

National Curriculum for

MUSLIM HISTORY

Grades IX–X
2010

**GOVERNMENT OF PAKISTAN
MINISTRY OF EDUCATION
ISLAMABAD**



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Section 1

Introduction

In the educational discourse of Pakistan the significance of the Muslim History has so far been under-stated and under-emphasized. At best that discipline is an accumulation of the accounts of some political events and the biographical sketches of the prominent personalities. Thus the curriculum of Muslim History is conspicuously marred with dry facts pertaining to the rulers and the battles with no analytical content what so ever. Therefore, the discipline of History in general and Muslim History in particular lost its popularity among the students at all levels.

Cognizant of waning interest and the acute indifference on the part of the students with respect to the Muslim History, the Curriculum Wing of Ministry of Education, took a worth while initiative to revise the curriculum. It was starkly devoid of any analytical content, reducing the curriculum of Muslim History into merely a chronology of events. In view of the dire strait that the Muslim History was consigned to, the initiative taken by the Curriculum Wing was not only crucial in an academic sense but also given the contemporary challenges encountered by the Muslim World it could not be more timely.

Hence, to make Muslim history more relevant for the students of 9th and 10th classes, academics from all over Pakistan worked assiduously hard for a number of days in different meetings. Every aspect of the discipline was microscopically examined, scrutinized and meticulously sifted before making it a part of the curriculum. Enough care was taken to make the course multi-faceted so that it does not just look like a political history, having no reflection of the cultural and social dimensions. Various issues such as the status of women, slaves and the interaction with non-Muslim communities also have found niche in the curriculum. All said and done, the present curriculum encompasses along with politics, economy, society, state institutions and cultural advancement.

For 9th and 10th classes, the dawn of Islam, the life of Holy Prophet Muhammad (PBUH), Khilafat-i-Rashida, the Umayyad Dynasty form the essential part of the curriculum. It is duly rigorous. However, care has been taken that it does not become inaccessible for the students.

Aims and Objectives

The main aims of this curriculum are to:

- Acquaint the students with the dawn of Islam and the life of the Holy Prophet Muhammad (PBUH), Khalifat-i-Rashida and Umayyad Caliphate.
- Familiarize the youth with the evolution of Muslim state and society and its salient features.
- Explain cultural and intellectual advancement of the Muslims.
- Examine as to how Muslims responded to the challenges posed to them during early phase of the Islamic State.
- Familiarize the students with the causes behind the end of Khilafat-i-Rashida and the downfall of Umayyads.

Student Learning Outcomes

Chapter I: Holy Prophet Muhammad (PBUH) at Mecca

	Contents	Student Learning Outcomes
1.	Conditions of Arabian peninsula at the birth of Holy Prophet Muhammad (PBUH)	Students will be able to: - Discuss the geographical, social, economic, political and religious conditions of Arabian peninsula at the birth of the Holy Prophet Muhammad (PBUH).
2.	Early Life of the Holy Prophet (PBUH)	- Describe briefly the early life of the Holy Prophet (PBUH).
3.	Advent of Islam	- Elucidate the message and method of preaching of Islam during first three years.
4.	Declaration of the Prophethood and Response of the Society	- Explain the strategy of preaching Islam openly in Mecca and response of the Quraish leaders.
5.	Migration to Abyssinia	- Discuss briefly early sufferings of the companions of the Holy Prophet (PBUH) leading to their migration of Abyssinia.
6.	Sh'ib-i-Abi Talib/Social Boycott	- Explain briefly the sufferings of the companions of the Holy Prophet (PBUH) with special reference to social boycott in Sh'ib-i-Abi Talib.
7.	Migration to Madina	- Examine the factors leading to migration of the Holy Prophet (PBUH) to Medina.

