

Curriculum for the subject of

SOCIOLOGY

(XI-XII) 2020



**Directorate of Curriculum and Teacher Education
Khyber Pakhtunkhwa, Abbottabad**

PREFACE

Curriculum plays a significant role in providing knowledge about rights and responsibilities of the citizens which leads an individual towards a balanced life. In the present world of knowledge, researches and information which converts the world into a Global village so sociology is the term of everyday. 21st century is considered at the cross roads of social problems, law and order situation is becoming a matter of serious concern. Keeping in view the global effect of modernity on social conditions, the scope of sociology which is the scientific study of society including patterns of social relationships, interaction and culture as a subject is very vital and put individuals/learners on the path of purposeful life. Curriculum lies at the heart of the educational enterprise. Through curriculum nations transmit their philosophy of life and values system to coming generations. The effective curriculum requires to reflect the needs and interest of the learners and society.

Curriculum, syllabus, planning, policy, centers of excellence and standards of education were on the concurrent list under Entry 38 of the Concurrent Legislative List to the Fourth Schedule of the Constitution of Islamic Republic of Pakistan, 1973. After 18th Constitutional Amendment, development of curricula and approval of textbook manuscripts and supplementary reading material relating to textbooks, production of reference and research material in respect of the problems relating to the Scheme of Studies and curricula are now the exclusive domain of the Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa, Abbottabad as per the Khyber Pakhtunkhwa Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act. 2011. Thus, making the DCTE sole competent authority in the province regarding afore mentioned mandates.

The DCTE has prepared a new Scheme of Studies (SoS) from pre-primary Education to Intermediate Level for the province of Khyber Pakhtunkhwa in consultation with all the stakeholders involved in the delivery of education. The SoS is prepared keeping in view the arising needs of technology in our society, modern trends in education system and to bridge the gap between public, private sectors and Madaris of the province. With the blessings of Allah Almighty, the Government of Khyber Pakhtunkhwa, E&SED and the DCTE believe that this endeavor will be beneficial for new generation regarding socio-economic development of the Islamic Republic of Pakistan.

In compliance with the above provisions, the DCTE revised curriculum of Sociology for Grades XI-XII taking in to consideration the National Curriculum of Sociology - 2002 developed by the Ministry of Education (Curriculum Wing), Islamabad as a reference document. Attempt have been made to make the curriculum more representative, responsive, applicable and practical to the societal needs. It is hoped that this curriculum document would meet the modern socio economic challenges and excelling the norms of the society at quantitative and qualitative level.

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Section 1

Introduction

Sociology is the intellectual discipline concerned with developing systematic reliable knowledge about human social relations in general, and about the product of such relationships. Auguste Comte first conceived of the word Sociology in 1838. The word Sociology is a combination of Latin and Greek, its two component parts aptly describe what the new science want to achieve. ‘Logy’ study of life and mind respectively. “socio” points to Society, bringing these two parts together. Sociology is the study of society on a highly generalized or abstract level. From this definition, it can be inferred that sociologists study the group that man forms in his association with others. These groups include: families, tribes, communities and government. They are studied along with a variety of social, religious, political, and other organizations. Sociologists study their behavior and interaction, trace their origin and growth, and analyses the influence of group activities on individual members

With this perspective in mind, a number of scholars from all over Pakistan as members of the Curriculum Committee gathered and deliberated in a number of meetings at Abbottabad under the auspices of Ministry of Education (Curriculum Wing), has drafted a comprehensive syllabus pertaining to the “sociology” for Classes IX-X.

