

National Curriculum for
PAKISTAN
CULTURE
Grades XI – XII
2011

GOVERNMENT OF PAKISTAN
MINISTRY OF EDUCATION
ISLAMABAD



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Section 1

Introduction

Culture is product of society which encompasses the ideas, customs, skills, arts, etc. of a people or group. The culture is also a series of related structures which comprise social forms, values, cosmology, the whole of knowledge and through which all experience is mediated.

Culture plays far more decisive a role in the evolution of man as a social being as compared to nature. Man's body and his culture evolved in direct response to one another. For example, tool using and the addition of hunting to hominid subsistence pattern contributed to the development of the human brain, and the development of brain in turn permitted increasing complexity both in tool making and hunting technique.

Thus, it is difficult to distinguish cause from effect in this continuous evolutionary process. Man's adaptability to his environment culturally as well as physically has given him the opportunity to extend his prowess beyond the natural range of other primates. All cultures change over a period of time, but however, some cultural symbols persist for centuries. They are bequeathed from one generation to another despite several changes of the society.

Pakistani culture has evolved diachronically. Starting from Paleolithic Age it transformed into Neolithic Revolution being the first manifestation of a settled society represented by the old sites of the lithic period which set into motion the urbanization process culminating eventually into the establishment of urban centres like Mehargarh (Balochistan), Rehman Dheri (KPK), Harappa (Punjab), and Mohenjodaro (Sindh). Then it witnessed the Aryan and the Buddhist epochs evolving some new patterns of life. The Gandhara and the Hindu Shahi civilizations also emerged and reached pinnacle point here. In the medieval period,

Muslim civilization advanced into the subcontinent and exposed this land to the Arabs, Ghaznavids, Ghorids, Sultanate of Delhi and the Mughal influences. All the salient cultural traits of the Buddhist and Hindu Shahis were absorbed first by the Arabs and then by the Muslim elite which still has their resonance in the present-day Pakistani socio-political and cultural setting. With the advent of Muslims, cultural formulations epitomized in the mystic episteme of the Sufi saints attracted majority of the people to the fold of Islam in the areas presently constituting Pakistan. Sufi traditions, basically oriented in the Islamic context, are at the heart of the Muslim cultural denominations who are also formed and influenced by the Hindu, Buddhist traditions thus giving Pakistani culture a pluralistic character. The British established their rule in the 18th century. Thus colonialism ushered into the whole of the Indo-Pak subcontinent. Colonial dispensation impacted profoundly, the political and economic structures as well as cultural patterns. Education and legislation had been the main instruments of cultural change.

That peculiarity of Muslim culture became the fundamental reason for the creation of Pakistan. It is represented through its Islamic faith, sufi instruction, historical, and socio-political traditions, etc. which called for the establishment of a modern Muslim state of Pakistan so that these could be developed further by liberating people from the British imperial rule.

While explaining Islamic concept in this connection, Dr. Allama Muhammad Iqbal in his address at Allahabad (1930) said:

“I therefore demand the formation of a consolidated Muslim State in the best interests of India and Islam. For this, it means security and peace resulting from an internal balance of power; for Islam, an opportunity to rid itself of the stamp that Arabian Imperialism was forced to give it, to mobilize its laws, its education, its culture, and to bring them into closer contact with its own original spirit and with the spirit of modern times. ...Indian Muslim is entitled to full and free development on the lines of his own culture and tradition in his own Indian homelands is recognized as the basis of a permanent communal settlement. ... Indeed it is no exaggeration to say that India is perhaps the only country in the world where Islam, as a people building force, has worked at its best.”

Addressing the historic Lahore session of All India Muslim League on 23 March 1940, Quaid-i-Azam Mohammad Ali Jinnah said:

“Mussalmans are a nation according to any definition of a nation, and they must have their homelands, their territory and their State. We wish to live in peace and harmony with our neighbours as a free and independent people. We wish our people to develop to the fullest our spiritual, cultural, economic, social and political life in a way that we think best, and in consonance with our own ideals and according to the genius of our people.”

A group of scholars and teachers from different institutions, colleges and universities of Pakistan met and deliberated in Islamabad in several meetings under the aegis of the Ministry of Education (Curriculum Wing). Hence the curriculum of Pakistan Culture has been designed keeping in view the historical and cultural heritage of Pakistan alongwith its exhibits in the present culture. This curriculum, it is hoped, would go a long way in cultivating the requisite understanding of Pakistani culture among the students so that they can appreciate the multi-layered composition of our cultural heritage which is exposed to the challenges of different times.

Aims and Objectives

The main aims of this curriculum are to:

- To provide basic conceptual understanding about culture, its definition, scope and significance.
- To acquaint students with the importance of culture as an instrument of forging unity and creating harmony in different ethnic and regional groups.
- To cultivate the essential understanding among the students about varied patterns of cultural heritage of Pakistan.
- To understand the role of Islam in influencing different traits and patterns of Pakistani culture.