Chapter II: Holy Prophet Muhammad (PBUH) at Medina

	Contents	Student Learning Outcomes
1.	Conditions of Medina (<i>Yasrib</i>)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Describe the conditions of Medina at the time of Holy Prophet's (PBUH) arrival.
2.	Effects and Consequences of Migration	<ul style="list-style-type: none"> - Describe the impact of Holy Prophet's (PBUH) migration to Medina. - Elucidate the establishment of Islamic brotherhood between Ansars and Muhajireen in the wake of Migration to Medina.
3.	Charter of Medina	<ul style="list-style-type: none"> - State the significance of the Charter of Medina as a written constitution of an Islamic state. - Discuss the salient feature of the Charter of Medina.
4.	Ghazvat – Badr, Uhud and Khandaq	<ul style="list-style-type: none"> - Describe the causes, events and consequences of the battles of Badr, Uhud and Khandaq.
5.	Peace Treaty of Hudaibiyya and its effects	<ul style="list-style-type: none"> - Discuss the terms and conditions of the Treaty of Hudaibiyya and its consequences.
6.	Letters to Various Rulers	<ul style="list-style-type: none"> - Describe the contents of Holy Prophet's (PBUH) letters to rulers of different empires and countries and their response.
7.	Relations with Jews and Conquest of Khyber	<ul style="list-style-type: none"> - Discuss the nature of relations of the Muslims with the Jews in Medina.
8.	Conquest of Mecca	<ul style="list-style-type: none"> - Discuss the spread of Islam after the conquest of Makkah.
9.	State of Medina and Spread of Islam	<ul style="list-style-type: none"> - Give the salient features of the State of Madina.
10.	Administrative institutions, Women, Slavery	<ul style="list-style-type: none"> - Discuss the position of women and slaves in the state of Medina. - Analyse the role of the battles of

		Tabuk and Hunain in strengthening the Muslims politically.
11.	Holy Prophet's Last Sermon (<i>Khutba Hijatulwida</i>) – First Charter of Human Rights	- Discuss the Holy Prophet's(PBUH) last Sermon (<i>Khutba Hijatulwida</i>) as the Charter of Human Rights.
12.	Holy Prophet (PBUH) – Character And Personality	- Discuss the character and personality of the Holy Prophet Muhammad (PBUH).

Chapter III: Khilafat-i-Rashida - Hazrat Abu Bakr Siddique and Hazrat Umar Farooq

	Contents	Student Learning Outcomes
1.	<p>Hazrat Abu Bakr Siddique:</p> <ul style="list-style-type: none"> ▪ Hazrat Abu Bakr’s early life ▪ His association with Holy Prophet ▪ Ascendancy to Caliphate ▪ Challenges posed to the Muslim ▪ State and Hazrat Abu Bakr’s strategies to overcome them ▪ The overview of Hazrat Abu Bakr’s rule. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Briefly narrate the life sketch of Hazrat Abu Bakr Siddique with reference to his name, tribal association and personal traits. - Describe the hardships faced by Hazrat Abu Bakr along with Holy Prophet (PBUH) during the early phase of Islam. - Discuss the circumstances in which Hazrat Abu Bakr assumed the responsibility of Caliphate. - Delineate the challenges posed to the Muslim State on the assumption of caliphate by Hazrat Abu Bakr Siddique. - Take account of the measures adopted by Hazrat Abu Bakr to meet the challenges. - Write an overview of Hazrat Abu Bakr’s policies as the first Caliph of Islam. - Elucidate his initial response to the newly established religion.
2.	<p>Hazrat Umar Farooq:</p> <ul style="list-style-type: none"> ▪ Hazrat Umar’s early life and his response to Holy Prophet’s (PBUH) call to Islam ▪ His embracing Islam and its Impact 	<ul style="list-style-type: none"> - Discuss Hazrat Umar Farooq’s early life. - Highlight the benefits that accrued to Islam and Muslims

	<ul style="list-style-type: none"> ▪ Ascendancy to Caliphate ▪ System of Administration ▪ Sources of Revenue ▪ Expansion of the Islamic State. Hazrat Umar as an exemplary ruler ▪ An overview of his Rule 	<p>immediately following Hazrat Umar's embracing Islam.</p> <ul style="list-style-type: none"> - Shed light on Hazrat Umar's assumption of Caliphate. - Describe at length the important features of Hazrat Umar's system of Administration. - Discuss the sources of Revenue during the reign of Hazrat Umar. - Give a brief description of the important battles fought during Hazrat Umar's reign. - Describe the important areas included into the Islamic State during Hazrat Umar's period. - Give analytical account of Hazrat Umar's character and capabilities that made him an exemplary ruler. - Give an overview of Hazrat Umar Farooq's Caliphate.
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Chapter IV: Khilfat-i-Rashida – Hazrat Usman and Hazrat Ali