“**Sociology**” for Classes IX-X encourages learners to think sociologically about contemporary social, cultural and political issues. The syllabus provides opportunities to explore key concepts and debates that underpin the discipline of sociology and to develop the skills of interpretation, application, analysis and evaluation while studying a range of stimulating topics and real-world issues. Our approach in “sociology” for Classes IX-X encourages learners to be:

confident, communicating sociological ideas and arguments to others, and exploring contemporary social issues with maturity and insight

responsible, recognizing the importance of culture and community and able to appreciate cultural differences and alternative perspectives on social issues

reflective, reviewing and refining their skills of analysis and evaluation and drawing connections between specific examples and wider issues

innovative, developing informed views about real-world issues, and an ability to think sociologically to understand problems and respond to questions

engaged, learning through independent study and collaboration; debating issues and using research findings to tackle sociological questions.

Aims of the Subject

- Inculcate among students strong sense of gratitude to Allah Almighty for his blessings bestowed upon us and also feelings of social importance, national integrity, self-reliance, social organization and decent behavior and development.
- To promote and develop a positive attitude towards sociology as a subject/discipline which culminates at positive social development.
- Emphasize learning of general sociological themes in the way that it encourages understanding, creativity, observation, application, evaluation and other higher order thinking skills.
- To promote the habit and trends of logical thinking among learners. Furthermore, to inculcate critical and reflective aptitudes in them.
- To provide basic conceptual understanding about Sociology, its definition, scope and significance.
- Develop understanding of the relationship between the individual, culture, community and society.
- To create among learners the awareness of the social and political philosophy, problems of Pakistan so as to enable them to dedicate their lives to the Islamic ideals of social justice, tolerance and universal brotherhood on the one hand, and national objectives of unity and solidarity of Pakistan on other hand.
- To enable them to respond creatively to the transforming effects of science and technology upon society and pave the way for the positive social change in consonance with other cultural frame of references.
- Develop an understanding about social research and its applications in the context of emerging social problems in Pakistan.
- Develop global citizenship for removing misconceptions among cultures and civilizations, skills for employment and awareness of human rights among students.

Section 2

Student Learning Outcomes

Chapter No: 1 Introduction of Sociology

| Contents | | Student Learning Outcomes (SLOs) |
|----------|--|---|
| 1. | Introduction to sociology | The students will be able to <ul style="list-style-type: none"> - Define Sociology; - Illustrate the Significance of sociology |
| 2. | Scope of sociology <ul style="list-style-type: none"> • Pure sociology • applied sociology | <ul style="list-style-type: none"> - Identify the ways how sociology is applied in the real world - Summarize the scope of sociology |
| 3. | Historical background of sociology <ul style="list-style-type: none"> • Industrial revolution • Imperialism • Modernization | <ul style="list-style-type: none"> - Recognize the contribution of different sociologists <ul style="list-style-type: none"> • <i>Ibne khaldoon</i>(1332 -1406) • <i>Auguste Comte</i>(1798 - 1857) • <i>Herbert Spencer</i>(1820 - 1903) • <i>Emile Durkheim</i>(1858 - 1917) • <i>Max Weber</i>(1864 - 1920) • <i>Karl Marx</i> (1818 - 1883) - Discuss the history and impacts of industrial revolution |
| 4. | Prominent Sociological perspective | <ul style="list-style-type: none"> - Explain three prominent theories <ul style="list-style-type: none"> • structural functionalism perspective • conflict perspective • symbolic Internationalism perspective - Differentiate between the three main theoretical perspective in sociology |

Chapter No: 2 Society

| Contents | | Student Learning Outcomes (SLOs) |
|----------|---|---|
| 1. | Meaning and definition of society Types of society <ul style="list-style-type: none">• Hunting and gathering society• Pastoral society• Horticultural society• Agricultural society• Industrial society• Post industrial society Elements of society and aims | The students will be able to : <ul style="list-style-type: none">- identify the term society- explain the characteristics of society- recall different definitions of society- classify the types of society- identify the purpose of society |
| 2. | Definition of community | <ul style="list-style-type: none">- Define community- Characteristics of community- understand the difference between society and community- compare rural and urban community |
| 3. | Social Groups <ul style="list-style-type: none">• Definitions, classification and characteristics. | <ul style="list-style-type: none">- Define social groups- Describe primary and secondary groups and their significance in daily life |