- To discuss and understand the essential ingredients of Pakistani Culture.
- To disseminate requisite knowledge about the diverse (national, regional, and local) cultural patterns, highlighting their salient features.
- To pinpoint multiple modes of cultural expressions in the forms of fairs, art performances and literary articulations in the country.
- To explain the sub-culture of minorities as part and parcel of Pakistani Culture.
- To delineate the tolerant aspects of Pakistani culture, reinforcing Sufi social ethos whereby love for humanity is professed and practiced.
- To understand unity in diversity of Pakistani Culture.
- To impart consciousness amongst the students about ‘geography’ of different regions affecting the growth of diverse cultural trends.
- To educate the students about the evolution of divergent patterns of Pakistani culture from the Indus Civilization to the Modern times.
- To understand the identity and uniqueness of Pakistani culture in the global context.
- To comprehend how the Pakistani culture is amenable to the modern thoughts and trends especially in the fields of media, science and technology.
- To understand how Pakistani culture cooperates with the international institutions for the purpose of peace, tolerance and promotion of human rights.
- To perceive various manifestations of cultures of different regions in terms of their language, literature, religion, customs, traditions, arts, architecture, historical experience, etc. as parts or sub-cultures of Pakistani culture.

Student Learning Outcomes

Chapter I: Culture: Definition, Scope and Significance

	Contents	Student Learning Outcomes
1.	Definition, meaning and scope.	Students will be able to: - Define the nature, scope and significance of Culture.
2.	Types of Culture: <ul style="list-style-type: none"> ▪ Material Culture. ▪ Non-Material Culture. ▪ Sub-Culture ▪ Counter Culture. 	- Discuss various types of culture.
3.	Functions performed by Culture.	- Explain various functions performed by Culture.
4.	Culture Universals.	- Discuss Culture universals.
5.	Geographical and Historical dimensions.	- Describe the geographical and historical dimensions of Pakistani Culture.
6.	Concept of Muslim/Pakistani Culture – with particular reference to thoughts to Quaid-i-Azam Mohammad Ali Jinnah and Allama Mohammad Iqbal	- Discuss the concept of Muslim/Pakistani Culture with reference to the ideas of Quaid-i-Azam Mohammad Ali Jinnah and Allama Mohammad Iqbal. - Critically examine the significance of culture of majority Muslim regions of British India on the eve of the creation of Pakistan.

Chapter II: Essential Features of Pakistani Culture

	Contents	Student Learning Outcomes
1.	Islam	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Describe the essentials of Islam and its effects on the people of Pakistan. - Elucidate Ideological mooring of Pakistani Culture. - Describe Islam as determining factor of Pakistani Culture.
2.	Sufism	<ul style="list-style-type: none"> - Discuss the essentials of Sufism and its orders. - Discuss the role of Sufis in the evolution of Pakistan Culture.
3.	Minorities	<ul style="list-style-type: none"> - Describe the role and rights of minorities given under the Pakistan constitution of 1973.
4.	Urdu and other languages.	<ul style="list-style-type: none"> - Write a comprehensive note on the emergence of Urdu as lingua-franca of different areas of Pakistan. - Discuss the divergence and similarities between Urdu and other languages of Pakistan. - Discuss the role of Urdu as a national language in accordance with the unity to multiple lingual/ cultural stands in Pakistan.
5.	Music	<ul style="list-style-type: none"> - Delineate the basic patterns of Pakistani Music and Arts.
6.	Literature	<ul style="list-style-type: none"> - What kind of literature of Urdu is available in Pakistan? Discuss - Discuss any one of the regional/ national literature available in one of the languages of Pakistan other than Urdu.
7.	Arts and Architecture	<ul style="list-style-type: none"> - Discuss main features of the Muslim architecture developed under the Muslim rule in Pakistan. - Discuss various Art forms in Pakistan and elucidate their respective role as a source of

		<p>cultural expression.</p> <ul style="list-style-type: none"> - Discuss the importance of Architecture as a manifestation of Pakistani Culture. How does it work as an instrument of forging unity among diverse cultural patterns? Explain with examples
8.	Cultural Heritage	<ul style="list-style-type: none"> - In what respect all the areas and regions of Pakistan are having common historical heritage? Discuss.
9.	Family, Biradari, Jirga, Panchayat, tribes, nomads and major ethnic groups.	<ul style="list-style-type: none"> - What is the difference between ethnicity, tribe, family, biradari, panchayat, nomads, etc.? Discuss with reference to various regions of Pakistan.
10.	Cultural commonalities.	<ul style="list-style-type: none"> - Discuss multiple influences on Pakistani culture and how has it sustained its identity in the face of continuous change over the years. - What are those aspects of Pakistani culture which have continued from ancient times to the modern age? Discuss. - Discuss the common features of Pakistani Culture.

