is the specificity of the answer clear?

## Essay Items

Such items literally require students answer a question by writing an essay. The length, nature and content of the essay is dependent on the question posed, so responses may be restricted or extended.

### *Format*

Why are free and fair elections critical to democracy? (Extended)

Define the term political system. Explain the key attributes of democracy. (Restricted)

### ***Strengths and Weaknesses***

- Require students to sequence and integrate many separate ideas into a meaningful whole, interpret information, give arguments, give explanations, evaluate the merit of ideas, and conduct other types of reasoning
- Help students see themes, patterns, relationships
- Allow flexibility in responses
- Can evaluate students' ability to communicate their ideas
- Reading and scoring answers is time-consuming, especially if done so that meaningful feedback is given to students
- A single person, the teacher, judges the answers, so variations in mood, expectations, the order in which students are evaluated, and other factors, affect the professional judgments that are made
- Cannot assess lots of information or multiple reasoning skills at once

*Hints* for writing essay items (Teachers should be able to answer 'yes' to each checklist question).

- Can the targeted reasoning skill be measured by an essay (e.g. comparison, analysis, deduction etc)?
- Does the question clearly indicate the desired response? (students should know exactly what and how much information to use and should not be confused as to what aspect is asked for).
- Does the question allow for more than a right or wrong answer and/or process, justification, examples?
- Is there enough time to answer the questions?
- Are choices among several questions avoided?
- Has the teacher drafted many possible responses so she/he knows what to expect?

- Are the scoring criteria clear to teachers and students?

**Scoring Essays:** Scoring is difficult because each essay is unique. Obviously scoring is subjective, so it is important to practise a few procedures to ensure that professional judgements are accurate.

1. After constructing the essay question, even before administering it to students, outline what would be the best answer to the question. (Doing this now lets teachers further clarify the question and prevents their being influenced by the first responses they read).

2. Then, select an appropriate scoring method – here you can proceed in 3 ways:

i. **Holistic/Rating Method:** Using the outline as the best answer, the teacher reads each essay as a whole, forms a general impression and puts it in one of the rating categories (exceptional, proficient, partially proficient, etc.).

**Advantages:** simpler and quicker than the analytical methods

**Disadvantages:** more subjective than the analytical method, no clear justification for the assigned grade, no specific feedback to students about problem areas

**Recommended for:** shorter essay items (half page) which are more likely to elicit uniformly structured responses.

ii. **In between Method:** Using the outline as the best answer, teachers construct samples of different answer categories (partially proficient, proficient, exceptional, etc.). They use these samples to decide criteria for each category. These criteria are used to separate and score student essays.

Advantages and disadvantages are similar to those for the holistic method except that this way is more objective.

iii. **Analytical (point-score) Method:** The outline for best answer is broken down into points of information. Each point is assigned a score (awarded to student if essay contains that point). Targeted writing skills are also assigned point values. Making a checklist with criteria and points is the most objective way to score an essay.

**Advantages:** increases objectivity and reliability of scoring, makes it easier for the teacher to discuss and justify marks with students and parents.

**Disadvantages:** laborious and time-consuming to prepare the checklist and score the responses

**Recommended for:** extended type essay questions (2-3 pages long)

*Hints* for more valid scoring Essays (Teachers should be able to answer 'yes' to each checklist question).



- Is the answer outlined before testing students?
- Is the scoring method - holistic or analytic - appropriate?
- Has it been decided exactly how important writing skills are? (Does each skill get point, does better writing change the category of a response, or are spelling mistakes irrelevant?)
- Are writing skills, vocabulary, spelling, neatness important? (e.g. for maths, it is not important if students misspell a word)
- Is the identity of the student anonymous where possible?
- When scoring many essays, has one item been checked for all papers in one sitting (i.e. all question 1s, then all question 2s, and so on)? This allows teachers to apply criteria more consistently.
- When scoring many papers has the order of papers been changed between items (after checking all question 1s, were papers shuffled before checking all question 2s)? This prevents teachers' fatigue and the quality of students' first replies from influencing further scoring.

