

National Curriculum for **MUSLIM HISTORY AND CULTURE**

Grades XI – XII

2011

**GOVERNMENT OF PAKISTAN
MINISTRY OF EDUCATION
ISLAMABAD**



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Muslim History and Culture

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1

Section

Introduction

Muslims attained political and cultural predominance during the Abbasid period. Message of Islam had spread far and wide by then. The major political adversaries of Islam had been cowed down. Damascus and subsequently Baghdad became the cultural and civilizational centers, attracting scholars and artists from all over the globe. Institutions like *Bait-ul-Hikmat* were set up which became the most important instrument of educational and cognitive advancement. Such features of Abbasid era makes it very significant for all the Muslims and particularly the student body to acquaint themselves with that glorious epoch. Keeping it in view, Abbasid period of the Muslim History has been telescoped as an area of instruction for the students of 11th grade.

Similarly Muslims expanded their suzerainty over North Africa and Spain in the 8th century where they subsequently established their rule. Many cities like Granada and Cordova became the cultural centers where greater Muslim luminaries were born, nurtured and nestled. Apart from scientific advancement, the architecture, paintings, poetry and music etc. have also been included in the course, to make it multi-dimensional. Many thinkers and scholars of immense repute and erudition made Spain a hub of creative thinking. Ibn Rushd, Ibn Sena and Ibn Khaldun can be cited among those prominent personalities. In that perspective, Muslim rule in Spain is designated as a history course for 12th grade. While devising the curriculum, along with political events, cultural and scientific advancement that was witnessed in that period has been brought into focus. Besides, the role of the non-Muslims in the Muslim society also forms the part of the curriculum thus the scope of the History course has been substantially widened.

On the whole the Curriculum designed for 11th and 12th grades has twelve chapters, judiciously divided so far as the content is concerned.

The course seems rigorous yet accessible for the students. It has all the necessary ingredients deemed requisite for inculcating the much needed historical insight among the students.

Aims and Objectives

The main aims of this curriculum are to:

- To acquaint the students with the historical, intellectual, cultural, scientific achievements of the Muslims during the Abbasid period.
- To apprise the students with the scientific, cultural and intellectual developments during the rise and fall of Muslim rule in Spain.
- Through historical discourse, to teach students about the Muslims and non-Muslim relations.
- To highlight the Scientific and Cultural achievements of the Muslims.

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Section 2

Student Learning Outcomes

Chapter I: The Abbaside Caliphate - Establishment and Consolidation (750 - 786 AD)

| | Contents | Student Learning Outcomes |
|----|--|---|
| 1. | Introduction: An overview of the early Islamic period. General introduction to Abbasid dynasty, its rise and establishment. | Students will be able to: <ul style="list-style-type: none">- Give an overview of early Islamic period.- Discuss the Abbasid Movement.- Discuss the Abbasid movement which led to the establishment of Abbasid caliphate.- Elaborate the role played by Abu Muslim Khurasani in the fall of the Umayyads. |
| 2. | Abul Abbas al-Saffah (750-754 AD) | <ul style="list-style-type: none">- Shed light on the circumstances in which Abu Abbas al-Saffah established Abbasid dynasty. |
| 3. | Abu Jafar al-Mansur (754-775) | <ul style="list-style-type: none">- Describe the character and achievements of Abu Jafar al-Mansur and examine his claim as the real Founder of Abbaside Caliphate. |
| 4. | Mohammad al-Mahdi (775-785) | <ul style="list-style-type: none">- Explain the rebellions of the false prophet as well as war with the Byzantines during the reign of al-Mahdi. |

| | | |
|----|--------------------------|---|
| 5. | Al-Hadi (785-786) | <ul style="list-style-type: none">- Explain the movement of Al-Hadi and Zandique and its results.- Describe the Foundation of Al-Idrisid dynasty in Africa by an Alid during the reign of Al-Hadi. |
|----|--------------------------|---|

