A COMPARATIVE STUDY OF EFFECTIVENESS OF PROJECT AND LECTURE METHODS OF TEACHING FOR ACHIEVING SOCIAL STUDIES CURRICULUM OBJECTIVES AT ELEMENTARY LEVEL

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APRIL 2015
DEDICATED
TO
PUNJTN PAK
FORWARDING SHEET

The thesis entitled “A Comparative Study of Effectiveness of Project and Lecture Methods of Teaching for Achieving Social Studies Curriculum Objectives at Elementary Level” submitted by Qamar Batool in partial fulfillment of Ph.D degree in Education with specialization in Curriculum has been completed under my guidance and supervision. All changes / observations suggested by foreign / local examiners have been incorporated in the revised thesis. I am satisfied with the quality of this research work.

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DECLARATION

I, Qamar Batool D/o Mian Muhammad Rafique Registration No. 0499037, a scholar of PhD at the University of Education, do hereby solemnly declare that the thesis entitled “A Comparative Study of Effectiveness of Project and Lecture Methods of Teaching for Achieving Social Studies Curriculum Objectives at Elementary Level”, submitted by me in partial fulfillment of PhD degree in Education Curriculum, is my original work, except where otherwise acknowledged in the text, and has not been submitted or published earlier and shall not, in future, be submitted by me for obtaining any degree from this or any other University or institution.

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Qamar Batool
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Appendix-G: Achievement Test (Urdu Version) 228
This thesis analyzed the effect of Lecture and Project Methods of Teaching in Rural and Urban Schools on students’ achievements in terms of Social Studies Curriculum Objectives. An Experiment conducted with 8th grade students, of session 2006-2007 studying Social Studies at two Rural and two Urban Government Girls High School, Lahore. Lesson plans of lecture and project methods for the experiment were developed by the researcher, covering five chapters from the Text Book of 8th grade Social Studies. The study was conducted employing Pretest-Posttest Control Group Design, using Matched Subjects of four selected schools of Rural and Urban on Intelligence Test scores and assigned randomly to the lecture and project groups in each selected school. Independent samples t-test was applied on the Intelligence Test scores of students taught through Lecture and Project Methods in Rural and Urban schools to examine significant difference at 0.05 level of significance. The students of the project group were taught by the researcher through Project Method for a period of 14 weeks in Rural and Urban Schools. The students of lecture group were studied from the trained teachers of selected schools through Lecture method. An Achievement Test was used as Pretest and Posttest, consisting 60 Multiple-Choice items measuring the Objectives of Knowledge and Comprehension of Cognitive Domain. Thirty four null hypotheses were tested to analyze data on Achievement Test at 0.05 level of significance. Independent samples t-test was applied on mean gain scores of the lecture and project groups in Rural and Urban Schools on Achievement
Test. The results revealed that the project group performed better than lecture group on overall achievement. The students of Urban Schools taught through Project Method were better than the students of Rural Schools taught through project group. The students of project group were more effective as compared to the lecture group in Rural Schools. The results indicated that t-statistics were significant on some Items representing Knowledge and Comprehension. However, the findings of the study suggested that although the Project Method was as effective as the Lecture Method, but the overall students’ achievement of Project Method was better than Lecture Method.
A COMPARATIVE STUDY OF EFFECTIVENESS OF PROJECT AND LECTURE METHODS OF TEACHING FOR ACHIEVING SOCIAL STUDIES CURRICULUM OBJECTIVES AT ELEMENTARY LEVEL

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CHAPTER 1

INTRODUCTION

Education is a continuous process, from which cultural and intellectual heritage is transferred to the next generation. Hanif and Saba (2002) described that Education is synonymous to learning, instruction, teaching, acquiring knowledge and guidance as cited in Farooq and Shahzadi (2006). The success of our educational system depends on good teachers. We cannot replace the teacher with any other type of instructional material. Education is the process of learning in which an individual learns and understands about different social and economic aspects of life. One develops mental, physical, ideological, social and moral aspects and enables one self to realize ones duties, aims and responsibilities in life. Government of Pakistan (1959) asserted in the Commission on National Education that no system of education can rise above the teachers who serve it and its quality depends ultimately on the quality and efforts of the teachers.

Teaching is such process in which teachers and students involve themselves for developing a learning environment that provides them mental satisfaction and comfort to their lives. According to Arends (2004) teachers are to work in complex multicultural educational settings and to provide good educational experiences to all the children. They must help students to construct their own knowledge and involve them in their own learning. A professional teacher is a member of a team that acknowledges the expertise of other professionals and seeks their advice or help when necessary. (Blair, 1988)
Effective teachers have knowledge, attitudes, beliefs and skills which develop authentic relationships with their students. Arends (2004) stated that effective teachers develop a repertoire of methods and skills in order to carry out various aspects of their work successfully. The instructional aspects of teaching refer to methods and processes that teachers provide day to day instruction to students. Many people become teachers. Some are effective who succeed in developing creativity, interests and abilities in the students. Other is not so effective and fails to achieve the necessary success. According to Cullingford (1995) unsuccessful teachers have two main characteristics. One is lack of self-awareness. Such teachers do not even know, whether they are doing right or wrong. Second is defensiveness. They cannot bear any criticism, no matter how much constructive it may be.

Government of Pakistan stressed in the Commission on National Education (1959) that there are three main components for an effective program of teacher education namely proper selection of suitable prospective teachers, adequate pre-service training and sound in-service educational and professional growth. Teacher education is much important for the professional development of the teacher. The purpose of teacher education is to encourage the growth of teachers personally and professionally. The elements of educational system including educational objectives, curriculum, methods of teaching, students, learning and society cannot improve in the absence of teacher. The role of the teacher is still more vital in a muslim society. Teaching is a sacred profession for muslims. In an Islamic society, teacher training is much necessary for the improvement of teachers. Dahama & Bhatnagar (1997) stressed that professional training is to educate a person to be fitted, qualified and proficient in doing some job. Skills of teaching and good qualities cannot be
developed in teacher within a short span of training. Training is the reorientation of higher education to help the prospective teachers to understand the environment of the students and how to modify them (Panda & Tewari, 1997). Teachers are trained through different techniques, strategies, competencies, skills, models of teaching in teacher training institutions. The teacher is not only caring and nurturer but he/she also exhibits nine discrete teaching skills for effective teaching high expectations planning, methods and strategies, pupil management, time and resources management, time on task, lesson flow, assessment, setting appropriate and challenging homework (McBer, 2000).

Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Government of Pakistan stated in the National Curriculum (2002) that Social Studies teachers should know how to deal with the concepts of curriculum with reference to the competencies developed in different areas of knowledge. They should encourage the students to discuss real life situations and build their capabilities to solve day to day problems by applying their knowledge. In Pakistan, Social Studies subject covers South Asia, the Muslim World and the World at upper Elementary Level. According to Singh (2004), a Social Studies teacher must attend a full course of professional training for knowing effective methods of teaching, audio-visual aids and child psychology. Social Studies curriculum objectives provide skills to the students for civilizing behavior and attitude to become useful and peaceful citizens. The objectives also provide them economic development skills. Government of Pakistan emphasized that Social Studies curriculum aims to encourage skills like observation, curiosity, creativity, questioning and application.
Teachers should plan their lesson keeping in view the objectives of the National Curriculum Social Studies (2002).

Teachers use different methods of teaching for their proper working. The Educational System fails to give better performance to the students if teachers do not use them. Singh (2004) described that methods of teaching give training in constructive thinking, reasoning and critical judgment. They are important for the achievement of comprehensive objectives of teaching Social Studies such as to expose the students to knowledge and experiences that are helpful in the development of understanding, critical thinking, practical skills, and interests.

As there is a general trend to adopt different methods of teaching in professional preparation of teachers, we need to explore possibilities of using such methods in our country for the purpose of this study. Project Method and lecture methods were used for the study, because these methods are different from each other. Project Method focuses on permissive style of teaching. It is mainly child-centered and the students largely determine on content. Teaching organizes the consideration of students’ interest, abilities and values. Lecture method focuses on autocratic style of teaching. It is mainly teacher-centered. The teacher remains more active and the students are passive listeners.

Kochhar (2003) described that the Project Method is the embodiment of a new way of looking at the student and a new way of teaching to live. It enables the students to get the best out of life in the present situation, not in the future. Singh (2004) explained that the teacher, in Project Method saves the students from faltering and floundering and give help whenever it is required. The teachers win the confidence of the students and provide information and knowledge of the students
during difficulties of the project. However, the teacher has a lot of experience and knowledge than the students. His guidance and prompting is indispensable. Bining & Bining (1952) said that Project Method is the work of superior teacher to arrange worth-while tasks before the students that they accept and feel to be their own. After the acceptance of the plan, the teacher’s work does not finish, his suggestions are always necessary for the students. In fact, the teacher should consider himself/herself as one of the groups and should not inject himself/herself too much into the project.

Lecture method is also important in the methodology of education. A lecture is no longer needed for the purpose for which it was first created, and it is an unsurpassed soporific for students when it is poor. It succeeds as the dominant Form today. (Lowman, 1984). Mishra (2007) stated that lecture has been the long standard method of instruction, reinforcing the notion of knowledge as a product to be passed from an instructor to students. In fact the lecture was the primary way to gain information when the books were scarce or nonexistent. Actually it is a teaching procedure with one way communication in which the teacher makes an oral presentation of information and the students react silently by listening and notes taking. An effective teacher can help the students of Social Studies through different methods of teaching and can select himself/herself with all of them in order to determine which can be more effective for achieving Social Studies Curriculum Objectives.

The role of teachers cannot be considered in isolation from developments in the field of education as well as in the society as a whole. The emerging needs of Pakistani society require a change in the field of teacher education. This change involves consideration of many and varied aspects. The main purpose of the study
was to compare the Lecture and Project Methods of Teaching for achieving Social Studies Curriculum Objectives at Elementary Level. The study was an effort to explore effective teaching, teacher training programs, curriculum objectives and effective methods of teaching.

**Statement of the Problem**

This study was designed to investigate the Comparative Effectiveness of Lecture and Project Methods of Teaching for Achieving Social Studies Curriculum Objectives at Elementary Level.

**Objectives of the Study**

This study was conducted to achieve the following objectives:

1. to study the comparative effectiveness of students taught through Lecture and Project Methods of Teaching Social Studies in terms of students’ achievement.
2. to examine the differential effects of the students of Rural and Urban taught through Lecture and Project Methods of Teaching on the achievement of Social Studies Curriculum Objectives through Cognitive Domain.
3. to find out the differential effects of Rural Schools’ students taught through Lecture and Project Methods of Teaching on the achievement of Social Studies Curriculum Objectives through Cognitive Domain.
4. to identify the differential effects of the students of Urban Schools taught through Lecture and Project Methods of Teaching on the achievement of Social Studies Curriculum Objectives through Cognitive Domain.
5. to analyze the differential effects of selected schools students taught through Lecture and Project Methods of Teaching on the achievement of Social Studies Curriculum Objectives through Cognitive Domain.
Significance of the Study

The teachers play an important role in the entire educational system. A sound program of teacher education for teachers is essential for the qualitative improvement of education. For this purpose, teacher training institutions must intent the methods of teaching which are most conducive to the development of the personality of the child. The teachers thus can also beware of the best methods of teaching and can learn those methods by practicing them. Methods of teaching need constant watching, improvement and refinement continually in the light of the students’ results. Today, teacher training institutions need improvement in their practices to observe, refine and test the methods of teaching according to the changing needs and demands of students and society. The present study may provide guidelines for teacher education, teacher training institutions and especially teachers for the improvement and effectiveness of Lecture and Project Methods of teaching. The following may be the significance of the study.

1. The study may prove helpful for the training institutions as well as educational institutions in adopting the Lecture and Project Methods of teaching for the teaching of Social Studies.

2. The demerits of the teacher training programs may be refined on the bases of the research revealed facts.

3. The study may provide certain findings for the improvement and renovation of teaching Social Studies in particular and policy regarding training programs in general.

4. The study may prove useful for the professional growth of the teachers of Social Studies.

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5. The study may improve teachers’ conditions of service for maximum efficiency.

6. The study may provide training of Lecture and Project Methods for in service teachers through refresher courses for the betterment of teacher learning process.

7. The study may promote the importance of Lecture and Project Methods in teacher education program.

8. The study may develop the cooperation between parents and students during all the activity of project work.

9. The study may guide and enable the teachers to select different resources, tools and materials while using the effective method of teaching Social Studies.

Assumptions of the Study

1. Different methods of teaching have different effects on the achievement of the students.

2. Training and Education help in modifying the performance of teachers and students.

3. Different methods of teaching have differential effects on the achievements of students belonging to Rural and Urban Schools.

Hypotheses of the Study

The following null hypotheses were Formulated for the study.
There is no significant difference between the mean pretest scores of lecture and project group students in both Rural and Urban Schools on Achievement Test.

There is no significant difference between the mean gain scores of lecture and project group students in both Rural and Urban Schools on Achievement Test.

There is no significant difference between the mean posttest scores of lecture and project group students in both Rural and Urban Schools on Achievement Test.

There is no significant difference between the mean gain scores of lecture and project group students in Rural Schools on Achievement Test.

There is no significant difference between the mean gain scores of lecture and project group students in Urban Schools on Achievement Test.

There is no significant difference between the mean gain scores of lecture and project group students in selected schools of Rural and Urban on Achievement Test.

There is no significant difference between the mean gain scores of lecture and project group students in both Rural and Urban Schools on the Knowledge of Terminology of Achievement Test.

There is no significant difference between the mean gain scores of lecture and project group students in both Rural and Urban Schools on Knowledge of Specific Facts of Achievement Test.

There is no significant difference between the mean gain scores of lecture and project group students in both Rural and Urban Schools on Knowledge of Classifications and Categories of Achievement Test.
There is no significant difference between the mean gain scores of lecture and project group students in both Rural and Urban Schools on the Knowledge of Methodology of Achievement Test.

There is no significant difference between the mean gain scores of lecture and project group students in both Rural and Urban Schools on the Knowledge of Principles and Generalizations of Achievement Test.

There is no significant difference between the mean gain scores of lecture and project group students in both Rural and Urban Schools on Translation from One Level of Abstraction to Another of Achievement Test.

There is no significant difference between the mean gain scores of lecture and project group students in both Rural and Urban Schools on Translation From Symbolic Form to Another Form of Achievement Test.

There is no significant difference between the mean gain scores of lecture and project group students in Rural Schools on the Knowledge of Terminology of Achievement Test.

There is no significant difference between the mean gain scores of lecture and project group students in Rural Schools on the Knowledge of Specific Facts of Achievement Test.

There is no significant difference between the mean gain scores of lecture and project group students in Rural Schools on Knowledge of Classifications and Categories of Achievement Test

There is no significant difference between the mean gain scores of lecture and project group students in Rural Schools on the Knowledge of Methodology of Achievement Test.
H018 There is no significant difference between the mean gain scores of lecture and project group students in Rural Schools on the Knowledge of Principles and Generalizations of Achievement Test

H019 There is no significant difference between the mean gain scores of lecture and project group students in Rural Schools on Translation from One Level of Abstraction to Another of Achievement Test

H020 There is no significant difference between the mean gain scores of lecture and project group students in Rural Schools on Translation from Symbolic Form to Another Form of Achievement Test.

H021 There is no significant difference between the mean gain scores of lecture and project group students in Urban Schools on the Knowledge of Terminology of Achievement Test.

H022 There is no significant difference between the mean gain scores of lecture and project group students in Urban Schools on the Knowledge of Specific Facts of Achievement Test.

H023 There is no significant difference between the mean gain scores of lecture and project group students in Urban Schools on the Knowledge of Classifications and Categories of Achievement Test

H024 There is no significant difference between the mean gain scores of lecture and project group students in Urban Schools on the Knowledge of Methodology of Achievement Test

H025 There is no significant difference between the mean gain scores of lecture and project group students in Urban Schools on the Knowledge of Principles and Generalizations of Achievement Test
H026 There is no significant difference between the mean gain scores of lecture and project group students in Urban Schools on Translation from One Level of Abstractions to Another of Achievement Test.

H027 There is no significant difference between the mean gain scores of lecture and project group students in Urban Schools on Translation from Symbolic Form to Another Form of Achievement Test.

H028 There is no significant difference between the mean gain scores of lecture and project group students in both Rural and Urban selected schools on the Knowledge of Terminology of Achievement Test.

H029 There is no significant difference between the mean gain scores of lecture and project group students in both Rural and Urban selected schools on the Knowledge of Specific Facts of Achievement Test.

H030 There is no significant difference between the mean gain scores of lecture and project group students in both Rural and Urban selected schools on the Knowledge of Classifications and Categories of Achievement Test.

H031 There is no significant difference between the mean gain scores of lecture and project group students in both Rural and Urban selected schools on the Knowledge of Methodology of Achievement Test.

H032 There is no significant difference between the mean gain scores of lecture and project group students in both Rural and Urban selected schools on the Knowledge of Principles and Generalizations of Achievement Test.

H033 There is no significant difference between the mean gain scores of lecture and project group students in both Rural and Urban selected schools on Translation from One Level of Abstraction to Another of Achievement Test.
Ho34 There is no significant difference between the mean gain scores of lecture and project group students in both Rural and Urban selected schools on Translation from Symbolic Form to Another Form of Achievement Test

Delimitations of the Study

Following were the delimitations of the study.

1. The effectiveness of Lecture and Project Methods of Teaching Social Studies was measured on one variable: Students Achievement in Social Studies through Achievement Test.

2. The effectiveness of Lecture and Project Methods of Teaching Social Studies was delimited to Rural and Urban female schools.

3. The effectiveness of Lecture and Project Methods of Teaching Social Studies was measured on two levels: Knowledge and Comprehension of Cognitive Domain of the Taxonomy of Educational Objectives, developed by Bloom.

4. Four Government Girls High Schools, Lahore were included in the study.

5. The students of 8th grade were included in the sample.

6. Five chapters of 8th grade Social Studies Text Book from within three areas i.e., Geography, History and Civics were included in the experiment.

Limitations

Following were the limitations of the study:

1. The interactions among the students were not controlled due to lecture and project groups from same school.

2. The researcher selected sections randomly from among other sections from each school and took class size as it is, because of administrative difficulty.
Methodology

Nature of the study

The present study aimed at investigating the comparative effectiveness of Lecture and Project Methods of Teaching for achieving Social Studies Curriculum Objectives. The experimental research method was used in the study, because the study required the manipulation of the experimental variables. The Pretest-Posttest Control Group Design using Matched Subjects was considered more appropriate for the study because it was assigned randomly to the students into groups through Matching Technique, helped in eliminating the threat of selection bias, and then providing clear comparison groups.

On the basis of average academic standard, four Government Girls High Schools were selected for Experimental Purpose. These four Government Girls High Schools selected from two areas: Rural and Urban. One lecture and one project group was arranged from each selected school. Achievement Test was administered to all the students of the study as Pretest and Posttest.
Sampling

The sample of students comprised the students of 8th grade from four selected Government Girls High School, Lahore District. The Social Studies students of the 8th grade were assigned randomly to lecture and project group students through Matching Techniques for equating groups. The distribution of sample is given in the figure below:
Instruments of the Study

The researcher used two instruments for the collection of data required for this study:

1. Intelligence Test.
2. Achievement Test.

Intelligence Test was administered to all the students of the study for equating groups. The researcher developed the Achievement Test and administered it to all the
selected students of both groups as Pretest. The researcher taught the selected content of Social Studies to all the groups of the students using Project Method of teaching for 14 weeks. The students of lecture groups were taught through Social Studies school teachers of each school. Achievement Test was again administered to all the students those are taught through Lecture and Project Methods as Posttest. The five experts established the content validity of the Achievement Test. The reliability of Achievement Test was measured on the results of Pilot Study.

**Data Analysis**

Intelligence Test was scored according to the key. Matching Technique was used for equating groups on Intelligence Test scores. The independent samples t-test was applied on Intelligence Test scores of lecture and project group students in selected schools and computed the significant difference at 0.05 level of significance. Pretest and Posttest Achievement Tests were also scored according to the key. Mean gain scores of lecture and project groups were computed to subtract the Pretest Scores from Posttest Scores of Achievement Test. The independent samples t-test was applied on mean gain scores of lecture and project group students in Rural and Urban Schools on Achievement Test to compute the significance among lecture and project groups. All the hypotheses were tested at 0.05 level of significance.

**Definition of Terms**

- **Lecture Group**: It is a Control group that receives the treatment through Lecture Method that is teacher-centered.
- **Project Group**: It is an Experimental group that receives novel treatment related to the Project Method that is student-centered.
• **Achievement Test**: It is Multiple-Choice Test consisted of 60 items, in the subject of Social Studies for the 8th grade students developed by the researcher.

• **Intelligence Test**: It is developed by Abd-ur-Rashid Azad for his Ph.D Dissertation.

• **Social Studies**: The subject is taught as compulsory subject at Elementary Level in Pakistan.
CHAPTER 2

REVIEW OF RELATED LITERATURE

Education is the process in which an individual develops knowledge, skills, values and understanding and solves a lot of problems related to itself and others. Education is a continuous process, through which we shift and pass on cultural and intellectual heritage to the next generation. Education enables the students to take right direction and determine them mentally, physically, culturally, morally and practically to become grateful to Allah. Through it, they think plan and act according to the will of their creator Allah. According to Baloch & Hamid (1980) Education tries to preserve and promote the culture and basic principles of Islam. Rao (2001) quoted that in an education conference, father of the nation Quaid-e-Azam Muhammad Ali Jinnah addressed that education does not merely mean academic education. There is an immediate and urgent need for giving scientific and technical education to our people in order to build up our future. According to Iqbal (1996) Education is a social institution which provides mental, physical, ideological and moral training to the individuals of the nation and enables them to have full consciousness of their mission, of their purpose in life and equip them to achieve that purpose.

At present, Education is a concurrent subject for all practical purposes. The development in this sector depends on the initiatives by the Government (Nayak & Rao, 2002). According to Lindsay (2004) education system is failing due to the lack
of government programs, engineering, welfare, licensing of parents, self esteem therapy and computers.

Educational system can be improved with the quality of its teachers. The competence and enthusiasm of teachers determine the heights to which an educational system can rise. The government can make objectives, policies, programs, curricula, equipment and administrative structure, but it is only the teachers who can improve the system through their best effort.

**Teaching**

Teaching is manifested in various acts that a teacher carries out in congruent to certain professional rules and principles. Chauhan (2000) defined that teaching is a process in which learner, teacher, curriculum and other variables are organised in a systematic way to attain some pre-determined goal. Teaching is to fill in the mind of learner of information and knowledge of facts for future use. Teaching includes transmission of information and creates appropriate situations and conditions of proposing activities designed to facilitate learning. The purpose of teaching is to maximize learning. It is very important and complex process, and takes place in a social institution in which the people participate and join it.

Siddique & Khan (1991) explained the five processes of teaching, firstly making and using knowledge, secondly, shaping the school, thirdly, teaching with strategy, fourthly, creating interpersonal climates and fifth and lastly controlling a teaching personality.

Teaching is concerned with teaching best knowledge and understanding while improving rather than describing learning. The philosophy of teaching emphasizes on the learning of child, which always passes through the learning process. Teaching is
not an easy job, but a teacher makes it effective by using many techniques, style, models and methods.

**Effective Teaching**

McGee (2005) quoted that Porter and Brophy (1988) summarized the teacher effectiveness in such a way: teachers are thoughtful about their practices, clear curriculum, aims and objectives and know the subject content and characteristics of the students. They provide regular feedback to students about their learning and achievement. Teaching is a communicational process in which two or more persons influence each other by their ideas and learn something. A teacher is governed by certain principles which help him to acquire proficiency in teaching. Chauhan (2000) stated the important principles of teaching, which can be helpful for the teacher to acquire proficiency in teaching.

- The teachers should start from known to unknown and correlate the previous experiences with the new ones.
- The teachers should be intelligent, not mechanical and should make their teaching meaningful.
- The teachers should cater to the needs of individual learners during teaching in the class.
- The teachers should plan their lesson according to the state and level of readiness of their students.
- The teachers should divide the lessons into small units and separate objectives for each unit.
Effective teacher gives time, talent and energy and uses different strategies to help the students. A teacher is a member of the society. He/she lives in a society and performs a lot of responsibilities and duties.