### Sample scoring checklist

<b>Content:</b> <i>Convincing, pertinent, specific, perceptive</i>	4
<b>Point of View:</b> Clear, consistent, appropriate in approach	3
<b>Essay Organization:</b> Logical, coherent, unified, suitable to purpose, orderly development to an effect or conclusion	5
<b>Paragraph Organization:</b> Precise statement of topic, effective development.	1
<b>Style:</b> Interesting, original, expression suited to content, flow	3
<b>Sentence Structure:</b> Skilful use of a variety of sentence patterns (such as contrast, balance, repetition, and exclamation).	1
<b>Diction:</b> Vocabulary appropriate for grade level, vivid, precise.	2
<b>Use of Language Conventions:</b> Correctness in punctuation, spelling, and grammar	1
<b>TOTAL</b>	<b>20</b>

## Performance-based Assessments

Performance-based assessments involve teachers observing and assessing students' demonstration of a skill/process and/or competency in creating a product/making a presentation as a result of a skill/process.

### Characteristics of Performance-based Assessments

- Students perform, create, construct, produce, or do something
- Deep understanding and/ or higher order thinking skills are needed
- Involves significant work that usually takes days to weeks to complete
- Calls on students to explain, justify, and defend
- Performance is directly observable
- Involves engaging ideas of importance and substance
- Criteria and standards are specified and explained to students along with the task
- There is no single best product or correct process
- Usually students work with real-world contexts and constraints

### *Strengths and Weaknesses*

Strengths	Weaknesses
<ul style="list-style-type: none"><li>• Can assess communication, presentation, psychomotor skill</li><li>• Through products, can assess performance of process/skill, and also see what learning students got from it.</li><li>• Teaching and learning occur during the assessment.</li><li>• Students find real-life application and contexts engaging.</li><li>• Provide a different way for students to show what they know and can do.</li><li>• Students learn how to ask questions, and since such tasks often involve group work, they learn working effectively with</li></ul>	<ul style="list-style-type: none"><li>• Scoring may be very subjective.</li><li>• Inconsistent student performance across time may result in inaccurate conclusions.</li><li>• Few samples of student achievement.</li><li>• Requires considerable teacher time to prepare and student time to complete.</li><li>• Difficult to plan for amount of time needed because new method, students work at different paces, use different processes.</li><li>• Cannot generalize proficiency to include other knowledge or skills.</li><li>• Difficult with time constraints</li></ul>