Chapter III: Cultural Geography of Pakistan

	Contents	Student Learning Outcomes
1.	Geographical boundaries of Pakistan	Students will be able to: <ul style="list-style-type: none"> - Explain the geographical boundaries of Pakistan - Discuss importance of geography in development of Pakistani culture.
2.	Rivers	<ul style="list-style-type: none"> - Discuss the importance of rivers as basis for the flowering of cultures and civilizations. - Describe the significance of rivers as lifeline of cultures in Pakistan.
3.	Crops	<ul style="list-style-type: none"> - Explain the crops as resource of flowering of cultures. - Delineate the significance of various crops as interdependent Factor between various cultural units in Pakistan.
4.	Mineral Resources	<ul style="list-style-type: none"> - Highlight the importance of minerals as beneficial resource for the people of different regions.
5.	Variety in Weather and Landscape	<ul style="list-style-type: none"> - Describe the importance of varied weather and landscape as binding factor between diverse cultures. - Highlight the role of variety of climate and landscape in shaping the evolution of various cultures in different regions of Pakistan.

Chapter IV: Units of Pakistani Culture

	Contents	Student Learning Outcomes
1.	<p>Sindh:</p> <ul style="list-style-type: none"> ▪ Language and Literature ▪ Religion ▪ Music ▪ Customs and Traditions ▪ Art and Architecture ▪ Dress and ornaments ▪ Minorities ▪ Major ethnic groups ▪ Major social institutions (family, marriage, jirga, panchayat, etc.) ▪ Fairs and Festivals ▪ Food 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Discuss various languages spoken in Sindh and highlight the importance and development of literature of each of them. - Elaborate the role of religion for the development of socio-cultural life of the people of Sindh. - Discuss the role and importance of Islam in the Sindhi society. - Highlight the importance of music and its role in the development of traditions and mysticism. - Describe various customs and traditions of the people of Sindh. - Describe different patterns of art and architecture in Sindh in comparison with that of any other province of Pakistan. - Write down the major ethnic groups in Sindh. - Discuss the role and position of various minorities in Sindh. - Describe major social institutions of the people of Sindh. - Discuss various fairs and festivals held in various parts of Sindh. - Discuss traditional food items specific to the people in Sindh.
2.	<p>Punjab:</p> <ul style="list-style-type: none"> ▪ Language and Literature ▪ Religion ▪ Music ▪ Customs and Traditions ▪ Art and Architecture ▪ Dress and ornaments ▪ Minorities 	<ul style="list-style-type: none"> - Explain the importance of Punjabi language and literature. - Discuss the importance of languages other than Punjabi and their literature in the Punjab. - Discuss the role and importance of Islam in the Punjabi society. - Discuss the role and importance of Sufism in the Punjabi society.

	<ul style="list-style-type: none"> ▪ Major ethnic groups ▪ Major social institutions (family, marriage, jirga, panchayat, etc.) ▪ Fairs and Festivals. ▪ Food. 	<ul style="list-style-type: none"> - Describe the importance of music in the traditions and folklore of the Punjab. - How the mystic music affects the promotion of shrine culture in the Punjab. - Highlight various patterns of Punjabi customs and traditions in the promotion of inter-religious and intra-sectarian harmony in the Punjab. - Delineate various patterns of Punjabi art and architecture. - Discuss the role and position of various minorities in the Punjab. - Describe various patterns of dress and ornaments in the Punjab worn by the ladies, men and children. - Discuss major ethnic groups of the Punjab. - Explain major social institutions in the Punjab. - Describe various fairs and festivals arranged in different areas of the Punjab. - Discuss traditional food items specific to the people of the Punjab.
3.	<p>KPK and FATA:</p> <ul style="list-style-type: none"> ▪ Language and Literature ▪ Religion ▪ Music ▪ Customs and Traditions ▪ Art and Architecture ▪ Dress and ornaments ▪ Minorities ▪ Major ethnic groups ▪ Major social institutions (family, marriage, jirga, panchayat, etc.) ▪ Festivals ▪ Food. 	<ul style="list-style-type: none"> - Discuss the importance of Pashto language and its literature. - Describe the position of various languages and their literature other than Pashto in the KPK. - Elaborate the characteristic of folk music in the KPK. - Delineate various customs and traditions of KPK. - Describe the importance of Islam amongst the people of KPK. - Discuss the art and architecture of KPK. - Describe the pattern of dress and ornaments used by the people in

		<p>the KPK.</p> <ul style="list-style-type: none"> - Describe the position and role of minorities in the KPK. - Discuss the role and importance of Islam in the KPK. - Explain the composition of major ethnic groups in KPK. - Narrate the various forms of tribal society in FATA. - How fairs and festivals are held in different areas of KPK? Discuss. - Explain the structure and functioning of Tribal society in FATA and PATA. - Explain the sufistic traditions in the Pashtoon, tribal and Hazara regions of Pakistan. - Discuss traditional food items specific to the people of KPK and FATA.
4.	<p>Balochistan:</p> <ul style="list-style-type: none"> ▪ Language and Literature ▪ Religion ▪ Music ▪ Customs and Traditions ▪ Art and Architecture ▪ Dress and ornaments ▪ Minorities ▪ Major ethnic groups ▪ Major social institutions (family, marriage, jirga, panchayat, etc.) ▪ Fairs and Festivals. ▪ Food. 	<ul style="list-style-type: none"> - Discuss the importance of Balochi language and literature. - Describe the position and importance of various languages and their literature in Balochistan. - Discuss the role and importance of Islam in the Balochi society and culture. - Describe various forms of Balochi music. - Delineate the art and architecture of Balochistan. - Explain the position of various minorities living in Balochistan. - Describe the dress patterns and ornaments used by men, women and children in Balochistan. - Discuss major ethnic groups of Balochistan. - Explain major social institutions in Balochistan. - Describe various patterns of fairs and festivals held in Balochistan. - Discuss the composition of various