Chapter II: The Abbasid Caliphate – Glorious Period (786 – 833)

| | Contents | Student Learning Outcomes |
|----|------------------------|--|
| 1. | Harun al-Rashid | <p>Students will be able to:</p> <ul style="list-style-type: none"> - Explain the important events of Harun al-Rashid's Caliphate. - Describe the relations of Harun al-Rashid with the Byzantine rulers |
| 2. | Amin al-Rashid | <ul style="list-style-type: none"> - Discuss the contribution of Baramakids in making the Abbaside Caliphate Glorious. - Discuss the civil war between Amin al-Rashid and Mamun al-Rashid. |
| 3. | Mamun al-Rashid | <ul style="list-style-type: none"> - Elaborate the salient features of Mamun al-Rashid's Caliphate. - Elucidate important features of Mamun al-Rashid's religious policy. - Elaborate Mamun al-Rashid's achievements and conquests in Asia Minor and Mediterranean regions. - Shed light on the cultural and educational advancement during Mamun al-Rashid's period. - Discuss the importance of Baghdad as the centre of cultural advancement known as bride of all cities (Urus al Balad). |

Chapter III: Later Abbaside Caliphate (833 - 945 AD)

| | Contents | Student Learning Outcomes |
|----|--|--|
| 1. | <ul style="list-style-type: none"> ▪ Motasim (833 – 842 AD) ▪ Wasiq (842 – 847) ▪ Mutawaqqil (847 – 861) ▪ Muqtafi (902 – 907) ▪ Muqtadir (907 – 933) ▪ Qahir (933 - 940) ▪ Mohammad Razi (940 – 944) ▪ Muttaqi (944 – 945) ▪ Mustaqfi | <p>Students will be able to:</p> <ul style="list-style-type: none"> - Explain the major events and accomplishments of Motasim as a Caliph including expeditions, rebellions and revolts. - Discuss the origin of Turkish elements in the administration and army. - Discuss the rise of Mutazilla controversy and its impact - Give analytical account of the gradual eclipse of Mutazilla. - Discuss the centripetal tendencies that had set in during the reigns of Wasiq Billah and Mutawakkil. - Give a comprehensive description of rebelling tribes drifting away from the Abbasid Centre. - Delineate the role of Turkish dominance during the reign of various late Abbasid Caliphs. - Discuss the role of three Abbasid Caliphs. |

Chapter IV: Twilight and Downfall (945 – 1258)

| | Contents | Learning Outcomes |
|----|---|---|
| 1. | <ul style="list-style-type: none"> ▪ Matti Billah (945-974) ▪ Taiy Billah (974-991) ▪ Qadir Billah (991-1031) ▪ Qaim Billah (1031-1075) ▪ Muqtadir Billah (1075-1094) ▪ Mustansir Billah (1094-1118) ▪ Mustawsh Billah (118-1135) ▪ Rashid Billah (1135-1135) ▪ Muqtazi Billah (1135-1160) ▪ Mustanzad Billah (1160-1170) ▪ Mustazi Billah (1170-1179) ▪ Nasiruddin Billah (1179-1225) ▪ Zahir Billah (1225-1226) ▪ Mustansir Billah (1226-1242) ▪ Mu'tasim Billah (1242-1258) | <ul style="list-style-type: none"> - Describe main features of the later Abbasid rule. - Highlight achievements of any three caliphs of later Abbasid period (945–1258). |
| 2. | <ul style="list-style-type: none"> ▪ Rise of Independent Dynasties during the later Abbasids: <ul style="list-style-type: none"> • Ghaznavids • Saljuks and Fatimids • Sultan Salihuddin Ayubi – life and character • His Achievements • Crusades • Mongol Invasions • Downfall of Abbasids | <ul style="list-style-type: none"> - Discuss relations between Abbasids and Ghaznavids. - Elucidate causes of the rise and fall of Saljuks during the later Abbasid period. - Explain main features of Fatimid rule. - Discuss emergence of small independent principalities during the later part of Abbaside Caliphate. - Write a note on the life and character of Sultan Salihuddin Ayubi. - Highlight main achievements of Sultan Salihuddin Ayubi. - Elucidate causes, events and consequences of Crusades. - Pinpoint the factors leading to the invasion of Mongols on Baghdad. - Describe the main causes for the downfall of Abbasid rule. |