<p>others.</p> <ul style="list-style-type: none"> <li>• Emphasis on higher order thinking and application - allows in-depth assessment of main content ideas.</li> <li>• Forces teachers to establish specific criteria to identify successful performance.</li> <li>• Encourages re-examination of instructional goals and the purpose of schooling.</li> </ul>	<p>to give each student meaningful feedback at different times as they work on the process.</p> <ul style="list-style-type: none"> <li>• Needs significant energy and resources from both teacher and students.</li> </ul>
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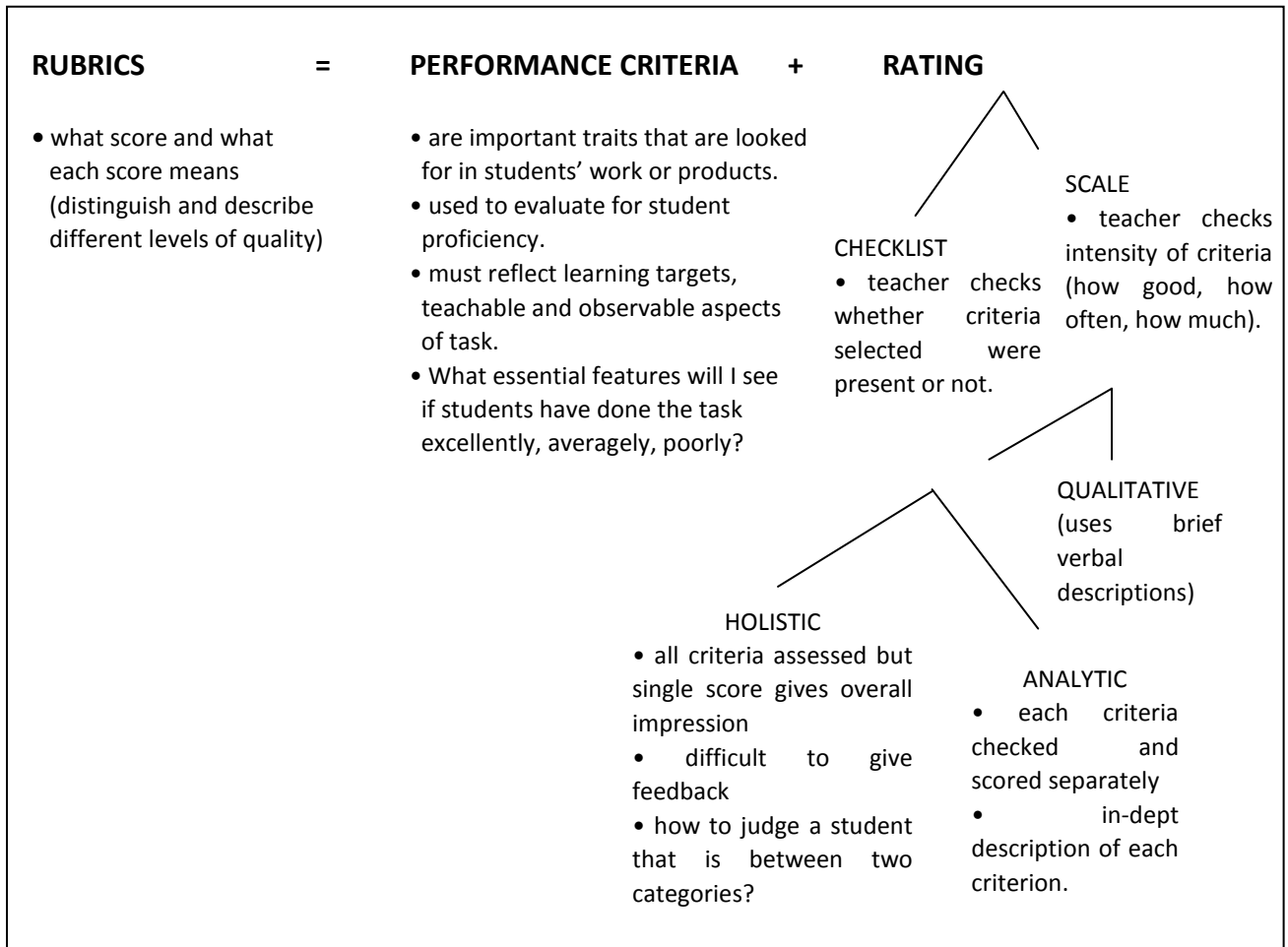
*Hints* for creating engaging, real-world performance-based tasks with real teaching and learning benefits (Teachers should be able to answer ‘yes’ to each checklist question).

- Is performance-based assessment appropriate for learning targets?
- What essential content and skills targets should be integrated?
- Are multiple targets included?
- Has the kind of task been decided / restricted? (Targets a narrowly defined skill with a brief response) or extended (more complex, involve more skills and knowledge)?
- Have clear, detailed descriptions of the task and its context been developed to indicate what process (es) and/or products(s) are wanted, whether work is individual or in groups, if help is allowed, what resources are needed, what the teacher’s role will be?
- Does the task question given to students identify the context, the final outcome, what students should do, and the scoring criteria?
- Is the task feasible? Will students be able to complete it successfully?
- Are multiple products and processes possible so that exploration and judgement are necessary?
- Is the task integrative, challenging, stimulating, requiring inquiry and innovation?
- Is the task cyclic, with repeated performance-feedback-revision occurring?
- Does the task have long-term value beyond school?
- Are constraints for completing the task included?
- Are criteria for scoring included?