Chapter No 3: Social institutions

| Contents | | Student Learning Outcomes (SLOs) |
|----------|--|--|
| 1. | Social institutions | <p>The student will be able to:</p> <ul style="list-style-type: none"> - define social institution and its characteristics - discuss the significance of social institutions - list the various types of social institutions |
| 2. | <p>Major social institutions</p> <ul style="list-style-type: none"> • Family • Religious • Educational • Economical • Political | <p>introduction to major social institutions recognize the variations in family life explain the various function and elements of religion describe the sociological importance of religion in society define manifest and latent function of education explain the importance of economic institution list the major economic institution analyze the functions of economic institutions describe the meaning of political institution describe Forms of political system know Component of political system Interpret social function of political institutions</p> |

Chapter No 4: Culture

| Contents | | Student Learning Outcomes (SLOs) |
|----------|--|---|
| 1. | Introduction and definition of culture | The students will be able to: <ul style="list-style-type: none"> - Describe the meaning and significance of culture |
| 2. | Nature and characteristics of culture | <ul style="list-style-type: none"> - describe the characteristics of culture - identify how culture is a learned behavior |
| | Elements of culture <ul style="list-style-type: none"> • Norms • Values • Beliefs • Symbols Types of culture <ul style="list-style-type: none"> • Material culture • Non material culture • Ideal culture • Real culture | <ul style="list-style-type: none"> - explain the basic elements of culture - distinguish between material and non material |
| 3. | Some other related concepts of culture Cultural lag | <ul style="list-style-type: none"> - Examine the variabilities and uniformities of culture - Identify the gap between material and non material culture |
| 4. | Causative factors of cultural change | <ul style="list-style-type: none"> - Investigate how technology impact our culture |

Chapter No 5 : Social Interaction and Social Process

| Contents | | Student Learning Outcomes (SLOs) |
|----------|---|---|
| 1. | Social interaction | The students will be able to: <ul style="list-style-type: none"> - define the social interaction - discuss the importance of social interaction - identify its characteristics |
| 2. | Forms <ul style="list-style-type: none"> • Between individual and individual • Between individual and group • Between and among groups • Between individual and culture Elements of social interactions | <ul style="list-style-type: none"> - generalize the social interaction between /among individuals - explain the essential elements of social interaction |
| 3. | Social process and its importance | <ul style="list-style-type: none"> - define social process - understand the importance of social process |
| 4. | Basic conditions of social process | <ul style="list-style-type: none"> - understand to deal social conditions - describe the need of social process - condition of social process |
| 5. | Forms/Types of social process <ul style="list-style-type: none"> • Cooperation • Competition • Conflict • Assimilation • Accommodation | <ul style="list-style-type: none"> - differentiate between associate and disassociate forms of social process - analyze to avoid conflict through accommodation and assimilation |

Chapter No 6: Socialization and Personality Development

| Contents | | Student Learning Outcomes (SLOs) |
|----------|--|---|
| 1. | Definition, characteristics and process of socialization | The students will be able to: <ul style="list-style-type: none"> - Define the meaning of socialization - understand the importance of socialization both for individual and society - describe why socialization is important for human beings |
| 2. | Types of socialization <ul style="list-style-type: none"> • Primary • Secondary • Anticipatory • De-socialization • Resocialization | <ul style="list-style-type: none"> - Explain different types of socialization - Compare different types of socialization - Interpret how resocialization occurs |
| 3. | Agents/ sources of socialization <ul style="list-style-type: none"> • Family • Social institutions • Mass media | <ul style="list-style-type: none"> - Describe socialization through formal and informal institutions |
| 4. | Personality development | <ul style="list-style-type: none"> - Describe the meaning and basic concept of personality |
| 5. | Types <ul style="list-style-type: none"> • Introvert personality • Extrovert personality characteristics of personality | <ul style="list-style-type: none"> - Recognize different types of personality - Differentiate between introvert and extrovert |
| 6. | Factors /determines of personality development <ul style="list-style-type: none"> • Biological • Social and cultural • Environmental/ physical • Situational | <ul style="list-style-type: none"> - Identify factors of personality development |