Aggarwal (1995) explained the following main functions of effective teaching:

1. Character development.
2. Effective teaching learning.
3. Curriculum development and implementation.
4. Adjusting individual differences.
5. Classroom management.
7. Developing good family and community relationship.
8. Total school effectiveness.

A good teacher creates group situations and develops desirable leadership and fellowship qualities in the students. He/she uses various teaching techniques in order to improve the learning process and develops broad outlines and objectives within prescribed limits, for a subject or skill area. Chauhan (2000) also expressed that the functions of teaching are explaining, administering, unifying the group, giving security, clarifying attitudes, diagnosing learning problems, making curriculum material, evaluating, arranging classroom, participating in school activities and professional life. A good teacher has a lot of qualities and wants to know what is in the heads and hearts of the students. He/she polishes hidden qualities of the students and enables a good thinker. Kottler, Zehm & Kottler (2005) stated that a best teacher should be smart, must have creativity, honesty, emotional stability, patience, ability to
challenge and motivate novelty interest in students. The best teachers are well organized and good managers and work hard to develop themselves as experts in every field of life.

Aggarwal (1995) stated the role of the teacher in such a way:

- The teacher should adopt individualized instruction, micro teaching, programmed learning and team teaching etc.
- The teacher should use the mass media like the radio and television.
- The teacher should keep a broad view about his/her subjects.
- The teacher should familiarize himself/herself with concepts like ‘work experience’, ‘socially useful productive work’ and ‘community service’ etc.
- The teacher should be up-date and conscious of various explosions like knowledge, population, frustrations, expectations and technology etc.

The word ‘teacher’ has a lot of values and qualities, such as t means truth, e means etiquette, a means affection, c means creativity, h means hard work, e means efficiency and r means relationship.

The teacher however must have a philosophy of his/her own which should be reflected in his/her behavior. He/she should be a master of methods and communicator and communicate himself/herself through his/her work.

**Effective Teachers**

Some effective teachers are charismatic whereas others are more retiring. Some are emotional and some are reserved. There are many different ways that successful professionals can vary and still be highly effective. However, there are common kinds of practices that draw on shared understanding of how to foster student
learning. Bansal (2007) quoted that a study of ninety-two highly effective elementary and middle school teachers found that they vary in their style but have many teaching strategies in common. The effective teacher is not only a good member but also the most resourceful one. He/she knows how to do things and where to find information. He/she uses modern techniques, strategies, styles, models and methods to deliver his/her lesson and create a lot of qualities within the students.

Sharma (2006) described effective and non effective teachers and their relationships to students. Here are some of the most telling items

<table>
<thead>
<tr>
<th>Effective Teachers</th>
<th>Non effective Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Habitually quiet, poised and courageous in relationships with children</td>
<td>▪ Demanding, imposing, impatient in relations with children.</td>
</tr>
<tr>
<td>▪ Constructive and encouraging in comments and manners.</td>
<td>▪ Resorting to threats and punishments, sarcastic, cross.</td>
</tr>
<tr>
<td>▪ Enthusiastic about students and teaching.</td>
<td>▪ Disturbed, unsure, with no interest or enthusiasm.</td>
</tr>
<tr>
<td>▪ Skillful in directing students to evaluate their own work.</td>
<td>▪ Failing to help students set up standards of their own.</td>
</tr>
<tr>
<td>▪ Interested in students as persons.</td>
<td>▪ Interested only in each child’s academic progress.</td>
</tr>
</tbody>
</table>

Effective teachers implement different strategies, grouping and assessments to make the students successful. They differentiate the curriculum, learning activities and then determine the instructional design. They use variety of skills, models, approaches and styles to increase the effectiveness of the students.
Teaching Techniques

Lowman (1984) suggested specific ways in which teachers can foster relationships with students that promote motivation and satisfaction. They are organised into groups of techniques dealing with:

1. Fostering personal relationships with students.
2. Obtaining regular feedback from them.
3. Motivating students to work through effective classroom leadership.
4. Showing special attention to certain type of students.

A name-learning technique that has been successful for many teachers. When we meet a new colleague, we learn his/her name as the first step in forming a working relationship; so it should be between teacher and students. Teachers are more likely to know when to clarify content or give emotional support if students feel free to raise their concerns. Some students need little encouragement, but active solicitation of feedback from all students will help to form and improve relationships with those who are less comfortable. This technique makes it very easy for students to say what is in their minds. Indirect method is to select words carefully when attempting to control students, suggesting and implying rather than ordering or directing openly. The teachers should treat different kinds of students differently in term of interpersonal strategies used to form personal relationship with them, even though all students are assigned the same work and graded using identical criteria. To motivate each student fully we must necessarily modify the approach we use.

Mishra (2007) stated the classification of teaching styles into three general categories: discipline-centered, instructor-centered and student-centered.
In discipline-centered teaching, the course has a fixed structure. The teacher transmits information, but the content is dictated by some separate authority such as a department syllabus committee or textbook author.

In instructor-centered teaching, the teacher acts as a model of the educated person and is regarded as the authoritative expert.

In student-centered teaching, the teacher’s goal is to help students grasp the development of knowledge as a process rather than a product. Students create their own conceptual or cognitive models.

**Teaching Strategies**

Strategies mean “plans for using skills to accomplish a larger task” (Shukla, 2005, p.213). Singh (2004) quoted that Stones and Morris defined that teaching strategy is a generalized plan for the presentation of a lesson and a desired learner-behavior in terms of goals instruction. Teaching strategies include broad methods of teaching, e.g., a lecture strategy, a tutorial strategy, a case study strategy and programmed instruction strategy. In other words the strategy is a systematical plan for achieving curriculum objectives and the students make connections between what they already know and what they are learning. Lapp, Block, Cooper, Flood, Roser & Tinajero (2004) explained that the strategies provide a framework to increase the learning abilities of the students. The students learn to read, comprehend, write, compute, and think more carefully about concept & vocabulary. The strategies support concept Formation and attainment in the subject-area and content provided by the teacher.

Teaching strategies should be used according to the content, objectives and level of the students. Teaching is a Form of interaction and teacher interact
knowledge, skills and understanding through different strategies. Pollard (2002) stated that pacing, prompting, probing, redirecting, recording, praising and developing rapport are the most useful strategies.
Competencies of Teaching

According to Shukla (2005, p. 42):

Competencies are the ability to use knowledge, understanding and practical skills to perform effectively, for instance at national standards required in employment.” Teaching is a complex process in which a variety of human traits and abilities play an effective role.

Aggarwal (1995) noted that David G. Rayns described the two types of teacher competencies.

- First those involving the teacher’s mental abilities and skills, his/her understandings of psychological and educational principles and his/her knowledge of general and specific subject-matter to be taught.
- Second those qualities stemming from the teacher’s personality, his/her interest, attitude and beliefs.

Effective and successful teachers seem to have more positive views of students, and feel basically adequate and trustworthy. They take interest in class management, students’ required work and opinion. Whereas ineffective teachers show favoritism and do not take interest in students’ opinion, classroom management and teaching process. They know subject contents but cannot communicate it to the students.

Teaching Skills

Skills are used as tools of social science and students do not face problems and difficulties in studies when they are used effectively. Teachers use a variety of teaching skills during their teaching session, which are observing, recording, describing, defining, measuring, classifying, comparing, data gathering, data processing, communicating, analyzing, inferring, evaluating, constructing etc.
teachers plan on incorporating a variety of skills in their lessons, students take interest and enable to interpret, define, communicate, apply and share what they learn.

Gray & Stark (2007) explained that a practical skill requires involving knowledge and attitudes and the teacher can judge and evaluate the students effectively. Harvey (2002) stated that teachers should help the students to learn good study skills and should make homework a high priority, doing homework a positive experience, use homework to improve learning skills and set expectations for homework. According to Cotton (1991), it is important to maintain a positive, stimulating and encouraging classroom climate for thinking skills instruction, so that students feel free to experiment with new ideas and approaches skills are classified as cognitive, effective and psychomotor procedures that can be learned and performed.

- **Cognitive skills**: They relate to perceiving, learning and knowing. Thinking, problem solving and decision making are important cognitive skills.

- **Affective skills**: They relate to Forming and determining attitudes and values. Interpersonal skills such as perception checking and behavior description and group skills such as consensus seeking and conflict resolution have affective elements.

- **Psychomotor skills**: They are used to direct or control motion resulting from mental activity. Physical activities such as playing tennis or typing require the use of psychomotor skills.

Teachers teach their content through a variety of skills and the students understand and enhance their learning. Teaching skills effectively require a thorough understanding of a wide variety of basic procedures, competence in their performance and appreciation of their value in life situation. (Lang, McBeath & Herbert, 1995)
Groundwater-Smith, Ewing, Cornu (2001) categorized the communicational skill into speaking and listening skills.

- **Speaking skills**: These skills are divided into non-verbal and verbal behavior.
  - Non-verbal component of communication is very powerful. These can be grouped into the following categories: kinesics (body movements), proxemics (personal space) and paralanguage (voice volume, tone and pitch). Facial expressions, Gestures, Emphasis, Firmness, pauses and silences are also the non-verbal communication.
  - Verbal Behavior: When you are speaking you need to:
    1. Clarify the content that is related to the interest and abilities of the students.
    2. Choose the most accurate time, place and way of saying it.
    3. Speak clearly, concisely and simply.
    4. Keep to the point.
    5. Avoid jargon.
    7. Be able to express feelings.
    8. Be evaluating of the students through questioning.

- **Listening skills**: Listening requires effort and practice and involves much more than just hearing. It involves giving meaning to the sounds we hear. Attending, responding, clarifying, paraphrasing and reflecting are the listening skill of communication.
Teachers should enhance their communicational skills to be a good communicator. They should define objectives with most effective wording and should use visual aids and body language to deliver their ideas to the students. They should speak slowly for the clarity and understanding of the students. Eye-contact is an important non-verbal teaching tool, so teachers should always look at their whole class.

**Models of Teaching**

Model of teaching can be defined as an instructional design which describes the process of specifying and producing particular environmental situations which cause the students to interact in such a way that a specific change occurs in their behaviour (Chauhan, 2000, p. 20).

The aim of any model of teaching is to improve the instructional effectiveness in an interactive atmosphere and to improve or shape the curriculum. A number of models of teaching have been developed to represent particular style of teaching. The teaching style of most teachers is a complicated mixture of features from different models. McGee (2005) quoted that Joyce and Weil (1992) organised a number of models of teaching into four families, these are information processing, personal, social and behavioral.

1. **Information Processing Models**

The models of teaching of this family deal with the ways that people collect and process information from a variety of sources. These models are concerned with the organization, presentation of verbal and non-verbal symbols in a way that helps in the Formation of concept and solution problem and development of social relationship and integrated personality. The important models of this family are as follows:
i) Inductive thinking model of Hilda Taba: It proposes to process the information through inductive process. The ability to analyze information and create concepts is generally regarded as a thinking skill and is used in a wide variety of curriculum areas for students of all ages.

ii) Scientific Inquiry Model of J. Schwab: It is designed to teach the method employed by the subject for solving scientific and social problems. The student is brought into the scientific process and helped to collect and analyze data, check out hypotheses and theories.

iii) Concept Attainment Model of J. Bruner: This model is related to the inductive model and is designed to teach concepts and to help students to become more effective at learning concepts. The model provides a way of delivering and clarifying concepts and of training students to become more effective at developing concepts.

iv) Cognitive Growth Model of Jean Piaget (1970): It is designed to increase general intellectual ability especially logical reasoning.

v) Memory Model of Henry Lorayne: It is designed to increase the capacity to memorize concepts, facts etc

2. Social Interactive Models

These models are related to help students to develop effective social and interpersonal relationship with others in the society. They are also concerned with the development of mind and the learning of academic subjects. Some of the important models of this family are as follows:
i) Group Investigation Model of Herbert Thelen and Jon Dewey: It aims at the development of skills for participation in democratic social processes through interaction skills and inquiry skills. It is designed to lead students define problems; explore various perspectives on the problems and study together to master information, ideas and skills.

ii) Role Playing Model of Shaftel and Shaftel: It aims at motivating students to inquire different personal and social values. It requires students to act out conflicts, to learn the roles of others and to observe social behavior.

iii) Social Simulation Model of Seren Boocock and Harold Guitzknow: It is designed to help students to experience various social processes and to examine their own reaction to them and also acquire concept and decision making skills.

iv) Jurisprudential Model of Oliver and Shaver: This model is designed for secondary students in the Social Studies and implied the case study method. Students study cases involving social problems in areas where public policy is to be made. This model can be used in anywhere there are public policy issues for instance ethics science, business and sports etc.

3. Personal Models

These models are concerned with the unique personality of the students. These models also focus on helping individuals to develop a productive relationship with their environment. Some of the important models of this family are as follows:
i) Non-Directive Teaching Model of Karl Rogers: It aims at the development of the personal self in self-awareness, autonomy and self-concept. This model is developed from counseling theory and emphasizes a partnership between student and teacher.

ii) Synectics Model of William Gorden: It is designed to help the students in problem-solving and writing activities and to gain new perspectives on topics of a wide range of fields.

iii) Classroom Meeting Model of William Glasser: It aims at the development of a sense of responsibility and self-confidence is one’s social group. The students can accept decision-making responsibility.

4. Behavioral Models

These models are based on behavioral psychology. They aim at changing visible or overt behavior of the student. They have been prominent in special education and curriculum designs which aim to teach facts, concepts and skills using techniques such as reinforcement. Some examples are:

i) Contingency Management Model of B.F. Skinner: It aims to teach facts, concepts and skills.

ii) Self-Control Model of B.F. Skinner: It is designed to develop social behavior and social skills.

iii) Stress Reduction Model of Rimm and Masters: It aims at reduction of stress and anxiety in social situation and their substitution by relaxation.
iv) Desensitization Model of Walpe: It is designed to reduce anxiety through pairing deep muscles relaxation with imaginative scenes that the student had said cause him or her to feel tense.
Some Models of Teaching (4 Families)

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<th>Families</th>
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<th>Personal Models</th>
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Sadker and Sadker (2003) described that direct teaching model emphasizes the importance of a structured lesson in which presentation of new information is followed by student practice and teacher feedback. The role of the teacher is a strong leader. He/she Formulates the classroom and sequences subject matter for effective instruction.

As indicated above, different families of models of teaching aim at the development of different aspects of human personality and teachers sometimes use a variety of models according to requirement of the curriculum. In Social Studies class, the teacher sometimes uses Inductive Thinking Model to help children master-map.
skill and Group Investigation Model for criticizing social issues. No single model of teaching can be covered for the requirement of the entire subject and curriculum.

**Teacher Education**

Interpersonal skills, competencies, approaches, techniques and strategies are much important for successful teaching. Successful teachers enjoy working with children, managing and motivating people and working well with the community and have a good sense of humor. Teachers, who excel in their professional skills and competencies, represent a new level of professional development. Teacher education is much important, where the teachers are provided professional skills and competencies through teacher training. According to Sadker & Sadker (2003) that teaching is one of the most noble occupation and most institutions now require five years study to meet minimum teacher education requirements. The progress of any nation depends upon the preparation of quality people. Good educational system makes good people and quality teacher education program produces quality teachers (Kishan, 2007). A teacher education program needed to be broad –based and included new methods and techniques in it. Government of Pakistan (1979) emphasized in the National Education Policy that the quality of teacher education should be improved by providing adequate facilities both for pre-service and in-service training programs in the country. In order to improve the quality of teacher education, many countries have adopted modern innovative techniques like the use of television, radio, films, programmed instruction, correspondence packages and learning modules. Pakistan needs to explore possibilities of using these techniques at massive level.
**Teacher Training**

Shukla (2005, p. 228) defined that:

Training is such a process which deals primarily with transferring or obtaining the knowledge, attitudes and skills needed to carry out a specific activity. Training should be based on the assumptions that there will be an immediate application of the physical or mental skills being learned.

According to Singh and Nath (2005) the aim of the training course is to give the teacher theoretical and practical knowledge of the subjects. The theoretical training is given by means of lectures on the theory and practice of teaching. In practical training, each student has to prepare and give lessons under supervision in the schools and each has to watch and criticize lessons given by the other students. Glatthorn, Jones & Bullock (2006) explained that the training is systematic, ongoing and continuous program and provides a sound knowledge base for the essential skills and makes effective use of the technology.

Nayak & Rao (2002) pointed out that meetings; seminars, workshops, orientation programs and training are these activities, which are helpful to achieve the objectives of training programs. These activities are described below:

- Meetings are organized to discuss the problem of inadequate participation of teachers in the in-service education programs.

- Seminars are organized to provide opportunities to individuals to make presentation on the basis of their thinking or experiences.

- Workshops are organized to develop draft instructional materials or to evaluate the materials already in use.

- Orientation programs are organized to orient teachers to the use of some new material, equipment, methodology, data gathering tools, etc.
- Training is organized to precede several preparatory activities such as finalization of training content and preparation of training materials.

Sharma (2006) explained that the pre-service preparation of a teacher constitutes only the minimum amount required for entering the profession, whereas a professional teacher improves professional competence continuously. The extent of in-service growth depends upon professional attitudes and desires as an educator and to raise the level of teaching profession. Singh (2007) stated that the lesson planning provides the guideline to pupil-teachers during their teaching practices, is useful for pre-service and in-service teachers for organizing and planning of their teaching. The lesson planning is also an important activity of teacher education program, which deals with scientific aspect for teaching and provides the basis to train pupil teachers. The pupil-teacher gains confidence in performing the classroom teaching activities which are related to learning structures with the help of scientific lesson plan. According to Khalid (2007) a teacher-training program provides an opportunity to its students to try out and practice the ideas and concepts learned theoretically during the program before going to real teaching situation. This process may be called as “student teaching” or “teaching practice” program, which is the most important phase of a teacher education program.

The teacher must be a committed person, possessing a warm personality and capable of inspiring an enthusiasm among his students for what he teaches and practices. Iqbal (1996) explained that no separate institutions were established for the training of teachers as part of the education system in a Muslim society. Teachers were not to be trained but educated and not to be isolated but associated. Infact teaching and training are not identical. Training is an activity and a part of teaching,
which is of more central importance to the concept of teaching. Training aims to provide knowledge and skills and to inculcate the attitudes, which are needed to perform specific tasks, whereas teaching is a process by which teacher and students create a shared environment including sets of values and beliefs.

**Curriculum**

Curriculum is defined as a series of planned events that are intended to have educational consequences for one or more students. The term ‘curriculum’ means different things to different people. McGee (2005) described some definitions about curriculums that are given below:

- A curriculum is a plan for learning. (Taba, 1962)
- The content and purpose of an educational program together with their organization. (Walker, 1990)
- The curriculum is not a tangible product but the actual, day-to-day interactions of students, teachers, knowledge and milieu. (Cornbleth, 1990)

The definitions are broad and, some might say, vague. However each suggests different concepts of curriculum. Mansoor (2000) stated that curriculum usually refers to such general statements in which the children want to know, do and understand. It is the means by which schools and colleges seek to provide education. Marsh (2004) defined that curriculum is often planned and implemented at a subject and program level in any educational institution. Developing the written curriculum often means deciding and describing in advance the intended learning outcomes, content topics, delivery methods and assessment events for students.
**Curriculum Planning**

National curricula provide a significant mean to fulfill national objectives and to provide coherence and progression in the learning of pupils, and also clarify the aims and role of teachers. Curriculum reflects values, views of knowledge and learning.

Pollard (2002) offered that curriculum planning requires awareness of national level curriculum whole-school policies team decisions and needs and interests of children.

Mansoor (2000) explained that the curriculum framework should remain within the parameters given below:

- Traditional: A Pakistani school should follow the tradition of an Islamic State
- Demands of society: the school should follow the demands of the society where it plans to establish itself.
- Demands of Examination Boards: The school should note the demands of examination boards and students should teach accordingly.
- View of the Concerned People: Teachers, advisors, principal, supporting staff and parents views must be kept in mind.
- Age of the Students: Before planning any activity according to the age of the children should be kept in mind.
- Teaching Method: Appropriate teaching method must be used for the activities.
- Subjects: Subjects must be given importance or weightage properly.
Objectives

Objectives are usually specific statements of educational intentions, which delineate either general or specific outcomes. Objectives are written in behavioral terms. Behavioral objectives usually can be divided into specific domains—cognitive, affective and psychomotor. The terms ‘aims’ and ‘goals’ are also important like objectives. ‘Aims’ are used to describe the overall purpose of a lesson or course. They are stated in general terms, because they are developed for whole populations. They are long-term intentions. ‘Goals’ are more specific statements than aims. They are called a desired outcomes or intentions. They are medium to long-term intentions.

According to McGee (2005) objectives are specific statements about what students learn during classroom and provide a basis for assessing whether learning has occurred. They are short term and cover particular lessons and units.

Types of Objectives

Objectives enable accurate assessment of learning. Bloom et al. (1965) offered the taxonomy of objectives in the Cognitive Domain. It included the following categories of thinking and reasoning:

1. Knowledge: e.g. locate, list, describe, identify.
2. Comprehension: e.g. define, explain, predict, compare.
3. Application: e.g. classify, construct, calculate, solve.
4. Analysis: e.g. analyze, categories, isolate, contrast.
5. Synthesis: e.g. create, propose, predict, design.
6. Evaluation: e.g. rate, argue, judge, justify.

Linn & Gronlund (2005) stated the taxonomy of objectives in the affective domain. The affective (feeling, valuing) domain of Krathwohl (1964) includes:
1. Receiving: e.g. share, listen to, accept.
2. Responding: e.g. approve, appreciate, praise.
3. Valuing: e.g. Support, refute, argue.
4. Organizing: e.g. discuss, theories, Formulate.
5. Characterizing: e.g. display consistent behavior by a value.

He also stated the taxonomy of objectives in the psychomotor domain of Simpson, (1972). This domain includes perception, set, guided response, mechanism, complex overt response, adaptation and origination.

Ediger and Rao (2003) described that the common objectives are available for all to attain. Slow learners take more time to attain these objectives, as compared to average and talented learners. A core of objectives for all to attain does not discriminate among students as to some acquiring more sophisticated subject matter as compared to others, such as the slow learners. An essential body of knowledge has been selected which each and every student is to achieve. These are also the types of objectives which are helpful for the teaching learning process:

1. **General objectives**: They are more general than specific objectives. They guide the work of a class over a unit or term or even a year of work in a particular subject and can be easily identified in curriculum statements.

2. **Specific objectives**: Specific objectives are commonly related to a course of study. They are also called instructional, or performance, or behavioral objectives. Government of Pakistan (2007, p. 2) emphasized that students learning outcomes are specific statements that describe the knowledge, skills and abilities that students must demonstrate at the end of the academic year when they have completed the study of their course.
**Instructional objectives**: According to Linn & Gronlund (2005) instructional objectives provide the foundation for both instruction and assessment of student learning. These objectives make clear what learning outcomes we expect from our teaching and describe our instructional intent in terms of the types of performance. However instructional objectives are stated as intended learning outcomes and the process between student and teacher is called learning experiences. Such situation is showed:

Students ➔ learning experiences ➔ learning outcomes.

**Behavioral objectives**: A behavioral objective is a precise statement and specifies an observable and measurable behavior to be exhibited, the conditions under which it is to be exhibited, and the criterion for mastery (Kubiszyn & Borich, 2003). McGee (2005) quoted that Mager (1962) described three criteria that must be met when teachers write a behavioral objectives:

- A description of observable behavior that will realize the objective.
- A statement of the conditions in which the behavior will occur.
- A definition of the acceptable standard of performance.

Infact instructional objective includes an observable learning outcome, specific conditions under which the behavior must be displayed and a performance level considered to be indicating of mastery. Learning outcomes are called products and learning activities are called processes. Teachers deliver content through different learning activities and learning outcomes are their output, which they achieve at the end. Ediger (2000) stated that the objectives need to be clearly stated so that the teacher and students understand what is contained therein. Teacher needs direction in
teaching and students need to understand meaningfully what they are to learn. Objectives need to be arranged so that students individually experience appropriate sequence in learning.

Social Studies

National Council for the Social Studies (2005) adopted this Formal definition:

“Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, Social Studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion and sociology, as well as appropriate content from the humanities, mathematics and natural sciences. The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”

Sharma (2008) described that students in elementary and lower secondary schools cannot be expected to understand the subjects of History, Political Science and Geography separately. So a unified subject like Social Studies has been introduced in the curriculum.