## Scoring Rubrics

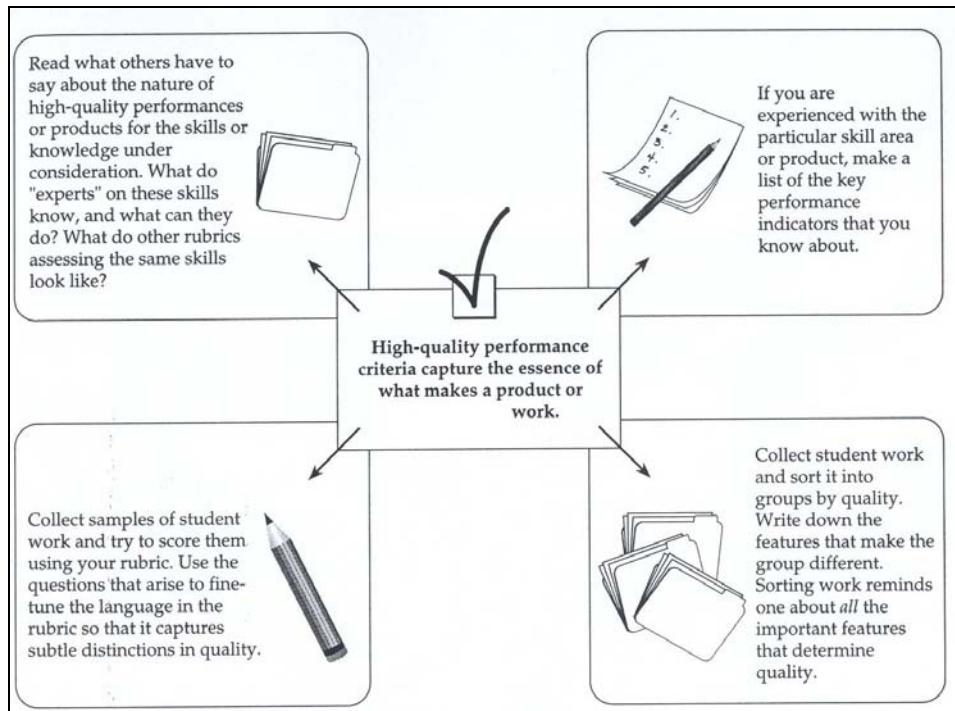
In performance-based assessment, teachers must be able to evaluate the process and/or the product. To do this validly, reliably and fairly, teachers

must establish scoring rubrics and share these with students before they begin the task. Scoring rubrics consist of performance criteria and a way to rate them.



*Hints* for Writing and Implementing Rubrics (Teachers should be able to answer 'yes' to each checklist question).

- Do criteria focus on the most **important** aspects of the performance?
- Is the type of rating matched with purpose of the assessment?
- Are the traits directly observable? (Have criteria such as attitude, interest and effort, that are easily observed or subject to bias been avoided?)
- Are the criteria understandable? (teachers can give students examples of work that shows criteria they are looking for)
- Are the traits clearly defined?
- Is bias minimized? (teachers can use colleagues' reviews and students self-evaluation or peer-evaluation)
- Is the scoring system feasible?



### How to identify performance Criteria for Rubrics

Adapted from McMillan, J.H. (3<sup>rd</sup> Ed). (2004). Classroom Assessment: Principles and Practice for Affective Instruction. NY: Pearson

### Performance-Based Task

1. Ask students to pair up with a partner. Ask each pair to choose a social issue and collect information about it to prepare an oral presentation.
2. Provide each student a copy of the student handout, "Making an Oral Presentation" and ask students to prepare for their presentation using it as a guide. Encourage students to use a visual aid such as a chart, photographs, an OHP or Powerpoint presentation. Remind students of the time for each presentation and that they should be prepared for a short question-answer session.
3. Encourage each pair to rehearse the presentation on their own or present it to their friends and get constructive feedback to improve content, structure, time, clarity and audibility of voice and use of visual aids.
4. Have each pair make their oral presentations to the class. Encourage the audience (students) to listen to the presentations attentively. Provide each student a copy of the student handout "Peer Evaluation of Oral Presentations" and ask them to evaluate the presentations of their fellow students, using the handout. Use the Teacher Resource "Evaluation of Oral Presentation" to evaluate the presentations and provide constructive feedback to each pair.