	Contents	Student Learning Outcomes
1.	<p>Hazrat Usman Ghani</p> <ul style="list-style-type: none"> ▪ Early life, tribal association, relationship with Holy Prophet. ▪ Assumption of Caliphate after Hazrat Umar Farooq ▪ Expansion of Islamic State ▪ Insurgency, Chaos and Hazrat Usman Ghani’s martyrdom. ▪ An overview of Hazrat Usman’s Caliphate. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Give Hazrat Usman Ghani’s life sketch, highlighting his relationship with the Holy Prophet(PBUH) and his overall status in his tribe. - Discuss his achievements and services for the Muslims and Islam. - Describe the expansion of Islamic State during Hazrat Usman’s rule. - Highlight the effects of the territorial expansion of Islamic State under Hazrat Usman. - Discuss the causes of insurgency, chaos, and martyrdom of Hazrat Usman.
2.	<p>Hazrat Ali Murtaza</p> <ul style="list-style-type: none"> ▪ Early Life, his relationship with the Holy Prophet (PBUH), first child who embraced Islam ▪ Hazrat Ali’s role in different battles ▪ Ascendency to Caliphate ▪ Worsening of the situation ▪ Allegations against Hazrat Usman ▪ Dissenting factions: Syrians, Kharjis, Battle of Nehrawan ▪ Battle of Jaml ▪ Battle of Siffeen ▪ An overview of Hazrat Ali’s Caliphate. 	<ul style="list-style-type: none"> - Describe Hazrat Ali early life underlining his close relationship with the Holy Prophet (PBUH). - Discuss different aspects of Hazrat Ali’s personality particularly as a valiant soldier in different battles. - State the circumstances under which Hazrat Ali assumed the responsibility of Caliphate. - Discuss the dynamics of the worsening circumstances giving rise to disorder and dissensions among the Muslims. - Shed light on the emergence of such groups like Kharjis and Syrians. - Give a brief description of the Battle of Jaml and its impact on the future course of Muslim History. - Discuss the battles of Siffin and Nehrawan and their impact. - Give analytical account of Hazrat Ali’s Caliphate. - Describe achievements of Hazrat Ali as Caliph.

Chapter V: Khilafat –i-Rashida - State and Society

	Contents	Student Learning Outcomes
1.	<ul style="list-style-type: none"> ▪ Emergence of Islamic State: Challenges and Responses. ▪ The consolidation of Islamic State and institutions, i.e. System of Caliphate, administration, judiciary, sources of revenue, Army, status of zimmi, women and slaves. ▪ The important features of the Muslim society under the Caliphs, i.e. Tribal/Urban patterns of society. ▪ Cultural and Intellectual developments. ▪ Expansion of Islamic State. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Explain the state and society of Madina immediately following the demise of the Holy Prophet Muhammad (PBUH). - Discuss the salient features of the institution of Caliphate. - Describe the contributions of the Khilafat-i-Rashida for the establishment of different institutions of the State. - Compare and contrast different segments of society under the Pious Caliphs. - Highlight the main patterns of cultural and intellectual life during the Khilafat-i-Rashida. - Describe the expansion of Islamic State during the Pious Caliphate. - Discuss the status of Women and Zimmis (protected citizens) during the Pious Caliphate.

Chapter VI: The Umayyad Caliphate: Rise and Consolidation

	Contents	Student Learning Outcomes
1.	<ul style="list-style-type: none"> ▪ Amir Muawiya as First Caliph of the Umayyads. ▪ Yazid I ▪ Tragedy of Karbala and Hazrat Imam Hussain ▪ Marwan bin Hakam ▪ Abdul Malik bin Marwan and consolidation of the Caliphate. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Explain the role of Amir Muawiya as First Caliph of the Umayyads. - Shed light on the differences between Caliphate and dynastic rule of Umayyads. - Discuss the role and functioning of Yazid I. - Analyse the causes and effects of the Tragedy of Karbala on the Umayyad Empire. - Write a comprehensive note on the life and character of Hazrat Imam Hussain. - Delineate the role and function of Marwan bin Hakam as Umayyad Caliph. - Explain the measures and steps taken by Abdul Malik bin Marwan for the consolidation of Umayyad Caliphate.

Chapter VII: The Umayyad Caliphate: Expansion and Culmination

	Contents	Student Learning Outcomes
1.	<ul style="list-style-type: none"> ▪ Walid bin Abdul Malik: Expansion of Umayyad Empire, The Golden Period, Hajjaj bin Yousuf, Mohammad bin Qasim, Tariq bin Ziyad, Musa bin Nusair. ▪ Sulaiman bin Abdul Malik ▪ Umar bin Abdul Aziz (5th Pious Caliph) ▪ Yazid II bin Abdul Malik ▪ Hisham bin Abdul Malik 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Explain Walid bin Abdul Malik's role as Caliph and the expansion of Islamic Empire under him. - Discuss the role of Qutaiba bin Muslim in the conquest of Central Asia. - Delineate the role and functioning of Hajjaj bin Yousaf as Viceroy of Eastern part of the Umayyad Empire. - Elucidate Mohammad bin Qasim's role in the conquest of Sindh and Multan. - Discuss Tariq bin Ziyad's role in the conquest of Spain. - Highlight Sulaiman bin Abdul Malik's role as Caliph. - Discuss the reforms introduced by Umar bin Abdul Aziz (5th Pious Caliph) aimed at purging the Muslim society of various malpractices. - Evaluate the functioning of Yazid II as Caliph. - Write a note on the achievements of Hisham bin Abdul Malik.