		<p>tribes in Balochistan.</p> <ul style="list-style-type: none"> - How far Sardari system helps or hampers in the spread of education and growth of healthy society in Balochistan? Discuss.
5.	<p>Azad Jammu and Kashmir</p> <ul style="list-style-type: none"> ▪ Language and Literature ▪ Religion ▪ Music ▪ Customs and Traditions ▪ Art and Architecture ▪ Dress and Ornaments ▪ Minorities ▪ Major ethnic groups ▪ Major social institutions (family, marriage, jirga, panchayat, etc.) ▪ Festivals. ▪ Food. 	<ul style="list-style-type: none"> - Describe the importance of various languages and their literature in Azad Jammu and Kashmir. - Discuss the role and function of Islam and Sufism in the Kashmiri society. - Delineate the various patterns of music in the Kashmiri society. - Evaluate various arts and architects of Kashmir. - Discuss Kashmiri struggle for the inclusion of Jammu and Kashmir in Pakistan. - Discuss the role and position of various minorities living in Azad Jammu and Kashmir. - Describe various patterns of society of Jammu and Kashmir as part of Pakistani Culture. - Describe major ethnic groups of Azad Jammu and Kashmir. - Explain major social institutions of the people of Azad Jammu and Kashmir. - Describe various fairs and festivals held in Azad Jammu and Kashmir. - Discuss traditional food items specific to the people of Azad Jammu and Kashmir.
6.	<p>Gilgit-Baltistan:</p> <ul style="list-style-type: none"> ▪ Language and Literature ▪ Religion ▪ Music ▪ Customs and Traditions ▪ Art and Architecture ▪ Dress and Ornaments ▪ Minorities 	<ul style="list-style-type: none"> - Write a note on the languages spoken and written in Gilgit-Baltistan and their literature. - Describe the role and importance of Islam and Sufism in the society of Gilgit-Baltistan. - What kind of Music is available in Gilgit-Baltistan? Discuss. - Write a note on the customs and

<ul style="list-style-type: none"> ▪ Major ethnic groups ▪ Major social institutions (family, marriage, jirga, panchayat, etc.) ▪ Festivals. ▪ Food. 	<p>traditions of Gilgit-Baltistan.</p> <ul style="list-style-type: none"> - Describe various patterns of dress and ornaments weared by the people of Gilgit-Baltistan. - Discuss the position of non-Muslims in Gilgit-Baltistan. - Discuss various patterns of society of Gilgit-Baltistan as part of Pakistani culture. - Describe various patterns of dress and ornaments used by the people of Gilgit-Baltistan. - Describe major ethnic groups in Gilgit and Baltistan. - Discuss major social institutions of the people of Gilgit and Baltistan. - Explain various fairs and festivals held in various parts of Gilgit and Baltistan. - Discuss traditional food items specific to the people of Gilgit-Baltistan.
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Chapter V: Culture in different historical periods

	Contents	Student Learning Outcomes
1.	Mehargarh	Students will be able to: <ul style="list-style-type: none"> - Describe the major cultural characteristics of Mehgarh society.
2.	Kot Deji	<ul style="list-style-type: none"> - Delineate the main features of Kot Deji Society.
3.	Harappa	<ul style="list-style-type: none"> - Explain the salient features of Harrappa Culture.
4.	Indus Valley Civilization	<ul style="list-style-type: none"> - Discuss the cultural origin in the formation of Indus valley civilization. - Describe the characteristics of urban culture of Indus civilization.
5.	The Aryans	<ul style="list-style-type: none"> - Explain the rise of Aryans and their cultural impact on the people of the Punjab, Sindh, KPK, and Balochistan.
6.	Buddhist-Gandhara ,the Greeks, the Kushans,and Hindu Shahis	<ul style="list-style-type: none"> - Trace out the salient features of Buddhist culture. - Write a note on the budding and blossoming of the Gandhara Art. - Elaborate the Greek art and Buddhist religion reaching their zenith under the Kushans. - Discuss main characteristics of Hindu Shahi Culture.
7.	The Arabs	<ul style="list-style-type: none"> - Trace the impact of Arab rule upon the culture of the people of Balochistan, Sindh, and Multan.
8.	The Ghaznavids and the Ghorids	<ul style="list-style-type: none"> - Trace out the importance of geographical, ethnical, cultural and religious aspects of the Ghaznavid rule. - Discuss the emergence of new trends in the culture of Indo-Pak subcontinent during the Ghorid period.
9.	The Delhi Sultanate	<ul style="list-style-type: none"> - Explain the salient features of