In Social Studies, students develop a core of basic knowledge and ways of thinking drawn from many academic disciplines, learn how to analyze their own and others opinions on important issues, and become motivated to participate in civic and community life as active informed citizens. Social Studies is child-centered and it is a subject that deals with human relationships. According to Singh (2007) Social Studies is one independent field of study, which provides a core of knowledge, experience
and insight around which other subjects may be built up in a coordinated way. It
draws functional and practical knowledge from various social sciences. National
Curriculum Social Studies, Government of Pakistan (2002) explained that the subject
of Social Studies is offered as a compulsory subject in the scheme of studies at
Elementary Level of education in Pakistan. It is an inter-disciplinary subject and
encompasses many fields of knowledge. Social Studies enable students to work in the
community and local experiences encourage students to examine and research the
thought and creativity of other community members across time.

Social Studies Curriculum

Social Studies curriculum typically combines information about government
structures and processes, with appreciation for citizen’s rights and responsibilities,
and with the basic values and ideas of the nation. According to Oakes & Lipton
(2003) the Social Studies Curriculum includes a grab bag of ideas and subjects:
history, economics, geography, Govt., anthropology, psychology and sociology in
elementary and middle schools. Ellis (1998) described those Social Studies
curriculum deals directly with the basic needs of human beings: food, clothing,
shelter, belonging, security and dreams. Every one, everywhere, throughout history
has had these needs, but it takes a good teacher to help students understand and
recognize these needs in themselves and in others. Elementary Social Studies
curriculum includes the social science disciplines: geography, history, economics, and
political science etc. The usual organizational Format is one that combines
components from more than a single field to Form an interdisciplinary study around
some topic of interest (Jarolimek, 1986).
Social Studies Curriculum Standards

A curriculum standard is a statement of what should occur programmatically in the Formal schooling process and provides a guiding vision of content and purpose. The Social Studies curriculum standards, designated by Roman numerals, are expressed in thematic statements. The Social Studies standards address overall curriculum design and comprehensive student performance expectations, while the individual discipline standards (civics and Govt., economics, geography, and history) provide focused and enhanced content detail. Teachers and curriculum designers are encouraged first to establish their program frameworks using the Social Studies standards as a guide, and then to use the standards from history, geography, civics, economics and others to guide the development of grade level strands and courses.

The ten themes that Form the framework of the Social Studies curriculum standards are:

1. Culture.
2. Time, continuity and change.
3. People, places and environments.
4. Individual development and identity.
5. Individuals, groups and institutions.
6. Power, authority and governance.
7. Production, distribution and consumption.
10. Civic ideals and practices

(National Council for Social Studies, 2005)
The Social Studies curriculum should be kept updated. Units, which deal with history, geography, economics, sociology, anthropology and political science, should become outdated unless recent happenings, events and issues are brought into the Social Studies program. Content should be made free from gaps, overlapping and repetition at all levels of education and curriculum should represent the ideology of Pakistan and social needs.

In Social Studies curriculum, the concept of the ideology of Pakistan is outlined, aiming at behavioral and attitudinal change. The concepts of traffic education, environment and population are included to make the readers/students conscious about their importance and practice in real life situations. Developing civic sense is another important issue to be included with reference to future generations of our society. The concepts of rights and responsibilities are included in the curriculum. In Pakistan, Social Studies curriculum encourages the students to be analytical of things in the context of Islamic heritage, personal and social life. It develops among students a sense of gratitude towards Allah Almighty, the feeling of national integrity, cohesion and self-reliance (Government of Pakistan, 2002).

“Curriculum standards determine expectations for students’ performance and describe the knowledge, skills and values students need to be successful in today’s world. Social Studies standards determine expectations of students’ performance in the Social Studies and describe what students should know and do in the Social Studies to be successful (Government of Pakistan, 2007, p. 2).

**Social Studies Curriculum Objectives**

Curriculum is the most important element in the educational process. It is a medium and center through which the students make an effort to achieve the objectives of education. The Social Studies objectives of the National Curriculum are

The following objectives are described for the classes of VI – VIII.

1. To emphasize the learning of various concepts in relation to Social Studies in a way that it encourages observation, comprehension, creativity and application.

2. To promote understanding of socio-economic and socio-cultural aspects of Pakistani society, the ideology of Pakistan and struggle for freedom.

3. To create awareness about the contribution of the persons who worked towards the betterment of human beings and for the creation of Pakistan.

4. To instill the gratitude towards Allah Almighty of His blessings bestowed upon us.

5. To instill respect and regards for Holy Prophet Muhammad (S.A.W) for his unmatched contributions towards betterment for humanity.

6. To enhance understanding about the physical and human aspects of geography in relation to Pakistan, South Asia, the Muslim World and the rest of the World.

7. To create awareness about socio-economic aspects of South Africa, the Muslim World and the rest of the World.

8. To promote understanding about the importance of co-existence and interdependence.

9. To inculcate the unflinching love for Islam and Pakistan, strong sense of national cohesion and state integrity (Government of Pakistan, 2002, p.2)
Teacher of Social Studies

Social Studies are the study of human beings, and its curriculum is related to the World of people. The elementary school teacher of Social Studies needs to have a sense of vision of the future for the students. According to Jarolimek (1986) Social Studies teachers have a major responsibility to help children learn those components of the common culture that constitute the social and cultural heritage of the nation. Social Studies is a comprehensive subject and the teacher of Social Studies should teach the subject using different techniques, strategies, skills, methods and approaches of teaching. Saskatchewan Education (1987) defined common essential learning for the teaching of Social Studies. The common essential learning is summarized below:

- Independent learning involves the creation of opportunities and experiences necessary for students to become capable, self-reliant, self-motivated and life-long learners.
- Personal and social values and skills deal with the personal, moral, social and cultural aspects of each school subject.
- Critical and creative thinking is intended to help students develop the ability to create and critically evaluate ideas, processes, experiences and objects related to the Social Studies.
- Communication focuses on improving student’s understanding of language used in the Social Studies.
- Numeracy involves helping students to develop a level of competence, which would allow them to use mathematical concepts in the Social Studies.
Teachers who are team-teaching and interdisciplinary course need to possess a general understanding of the challenges that are associated with the content area that have been combined (Owens, 1997). Social Studies teachers should introduce currents events whenever possible and should motivate students to take interest in daily news, current affairs, on-line newspapers and current pamphlets. They should read these materials for knowledge purpose. Ellis (1998) emphasized those Social Studies teachers should teach to the real world. The subject matter of Social Studies is people, so the teacher should be able to apply ideas about individuals and groups of any size to the real world of students. Each educational system depends upon curriculum objectives, teachers, students, learning and society and the teacher is the most important factor for the success of each element. The teacher however, should be active, enlightened well informed and well-trained person. According to Singh (2004) teaching requires sound professional training. A Social Studies teacher must attend a full course of training in which effective methods of teaching, audio-visual aids and child psychology should be introduced.

Many methods have been derived for teaching the Social Studies. Corey and Mook (1942) stated that the research in general method during the period under consideration has not been fruitful. The teaching situation is so complex that attempts to establish the relative superiority or inferiority of anything so general methods of teaching are almost certain to be indecisive. The teachers must familiarize all of them in order to determine which will be more affective in attaining his/her aims. Naturally, the best way to be acquainted with various methods is to see them in action as the present study is concerned with the comparison of Lecture and Project Methods of Teaching. The discussion is restricted to Lecture and Project Methods.
Project Method

Teaching method constitutes significant aspects of the human effort to educate. These are the patterns of teacher behavior that recurrent, applicable to various subject matters and characteristics of more than one teacher.

According to Shukla (2005, p. 179)

Teaching by engaging students in a long-term activity in which they gather information and develop a product of some kind, such as a written report, oral presentation, or model. Some educators believe that students learn more, understand the content more thoroughly and remember information and skills longer when they work on a project.

The Origin of the Project Method

Engineers and surveyors in reference to their plans before teaching procedure used the term “project” and educators adopted the word ‘Project’. It originated at Columbia University, as the name of a procedure that came into being in a revolt against current methods and practices in teaching manual arts. As a result, the term project was used for referring to this new method. The two features of this procedure were pupil planning and physical activity resulting in physical creations. Basically, the Project Method came to be understood as a constructive or experimental undertaking, which involved both preliminary planning and physical activity of the students.

Dr. W.H. Kilpatrick of Columbia University developed the Project Method and gave a definition of the term “project”. He defined it as “wholehearted purposeful activity proceeding in a social environment or more briefly, in the unit element of such activity, the hearty purposeful act”. Since 1918, the definition has been very confusing to many teachers. Some was those who hold that any “purposeful” school activity is a project, whereas others relegated it to pupil-planned activities. J. A.
Stevenson gave a definition of project. He stated that “a project is a problematic act carried to completion in its natural setting”.

It is of little value to educational theory and practice to collect a series of separate activities, held together by a string of pupil motivation and call them projects. It is not necessary that both the construction of a gate and the solving of a problem in history and economics should be called projects. From this point of view, the term in the Social Studies should be restricted to a pupil-planned, purposeful task accomplished in a real-life situation. (Bining & Bining, 1952)

The Difference between Activities and Projects

Project is a vast term and activity is a part of a project. Every conceivable activity of the student is called a project. Such activities are making models, dressing dolls, drawing maps and charts, collecting pictures, making posters, writing themes, keeping notebooks and cultivating a plot of ground. Kochhar (2003) cited that in the words of Robert R. Rusk “The activities in which the student engages have all the characteristics of project like practical problems involving co-operative effort and affording intellectual and moral training Froebel described that in his childhood, he himself emulated phases of domestic life and in boyhood, he shared the work of the house-lifting, pulling, caring, digging and splitting.

Stevenson (1927) defined about project “a problematic act carried to completion in its natural setting.” Kilpatrick said “A project is a wholehearted purposeful activity proceeding in social environment”. Ballard gave another definition; he said ‘A project is a bit of real life that has been imported into the school”. Tomas and Long gave a modified definition of a project. They defined it as “a voluntary undertaking, which involves constructive effort or thought and
eventuates into subjective results”. Parker said,” A project is a unit of activity in which pupils are made responsible for planning and purposing.” Thus a project is a purposeful act ranging from backing of a loaf of bread to running a newspaper, done entirely by a group or by an individual.

**Principles of Project Method**

The Project Method is much important in the history of the methodology of education. It provides learning experiences suited to individual differences. Ediger and Rao (2003) explained that the students with the help of teacher plan and make objects directly related to the ongoing lesson or unit of study in Project Method. The teacher involves with them in the procedure of constructing, doing and making. Bansal (2007) described that Project Method tries to combine self-learning with group learning and enables the students to think, make plan and complete their work. The students are given the freedom to govern their practical activities and to judge the knowledge acquired and its significance. Projects may take various Forms and shapes. They enrich the student’s dramatic play, construction, painting and drawing by relating these activities to life outside school. These projects have to use some principles. These principles are described below:

1. **Planning**: Planning is the most important principle for effective use of the Project Method. Discussing the objectives of the project and securing the participation of the students are the elements of planning. The students come to grip with such factors as the duration of the project, its cost, and the extent of its impact on other people and how it will be evaluated.
2. **Implementation**: The teachers encourage and help their students. They motivate the students and keep them on targets. The enthusiastic support of the students is necessary to carry a project through the implementation.

3. **Evaluation**: The project is observed through evaluation. The students and the teacher together decide whether the project is successful, or it has achieved the objectives.

Singh (2004) explained that some basic principles of the Project Method are activity, purpose, experience, manipulative, reality, freedom and utility. Johnson (2003) expressed some principles to complete a project in a proper time in such a way:

- Be alert for obsessive behavior.
- Set flexible time schedules.
- Encourage steady work habits.
- Be aware of procrastination.

**Types of Project**

Projects may be of several types depending upon the nature of work undertaken. Dr. Kilpatrick (1918) suggested the following types of Project:

1. **Producer type**: The students are asked to construct a material object or article like building a house or a garden, planning to execute a model of a textile factory, model gramophone or even a toy, are called producer type projects.

2. **Consumer types**: The students are getting the experience and enjoying consumer type. For instance, when the class is busy in the dramatic show of a scene or a debate, the majority of the students Form the audience and thus busy in the consumer type of project.
3. **Problem type**: A solution to a problem is to be found out. Sometimes the activity may be so complex that the school is not able to reconstruct the whole scene. The work of the class is confined to sending the suitable suggestions.

4. **Drill type**: No new activity is undertaken but an activity, once performed is repeated to acquire greater skill. For instance, this type of project may be taken up to give drill in swimming or singing.

The project involves all types of activities mental and manipulative. Projects may be easy or complex depending on the activities involved and the student’s development and levels of intelligence. Ellis (1998) discussed four kinds of projects: Service projects, Production projects, Problem-solving projects and School-wide projects.

**Service projects**: These are related to community, school and family life. The purpose of a service project is to provide services or goods to others who can benefit from this work. The students through service projects learn about moral development and caring for others who may be scared and anxious. The students have concrete experience to enhance the discussions. The important thing about service projects is that they truly win situations in which it is difficult to know who gains the most.

**Production projects**: Production projects focus on producing something. The event itself represents only the outcome. Some of the great memories of school experience are created by production projects. One of the best tests of school experience comes when one looks back from a perspective of time.

**Problem-solving projects**: These are best organized around an empirical question, one that can be answered by gathering information and reaching a solution on the basis of an analysis and synthesis of the information. Problem-solving projects
are puzzles or exercises that are real problems with real solutions. For example, if the students want to improve communication in the school, the class will have to do surveys, experiments, and whatever it takes to solve the problem.

**School wide projects**: School wide projects are wonderful because they have the potential to bring the whole student body, faculty and staff together to focus on a common topic. It takes energy and leadership skills to mobilize a whole school, but when it is done well, a different ethos will prevail. It is heartwarming to see the students of different ages working together, sharing, teaching and learning from each other.

**Characteristics of the Project Method**

A project is defined as an in-depth investigation of a real world topic worthy of children’s attention and effort. Project may be done by children working alone and together and may be undertaken with students of any age. Projects have several interesting characteristics:

1. A good project is an explaining activity. The students participate in the project and the activities are explained and expressed by the teacher.

2. A good project is interdisciplinary. It is more complex than reading a text and answering questions. Infact the student can get help from the various areas of the curriculum during project.

3. A good project has well setting boundaries. It has a beginning, middle, and an end. When students decide to do a project, they pass through the stages of purpose, planning, development, investigation and display.
4. A good project has a definite time frame. If the students do not make time frame, they cannot accomplish their goals.

5. A good project has an outcome. A project is undertaken with a clear purpose of achieving something. An outcome is important, because it gives proper directions to the students at the end.

Kochhar (2003) described the characteristics of Project Method:

1. It is the embodiment of a new way of looking at the student and a new way of teaching to live and enables the students to get the best out of life in the present situation, not in the future.

2. It is an attempt to use experience and the students cannot forget their lessons.

3. It gives an opportunity for self-expression. It aims at bringing out what is in the child and allows him to develop himself and tries to make the school best place for the students.

4. The experiments of the Project Method want to reset the whole curriculum and break all barriers of subject matter.

5. It proposes the whole sequence of activities and fresh knowledge is to be acquired only as a result of the basic needs of the students.

6. It is a large unit of appreciation learning or attitude development as well as it increases motor skills and technical knowledge.

7. It lends itself naturally to group work.

8. It is a large unit plan of teaching and a learning unit of appreciable length, difficulty and learning value. Many large units are combined to make a project.
However, the Project Method aims at teaching the child to get the best out of life, not in the future, but here and now. The method seeks to have individuals see and understand life in its unity. Facts and experiences are integrated. The students learn much better from their own activities than constant instruction.

**Process of Project Method**

Projects have a beginning, middle and an end. During this projects have to pass through some process. Singh (2004) stated that providing a situation, choosing, purposing, teachers role, freedom and utility, evaluation and recording are the steps of Project Methods. These steps are described in detail:

1. **Providing a situation**: the project provides a suitable situation where the students carry out a useful activity through conversation, discussion or exhibition of pictures and models etc. the teacher observes the interests, needs, and aptitudes of the students. The teacher introduces the students to the world of projects through telling a story or taking the students out on a field trip. They are exposed to so many situations and then determine the selection of the project. The students are given opportunities to express and discuss their ideas among themselves, as well as with the teacher. The situations or problems should be social.

2. **Choosing**: The teacher is to guide the students that they may choose a good project.

3. **Purposing**: Purposing is the most important thing about a project. Kilpatrick said that the part of the pupil and part of the teacher in most of the school work depend largely on who does the purposing. The teacher is helpful for making the choice of the project and he/she desires to get quick and good
results. The students make the final selection of the project. The students work energetically during the project. The purpose must be common and acceptable to the whole class. The guidance of teacher should not hinder in the development of the students during the project.

4. **Teacher’s role:** The teacher sees that the projects have educative potentialities. He/she also checks the choice of the students about projects. He/she guides the students to give up wrong choice and to make another project. He/she exposes the pros and cons of the project and let the students reconsider their decision if the choice is not good.

5. **Freedom and utility:** The students are free to undertake the different activities connected with the project. The students take up a lot of activities such as collecting information, visiting places and people, interviewing important personalities, preparing maps, charts, diagrams and graphs, surveying, studying books, keeping records, writing letters and making cards. The teacher guides the students about all the steps of the projects. He/she provides them necessary information about the activities and watches the progress of the project. He/she co-ordinate the knowledge to be imparted through a project. The teacher sees that students get a variety of experiences and learn a good deal as they undertake the activities.

6. **Evaluation:** The students find out their shortcomings and good points and review their working according to plan at the end. The teacher sees the mistakes as eye-openers for the future. The students also critically evaluate their work.
7. **Recording**: The students maintain a complete record of all activities related to the project. A project book contains all records from beginning to the end of the project. Thus project book represents the valuable experiences of the group. Well prepared project books should be awarded prizes to encourage the students.

Projects are purposeful tasks in a real situation. In this method, the students are prominent, and play a central role throughout the project. The teacher however plays an important part in motivation and guidance.

Kilpertrick (1918) stressed that the students themselves should be purposing, planning, implementing and evaluating in Project Method. The teacher should be a guide and encourage the students at the end of the project.

**Advantages of Project Method**

Singh (2004) and Kochhar (2003) described the merits of Project Methods. The following are the same advantages of Project Method in both.

1. **Psychological**: Project Method provides the most natural situation of learning. The students remember the concepts learnt for a longer time. The three famous law of learning such as law of readiness, law of exercise and law of effect are very valuable in this method. In Project Method, the teacher observes the whole class whether students are ready to see new learning situations. The Project Method always exercises the activities because learning must be exercised and practiced. In this method, the students feel the pleasure in the completion of their work, that provides an opportunity to further creative work in life.
2. **Freedom and self-direction**: The Project Method gives freedom to the students, because it is a self-direction method and the students learn to act, to play, to invent and to experiment. They also shift the knowledge into action and learn how to develop mind in right direction.

3. **Maturation**: The Project Method develops the concept of maturation that guides the students in particular stage of mental development. The more mature students like to do difficult elements of the task and leave the simple work to others.

4. **Social values**: The Project Method provides social values to the students through co-operative work. When the students work in separate groups and take responsibilities for making their own contributions which are subsequently pooled and become the class effort.

5. **Training**: Project Method provides training for social adjustment. It enables the students to adjust themselves to their environment, and make use of whatever is available in order to face the situation with resource.

6. **Democratic way of life**: Project Method trains the students in a democratic way of life. It teaches students to co-operate instead of competition. It teaches students to be responsible and gives them freedom within the framework of co-operative democracy.

7. **Practical problem solving**: Project Method provides learning through solving of practical problems. The method encourages students to learn a deeper insight into principles through actually seeing them in operation.
8. **Growth**: In a project, the teacher as well as student grows. Creativity is the same in both, whether in any Form of the tasks. The teacher grows in his/her understanding of a child’s creative development.

9. **Evaluation**: The Project Method set up an intrinsic standard of evaluation. This evaluation displays the mistakes and then makes rapid progress and true learning. At last the students learn to evaluate their own work.

Kochhar (2003) described further merits of Project Method that are different to Singh’s advantages

1. **Economical**: The students take more interest and learn in the limited time. The students gain knowledge without strain. The students learn best by doing and by experiencing the problems and solving them and absorb them for a longer time.

2. **Dignity of labor**: In this method, students do their whole work with their own hands. They learn all kinds of practical work. The method thus, develops different qualities such as self-reliance, resourcefulness and responsibility among the students.

3. **Satisfaction**: The Project Method provides satisfaction when a child is able to finish the whole task. A project is divided into a series of tasks and jobs and then the students finish it in a reasonable time, they get the joy and satisfaction in the completion of their task.

4. **Safety from insincerity and superficiality**: The Project Method saves the students from essential insincerity and superficiality. The students learn for their intrinsic value. They learn and do because they understand the value of their purpose.
Limitations of Project Method

Project Method has a lot of advantages and also useful for those students who use it effectively and properly. But this method has also some limitations. Singh (2004) described that the following limitations are the part of Project Method.

1. **Limited knowledge**: The students often get astonishing knowledge through this method, but they reveal real ignorance outside the projects.

2. **Difficult to Formulate**: The students sometimes cannot organize a difficult project. They feel difficulty to Formulate such projects having a satisfactory degree of width and comprehensiveness.

3. **Lack of progress in instruction**: There is much difficulty in ensuring any type of systematic progress in instruction.

4. **Highly qualified teachers**: The teachers who are not well-trained cannot teach through this method. Very highly qualified teachers are required for success in this method. The method also demands more generous staffing ratio than traditional teaching.

According to Kochhar (2003) the Project Method also has some limitations.

The following are described below:

1. **Leaves gaps in knowledge**: The Project Method leaves gaps in the knowledge of students. It is a goal rather than the starting point and logical conception may exist in the teacher’s mind, till sufficient material has been acquired. The methodical and logical teacher can quite bridge all the gaps that are left in the orderly presentation of this subject.

2. **Ambitious**: The Project Method may be too ambitious. It may prove well beyond the capacity of the students to bring successful conclusion.
3. **Ignorance**: The Project Methods sometimes ignore the working from simple to complex. The students do not learn how to match their abilities and aptitudes to tackle a complex project.

4. **Time bound**: The project cannot be limited. Time bound projects show artificiality and may require more than necessary help.

5. **Power of imagination**: The Project Method underestimates man’s power of imagination. It cannot be denied that communication enables the experience to be passed on accurately and realistically.

6. **Time-consuming and limited**: The project sometimes becomes time-consuming and limited by availability and cost of materials. Some information and explanation can be conveyed more economically and efficiently to a whole group rather than projects.

7. **New teacher**: The Project Method, in fact requires a highly qualified staff and experienced teachers. New teacher cannot alone operate the Project Method, but it may be possible for him/her to initiate a modified project in his/her own particular subject on a moderate scale.

**The Teacher’s Role in Project Method**

The role of the teachers is of facilitator. They guide discussions and facilitate learning activities. The role of the teacher can be divided into five classes.

- **Leader**: As a leader, they lead the group.
- **Consultants**: As a consultant, they are a resource to the students.
- **Facilitators**: As a facilitator, they use the information or the comments of the students.
- **Participants**: They act as group members.
Observers: They act as an observer to the problems and tackle it (Forsyth, Jolliffe & Stevens, 1999).

According to Kochhar (2003), the teachers should have knowledge of many subjects. They should guide the execution of the project so that concerned subjects are learnt by the students and gaps are properly filled. They should give complete and integrated knowledge as well as practical knowledge. The teachers who are devoted and enthusiastic can bring a success to this method, not the discouraged, time-serving and bell-watchers. Although, the role of teacher is not centered in the Project Method, but the importance of the teacher cannot be denied. He/she is a keen observer and a true sympathizer. He/she is a good helper and guide and has deeper and broader knowledge. However, no method can be successful without the help, guidance, affection and devotion of the teachers.

**Project Work and Systematic Instruction**

A project is set either as an individual’s task or as a small group work. The project is designed as a learning process in which group members learn new concepts and unfamiliar activities as well as several previously mastered individual skills.