Chapter V: The State: Structure and Sub-Structures

| | Contents | Student Learning Outcomes |
|----|---|--|
| 1. | <ul style="list-style-type: none"> ▪ Administration <ul style="list-style-type: none"> • Caliph • Sultan | <p>Students will be able to:</p> <ul style="list-style-type: none"> - Elucidate the main characteristics of central administration of the Abbasids. - Explain the main features of provincial administration during the Abbasid rule. - Highlight the powers of Caliph with particular reference to the Abbasid caliphs. - Describe the evolution of the office Sultan along with its powers and functions. - Discuss the powers and functions of the office of Vazir during the Abbasid rule. |
| 2. | Judiciary | <ul style="list-style-type: none"> - Write the main features and functions of Judiciary during the Abbasid rule. |
| 3. | Revenue and Taxation System | <ul style="list-style-type: none"> - Elucidate the revenue and taxation system of the Abbasids. |
| 4. | Army | <ul style="list-style-type: none"> - Elucidate the functions, powers and role of Abbasid army. |
| 5. | Police | <ul style="list-style-type: none"> - Highlight the function of police during the Abbasid caliphate. |

Chapter VI: Cultural and Scientific Developments

| | Contents | Student Learning Outcomes |
|----|--|--|
| 1. | Cultural Development <ul style="list-style-type: none"> • Art and Architecture • Literature • Tolerance | <p>Students will be able to:</p> <ul style="list-style-type: none"> - Explain the cultural developments of Abbasid period with special reference to Art and Architecture. - Highlight Harun al-Rashid and Mamun al-Rashid's contribution towards literature. - Discuss the Abbasid policy of Cultural pluralism. |
| 2. | Contribution towards Science <ul style="list-style-type: none"> • Baitul Hikma • Various Scientists and their Contributions | <ul style="list-style-type: none"> - Explain the Abbasid contribution towards Science with special reference to Mathematics, Medicine and Astronomy. - Identify the major scientists of the Abbasid period and bring out their contribution towards science. - Discuss the role and function of Baitul Hikma. |

Chapter VII: Muslim Rule in Spain – Conquest and Consolidation (756-912)

Chapter VIII: Muslim Rule in Spain - Glorious Period (912-1031)

| | Contents | Student Learning Outcomes |
|--|---|---|
| | <ul style="list-style-type: none"> ▪ Abdur Rahman III (912 – 961) ▪ Hakam II (961-976) ▪ Mansur (976-1002) ▪ Abdul Malik (1002-1008) ▪ Abdur Rahman IV (1008-1018) ▪ Abdur Rahman V (1019-1024) ▪ Muhammad III (1024-1025) ▪ Hisham II (1025-1031) | <p>Students will be able to:</p> <ul style="list-style-type: none"> - Why Abdur Rahman III is regarded as the most successful ruler of Muslim Spain? Discuss. - Describe the reasons behind the assumption of the title of Caliph by Umayyads in Spain. - Describe the literary and cultural developments during Hakam II period. - How Hajib al-Mansur Muhammad bin Ibn Aamir functioned as defunct ruler during the Caliphate of Hisham II? Discuss. |

Chapter IX: Later Caliphs (1031 – 1492)

| Contents | Student Learning Outcomes |
|---|--|
| <ul style="list-style-type: none"> ▪ Hisham III ▪ Abdul Mulk (Al - Muzaffar) 1002-1031 ▪ Abdur Rehman al Shuja Ibne Mansur ▪ Mohammad Bin Hisham al-Mahdi ▪ Suleman Almustakeem Billah ▪ Ali Bin Hamud Adresi ▪ Abdul Rehan al Murtaza ▪ Qasim bin Hamud Adresi ▪ Muhammad al-Mustakfi ▪ Hisham al-Muktid ▪ Fall of Umayyads in Spain | <p>Students will be able to:</p> <ul style="list-style-type: none"> - Explain the achievements, expeditions, re-organization of Army and conquests in Africa during the reign of Hisham III. - Discuss the transformation from Amir to Caliph during the Muslim rule in Spain. - Discuss the conflict between Berbers, Arabs and local population during the later Caliphate in Spain. - Delineate the role of Squalbi and African soldiers during the later Caliphs in Spain. - Explain the important events during the reign of Abdul Rehman Shuja Ibne Mansur, Mohammad bin Hisham Mehdi. - Discuss the significant events during the reign of later Caliphs. - Discuss the causes of the downfall of the Muslim rule in Spain. |

