



**Government of Sindh
School Education & Literacy Department**

Curriculum for
PAKISTAN STUDIES

Grade IX-X
(REVISED, 2020)

Directorate of Curriculum Assessment & Research Sindh, Jamshoro

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Pakistan Studies Curriculum

Class IX-X

1.0

Introduction

1.1 Introduction to the Pakistan Studies Curriculum

Pakistan Studies is a compulsory subject at School, College, and University level. The curriculum of Pakistan Studies has been designed keeping in view the current learning needs of students in the 21st century. The curriculum of Pakistan Studies is divided into seven strands including History, Geography, Political Science/ Civics, Economics, Sociology and Skill Development. Each strand has two standards followed by Benchmarks and Student Learning Outcomes (SLOs).

Pakistan studies enable students to develop perspectives on different aspects of the country. The historical, economic, political, geographic and social worldview helps them to analyse the facts and develop a critical yet self-reliant perspective. The students can understand the geo-political importance of the country they live in. Pakistan Studies also guide students about taking the right decisions. The skill-based knowledge about Pakistan can play a vital role in increasing the employability of students.

Until now the Pakistan Studies Curriculum was based on objectives. The Social Studies Curriculum from Grades VI-VIII is based on the widening horizon model where the student develops their understanding of the various aspects from simple to complex manner. The same model is applied in Pakistan Studies Curriculum for Grade 9 and 10 to maintain progression and synchronization.

This approach began with the study of self and then moved on to familiarize students with family, neighborhood, province, country, region, and continent in advancing grades.

Keeping in view the above, the new curriculum has been designed to inculcate genuine knowledge to students and to engage them in diverse ways of learning new knowledge. An effort has been made to remove all forms of biases and discriminations based on gender, religion, sect, ethnicity, caste, and creed. The new curriculum does not increase polarization between various classes of society. This Curriculum promotes tolerance and harmony in society and discourages intolerance, extremism, and bigotry which tends to destabilize our society. It attaches great importance to democratic norms and positive cultural values. The curriculum creates thrust for creativity, development of critical thinking, discussion and debate. It develops among students the skills of inquiry, research, and build the capacity of learning, behaving, acting and communicating. The curriculum plays an important role in promoting national integration.

HISTORY

History is the study of the past to understand the present and predict the future. It draws upon a variety of historical records and compares interpretations, provides students with different perspectives and promotes the appreciation of individual existence in a global context.

STANDARD -1

All students will learn and use chronological skills to sequence key historical events, to identify relationships, explain cause and effect and describe patterns of historical change and continuity.

BENCHMARK

VI – VIII	IX –X
<ul style="list-style-type: none"> • Use key concepts such as chronology, causality, change, conflict, and complexity to identify relationships and explain historical development by unfolding the process of continuity and change in historical events. 	<ul style="list-style-type: none"> • Use key concepts of chronology, cause and effect, change and continuity, and the relationship between historical events, British policies and response of people to it during the British era (1857 – 1947). • Analyse the different forms of colonization (Take over, reasons for being attracted to India) imperial rule, freedom, and independence.

STANDARD -2

All students will understand, interpret and reconstruct narratives of the past (identity people involved, describe the setting, sequence events, compare the interpretation of events, and create narratives from evidence) by using various sources of historical knowledge.

BENCHMARKS

VI – VIII	IX –X
<ul style="list-style-type: none"> • Analyze the contribution of world leaders to the development of knowledge politics, sports, environment, and human rights. • Identify key people and events in selected historical periods and describe patterns of change within and across cultures such as the rise of civilizations, the growth, and breakdown of colonial systems, etc. 	<ul style="list-style-type: none"> • Analyze the contribution of political leaders of Pakistan movement in constitutional and political development during the British era. • Identify the impact of major events on the history of British India including World War-II.

<ul style="list-style-type: none"> • Evaluate the importance of famous places in world history. • Describe the impact of major events on the history of the world. 	<ul style="list-style-type: none"> • Analyze the effects of Colonial rule on the social and cultural history of the Indian Sub-continent. • Locate the religious and social change in society under British rule
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GEOGRAPHY

Geography is the study of the physical and human environment and their influence on each other. It includes studying the physical (landforms, locations, vegetation, and natural resources) and human (people, culture, and characteristics of places), to understand the processes involved and to make environmentally friendly decisions.

STANDARD -3:

All students will use resources, data sources and geographic tools (maps, aerial photographs, and satellite images) to enhance geographic understanding (geographic patterns and relationships) and apply their understanding to make reasoned decisions regarding location, region, and movement.

BENCHMARKS

VI – VIII	IX –X
<ul style="list-style-type: none"> • Use resources, data sources and geographic tools (maps, photographs, aerial photographs, and satellite images) to generate, manipulate and interpret information. • Describe geographic relationships such as population density and spatial distribution patterns. • Describe physical system changes (land, water, air) and identify geographic patterns associated with them. 	<ul style="list-style-type: none"> • Describe the Location of Pakistan, Geographical Features (Landforms, Mineral resources, Climatic Conditions, Glaciers, and Drainage System), Natural Vegetation and Wildlife. • Elaborate the major natural regions of Pakistan, their Characteristics, Potential and problems (Plains, Deserts, Coastal Areas, Arid and Semi-Arid Mountains, Sub-humid and Humid Mountains). • Identify the major environmental hazards and their remedies (Salinity and waterlogging, Deforestation, Desertification, Pollution and its forms)

STANDARD -4

All students will describe, compare and explain the locations of places, the interactions between the physical and cultural characteristics of places, and the social, economic, political activities they engage in themselves and with others at the local, national and international levels.

BENCHMARKS

VI – VIII	IX –X
<ul style="list-style-type: none">• Locate and describe various landforms and geographic features (mountains, plateaus, islands, rainforests, deserts, oceans) and explain their relationship between and within the ecosystem.• Describe how people create places that reflect cultural values and ideals as they build a neighborhood, parks, shopping centers and the like.• Examine, interpret and analyze physical and cultural patterns and their interactions such as (land use, settlement patterns, cultural transmission of customs and ideas, ecosystem changes).• Identify the importance of sustainable development and the actions that can be taken to ensure sustainable development.	<ul style="list-style-type: none">• Describe the geographic Location of Sindh, Geographical Features (Landforms, Mineral resources, Climatic Conditions, and Drainage System), Natural Vegetation and Wildlife.• Elaborate the major natural regions of Sindh, their Characteristics, Potential and problems (Plains, Deserts, Coastal Areas, Islands Mountains, Arid zones)• Identify the major environmental hazards in Sindh and their remedies (Salinity and waterlogging, Deforestation, Desertification& land erosion, Pollution and its forms)• Major Sea Ports of Sindh. Major Lakes, Barrages, Canal System, tube-well technology

POLITICAL SCIENCE/CIVICS

Political science provides understanding of the different purposes of the government, the decisions of its institutions, their organization functions. It equips students to make informed decisions about organizing and governing their communities, to evaluate domestic and national governments and ensure that the rights of individuals or communities are protected within these decisions.

STANDARD -5

All students will identify the purpose of national, provincial and local governments and describe the political and legal processes that are used to make decisions, seek consensus and resolve conflicts.

All students will identify the importance of a constitution, the purpose of government, its institutions and processes and the effects of government actions on the individual and society.

BENCHMARKS

VI – VIII	IX –X
<ul style="list-style-type: none"> • Describe the purpose of government and how its powers are acquired, used and justified. • Describe the factors that contribute to the effectiveness of Government in Pakistan i.e., administrative reform, accountability, transparency, fairness, quick delivery of services and free media. • Describe the structure and function of the legislative, the executive and the judiciary and the importance of the separation of powers. • Explain ideas and governance mechanisms to meet the needs and wants of citizens to regulate territory, manage conflict and establish order and security • Compare the different forms of government and explain the role of citizens in the selected countries of South Asia, Asia, and the World and society. 	<ul style="list-style-type: none"> • Explain the geopolitical significance of Pakistan and the basic objectives of Pakistan’s Foreign Policy (territorial sovereignty & security, Ideology, Economic development, Cultural enrichment). • • Describe the powers and functions of National and provincial Governments. • • Analyze the role of administrative and legal institutions in Pakistan. • • Describe Human Rights in Pakistan. • Analyze the significance of Human Rights in Pakistan. • Discuss and Debate about the role of state institutions in the protection of Citizens Rights in Pakistan. •

STANDARD -6:

All students will identify the key ideas and values in the Constitution of Pakistan and understand the rights and responsibilities of citizens at the local, national and global levels.

All students will demonstrate an understanding of democratic citizenship, the rights and responsibilities of citizens and explain the roles of non-state actors (media and civil society, political parties) in influencing public policy decisions at the local, national and global levels.

BENCHMARKS

VI – VIII	IX –X
<ul style="list-style-type: none">• Describe the rights, responsibilities, and roles of citizens and explain how entitlement to rights and fulfillment of responsibilities facilitate the development of the individual and society at the local, national and global levels.• Describe the evolution, development, role, and importance of media, civil society and political parties in a democratic society, especially in influencing public policy and decision-making.• Use inquiry to examine social issues and problems and identify, explain and take various forms of citizen action to influence public policy and decision-making.	<ul style="list-style-type: none">• Analyze the role of ideological factors in the making of Pakistan’s Foreign Policy.• Shed light upon Pakistan’s Relations with neighboring countries (Political, Social, Economic, & Cultural)• Pakistan’s relations with the Muslim World (political, social, economic, & Cultural), Major world powers.

ECONOMICS

Economics deals with the ideas that want are unlimited and the means to satisfy them are limited so choices needed to made by individuals and societies to satisfy their wants for goods and services. It is important to foster economic awareness in students through newspapers, discussions, games, and simulations to make them understand the basic economic functions and the importance of interdependence.

STANDARD -7

All students will describe how the scarcity of resources and choices regarding production, distribution, and consumption of goods and services affect individuals and society and how competition and markets operate to determine prices.

BENCHMARKS

VI – VIII	IX –X
<ul style="list-style-type: none">• Describe how economic choices are made by individuals and groups regarding the production and distribution of goods and services and explain how values and beliefs influence different economic choices and decisions.• Explain the difference between private and public goods and services and describe the role that supply and demand, indecisions regarding production, consumption, and distribution of goods and services.• List the sources of energy in Pakistan and suggest possible solutions to the energy crisis.• Explain how markets are structured and the role of competition in the demand and supply of most favorable goods and services• Demonstrate effective decision-making skills as consumers, producers, savers, investors, and citizens	<ul style="list-style-type: none">• Describe the major sectors of Pakistan’s Economy: Agriculture, industry, service sector.• Explain major problems of Agriculture in Pakistan (water scarcity, water management, land reforms, deficient soil, crop diseases, agriculture credit, lack of modern machines/farm equipment’s, use of sub-standard pesticides, unjust price of farm commodities)• Describe the potential sub-sectors of agriculture of Pakistan: Livestock, Fishing.• Elaborate on the major industries of Pakistan: Steel, Cotton, Sugarcane, Cottage Industry• Make a list of energy resources of Pakistan: Energy Resources, Electricity, Wind, Gas, Solar, bio-gas & Coal.

STANDARD -8

All students will describe how economic systems (including Pakistan's) work to facilitate production, distribution, consumption, and exchange of goods and services, and describe the challenges and benefits of trade for consumers, producers and governments; locally, regionally and internationally.

BENCHMARKS

VI – VIII	IX –X
<ul style="list-style-type: none">• Describe the various institutions that make up economic systems such as households, businesses, banks, government agencies, and corporations, etc.• Describe the role of specialization and trade in the economic process and explain the benefits of trade for consumers, producers, and governments.• Use economic concepts to explain issues in local, national and global contexts and use economic reasoning to compare different proposals for dealing with a contemporary social issue (eg. unemployment, acid rain, quality education)• Describe the importance of entrepreneurship for the economic development of a country.	<ul style="list-style-type: none">• Describe the major sectors of Sindh Economy: Agriculture, industry, service sector.• Explain major problems of Agriculture in Sindh (water scarcity, water management land reforms, deficient soil, crop diseases, agriculture credit, lack of modern machines/farm equipment's, use of sub-standard pesticides, unjust price of farm commodities)• Describe the potential sub-sectors of agriculture: Livestock, Fishing.• Elaborate on the major industries of Sindh: Steel, Cotton, Sugarcane, Cottage Industry• Make a list of energy resources of Sindh: Energy Resources, Electricity, Wind, Gas, Solar, bio-gas & Coal.