		<p>Indo-Muslim culture during the Sultanate of Delhi.</p> <ul style="list-style-type: none"> - Discuss the contributions of great scholars of Delhi Sultanate towards human knowledge.
10.	The Mughals	<ul style="list-style-type: none"> - Explain the salient features of Muslim culture as evolved under the Mughal rule in the subcontinent. - Delineate the distinct features of Mughal Art and Architecture. - Describe the historical literature produced under the Mughals and their importance in history. - Explain the influences of Muslim rule on the Hindu society and other segments of society.
11.	The British Colonialism	<ul style="list-style-type: none"> - Explain the impact of British rule on the culture of the people of Indo-Pak subcontinent.
12.	Pakistan's Cultural Heritage	<ul style="list-style-type: none"> - Write a note on the cultural heritage of Pakistan with special reference to its development in the period of Muslim rule. - To what extent the Muslim culture of the majority Muslim areas of the Indo-Pak subcontinent was affected under the British colonial period? Discuss.

Chapter VI: Globalization and Pakistani Culture

	Contents	Student Learning Outcomes
1.	Globalization – Concepts and Definitions	Students will be able to: <ul style="list-style-type: none"> - What is meant by globalization? Discuss.
2.	Agents of global change – Media, Communication, Science, Technology, Migration, etc.	<ul style="list-style-type: none"> - What are the major agents of change with reference to globalization? - Modern Age is the age of Science and Technology. To what extent Pakistani culture is being affected by modern science and technology? Explain by giving certain examples.
3.	Exposure of Pakistani Community towards globalization	<ul style="list-style-type: none"> - What are the main factors for the lack of exposure towards globalization? Discuss. - Discuss the major impediments of cultural change.
4.	Overseas Pakistanis	<ul style="list-style-type: none"> - What cultural pattern is represented by the overseas Pakistanis especially in the Western countries? Discuss. - How Pakistanis are looked in the Middle East in terms of cultural Perspective? Discuss.
5.	Co-operation with the international institutions	<ul style="list-style-type: none"> - How Pakistan extends its cultural co-operation with the international institutions? Discuss.
6.	Peace, tolerance and co-operation with other cultures	<ul style="list-style-type: none"> - How Pakistani culture helps in the promotion of peace, tolerance and co-operation with other cultures in the neighboring countries? Discuss.
7.	Promotion of Human Rights	<ul style="list-style-type: none"> - To what extent the electronic and print media in Pakistan helps in the promotion of Human rights. - How Pakistani culture helps in the promotion of Human rights? Discuss.
8.	Change and Continuity in Pakistani Culture	<ul style="list-style-type: none"> - How the concept of change and Continuity can be applied on the Pakistani culture? Discuss.

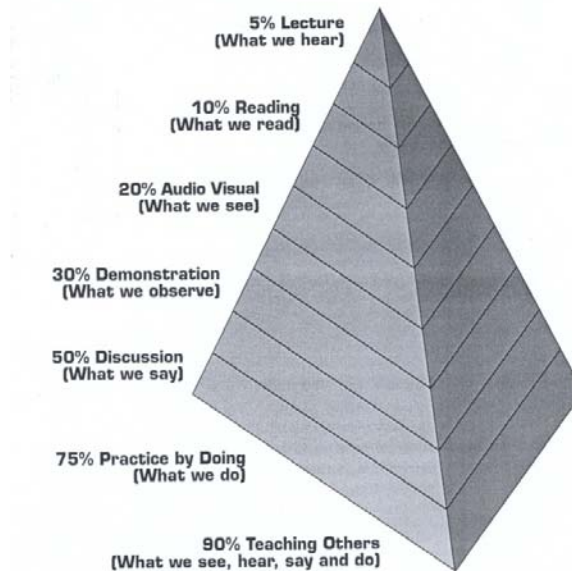
Instructional Strategies

In most Pakistani classrooms teaching and learning follows what Freire (1970) calls “The banking concept of education” in which teachers “transmit” textbook facts to students who are expected to memorize and regurgitate these facts in examinations. This practice has become highly ingrained especially in higher classes and teachers feel that methods of lecture and recitation (teacher asks questions and student answers) are a good way of teaching the large number of students in their classrooms and assessing students ability to memorize textbook facts to ensure they do well in examinations.

While it is important that teachers ensure students do well in examinations, it is also necessary that the education provided prepares students for life in a modern society, enhances students’ chances of receiving higher education and employability and develops their social consciousness so that they become agents of positive social change.

So, there are many reasons for using instructional strategies other than lecture and recitation. First, research shows that students learn very little (5%) when taught through the lecture method. However, as their active intellectual engagement in the learning process increases they retain more of their learning. Second, living in the information age where knowledge is growing exponentially and facts are available at the click of a button students need to learn “how to learn”. Third, many instructional strategies besides facilitating students’ academic learning also aid development of a number of skills and values and promote their psychological health preparing them for the varied roles they will play in today’s society. Finally in any class of students there will be a range of interests, abilities and styles learning. Varying the teaching strategies will address these differences allowing all children to learn.