Chapter No 7: Social Stratification

| Contents | | Student Learning Outcomes (SLOs) |
|----------|---|--|
| 1. | Definition of Social stratification Types of society <ul style="list-style-type: none"> • Open society • close society | the students will be able to: identify the meaning and characteristics of social stratification – explain the difference between open and closed society – define several systems of stratification |
| 2 | – Types of social stratification <ul style="list-style-type: none"> • Caste • class system | – understand the caste and class system in society |
| 3 | Factors of social stratification <ul style="list-style-type: none"> • Education • Religion • Wealth and income • Power • Ethnicity /color/Race | – identify various socio-economic aspects of stratification – interpret the social position on ascribed and achieved basis |
| 4. | Theories of social stratification <ul style="list-style-type: none"> • Marxist/conflict theory • Functionalist theory | – explain the conflict and functionalist theories – Compare the various concepts of class system. |

Chapter No 8: Social Mobility

| Contents | | Student Learning Outcomes (SLOs) |
|----------|--|---|
| 1. | Social Mobility Importance and need of social mobility | The students will be able to: – identify the meaning and impacts of social mobility |
| 2. | Causes of social mobility <ul style="list-style-type: none"> • Dissatisfaction from pervious condition • Industrial and technological development • Education • Urbanization • Communication and transportation • Personal ability | <ul style="list-style-type: none"> – Recognize the different factors responsible for social mobility – Evaluate the major factors of social mobility. |
| 3. | Types of social mobility <ul style="list-style-type: none"> • Horizontal mobility • Vertical mobility • Territorial mobility • Occupational mobility | <ul style="list-style-type: none"> – Understand various kinds of social mobility. – Differentiate between vertical and horizontal mobility |
| 4. | Barriers to social mobility <ul style="list-style-type: none"> • Poverty • Illiteracy • Lack of basic facilities • Inequality • norms and values • Communication gap • Cultural variation | <ul style="list-style-type: none"> – Investigate the various socio-economic obstacles in the way of social mobility – Suggest some possible solutions to minimize the hurdles in the way of social mobility |
| 5. | Consequence of social mobility | – Identify the major impacts of social mobility. |

Chapter No 9: Deviance

| Contents | | Student Learning Outcomes (SLOs) |
|----------|--|---|
| 1 | Introduction and definition of Deviant behavior | the students will be able to: <ul style="list-style-type: none"> - define deviant behavior - understand the characteristics and function of deviant behavior |
| 2 | Types of deviance <ul style="list-style-type: none"> • Conformity • Innovation • Ritualism • Retreatism • Rebellion | <ul style="list-style-type: none"> - differentiate various types of social deviance within a social system - summarize how deviant behavior effects society |
| 3 | Causes and factors of deviancy <ul style="list-style-type: none"> • Broken family system • Parentless children • Societal pressure • Effects of mass and media | <ul style="list-style-type: none"> - recognize formal and informal norms - express the inefficiency of rules and laws regarding deviance - discuss factors of deviant behavior |
| 4 | Agents to control deviant behavior <ul style="list-style-type: none"> • Proper socialization • Secrecy/isolation • Manipulating the physical setting • Rationalization • Social sanctions | <ul style="list-style-type: none"> - identify the role of primary socialization, social mobilization, cultural and religious norms - |
| 5 | Measures to control deviant behavior | <ul style="list-style-type: none"> - discuss in detail the social problems in Pakistan effecting human life their causes, consequences and remedies |