Sociology

Sociology is the scientific study of society, the study of culture, institutions, and changes within a society. Basic sociological concepts include, how individuals in society meet to form groups, how communities and cultures are formed, what controls and influences the society, how individuals interact in communities, how individuals and communities influence culture and how institutions can be maintained or changed (e.g., individuals, groups, communities, and cultures). It examines the socially transmitted beliefs, norms, values and customs, institutions, behavior, traditions, and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artifacts and foods.

STANDARD – 9

Students will come to understand that human cultures exhibit both similarities and differences and they learn to see themselves both as individuals and as members of a particular culture that shares similarities with other cultural groups but is also distinctive. In a multi-cultural, democratic society globally connected world, the student needs to understand the multiple perspectives that derive from different cultural vantage points.

Benchmarks

VI – VIII	IX –X
<ul style="list-style-type: none">• Describe the various ways of how individual identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences.• Analyze human experience and cultural expression (e.g language, literature, arts, traditions, beliefs, spirituality, values and behavior).• Describe the impact of ethnic, national and global influences on specific situations or events.• Explain how the unique characteristics of the selected local, regional groups have contributed to contemporary life (e.g. legal, social, economic and political).• Analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in South Asia, Asia and the world.	<ul style="list-style-type: none">• Explain the major sources of Population growth in Pakistan: early marriage, improved medical facilities, disease control, poverty, nature of society and family structure.• Analyze the feature of the power structure of Pakistan Society: informal justice system, tribal systems, gender imbalance, and feudalism.• Explore the different forms of culture: Material Culture, Non-material culture, regional cultures.• Investigate the social, cultural and historical importance of major languages of Pakistan: Urdu, Sindhi, Punjabi, Pushto, Baluchi, Siraiki, Hindko, Brahvi, Shina.• Highlight the prominent features of Sindhi society: power structure, cultural values, Folk tales, folk music, folk wisdom & cultural festivals.

INQUIRY

It is a systematic investigative process that helps students in problem-solving and decision making.

STANDARD -10: SKILL DEVELOPMENT

All students will conduct inquiry/investigation to answer questions about society by asking questions, gathering information from a variety of sources (books, newspapers, community members, and institutions and internet) and interpreting the information to solve these problems and make decisions. They will report results in inappropriate ways (oral presentation, timelines, graphs, charts, reports, role plays, etc). Electronic technologies such as computers and multimedia can be used to access and manage information and report results.

All students will collaborate to answer important questions, study problems and issues by gathering information from a variety of sources (books, newspapers, community members, institutions and the internet), identifying various perspectives, analyzing the information to better understand problems and issues, solve problems, make decisions, reporting results inappropriate ways (oral presentations, timelines, graphs, charts tables, reports, role plays, etc) and taking ethically responsible actions for the common good. They will use appropriate tools and technologies to manage information, report results and take action.

Benchmarks

VI – VIII	IX –X
<ul style="list-style-type: none">• Collaborate with others to carry out and accomplish group tasks and goals in a fair and responsible manner• Describe problems and issues facing the region of South Asia, Asia, and the World.• Gather information using a variety of sources including the internet to answer their questions• Manage and organize information using both traditional and digital tools• Analyze the information to derive meaning out of it and draw conclusions based on the analysis.• Present the inquiry using verbal (oral presentations), written (articles, reports), graphic (graphs, tables, charts) and digital media (blogs, e-reports).	<ul style="list-style-type: none">• Explain the process of communication: Sender, Message, Channel, Receiver, (SMCR)• How to improve communication skills at a macro-level: social, electronic and print media, at a micro-level: overcoming the psychological, cultural and language barriers,• Discuss the effective Presentation skills: body language, gestures & postures, displaying confidence by using information communication technology (ICT) tools.

STANDARD 11:

All students will trace the origins of local and national problems and issues, understand the various perspectives, and identify ways to resolve the problems and issues about them, and take ethically responsible actions to address them.

BENCHMARKS

VI – VIII	IX –X
<ul style="list-style-type: none"> • Identify the strategies to resolve the problems. • Find out the methods for conflict resolution i.e., compromise • Analyse the views of others and take decisions based on facts. • Find out the workable solutions of the problems after engaging the two parties in a process of dialogue. • explain the dialogue process” 	<ul style="list-style-type: none"> • Define the process of problem investigation: identifying problems, collecting data, interpreting & analysing data, sharing findings of the problem. • Elucidate the major sources of conflict: various changes in behaviour and attitudes, gender biases, imbalance of power, environment, socio-economic disparity, regional disparity, ethnicity, the various techniques of conflict resolution: rational thinking, education, negotiations and compromise, empowerment through education and employment, freedom of decision making, provision of equal opportunities. The supremacy of rule of law.

3.0 SLOs Grade – IX-X
Learning Themes and Students’ Learning Outcomes
Knowledge, Skills and Attitudes

Themes	Student’s Learning Outcomes
<p>HISTORY:</p> <ul style="list-style-type: none"> • British colonialism: Their objectives and strategies in British India (1857-1947). • War of Independence 	<ul style="list-style-type: none"> • Discuss the causes of the downfall of the Mughal Empire. • Identify the causes and failure of the War of Independence 1857. • Analyze the effects of the War of Independence 1857 on Muslims in India.
<ul style="list-style-type: none"> • Aligarh Movement • Role of Sir Syed Ahmed Khan. 	<ul style="list-style-type: none"> • Analyze the contribution of the Aligarh Movement to the education of Muslims in India. • Evaluate the role played by Sir Syed Ahmed Khan in education, politics, and civics. • List the major institutions established during the Aligarh Movement. • Identify the main journals and scientific magazines published during the Aligarh Movement.
<ul style="list-style-type: none"> • Early Legislative Development during British Era 	<ul style="list-style-type: none"> • Describe the main features of the Government of India Act 1858. • Explain the key features of the Legislative Councils Act 1861. • Highlight the main features of the Indian Councils Act 1892. • Compare the Indian Councils Acts of 1858, 1861, and 1892.
<ul style="list-style-type: none"> • Formation of Indian National Congress 	<ul style="list-style-type: none"> • Examine the factors that led to the formation of the Indian National Congress in 1885. • Outline the main objectives of the Indian National Congress in 1885. • Analyze the role of the Indian National Congress in fostering political processes in India in the 19th century.
<ul style="list-style-type: none"> • 1901-1920 • Partition of Bengal 1905 	<ul style="list-style-type: none"> • Analyze the causes of the Partition of Bengal in 1905. • Evaluate the impact of the Partition of Bengal on Muslims.

	<ul style="list-style-type: none"> • Explore the reasons for the annulment of the Partition of Bengal.
<ul style="list-style-type: none"> • Foundation and Formation of Muslim League 1906 	<ul style="list-style-type: none"> • State the demands of the Simla Deputation in 1906. • Examine the causes behind the formation of the All-India Muslim League in 1906. • Analyze the importance of Separate Electorates for Muslims in India.
<ul style="list-style-type: none"> • Minto – Morley Reforms 1909 	<ul style="list-style-type: none"> • Evaluate the importance of the Minto-Morley Reforms in 1909. • Explain the reasons for the annulment of the Partition of Bengal in 1911 and its impact on Hindu-Muslim relations.
<ul style="list-style-type: none"> • • Quaid-e-Azam: The period of co-operation between AIML and AINC • 	<ul style="list-style-type: none"> • Analyze the role of Quaid-e-Azam in both the All-India Muslim League (AIML) and the Indian National Congress (INC). • State the reasons for Mahatma Gandhi's return to India in 1915. • Describe the significance of the Lucknow Pact (1916) for Muslims.
<ul style="list-style-type: none"> • World War – I 1914-1918 	<ul style="list-style-type: none"> • Describe the impact of World War I on India and Britain. • Discuss the impact of World War I on the Ottoman Empire. • Assess the views of the Indian population in supporting the British during World War I.
<ul style="list-style-type: none"> • Rowlatt Act and Jalian Wala Bagh Tragedy 1919 • Montague – Chelmsford reforms 1919 	<ul style="list-style-type: none"> • Critically analyze the Rowlatt Act and its appropriateness for India in 1919. • Analyze the Jallianwala Bagh Tragedy. • Discuss the importance of the Montagu-Chelmsford Reforms in creating political unrest within India.
<ul style="list-style-type: none"> • 1921-1930 • Khilafat Movement 	<ul style="list-style-type: none"> • Discuss the major objectives of the Khilafat Movement. • State the causes and results of the Khilafat Movement. • Analyze the effects of the Non-Cooperation Movement in British India. • Identify the reasons for the failure of the Khilafat Movement (e.g., Chauri Chaura Incident).

<ul style="list-style-type: none"> • Delhi Muslim Proposals 1927 • Simon Commission 1927 • Nehru Report & Jinnah's Fourteen Points 	<ul style="list-style-type: none"> • Evaluate the features of Delhi Proposal in 1927. • Describe the main objectives of the Simon Commission (1927). • Explain the key features of the Nehru Report. • Evaluate the significance of Jinnah's Fourteen Points in creating a federation based on provincial autonomy. • Compare the Nehru Report with Jinnah's Fourteen Points.
<ul style="list-style-type: none"> • Allahabad Address 	<ul style="list-style-type: none"> • Justify Allama Iqbal's idea in 1930 for a consolidated North-Western Muslim State.
<ul style="list-style-type: none"> • 1931-1940 • Round Table Conferences • Gandhi – Irwin Pact and Communal Award • White paper 	<ul style="list-style-type: none"> • Explain why the Round Table Conferences were held and why they were not successful. • Assess the importance of the Gandhi-Irwin Pact in the struggle for independence. • Discuss the features of the Communal Award (1932) and its effects on India.
<ul style="list-style-type: none"> • Government of India Act of 1935 	<ul style="list-style-type: none"> • Outline the main features of the Government of India Act 1935 and its impact on British India's administration.
<ul style="list-style-type: none"> • General Elections and Government of 1937-1939 	<ul style="list-style-type: none"> • Explain the importance of the General Elections and the formation of government during 1937-1939. • Examine the policies under Congress rule from 1937 to 1939.
<ul style="list-style-type: none"> • 1941-1947 Emergence of Pakistan • World War – II 	<ul style="list-style-type: none"> • Evaluate the impact of World War-II 1939-45 on India and Britain.
<ul style="list-style-type: none"> • Lahore Resolution 	<ul style="list-style-type: none"> • Evaluate the political significance of Lahore Resolution for creation of separate homeland. • Discuss the response of Congress towards Lahore Resolution.
<ul style="list-style-type: none"> • British Plans • August offer 1940 • Cripps Mission 1942 	<ul style="list-style-type: none"> • Evaluate the reasons of different British plans and offers. (i.e. August offer, Cripps Mission, Wavell Plan and Simla Conference)

<ul style="list-style-type: none"> • Wavell Plan 1945 • Simla Conference 1945 	
<ul style="list-style-type: none"> • Indian Reaction • Quit India Movement 1942 • Gandhi Jinnah Talks 1944 • Desai-Liaquat Pact 1945 	<ul style="list-style-type: none"> • Explain the factors of Quit India Movement • Analyse the reasons of failure of Quit India Movement • Highlight agreed proposals in Desai – Liaquat Pact
<ul style="list-style-type: none"> • Role of Sindh Assembly 	<ul style="list-style-type: none"> • Discuss the role of Sindh Assembly in the making of Pakistan 1943.
<ul style="list-style-type: none"> • Elections 1945-46 & Formation and Functioning of Interim Government. 	<ul style="list-style-type: none"> • Explain the importance of Elections of 1945-46. • Analyse the factors for electoral success of Muslim league
<ul style="list-style-type: none"> • Towards Partition • Cabinet Mission Plan • 3rd June Plan • Independence Act 1947 • Boundary commission / Radcliffe Award 	<ul style="list-style-type: none"> • Evaluate the purpose of Cabinet Mission Plan 1946 • Critically analyse the reason of Jinnah’s acceptance of Cabinet Mission Plan. • Explain in detail the 3rd June Partition Plan 1947 • Critically analyse the important features of Indian Independence Act 1947 • Outline the main aspects of Radcliffe Award 1947
<ul style="list-style-type: none"> • First Constituent Assembly 	<ul style="list-style-type: none"> • Analyse the importance of Presidential Address of the Quaid-e-Azam, 11 August, 1947. • Identify the lessons that can be learnt from 11th August Address of Quaid-e-Azam Muhammad Ali Jinnah.
<ul style="list-style-type: none"> • Effects of British Rule on Indian Society • (Social, Religious, Cultural and Economic changes) 	<ul style="list-style-type: none"> • Compare and contrast the cultural values of colonial and pre-colonial Indian culture. • Analyse the key sources of the economic development of British India.