The Learning Pyramid: Outcomes for Traditional Learning Methodology vs. Outcomes for Active / Experiential Learning Methodology



This section begins with the lecture methods as teachers are most familiar with and suggests ways to encourage students' participation in a lecture to improve learning.

Effective Lecturing Strategy

A lecture is a 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. If used with different activities and exercises that call for students participation, the lecture can stimulate students intellectually and facilitate learning.

To deliver an effective lecture, the teacher must plan it and identify the purpose of the lecture. 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 order to keep students engaged in a lecture, teachers should ask a question at the end of each theme/subtopic and 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.

Before the lecture asks students if they want to share questions they want answers to and tailor the 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.

Assessing Students' Learning in a lecture method

Students' learning can be assessed by asking students to answer questions orally or fill in a 'one-minute' worksheet which asks them to write down the 2-3 most important things they learnt in the lecture. Alternatively, students' notes on a lecture can be reviewed. A few days later a test could be given to find out what students learnt.

Discussion

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.

Teachers need to plan a discussion carefully by reviewing the material and choosing a question or a problem on a topic, framing it as interrogative question instead of a statement or a phrase. 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.

Teachers can start by presenting the question orally and in writing it on the board to enable students to read and understand the question. Give students time to think and note down ideas in response to the question. During the discussion, ask probing questions such as “Why do you think?” “Can you elaborate further?” Or draw a conclusion and raise a new but related question. Give students the opportunity to participate and contribute to 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.

Assessing Students Learning from a Discussion

The knowledge, skills and values developed through discussion can be assessed using different assessment strategies. Use a checklist to record the presence or absence of desired behaviours such as presentation of factual research-based information, seeking clarifications, extending an idea presented, questioning one’s assumptions, listening attentively, communicating clearly and openly and respecting others. Based on data the teacher can give feedback to the students for improvement. If the purpose is to assess students’ knowledge and understanding, students could be asked to write an essay on the topic or answer test questions.

Cooperative Learning

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.

How are students assessed in cooperative learning?

Success on the academic task is assessed by randomly asking students questions, checking their work, or through individual tests or quizzes. For the social skills task, students are evaluated through teacher observation and students’ evaluation of their own and group effectiveness.

Inquiry/Investigation

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 inquiry, 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. Each step is described below and an example of a knowledge inquiry and scientific investigation is provided below:

Choose a topic and have students frame inquiry questions(s) based on the topic or plan an investigation by developing materials yourself

Have students formulate a hypothesis, i.e. provide possible explanations or educated guesses in answer to the questions.

1. Help students plan the inquiry. For example:
 - 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.
2. Help students locate information/gather data. For example:
3. Have students record information as they find it. For example:
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.

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

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

6. Encourage student to suggest possible action based on findings. Select actions that are doable. Look at possible consequences of each action. Choose the best action. For example:
7. Make an action plan and carry out the action. For example:
8. Reflect on the success/challenges of the action.

Assessing learning from an inquiry/investigation

The process as well as products of an inquiry. Investigation must be assessed through the following:

- **Observation:** Students' abilities and skills can be observed during each stage of the inquiry/investigation. For example, you can observe a student conducting an interview, looking for relevant information in the library or making a graph. Teachers can provide detailed descriptive feedback to the students on their abilities and skills observed.
- **Documents analysis:** Teachers can ask students to share anything they have documented during the process of inquiry, including notes made from material read, analysis of findings, etc. Teachers can give marks on the relevance of material accessed, analysis of information etc.
- **Written or Oral presentations:** written or oral presentations can be marked in terms of the quality of content, creativity in the presentations, ability to answer questions.

Assessment

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

We need an assessment system to

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

What is an Assessment System?

Using a coordinated process of gathering information to improve student learning forms an assessment system. 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

Partially proficient
 Proficient
 Exceptional

Types of Assessment Methods

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

1. The **selected response** - 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 short 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.

2. A **constructed response** format requires students to create or produce their own answer in response to a question or task. 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. Although they eliminate guesswork, scoring is more subjective and thus clear criteria are necessary to maintain validity.
3. **Teacher observations** are so common that they are often ignored as a form of assessment. However, teachers constantly observe and listen to students as they work. Observation is also important in assessing performance tasks, classroom climate, teacher effectiveness, and other dimensions of the classroom.
4. **Self assessment** 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

Multiple-Choice Items

What is it?

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 distractors.

Strengths and Weaknesses

- Relatively difficult to write, especially good distractors
- Having students pick the 'correct' answer assesses knowledge and understanding
- 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

Binary Choice Items

What is it?

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.

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!

Matching Items

What is it?

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.

Strengths and Weakness

- Effectively assess students' knowledge and associations/relationships;
- Can assess a great amount of factual information within a single topic.

Interpretive Exercises

What is it?

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

Constructed Response

Fill-in Items

What is it?

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.

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 though-poorly written questions can leave students confused as to the correct answer!

Short Answer

What is it?

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.

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

Essay Items

What is it?

Such items literally have 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.

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

Performance-based Assessments

What is it?