Part 2

Chapter No:10 Population and Demography

| Contents | | Student Learning Outcomes (SLOs) |
|----------|---|--|
| 1 | Definition of demography Importance and scope of demography | <ul style="list-style-type: none">- Students will able to:- know the meaning, scope and significance of population studies- differentiate between population and demography |
| 2 | Sources of population change/population process <ul style="list-style-type: none">• Fertility• Mortality• Migration | <ul style="list-style-type: none">- understand the different factors of population change/process |
| 3 | Impact of population growth <ul style="list-style-type: none">• Poverty• Unemployment• Illiteracy• Child labor• Accommodation• Migration | <ul style="list-style-type: none">- identify the socio economic impacts of population growth |
| 4 | Remedial measures for population control <ul style="list-style-type: none">• Effective polices• Family planning• Constructive role of religious scholars• Positive role of media• Recreational facilities | <ul style="list-style-type: none">- understand the various steps to control population growth such as women empowerment, legislation, family planning and constructive role of mia to create awareness |

Chapter No 11: Social Control

| Contents | | Student Learning Outcomes (SLOs) |
|----------|---|--|
| 1 | Meaning and significance of social control | The students will be able to: <ul style="list-style-type: none">- define social control- explain the importance and characteristics of social control in a society |
| 2 | Agents of social control <ul style="list-style-type: none">• Family• Education• Peer Groups• Mass Media• Religion• Workplace | <ul style="list-style-type: none">- to understand the means of social control (formal and informal)- explain the nature of social control and role of its agencies for developing organized society |
| 3 | Role of state in social control | <ul style="list-style-type: none">- relate the good governance and social control- identify the various mechanism for social control in formal institutions- exemplify how social control is applied in the modern welfare society |
| 4 | Impact of social control on society | <ul style="list-style-type: none">- explain the influences of social control- interpret the impacts of social control |

Chapter No 12: Social Research

| Contents | | Student Learning Outcomes (SLOs) |
|----------|--|---|
| 1 | Meaning and definition Nature of social research Characteristics of social research Process of social research | the students will be able to: <ul style="list-style-type: none"> - define social research - describe the nature, characteristics of social research - understand the process of social research |
| 2 | Scope and significance of social research | <ul style="list-style-type: none"> - discuss the dynamics and scope of social research - explain the significance of social research - illustrate the ways to develop research culture in Pakistan |
| 3 | Types of social research <ul style="list-style-type: none"> • Formularize or exploratory • Descriptive or diagnostic • Basic or pure • Applied or action | <ul style="list-style-type: none"> - differentiate the various types of social research |
| 4 | Function and uses of social research | <ul style="list-style-type: none"> - understand the functions of social research - discuss the uses of social research |
| 5 | Sources of social research <ul style="list-style-type: none"> • Primary source • Secondary source | <ul style="list-style-type: none"> - identify the sources of social research |
| 6. | Importance of computers and internet in research | <ul style="list-style-type: none"> - recognize the significance of it in social research - discuss the new developments in it in terms of its importance in social research |

Chapter No 13: Social Change

| Contents | | Student Learning Outcomes (SLOs) |
|----------|--|--|
| 7. | Introduction of social change | The students will be able to: <ul style="list-style-type: none"> - define social change - understand the nature and characteristics of social change - describe the elements of social change |
| 8. | Sources of social change <ul style="list-style-type: none"> • Invention • Discoveries • Diffusion • Innovation | <ul style="list-style-type: none"> - discuss the sources of social change - able to know the role of various sources of social change |
| 9. | Factors promoting social change in Pakistani society <ul style="list-style-type: none"> • Demographic factor • Cultural factor • Biological factor • Economic factor • Technological factor • Psychological factor | <ul style="list-style-type: none"> - interpret the factors promoting social change - exemplify the factors responsible for social change in Pakistani perspective |
| 10. | Effects of social change | <ul style="list-style-type: none"> - explain the impact of social change in society presently - evaluate the nature of resistance hindering social change in Pakistan |
| 11. | Impacts of disasters in social change | <ul style="list-style-type: none"> - able to know how disaster has made change in Pakistani society |