	<ul style="list-style-type: none"> • Criticize the hegemonic policies of British Rule.
<ul style="list-style-type: none"> • Contribution of Muslim Political Leaders in the making of Pakistan 	<ul style="list-style-type: none"> • Compare the Contribution of key personalities (Male & Female) during the period of (1857 to 1947) for example: Fatima Jinnah, Dr Allama Muhammad Iqbal, Quaid-e-Azam, Lady Hidayatullah, Bi Amma and Amjadi Begum, Sir Abdullah Haroon
<p>GEOGRAPHY:</p> <ul style="list-style-type: none"> • Physical Features of Pakistan • (i.e., Mountains, Plateaus, Plains, Deserts, Rivers, Costal areas and Glaciers) their characteristics, potential and problems 	<ul style="list-style-type: none"> • Explain the geographical importance of Pakistan's location with reference to latitudes and longitudes. • Analyze the major physical features of Pakistan, including mountains, plateaus, plains, deserts, coasts, glaciers, and rivers. • Outline the significance of Sindh's major physical features, such as mountains, plains, forests, deserts, coasts, and rivers. • Evaluate the potentials and challenges for developing Pakistan's physical infrastructure. • Explain the importance of Sindh's seaports, barrages, lakes, canals, and dams for economic and social development.
Climate and Climatic Regions	<ul style="list-style-type: none"> • Describe the major climatic regions of Pakistan and their key features. • Explain the temperature and precipitation patterns across different regions and seasons of Pakistan. • Divide Pakistan into climatic regions and explain the characteristics of each. • Analyze the impact of climate on human activities and livelihoods in various parts of the country.

<ul style="list-style-type: none"> • Natural Resources: • Power & Energy 	<ul style="list-style-type: none"> • Explain how power is generated in Pakistan. • Evaluate the importance of natural resources like water, forests, and irrigation systems for Pakistan's economic development. • Describe the distribution and importance of renewable and non-renewable energy resources in Pakistan. • Compare the advantages and disadvantages of Hydro, Thermal, and nuclear electricity generation. • Explain non-conventional sources of energy, including wind, solar, and biogas. • Compare the cost-effectiveness of conventional versus non-conventional energy sources.
<ul style="list-style-type: none"> • Mineral Resources: • (Metallic and non-metallic) 	<ul style="list-style-type: none"> • Explain the importance and nature of mineral resources in Pakistan. • Outline the role of minerals in the national economy. • Evaluate the distribution and uses of metallic and non-metallic minerals in Pakistan.
<p>Population:</p> <ul style="list-style-type: none"> • Characteristics and demographic profile of Pakistan. 	<ul style="list-style-type: none"> • Analyze the demographic profile of Pakistan, including population growth and distribution. • Explain the importance of the census for planning and development. • Compare the rural and urban composition of Pakistan's population. • Evaluate the gender composition and its impact on social and economic conditions. • Identify the causes of population growth and its density in Pakistan. • Suggest solutions for controlling rapid population growth. • Analyze the importance of the literacy rate and population census for national development.
<p>POLITICAL SCIENCE/ CIVICS:</p> <ul style="list-style-type: none"> • State: elements of state 	<ul style="list-style-type: none"> • Explain the main elements of a state, including population, territory, government, and sovereignty. • Describe the modern nation-state and its origins with reference to the Treaty of Westphalia (1648). • Differentiate between a welfare state and a liberal state.

<ul style="list-style-type: none"> • Political system: government 	<ul style="list-style-type: none"> • Explain the different forms of government, including Parliamentary, Unitary, Federal, and Presidential systems. • Define and explain Diarchy, Monarchy, Democracy, and Proportional Representation. • Describe the system of checks and balances and its importance in governance.
<ul style="list-style-type: none"> • Separation of powers 	<ul style="list-style-type: none"> • Compare the powers of the Executive, Legislature, and Judiciary. • Explain the functions of each branch of government.
<ul style="list-style-type: none"> • Ideology, Its sources and significance 	<ul style="list-style-type: none"> • Explain the importance and basic features of the ideology of Pakistan. • Describe the major sources of Pakistan's ideology, including Islamic teachings, social and cultural values, historical legacy, and nationalism. • Analyze the origin and significance of the Two-Nation Theory. • Critically analyze the ideology of Pakistan with reference to the views of Quaid-e-Azam Muhammad Ali Jinnah and Dr. Allama Muhammad Iqbal.
<ul style="list-style-type: none"> • Protection of Human Rights 	<ul style="list-style-type: none"> • Explain the concept of human rights and its basic features. • Compare the rights and obligations of citizens under the 1973 Constitution and the UN Human Rights Declaration (1948). • Describe the state of human rights in Pakistan. • Understand and appreciate the importance of human rights both nationally and internationally. • Explain the role of the state in protecting citizens' basic rights. • Analyze the impact of property rights on the growth and development of trade and business.
<ul style="list-style-type: none"> • Redressal of grievances and Violation of Human Rights 	<ul style="list-style-type: none"> • Evaluate the role of the Ombudsman in resolving citizens' complaints and grievances in Pakistan. • Summarize the powers and functions of the Ombudsman. • Explain the role of the Women Ombudsman in addressing issues faced by women, including domestic violence. • Analyze the functions of the Women Protection and Anti-Harassment Cell (WPC). • Explain the role of the Human Rights Cell in protecting rights in Pakistan. • Outline the functions of the Ministry of Human Rights in Pakistan.

<ul style="list-style-type: none"> • Pakistan's foreign policy: • (ideological basis, historical legacy, geographical location, Indian threat and economic compulsion) 	<ul style="list-style-type: none"> • Explain the guiding principles of Pakistan's foreign policy. • Describe the key factors influencing Pakistan's foreign policy, such as ideology, geographic location, population, leadership, public opinion, military strength, natural resources, and economic development. • Identify Pakistan's friendly states, including neighboring countries, Muslim nations, and major powers.
<p>ECONOMICS:</p> <ul style="list-style-type: none"> • Agriculture Development in Pakistan 	<ul style="list-style-type: none"> • Explain the importance of major crops for Pakistan's economic development. • Classify the major sources of irrigation in Pakistan. • Analyze the significance of cash and food crops in both irrigated and rain-fed agriculture for Pakistan's economic growth. • Explain the major challenges faced by agriculture in Pakistan, particularly in Sindh. • Propose solutions to address the problems in agriculture in Pakistan and Sindh.
<p>Industrial Development in Pakistan</p> <ul style="list-style-type: none"> • Classification of Industry (Primary, Secondary and Tertiary) 	<ul style="list-style-type: none"> • Classify industries into primary, secondary, and tertiary sectors. • Highlight the major industries of Pakistan and Sindh and their role in economic development. • Identify future opportunities for different industries in Pakistan, including agro-based, small-scale, large-scale, and heavy industries.
<ul style="list-style-type: none"> • Human Resource Development 	<ul style="list-style-type: none"> • Explain the indicators of human development index described by the UN. • Analyse the major problems faced in the human development (Education, Skill, Employment, Empowerment Economic Opportunities, Environment). • Outline the employment opportunities under the China Pakistan Economic Corridor (CPEC). • Analyze the impact of CPEC project on the industry of Pakistan.
<p>SOCIOLOGY:</p> <ul style="list-style-type: none"> • Leadership & Community Development • Personalities: "Male and Female" 	<ul style="list-style-type: none"> • Explain the contributions of local and national leaders to culture and community development. • Analyze the role of prominent personalities in education.

<ul style="list-style-type: none"> • (Sufis, Social Workers, Politicians, Scientists, Economists, Educationist, Agriculturists, Sportsmen.) • Bilqees Edhi, Barter Frier, Dr Ruth Pfau, Apa Shams Abbasi 	<ul style="list-style-type: none"> • Highlight the achievements of key figures in agriculture, nuclear technology, medicine, education, and sports.
<p>Pakistani Society & Culture</p> <ul style="list-style-type: none"> • Characteristics/Elements of Culture, Pakistani Cultures, Languages of Pakistan. 	<ul style="list-style-type: none"> • Describe the salient features of Pakistani society and culture. • Categorize the various forms of Pakistani culture. • Highlight negative aspects of Pakistani culture, such as dowry and honor killings. • Differentiate between language and dialect. • Trace the development of Urdu and other regional languages in Pakistan. • Evaluate the importance of languages spoken across Pakistan. • Analyze the role of Sindhi literature and its influence. • Explain the features of Pakistani literature, including folklore and poetry. • Describe the distinctive features of Pakistani architecture post-independence. • Evaluate the significance of the ceramics industry and handicrafts in different regions of Pakistan. • Explain the process of pottery-making and different forms of painting in Pakistan. • Highlight the importance of embroidery skills in Pakistani culture. • Describe the social structure and cultural values of Sindhi society, including folktales, folk music, and festivals.
<p>SPORTS AND TOURISM:</p> <ul style="list-style-type: none"> • Sports • Indigenous: National and International: • (Indoor and Outdoor) 	<ul style="list-style-type: none"> • Explain the importance of sports for health in Pakistan. • Describe the health benefits of cycling. • Highlight the significance of indigenous games in Pakistan. • List the major indoor and outdoor games played in Pakistan. • Outline Pakistan’s achievements in world sports, including hockey, cricket, squash, and others. • Suggest ways to promote sports culture in Pakistan.
<p>Tourism in Pakistan:</p> <ul style="list-style-type: none"> • (Their Importance, Attractions and Problems facing in the Tourist Industry) 	<ul style="list-style-type: none"> • Analyze the importance of tourism for Pakistan’s economy. • Identify key historical and archaeological sites for tourism. • Evaluate the major tourist destinations in Sindh. • Summarize the challenges in developing Pakistan's tourism industry.

	<ul style="list-style-type: none"> • Suggest ways to promote tourism in Pakistan. • Explain the problems tourists face at major tourist sites in Pakistan.
Major Tourism Sites	<ul style="list-style-type: none"> • Identify the challenges faced by tourists at major tourist sites, including: • Murree Hill • Gorakh Hill • Shogran • Naran-Kaghan • Manchar Lake • Keenjhar Lake (Noori Jam Tamachi) • Karonjhar Hill (Nangarparkar) • Sindh Museum • Sindhology Museum
<ul style="list-style-type: none"> • SKILL DEVELOPMENT • Communication Process 	<ul style="list-style-type: none"> • Illustrate with diagram of four basic components of effective communication process. (SMCR) • Use social, electronic and print media for good communication skills. • Identify psychological, cultural and language barriers of effective communication. • Use various ways to overcome communication barriers. • Demonstrate different ways to make communication process more effective. • Group role-play exercises in different communication contexts (formal, informal, digital). • Create and present content via social or print media (news articles, blog posts, vlogs). • Simulation exercises to practice identifying and overcoming communication barriers.
Presentation Skills:	<ul style="list-style-type: none"> • Select different components for effective presentation skills. • Analyse various ways to improve your presentation skills. • Differentiate between communication skills and presentation skills • Deliver multiple types of presentations (informative, persuasive) in front of classmates or small groups. • Record and review your presentations to identify areas for improvement. • Participate in presentation feedback workshops where peers provide constructive critique.

<p>Problem Identification:</p>	<ul style="list-style-type: none"> • Outline various stages of problem identification. • Make a questionnaire for problem identification. • Evaluate the root cause of the problem. • Suggest problem-solving strategies. • Group projects where students identify problems within the school or community (e.g., environmental issues, social challenges). • Develop questionnaires or surveys to gather data and analyze it for problem identification. • Simulate problem-solving scenarios based on case studies, such as workplace conflicts or societal challenges.
<p>Conflict Resolution:</p>	<ul style="list-style-type: none"> • Evaluate major sources of conflict. • Analyse nature of conflict among individuals or organizations. • Use different techniques for conflict resolution. • Point out various steps to solve a conflict. • Formulate different strategies to follow up conflict resolution. • Role-play exercises where students take on the roles of disputing parties and mediators, practicing conflict resolution techniques. • Debate sessions or group discussions on contentious issues, using learned conflict resolution strategies to reach a consensus. • Mock mediation sessions to solve conflicts, followed by feedback on techniques used.

4.0 Instructional Strategies

Evidence from most Pakistani classrooms indicates that teaching and learning follow 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 is because teachers have themselves, as students, learned in this way, have been trained in this way, and have found that the methods of lecture and recitation are a good way of helping students in large classrooms, to memorize textbook facts so as to do well in examinations. While it is important that we ensure students do well in examinations, it is also necessary that the education we provide prepares students for life in modern society, enhances students' chances of employability and develops their social consciousness so that they become agents of positive social change.