Chapter X: Downfall and Emergence of Independent Principalities

| Contents | Student Learning Outcomes |
|--|---|
| <ul style="list-style-type: none"> ▪ Downfall of Umayyad Empire in Spain and Rise of Independent Principalities. ▪ Consolidation of North-Eastern Christian States. ▪ Call for North African Military Support (Yousaf bin Tashifin and his successors 1086-1096) ▪ Declaring Spain as a province of North Africa – Murabiteen and Muwahideen. ▪ Christian Conquest of most of Toledo, Seville, Alamedas, etc. ▪ Granada (1232-1492)– last stronghold of Muslims in Spain and its fall. | <p>Students will be able to:</p> <ul style="list-style-type: none"> - Explain the weakening of Centre and emergence of independent principalities in Spain. - Discuss the rise of Christian States in North East Europe. - Assess the role of Yousaf bin Tashifin and accession of Spain with North Africa. - Highlight conditions of Muslim Spain during the Murabiteen and Muwahideen period. - Illustrate the causes of decline of Muslim rule in Spain and Christian occupation of the North Spain. - Elucidate the role of Granada as the last bastion of power in Spain. |

Chapter XI: Cultural and Scientific Developments

| | Contents | Student Learning Outcomes |
|----|--|---|
| 1. | <p>Development of Muslim Culture in Spain:</p> <p>A – Culture B - Education B - Art and Architecture C - Literature D - Sanitation and Health E - Law and Jurisprudence</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> - Highlight the main features of Muslim Culture in Spain. - Delineate upon the main features of art and architecture of Muslim Spain. - Discuss significance of educational institution in the Muslim Spain. - Discuss the literary and intellectual development in Muslim Spain. - Examine the impact of Spanish Muslim Culture on Europe. |
| 2. | <p>Scientific Developments in Muslim Spain:</p> <p>A - Geography B - Medicine and Surgery C - Astronomy D - Botany E - Chemistry F - Agriculture</p> | <ul style="list-style-type: none"> - Shed light on the development of geographical research in Muslim Spain. - What progress was made in the field of Astronomy in Muslim Spain? Discuss. - Discuss the scientific discoveries in the field of Medicine and Surgery in Muslim Spain. - Explain the scientific progress in the field of Botany. - What scientific progress was made in the field of Chemistry during the period of Muslim rule in Spain? - Elaborate the innovation in the field of Agriculture in Muslim Spain. |

| | | |
|----|---|--|
| 3. | Eminent Scientists and Scholars alongwith their contributions. | <ul style="list-style-type: none"> - Discuss the role and contribution of any three scientists in the field of Medicine, Chemistry, and Surgery. - Explain the Muslim contribution towards development of law and jurisprudence in Muslim Spain. - Identify the eminent writers and scholars and highlight their contributions/works in the Muslim Spain. |
|----|---|--|

Chapter XII: Administrative System of the Umayyads in Spain

| Contents | Student Learning Outcomes |
|---|---|
| <ul style="list-style-type: none"> ▪ Amir ▪ Caliph ▪ Sultan ▪ State Administration ▪ Police System ▪ Judiciary ▪ Revenue and Taxation | <p>Students will be able to:</p> <ul style="list-style-type: none"> - Explain reasons for the change of nomenclature from Amir/Sultan to Caliph in Muslim Spain. - Highlight the main features of administration of Muslim rule in Spain – Hajib, Vazir, Shura, etc. - Discuss the judicial system under the Muslim Rule in Spain. - Describe the revenue and taxation system of Muslim Spain. - Assess the role and significance of army in the establishment and consolidation of the Muslim rule in Spain. |

3

Section

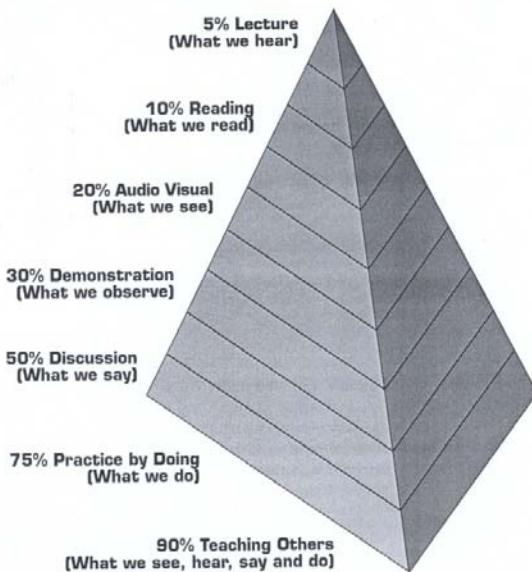
Instructional Strategies

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

Partially proficient
Proficient
Exceptional

Types of Assessment Methods

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

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

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

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

Selected Response

Multiple-Choice Items

What is it?

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

Strengths and Weaknesses

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