## Rubric To Assess Students' Oral Presentation Skills

NOTE: The next two sections, observation and self-assessment are particularly useful in performance-based assessment.

### Assessing Affective Traits and Dispositions

Attitudes, values, motivation, social relationships, classroom environment, concept of one's own academic ability – these are affective traits and **dispositions**. They are those factors (of the student, teacher, and classroom) that **AFFECT** the way students learn.

(NOTE: All teachers know that students with positive affective traits learn better, are more confident, and enjoy learning. But few, if any, teachers assess affective targets. Reasons include the subject matter-knowledge and skills are seen as the primary focus of education in school; the difficulty of defining affective targets because they are private and different for individual students; assessment is influenced by transient moods especially for younger students; students take self-reporting lightly or take results to please teachers).

Positive, well-developed affective traits motivate students to learn effectively now and in the long-term. Students have a better self-concept, higher productivity and become more involved citizens of their society. In addition, they learn to analyse themselves and refine behaviours and dispositions.

Once students are assured anonymity, affective traits can be assessed through self-reporting, teacher observation and peer evaluation.

### Observation

Observation is watching, listening and recording what a student says and/or does. Planned observation focuses on specific behaviour(s). It can be done as a spectator or as a participant.

### Observational tools

Observational tools include:

### Anecdotal Tools

Anecdotal tool are ways of recording descriptions of what the student says and does. Anecdotal recording may be done as a spectator or as a participant. Three anecdotal tools frequently used by teacher are:

At-A-Glance: Very brief anecdotal jottings made on each student on a regular basis (e.g., weekly)

## At-A-Glance Sheet

This tool is especially useful for doing a regular observational “scan” of all your students. It provides a format for recording very brief anecdotal observations on each student, and it allows you to see “at-a-glance” which of your students have not yet been observed.

You should try for weekly observation of each student. An at-a-glance approach can be used for recording either planned or incidental observations. If you are using this as a new approach, start small! Target only a few students, and limit the number of behaviours you observe.

## Checklist

A checklist is a listing of pre-selected behaviours/skills. After observing, the teacher checks off whether each item listed was shown or not.

## Rating Scale

Like the checklist, a listing of pre-selected behaviour/skills. However, after observing, the teacher makes a decision about the degree or frequency with which each listed item was shown.

- **Checklist**
  - **Rating scale**
- } Same as in performance-based assessment (scoring rubrics), except pre-selected behaviours to be observed are assessed, instead of performance criteria.

## *Strengths and Weaknesses*

- Requires background knowledge of individual students
  - Cannot gauge all behaviours for all students through just one observation - time must be invested
  - Especially useful for assessing young children, students needing special attention and in performance-based tasks (process).
  - Done as a continuous process, gives deeper understanding into students' growth (or lack of it)
  - Gives specific examples of actual, spontaneous behaviour
  - Difficult to stay objective
  - Anecdotal recording usually unstructured, unsystematic - especially if behaviours not pre-selected.
  - Tendency to emphasize negative behaviour
  - Helpful in planning and reporting instruction and outcomes
- Hints for better Observation (Teachers should be able to answer ‘yes’ to each checklist question).*
- Is observation appropriate to assess the behaviours specified?

- Are the behaviours to be focused on easily observable, clearly specified, appropriate (considering students' age, background and grade)?
- Are the number of behaviours and students, to be observed manageable?
- Are unusual, positive and negative, absent behaviours also noted?
- Have all students been observed at some point?
- Has each student been observed at different times in different situations (so that exceptional behaviour is not generalized)?

Is the tool for observation (anecdotal, rating scale, checklist) appropriate for the specified behaviours?



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