One of the ways in which we can prepare students for the varied roles they will play in the modern society is through the use of instructional strategies that not only facilitate students' academic learning but also aid the development of a number of skills and values, promote their psychological health and prepare them to take responsible actions to improve society. We know that within any class of students there will be a range of interests, abilities, and styles of learning. Therefore, the teaching strategies we use should vary so that we facilitate the learning of all students.

We begin this section with the lecture method as it is the method teachers are most familiar with.

A lecture is a method in which the teacher transmits ideas, concepts, and information to the students. A lecture allows a teacher to provide knowledge and explain key concepts quickly to large groups of students. The lack of active mental engagement by students makes the lecture boring and students lose interest which hinders learning. We suggest that teachers should add some activities to stimulate the students' active engagement in the lecture.

A discussion is a form of group interaction in which students come together to address questions regarding something which they need to understand, appreciate or decide (Dillon, 1994). There are several benefits of discussion: students increase their knowledge of the topic discussed; explore a diversity of ideas, views, and experiences; learn to respect others' views and opinions; gain communicative competence (Dillion, 1994) and learn the art of democratic discourse.

Role-playing is a teaching strategy in which students learn by acting and observing. Students learn the content being presented in the role-play. In addition, role-playing facilitates the development of problem-solving, communication and social skills (Blatner, 2002).

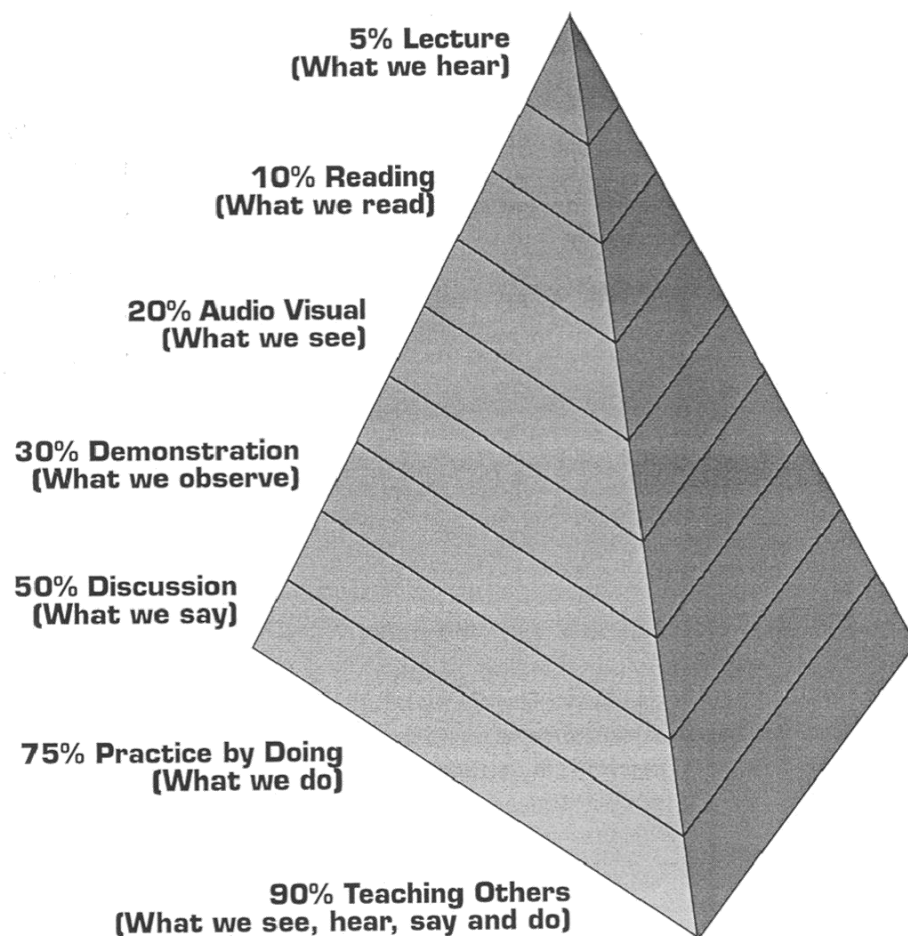
Cooperative learning involves the instructional use of small groups in which students work together to maximize their own and each other's learnings. Academic, social and psychological benefits are associated with working collaboratively in groups. Research shows that there is increased higher-order thinking, a better understanding of the material, and improved attitudes towards self, school, and teachers (Johnson, Johnson and Holubec 1993; Dean, 1995).

The inquiry is a process of framing questions, gathering and analyzing information and drawing conclusions. Inquiry encourages students to find information in order to answer questions, understand issues or solve problems. Inquiry helps students to develop the skills of

gathering information, thinking critically about the information, analyzing and synthesizing the information, answer questions or solve problems, and learning to present the findings in creative ways.

These strategies besides promoting academic achievement, allow students to explore a range of views on a topic, to gather information to answer questions, develop problem-solving and communication skills, learn to work as teams, increase higher-order thinking and improve attitudes towards the self, learning, and school.

You are professionals. You must know a range of strategies and draw on one or use a combination of strategies that will best enable you to meet the objectives you have set yourself to achieve.



The Learning Pyramid

A. Lecture Method

Effective Lecturing Strategy

What is a lecture?

A lecture is a direct instructional method. In a lecture, the teacher usually uses speech to transfer ideas, concepts, and information to the students. For the teacher, the main benefit of using a lecture is the transfer of important concepts, ideas and information in a limited time to a large group of students.

What are the benefits of the lecture strategy?

Through lectures, teachers can provide core knowledge; explain concepts and direct students' learning. Traditional lecturing "...spoon-feeds the students without developing their power of reasoning. A lecture may become monotonous to the students after a while" (Aggarwal, 1996, p. 117). However, if used with different activities and exercises that call for student's participation, the lecture can stimulate the students' active mental engagement and learning.

How is an effective lecture delivered?

Generally, teachers do not plan a lecture. They just share all they know on a topic with the students. In order to have an effective lecture, the teacher needs to plan it. In planning a lecture, the teacher should identify the purpose of the lecture. The procedure of the lecture will follow from the purpose. If the purpose is to introduce new knowledge and concepts, the teacher can structure it in a classic way. However, if the purpose of the lecture is to make students aware of different approaches to a particular problem, the problem-oriented structure can be used.

Classic structure lecture

In a classic structure lecture, the teacher outlines the purpose of the lecture. He/she then states the main themes that will be covered. The first theme is explained and examples provided. He/she then continues to explain the second theme and so on. In the end, the teacher summarizes each theme and concludes the lecture.

Problem-oriented lecture

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

As noted above, while these lectures provide knowledge and explain concepts, they often become monotonous and, as students are not active participants, they often do not learn much. In order to involve students, the teacher must make the lecture interactive. Activities like brainstorming and buzz groups can be planned to involve students.

Some ways to make a lecture interactive

There are several means to make a lecture more interactive and create an opportunity for the students to learn by interacting with each other and/or with the teacher. Here are some suggestions.

Use of diagrams, photos, graphics, etc.

A lecture can be made more effective by the use of diagrams, photos, graphics, etc. This can be facilitated by the use of multimedia or an overhead projector. Following the presentation of diagrams, photos or graphics, ask students to explain, share observations and discuss what they saw.

Posing questions

In order to keep students engaged in a lecture, the teacher can ask a question at strategic intervals. The teacher should give time to the students to come up with the answer, ask a few students to share their answers, sum up and move on. You could also use the think-pair-share strategy; students team up rather than answering individually.

Alternatively, use Buzz groups. Buzz groups are small groups of three to five students who engage in discussions for a few minutes on a question posed by the teacher. Usually, this activity requires students to quickly process and use newly presented information to solve the problem or answer the question. The teacher should give clear instructions on what to do, for how long and what is expected at the end of 'buzzing'. The teacher and students can agree on the general signal for stopping the buzz, for instance, the teacher can switch on/off the light in the room. After groups 'buzz', the teacher should randomly choose a student from 2-3 buzz groups and instruct them to share their groups' discussion points or solutions. The teacher should then sum up and move on.

Inviting students' questions

Teachers can encourage students to ask questions on the completion of one part of a lecture. However, some students may be shy or feel embarrassed to ask questions. In this case, the teacher can encourage students to write down their questions in pairs or in small groups and then direct questions to the teacher. Students' questions can be directed by the teacher to other students inviting them to answer rather than immediately answering himself/herself. Hence, students can interact with each other.

The above exercises should help the teacher to involve students in the lecture. Moreover, they should help extend students' attention span, facilitate learning and develop students' communication skills.

How to assess students' learning from a lecture?

If a teacher wants to assess students' learning, he/she can ask students some oral questions based on the lecture. Alternatively, students' notes on a lecture can be reviewed. The teacher can also give a test to find out what students learned. Students can also be encouraged to fill in a 'one-minute' worksheet which asks them to write down the most important thing they learned in the lecture, what questions remain at the end of the lecture, and what were the least useful points addressed in the lecture.

B. Class Discussion Strategy

What is discussion?

A discussion is a unique form of group interaction where students join together to address questions regarding something which they need to understand, appreciate or decide (Dillon, 1994). In the discussion method, a group of students considers a topic or question. They exchange and examine different views, experiences, ideas, opinions, reactions, and conclusions with one another during the discussion (Williams, 1989).

What are the benefits of discussion?

There are several benefits of discussion. Students increase their knowledge of the topic discussed. Discussion helps students to explore a diversity of views and enables them to recognize and investigate their assumptions in the light of different perspectives. The discussion also leads to the development of students' ability to listen attentively and respectfully, speak distinctly, respect other's ideas, share interests, ask pertinent questions, and try to understand the topic or question better. Hence, students gain communicative competence (Dillon, 1994) and learn the art of democratic discourse.

How is the whole class discussion carried out in the classroom?

Preparation for discussion

In order to have an effective discussion, the teacher should carefully plan the discussion (Dillon, 1994). The teacher can review the material and choose a topic, a problem or a question to discuss. 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. The discussion topic should usually be presented in an interrogative question instead of a statement or a phrase. For example, 'What do you think are the major reasons (causes) for the high unemployment rate among women in developing countries?' 'How can we stop discrimination against women and children in our country?'

Questions like 'what do you think....?' enables students to share some facts, meanings, experiences, beliefs, and assumptions, whereas questions starting with 'How should we act?' enable students to share suggestions, solutions, decisions, resolutions, and actions. What to think/how to act type of questions promote the integration of thought and action where students are encouraged to share their emotions, values, beliefs, and attitudes? The teacher should also prepare the classroom setting to promote better interaction between the students. The seating arrangements can be organized either in a circle or semicircle.

Conducting the discussion

The discussion starts when a teacher presents a question. The question should be presented clearly. It should also be written on the board to enable students to read and understand the question. The teacher may give students time to think and note down ideas in response to the question before starting the discussion.

The teacher can indicate the start of the discussion by repeating the question. Students share their own views and experiences or refer to their readings. The teacher should write down some answers so that

She/he can track the discussion and guide it. If there is a long pause during the discussion, the teacher can ask probing questions such as "What do you think?" "Can you elaborate further?" Or the teacher can draw a conclusion and raise a new question.

In this part of the discussion, students should be given an equitable opportunity (as equal as possible) to participate and contribute to the discussion. Remember, participation can be through active listening to each other, speaking, responding to different ideas and also sharing some questions to deepen understanding of the matter discussed.

Concluding the discussion

The discussion should be concluded by summarizing all the ideas shared and identifying questions for further inquiry or discussion. Summaries should be short but accurate. The conclusion can be made initially by the teacher until the students learn to do it themselves.

Students can conclude by providing a summary either orally or in written form, individually or in groups.

How are students assessed in the discussion?

Assessing discussion can be done using different assessment strategies. For instance, the teacher can use a checklist to record the presence or absence of desired behaviors. He/she can convert the checklist into a tally sheet to indicate how often the desired behavior was demonstrated. Behaviors a teacher should look for include: presents factual research-based information, seeks clarifications, extends a presented idea, recognizes and investigates one's assumptions, listens attentively and communicates clearly and openly. Based on data from the checklist or tally sheet, the teacher can give feedback to the students for improvement. If data on the tally sheet is converted into scores the teachers could share the results in the next class. In addition, if the purpose is to assess students' knowledge and understanding, the teacher can prepare tests based on the discussion.