There are three different kinds of group work and each one is important. Detail is mentioned below:

1. **Constructive talk:** In this type, the students themselves plan their work. They work out how they are going to carry out an experiment or how to find out the facts. They delegate particular tasks to particular people so that everyone is involved in group work.

2. **Discussion:** In this type, the students share the work that they have learned. They also know values of work and test its significance.
3. **Presentation**: The students present their outcome. These outcome may be given in the Form of demonstration or written material (Cullingford, 1995).

The use of project work provides means by which the teacher can develop abilities and interests of the students. Bloom’s educational Taxonomy categorized the objectives into three domains or areas such as cognitive, affective and psychomotor. These domains provide different skills and competencies to project group members. According to Dasgupta (2002) the Cognitive Domain develops the ability to plan and implement a scheme of work designed to complete the task. It also provides the ability to communicate the contents to other group members. The affective domain provides perseverance, leadership and creativity and the ability to provide teamwork spirit or individual efforts. The psychomotor domain develops drawing, mapping and other practical skills involved in the manufacture and assembly of project work.

However, project work is more likely to constitute the more inFormal part of the program where they have greater autonomy in the development of their work when teacher is involved in direct instruction. The project work can be seen as the part of the curriculum which is planned in negotiation with the students.

In systematic instruction, the students learn isolated skills and content knowledge by completing the tasks. They actually, acquire the skills and all the subjects are correlated with social and physical environment of the child. Such instruction focuses on logical and systematic teaching of subjects. Teaching is given through real life.

When a teacher teaches a child in a new level of skills, the learning task is matched carefully to the child’s current abilities. When a child applies skills, he/she can work independently, with more confidence. The teacher’s role is different in
relation to the child at work. If the child is acquiring skills, the teacher’s role is of a director. If the students are applying skills, the teacher’s role is more of a guide.

The Project Method in Teaching Social Studies

In Social Studies, there are more opportunities for the use of Project Method and education value can be gained through it. The school offers many opportunities for pupil projects. Different kinds of projects are created in schools. The students learn much in school environment. Many problems arise in the classrooms that become cause of a project. The student first requires a purpose to develop a project in Social Studies. The purpose is taken out by the unit of Social Studies curriculum, not from textbooks, or from the teacher. The students make plan for achieving purpose with the help and guidance of teacher, the students develop the project and then evaluate the quality of the project.

According to Ediger (2000) the students first need a purpose in developing a project in Social Studies. The purpose arises within a context of the unit being taught. The students with the teacher guidance complete the purpose through an activity. Social Studies teachers include pupils to make projects as well as participate in other kinds of learning opportunities.

Ediger (2000) noted that Welten and Malian (1996) described that a lot of projects are made today in the Social Studies due to some reasons. These reasons are described below:

1. Content is made clear and meaningful through the Project Method of learning.
2. Interest in learning is fostered.
3. Purpose or reasons for learning are clarified.
4. Group cohesion is stressed in making and doing.

5. Child centered learning is being emphasized.

6. Active engagement in learning is being stressed.

7. Psychomotor skills are in ongoing lessons and units of study.

8. A psychological sequence is inherent in the making of projects.

9. Social development is in evidence when students work collaboratively on a project.

10. Individual styles of learning are being emphasized.

**Lecture Method**

The Lecture is a primary way, through it students gain information. The lecture is also a method of exposition. Kochhar (2003) described that James Michael Lee defined “The lecture is a pedagogical method whereby the teacher formally delivers a carefully planned expository address on some particular topic or problem.” Many students especially those who seek information and high marks, prefer lectures. A lecture is like a speech in which the teacher looks students’ interest at the beginning. The teacher delivers information and the students involve overtly or covertly. According to Lang, McBeath & Hebert (1995) a good lecture is an efficient means of communicating basic facts, concepts, principles, generalization, points of view and arguments about a particular area of knowledge. It is combined with other techniques, such as discussion, visuals, demonstrations or question and answer sessions. Actually a lecture becomes a valuable part of instruction when a teacher uses different strategies appropriately.

**Lecturing**
Lecturing takes place whenever a teacher talks and the students listen. It is an active and well manner technique. Ellis (1998) described that it is necessary to prepare an outline, use examples, speak clearly, provide an introduction, emphasize on concepts and generalizations, pause, be enthusiastic, use props, summarize and assess for effective lecturing. Infact lecture should be reasonably brief and focused on key ideas and concepts. A teacher can use a lot of examples of the concepts during lecture. Stories can also make it interesting and appealing to the students. In lecturing, the students can make their learning effective during pause and can discuss information.

It is a direct and teacher-centered method and emphasizes self-learning. According to Singh (2004), the lecture method means teaching through spoken words. It is a Formal talk by the teacher and the students ask questions at the end of the lecture. Their questioning is a sure proof of success of the lecture. It may be taken as technique of description, explanation and clarification.

**The History of Lecture Method**

The lecture method is such procedure of teaching which is mostly used in American colleges and universities. This method is traced to the medieval universities of Europe, where the purpose of the lecture was to impart knowledge through manuscripts or texts in order to confirm authoritative teachings of church. With the development of the scientific spirit in the eighteenth century, the lecture took on new meaning and the function of the teacher was conceived to be not only teaching but the advancement of his/her own particular field. The German universities led this movement and the medieval lecture, or the interpretation of authoritative texts, gave way to the lecture designed to present in a systematic manner the various aspects of a
field of knowledge. As a result these institutions succeeded in their aims and the students were well-experienced in the subject matter of their studies. However, it is the only practical procedure that has been followed in large classes. In European countries, especially in Germany, France and England, the lecture method has been perfected and used with great thoroughness to accomplish. Conditions in the secondary schools of the European countries are more favorable because of their highly trained teachers, their selected type of pupils and the military discipline of the schools. However it is well said that the lecture method has proved successful in high school instruction. (Bining & Bining 1952). According to Singh (2004) lecturing is a time-honored device for imparting knowledge at school level. A lecture is taken as a technique of description, explanation and clarification and the teacher selects the proper techniques to observe the needs, interest and capacities of the students at a particular time and situation. Thus a lecture method is such procedure that is used at higher, college and school level.

**The Use of Lecture Method in Social Studies**

Teachers observe the needs of students carefully and check their lecture carefully to ensure that the students understand the information completely. They also observe the use of lecture whether the method is performing its function appropriately or not.

Singh (2004) described the utilization of lecture method in such a way.

1. **Quickly repeated and modified**: If a teacher’s talk does not understand the students, he/she repeats the ideas or modifies his/her statement. He/she tries to observe the interests of the students effectively.
2. **Experiences in learning by hearing**: Lectures play an important part in adult life. The students participate fully and effectively in affairs of national and international experiences. The students should be a good listener and they are to be prepared to learn by hearing interesting lectures from the school level.

3. **Saving of time and energy**: Lectures save time and energy. A well-presented lecture by the teacher is most helpful and the students may understand complicated nature, facts and points effectively through this method.

4. **Stimulation for students**: A well-prepared lecture stimulates students to gain more and more knowledge. Teachers’ preparation, enthusiasm and their interest develop the abilities of students and they participate in other activities. According to Kochhar (2003), lecture method can be used to motivate, to clarify, to review and to expand contents. Detail is described below.

- **To motivate**: The teacher sometimes presents the outstanding aspects of a new unit or topic effectively in a lecture. He/she indicates some of the significant persons, events and problems and thus develops the curiosity of the students.

- **To clarify**: Sometimes, the students face problems and difficulties in the study of a unit or topic. Through lecture, a teacher can help to clarify matters and difficulties.

- **To review**: Through lecture, the teacher can guide the students very well by summarizing the main points of a chapter or unit and provide some important details.

- **To expand contents**: The teacher presents additional material, personal experiences and verbal descriptions through lecture and the students take
interest to know beyond the textbook. Thus lecture is one of the best ways to expand contents.

- **Overview**: The students have to study the great amount of factual materials in the Social Studies. They often face many difficulties and pass on confusing situation. A carefully planned overview delivered in an interesting way prevents much of the difficulties and confusing situations. The students are able to know the facts in relation to the larger view of the subject.

- **Background**: This is very important in the Social Studies. The students become more meaningful when they see geography, history and civics disciplines in relation to an adequate background. The students of the Elementary Level do not have the time or the ability to obtain such a background. The teacher can develop the interest to provide a background of these disciplines and the students thus, can gain a lot of knowledge through this method.

- **Explanation**: A teacher explains difficult terms, concepts and ideas of the Social Studies and the students can understand these complex terms into simplest Form.

- **Assignment**: The lecture method can be used to give assignments. A teacher explains some important points to the students, what is expected from them and how they are to do it. These details enable the students to do their work efficiently and intelligently.

**Type of the Lecture**

The lectures have different types which a teacher selects according to the requirement of the content material.
The following are the types of the lectures

- **Expository lectures**: They primarily define and set forth information. A teacher talks much with only occasional questions from the bolder students and such lectures are less elaborately planned and satisfy students.

- **Provocative lecture**: A teacher talks much but he/she gives more intention of provoking thought. The teacher challenges students' existing knowledge and values and helps them to more complex and integrated perspective. Provocative lectures are better suited to the humanities than to the sciences. But these are appropriate in any discipline, especially near the end of a term when a common set of knowledge is shared. A teacher depends upon more discussion than lectures to help students questions related to personal values and attitudes.

- **Oral essay lectures**: In this Form a teacher writes the lectures and reads to the students. The students cannot achieve educational objectives that require dialogue with students. They do not fully motivate or satisfy most students; however, there are times in any course when Formal lectures are needed. (Lowman, 1984)

   There are some variations on the lecture in which the teacher acts more than talk. These variations are lecture demonstration question-lecture, lecture-discussion, lecture-recitation and lecture-laboratory. A teacher can use these variations during lectures; lecture-demonstration and lecture laboratory usually can be used in science courses. Lecture-discussion, lecture-recitation and question lectures can be used in every class as techniques.

**Steps of Lecture Method**
The Lecture method is a totally teacher centered. When a teacher wants to deliver a lecture, he/she should know that students’ minds are not in blank slate. He/she should build on students existing knowledge and think carefully about the learning goals of students and how the lecture can help in achieving these goals. For this purpose a teacher passes on a process, which is detailed.

1. **Lecture preparation**: Mishra (2007) described the following strategies on preparing a lecture.
   - Be comfortable with the Instructional material: A teacher should review the related course material and think of questions to ask students or to anticipate from students.
   - Do not plan the lecture for the full period: The attention span of the average student is limited to increments of 10-15 minutes, so a teacher should plan on mini lectures with brief student activities, such as questions and answers or inviting students to share related examples and personal experience.
   - Be clear about what can reasonably be accomplished by lecturing: A teacher should try to demonstrate higher level information process, such as analysis, synthesis, clarification, comparison and contrast.

2. **Deciding how much to present**: According to Lowman (1984) only a small number of major points can be presented effectively in a single class meeting. Students cannot remember a lot of material and ideas. They store information less effectively when their minds are temporarily overloaded.
3. **Selecting points for presentation:** Well-prepared lectures provide knowledge and information. Lowman (1984) described the following criteria for selecting points for presentation.

- Central points should tie as many other topics. Details can be associated to central points more easily.
- Points should also be selected for their high interest to students.
- A teacher should occasionally choose a difficult topic for students.
- A teacher should present the depth and complexity of a given topic. A lecture should not be so simplistic or obvious that students are unlikely to learn anything new from it.

4. **Organizing the lecture:** A lecture should begin by stimulating students’ curiosity. A teacher sometimes begins the lecture with a key question or a familiar concept from a fresh direction. Effective organization of the lecture can help students understand the way in which the points are organized. Organizing the lecture depends on the subject matter itself, as well as the teachers’ personal approach. According to Mishra (2007), Topical, causal, symbolic or graphic, structural and problem-solutions are the methods of organizing the lecture. However, a teacher should present the lecture like a good story in which he/she should involve the students from beginning to the end. A teacher should summarize the lecture for concluding end.

5. **Lecture presenting skills:** Those lectures in which effective presentation skills are used, students always memorize them. A lecture with excellent
content can easily be ruined by poor presentation. The following are some observations on effective presentation skills:

- Avoid direct repetition of material in a textbook so that a lecture remains a useful alternative resource.
- Use paradoxes, puzzles and apparent contradictions to engage students.
- Make connections to current events and everyday phenomena.
- Begin each class with something familiar and important to students.
- End each class by summarizing the main points you have made.
- Adopt a reasonable and appropriate pace that balances content coverage and students’ understanding.
- Maintain eye contact with students for good communication.
- Speak to the students, not to the chalkboard, walls, notes or floor.
- Use of gestures and physical movements that help complement verbal statements.
- Step out from behind the lecture bench when feasible.
- Move around, but not so much that it is distracting.
- If using the board, avoid blocking it with A V Projectors or screens.

(Siddique, 2005)

6. **Lecture enhancing activities:** A teacher can use different activities for enhancing the lecture Mishra (2007) quoted that Bonwell suggested that the following student activities can be used in enhancement of lecture by using the terms “low risk” and “high risk”.

- Low risk activities include short writing assignments, summaries of the previous lecture, readings, asking questions, thumbs up / down respond to
a statement, surveys or questionnaires, Formative quizzes, brainstorming, and pair or group development of an outline of the lecture.

- High risk activities include group discussions, individual or group presentations, group development of applications, related to lecture content, student analysis, solving of a problem and role play illustrating a concept from the lecture.

7. **Student feedback during lecture**: It is very important for the teacher to respond to student feedback during a lecture. A teacher can take output of a lecture through feedback. The following are different ways to take feedback:

   - A teacher can keep eye contact with students during a lecture to obtain information.
   - A teacher can ask the questions during the lecture and observe whether students are hearing the lecture or not.
   - A teacher can identify one or more concepts from students.
   - A teacher can know the meanings of difficult words during lecture from the students that has been explained during lecture.
   - A teacher can create hidden qualities and abilities of the students through positive and good remarks.

8. **Preparing lecture notes**: A teacher adopts different strategies to use lecture method. Sometimes a teacher delivers the lecture with some important points. Sometimes, he/she delivers the lecture to take notes of the students. Some teachers deliver the lecture using handouts. Lecture notes are prepared by different kinds of lecture notes. Following are some commonly shared lecture notes Formats:
• Verbatim Notes: This Format appears to be a common practice among new teachers. Detailed information is displayed in written Form in front of the students. This Format is very time consuming and particularly important for beginning teachers. It also discourages students from asking questions and making comments during the lecture. A teacher cannot look at students and interact with them due to this type.

• Outlining: In this Format, a teacher only highlights the content in simple words or phrases. A teacher focuses on presenting the concept and ideas instead of individual words. His/her style is more flexible and talks more naturally. But, a teacher is not very fluent in front of the students, sometimes; he/she does not make the points of connection clear to the students. This Format relates much to content material.

• Nonlinguistic Formats: A teacher wants to clarify what purposes his/her content material has and then he/she prefers to work with linguistic or nonlinguistic notations. An experienced teacher presents a lecture through nonlinguistic Format. Actually, first time a teacher uses comprehensive notes, which become briefer and familiar with material and a teacher gains confidence (Mishra, 2007).

In fact, preparing lecture notes has both advantage and disadvantages. It conserves time and covers more material. It gives both students and teacher mental freedom. The students are free to think about the presentation and to formulate questions and students minds concentrate on taking notes.

**Advantages of Lecture Method**
A teacher presents an oral presentation of information and the students react by listening silently and taking notes in lecture method. In this sense, some advantages of lecture method are given below:

- Lecture gives the students training in listening and taking rapid notes.
- Lecture stimulates brighter students, who do better work and give more attention.
- Lecture saves time and ensures adequate preparation which is useful for the students.
- Lecture gives the teacher an opportunity to come in immediate contact with the students. Kochhar(2003)
- Lecture conveys large amounts of factual material in a limited time frame.
- Lecture emphasizes learning by listening and advantages for students who learn well this way.
- Lecture communicates the intrinsic interest of the subject matter. A teacher conveys personal enthusiasm in a way that no book or other media do. (Mishra, 2007).

However, lecture presents knowledge in direct and logical manner. It contains such experiences which motivate the students to learn it. It is useful for large group and stimulates thinking to open discussion.

**Limitations of the Lecture Method**

The lecture method is actually, teacher-centered and focuses on one way communication. The students show passive attitude all the time. The following are the limitations of lecture method:

- Lectures put students in a passive rather than active role.
• Lectures lack feedback to both the students and the teacher about the students’ learning.

• Lectures tend to be forgotten quickly.

• Lectures assume that all students are learning at the same pace and at the same level of understanding.

• Lectures place the burden of organizing and synthesizing content solely on the teachers.

• Lectures are not well suited to complex, detailed or abstract material, nor to higher level of learning such as application, analysis and synthesis. (Mishra 2007)

• Lecture sometimes provide monotonous and dullness situation.

• Lectures do not acknowledge the students’ interest, previous knowledge and experience.

• Lectures give no references to the broader context related to the specific topic being taught (Lowman, 1984)
CHAPTER 3

METHODOLOGY AND PROCEDURE

The present study was conducted to investigate the effectiveness of Lecture and Project Methods of Teaching for achieving Social Studies Curriculum Objectives. The Experimental Research Method was used for the study because the study required the manipulation of the experimental variables. According to Wiersma (1995 p. 107) “An experiment is a research situation in which at least one independent variable called the experimental variable, is deliberately manipulated or varied by the researcher.”

Steps of Project

First Stage

The researcher discussed the topics from selected contents with the students to find out the experiences and students recalled past experiences. The discussions consisted of stories, and the presentations and the students shared prior experiences and current knowledge of the selected topics. The students prepared topic maps to collect ideas from the whole class and tried to know what they already knew about the selected topics. The topic maps are displayed on bulletin board in the classroom. The researcher helped the students to collect and Formulate questions about the topics that they liked to investigate during projects. A list of these questions was compiled and displayed on the walls of the classroom.
Second Stage

The researcher discussed and reviewed outside the class activities from the students. The students shared their experiences with their parents. The students went out of the classroom to see relevant objects, plants, vehicles, animals, events, equipment and people. They took field notes and made sketches, activities, drawings and recorded observations related to their topics. The researcher planned interview schedules and arranged those people who had firsthand experience of the topics being studied through their work and invited the experts to the classroom to talk to the students about related topics. The students constructed models, raised new questions and consulted information books. The researcher guided their students to represent and recreate their new knowledge through selected topics of five chapters.

Third Stage

The researcher and the students discussed and planned a culminating activity. They communicated and presented their work of the projects to others and shared with each other what they have learned. This gave an excellent opportunity to evaluate all the work. The students raised questions on the basis of current knowledge and explained it through arts, stories and quiz. The researcher offered the students to reflect on new knowledge in order to understand it fully in their own terms and the students explained new knowledge through debates and presentations.

Finally, the researcher used students’ ideas and interests to make a meaningful transition between the project being concluded and the topic of the content in the next project.
Sample

The researcher selected 224 students of 8th grade studying Social Studies from 4 Government Girls High Schools, Lahore. List of schools is given at Appendix B. These schools were selected on the bases of average academic standard, 2 from rural area and 2 from urban area. These selected schools did not allow selecting all the sections of 8th grade for the experiment. Due to this administrative problem, 2 sections were selected randomly from each school. The researcher selected randomly Section A and C from Government Girls High School, Barki, Lahore, Section B and C from Government Girls High School, Raiwind, Lahore, Section A and D from Government Girls High School Cantt, Lahore, and Section A and B from Government Girls High School, Chunamandi, Lahore. Table 1 showed the strength of the students of randomly selected sections.

<table>
<thead>
<tr>
<th>School</th>
<th>No. of Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Section-wise</td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barki</td>
<td>20 (A) 20 (C)</td>
<td>40</td>
</tr>
<tr>
<td>Raiwind</td>
<td>22 (B) 22 (C)</td>
<td>44</td>
</tr>
<tr>
<td>Urban</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cantt</td>
<td>30 (A) 30 (D)</td>
<td>60</td>
</tr>
<tr>
<td>Chunamandi</td>
<td>40 (A) 40 (B)</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>112 113</td>
<td>224</td>
</tr>
</tbody>
</table>

The students of these randomly selected sections of each school were ranked from highest to lowest based on their Intelligence Test scores. The first two subjects
were the first pair and the next two subjects were the next pair and so on. Each subject was assigned randomly to both types of groups. These groups were assigned randomly to lecture and project groups in each school according to this Matching Technique.

**Design**

Pretest-Posttest Control Group Design, using Matched Subjects was employed in the present study. Groups in each school were formed through matching technique on the basis of Intelligence Test scores. A diagram of this design was given below

<table>
<thead>
<tr>
<th>Project group</th>
<th>O</th>
<th>Mr</th>
<th>X1</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture group</td>
<td>O</td>
<td>Mr</td>
<td>X2</td>
<td>O</td>
</tr>
</tbody>
</table>

The Symbol $M_r$ referred to the fact that the members of each matched pair were randomly assigned to the lecture and project groups. $O$ referred to pretest, $X_1$ to treatment of project group and $X_2$ to treatment of lecture group. Figure 2 – 5 presented a diagram of how this design used in each school.

![Diagram of Design](image)

**Figure 2:** Pretest-Posttest Control Group Design using Matched Subjects in Government Girls High School, Barki, Lahore
Figure 3: Pretest-Posttest Control Group Design using Matched Subjects in Government Girls High School Raiwind Pind, Lahore

Figure 4: Pretest-Posttest Control Group Design, using Matched Subjects in Government Girls High School Cantt, Lahore
80 students paired on Intelligence Test scores

<table>
<thead>
<tr>
<th>O</th>
<th>M_r</th>
<th>X_1</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest Achievement Test</td>
<td>Matched Random assignment of 40 students to project group</td>
<td>Treatment Project Method of teaching</td>
<td>Posttest Achievement Test</td>
</tr>
<tr>
<td>O</td>
<td>M_r</td>
<td>X_2</td>
<td>O</td>
</tr>
<tr>
<td>Pretest Achievement Test</td>
<td>Matched Random assignment of 40 students to lecture group</td>
<td>Treatment Lecture method of teaching</td>
<td>Posttest Achievement Test</td>
</tr>
</tbody>
</table>

**Figure 5:** Pretest-Posttest Control Group Design using Matched Subjects in Government Girls High School, Chunamandi, Lahore

### Rationale for Experimental Design

The Pretest Posttest Control Group Design, using Matched Subjects was employed in the present study, because this design controls all sources of internal and external invalidity. Fraenkel & Wallen (1993) described that this design includes two groups of subjects, both are measured or observed twice as the Pretest and Posttest. The design controlled these variables affecting internal and external validity such as History, Instrumentation, Maturation, Testing, Differential Selection of Subjects, Statistical Regression and Reactive Effects of Experimental Procedure.

Randomization was not possible for small groups. According to Fraenkel & Wallen (1993), random assignment is no guarantee of equivalent groups if there are fewer than 40 subjects in each group. A group of less than 40 students was considered a small group. Hence, all of the subjects in each school were ranked from highest to lowest, based on their Intelligence Test scores. The first two subjects were the first pair and the next two subjects were the next pair in each school. One member was
randomly assigned to one group and one member to other. No subjects were lost due to this random assignment with Matching Technique.

**Instruments of the Study**

There were two instruments used for the collection of data required for the study.

1. **Intelligence Test.**

2. **Achievement Test.**

1. **Intelligence Test** was developed and validated by Abd-ur-Rashid Azad for his Ph.D. Dissertation and Dr. Mumtaz Akhtar used for her Ph.D Dissertation. It was multiple choice item tests consisted six parts. (see Appendix C for English Version and Appendix F for Urdu Version).

   Intelligence Test was used to measure the students’ intelligence for equating groups. The test was administered to randomly select 8 sections of four schools. After the results of an Intelligence Test, all of the subjects were ranked from highest to lowest, based on their intelligence scores. The first two subjects, with the highest scores were the first pair and next highest scores were the next pair and so on. According to Gay (2000) “one member is randomly assigned to one group and other member to the other group on their scores in Matching Technique. The next two subjects with the third and fourth highest scores were the next pair. Each equated group was assigned randomly to lecture and project groups.