Chapter VIII: The Umayyad Caliphate: Decline and Fall

	Contents	Student Learning Outcomes
1.	<ul style="list-style-type: none">▪ Walid II bin Yazid▪ Yazid III▪ Ibrahim▪ Marwan II and fall of the Umayyad Caliphate.▪ Abbasid Movement and Abu Muslim Khurasani.	<p>Students will be able to:</p> <ul style="list-style-type: none">- Discuss important events during the reign of Walid II.- Explain Yazid III's performance as Caliph.- Highlight the important features of the Abbaside campaign against the Umayyad.- Evaluate the role of Abu Muslim Khurasani in the success of Abbasid movement and fall of Umayyad Caliphate.- Write a comprehensive note on the causes of the downfall of the Umayyad Caliphate.

Chapter IX: The Umayyad Caliphate: State and Society

	Contents	Student Learning Outcomes
1.	<ul style="list-style-type: none"> ▪ Comparison of Khilafat-i-Rashida with the Umayyad Caliphate. ▪ Administration <ul style="list-style-type: none"> • Central Administration • Provincial Administration • Law Enforcement departments and judiciary. ▪ Army and Navy ▪ Expansion of Islamic State ▪ Society: Political Groups, Khawarij and advent of Mutazillites. ▪ Status of Women and Institution of Slaves. ▪ Relations with non-Muslims ▪ Cultural and Intellectual developments. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Analyse the changing nature of the Caliphate. - Discuss difference in the political and religious life of the people during the Umayyad Caliphate. - Describe different aspects of Administration of Umayyads. - Discuss the Army system during the Umayyads. - Describe the establishment of Navy during the Umayyads. - Discuss Expansion of Islamic State under the Umayyads.. - Elaborate Cultural activities with reference to poetry and literature. - Explain the rise of Khawarij and their anti-Umayyad Campaign. - Shed light on the rise of Mutazillite and also bring their rationalist ideas into focus. - Analyse the status of women during the Umayyad rule. - Discuss the status of zimmi and slaves during the Umayyad rule. - Elaborate the cultural and intellectual advancement during the Umayyads.

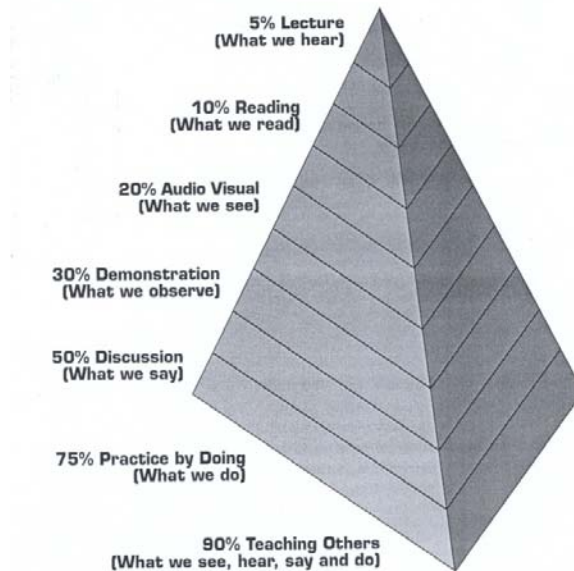
Instructional Strategies

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

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

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

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



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

Effective Lecturing Strategy

A lecture is a method in which, the teacher transmits ideas, concepts and information to the students. A lecture allows teachers to transmit knowledge and explain key concepts in a limited time to a large group of students. The lack of active intellectual engagement by students could make the lecture boring so that students lose interest which hinders learning. If used with different activities and exercises that call for students participation, the lecture can stimulate students intellectually and facilitate learning.

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

In order to keep students engaged in a lecture, teachers should ask a question at the end of each theme/subtopic and give time to the students to come up with the answer, call on a few students to share their answers, sum up and move on. Some students out of fear of giving an incorrect response may not answer. To increase students participation use the Think-Pair-Share strategy; students think individually, share ideas with a colleague and then with the class.