Notes for the teacher

Initially, the teacher can select the discussion questions but, gradually, students can put up questions for the discussion themselves. Moreover, students should be given some time after the question so as to collect their thoughts. They can also be instructed to write some ideas down before sharing so as to enable all students to participate in the discussion. Some rules should be framed for students to follow while discussing. They should also be taught social skills and provided an opportunity to practice and process.

Gradually, the teacher should encourage students to lead the discussion, disappearing from their sight by sitting in the group or just observing, and by looking away when students are addressing him/her rather than the rest of the students in the class.

Role Play

What is role-play?

Role-playing is a teaching strategy in which students learn by acting and observing. It is a form of theatre or drama where students act out the scenario in front of the class.

What are the benefits of role-playing?

Students learn the content being presented in the role-play. Role-playing facilitates the development of problem-solving, communication, initiative and social skills (Blatner, 2002). Students also learn to examine their own feelings, attitudes, and perspectives as well as those of others, thus, developing an understanding of themselves and the ability to empathize with others. Teachers can encourage students to do small-scale research or investigation and write down the script for a role-play from their findings and act it out. This develops students' abilities in collecting and processing information, it enables students to be creative and empowers them to work out the content for role-plays rather than simply enacting roles handed to them.

How to Role-Play?

Preparation

- Determine the purpose of the role-play and appropriateness to objectives.
- If the role-play has written, established roles, study and confirm how suitable it is for the group.

- If the role-play is not a prepared one, take the following steps:
 - Develop a situation (it should be realistic and can be developed by the teacher or students)
 - Define the problem or issues in the situation that the role-players have to deal with
 - Determine the number of role-players needed
 - Develop specific roles for each person (These may be briefly written – as short as a sentence or two, or as long as a few paragraphs). What should the person be like? What characteristics and background should he/she have? How does this person feel about the other person(s) in the situation? What is the problem?
- Determine the time for each role-play.
- Develop a set of questions for the post role-play discussion.

Introduction

- Describe the purpose of the role-play to students.
- Describe the story, situation or problem briefly and clearly, even if you have prepared handouts with a description of the role-play and each character.
- Select role-players. Take care in assigning roles (e.g. do not choose students who might over-identify with the problem, etc.). Choose fictitious names for the role-play characters and give each participant a nametag. This helps ensure that other students do not confuse the players and their roles.
- Brief the role-players. Allow enough time for students to read and understand their roles. Tell role-players how much time they will have to complete the role-play and discussion.
- Assign tasks or structure what the audience or observers should look for. Encourage students to become intellectually involved by examining and evaluating the action and to watch for key points in the role-play. In addition, encourage students to make notes or write down questions depending on the task following the role-play.

Enacting and monitoring the role-play

- Start the action. While students are acting, the teacher should quietly observe the role-play.
- Allow the role-play to come to its natural end. If the role-play does not come to a natural end at the specified time, cut it gently. Just a few minutes' interactions will provide enough data for a long discussion.
- Thank the role-players using their real names. This removes students from their roles and provides a bridge for the discussion that follows.

Discussion following the role-play

- All the students review the role-play and describe the story, situation or problem dramatized.
- Open the discussion to the audience and/or observers. (It is important to engage students in discussing the content of the role-play rather than discussing students' ability to act.)
- If discussing a problem, students can suggest alternative solutions that can be explored as well.

- Summarize the role-play. Focus on what the role-play contributed to the understanding of the problem that was being dramatized and/or attempt to solve the problem.
- Follow-up the general discussion with an assignment. For instance, students can write a reflective essay or identify the process for implementing the suggested solution.

How can students be assessed?

Students can be asked to write an assignment following the role-play. The assignment could focus on outlining the arguments in the discussion of an issue/problem or identifying the feelings, attitudes, and perspectives of one of the characters. If students did the research and developed the role-play scripts themselves, the teacher can assess the script for its content, ability to communicate an issue/problem, problem-solving skills, etc. The social skills developed in preparing and conducting the role-play can be assessed through a checklist. Teachers can also assess the actors' or actresses' performance based on their understanding of the character, their ability to demonstrate the character's perspective, and how they project the character to the class audience.

Notes for the teacher

There are various role-playing activities that can be conducted depending on the purpose and topic of the role-play. The newscast is a role-play where the anchor person introduces news events and reporters share their findings as if they were 'on the scene'. This activity can be used either for current events or historical events. A press conference is another form of role-playing, where highly important people come together to share their views or describe the situation to the audience. These people should be knowledgeable about the area of their specialization or position.

Students who are portraying these persons should study the persons' beliefs and actions related to the issues. Observers can develop questions to make the conference informative and interactive. A public interview is another role-playing activity, where students are interviewed by their peers on different issues to explore their views. Students can also organize a courtroom scenario describing and discussing controversial issues. Some students can act as lawyers, judges, eyewitnesses, etc. A puppet show is an activity where students can use puppets to discuss the issues. Students can make puppets easily out of stockings, paper, and other materials. Puppet shows can be used with students of all ages and can involve those students who hesitate to take on acting roles.

Remember, most of the common problems in managing role-plays can be avoided with a carefully prepared and delivered introduction.

C. Cooperative Learning

What is cooperative learning?

Cooperative learning is an instructional strategy that involves the instructional use of small groups so that students work together to maximize their own and each other's' learning. In the cooperative classroom, students are given two responsibilities: (i) to learn and complete assigned material and, (ii) to make sure that all other members of the group do so as well. Cooperative groups are structured by the teacher so that group members feel that they need one another in order to complete group tasks, can individually demonstrate what has been learned in the group, reflect on group effectiveness and suggest improvement, use social skills, and promote one another's success by encouraging, teaching, and helping one another through face-

to-face interaction. In cooperative groups, all members are better off in the group than they would be by working alone.

What are the benefits of cooperative learning?

Recently, there has been a shift in education from a purely academic focus to promoting the development of well-rounded individuals who will grow up to be successful members of society. Teachers today must play an active role in facilitating not only the academic but also the social and psychological development of their students. 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, a better understanding of the material, 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 is cooperative learning used in the classroom?

There are a number of cooperative learning structures that can be used to facilitate cooperation in any lesson. We will study four such structures:

Roundtable (Kagan, 1990)

Roundtable is a simple cooperative structure that can be used with any subject matter and is composed of two basic stages or steps:

Step 1: Divide the students into groups of three or four. Pose a question that has many possible answers. For example, you can ask students to list all the qualities a citizen should have or the ways they can resolve conflict peacefully

Step 2: Ask students to make a list of possible answers on one sheet of paper, by having each student write one answer and then pass the paper on to the person on his or her left. Roundtable gets its name from the fact that the paper literally goes around the table.

The primary function of Roundtable, in terms of structuring cooperation, is that it ensures that all group members are participating equally, but it also allows the teacher to note individual contributions.

The oral version of Roundtable is called **Roundrobin** (Kagan, 1990). Instead of each student in the group writing his/her response, each group member verbally makes his or her contribution to the group.

Think Pair Share (Frank Lyman et.al)

Possible Questions

- What do you think the world would be like without electricity?
- Imagine you are lost in the city. What kind of things would you do to find your way home?

Think Pair Share is a cooperative structure made up of three steps—‘Think’, ‘Pair’ and ‘Share’. To begin to Think Pair Share you must first pose a question to the class. Choose a question that encourages/requires students to engage in critical thinking or analysis. **Step 1 ‘Think’:** Students ‘Think’ alone about the answer to the question for a specified amount of time.

Step 2 ‘Pair’: Students ‘Pair’ up with a partner to discuss the question. Partners must listen to and expand on one another’s ideas and points of view.

Step 3 ‘Share’: Students ‘Share’ their answers to the question with the entire class.

To ensure that each student attempts to answer the question during the ‘Think’ phase you can have them write down their individual answers on a sheet of paper (**Think Write Pair Share**, Kagan, 1990). To ensure that students listen and discuss with their partners during the ‘Pair’ phase, you could ask students to give the answers they heard from their partners during the ‘Share’ phase. Think Pair Share structures are effective only when students

participate equally (that is, there is no free-riding or loafing), practice social skills, and individually demonstrate what they have learned from their partners.

Three-Step Interview (Kagan, 1990)

Three-Step Interview is useful for getting students to share information and ideas, and it works best with groups of four. As its name suggests, Three-Step Interview is composed of three basic steps:

Step 1: Divide the class into groups of four. Two members of the same group pair up with one another. One student must interview the other on an assigned topic (that is, student A interviews student B on topic X).

Step 2: Students reverse roles (that is, student B interviews student A on topic X).

Step 3: Students do a Roundrobin with each student sharing what he or she learned in the interview with the group.

Three-Step Interview structures cooperation by ensuring that students practice a range of social skills, particularly communication skills, participate equally, are interdependent on their partners and are accountable for demonstrating what they have learned from their partners.

Jigsaw (Aronson, 1980; Johnson, Johnson, & Houlebec, 1990, Kagan, 1990)

The cooperative structure Jigsaw is a highly effective cooperative structure that can be used with any lesson or subject area. Research indicates that students learn best when they teach what they have learned to others. Jigsaw can be used to facilitate students learning assigned material and teaching it to group members. Jigsaw is also an effective cooperative structure for topics requiring higher-order thinking, problem-solving, analysis, and the exchange of unique ideas. Jigsaw is composed of four basic steps:

Step 1: Students are assigned to cooperative groups of three to four members or work in the groups they are already members of. This is their HOME group. Each member in the HOME group is allotted different materials to learn and teach to the rest of the group on a group assigned topic of study. For example, the first group member must learn Page 1 of an assigned text, the second member Page 2, the third member Page 3, etc. To ensure that students attempt to learn the material at this stage you can provide them with study questions to guide their learning, and ask them to write out their answers to these questions before participating in the next step.

Step 2: EXPERT groups are formed by grouping students with the same assigned material together (e.g. a student in group A assigned Page 1, student in group B assigned Page 1, a student in group C assigned Page 1, meet together, etc). In their expert groups, members must read and study their material together, plan useful ways to teach the material to their HOME group members, and plan ways to check for understanding. As you monitor the groups you should give pointers on how to teach. For example, you can suggest to students that they use charts or other visual aids to convey information.

Note: If you have 8 or 10 HOME groups instead of making one EXPERT group of 8-10 members, form two EXPERT groups of 4-5 members each.

Step 3: Students must then return to their HOME groups and take turns teaching their HOME group members the material they were assigned and are now experts on. The group goal is for every member of the group to master all the material presented.

Step 4: Check student mastery of the material and how well they have worked together. Remember groups are accountable for making sure that all members master all of the material. You can ensure this by checking student mastery of the material. For example, you can have students individually take an exam, respond orally to questions, or make a presentation on material taught by other group members. Have students spend a few minutes reflecting on how well they worked in their HOME groups and identify ways to improve in the future.

Jigsaw ensures cooperation as all group members are interdependent in it; they rely on one another to learn the assigned material. Group members are also accountable for ensuring that all members learn the material and must help, encourage, and teach one another. They are made accountable as each will be individually assessed on material learned. Furthermore, Jigsaw is effective for practicing a range of valuable social skills. The result is that students work together effectively to maximize their own success as well as the success of other group members.

The Learning Together Model of Cooperative Learning

Instead of just using a cooperative structure in an otherwise individualistic or competitive setting, you can structure the entire lesson to foster cooperation. For students to work together cooperatively, teachers must structure the five essential elements of cooperative learning into Cooperative Learning group activities.

An easy way to remember the five essential elements of cooperative learning is by the mnemonic **PIPS Face**:

Positive Interdependence

Individual Accountability

Processing

Social Skills

Face-to-Face Interaction

Positive interdependence

Positive interdependence exists when students believe that they will achieve their cooperative learning group goals if and only if the other members of the learning group achieve their goals.

In other words, students believe they ‘sink’ or ‘swim’ together.

You can structure in positive interdependence by:

- Setting a goal, students can only achieve if they work together cooperatively
- Providing a group, a single set of materials
- Assigning roles to each member of the group
- Allocating time for the assigned task
- Promising rewards to successful groups.

Individual Accountability

Each group member should be able to complete a task similar to the one learned in the group on his/her own.

Individual Accountability

The second essential element of cooperative learning is individual accountability. That is, after completing a cooperative activity in a group each member should be able to complete a similar assignment on his/her own.

- A simple way of showing students that they are accountable for their group's work is by calling on individual students at random to answer a question on some part of the work they did in their cooperative learning groups.
- You can structure individual accountability by conducting regular quizzes and tests that group members must take individually on material learned in their groups.