Chapter No 14: Social Problems

| Contents | | Student Learning Outcomes (SLOs) |
|----------|---|--|
| 1 | Meaning and definition of social problems | The students will be able to : - describe the meaning and nature of social problem and its characteristics - define social problem |
| 2 | Causes of social problems <ul style="list-style-type: none"> • Unemployment • Corruption • Lack of education • Gender inequality • Over population • Caste discrimination | - identify the causes of social problem |
| 3 | Types of Social problems <ul style="list-style-type: none"> • Poverty • Illiteracy • Terrorism • Over population growth • Discrimination • Gender discrimination • Violation of human rights | - explain the social problems - discuss the various social problems - suggest the solutions of social problems |
| 4 | Values of human rights <ul style="list-style-type: none"> • Security of Life • Gender Equality • Dignity of citizens • Protection of Property | - discuss human rights in addressing social problems in Islamic perspective |
| 5 | The role national character and leadership | - recognize the worth of national character and leadership in overcoming social problems |
| 6 | Resolving social problem | - to know counter measures of social problems |

Chapter No 15: Globalization and Sociology

| Contents | | Student Learning Outcomes (SLOs) |
|----------|---|---|
| 1 | Introduction Rise of globalization | The students will be able to: – identify the term globalization – know about the history of globalization |
| 2 | Characteristics of globalization | – identify the characteristics of globalization |
| 3 | Types of Globalization <ul style="list-style-type: none">• Political globalization• Social globalization• Economic globalization | – explain the types of globalization |
| 4 | Causative factors of globalization <ul style="list-style-type: none">• Economy• Resources and market• Industrial• Technological | – recognize the causative factors of globalization in terms of industrial and technological development |
| 5 | Significance of globalization | – know the significance of globalization |
| 6 | Impact of Globalization <ul style="list-style-type: none">• Improvement of international trade• Technological progress• Greater mobility of human resources• Diffusion of cultures | – discuss the effect of globalization in overall fields of life – develop sense of global citizenship |

Chapter No16: National and Cultural Integration of Pakistan

| Contents | | Student Learning Outcomes (SLOs) |
|----------|---|---|
| 12. | <p>Introduction to national integration and national disintegration</p> <ul style="list-style-type: none"> - Causes of national disintegration <ul style="list-style-type: none"> • Caste system • Economic inequality • Social disparity • Terrorism • Political instability • Unjudicial distribution | <p>The students will be able to:</p> <ul style="list-style-type: none"> - define national integration - investigate the causes of national disintegration |
| 13. | <p>Culture integration</p> <ul style="list-style-type: none"> • Characteristics of Pakistani society | <ul style="list-style-type: none"> - recall the Islamic values and traditions - describe the characteristics of Pakistani culture |
| 14. | <p>Cultural attack</p> <ul style="list-style-type: none"> • Mass media of communication | <ul style="list-style-type: none"> - identify different factors responsible behind cultural attack |
| 15. | <p>Cultural assimilation for national integration</p> | <ul style="list-style-type: none"> - understand the intermixing of various distinct cultures to ensure national integration and prosperity |