2. **Achievement Test:** Achievement Test, developed by the researcher (see Appendix D for English version and Appendix G for Urdu Version). This test was used as Pretest and Posttest to measure the achievement of the students on the selected topics taught to them during the experiment. The test was also
used to examine, to which extent the Social Studies Curriculum Objectives through Cognitive Domain were achieved. The test was based on the selected content of Social Studies and Instructional Objectives/Learning Outcomes. It was 60 multiple choice items test, 35 items to measure knowledge and 25 items to measure comprehension in Cognitive Domain of taxonomy of Educational Objectives.

**Achievement Test Development**

The researcher reviewed the measurement and assessment related materials and studied the Social Studies Curriculum at Elementary Level. Five chapters were selected from Social Studies Text Book of 8th grade, involved three disciplines Geography, History and Civics. Two chapters were included from Geography, two from History and one from Civics. Table 2 presented the topics of chapters of Social Studies 8th grade.

**Table 2**  
**Topics of Five Chapters Social Studies 8th Grade.**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Content</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>1- Important Occupations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2- World Trade of Pakistan</td>
<td>2</td>
</tr>
<tr>
<td>History</td>
<td>3- Political Awareness in the Muslims of Sub-Continent</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>4- Struggle for creation of Pakistan.</td>
<td></td>
</tr>
<tr>
<td>Civics</td>
<td>5- United Nation</td>
<td>1</td>
</tr>
</tbody>
</table>

The researcher involved the two categories: Knowledge and Comprehension in Cognitive Domain of the taxonomy of Educational Objectives by Bloom (1965). The researcher prepared the Instructional Objectives and Learning Outcomes through the following categories of Knowledge and Comprehension Objectives.
1. Knowledge.
   
   (a) Terminology.
   
   (b) Specific Facts.
   
   (c) Classifications and Categories.
   
   (d) Methodology.
   
   (e) Principles and Generalizations.

2. Comprehension
   
   (a) Translation from One Level of Abstraction to Another.
   
   (b) Translation from Symbolic Form to Another Form or vice versa.

The complete detail of objectives of Knowledge and Comprehension of Cognitive Domain of Taxonomy of Educational Objectives attached in Appendix-E.

The researcher constructed all the test items according to this figure 6.

![Diagram of steps to construct achievement test items](image)

**Figure 6: Steps to Construct Achievement Test Items.**
Table of Specification

The researcher prepared a Table of Specification on the basis of selected Content, Instructional Objectives and the proportion of the Test Items.

Table 3    Table of Specification (8th Grade Social Studies Students)

<table>
<thead>
<tr>
<th>Contents</th>
<th>Terminology</th>
<th>Specific Facts</th>
<th>Classification and Categories</th>
<th>Methodology</th>
<th>Principles and Generalization</th>
<th>Translation from One Level of Abstraction to Another</th>
<th>Translation from Symbolic Form to Another</th>
<th>Total Items</th>
<th>Items (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-Occupation</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>14</td>
<td>23.33</td>
</tr>
<tr>
<td>2- Trade</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-Political</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>5</td>
<td>-</td>
<td>10</td>
<td>16.67</td>
</tr>
<tr>
<td>Awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-Creation of</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>10</td>
<td>16.67</td>
</tr>
<tr>
<td>Pakistan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-United</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>14</td>
<td>23.33</td>
</tr>
<tr>
<td>Nation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Items</td>
<td>7</td>
<td>12</td>
<td>8</td>
<td>3</td>
<td>5</td>
<td>21</td>
<td>4</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Items (%)</td>
<td>11.67</td>
<td>20</td>
<td>13.33</td>
<td>5</td>
<td>8.33</td>
<td>35</td>
<td>6.67</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
**Item Format**

The researcher selected the Multiple-Choice Items Format for Social Studies Achievement Test. According to Kaltsounis (1987) “Multiple Choice tests are mostly used in Social Studies at Elementary Level” Ellis (1998, p. 160) described that “Multiple Choice Form has less chance of surviving questions on the basis of guess work.” According to Kubiszyn & Borish (2003) Multiple Choice Items measures all the levels of the Taxonomy of Educational Objectives.

Linn & Gronlund (2005) stated that the Multiple Choice Items measure a variety of learning outcomes at the Knowledge and Comprehension Level. Hence, the researcher used Multiple Choice Formats for Achievement Test.

**Pilot Study of the Achievement Test**

“A Pilot Study can reduce the number of items in an initial pool to a more manageable number by deleting items”. (Netemeyer, Bearden, Sharma, 2003, P.116). For Piloting, the researcher administered the 100 items test from 250 students of 3 Govt. Girls High Schools, Lahore. The table 4 showed the schools name and strength of students.

**Table 4  Pilot Test Sample & Schools**

<table>
<thead>
<tr>
<th>Sr #</th>
<th>Schools</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government Pilot Secondary School For Girls, Wahdat Colony, Lahore.</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>Government Comprehensive Girls High School, Lahore.</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Government High School For Girls, Model Town, Lahore</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>250</td>
</tr>
</tbody>
</table>
An appropriate sample size was used in Pilot Testing for ensuring the Achievement Test. These schools were not included in Experimental Study.

**Validation of the Achievement Test**

Five experts validated the Achievement Test and observed the face and content validity of the test. The test was improved and refined after examining and discussing the Experts. List of Experts is given at Appendix A.

**Items Analysis of the Achievement Test**

The Pilot Test data was computed on Statistical Package for Social Sciences (SPSS). Each test item was analyzed and computed the Item Difficulty Level, Discrimination Power and the Effectiveness of Distracters. According to Linn & Gronlund (2005 P.384) the Discriminating Power of an Achievement Test item refers to the degree to which it Discriminates between students with high and low achievement.

Kubiszyn & Borich (2003) stated that Item Difficulty Level should be in between of 0.20 and 0.80, with an average Item Difficulty of about 0.50 and Discrimination Index should be at least 0.30, with a positive value. An item that discriminates negatively should be eliminated. The proportion of high and low students on each distracter should be 0.27.

Keeping in view the above mentioned criteria, items having Difficulty Level low 0.20 (very difficult items) and above 0.80 (very easy items) and having discrimination index less than 0.30, some were improved and rectified, others were deleted.
Items that have Discrimination Index above 0.30 and Item Difficulty Level from 0.20 to 0.80 were accepted. The researcher finalized Achievement Test comprised of 60 items as Pretest and Posttest during Experimental Research.

**Reliability of the Achievement Test**

After the procedure of Items Analysis on the Pilot Test data, 60 Items were finalized in Achievement Test. According to Fraenkel and Wallen (1993) a useful rule of thumb is that reliability should be at least 0.70 and preferably higher for research purposes. Gay (2000) stated that a coefficient 0.90 would be acceptable for any test. An Alpha Coefficient reliability developed by Cronbach Alpha was calculated on the finalized Achievement Test of 60 items to be 0.85 and it was considered acceptable according to above criteria.

**Experimental Procedure**

An experiment conducted at 4 selected Government Girls High Schools to compare the Lecture and Project Methods of Teaching on students’ achievement in the subject of Social Studies. Intelligence Test was administered to all the randomly selected sections of 8th grade students of each school for equating groups. A matching procedure was used on Intelligence Test scores of each school. Two matched groups were formed and then randomly assigned to lecture and project groups in each school. Project group students received treatment through Project Method and lecture group students received instruction through Lecture Method from the Social Studies class teacher during the same period of school timing. The researcher herself taught the students of project group of each school and the experiment started on January 2007 and completed at April 2007. The researcher provided treatment to the students of project group according to this procedure.
- Achievement Test was administered to the students of lecture and project groups in each school as Pretest.
- Selected Content was covered during the period of 14 weeks.
- Project lessons were planned according to the situations.
- Different problems of students were solved doing project activities during teaching session.
- Project groups were taught daily for one period of 40 minutes through Project Method of Teaching.
- Daily activities of each student were observed and maintained.
- Students’ interest, responsibility and attitude towards learning were examined to check through Project Method of Teaching.
- Achievement Test was administered again to the students of lecture and project groups in each school as Posttest.

**Statistical Treatment of the Data**

Intelligence Test was administered to all the samples of the four selected schools and scored according to the key. A matching procedure was used for equating groups and assigned randomly to lecture and project groups in each schools. Independent sample t-test was applied on Intelligence Test scores of lecture and project groups in Rural and Urban Schools. It revealed that there was no significant difference between mean scores of lecture and project group students in selected schools on Intelligence Test. However, it showed the students of lecture and project groups in different schools were almost equal in Intelligence.

Achievement Test was administered as Pretest and Posttest to lecture and project groups in selected schools. Both groups were compared on the bases of
achievement scores: Overall, Rural Schools, Urban Schools and School-wise. These both groups were also compared in terms of Cognitive Objectives of Knowledge and Comprehension on overall, rural, urban and school-wise scores. Independent samples t-test was applied on mean gain scores of lecture and project group students in selected schools on Achievement Test and objectives of Knowledge and Comprehension of Cognitive Domain. All the hypotheses were tested at 0.05 level of significance.

**Internal and External Validity**

Campbell and Stanley (1963) identified 12 threats, eight to internal and four to external validity as cited in Wiersma (1995). The researcher controlled maximum threats for the Experimental Purpose.

- Regression and Selection Threats were controlled to equate the groups through matching with Random Assignment.
- Mortality Threat did not occur, because the strength of students from the beginning to the end was same.
- Maturation Threat was controlled through the adequate Experimental duration and Control Group.
- Instrumentation Threat was controlled using a valid and reliable Achievement Test as Pretest and Posttest.
- Testing Threat was controlled taking Pretest from the both lecture and project groups.
- History Threat did not occur because the whole Experimental period passed smoothly and peaceful.
- Hawthorne Effect did not control because the students knew that they were included in an Experiment.
- Location did not control because the experiment included in Rural and Urban areas.
- Interaction Effect of Testing was controlled through Pretesting.
- Interaction Effects of Selection Biases and the Experimental Treatment were controlled through Random Assignment with Matching Technique.
- Multiple-Treatment Interference was controlled using different students in Lecture and Project Methods and did not give different treatments.
CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

The main purpose of the present study was to compare the Lecture and Project Methods of Teaching for achieving Social Studies Curriculum Objectives at Elementary Level. The study was experimental, so the Pretest-Posttest Control Group Design, using Matched Subjects was employed on lecture and project groups of Rural and Urban Schools.

The researcher collected the data on two instruments:

1. Intelligence Test.
2. Achievement Test.

Analysis of Scores on Intelligence Test

The researcher administered Intelligence Test to 8th grade Social Studies students. The sections were randomly selected from four selected schools. The Intelligence Test was scored according to the key. The Intelligence Scores of all the students included in the sample of each school were ranked from highest to lowest for paired matching of the lecture and project groups. Each equated group was assigned randomly to the lecture and project groups. Independent samples t-test was applied on the scores of lecture and project group students in selected schools on Intelligence Test to examine significant difference at 0.05 level. Table 5 showed the results of Independent samples t-test on Intelligence Test scores by the lecture and project groups in selected schools
Table 5: School-wise Analysis of Scores on Intelligence Test.

<table>
<thead>
<tr>
<th>School</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>T</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>Lecture</td>
<td>20</td>
<td>37.10</td>
<td>12.34</td>
<td>0.627</td>
<td>0.535</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>20</td>
<td>34.95</td>
<td>9.11</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raiwind</td>
<td>Lecture</td>
<td>22</td>
<td>38.04</td>
<td>9.16</td>
<td>0.383</td>
<td>0.703</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>22</td>
<td>36.95</td>
<td>9.69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td>Lecture</td>
<td>30</td>
<td>39.70</td>
<td>10.51</td>
<td>0.222</td>
<td>0.825</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>30</td>
<td>40.33</td>
<td>11.51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chunamandi</td>
<td>Lecture</td>
<td>40</td>
<td>45.07</td>
<td>13.07</td>
<td>0.113</td>
<td>0.910</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>40</td>
<td>44.75</td>
<td>12.22</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Results of table 5 revealed that there was no significant difference between Intelligence Test scores of lecture and project groups in Rural and Urban Schools on Intelligence Test at 0.05 level of significance. Thus, it was concluded that the difference between lecture and project group students in selected schools on Intelligence Test was not significant statistically. Hence, the Intelligence level of lecture and project group students was almost equal in both types of groups in selected schools.
Analysis of Scores on Achievement Test

Achievement Test was used as Pretest and Posttest in the present study to measure achievement of the students of 8th grade on objectives of Knowledge and Comprehension of Cognitive Domain. It was Multiple Choice Items Test consisting of 60 items, 35 of knowledge and 25 of comprehension. Pretest and Posttest data were categorized on seven specific objectives of Knowledge and Comprehension of Cognitive Domain and was further analyzed. The following were the seven specific objectives of Knowledge and Comprehension of Cognitive Domain:

1. **Knowledge:**
   
   (i) Terminology.
   
   (ii) Specific Facts.
   
   (iii) Classifications and Categories.
   
   (iv) Methodology.
   
   (v) Principles and Generalizations.

2. **Comprehension:**

   (i) Translation from One Level of Abstraction to Another.

   (ii) Translation from Symbolic Form to Another Form.

Independent samples t-test was applied on Pretest, Posttest and gain scores of the lecture and project group students in selected schools on Achievement Test. The null hypotheses of the study were tested at 0.05 level of significance. The researcher converted the students’ scores of lecture and project groups in selected schools on Achievement Test in percentages to apply Independent samples t-test.
Students’ scores on the Achievement Test that comprised the Items on two levels i.e. Knowledge and Comprehension of Cognitive Domain in the subject of Social Studies were analyzed on the following lines:

1. Analyses of Overall Scores of students on Achievement Test

   i) Comparison of pretest scores
   ii) Comparison of gain scores
   iii) Comparison of posttest scores
   iv) Rural Schools’ comparison of gain scores
   v) Urban Schools’ comparison of gain scores
   vi) School-wise comparison of gain scores.

2. Overall Scores Analyses on Objectives of Knowledge and Comprehension of Cognitive Domain.

   i) Knowledge of Terminology
   ii) Knowledge of Specific Facts
   iii) Knowledge of Classifications and Categories
   iv) Knowledge of Methodology
   v) Knowledge of Principles and Generalizations
   vi) Translation from One Level of Abstraction to Another
   vii) Translation from Symbolic Form to Another Form.

3. Analyses of students’ scores in Rural Schools on objectives of Knowledge and Comprehension of Cognitive Domain.

   i) Terminology
   ii) Specific Facts
   iii) Classification and categories
iv) Methodology
v) Principles and Generalizations
vi) Translation from One Level of Abstraction to Another
vii) Translation from symbolic Form to another Form.

4. Analyses of students’ scores in Urban Schools on Objectives of Knowledge and Comprehension of Cognitive Domain.
   i) Terminology
   ii) Specific Facts
   iii) Classifications and Categories
   iv) Methodology
   v) Principles and Generalizations
   vi) Translation from One Level of Abstraction to Another
   vii) Translation from Symbolic Form to Another Form.

5. School-wise Analyses of students’ scores on Objectives of Knowledge and Comprehension of Cognitive Domain.
   i) Terminology
   ii) Specific Facts
   iii) Classifications and Categories
   iv) Methodology
   v) Principles and Generalizations
   vi) Translation from One Level of Abstraction to Another
   vii) Translation from Symbolic Form to Another Form.
1. **Overall Scores Analyses on Achievement Test**

**Table 6:** Comparison of Pretest Scores on Achievement Test in both Rural and Urban Schools.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean pretest</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>112</td>
<td>40.83</td>
<td>11.90</td>
<td>1.125</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>112</td>
<td>40.33</td>
<td>11.57</td>
<td>1.089</td>
<td>0.321</td>
<td>0.748</td>
</tr>
</tbody>
</table>

It was evident from table 6 that there was no significant difference between pretest scores of lecture and project group students in both Rural and Urban Schools on Achievement Test at 0.05 level of significance. Hence, the null hypothesis, $H_0$, stating no significant difference between the pretest scores of lecture and project group students in both Rural and Urban Schools on Achievement Tests, was accepted. Therefore it was concluded that the pretest scores of the students of the lecture and project groups had no significant effect on Achievement Test.
Table 7: Comparison of Gain Scores on Achievement Test in both Rural and Urban Schools.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean Gain</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>Mean Gain Differences</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>112</td>
<td>5.59</td>
<td>11.14</td>
<td>1.05</td>
<td>4.58</td>
<td>2.840</td>
<td>0.005</td>
</tr>
<tr>
<td>Project</td>
<td>112</td>
<td>10.17</td>
<td>12.99</td>
<td>1.22</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Result of Independent Samples t-test applied on the mean gain scores of the lecture and project group students in both Rural and Urban Schools on Achievement Test revealed that there was significant difference between the mean gain scores of the lecture and project group students at 0.05 level of significance. Hence the null hypothesis, Ho2, stating no significant difference between the mean gain scores of the lecture and project group students in both Rural and Urban Schools on Achievement Test was rejected. Rejection of null hypothesis concluded that Project Method in this experiment was more effective than lecture method of teaching. Consequently, mean gain scores of project group students in both Rural and Urban Schools were maximum.
Table 8: Comparison of Posttest Scores on Achievement Test in both Rural and Urban Schools

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean Posttest</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>Mean Posttest Differences</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>112</td>
<td>43.85</td>
<td>13.86</td>
<td>1.31</td>
<td></td>
<td>4.84</td>
<td>2.704</td>
</tr>
<tr>
<td>Project</td>
<td>112</td>
<td>48.70</td>
<td>13.01</td>
<td>1.22</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Results of table 8 revealed that there was significant difference between posttest scores of lecture and project group students in both Rural and Urban Schools on Achievement Test at 0.05 level of significance. Hence, the null hypothesis, H03, stating no significant difference between the posttest scores of lecture and project group students in both Rural and Urban Schools on Achievement Test was rejected. Thus, it was concluded that posttest mean scores of project group students were higher than lecture group students in both Rural and Urban Schools on Achievement Test. Consequently, Project Method of Teaching in this experiment proved more effective on Achievement Test.
### Table 9: Rural Schools Comparison of Gain Scores on Achievement Test

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean Gain</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>Mean Gain Differences</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>42</td>
<td>5.75</td>
<td>11.83</td>
<td>1.82</td>
<td></td>
<td>2.85</td>
<td>1.006</td>
</tr>
<tr>
<td>Project</td>
<td>42</td>
<td>8.61</td>
<td>14.09</td>
<td>2.17</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary of the results of Table 9 revealed that there was no significant difference between the total mean gain scores in Rural Schools at 0.05 level of significance. Hence the null hypothesis, H04, stating no significant difference between the mean gain scores of lecture and project group students in Rural Schools on Achievement Test, was accepted. Acceptance of null hypothesis concluded that there was no significant effect on the achievement of lecture and project group students in Rural Schools on Achievement Test.
Table 10: Urban Schools Comparison of Gain Scores on Achievement Test

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean Gain</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>Mean Gain Differences</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>70</td>
<td>5.50</td>
<td>10.78</td>
<td>1.28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>70</td>
<td>11.10</td>
<td>12.30</td>
<td>1.46</td>
<td>5.60</td>
<td>2.874</td>
<td>0.005</td>
</tr>
</tbody>
</table>

Results of table 10 showed that there was significant difference between mean gain scores of lecture and project group students in Urban Schools at 0.05 level of significance. Hence the null hypothesis, $H_0$, stating no significant difference between the mean gain scores of lecture and project group students in Urban Schools on Achievement Test, was rejected. Thus it was concluded that the students of project group in Urban Schools performed better achievement than those who were taught through Lecture Method of Teaching on Achievement Test.
Table 11: School-wise Analysis of Gain Scores on Achievement Test in Rural and Urban School.

<table>
<thead>
<tr>
<th>School</th>
<th>Group</th>
<th>N</th>
<th>Mean Gain</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>t</th>
<th>df</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>Lecture</td>
<td>20</td>
<td>7.08</td>
<td>10.69</td>
<td>2.39</td>
<td>0.194</td>
<td>38</td>
<td>0.847</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>20</td>
<td>7.75</td>
<td>10.99</td>
<td>2.45</td>
<td>1.079</td>
<td>40</td>
<td>0.287</td>
</tr>
<tr>
<td></td>
<td>Lecture</td>
<td>22</td>
<td>4.54</td>
<td>12.92</td>
<td>2.75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>22</td>
<td>9.39</td>
<td>16.64</td>
<td>3.54</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td>Lecture</td>
<td>30</td>
<td>6.83</td>
<td>8.56</td>
<td>1.56</td>
<td>0.724</td>
<td>58</td>
<td>0.472</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>30</td>
<td>8.50</td>
<td>9.24</td>
<td>1.68</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lecture</td>
<td>40</td>
<td>4.50</td>
<td>12.20</td>
<td>1.92</td>
<td>2.925</td>
<td>78</td>
<td>0.005</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>40</td>
<td>13.00</td>
<td>13.93</td>
<td>2.17</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary of the results of table 11 revealed that there was no significant difference between the students of lecture and project groups in Barki, Raiwind and Cantt schools, but it was further evident from the table that there was significant difference between the students of both groups in Chunamandi School at 0.05 level of significance. Hence, the null hypothesis, $H_0$, stating no significant difference between the mean gain scores of lecture and project group students in selected schools on Achievement Test was accepted in Barki, Raiwind and Cantt schools and rejected.
in Chunamandi School. Thus it was concluded that lecture and project groups in Barki, Raiwind and Cantt schools had no significant effects on Achievement Test, but the students of project group in Chunamandi School proved better achievement than the students of lecture group on Achievement Test.
2. Overall Scores Comparison on Objectives of Knowledge and Comprehension of Cognitive Domain

Table 12: Comparison of Gain Scores of the Knowledge of Terminology on Achievement Test in Rural and Urban Schools.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean Gain</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>Mean Gain Differences</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>112</td>
<td>6.88</td>
<td>25.07</td>
<td>2.36</td>
<td></td>
<td>2.59</td>
<td>0.813</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.417</td>
</tr>
<tr>
<td>Project</td>
<td>112</td>
<td>9.48</td>
<td>22.71</td>
<td>2.13</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It revealed from table 12 that there was no significant difference between the mean gain scores of lecture and project group students on the Knowledge of Terminology of Achievement Test at 0.05 level of significance. Hence, the null hypothesis, $H_0$, stating no significant difference between the mean gain scores of lecture and project group students on the Knowledge of Terminology of Achievement Test, was accepted. Thus it was concluded that the difference between lecture and project groups was not found to be statistically significant on the Knowledge of Terminology of Achievement Test.
### Table 13: Comparison of Gain Scores of the Knowledge of Specific Facts on Achievement Test in Rural and Urban Schools.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean Gain</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>Mean Gain Differences</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>112</td>
<td>7.21</td>
<td>20.24</td>
<td>1.91</td>
<td>9.44</td>
<td>3.374</td>
<td>0.001</td>
</tr>
<tr>
<td>Project</td>
<td>112</td>
<td>16.66</td>
<td>21.73</td>
<td>2.04</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary of results of independent samples t-test applied on mean gain scores of the lecture and project group students in both Rural and Urban Schools on the Knowledge of Specific Facts of Achievement Test presented in table 13 that the mean gain scores of both groups were significant difference at 0.05 level of significance. Hence the null hypothesis, H08, stating no significant difference between the mean gain scores of lecture and project group students in both Rural and Urban Schools on the Knowledge of Specific Facts of Achievement Test, was rejected. Rejection of null hypothesis concluded that project group of Rural and Urban Schools was more effective than the lecture group on the Knowledge of Specific Facts of Achievement Test.
Table 14: Comparison of Gain Scores of the Knowledge of Classification and Categories on Achievement Test in Rural and Urban Schools.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean Gain</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>Mean Gain Differences</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>112</td>
<td>3.34</td>
<td>23.34</td>
<td>1.92</td>
<td></td>
<td>4.06</td>
<td>1.384</td>
</tr>
<tr>
<td>Project</td>
<td>112</td>
<td>7.41</td>
<td>23.60</td>
<td>2.22</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Results of table 14 revealed that there was no significant difference between the mean gain scores of the lecture and project group students in both Rural and Urban Schools on the Knowledge of Classifications and Categories of Achievement Test at 0.05 level of significance. Hence the null hypothesis, $H_0$, stating no significant difference between the mean gain scores of lecture and project group students in both Rural and Urban Schools on the Knowledge of Classifications and Categories of Achievement Test, was accepted. Thus it was concluded that the difference between the lecture and project group students in both Rural and Urban Schools was not found to be statistically significant on the Knowledge of Classifications and Categories of Achievement Test.
Table 15: Comparison of Gain Scores of the Knowledge of Methodology on Achievement Test in Rural and Urban Schools.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean Gain</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>Mean Gain Differences</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>112</td>
<td>10.11</td>
<td>37.39</td>
<td>3.53</td>
<td></td>
<td>4.21</td>
<td>0.869</td>
</tr>
<tr>
<td>Project</td>
<td>112</td>
<td>5.89</td>
<td>35.41</td>
<td>3.33</td>
<td></td>
<td></td>
<td>0.386</td>
</tr>
</tbody>
</table>