Processing

Groups discuss and evaluate their achievements and working relationships.

Processing

Processing, the third element of cooperative learning is when group members discuss and evaluate how well they are achieving their goals and maintaining successful working relationships.

In order to ensure successful processing in your classroom, you should allow groups sufficient time, after a cooperative activity, for processing to take place. A simple way of guiding group processing is by asking the student to do tasks such as:

- 'List three things that were done by group members that helped the group become successful, and list one thing that could be done to make the group even more successful tomorrow.'
- 'Think of something that each one of your group members did to make the task more successful. Tell them what it is.'
- 'Tell your group members how much you appreciate their contributions to the task.'

Social Skills

Using quiet voices; listening actively; taking turns.

Social skills The fourth essential element of cooperative learning is the appropriate use of interpersonal or social skills. Many students do not have the social skills required for working in cooperative learning groups. Begin by teaching them an important skill or two such as using quiet voices, listening actively and taking turns.

Steps to teaching social skills

- Help students see the need for the skill.
- Ensure students understand what the skill is.
- Create situations where students can practice the skill and encourage mastery of the skill.

- Ensure that students process the use of the skill.
- Ensure that students continue to practice the skill.

F2F Promotive Interaction

Sharing of information, providing feedback, challenging each other's conclusions, motivating each other, and building trust.

Face-to-Face Promotive Interaction

The fifth and final aspect of cooperative learning is face-to-face Promotive interaction. Promotive interaction exists when students encourage and facilitate one another's efforts to complete group tasks, and is characterized by students sharing information and materials, providing one another with feedback, challenging one another's conclusions and reasoning, motivating one another to achieve group goals, and acting in trusting and trustworthy ways.

How are students assessed in cooperative learning?

Success on the academic task is assessed by randomly asking students questions, checking their work, or by giving students individual tests or quizzes. For the social skills task, students have evaluated on both what the teacher observes during monitoring as well as students' evaluation of their own and group effectiveness. This they do by listing one thing that they and their partner(s) did to help the group be successful, and one thing group members could do to make the group more successful in the future.

D. Inquiry

What is the inquiry?

The inquiry is a teaching and learning strategy used in a process-oriented classroom, where the emphasis is given to the process of learning as well as the products of students' work. The inquiry is a process of framing questions, gathering and analysing information 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, instead of a classroom where the teacher controls the information by using the textbook and the students are the passive recipients of knowledge.

What are the benefits of inquiry?

Inquiry encourages students to find information in order to answer questions, understand issues or solve problems. Inquiry helps students to develop the skills of gathering information from a variety of sources which often takes them beyond the classroom into investigations in the school and community, thus facilitating learning about and from their environment. It requires students to think critically about the information being gathered and consequently improves their cognitive processes. Students are generally asked to present the findings of their inquiry in creative ways, thus learning to think creatively as well as learning a variety of presentation skills.

How to conduct an inquiry?

There are two main types of inquiry: knowledge-based inquiry and problem-based inquiry. The knowledge-based inquiry is aimed at enabling learners to raise some questions to enhance their understanding of the content and learn about it from different perspectives. Problem-based inquiry encourages learners to better understand local, national or global problems and engage in actions in order to address them.

Steps	How to do it?	Examples
Choose a topic for inquiry and frame a question for the inquiry.	Make a list of questions to ask about your topic/problem.	<ul style="list-style-type: none"> • What were the contributions of the Mughals to the Sub-continent? • What are the causes and effects of unemployment in Karachi?
Formulate a hypothesis.	Provide a possible explanation or an educated guess to your question.	<ul style="list-style-type: none"> • Mughals contributed to art, architecture and administration • The causes of unemployment are: poverty, lack of jobs or lack of skills.
Plan the inquiry.	Decide how you might conduct the inquiry.	<ul style="list-style-type: none"> • What is the best place to find data on the topic? • How much time do I have? • Whom can I consult?
Locate information.	<ul style="list-style-type: none"> • Find a variety of sources such as textbooks, reference books, films, internet, data bases, etc. that will provide you with the current information/ data. The people in your community, observation of actual events, or visits to different places can also be sources of information. • Decide what materials are related to your topic and reliable to use. 	<ul style="list-style-type: none"> • Read books on the Mughals; Visit a museum; Search the internet. • Interview unemployed people; Read the economic review journal; Read newspapers. •
Record information	<p>If using books, find the main idea and supporting evidence and make notes of the information using abbreviations and symbols. (Note down the reference for future use)</p> <p>If using people; as a source of information, prepare an interview guide leaving opportunity to add questions that may come to mind during the interview.</p>	

Think critically about the information you have gathered.	Determine whether the information is a fact or opinion. Identify point of view and detect bias in the information.	Fact: The Taj Mahal was built by Shah Jahan. Opinion: The Mughals were the greatest of rulers to rule the Sub-continent.
Evaluate your findings and draw conclusions.	<ul style="list-style-type: none"> Look for the relationship in the information gathered. Analyze the information and try to find out the answer of the inquiry question. Ask yourself: How appropriate is the hypothesis based on the data? What conclusions can be drawn from the information? How useful is the conclusion? What opinion can be formed? What evidence supports the opinion? 	<p>The Mughals made significant contribution in _____, _____, _____. However, _____, _____, areas were left unattended....</p> <p>There is no single cause of unemployment. It is caused by _____, _____, _____</p> <p>Its effects are _____, _____, _____.</p>
Communicate your findings	Decide on the best way to communicate your findings. You can communicate your findings in a variety of ways. For example, in the form of a report, poster, article, oral presentation, role-play etc.	<ul style="list-style-type: none"> A power point presentation showing the contributions of the Mughals. A role-play on the causes and effects of unemployment.

Most classrooms inquires end with students communicating their findings in a variety of ways. If studying a problem/issue, we encourage you to move the inquiry forward to having students take informed and responsible action to address it.

Step	How to do it	Examples
Suggest possible actions based on findings.	Brainstorm possible actions. Select actions that are doable. Look at possible consequences of each action. Choose the best action.	<ul style="list-style-type: none"> Raise money to retrain a person who is unemployed because he/she lacks skills. <p>Write a letter to the editor expressing your concern about growing unemployment and suggesting what can be done to address it.</p>
Make an action plan.	<ul style="list-style-type: none"> Prepare an action plan: What has to be done? Who will do it? By when? 	Organize a Mela in school on March 15.

	<ul style="list-style-type: none"> • Who else can be involved? 	
Take the action.	Act	Hold the Mela. Give the money for the cause it was raised for.
Reflect on the action and decide on next steps.	<ul style="list-style-type: none"> • Reflect on successes and challenges. • What could have been done better? How? 	Most students came to the Mela without their parents who could have spent money. The parents did not come as the Mela was held at a time when most parents were working.

How to assess inquiry?

Inquiry can be assessed through various ways. Teachers must focus on the process as well as products of inquiry. Inquiry can be done by individual students or assigned to small groups. The individual or group's performance at different stages of the inquiry can be assessed using one or more of the ways suggested below.

Observation: Students' abilities and skills can be observed during each stage of the inquiry. For example, you can observe a student conducting an interview or looking for relevant information in the library. 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. This can include the inquiry questions, the notes made from material read, analysis of findings, etc. Teachers can give marks on the clarity of the questions, relevance of material accessed, analysis of information etc.

Reflection on their experience: Students could be asked to write their reflection on the process of doing the inquiry and the learning's that accrued to them.

Written or Oral presentations: Students either individually or in small groups could be asked to prepare a written report. This report could include the process as well as the outcome of the inquiry. Alternatively, students could be asked to present their inquiry findings to the whole class in the form of oral presentations, role-plays, panel discussions etc. Teachers may mark their presentations in terms of the quality of content, creativity in the presentations, or actions taken

5.0 Guideline for Using Teaching Learning Resources

In most class rooms 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 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 and varies teaching learning resources then integral so that student's experience as they learn and also develop their multiple intelligences.

There are a number of teaching and learning materials required for effective teaching of particular subjects. For Social Studies some examples are:

Primary and secondary source material: Maps/Globe (different kinds), case studies, encyclopaedias, documentaries, museums, and newspaper / news magazines.

Other Educational Resources

Educational Tour (visits)

What to do

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

Resources

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

Cautions

- Use language (jargon); appropriate to the subject matter at hand;
- Avoid discriminatory language;
- Time allocation;
- Students may need special clothing, food and water, etc. depending on the venue of visit; and
- Ensure that they know program and its requirement beforehand.

Guest Speaker

What to do

- Identify and contact appropriate guest speaker;
- Agree on time, duration and venue;
- Give information about student, outcomes of learning to be covered;
- Brief the learners on what they are expected to do;
- Inform the relevant authority (Principal, HOD);
- Receive and introduce speaker to the relevant management and learners;
- 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 students(s) thank speaker also thank speaker yourself; and
- Follow up activity with learners; relate session to the outcomes of learning.

Resources

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

Cautions

- Ensure materials are appropriate for the audience (if possible preview the material);
- Be aware of sensitivity; and

- Inform speaker about 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 task; and
- Summarize discussions relating to outcomes of learning.

Resources

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

Cautions

- Try out equipment before use;
- Rehearse prior to session; and

Be sensitive to learners.

WHAT IS ASSESSMENT?

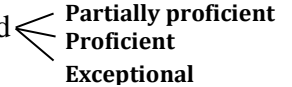
Assessment is gathering quantitative and qualitative information, using a variety of tools and techniques that are easy to understand and interpret.

WHY DO WE NEED AN ASSESSMENT SYSTEM?

- To assess teaching and learning
- To show proficiency in a wide variety of tasks at a class level.
- To 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 

TYPES OF ASSESSMENT

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

- 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.
- 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. Below three types of constructed response items:
Brief constructed response items, especially the fill-in type, have students provide a very short, clearly delineated answer. They are objectively scored because there is typically a single correct answer that is easily identified.

Different Assessment Methods

Selected-Response	Constructed-Response		Teacher Observation	Student Self-Assessment
<ul style="list-style-type: none"> • Multiple-choice • Binary-choice (e.g., true/false) • Matching • Interpretive 	<i>Brief Constructed-Response Items</i>	<i>Performance Tasks</i>	<ul style="list-style-type: none"> • Formal • Informal 	<i>Self-Report</i>
<ul style="list-style-type: none"> • Short answer 				<i>Products</i> <ul style="list-style-type: none"> • Paper • Project • Poem • Portfolio • Video/audio-tape • Spreadsheet • Web page • Exhibition • Reflection • Journal • Graph • Table • Illustration

Essay Items may have students construct restricted-responses that limit the length, content and nature of the answer; or extended-responses that allow greater freedom in response.

Performance assessments require students to construct a more extensive response to a well-defined task, often involving real-world application of knowledge and skills. Performance assessments can be used to evaluate both processes, such as dramatic reading, and their resultant products, for example a play.

- **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. In addition, nonverbal communication, such as inattention, looks of frustration, and other cues, gives greater insight than verbal feedback. Observation is also important in assessing performance tasks, classroom climate, teacher effectiveness, and other dimensions of the classroom.
- **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 distracters.

Format

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

Which of the following is a mammal?

- a. Bird
- b. Frog
- c. Fish
- d. Dog
- e. Lizard

Strengths and Weaknesses

- Relatively difficult to write, especially good distracters.
- 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 memorizing it.
- By evaluating students’ wrong answers, teachers can see what students misunderstood or need clarified.

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

- Does each stem contain a single, main problem stated simply and incorporating **all** the relevant information?
- Is each stem a question rather than an incomplete statement? (This prevents different grammar in the alternatives from giving away the correct answer).
- Have excess wordiness and overly complex language been avoided?
- Have negatives like “no,” “never,” “none,” “not” been avoided? (Students tend to overlook these. If such words must be used, bold and/or capitalize them)
- Is the correct answer unquestionably right and complete? Is it the **ONLY** correct or best choice?

- Are all the options plausible or reasonable? Have obviously ridiculous options, options that say the same thing, or those that are clearly opposite in meaning, been revised? (Students should not be able to guess the answer by elimination)
- Are the options arranged systematically i.e. in alphabetical/chronological/numerical order? (This ensures students cannot guess the position of the correct answer).
- Are the numbers of options for each item appropriate to the students' age/grade levels? (2 or 3 options for lower grades and 4 or 5 options for older students).
- Have “clues” to the correct answer been avoided (making the correct option longer, more complex, or grammatically different from other options, using a/an to show if the correct option begins with a vowel)?
- Are all options for an item as brief and as clearly stated as possible? (measure knowledge not reading ability)
- Has “all of the above” been avoided as an option? (If students find one WRONG answer, “all of the above” cannot be correct. If students find two RIGHT answers “all of the above” must be correct)
- Has “none of the above” been avoided as an option?