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

Guideline for Developing Teaching Learning Resources

In most 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 embody 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 then is integral so that student's experience as they learn and also develops their multiple intelligences.

In most Pakistani schools the government prescribed textbook is the only teaching learning tool. Rarely do teachers use other resources to support the learning. However, many other resources are available, accessible and affordable.

For all subjects, these are:

- Textbooks
- Teachers guides
- Students workbooks
- Visual aids such as charts, models etc.
- Videotapes
- Computers
 - Computer software
 - Internet (Websites, online libraries)
- Community
 - Field trip
 - Guest speaker
- The environment

There are a number of teaching and learning materials required for effective teaching of particular subjects. For example

Guideline for Writing a Textbook

A textbook is an important teaching and learning resource and one of the most extensively used resources is Pakistani classrooms.

Basic features of a textbook

- The textbook serve as a framework for teaching through the year.
- 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 and engage in higher order thinking
- The material should help students understand the world in which they live, prepare for exams, prepare for life, raise their standard.
- The materials must be mistake free so it can be trusted.
- The material must be unbiased.
- The book must be attractive and engaging
- Illustrations must vary from page to page.
- Activities suggested must vary from page to page.
- End-of-the-chapter exercises must vary from chapter to chapter. They should encourage students to think, develop skills, use information for a variety of purpose.
- Table of contents including subtopics.
- Index
- Glossary
- Must be contextually relevant (feasible to use in classrooms, affordable, examples from context to increase relevance and meaning)

Guideline of Teacher's Guide

Textbooks should come with a teacher's guide aimed at informing teachers of how the textbook is written and how best to use it to facilitate student learning. Teacher guides provide detailed explanation of key concepts. Way to teach a particular topic, provide further examples that could be given to facilitate learning. Teacher's guide serves to educate teachers and thus could be seen as a means of helping teachers develop professionally.

Basic features of a teacher's guide:

- based on accompanying textbook skills, knowledge, strategies for teacher grouped according to chapter and sequenced to correspond with text.

- help teachers teach text and extend activities
 - does this by keeping contextual realities in view
 - various teaching strategies and rationale for suggested teaching
 - various assessment strategies
 - teaching learning resources
 - additional information sources
 - extended activities and how to conduct them
 - introduction to guide explaining how to use it
 - materials that teachers can photocopy, use themselves or for students
 - easy to understand and use
 - expand and develop teacher’s repertoire of knowledge and skills.
- } up-to-date, relevant

How to write

Planning (for each chapter)

- Identify teaching strategies appropriate to context of teaching and learning, according to textbook, and rationale for each strategy.
- Identify which teaching strategies suitable for teaching knowledge, skills, 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 knowledge (content and pedagogical) and skills (pedagogical).
- Identify gaps in resources or strategies that will need to be developed or explained
- Identify assessment strategies

Guideline for Writing a Workbook

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:

- many exercises and activities for each chapter, topic, subtopic
- exercise and activities effectively help develop, practise 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

Other Educational Resources

Educational Tours (visits)

What to do

- Plan the tour;
- Identify and contact appropriate authorities (seek parents', principal's written permission at school and management at place of visit)
- Develop programme for the visit;
- Develop a task sheet;
- Brief learners;
- Visit place
- Exchange views; and
- Evaluate and report

Resources

- Transport;
- Places to be visited; and
- Contact person at place to be visited.

Cautions

- Use language appropriate to the subject matter at hand;
- Avoid discriminatory language;
- Time allocation;
- Students may need special clothing, food and water, etc.
- Ensure they know programme and requirement beforehand.

Guest Speaker

What to do

- Identify and contact appropriate guest speaker;
- Agree on time, duration and venue;
- Give information on student, outcomes of learning to be covered;
- Brief learners on what they are expected to do;
- Inform the relevant authority (Principal, HOD);

- Receive and introduce speaker to the relevant management and learner;
- Allow speaker to take charge of the session, instruct students to pay attention, note down questions for question-answer session;
- Facilitate question-answer session and have student(s) thank speaker or thank speaker yourself.
- Follow up activity with learners, relate session to the outcomes of learning.

Resources

- Arrange venue with required equipment;
- Guest speaker;
- Task sheet.

Cautions

Ensure materials are appropriate for the audience (if possible preview the material);

- Be aware of sensitivity; and
- Inform speaker of the language level of the target group

Video

What to do

- Preview video and edit (take numbers on counter to mark sections to be viewed);
- Prepare task sheets and handouts;
- Show video pausing at appropriate intervals/points;
- Give learners time to complete tasks; and
- Summarise discussions relating to outcomes of learning.

Resources

- Video;
- Video equipment;
- Task sheets; and
- Handouts.

Cautions

- Try out equipment before use;
- Rehearse prior to session;
- Be sensitive to learners.