Chapter No: 17 Gender and Gender Inequality

| Contents | | Student Learning Outcomes (SLOs) |
|----------|--|--|
| 1. | Introduction to gender <ul style="list-style-type: none"> • Scope and importance of gender studies | Students will be able to: <ul style="list-style-type: none"> - understand the gender its scope and gender inequality and its scope |
| 2. | Gender and Sex | <ul style="list-style-type: none"> - differentiate between gender and sex - explain the cultural and biological phenomena of sex and gender |
| 3. | Violence against women <ul style="list-style-type: none"> • Domestic violence • Harassment at workplace • Gender oppression | <ul style="list-style-type: none"> - examine the different aspects of violence against women |
| 4. | Gender mainstreaming <ul style="list-style-type: none"> • Legislation • Implementation of policies • Constructive role of media • The role scholars of religious | <ul style="list-style-type: none"> - identify various kinds of policies and implementations for gender equality |
| 5. | Social system <ul style="list-style-type: none"> • Women status in Islam • Women status in Pakistani society | <ul style="list-style-type: none"> - analyze that gender inequality is not a biological issue but a cultural - recognize women are exploited due to patriarchy - discuss that Islam has fully protected the socio economic rights of women in all walks of life |

Section 3

Teaching Strategies

This curriculum aims to encourage understanding and higher order skills like decision making, problem solving, critical thinking, observation, curiosity, creativity, questioning and application. Teaching methodology should be adopted in such a way that promotes higher order thinking and skills. To achieve specific objectives the following steps in teaching learning process are required to be taken.

- The teachers should plan their lesson keeping in view both the students learning outcomes and objectives of the curriculum.
- The active involvement and participation of students is the key to success. To attain this objective individual participation of students along with group discussion and assignments play a major part.
- Teacher may encourage students in learning activities that will help to grow higher order skills such as application, analysis, synthesis and evaluation.
- The learning instructions must contain a proper time frame and practical examples.
- During the instruction the teacher is required to interact learners through random questions to assess their understanding.
- Arrange study tours to different organizations and institutions.
- Encourage and assign tasks to the students to search relevant materials from other sources such as e-libraries, internet, journal and newspaper etc.
- Encourage students for presentation of relevant material.
- As the curriculum is activity based, therefore it requires that teachers must go through the curriculum and other reference material by considering the following teaching strategies:

1. Investigative approach

2. Activity oriented approach
3. Student centered approach
4. Question/answer approach
5. Focused group discussion
6. Seminars
7. Role play
8. Speeches/debates
9. Case studies
10. Visits
11. Brain storming
12. Quiz
13. Self-assessment
14. Jigsaw technique
15. Inductive deduction approach
16. Project method
17. Debates
18. Discovery method
19. Co-operative learning
20. Inquiring method

Section 4

Assessment Mechanism

The assessment pattern is the key tool, which guides the classroom teacher how to teach and what methods should be adopted during teaching learning process. The assessment pattern and is likely to be in accordance with the needs and demands of curriculum. The assessment tool should encourage the elements the elements of observations, curiosity, creativity, application and evaluation etc among the learners. The assessment tool/ mechanism is required to address the whole content of the curriculum.

For effective assessment and evaluation it would also be necessary for textbooks authors, teachers and paper setters to follow “Standards for Assessment” as mentioned in minimum standards for quality education in Pakistan.

To achieve these targets the following strategies should be kept into consideration.

- An external public examination is recommended at the end of each academic year followed by two internal examinations. The uniformity across the BISE examinations is requisite for proper assessment against SLOs.
- Standardized procedures in order to curb and control academic misconduct like cheating and use of other unfair means for public examinations may be adopted.
- A valid and reliable system of summative assessments that would reflect the true learning achievement of students.
- Students' performance assessment should be based on the attainment of *student Learning Outcomes* (SLOs) prescribed in the curriculum.
- Assessment methods and procedures should be periodically and systematically reviewed and revised as necessary to adapt as per evolving requirements.
- Proper monitoring of examinations system to ensure regulations for transparency and effectiveness of the assessment process is need of hour. Similarly marking scheme, exam supervision and collection of exam material, encoding, decoding must be scientific and error free.
- Appropriate use of ICT (Information Communication Technology) for ensuring efficiency and transparency in assessment processes is beneficial.