Examples from subject areas

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.

Format

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

1. Plants need water to grow. T/F

Strengths and Weaknesses

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

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

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

Examples from subject areas

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.

Format of a typical matching item

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

- | | |
|---|---------|
| —1. Jinnah issued his fourteen points | A. 1914 |
| —2. Pakistan became an independent country | B. 1920 |
| —3. World War I began | C. 1929 |
| —4. Zia-ul-Haq became President of Pakistan | D. 1947 |
| —5. World War II began | E. 1955 |

Strengths and Weakness

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

Assessment

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

- Is the exercise presented in a clear format (premises on the left numbered, options on the right and ordered by letters)?
- Are the instructions clear and explicit (saying how and where students put their answer, and whether each option can be used only once, more than once or not at all)?
- Are all premises, and all options, of the same category (e.g. all premises are shapes, and all options are formulas used to find areas of shapes)
- Are there 5-10 premises?
- Are there 3-4 more options than premises?
- Are the premises longer and more complex than the options (but clear to understand)?
- Are the premises and options arranged in some systematic order (alphabetical, chronological, etc.)?
- Is there only one correct option for each premise?
- Do both lists (premises and options) appear on the same page?
- Are the lists as free of irrelevant clues as possible?

Examples from subject areas

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.

Format

Pakistan: Three day forecast										
In °C	Today				Tomorrow			Day after		
Cities	Min	Max	Outlook	*Humidity%	Min	Max	Outlook	Min	Max	Outlook
Islamabad	21	32	Sunny	78	21	33	Sunny	21	33	Sunny
Karachi	25	31	Sunny	74	26	32	Sunny	26	32	Th-Storms
Lahore	21	31	Sunny	78	21	31	Sunny	21	33	Sunny
Multan	25	36	Sunny	49	25	37	Sunny	25	40	Sunny
Quetta	15	32	Sunny	10	15	33	Sunny	15	33	Sunny
Sialkot	21	30	Sunny	79	22	31	Sunny	22	34	Sunny

Read the above information. Now, pretend you are a weather forecaster and answer the following questions.

- Circle T for true or F for false.
Karachi will be hotter than Lahore tomorrow. T F
- Circle the correct answer.
The temperature in Islamabad over the three-day period is:
 - Increasing
 - Decreasing
 - Staying the same
- Match the city on the right with the description of its weather on the left. You can use each answer once, more than once or not at all.
 - The hottest city
 - The coolest city
 - The city where you will perspire most.
 - The city where it will most likely rain.
 - Faisalabad.
 - Karachi
 - Lahore
 - Multan
 - Quetta

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

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

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

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

Examples from subject areas

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.

Format of a typical fill-in item

What type of rock is formed when magma cools beneath the earth's surface?

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!

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

- Have direct questions been used, where feasible, rather than incomplete statements?
- Are questions and directions clear, brief and easy to understand?
- Do the items avoid copying textbook language? (Copying tends to encourage rote learning).
- Have clues been avoided? (A/an, blanks of different lengths, verbs in plural form, etc.)
 - Have two or less fill-in blanks been used?
 - Are blanks at the end of the statement? (Multiple blanks at many places confuse students)
- Is it clear that each answer must be short? (one word, number or symbol)
 - Is there only one agreed-upon correct answer?
 - Is the specificity of the answer clear? (For numerical answers, the units should be given. For 'where' questions, indicate if a city or country is required).

Examples from subject areas

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.

Format

1. What do plants need to grow?

2. List three characteristics of mammals?

- ---
- ---
- ---

Strengths and Weaknesses

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

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

- Is it clear to the teacher whether knowledge, understanding or reasoning is being assessed?
- Are textbook questions avoided?
- Is the question brief and easy to understand?
- Is it clear to students that the answer must be short? (Use lines to indicate the maximum length of the answer)
- Is the specificity of the answer clear?

Essay Items

What is it?

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

Format

‘Describe the major events leading to the formation of Pakistan, showing how the independence movement evolved’ (Extended).

‘What differences exist between the 1956 and 1962 constitutions with respect to their Islamic provisions?’ (Restricted)

Strengths and Weaknesses

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

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

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

Scoring Essays

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

- After constructing the essay question, even before administering it to students, outline what would be the best answer to the question. (Doing this now lets teachers further clarify the question and prevents their being influenced by the first responses they read).
- Then, select an appropriate scoring method – here you can proceed in 3 ways:
- Holistic/Rating Method: Using the outline as the best answer, the teacher reads each essay as a whole, forms a general impression and puts it in one of the rating categories (exceptional, proficient, partially proficient, etc.).
 - **Advantages:** simpler and quicker than the analytical methods.
 - **Disadvantages:** more subjective than the analytical method, no clear justification for the assigned grade, no specific feedback to students about problem areas.

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

- In between Method: Using the outline as the best answer, teachers construct samples of different answer categories (partially proficient, proficient, exceptional, etc.). They use these samples to decide criteria for each category. These criteria are used to separate and score student essays.
 - **Advantages and disadvantages** are similar to those for the holistic method except that this way is more objective.
- Analytical (point-score) Method: The outline for best answer is broken down into points of information. Each point is assigned a score (awarded to student if essay contains that point). Targeted writing skills are also assigned point values. Making a checklist with criteria and points is the most objective way to score an essay.
 - **Advantages:** increases objectivity and reliability of scoring, makes it easier for the teacher to discuss and justify marks with students and parents.
 - **Disadvantages:** laborious and time-consuming to prepare the checklist and score the responses

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

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

- Is the answer outlined before testing students?
- Is the scoring method—holistic or analytic—appropriate?
- Has it been decided exactly how important writing skills are? (Does each skill get point, does better writing change the category of a response, or are spelling mistakes irrelevant?)
- Are writing skills, vocabulary, spelling, neatness important? (e.g. for math’s, it isn’t important if students misspell a word)
- Is the identity of the student anonymous where possible?

- When scoring many essays, has one item been checked for all papers in one sitting (i.e. all question 1's, then all question 2's, and so on)? This allows teachers to apply criteria more consistently.
- When scoring many papers has the order of papers been changed between items (after checking all question 1's, were papers shuffled before checking all question 2's)? This prevents teachers' fatigue and the quality of students' first replies from influencing further scoring.

Sample scoring checklist

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

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

Strengths and Weaknesses of Performance –based Assessment	
Strengths	Weaknesses
Can assess communication, presentation, psychomotor skill	Scoring may be very subjective.
Through products, can assess performance of process/skill, and also see what learning students got from it.	Inconsistent student performance across time may result in inaccurate conclusions.
Teaching and learning occur during the assessment.	Few samples of student achievement.
Students find real-life application and contexts engaging.	Requires considerable teacher time to prepare and student time to complete.
Provide a different way for students to show what they know and can do.	Difficult to plan for amount of time needed because new method, students work at different paces, use different processes.
Students learn how to ask questions, and since such tasks often involve group work, to work effectively with others.	Cannot generalize proficiency to include other knowledge or skills.
Emphasis on higher order thinking and application – allows in-depth assessment of main content ideas.	Difficult with time constraints to give each student meaningful feedback at different times as they work on the process.
Forces teachers to establish specific criteria to identify successful performance.	Needs significant energy and resources from both teacher and students.
Encourages re-examination of instructional goals and the purpose of schooling.	

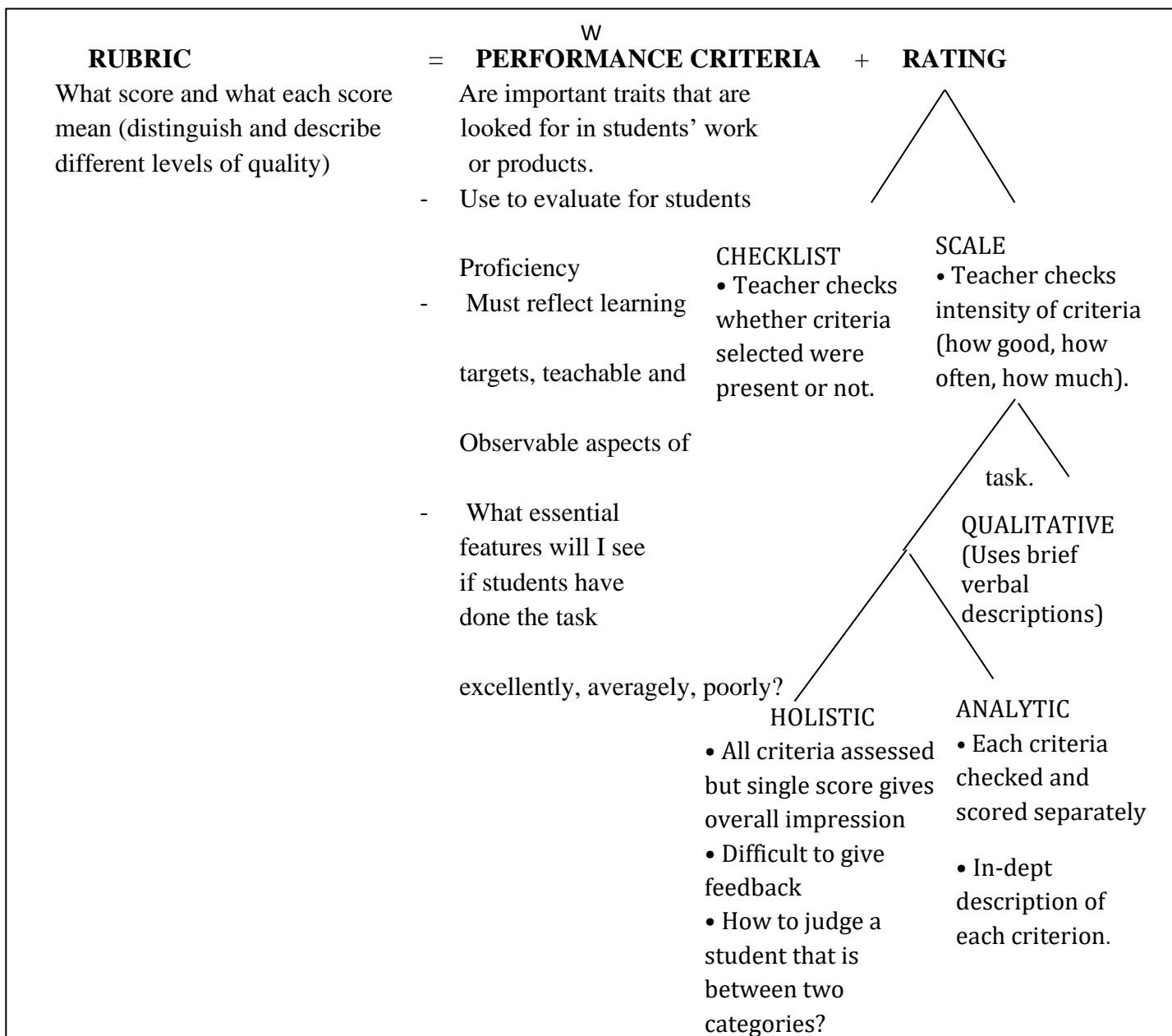
Hints for creating engaging, real-world performance-based tasks with real teaching and learning benefits (Teachers should be able to answer ‘yes’ to each checklist question).