It was indicated in table 15 that there was no significant difference between the mean gain scores of lecture and project group students in both Rural and Urban Schools on the Knowledge of Methodology of Achievement Test at 0.05 level of significance. Hence the null hypothesis, H010, stating no significant difference between the mean gain scores of lecture and project group students in both Rural and Urban Schools on the Knowledge of Methodology of Achievement Test, was accepted. Thus, it revealed that the difference between lecture and group students in both Rural and Urban Schools was no found to be significant on the Knowledge of Methodology of Achievement Test.
Table 16: Comparison of Gain Scores of the Knowledge of Principles and Generalizations on Achievement Test in Rural and Urban Schools.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean Gain</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>Mean Gain Differences</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>112</td>
<td>6.60</td>
<td>30.88</td>
<td>2.91</td>
<td></td>
<td>0.235</td>
<td>0.0604 0.952</td>
</tr>
<tr>
<td>Project</td>
<td>112</td>
<td>6.37</td>
<td>27.42</td>
<td>2.57</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It was evident from table 16 that there was no significance difference between the mean gain scores of the lecture and project group students in both Rural and Urban Schools on the Knowledge of Principles and Generalizations of Achievement Test at 0.05 level of significance. Hence the null hypothesis, $H_0$, stating no significant difference between the mean gain scores of lecture and project group students in both Rural and Urban Schools on the Knowledge of Principles and Generalizations of Achievement Test, was accepted. However, it showed that the difference between both groups of Rural and Urban Schools was not found to be significant on the Knowledge of Principles and Generalization of Achievement Test.
**Table 17:** Comparison of Gain Scores of Translation from One Level of Abstraction to Another on Achievement Test in Rural and Urban Schools.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean Gain</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>Mean Gain Differences</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>112</td>
<td>4.54</td>
<td>15.03</td>
<td>1.42</td>
<td></td>
<td>4.637</td>
<td>2.059</td>
</tr>
<tr>
<td>Project</td>
<td>112</td>
<td>9.18</td>
<td>18.58</td>
<td>1.74</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It was evident from table 17 that there was significant difference between mean gain scores of lecture and project group students in both Rural and Urban Schools on Translation from One Level of Abstraction to Another of Achievement Test at 0.05 level of significance. Hence the null hypothesis, $H_0$, stating no significant difference between the mean gain scores of lecture and project group students in both Rural and Urban Schools on Translation from One Level of Abstraction to Another of Achievement Test, was rejected. Thus it was concluded that project groups in both Rural and Urban Schools were more effective on Translation from One Level of Abstraction to Another of Achievement Test than the lecture group students.
Table 18: Comparison of Gain Scores of Translation from Symbolic Form to Another Form on Achievement Test in Rural and Urban Schools.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean Gain</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>Mean Gain Differences</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>112</td>
<td>3.79</td>
<td>29.48</td>
<td>2.78</td>
<td></td>
<td>6.82</td>
<td>1.668 0.097</td>
</tr>
<tr>
<td>Project</td>
<td>112</td>
<td>10.61</td>
<td>31.83</td>
<td>2.99</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It was indicated in table 18 that there was no significant difference between the mean gain scores of the lecture and project group students in both Rural and Urban Schools on Translation from Symbolic Form to Another Form of Achievement Test at 0.05 level of significance. Thus the null hypothesis, H013, stating no significant difference between the mean gain scores of lecture and project group students in both Rural and Urban Schools on Translation from Symbolic Form to Another Form of Achievement Test, was accepted. Hence it proved that the students of lecture and project groups in both Rural and Urban Schools had no significant effect on Translation from Symbolic Form to Another Form of Achievement Test.
3. **Rural Schools Comparison on Objectives of Knowledge and Comprehension of Cognitive Domain**

**Table 19:** Rural School Comparison of Gain Scores of the Knowledge of Terminology on Achievement Test.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean Gain</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>Mean Gain Differences</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>42</td>
<td>5.44</td>
<td>27.67</td>
<td>4.27</td>
<td></td>
<td>3.06</td>
<td>0.594</td>
</tr>
<tr>
<td>Project</td>
<td>42</td>
<td>2.38</td>
<td>18.64</td>
<td>2.87</td>
<td></td>
<td></td>
<td>0.554</td>
</tr>
</tbody>
</table>

Results of table 19 revealed that there was no significant difference between mean gain scores of lecture and project group students in Rural Schools on the Knowledge of Terminology of Achievement Test, at 0.05 level of significance. Therefore, the null hypothesis, H014, stating no significant difference between mean gain scores of lecture and project group students in Rural Schools on the Knowledge of Terminology of Achievement Test, was accepted. Hence, it proved that the students of Lecture and Project Methods of Teaching had no significant effect in Rural Schools on the Knowledge of Terminology of Achievement Test.
Table 20: Rural Schools Comparison of Gain Scores of the Knowledge of Specific Facts on Achievement Test

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean Gain</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>Mean Gain Differences</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>42</td>
<td>7.34</td>
<td>22.70</td>
<td>3.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>42</td>
<td>13.09</td>
<td>22.40</td>
<td>3.45</td>
<td>5.75</td>
<td>1.169</td>
<td>0.246</td>
</tr>
</tbody>
</table>

Results of Independent samples t-test applied on gain scores of lecture and project group students in Rural Schools on the Knowledge of Specific Facts of Achievement Test presented in table 20 that mean gain scores of both groups were no significant difference, at 0.05 level of significance. Therefore, the null hypothesis, $H_0$, stating no significant difference between mean gain scores of lecture and project group students in Rural Schools on the Knowledge of Specific Facts of Achievement Test, was accepted. Thus, it proved that there was no significant effect of lecture and project group students in Rural Schools on the Knowledge of Specific Facts of Achievement Test.
Table 21: Rural Schools Comparison of Gain Scores of the Knowledge of Classifications and Categories on Achievement Test

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean Gain</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>Mean Gain Differences</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>42</td>
<td>0.892</td>
<td>18.60</td>
<td>2.87</td>
<td>4.46</td>
<td>0.854</td>
<td>0.396</td>
</tr>
<tr>
<td>Project</td>
<td>42</td>
<td>5.357</td>
<td>28.30</td>
<td>4.36</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As showed in table 21 that there was no significant difference between mean gain scores of lecture and project group students in Rural Schools on the Knowledge of Classifications and Categories of Achievement Test, at 0.05 level of significance. Thus, the null hypothesis, H016, stating no significant difference between mean gain scores of lecture and project group students in Rural Schools on the Knowledge of Classifications and Categories of Achievement Test, was accepted. However, it revealed that the difference between the lecture and project groups in Rural Schools was not found to be statistically significant on the Knowledge of Classifications and Categories of Achievement Test.
Results of independent samples t-test applied on gain scores of lecture and project group students in Rural Schools on the Knowledge of Methodology of Achievement Test showed in table 22 that mean gain scores of both groups were no significant difference, at 0.05 level of significance. Therefore, the null hypothesis, $H_0$, stating no significant difference between mean gain scores of lecture and project group students in Rural Schools on the Knowledge of Methodology of Achievement Test, was accepted. However, it was concluded that the difference between lecture and project groups in Rural Schools was not found to be statistically significant on the Knowledge of Methodology of Achievement Test.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean Gain</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>Mean Gain Differences</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>42</td>
<td>7.93</td>
<td>35.92</td>
<td>5.54</td>
<td>0.793</td>
<td>0.100</td>
<td>0.921</td>
</tr>
<tr>
<td>Project</td>
<td>42</td>
<td>8.73</td>
<td>36.85</td>
<td>5.68</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 22: Rural Schools Comparison of Gain Scores of the Knowledge of Methodology on Achievement Test
Table 23: Rural Schools Comparison of Gain Scores of the Knowledge of Principles and Generalizations on Achievement Test

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean Gain</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>Mean Gain Differences</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>42</td>
<td>10.47</td>
<td>32.32</td>
<td>4.97</td>
<td>9.047</td>
<td>1.451</td>
<td>0.151</td>
</tr>
<tr>
<td>Project</td>
<td>42</td>
<td>19.52</td>
<td>24.39</td>
<td>3.76</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It was indicated in table 23 that there was no significant difference between mean gain scores of lecture and project group students in Rural Schools on the Knowledge of Principles and Generalizations of Achievement Test, at 0.05 level of significance. Hence, the null hypothesis, Ho18, stating no significant difference between mean gain scores of lecture and project group students in Rural Schools on the Knowledge of Principles and Generalizations of Achievement Test, was accepted. Therefore, it proved that the students of Lecture and Project Methods of Teaching had no significant effect in Rural Schools on the Knowledge of Principles and Generalizations of Achievement Test.
Table 24: Rural Schools Comparison of Gain Scores of Translation from One Level of Abstraction to Another on Achievement Test

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean Gain</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>Mean Gain Differences</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>42</td>
<td>5.55</td>
<td>14.98</td>
<td>2.31</td>
<td>1.36</td>
<td>0.351</td>
<td>0.727</td>
</tr>
<tr>
<td>Project</td>
<td>42</td>
<td>6.91</td>
<td>20.18</td>
<td>3.11</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Results of table 24 revealed that there was no significant difference between mean gain scores of lecture and project group students in Rural Schools on Translation from One Level of Abstraction to Another of Achievement Test, at 0.05 level of significance. Therefore, the null hypothesis, $H_0$, stating no significant difference between mean gain score of lecture and project group students in Rural Schools on Translation from One Level of Abstraction to Another of Achievement Test, was accepted. Thus, it was concluded that the students of Lecture and Project Methods of Teaching did not find significant difference in Rural Schools on Translation from One Level of Abstraction to Another Form of Achievement Test.
It was evident from table 25 that there was no significant difference between mean gain scores of lecture and project group students in Rural Schools on Translation from Symbolic Form to Another Form of Achievement Test at 0.05 level of significance. Thus the null hypothesis, $H_0$, stating no significant difference between mean gain score of lecture and project group students in Rural Schools on Translation from Symbolic Form to Another Form of Achievement Test, was accepted. Thus, it proved that the students of lecture and project groups had no significant effect in Rural Schools on Translation from Symbolic Form to Another Form of Achievement Test.

### Table 25: Rural School Comparison of Gain Scores of Translation from Symbolic Form to Another Form on Achievement Test

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean Gain</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>Mean Gain Differences</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>42</td>
<td>4.76</td>
<td>24.83</td>
<td>3.83</td>
<td></td>
<td>2.976</td>
<td>0.464 0.644</td>
</tr>
<tr>
<td>Project</td>
<td>42</td>
<td>7.73</td>
<td>33.35</td>
<td>5.14</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It was evident from table 25 that there was no significant difference between mean gain scores of lecture and project group students in Rural Schools on Translation from Symbolic Form to Another Form of Achievement Test at 0.05 level of significance. Thus the null hypothesis, $H_0$, stating no significant difference between mean gain score of lecture and project group students in Rural Schools on Translation from Symbolic Form to Another Form of Achievement Test, was accepted. Thus, it proved that the students of lecture and project groups had no significant effect in Rural Schools on Translation from Symbolic Form to Another Form of Achievement Test.
4. Urban Schools Comparison on Objectives of Knowledge and Comprehension of Cognitive Domain

**Table 26:** Urban Schools Comparison of Gain Scores of the Knowledge of Terminology on Achievement Test

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean Gain</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>Mean Gain Differences</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>70</td>
<td>7.75</td>
<td>23.54</td>
<td>2.81</td>
<td>5.92</td>
<td>1.482</td>
<td>0.141</td>
</tr>
<tr>
<td>Project</td>
<td>70</td>
<td>13.68</td>
<td>23.95</td>
<td>2.84</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Results of table 26 revealed that there was no significant difference between mean gain scores of lecture and project group students in Urban Schools on the Knowledge of Terminology of Achievement Test, at 0.05 level of significance. Thus, the null hypothesis, Ho21, stating no significant difference between mean gain scores of lecture and project group students in Urban Schools on the Knowledge of Terminology of Achievement Test, was accepted. Hence, it was indicated that the students of Lecture and Project Methods of Teaching had no significant effect in Urban Schools on the Knowledge of Terminology of Achievement Test.
Table 27: Urban Schools Comparison of Gain Scores of the Knowledge of Specific Facts on Achievement Test

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean Gain</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>Mean Gain Differences</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>70</td>
<td>7.14</td>
<td>18.78</td>
<td>2.24</td>
<td>11.63</td>
<td>3.450</td>
<td>0.001</td>
</tr>
<tr>
<td>Project</td>
<td>70</td>
<td>18.77</td>
<td>21.20</td>
<td>2.51</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Results of independent samples t-test applied on gain scores on lecture and project group students in Urban Schools on the Knowledge of Specific Facts of Achievement Test presented in table 27 that the mean gain scores of both group were significant difference, at 0.05 level of significance. Hence, the null hypothesis, H022, stating no significant difference between mean gain scores of lecture and project group students in Urban Schools on the Knowledge of Specific Facts of Achievement Test, was rejected. However, it proved that the students of project group were more effective in Urban Schools on the Knowledge of Specific Facts of Achievement Test.
Results of table 28 revealed that there was no significant difference between mean gain scores of lecture and project group students in Urban Schools on the Knowledge of Classifications and Categories of Achievement Test, at 0.05 level of significance. Thus, the null hypothesis, \( H_0 \), stating no significant difference between mean gain scores of lecture and project group students in Urban Schools on the Knowledge of Classifications and Categories of Achievement Test, was accepted. However, it proved that the students of Lecture and Project Methods of Teaching in Urban Schools had no significant effect on the Knowledge of Classifications and Categories of Achievement Test.
Table 29: Urban Schools Comparison of Gain Scores of the Knowledge of Methodology on Achievement Test

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean Gain</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>Mean Gain Differences</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>70</td>
<td>11.42</td>
<td>38.44</td>
<td>4.59</td>
<td></td>
<td>7.203</td>
<td>1.167</td>
</tr>
<tr>
<td>Project</td>
<td>70</td>
<td>4.22</td>
<td>34.70</td>
<td>4.11</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It was indicated in table 29 that there was no significant difference between mean gain scores of lecture and project group students in Urban Schools on the Knowledge of Methodology of Achievement Test, at 0.05 level of significance. Hence, the null hypothesis, Ho24, stating no significant difference between mean gain scores of lecture and project group students in Urban Schools on the Knowledge of Methodology of Achievement Test, was accepted. It was further evident from table 29, that the difference between lecture and project groups was not found to be significant in Urban Schools on the Knowledge of Methodology of Achievement Test.
It was evident from table 30 that there was no significant difference between mean gain scores of lecture and project group students in Urban Schools on the Knowledge of Principles and Generalizations of Achievement Test, at 0.05 level of significance. Thus, the null hypothesis, H₀, stating no significant difference between mean gain scores of lecture and project group students in Urban Schools on the Knowledge of Principles and Generalizations of Achievement Test, was accepted. So, it was concluded that the students of Lecture and Project Methods of Teaching had no significant effect in Urban Schools on the Knowledge of Principles and Generalizations of Achievement Test.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean Gain</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>Mean Gain Differences</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>70</td>
<td>4.28</td>
<td>30.05</td>
<td>3.59</td>
<td></td>
<td>5.694</td>
<td>1.197</td>
</tr>
<tr>
<td>Project</td>
<td>70</td>
<td>1.40</td>
<td>26.25</td>
<td>3.11</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 30: Urban Schools Comparison of Gain Scores of the Knowledge of Principles and Generalizations on Achievement Test
Table 31: Urban Schools Comparison of Gain Scores of Translation from One Level of Abstraction to Another on Achievement Test

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean Gain</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>Mean Gain Differences</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>70</td>
<td>3.94</td>
<td>15.14</td>
<td>1.81</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>70</td>
<td>10.52</td>
<td>17.57</td>
<td>2.08</td>
<td>6.584</td>
<td>2.384</td>
<td>0.019</td>
</tr>
</tbody>
</table>

Results of table 31 revealed that mean gain scores of lecture and project group students in Urban Schools were significant difference on Translation from One Level of Abstraction to Another of Achievement Test, at 0.05 level of significance. Hence, the null hypothesis, Ho26, stating no significant difference between mean gain score of lecture and project group students in Urban Schools on Translation from One Level of Abstraction to Another of Achievement Test, was rejected. Thus, it was further evident from table 31 that the project group in Urban Schools performed better achievement than lecture group students on Translation from One Level of Abstraction to Another of Achievement Test.
Table 32: Urban Schools Comparison of Gain Scores of Translation from Symbolic Form to Another Form on Achievement Test

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean Gain</th>
<th>S.D</th>
<th>Std. Error</th>
<th>Mean Gain Differences</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>70</td>
<td>3.21</td>
<td>32.11</td>
<td>3.83</td>
<td>9.109</td>
<td>1.713</td>
<td>0.089</td>
</tr>
<tr>
<td>Project</td>
<td>70</td>
<td>12.32</td>
<td>31.01</td>
<td>3.68</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It was evident from table 32 that there was no significant difference between mean gain scores of lecture and project group students in Urban Schools on Translation from Symbolic Form to Another Form of achievement, test at 0.05 level of significance. Thus the null hypothesis, $H_0$, stating no significant difference between mean gain score of lecture and project group students in Urban Schools on Translation from Symbolic Form to Another Form of Achievement Test, was accepted. Hence, it was concluded that the students of lecture and project groups had no significant effect in Urban Schools on Translation from Symbolic Form to Another Form of Achievement Test.
5. School-wise Analyses on Objectives of Knowledge and Comprehension of Cognitive Domain

Table 33: School-wise Analysis of Gain Scores of the Knowledge of Terminology on Achievement Test

<table>
<thead>
<tr>
<th>School</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>Lecture</td>
<td>20</td>
<td>5.00</td>
<td>27.91</td>
<td>6.24</td>
<td>0.384</td>
<td>0.703</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>20</td>
<td>2.14</td>
<td>18.11</td>
<td>4.05</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lecture</td>
<td>22</td>
<td>5.84</td>
<td>28.11</td>
<td>5.99</td>
<td>0.445</td>
<td>0.659</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>22</td>
<td>2.59</td>
<td>19.53</td>
<td>4.16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td>Lecture</td>
<td>30</td>
<td>12.85</td>
<td>21.98</td>
<td>4.01</td>
<td>1.226</td>
<td>0.225</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>30</td>
<td>6.19</td>
<td>20.09</td>
<td>3.66</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lecture</td>
<td>40</td>
<td>3.92</td>
<td>24.20</td>
<td>3.82</td>
<td>2.771</td>
<td>0.007</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>40</td>
<td>19.16</td>
<td>25.27</td>
<td>3.94</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Results of table 33 revealed that there was no significant difference between the mean gain scores of lecture and project groups in Barki, Raiwind and Cantt Schools, but there was significant difference in Chunamandi school on the Knowledge of Terminology of Achievement Test at 0.05 level of significance. Hence the null hypothesis, H₀28, stating no significant difference between the mean gain scores of lecture and project group students in selected schools on the Knowledge of Terminology of Achievement Test, was accepted in Barki, Raiwind and Cantt Schools and rejected in Chunamandi School. Thus it was concluded that the students of Project Method performed better than those students who taught through lecture method in Chunamandi school on the Knowledge of Terminology of Achievement Test.
As showed in table 34 that there was no significant difference between the mean gain scores of lecture and project groups in selected schools on the Knowledge of Specific Facts of Achievement Test at 0.05 level of significance, except Cantt School. Thus the null hypothesis, H029, stating no significant difference between the mean gain scores of lecture and project group students in selected schools on the Knowledge of Specific Facts of Achievement Test, was accepted in Barki, Raiwind and Chunamandi Schools and rejected in Cantt School. Hence, it proved that the students of Project Method in Cantt school were better than lecture method of teaching on the Knowledge of Specific Facts of Achievement Test.

<table>
<thead>
<tr>
<th>School</th>
<th>Group</th>
<th>N</th>
<th>Mean Gain</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>Lecture</td>
<td>20</td>
<td>5.41</td>
<td>19.17</td>
<td>4.28</td>
<td>0.334</td>
<td>0.740</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>20</td>
<td>7.50</td>
<td>20.21</td>
<td>4.52</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lecture</td>
<td>22</td>
<td>9.09</td>
<td>25.83</td>
<td>5.50</td>
<td>1.22</td>
<td>0.229</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>22</td>
<td>18.18</td>
<td>23.51</td>
<td>5.01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td>Lecture</td>
<td>30</td>
<td>5.27</td>
<td>15.08</td>
<td>2.75</td>
<td>3.194</td>
<td>0.002</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>30</td>
<td>20.00</td>
<td>20.24</td>
<td>3.69</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lecture</td>
<td>40</td>
<td>8.54</td>
<td>21.22</td>
<td>3.35</td>
<td>1.942</td>
<td>0.060</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>40</td>
<td>17.88</td>
<td>22.09</td>
<td>3.45</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 35: School-wise Analysis of Gain Scores of the Knowledge of Classifications and Categories on Achievement Test

<table>
<thead>
<tr>
<th>School</th>
<th>Group</th>
<th>N</th>
<th>Mean Gain</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barki</td>
<td>Lecture</td>
<td>20</td>
<td>1.87</td>
<td>19.56</td>
<td>4.37</td>
<td>1.743</td>
<td>0.090</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>20</td>
<td>10.62</td>
<td>25.41</td>
<td>5.68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raiwind</td>
<td>Lecture</td>
<td>22</td>
<td>3.40</td>
<td>17.75</td>
<td>3.78</td>
<td>0.378</td>
<td>0.708</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>22</td>
<td>0.56</td>
<td>30.49</td>
<td>6.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cantt</td>
<td>Lecture</td>
<td>30</td>
<td>1.25</td>
<td>15.86</td>
<td>2.89</td>
<td>1.73</td>
<td>0.089</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>30</td>
<td>8.33</td>
<td>15.85</td>
<td>2.89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chunamandi</td>
<td>Lecture</td>
<td>40</td>
<td>7.50</td>
<td>24.48</td>
<td>3.87</td>
<td>0.252</td>
<td>0.802</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>40</td>
<td>8.84</td>
<td>23.42</td>
<td>3.65</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It was indicated in table 35 that there was no significant difference between the mean gain scores of lecture and project group students in all selected schools of both Rural and Urban on the Knowledge of Classifications and Categories of Achievement Test at 0.05 level of significance. Hence the null hypothesis H₀₃₀, stating no significant difference between the mean gain scores of lecture and project group students in all Rural and Urban selected schools on the Knowledge of Classifications and Categories of Achievement Test, was accepted. Therefore, it proved that the lecture and project groups of Rural and Urban Schools in this experiment had no significant effects in selected schools on the Knowledge of Classifications and Categories of Achievement Test.
### Table 36: School-wise Analysis of Gain Scores of the Knowledge of Methodology on Achievement Test

<table>
<thead>
<tr>
<th>School</th>
<th>Group</th>
<th>N</th>
<th>Mean Gain</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barki</td>
<td>Lecture</td>
<td>20</td>
<td>13.33</td>
<td>38.08</td>
<td>8.51</td>
<td>0.551</td>
<td>0.585</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>20</td>
<td>6.66</td>
<td>38.38</td>
<td>8.58</td>
<td>0.551</td>
<td>0.585</td>
</tr>
<tr>
<td>Raiwind</td>
<td>Lecture</td>
<td>22</td>
<td>3.03</td>
<td>33.97</td>
<td>7.24</td>
<td>0.716</td>
<td>0.478</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>22</td>
<td>10.60</td>
<td>36.20</td>
<td>7.71</td>
<td>0.716</td>
<td>0.478</td>
</tr>
<tr>
<td>Urban</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cantt</td>
<td>Lecture</td>
<td>30</td>
<td>21.11</td>
<td>35.53</td>
<td>6.48</td>
<td>2.180</td>
<td>0.033</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>30</td>
<td>1.11</td>
<td>35.53</td>
<td>6.48</td>
<td>2.180</td>
<td>0.033</td>
</tr>
<tr>
<td>Chunamandi</td>
<td>Lecture</td>
<td>40</td>
<td>4.16</td>
<td>39.35</td>
<td>6.22</td>
<td>0.285</td>
<td>0.777</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>40</td>
<td>6.50</td>
<td>34.33</td>
<td>5.36</td>
<td>0.285</td>
<td>0.777</td>
</tr>
</tbody>
</table>