Team of Writers

- 1. Dr. Riaz Ahmed**
HEC Eminent Professor
Taxila Institute of Asian Civilization
Quaid-i-Azam University
Islamabad.
- 2. Mr. Arif Majeed**
JEA
Curriculum Wing
Ministry of Education, H-9 Islamabad
- 3. Ms. Nighat Lone**
Consultant
Ministry of Education (Curriculum Wing)
Islamabad.
- 4. Mr. Mulazim Hussain Mujahid**
DEA
Curriculum Wing
Ministry of Education, H-9 Islamabad
- 5. Dr. Zia ul Haq**
Chairman
Department of Islamic and Pakistan Studies
National University of modern Languages
Islamabad.
- 6. Dr. Hafeez ur Rehman**
Chairman
Department of Anthropology
Quaid-i-Azam University
Islamabad

- 7. Brig. (R) Wasiq Ahmed**
Professor
Department of Pakistan Studies
National University of modern Languages
Islamabad.
- 8. Dr. Ghani ur Rehman**
Asstt. Professor
Taxila Institute of Asian Civilizations
Quaid-i-Azam University
Islamabad
- 9. Mr. Khalid Mahmood**
Head of Department (History)
Department of History
F. G. College H/8 Islamabad
- 10. Dr. Tahir Kamran**
Chairman,
Department of History
G.C.University,
Lahore.
- 11. Dr. Fakhr-ul-Islam**
Pakistan Study Centre
University of Peshawar
Peshawar.
- 12. Dr. Humaira Dasti**
Professor & Chairman
B.Z. University
Multan
- 13. Dr. Munir Baloch**
Director,
Area Study Centre for Middle East,
University of Balochistan
Quetta
- 14. Dr. Abdul Ghafur Muslim**
Professor
West London College of Management of Sciences
London

- 15. Dr. Mussarat Abid**
Director
Pakistan Study Centre
University of Punjab
Lahore
- 16. Ms. Farhat Iftikhar Gill**
Assistant Professor
National Institute of Pakistan Studies
Quaid-e-Azam University
Islamabad
- 17. Dr. Yaqub Mughal**
HEC Professor
Department of General History
University of Sindh
Jamshoro
- 18. Dr. Khalida Jamali**
Director
Pakistan Study Centre
University of Sindh
Jamshoro
- 19. Dr. Abdul Rauf**
Associate Professor
Department of Political Science
University of Peshawar
Peshawar
- 20. Dr. Syed Asif Ali Rizvi**
Chairman
Department of History
Islamia University
Bahawalpur

Select Committee Members

- 1. Dr. Riaz Ahmed**
HEC Eminent Professor
Taxila Institute of Asian Civilization
Quaid-i-Azam University
Islamabad
- 2. Mr. Arif Majeed**
JEA
Curriculum Wing
Ministry of Education, H-9 Islamabad
- 3. Ms. Nighat Lone**
Consultant
Ministry of Education (Curriculum Wing)
Islamabad.
- 4. Mr. Mulazim Hussain Mujahid**
DEA
Curriculum Wing
Ministry of Education, H-9 Islamabad
- 5. Dr. Hafeez ur Rehman**
Chairman
Department of Anthropology
Quaid-i-Azam University
Islamabad
- 6. Brig. (R) Wasiq Ahmed**
Professor
Department of Pakistan Studies
National University of modern Languages
Islamabad
- 7. Ms. Farhat Iftikhar Gill**
Assistant Professor
National Institute of Pakistan Studies
Quaid-e-Azam University
Islamabad

8. **Dr. Ghani ur Rehman**
Asstt. Professor
Taxila Institute of Asian Civilizations
Quaid-i-Azam University
Islamabad
9. **Ms. Aneela Sultana**
Lecturer
Department of Anthropology
Quaid-e-Azam University
Islamabad

Review Committee Members

1. **Prof. Dr. Riaz Ahmad**
HEC Eminent Professor,
Taxila Institute of Asian Civilizations,
Quaid-i-Azam University ,
Islamabad
2. **Mr. Arif Majeed**
Joint Educational Advisor
Ministry of Education (Curriculum Wing),
Islamabad.
3. **Mr. Mulazim Hussain Mujahid**
Deputy Educational Adviser,
Ministry of Education (Curriculum Wing)
Islamabad.
4. **Ms. Nighat Lone**
Consultant
Ministry of Education (Curriculum Wing)
Islamabad.
5. **Mr. Muhammad Idrees**
Education Officer,
Ministry of Education (Curriculum Wing)
Islamabad.

6. **Brig. (R) Wasiq Ahmed**
Visiting Professor,
NUML, Islamabad.
7. **Raja Iftikhar Hussain Khan**
Subject Specialist
DCRD
Azad Jammu Kashmir.
8. **Prof. Hamidullah Khan**
Khyber Pakhtunkhwa Textbook Board,
Peshawar.
9. **Mr. Tila Mohammad**
Editor,
Quaid-i-Azam Paper Wing,
Ministry of Culture,
Islamabad.
10. **Ms. Sumera Bokhari**
DCTE,
Abbottabad,
Khyber Pakhtunkhwa.
11. **Muhammad Idrees Jatoi**
D.D./S.S.
Bureau of Curriculum & Extension Wing,
Jamshoro, Sindh.
12. **Meher Safdar Waleed**
Subject Specialist
Punjab Textbook Board,
Lahore.