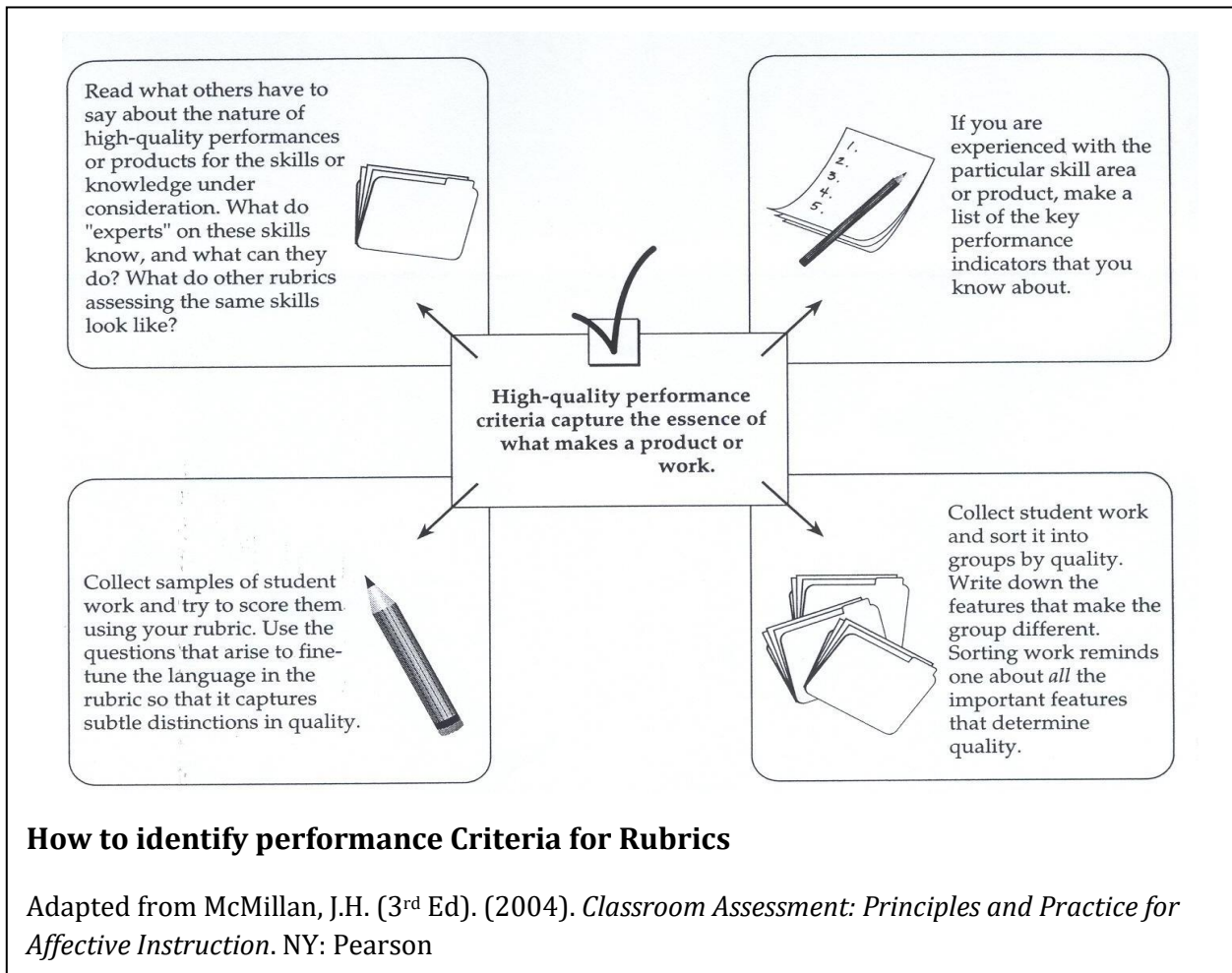
- Is performance-based assessment appropriate for learning targets?
- What essential content and skills targets should be integrated?
- Are multiple targets included?
- Has the kind of task been decided/Restricted? (Targets a narrowly defined skill with a brief response) or extended (more complex, involve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

- Are constraints for completing the task included?
- Are criteria for scoring included?

Scoring Rubrics

In performance-based assessment, teachers must be able to evaluate the process and/or the product. To do this validly, reliably and fairly, teachers must establish scoring rubrics and share these with students before they begin the task. Scoring rubrics consist of performance criteria and a way to rate them.





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

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

Performance-based Task

- Ask students to pair up with a partner. Ask each pair to choose a social issue and collect information about it to prepare an oral presentation.
- Provide each student a copy of the student handout, “Making An Oral Presentation” and ask students to prepare for their presentation using it as a guide. Encourage students to use a visual aid such as a chart, photographs, an OHP or power point. Remind students of the time for each presentation and that they should be prepared for a short question-answer session.

- Encourage each pair to rehearse the presentation on their own or present it to their friends and get constructive feedback to improve: content, structure, time, clarity and audibility of voice and use of visual aids.
- Have each pair make their oral presentations to the class. Encourage the audience (students) to listen to the presentations attentively. Provide each student a copy of the student handout “Peer Evaluation of Oral Presentations” and ask them to evaluate the presentations of their fellow students, using the handout. Use the Teacher Resource “Evaluation of Oral Presentation” to evaluate the presentations and provide constructive feedback to each pair.

Making an oral presentation

Preparing an oral presentation

- Select a topic
- Identify the objectives
- Carry out research
- Make an outline, review it, add important and remove irrelevant information
- Make notes on the cards of important points to cover (These should serve as reminders only and are not to be read)
- Plan an effective and interesting opening

Practice

- Speak clearly and distinctly
- Time the length of the report
- Make sure you are audible
- Vary your voice, avoid monotonous pattern
- Speak slowly rather than quickly, pausing occasionally
- Practice in front of those who can give constructive feedback

Delivery of the presentation

- Look at the audience (establish eye contact)
- Start slowly
- Aim voice at someone at the back of the room
- Be enthusiastic and confident as this helps to keep the attention of the audience.

Evaluation of Students' Oral Presentations using a rubric

Performance Criteria

Put a (✓) in the column when students demonstrate the skills	Students name	Students name	Students name
1. Introduction was short, clear and interesting			
2. Topic was clearly explained			
3. Used relevant information			
4. Used facts and examples to support claims			
5. Spoke clearly and distinctly			
6. Was confident throughout the presentation			
7. Maintained eye contact with the audience			
8. Used visual aids (charts, OHP, slides) effectively			
9. Handled questions and comments properly			
Note: this can be adapted as <ul style="list-style-type: none"> • “Agree/Disagree/Don’t Know” for peer evaluation. • Description and points for criteria 1-9 for analytic format 			

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

Assessing Affective Traits and Dispositions

What is it?

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

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

Why do it?

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

How to do it?

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

Observation

What is it?

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

What tool to use?

Anecdotal Tools

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

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

At-A-Glance Sheet

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

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

Checklist

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

Rating Scale

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

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

Strengths and Weaknesses

- Requires background knowledge of individual students
- Cannot gauge all behaviours for all students through just one observation – time must be invested
- Especially useful for assessing young children, students needing special attention and in performance-based tasks (process).
- Done as a continuous process, gives deeper understanding into students' growth (or lack of it)
- Gives specific examples of actual, spontaneous behaviours
- Difficult to stay objective
- Anecdotal recording usually unstructured, unsystematic – especially if behaviours not pre-selected.
- Tendency to emphasize negative behaviour
- Helpful in planning and reporting instruction and outcomes.

Hints for better Observation (Teachers should be able to answer 'yes' to each checklist question).

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

This curriculum has been prepared to develop students' Knowledge, Skills and dispositions and encourages them to take actions to address personal and social problems and issues.

This curriculum requires a new way of writing a text book. The textbook author is free to decide the titles of each chapter and can choose to cover students' learning outcomes (SLOs) from any themes is developing the content of the chapter. For example, a chapter could be entitled "Famous explorers". In writing the chapter some of the students' learning outcomes from this theme, also from other themes such as map skills or interdependence could be included.

The textbook author must also keep in mind that a number of SLOs cannot be addressed in the text (as if this is done it would lead students to simply memorize the text and not serve the realization of the Curriculum). These SLOs could be realized through questions and practical activities at the end of the chapter exercise.

For example, students could be given a question that asks them to predict future explorations & potential changes. Similarly, an activity could ask students to engage in an inquiry and prepare a tourist guide book as a product of the inquiry.

A textbook is an important teaching and learning resource and one of the most extensively used resources in Pakistani classrooms. Booth the quality of content and physical qualities of textbooks have been criticized. It is therefore important that both of them be improved.

Basic features of a textbook

- The textbooks 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, and 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 exercise must vary from chapter to chapter. They should encourage students to think, develop skills, and use information for a variety of purpose.
- Table of contents including subtopics.

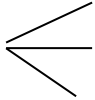
- Index
- Glossary
- Introduction to textbook explaining how to use the textbook.
- Must be contextually relevant (feasible to use in classrooms, affordable, examples from context to increase relevance and meaning)

How to start writing textbook

Planning

- Decide on a topic (in relation to the curriculum)
- Review Curriculum to identify learning outcomes that are to be met for each chapter.
- Decide on the key ideas to be included in each chapter.
- Organize the key ideas.
- Decide which facts and concepts are to be included, what vocabulary/terms will be used, what values and skills can be developed.
- Decide which illustrations are to be used and prepare an art brief for the illustrator and designer.
- Decide which activities would develop further understanding of the concepts

Writing

- Write as if talking to a group.
- Edit 
 - Ensure accuracy and authenticity of facts
 - In line with curriculum
 - In keeping with local teaching/learning environment
- Check meaning hasn't changed even if words have.
- Include activities.

Design

- Designer finalizes layout of the text. Illustrator prepares illustrations.
- To make writing and studying the textbook easy, colour coding, different levels of headings, etc. can be used.

Edit

- Check clarity of illustration, captions, activities etc.

- Do they show what they are supposed to show?
- Do they add anything to the text?

Review

- Have peers (experts) review and provide critico-constructive feedback?
- Incorporate relevant feedback.

Pilot Test

- Have teachers teach, observe, made changes as required.

Guideline for writing a Chapter


How to write

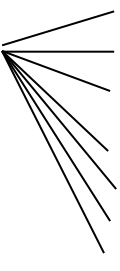
Planning

- Learning outcomes chapter will realize (put at beginning of chapter)
- Identify topics and subtopics that will be included (develop outline)
- Decide on key ideas, facts, concepts, skills, values that can be developed.
- Decide potential illustrations.
- Activities-nature of activities that call student to do inquiry.

Writing

- Ensure that content is up to date, accurate and developmentally appropriate.

- Inclusion of otherwise excluded 
 - Women
 - Minorities
 - Other perspectives

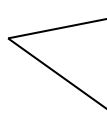
- Language 
 - Consistent
 - Culturally appropriate
 - Does not use disparaging, patronizing language or stereotypes about any religion, ethnic group, Gender, for people of differing ability or any other community.
 - Gender neutral language.
 - Grammatically correct.
 - Age appropriate.
 - Vocabulary

- Engage and hold readers attention.
- Recall previous learning, where possible.
- Structure writing so sentences are simple, paragraphs deal with single idea etc.
- Write a summary/ concept map at the end of chapter reviewing key knowledge and skills.

- Decide illustrations required
- End-of-chapter exercises:
 - Recall and integrate previous learning
 - Engage students and develop their creativity.
 - Move from lower to higher order thinking.
 - Develop multiple intelligences
 - Contextually relevant in keeping with local teaching and learning

(Note: answer to higher order thinking questions, problems, experiment not in text or book)

- Explanation
- Examples
- At the end of chapter, rules required.
- After 2-3 units a test.
- End of book sample exam papers.



Ensure accuracy and authenticity in line with chapter outcomes spellings.

Example for tests, exams in any subject.

8.0 Acknowledgements

Curriculum Review Team

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Technical Assistance and Special Thanks

Name	Specialty	Designation	Institution
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**GOVERNMENT OF SINDH
SCHOOL EDUCATION & LITERACY DEPARTMENT**

Karachi, dated, the 11th September, 2020

NOTIFICATION

NO. SELD/HCW/18/2018: In compliance with Section 3, sub-section (4), (d) of Sindh School Education Standards and Curriculum Act, 2014, Sindh Act No. IX of 2015, School Education & Literacy Department, Government of Sindh is pleased to approve revised “Pakistan Study Curriculum for Class IX-X” developed by the Directorate of Curriculum, Assessment & Research, School Education & Literacy Department.

**-AHMED BAKHSH NAREJO-
SECRETARY TO GOVERNMENT OF SINDH**

NO. SELD/HCW/18/2018:

Karachi, dated, the 11th September, 2020

A copy is for information and necessary action to:

1. The Principal Secretary to Chief Minister, Sindh, Karachi
2. The Special Secretary, School Education & Literacy Department, Govt. of Sindh Karachi
3. The Directorate of Curriculum, Assessment & Research (DCAR), SE&LD, Jamshoro
4. The Directorate of Early Childhood Care & Education, Govt. of Sindh, Karachi
5. The Executive Director, Sindh Teacher Education Development Authority (STEDA)
6. The Chief Program Manager, Reform Support Unit (RSU), SE&LD, Govt. of Sindh, Karachi
7. The Director General PITE, Govt. of Sindh, Shaheed Benazirabad
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11. The Deputy Secretary (Staff) to the Chief Secretary Sindh, Karachi
12. The P.S to Minister for Education & Literacy Department, Govt. of Sindh, Karachi
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15. The website
16. The office file



SINDH EDUCATION &
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