Results of table 36 revealed that there was no significant difference between the mean gain scores of lecture and project group students in Barki, Raiwind and Chunamandi Schools, but there was significant difference in Cantt school on the Knowledge of Methodology of Achievement Test at 0.05 level of significance. Hence the null hypothesis, $H_0$, stating no significant difference between the mean gain scores of lecture and project group students in selected schools on the Knowledge of Methodology of Achievement Test, was accepted in Barki, Raiwind and Chunamandi Schools and rejected in Cantt School. Therefore it was concluded that the lecture and project groups in Burk, Raiwind and Chunamandi schools had no significant effects but it was further evident from the table 36 that the Project Method in Cantt schools showed better achievement in this experiment on the Knowledge of Methodology of Achievement Test.
Table 37: School-wise Analysis of Gain Scores of the Knowledge of Principles and Generalizations on Achievement Test

<table>
<thead>
<tr>
<th>School</th>
<th>Group</th>
<th>N</th>
<th>Mean Gain</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>Lecture</td>
<td>20</td>
<td>9.00</td>
<td>31.43</td>
<td>7.03</td>
<td>1.493</td>
<td>0.144</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>20</td>
<td>23.00</td>
<td>27.73</td>
<td>6.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lecture</td>
<td>22</td>
<td>11.81</td>
<td>33.61</td>
<td>7.16</td>
<td>0.538</td>
<td>0.594</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>22</td>
<td>16.36</td>
<td>21.05</td>
<td>4.48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td>Lecture</td>
<td>30</td>
<td>3.33</td>
<td>25.23</td>
<td>4.60</td>
<td>1.261</td>
<td>0.212</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>30</td>
<td>4.66</td>
<td>23.88</td>
<td>4.36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chunamandi</td>
<td>Lecture</td>
<td>40</td>
<td>5.00</td>
<td>33.51</td>
<td>5.29</td>
<td>0.587</td>
<td>0.559</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>40</td>
<td>0.975</td>
<td>27.91</td>
<td>4.35</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It was indicated in table 37 that there was no significant difference between the mean gain scores of lecture and project group students in all selected schools of Rural and Urban on the Knowledge of Principles and Generalizations of Achievement Test at 0.05 level of significance. Hence the null hypothesis, \( H_032 \), stating no significant difference between the mean gain scores of lecture and project group students in all Rural and Urban selected schools on the Knowledge of Principles and Generalizations of Achievement Test, was accepted. Thus, it revealed that students of lecture and project groups had no significant effect on the knowledge of principle and generalizations of Achievement Test.
Table 38: School-wise Analysis of Gain Scores of Translation from One Level of Abstraction to Another on Achievement Test

<table>
<thead>
<tr>
<th>School</th>
<th>Group</th>
<th>N</th>
<th>Mean Gain</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barki</td>
<td>Lecture</td>
<td>20</td>
<td>10.47</td>
<td>14.70</td>
<td>3.28</td>
<td>1.054</td>
<td>0.299</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>20</td>
<td>5.00</td>
<td>17.98</td>
<td>4.02</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raiwind</td>
<td>Lecture</td>
<td>22</td>
<td>1.08</td>
<td>14.09</td>
<td>3.00</td>
<td>1.348</td>
<td>0.185</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>22</td>
<td>8.65</td>
<td>22.26</td>
<td>4.74</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cantt</td>
<td>Lecture</td>
<td>30</td>
<td>8.25</td>
<td>12.31</td>
<td>2.24</td>
<td>0.755</td>
<td>0.454</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>30</td>
<td>5.71</td>
<td>13.72</td>
<td>2.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chunamandi</td>
<td>Lecture</td>
<td>40</td>
<td>.0714</td>
<td>16.37</td>
<td>2.58</td>
<td>3.30</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>40</td>
<td>14.05</td>
<td>19.34</td>
<td>3.02</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It was evident from table 38 that there was no significant difference between the mean gain scores of lecture and project group students in Rural and Urban Schools on Translation from One Level of Abstraction to Another of Achievement Test at 0.05 level of significance except Chunamandi School. Hence the null hypothesis $H_0$, stating no significant difference between the mean gain scores of lecture and project group students in selected schools on Translation from One Level of Abstraction to Another of Achievement Test, was accepted in Barki, Raiwind and Cantt Schools and rejected in Chunamandi Schools. Therefore, it proved that the students of Project Method of teaching in Chunamandi school were better than lecture method of teaching on Translation from One Level of Abstraction to Another of Achievement Test.
Table 39: School-wise Analysis of Gain Scores of Translation from Symbolic Form to Another Form on Achievement Test

<table>
<thead>
<tr>
<th>School</th>
<th>Group</th>
<th>N</th>
<th>Mean Gain</th>
<th>S.D</th>
<th>Std. Error Mean</th>
<th>t</th>
<th>Sig (2 tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>Lecture</td>
<td>20</td>
<td>8.75</td>
<td>27.23</td>
<td>6.09</td>
<td>0.000</td>
<td>1.000</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>20</td>
<td>8.75</td>
<td>40.77</td>
<td>9.11</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lecture</td>
<td>22</td>
<td>1.13</td>
<td>22.46</td>
<td>4.78</td>
<td>0.779</td>
<td>0.440</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>22</td>
<td>6.81</td>
<td>25.79</td>
<td>5.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td>Lecture</td>
<td>30</td>
<td>1.66</td>
<td>29.31</td>
<td>5.35</td>
<td>2.132</td>
<td>0.037</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>30</td>
<td>15.00</td>
<td>31.21</td>
<td>5.69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chunamandi</td>
<td>Lecture</td>
<td>40</td>
<td>6.87</td>
<td>33.96</td>
<td>5.36</td>
<td>0.482</td>
<td>0.631</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>40</td>
<td>10.36</td>
<td>31.11</td>
<td>4.85</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Results of table 39 revealed that there was no significant difference between the mean gain scores of lecture and project group students in Rural and Urban Schools on Translation from Symbolic Form to Another Form of Achievement Test at 0.05 level of significance except Cantt School. Hence the null hypothesis $H_0^{34}$, stating no significant difference between the mean gain scores of lecture and project group students in selected schools on Translation from Symbolic Form to Another Form of Achievement Test, was accepted in Barki, Raiwind and Chunamandi Schools and rejected in Cantt School. However it was concluded that the students of Project Method in Cantt School showed better achievement than the students who taught through lecture method of teaching on Translation from Symbolic Form to Another Form of Achievement Test.
CHAPTER 5

SUMMARY, FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

Summary

No Education System can produce good students without the help of teachers. Some teachers are effective and they play an important role in teaching learning process. Some are ineffective and they do not maintain students’ attitude, interest and abilities during instructions. A teacher training program should take improvement in the methodology of teaching and skills to use updated techniques and a high sense of professional ethics. Teachers use different methods of teaching for their proper working. Project Method provides variety of experiences and activities for the students. The Social Studies teacher needs to start in planning the Social Studies Curriculum with a statement of carefully selected objectives. The objectives need to be clearly stated so that the teacher and students understand what is contained therein. Project Method provides students with the opportunity to develop skills in collecting data, asking questions, determining the significant issues, defining the problem and performance measures and developing a plan of action. The students learn responsibility, effort and quality work habits from the projects whereas lecture methods mean teaching through spoken words. It is a Formal talk by the teacher and the students ask questions at the end of the lecture.

The present study was conducted to assess the effectiveness of Lecture and Project Methods for achieving Elementary Social Studies Curriculum Objectives. The purpose of the study was to examine differential effects of Lecture and Project
Methods on overall, rural, urban and school-wise achievements. Secondly, Lecture and Project Methods in overall, rural, urban and school-wise were to analyze on Cognitive Objectives of Knowledge and Comprehension.

An Experiment was conducted to compare the effectiveness of Lecture and Project Methods of Teaching for this purpose. Two sections were selected randomly from four selected Government Girls High Schools. A matching procedure was employed on the students of these sections for equating groups. These Formed groups were assigned randomly to lecture and project groups in each school. Project groups received treatment by the researcher through Project Method and lecture group received treatment by the Social Studies school teachers through lecture method. Pretest-Posttest Control Group Design, using Matched Subject was used for the subjects of 8th grade Social Studies in each selected school.

Two instruments were used for the collection of data in the present study.

1. Intelligence Test.
2. Achievement Test.

Intelligence Test administered to all the subjects of each school, for the purpose of paired matching. Achievement Test was administered to lecture and project group students as Pretest and Posttest. Data analyzed through SPSS (statistical package for Social Sciences). Independent samples t-test applied on the Intelligence Test scores of lecture and project groups in selected schools. It revealed that there was no significant difference between lecture and project groups in selected schools at 0.05 level of significant. Independent samples t-test applied on mean gain scores of lecture and project groups in selected schools on overall achievements and
Cognitive Objectives of Knowledge and Comprehension. All the hypotheses tested at 0.05 level of significance.

**Findings**

The analyses of the data revealed the following findings:

**Achievement Test Scores**

1. The overall pretest scores of lecture and project group students on Achievement Test had no significant difference. The null hypothesis, $H_01$, stating no significant difference between the pretest scores of lecture and project group students in Rural and Urban Schools on Achievement Tests, was accepted at 0.05 level of significance. Mean Pretest Scores of the lecture and project group were found 40.83 and 40.33 respectively.

2. The overall mean gain scores of project group on Achievement Test were more than lecture group students. The null hypothesis, $H_02$, stating no significant difference between the mean gain scores of the lecture and project group students in Rural and Urban Schools on Achievement Test was rejected at 0.05 level of significance. Mean gain scores of the lecture and project groups were found 5.59 and 10.17 respectively.

3. The overall performance of project group on Achievement Test was significant better than the lecture group. Mean posttest scores of the lecture and project groups were found 43.85 and 48.70 respectively. The null hypothesis $H_03$, stating no significant difference between the posttest scores of lecture and project group students in Rural and Urban Schools on Achievement Test was rejected.
4. There was no significant difference between the mean gain scores of lecture and project group students in Rural Schools on Achievement Test. Mean gain scores of the lecture and project groups were found 5.75 and 8.61 respectively. The null hypothesis, $H_0^4$, stating no significant difference between the mean gain scores of lecture and project group students in Rural Schools on Achievement Test, was accepted at 0.05 level of significance.

5. The project group in Urban Schools performed better than the lecture group on Achievement Test. Mean gain scores of the lecture and project groups were found 5.50 and 11.10, respectively. The null hypothesis, $H_0^5$, stating no significant difference between the mean gain scores of lecture and project group students in Urban Schools on Achievement Test, was rejected. Results were significant at 0.05 level of significance.

6. There was no significant difference between the mean gain scores of lecture and project group students in Barki, Raiwind and Cantt Schools, but the project group in Chunamandi School performed better than the lecture group on Achievement Test. The null hypothesis, $H_0^6$, stating no significant difference between the mean gain scores of lecture and project group students in different schools on Achievement Test was accepted in Barki, Raiwind and Cantt schools and rejected in Chunamandi School. However the students of project group scored higher than the students of lecture group in Chunamandi School.

Overall Scores on Objective of Knowledge and Comprehension of Cognitive Domain

7. There was no significant difference between mean gain scores of lecture and project group students on the Knowledge of Terminology of Achievement
Test. The null hypothesis, $H_07$, stating no significant difference between the mean gain scores of lecture and project group students in Rural and Urban Schools on the Knowledge of Terminology of Achievement Test, was accepted at 0.05 level of significance. Mean gain scores of the lecture and project groups were found 6.88 and 9.48 respectively.

8. The students of project group scored higher than the students of lecture group on the Knowledge of Specific Facts of Achievement Test. Mean gain scores of lecture and project groups were found 7.21 and 16.66, respectively. The null hypothesis, $H_08$, stating no significant difference between the mean gain scores of lecture and project group students in Rural and Urban Schools on the Knowledge of Specific Facts of Achievement Test, was rejected. Results were significant at 0.05 level of significance.

9. There was no significant difference between mean gain scores of lecture and project group students on the Knowledge of Classifications and Categories of Achievement Test at 0.05 level of significance. Mean gain scores of the lecture and project groups were found 3.34 and 7.41 respectively. The null hypothesis, $H_09$, stating no significant difference between the mean gain scores of lecture and project group students in Rural and Urban Schools on the Knowledge of Classifications and Categories of Achievement Test, was accepted.

10. The difference between lecture and project group students on the Knowledge of Methodology of Achievement Test was no found to be significant at 0.05 level of significance. The null hypothesis, $H_010$, stating no significant difference between the mean gain scores of lecture and project group students
in Rural and Urban Schools on the Knowledge of Methodology of Achievement Test, was accepted. Mean gain scores of the lecture and project groups were found 10.11 and 5.89 respectively.

11. There was no significant difference between mean gain scores of lecture and project group students on the Knowledge of Principles and Generalizations of Achievement Test. The null hypothesis, \( H_{011} \), stating no significant difference between the mean gain scores of lecture and project group students in Rural and Urban Schools on the Knowledge of Principles and Generalizations of Achievement Test, was accepted at 0.05 level of significance. Mean gain scores of the lecture and project groups were found 6.60 and 6.37 respectively.

12. The students of project group proved better achievement than the lecture group on Translation from One Level of Abstraction to Another of Achievement Test. Mean gain scores of the lecture and project groups were found 4.54 and 9.18 respectively. The null hypothesis, \( H_{012} \), stating no significant difference between the mean gain scores of lecture and project group students in Rural and Urban Schools on Translation from One Level of Abstraction to Another of Achievement Test, was rejected. Results were significant at 0.05 level of significance.

13. The difference between lecture and project group students on Translation from Symbolic Form to Another Form of Achievement Test was not found to be significant at 0.05 level of significance. The null hypothesis \( H_{013} \), stating no significant difference between the mean gain scores of lecture and project group students in Rural and Urban Schools on Translation from Symbolic
Form to Another Form of Achievement Test, was accepted. Mean gain scores of the lecture and project groups were found 3.79 and 10.61 respectively.

**Rural Scores on Objective of Knowledge and Comprehension of Cognitive Domain**

14. There was no significant difference between mean gain scores of lecture and project group students in Rural Schools on the Knowledge of Terminology of Achievement Test. Mean gain scores of the lecture and project groups were found 5.44 and 2.38 respectively. The null hypothesis, $H_{014}$, stating no significant difference between mean gain scores of lecture and project group students in Rural Schools on the Knowledge of Terminology of Achievement Test, was accepted at 0.05 level of significance.

15. The difference between mean gain scores of students belonging to Rural Schools was not significant on the Knowledge of Specific Facts. The null hypothesis, $H_{015}$, stating no significant difference between mean gain scores of lecture and project group students in Rural Schools on the Knowledge of Specific Facts of Achievement Test, was accepted. Results were not significant at 0.05 level of significance. Mean gain scores of the lecture and project groups were found 7.35 and 13.09 respectively.

16. The difference between mean gain scores of lecture and project group students belonging to Rural Schools was not significant on Knowledge of Classifications and Categories at 0.05 level of significance. Mean gain scores of the lecture and project groups were found 0.89 and 5.36 respectively. The null hypothesis, $H_{016}$, stating no significant difference between mean gain scores of lecture and project group students in Rural Schools on the
Knowledge of Classifications and Categories of Achievement Test, was accepted.

17. There was no significant difference between mean gain scores of the students belonging to Rural Schools on the Knowledge of Methodology of Achievement Test at 0.05 level of significance. Mean gain scores of the lecture and project groups were found 7.93 and 8.73 respectively. The null hypothesis, $H_{017}$, stating no significant difference between mean gain scores of lecture and project group students in Rural Schools on the Knowledge of Methodology of Achievement Test, was accepted.

18. The difference between mean gain scores of students belonging to Rural Schools on the Knowledge of Principles and Generalizations of Achievement Test was not significant at 0.05 level of significance. The null hypothesis, $H_{018}$, stating no significant difference between mean gain scores of lecture and project group students in Rural Schools on the Knowledge of Principles and Generalizations of Achievement Test, was accepted. Mean gain scores of the lecture and project groups were found 10.47 and 19.52 respectively.

19. There was no significant difference between mean gain scores of the lecture and project group students in rural school on the Translation from One Level of Abstraction to Another of Achievement Test at 0.05 level of significance. Mean gain scores of the lecture and project groups were found 5.55 and 6.91 respectively. The null hypothesis, $H_{019}$, stating no significant difference between mean gain score of lecture and project group students in Rural Schools on Translation from One Level of Abstraction to Another of Achievement Test, was accepted.
20. The difference between mean gain scores of both groups in rural areas on Translation from Symbolic Form to Another Form of Achievement Test was not significant at 0.05 level of significance. The null hypothesis, Ho20, stating no significant difference between mean gain score of lecture and project group students in Rural Schools on Translation from Symbolic Form to Another Form of Achievement Test, was accepted. Mean gain scores of the lecture and project groups were found 4.76 and 7.73 respectively.

Urban Scores on Objective of Knowledge and Comprehension of Cognitive Domain

21. There was no significant difference between mean gain scores of the students of lecture and project group in Urban Schools on the Knowledge of Terminology of Achievement Test. 0.05 level of significance. Mean gain scores of the lecture and project groups were found 7.75 and 13.68 respectively. The null hypothesis, Ho21, stating no significant difference between mean gain scores of lecture and project group students in Urban Schools on the Knowledge of Terminology of Achievement Test, was accepted at 0.05 level of significance.

22. The performance of project group was significantly better than the students of lecture group on the Knowledge of Specific Facts of Achievement Test. The null hypothesis, Ho22, stating no significant difference between mean gain scores of lecture and project group students in Urban Schools on the Knowledge of Specific Facts of Achievement Test, was rejected. Results were significant at 0.05 level of significance. Mean gain scores of the lecture and project groups were found 7.14 and 18.77 respectively.
23. The difference between mean gain scores of lecture and project group students in Urban Schools was not found to be significant different at 0.05 level of significance. Mean gain scores of the lecture and project groups were found 4.82 and 8.62 respectively. The null hypothesis, $H_0^{23}$, stating no significant difference between mean gain scores of lecture and project group students in Urban Schools on the Knowledge of Classifications and Categories of Achievement Test, was accepted.

24. The null hypothesis, $H_0^{24}$, stating no significant difference between mean gain scores of lecture and project group students in Urban Schools on the Knowledge of Methodology of Achievement Test, was accepted at 0.05 level of significance. The students of lecture and project groups had no significant effects in Urban Schools on the Knowledge of Methodology of Achievement Test. Mean gain scores of the lecture and project groups were found 11.42 and 4.22 respectively.

25. There was no significant difference between mean gain scores of lecture and project group students in Urban Schools on the Knowledge of Principles and Generalizations of Achievement Test at 0.05 level of significance. Mean gain scores of the lecture and project groups were found 4.28 and 1.40 respectively. The null hypothesis, $H_0^{25}$, stating no significant difference between mean gain scores of lecture and project group students in Urban Schools on the Knowledge of Principles and Generalizations of Achievement Test, was accepted.

26. The performance of project group was significantly different in Urban Schools on Translation from One Level of Abstraction to Another of Achievement
Test. Mean gain scores of the lecture and project groups were found 3.94 and 10.52 respectively. The null hypothesis, \( H_0 \), stating no significant difference between mean gain score of lecture and project group students in Urban Schools on Translation from One Level of Abstraction to Another of Achievement Test, was rejected. Results were significant at 0.05 level of significance.

27. The null hypothesis, \( H_0 \), stating no significant difference between mean gain score of lecture and project group students in Urban Schools on Translation from Symbolic Form to Another Form of Achievement Test, was accepted at 0.05 level of significance. The students of lecture and project groups had no significantly effect in Urban Schools on Translation from Symbolic Form to Another Form of Achievement Test. Mean gain scores of the lecture and project groups were found 3.21 and 12.32 respectively.

**School-wise Scores on Objectives of Knowledge and Comprehension of Cognitive Domain**

28. There was no significant difference between mean gain scores of lecture and project groups in Barki, Raiwind and Cantt schools, but there was significant difference between the students of both groups in Chunamandi School on the Knowledge of Terminology of Achievement Test. The null hypothesis, \( H_0 \), stating no significant difference between the mean gain scores of lecture and project group students in selected schools on the Knowledge of Terminology of Achievement Test, was accepted in Barki, Raiwind and Cantt Schools and rejected in Chunamandi School at 0.05 level of significance. The students of project group had significantly positive effect than the lecture group in Chunamandi school on the Knowledge of Terminology of Achievement Test.
29. The null hypothesis, $H_0^{29}$, stating no significant difference between the mean gain scores of lecture and project group students in selected schools on the Knowledge of Specific Facts of Achievement Test, was accepted in Barki, Raiwind and Chunamandi Schools and rejected in Cantt School at 0.05 level of significance. The difference between lecture and project group students was not found to be significant difference in Barki, Raiwind and Chunamandi school, but the students of Project Method proved better performance than the lecture group in Cantt school on the Knowledge of Specific Facts of Achievement Test.

30. There was no significant difference between the mean gain scores of lecture and project group students in all selected schools of Rural and Urban on the Knowledge of Classifications and Categories of Achievement Test. The null hypothesis $H_0^{30}$, stating no significant difference between the mean gain scores of lecture and project group students in all selected schools of Rural and Urban on the Knowledge of Classifications and Categories of Achievement Test, was accepted. Results were not significant at 0.05 level of significance.

31. The students of lecture and project groups in Barki, Raiwind and Chunamandi schools had no significant effects, but the students of project group performed better than the students of lecture group in Cantt school on the Knowledge of Methodology of Achievement Test at 0.05 level of significance. The null hypothesis, $H_0^{31}$, stating no significant difference between the mean gain scores of lecture and project group students in selected schools on the
Knowledge of Methodology of Achievement Test, was accepted in Barki, Raiwind and Chunamandi Schools and rejected in Cantt School.

32. The difference between mean gain scores of lecture and project group students in all selected schools of Rural and Urban on the Knowledge of Principles and Generalizations of Achievement Test was not found to be significant difference. The null hypothesis, $H_0^{32}$, stating no significant difference between the mean gain scores of lecture and project group students in all selected schools of Rural and Urban on the Knowledge of Principles and Generalizations of Achievement Test, was accepted. Results were not significant at 0.05 level of significance.

33. The null hypothesis, $H_0^{33}$, stating no significant difference between the mean gain scores of lecture and project group students in selected schools on Translation from One Level of Abstraction to Another of Achievement Test, was accepted in Barki, Raiwind and Cantt Schools and rejected in Chunamandi Schools at 0.05 level of significance. The students of project group in Chunamandi School showed significant better achievement than the students of lecture group on Translation from One Level of Abstraction to Another of Achievement Test. There was no significant difference between the students of both groups in Barki, Raiwind and Cantt Schools on Translation from One Level of Abstraction to Another of Achievement Test.

34. There was no significant difference between the mean gain scores of lecture and project group students in Barki, Raiwind and Chunamandi schools. But there was significant difference between the mean gain scores of both groups in Cantt School on Translation from Symbolic Form to Another Form of
Achievement Test. The null hypothesis, $H_0$, stating no significant difference between the mean gain scores of lecture and project group students in selected schools on Translation from Symbolic Form to Another Form of Achievement Test, was accepted in Barki, Raiwind and Chunamandi Schools and rejected in Cantt School at 0.05 level of significance. The students of project group in Cantt school proved better achievement than the students of lecture group on Translation from Symbolic Form to Another Form of Achievement Test.
Discussions

Teachers take help of different methods for their proper working. These methods are pattern of teacher behavior that are recurrent, applicable to various subject matter, characteristics of more than one teacher and relevant to learning. Project Method of Teaching provides an excellent opportunity for the complete act of thinking of the students. Lecture Method provides information, oral explanation, ideas, experiences, opinions and facts. Social Studies is one of the core or compulsory subjects for Elementary Schools in which the students are taught three major disciplines: Geography, History and Civics.