- Accountability of assessment process through a system of check and balances.
- Examination boards must ensure alignment of assessment to the prevalent curriculum.
- Effective policy mechanisms to ensure appropriate use of assessment data.
- Uniform continuous professional development and training of assessors (paper setters, examiners, paper markers, coders and invigilators and other relevant staff) is regularly conducted to enhance their expertise with clarity about their roles, responsibilities and standards.
- Standardized multiple assessment tools in addition to traditional examinations should be developed and used to achieve a balance between formative assessment approaches, summative examinations and high-stake examinations only then such results and feedback can be used in instructional, curriculum and educational planning processes.
- All assessments will aim to measure knowledge, understanding, as well as critical, analytical and creative thinking skills based on the requirements of different cognitive levels of the curriculum.
- Assessment should serve to provide constructive information for the teachers, parents, students and other stakeholders to improve student learning outcomes.
- Assessment should focus on outcomes encompassing attitudes, behaviors and skills (both hard and soft skills) that link to positive participation in the society and motivate the learners.

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

Types of Assessment Methods

Methods that are used to assess teaching and learning are:

- Multiple Choice Questions 20 %
- Structured questions
 - Short questions 40 %
 - Long questions 40 %

For the public examinations, papers should comprise subjective and objective test items in the ratio of 80:20 respectively, covering the whole range of the contents and skills mentioned in the curriculum.

Due care and caution is imperative while preparing the test items relating to knowledge, comprehension, application, analysis and synthesis.

The weight age of test items at skills level should be 30% for knowledge 20% for comprehension, 20% for application and 30 % for analysis and evaluation.

According to the new scheme of studies 200 marks have been allocated to the subject of sociology for higher secondary level. Thus, there will be two papers of sociology, for each i.e. Grade-XI and Grade-XII carrying 100 marks each.

- Grade- XI will cover Chapters 1-9
- Grade- XII will cover Chapters 10-17

Relative proportion of marks/weight age for each chapter has been mentioned against respective chapters. The question paper will be consisting of both objective type as well as structured questions. 20 % are allocated for multiple choice questions and 80 % for structured questions for each paper. Paper setters are suggested to follow the Bloom's Taxonomy while setting the paper.

The examiners will set the question papers keeping in view the following table reflecting chapter wise weightage.

| Assessment Objective | Paper 1 | Paper 2 |
|--------------------------------|----------------|----------------|
| Knowledge and understanding | 20 | 20 |
| Comprehensions | 20 | 20 |
| Interpretation and application | 30 | 30 |
| % Analysis and evaluation | 30 | 30 |

Section 5

Guideline for Authors

- The textual material must be developed keeping in view the National Education Policy and in accordance with the ideological foundations of Pakistan to transform Pakistani Nation into an integral cohesive unity, which can stand up to the challenges of 21st century.
- A textbook may preferably be written by a single author and then reviewed by a panel of experts from different institutions of the country.
- The curriculum must be the major document for preparation of instructional materials and the needs of curriculum be fulfilled while developing learning materials.
- Special care should be taken while writing the textbook. The method of presentation and the treatment of the subject should be appropriate with the average level of students. The instructional material should be adapted to the specific needs of the students and the graded vocabulary of the students should be kept into consideration.
- SLOs should be given at the start of each chapter.
- The language should be simple, clear and logical. The sentences should be short and equipped with uniform standard in use of language. The arrangement of the text is desired from easy to difficult. The chapter and topics should be interpedently arranged.
- For creating interest among students the textual material may be presented through, attractive and proper diagrams / illustrations.
- Font, size and setting of the textual material are required to be properly checked, keeping in the view the age level of the student.
- The textual material may be developed in a way that it includes maximum examples from daily life and local environment.
- The time limit of the course should be considered and the instructional material essentially should be adoptable.
- The inclusion of glossary in the textbook for the understanding of terminologies is mandatory.
- Exercises and activities may be given at the end of every chapter to possible extent.
- Activities suggested must vary from page to page.
- The price of the book may be fixed keeping in view the socio-economic condition of people at large.

Section 6

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