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

Assessing Students' Learning in a lecture method

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

Discussion

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

Teachers need to plan a discussion carefully by reviewing the material and choosing a question or a problem on a topic, framing it as interrogative question instead of a statement or a phrase. It is important that students have some knowledge of the topic chosen for discussion. Good ways of ensuring this are: asking students to read on the topic, interview concerned individuals, and engage in observation.

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

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

Assessing Students Learning from a Discussion

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

Cooperative Learning

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

How are students assessed in cooperative learning?

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

Inquiry/Investigation

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

Teaching students to conduct an inquiry investigation

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

There are a number of steps in conducting an inquiry/investigation. Each step is described below and an example of a knowledge inquiry and scientific investigation is provided below:

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

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

1. Help students plan the inquiry. For example:
 - What is the best place to find information on the topic/What is the best way to gather data to solve the problem?
 - How to allocate time?
 - Whom to consult?
2. Help students locate information/gather data. For example:
[Teachers are required to give relevant example(s)]
3. Have students record information as they find it. For example:
Students using books should note main idea and supporting evidence (Note down the reference for future use) or students can record the interview of a community member.

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

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

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

Assessing learning from an inquiry/investigation

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

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

Assessment

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

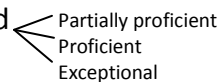
We need an assessment system to

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

What is an Assessment System?

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

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



Types of Assessment Methods

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

1. The **selected response** - students select the answer to a question from two or more given choices. Such items are easy to develop. Their short response time allows more information to be assessed in a short time. However, since answer choices are provided, students can guess the correct answer without knowing the material. Scoring is quick and objective, since the teacher need only check if the single correct or best answer was identified for each item.

2. A **constructed response** format requires students to create or produce their own answer in response to a question or task. This allows teachers to gain insight into students' thinking and creative processes, and to assess higher order thinking. However, such items are time-consuming to answer and score. Although they eliminate guesswork, scoring is more subjective and thus clear criteria are necessary to maintain validity.
3. **Teacher observations** are so common that they are often ignored as a form of assessment. However, teachers constantly observe and listen to students as they work. Observation is also important in assessing performance tasks, classroom climate, teacher effectiveness, and other dimensions of the classroom.
4. **Self assessment** refers to students evaluating themselves. In *self-evaluation of academic achievement*, students rate their own performance in relation to established standards and criteria. Students may also be asked to answer questions that reveal their attitudes and beliefs about themselves or other students as part of their *self-reporting*.

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

Selected Response

Multiple-Choice Items

What is it?

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

Strengths and Weaknesses

- Relatively difficult to write, especially good distractors
- Having students pick the 'correct' answer assess knowledge and understanding
- Having students pick the 'best' answer measures and higher order thinking such as reasoning and critical analysis

- With answer choices provided, students focus on recognizing information rather than recalling or memorising it
- By evaluating students' wrong answers, teachers can judge why students misunderstood which need to be clarified

Binary Choice Items

What is it?

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

Strengths and Weaknesses

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

Matching Items

What is it?

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

Strengths and Weakness

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

Interpretive Exercises

What is it?

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

Strengths and Weaknesses

- Can assess interpretation, analysis, application, critical thinking, and other reasoning skills

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

Constructed Response

Fill-in Items

What is it?

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

Strengths and Weaknesses

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

Short Answer

What is it?

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

Strengths and Weaknesses

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

Essay Items

What is it?

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

Strengths and Weaknesses

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

Performance-based Assessments

What is it?

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

Characteristics of Performance-based Assessments

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

Guideline for Developing Teaching Learning Resources

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

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

For all subjects, these are:

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

There are a number of teaching and learning materials required for effective teaching of particular subjects. For example [Teachers are required to give relevant example(s)]

Guideline for Writing a Textbook

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

Basic features of a textbook

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

Guideline of Teacher's Guide

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

Basic features of a teacher's guide:

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

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

How to write

Planning (for each chapter)

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

Guideline for Writing a Workbook

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

Basic features of a workbook:

- many exercises and activities for each chapter, topic, subtopic
- exercise and activities effectively help develop, practise and assess students' content knowledge, skills and higher order thinking
- accurate exercises (mistake free)

- correspond to text – exercises and activities for same topic, chapter grouped together; presuppose knowledge and skills developed in text only
- different from exercises, activities in text and guide
- non-repetitive in style, structure — engage students
- easy for students to understand and follow – clear instructions
- illustrations/examples/explanations

Other Educational Resources

Educational Tours (visits)

What to do

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

Resources

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

Cautions

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

Guest Speaker

What to do

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

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

Resources

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

Cautions

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

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

Video

What to do

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

Resources

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

Cautions

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

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