

# ALLAMA IQBAL OPEN UNIVERSITY

<b>LEVEL</b>	<b>MA/PGD</b>	<b>SEMESTER</b>	<b>SPRING 2022</b>
<b>COURSE CODE</b>	<b>TEACHING OF PAKISTAN STUDIES(6511)</b>	<b>MAXIMUM MARKS</b>	<b>100</b>
<b>TIME ALLOWED</b>	<b>03 HOURS</b>	<b>PASS MARKS</b>	<b>50</b>

**NOTE ATTEMPT ANY FIVE QUESTION**

<b>Q.NO</b>	<b>QUESTION</b>	<b>MARKS</b>
<b>Q.NO.1</b>	Discuss the unified approach of teaching Pakistan Studies. Explain the representation of different subjects in Pakistan Studies curriculum.	<b>20</b>
<b>Q.NO.2</b>	Describe the taxonomy of objectives of teaching Pakistan Studies at Secondary level with example objectives of each domain.	<b>20</b>
<b>Q.NO.3</b>	Explain the principle of content selection and organization of Pakistan Studies curriculum.	<b>20</b>
<b>Q.NO.4</b>	Compare Unit and Textbook method for teaching Pakistan studies. In your opinion which one is better and why?	<b>20</b>
<b>Q.NO.5</b>	Discuss different activities which make the method of socialized recitation effective. Highlight the role of a teacher in this method.	<b>20</b>
<b>Q.NO.6</b>	Discuss the role of Pakistan Studies teacher in national integration. Justify your response with example.	<b>20</b>
<b>Q.NO.7</b>	Explain how an innovative teacher may utilize indigenous available resources for teaching Pakistan Studies. Give examples.	<b>20</b>
<b>Q.NO.8</b>	Critically analyze different kinds of objective type tests used in the evaluation process of Pakistan Studies. Which kind of objective test is more appropriate and why.	<b>20</b>