The present study was to compare Lecture and Project Methods of Teaching in terms of achievements of Elementary Social Studies Curriculum Objectives. An experiment was conducted to compare the effectiveness of Lecture and Project Methods of Teaching for this purpose. The main focus of the research study was on analyzing different effects of Lecture and Project Methods on overall, rural, urban and school-wise achievements of the objectives of Knowledge and Comprehension of Cognitive Domain. The achievements of the students were measured on gain scores of Achievement Test. The study was Experimental, so the Pretest-Posttest Control Group Design, using Matched Subjects was employed on lecture and project groups of Rural and Urban Schools.

The objective of Knowledge of Terminology defines technical terms by giving their attributes, properties or relations. It also acquaints the students with a large number of words in their common range of meanings. It was proved that the students of Lecture and Project Methods of Teaching had no significant effect in Rural Schools on the Objective of Knowledge of Terminology. The analysis of Urban Schools
revealed that the students who are taught through Lecture and Project Methods had no significant effect on the items related to this objective. But there was no significant difference between the mean gain scores of lecture and project groups in two rural and one Urban Schools on this objective. It was also concluded that students of Project Method performed better than those students who are taught through Lecture Method in one Urban School on this objective.

The objective of Knowledge of Specific Fact refers to those facts which can be isolated as separate, discrete elements in contrast to those which can only be known in a larger context. It recalls to major facts about particular cultures. It also acquires information about major natural resources. It was indicated that there was no significant effect of Lecture and Project Methods in Rural Schools on this objective. It was proved that the students of Project Method were more effective in Urban Schools on this objective. The results also showed that there was no significant difference between the mean gain scores of lecture and project groups in two Rural and one Urban Schools, but the students of Project Method in one Urban School were better than those who were taught through Lecture Method of teaching on this objective.

The objectives of Classifications and Categories are likely to have an arbitrary and artificial flavor to the students, although the specialist finds them useful and even fundamental for his work. These recognize the area encompassed by various kinds of problems or materials. The study revealed that the difference between Lecture and Project Methods in Rural Schools was not found to be statistically significant on the objective. The student of Lecture and Project Methods of Teaching in Urban Schools had no significant effect on this objective. The results showed that the lecture and
project groups in this experiment had no significantly effects in all Rural and Urban Schools on this objective.

The students are frequently required to know about methods and techniques and to know the ways in which they have been used. Such knowledge is most nearly of an historical or encyclopedic type. The students know the methods of attack relevant to the kinds of problems of concern to the social sciences through the objective of Knowledge of Methodology. It was concluded that the difference between Lecture and Project Methods in Rural Schools was not found to be statistically significant on this objective. The results also showed that the difference between lecture and project groups was not found to be significant in Urban Schools on this objective. The results was also confirmed that the lecture and project groups in two rural and one urban school had no significantly effect, but Project Method in one Urban Schools showed better achievement on this objective.

The objective of Knowledge of Principles and Generalization are the abstractions which are of the greatest value in explaining, describing, predicting or in determining the most appropriate and relevant action or direction to be taken. The students know the major principles involved in learning through this objective. These also recall of major generalizations about particular cultures. It was proved that the students of Lecture and Project Methods of Teaching had no significantly effect in Rural Schools on this objective. It was found that the students of Lecture and Project Methods of Teaching had no significant effect in Urban Schools on this objective. It was also revealed that the students of lecture and project group had no significant effect in all four schools on this objective.
The objective of Translation from One Level of Abstraction to Another means that an individual puts a communication into other language, into other terms and into another Form of communication. The students understand to translate a lengthy part of communication into briefer or more abstract terms. They also learn to translate an abstraction, such as some general principle by giving an illustration and sample. It was proved that the students of Lecture and Project Methods of Teaching did not find significant difference in Rural Schools on this objective. The project group in Urban Schools gained better achievement than lecture group students on this objective. It was found that the students of Project Method of Teaching in one Urban School were better than Lecture Method of Teaching on this objective. But it was proved that there was no significant difference between the mean gain score of lecture and project group students in two Rural and one Urban schools on this objective.

The objective of Translation from Symbolic Form to Another Form means that students translate relationships expressed in symbolic Forms including illustrations, maps, tables, diagrams and graphs, to verbal Form and vice versa. They also prepare graphical representations of physical phenomena or of observed or recorded data. It was found that the students of Lecture and Project Methods had no significant effect in Rural Schools on this objective. It was concluded that the students of lecture and project groups had no significant effect in Urban Schools on this objective. It was confirmed that there was no significant difference between the mean gain scores of lecture and project group students in two Rural and one Urban Schools. But the students of Project Method in one Urban School showed better achievement than the students who taught through Lecture Method of Teaching on this objective.
The following may be the reasons of in-significant effects of Project Method on objectives of Knowledge and Comprehension of Cognitive Domain in selected schools especially Rural Schools:

1. Parents did not co-operate with their children during the Experimental period.
2. Students showed interest in all activities related to Project Method, but the culture of the schools did not motivate and encourage them.
3. Teacher-centered methods of teaching were prominent in the selected schools whereas, Project Method was a child-centered method.
4. The researcher observed that Locality Effect was found to the students’ achievement of Rural and Urban Schools.
5. The Rural Schools were not introduced to Project Method previously by their teachers.
6. Pretest-Posttest Control Group Designs controlled all the internal threats except Location.
7. The teachers as well students of the Social Studies in Urban Schools knew a variety of skills, different techniques and teaching methodology previously.

The following threats to external validity may be the reasons of non-significant effects of Lecture and Project Methods of Teaching in Rural and Urban Schools at Elementary Level.

1. Pretest-Treatment Interaction occurred when students responded or reacted differently to a treatment because they had been pretested.
2. The characteristics or personality traits of the experimenter such as age, race, anxiety level and hostility level involved in Experiment.
3. An Experimenter Bias Effect occurred when the researcher’s expectations affected his / her behavior and hence outcomes.

4. One Form of Experimenter Bias occurred when the researcher affected subjects’ behavior, because of previous knowledge concerning the subjects.

5. Reactive Arrangements refer to a number of factors associated with the way in which a study is conducted and the feelings and attitudes of the subjects involved.

The following effects occurred.

- Hawthorne Effect occurred when the students’ knowledge that they were involved in an Experiment or their feelings that they were in some way receiving “Special” attention.

- John Henry Effect occurred when control groups or their teachers felt threatened or challenged by being in competition with project group students.

The results/performance of Posttest of experimental subjects did not appear to be very effective and not much better than that of control subjects.

- The Novelty Effect referred to increase interest, motivation or participation on the part of subjects simply because they were doing something different. In other words, a treatment was more effective because it was different, not better per se. This effect was especially true because the treatment involved activities very different from the students’ usual routine.

According to the analyses of data it was found that overall Project Method showed better performance on the achievement of the Elementary Social Studies students, but on the bases of Social Studies objectives the results were different on Lecture and
Project Methods of Teaching in Rural and Urban Schools. The Rural Schools comparison of gain scores on Achievement Test revealed that there was no significant effect on the achievement of lecture and project group students. The Urban Schools showed that the students of Project Method performed better achievement than those who were taught through lecture method of teaching on Achievement Test. In Project Method students have occasion to define the problem, plan his/her work find appropriate resources, carry out his/her plan and draw conclusion (Rogus 1985). Project Method brings about a significant difference in the achievement of the experiments of subjects in the experimental groups when compared with those exposed to Lecture Method of Teaching as Social Studies students. Students in the project group were better motivated to learn. This might be as a result of the discipline of having to and respect the opinion of others during discussion having discovered that knowledge does not belong to only one person. Project Method encourages collaboration in some Form, either through small groups, students-led presentations, or whole class evaluations of project results (BIE 2002).

Project Method of learning shares some overlapping characteristics with Lecture Method and appears to be an equivalent or slightly better model for producing gains in academic achievement. Although results differ with the quality of the projects and the level of the students. Project Method enhances the quality of learning and leads to cognitive development through students’ engagements with complex and novel problems. The idea of using Project Method in the classroom is not new, but there is a need to resuscitate it because of its numerous academic, social and emotional merits. Project Method can help a teacher to create a high-performing classroom in which he/she and his/her students Form a powerful learning community.
focused on achievement, self-mastery, and contribution to the community. It allows the teacher to focus on central ideas and salient issues in the curriculum, create engaging and challenging activities in the classroom, and support self-directed learning among the students. One criticism of Project Method is that students by were incapable of planning projects and activities by themselves. They needed the aid of a teacher who would ensure the continuous process of learning and growth (Dewey, 1938).

Lecture Method is the most widely used Form of presentation and may be combined with other teaching methods to give added meaning and direction. For example a demonstration is usually accompanied by a thorough explanation which is essentially a lecture. A major criticism of this method is its being teacher-centered allowing little or no participation from the students and without feedbacks. Project Method of teaching involves assigning a particular work to student or group of students to work on and complete at their spare time and report back to the teacher as when demanded. Project Method provides an excellent opportunity for the complete act of thinking by the students. Rogus, (1985) saw it as a means of teaching the students self-discipline.

In Project Method students have occasion to define the problem, plan his work, find appropriate resources, carry out his plan and draw conclusion. In sum, it is clear that middle school students want to be taught Social Studies using a Project Method and its techniques. Middle school students dislike the passive learning environments and they have often grown accustomed to and want to be actively engaged in Social Studies.
The present study concluded that the students of Project Method performed better achievement on the objective of Specific Facts and Translation from One Level of Abstraction to Another of Cognitive Domain. These mean gain values revealed that Project Method showed better performance than lecture method on these two objectives. The students’ achievement of Elementary Social Studies of Lecture and Project Methods proved similar on the objectives of Terminology, Classification and Categories, Methodology, Principles and Translation from Symbolic Form to Another Form of Cognitive Domain.

The results of the present study were similar with the results of these studies. Newsome, Wardlew & Johnson (2005) indicated that no single teaching method is necessarily more effective in all classes but argues for careful selection and use of a variety of teaching method. Dal (1999) reported that no difference in test scores between groups and the feedback of Lecture Method. It is as effective as the traditional Lecture Method. Johnson, Wardlow & Franklin (1997) concluded that no differences in students’ cognitive achievement on either immediate or delayed posttests but found that students who engaged in hands-on activities had significantly more positive attitudes toward the subject matter.

On the basis of the conclusions of these studies, the present study has different results on objectives of the Cognitive Domain. However the overall Project Method is better than lecture method but the results of different objectives revealed that Lecture Method is as effective as Project Method for achieving Social Studies Curriculum Objectives through Cognitive Domain. Therefore, Lecture and Project Methods affected students’ achievements differently within Rural and Urban Schools. Different teaching methods showed a difference in students’ achievement individually. Every
teaching method is important for the betterment of teaching learning process. One ‘best’ teaching method cannot be used for only one group or one subject. The roles of teachers are more important to explore the effective teaching method for different levels of students and their different subjects matter. The effective teachers know the use of different methods for the improvement of their teaching in all subjects.
Conclusions

Analyses of data and findings of the experimental study led the following conclusions:

1. Project Method of Teaching proved more effective than Lecture Method of Teaching for Social Studies students at Elementary Level.

2. Lecture and Project Methods performed equally in Rural Schools for Elementary Level Social Studies students.

3. Project Method was a better method of instruction for Elementary Level Social Studies as compared to Lecture Method of instruction in Urban Schools.

4. The students’ achievements of Project Method belonging to Urban Schools were significantly better than the students of Project Method belonging to Rural Schools.

5. Lecture and Project Methods of Teaching showed similar effects on the objective of Knowledge of Terminology in Rural and Urban Schools. It was revealed that the difference between Lecture and Project Methods overall was not found to be statistically significant on this objective.

6. The students of Project Method in Urban Schools were better than Lecture Method of teaching in Rural Schools on the Knowledge of Specific Facts of Social Studies at Elementary Level. The overall students of Project Method scored higher than the students of Lecture Method on this objective.

7. Lecture and Project Methods of Teaching displayed same results in Rural and Urban Schools on Social Studies objective of Classifications and Categories at Elementary Level. The study concluded that the difference between the
students of Lecture and Project Methods was not found to be statistically significant on this objective.

8. The impact of the students of Lecture and Project Methods of Teaching proved similar in Rural and Urban Schools on the Knowledge of Methodology in Social Studies. The overall results of the study concluded that the difference between the students of Lecture and Project Methods was not found to be significant on this objective.

9. Lecture and Project Teaching Methods of Social Studies proved equal effect on the objectives of Knowledge of Principles and Generalizations in Rural and Urban Schools. The overall results showed that the difference between the students of both methods was not found to be significant on this objective.

10. Project Method showed better improvement in Urban Schools on Translation from One Level of Abstraction to Another, but in Rural Schools both methods of teaching were significantly equal effect on Translation from One Level of Abstraction to Another of the Comprehension of Cognitive Domain. The overall results concluded that the students of Project Method were more effective than the students of Lecture Method on this objective.

11. The performance of Lecture and Project Methods affected student achievements similarly on Translation from Symbolic Form to Another Form of the Comprehension of Cognitive Domain. The overall results indicated that the students of Lecture and Project Methods had no significant effect on this objective.

12. School-wise analyses of gain scores showed that Lecture and Project Methods in two Rural Schools and one Urban School had no significant effects on
Achievement Test, but the students of Project Method in one Urban School proved better achievement than the students of Lecture Method on Achievement Test.
Recommendations

On the basis of findings revealed and conclusions drawn, the following recommendations are given:

1. Government should promote the importance of Project Method in Teacher Education Program.

2. Government should emphasize the use of Project Method in Teacher Training Institutions.

3. Government should evaluate the trained teachers whether they are applying Project Method in their classes at school level.

4. Government should provide training of Project Method for In-service teachers through refresher courses for better utilization of Project Method in teaching learning process.

5. Parents should co-operate with their children in all the steps of project work.

6. The future research studies should explore students’ preferences with Project Method on Lecture Method of Teaching.

7. The future researches should expand different sample of subjects such as slow learner, average and high etc, to compare the effectiveness of Lecture and Project Methods.

8. Future researchers should examine the remaining Curriculum of Social Studies to determine the effectiveness of these methods.

9. The length of future studies should extend to the duration of six or nine months to investigate the effective method of teaching.

10. The further studies should include more schools and more areas to compare the effectiveness of these methods at different levels of Education.
11. The future researcher should conduct researches in order to compare the effectiveness of these methods for different subjects at different levels of Education.

12. The future research studies should incorporate measures of learning outcomes with different objectives of different domains such as Cognitive, Affective and Psychomotor to compare Lecture and Project Teaching Methods.

13. The future researchers should compare other methods for achieving Social Studies Curriculum Objectives at different levels.

14. Curriculum Committee should include different activities in terms of Project Method in National Curriculum Social Studies, Government of Pakistan and Social Studies Text Books.
BIBLIOGRAPHY


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APPENDIX A

LIST OF EXPERTS

1. Dr. Mumtaz Akhtar, Professor.
   Institute of Education and Research, University of the Punjab, Lahore.

2. Dr. Muhammad Khalid Mahmood, Associate Professor.
   University of Education, Lahore.

3. Dr. Asif Malik, Associate Professor.
   Institute of Education and Research, University of the Punjab, Lahore.

4. Muhammad Abaidullah, Assistant Professor.
   Institute of Education and Research, University of the Punjab, Lahore.

5. Abida Nasreen, Lecturer.
   Institute of Education and Research, University of the Punjab, Lahore.
APPENDIX B

LIST OF SCHOOLS

APPENDIX C

INTELLIGENCE TEST
(For 8th Grade)

General Instructions

This test is different from your school general examination. It is consist of six parts. Each part has different questions so in order to solve them separate instructions have been given. For answering the questions different examples have been given in the beginning of every part.

If any part is difficult for you, do not lose heart. May be the next part is easy for you. Anyhow you must try to solve maximum questions in each part.

Do not begin to solve any part unless you are told.

Answer with thoughtfulness. Hurry not, lest you should make a mistake. If you want to change the answer, cut the answer or after rubbing it , tick on the right answer.

Do not talk with one another during test. Work quietly. If you want to ask something, raise your hand. Wait for the instructions of examiner before beginning of test.
First Part

Words & Meanings

Instructions:

In this part some words have been given. Four words have been against each word. There is one word that is the synonym of the word present in the right side. Find it and circle its number.

Example M:


The synonym of welfare is betterment, although these are given four words. So right answer is betterment and its number is 3. So number 3 is circled against the word.

Example N

Dull 1- Rude  2. Efficient  3. Willful  4. Stupid  1  2  3  4

In this example the synonym of dull is stupid. Circle the number according to the word.

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Part II

Classification

Instructions:

A few questions have been given in this part. Each question has five words. In which one word is different from rest of the four words. Find this word. Encircle the number of the word.

Example:

1- Horse  2-Dog  3-Milk  4-Cow  5-Camel

In example horse, dog, cow and Camel all are animals but milk is not animal. So, it is different from them. So, the right answer is milk. Its number is 3. So encircle number 3.

Solve further example by yourself in the same way. And encircle the proper digit.

Example:

1- Water  2-Bread  3-Syrup  4-Lassi  5-Tea
### Answer according to the prescribed procedure.

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<th>1-Rose</th>
<th>2-Jasmine</th>
<th>3-Cataract</th>
<th>4-Candied roses</th>
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<td>3-Bull Carts</td>
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Part III

Digital Series

Instructions:

A few digital series have been given in this part. In these series some principles is essentially applicable. Read every series carefully and find out the principle of series and according to that principle find the next digit of series. Under the series four digits have been given in which desired digit is also present. Identify it and encircle its number.

Example:

3 6 9 12 15 18

(1) 36 (2) 21 (3) 20 (4) 15 1 2 3 4

In this given example the principle of digital series is that every second digit is 3rd time bigger than first digit. So 21 will come after 18. So, the right answer is 21. Its number is 2.50 number 2 has been encircled.

Example:

10 8 11 9 12 10

(1) 13 (2) 12 (3) 11 (4) 10 1 2 3 4

In the above example the principle of digital series is that second digit is 2 times less than the first digit. And third digit is 3 times bigger than second digit. And fourth digit is 2 times less third digit. Fifth digit is third time bigger than forth digit. First time 2 times less and second time three times more/big. So the next digit of this series is 13. Its number is 1. So, encircle number 1.
Find the principle of digital series and also find out the next digit according to the principle.

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Part IV

Mathematical Arguments

**Instructions:**

Mathematical questions have been given in this part. Read every question carefully. Solve sums orally. After finding the answer find it out in the given answers. After finding the answer circles its number. New solve example.

**Example:**

The price of one pencil is 15 paisa. Gogi bought 2 pencils from the shopkeeper. Find out how much amount did Gogi pay to the shopkeeper.  

(1) 15 paisa  
(2) 3 rupees  
(3) 30 paisa  
(4) 1.50 rupee  
(5) 20 paisa

The answer of example is 30 paisa. Its digital number is 3. So circle number 3.

**Example:**

There are 60 boys in a class. One day 25 boys were absent due to rain. Tell how many boys were present.  

(1) 60 boys  
(2) 25 boys  
(3) 85 boys  
(4) 35 boys  
(5) 40 boys

The answer of the example is 35 boys; its digital number is 4. So encircle number 4.
Solve the following questions according to the mentioned method.

1- Haneef bought one copy in 55 paisa and gave 5 rupee note to the shopkeeper. How much change shopkeeper returned?

   1  2  3  4  5
(1) 4 rupee 55 paisas  (2) 4 rupee 25 paisas  (3) 4 rupee 45 paisas
(4) 3 rupee 45 paisas  (5) 4 rupee

2- The price of 3 toffees is 10 paisas. Poppy has 30 rupees. How many toffees Poppy can buy to the maximum?

   1  2  3  4  5
(1) 20  (2) 13  (3) 9
(4) 3  (5) 30

3- Naseema bought 4 copies in 30 paisas for each copy, one fountain pen in one rupee and 50 paisas and one pencil in 15 paisas. Tell the total amount that Naseema Paid?

   1  2  3  4  5
(1) 2 rupee 75 paisas  (2) 2 rupee 85 paisas  (3) 3 rupees
(4) 120 rupees  (5) 2 rupees and 70 paisas

4- 30 tickets having the cost of 20, 20 paisas, how many tickets can be bought having the cost of 15 paisas?

   1  2  3  4  5
(1) 20  (2) 13  (3) 9  (4) 3  (5) 30

5- Kaleem buys one dozen pencils at the cost of 14 paisas for each pencil. Naseem buys 12 pencils at the cost of 1 rupee 50 paisas. Tell how much more amount Kaleem paid than Naseem?

   1  2  3  4  5
(1) 1 rupee 36 paisas  (2) 12 ½ paisas  (3) 18 paisas
(4) 2 rupees  (5) 1 rupee 64 paisas
6- Kaleem starts his journey from one point at the speed of two miles per hour. While Raheem starts his journey from the same point at the speed of 3 miles per hour. After 3 ½ hours how far would they be from each other? 

(1) 5 miles  
(2) 3 miles  
(3) 17 ½ miles  
(4) 3 ½ miles  
(5) 7 miles 

7- 2/3 part of one road completed in 14 days. Tell in how many days the rest of the road will be completed? 

(1) 14 days  
(2) 7 days  
(3) 21 days  
(4) 28 days  
(5) 35 days 

8- The weight of bucket that is half full with water is 20 pounds. One fish was put into it that weighed 5 pounds. Tell what is the weight of this bucket now? 

(1) 20 pounds  
(2) 25 pounds  
(3) 18.5 pounds  
(4) 15 pounds  
(5) 15 pounds 

9- A landlord soled one square land at the profit of 8000 rupees. This profit was the 20% of purchase price. Find out the purchase of land? 

(1) 4,000 rupees  
(2) 1,600 rupees  
(3) 16,000 rupees  
(4) 40,000 rupees  
(5) 2,000 rupees. 

10- Which is the digit? If multiply by 4 and divide the answer by ¼, the last answer is the 16. 

(1) 246  
(2) 46  
(3) 16  
(4) 1  
(5) 4. 

11- If 6 kg sugar is got by 110 sugar canes. Then how much sugar would be get from 1320 sugar canes? 

(1) 660 kg  
(2) 220 kg  
(3) 72 kg  
(4) 1210 kg  
(5) 432 kg. 

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Part V

Parallel Examples

Instructions:

A few sentences have been given in these parts that have 2 parts. One part is complete while 2nd part is incomplete. Incomplete part two things or words have some relation with each other. The same relation is found in two words or things in the second part. But the relation that is found in two words or things, one thing or word is known while second thing or word is not known. The space has been left blank. Find the unknown word or thing of second part by virtue of the relation of the first part. After knowing, find out the answer in the given answer. After finding it out encircle its number in front of sentence. Now solve the example.

Example:

The relation that food has with the body.

The same relation has the petrol with____ 1 2 3 4 5

In this example the work that food does for the body, the same work petrol does for motor car. So right answer is motor car. Its number is 4. So encircle number 4.

Example:

The relation that 2 has with 4.

The same relation 3 has with____ 1 2 3 4 5
(1) 4 (2) 3 (3) 6 (4) 8 (5) 27.

Find out the answer of the example and encircle its number.
Answer according to the described method.

1- The relation that five has with six. The same relation five has with _____.

1 2 3 4 5

(1) Six (2) Five (3) 6\textsuperscript{th} (4) 4\textsuperscript{th} (5) Four.

2- The relation that plus has with minus. The same relation multiply has with _____.

1 2 3 4 5

(1) Plus (2) Minus (3) Divisor (4) Divide (5) Product.

3- The relation that good has with bad. The same relation love has with _____.

1 2 3 4 5

(1) Good (2) Hate (3) Foot (4) Leg (5) Ankle.

4- The relation that toe has with foot. The same relation finger has with _____.

1 2 3 4 5

(1) Thumb (2) Hand (3) Foot (4) Leg (5) Ankle.

5- The relation that wood has with table. The same relation iron has with _____.

1 2 3 4 5

(1) Cane (2) Wood (3) Knife (4) Teak-wood (5) Handiya.

6- The relation that doctor has with hospital. The same relation teacher has with _____.

1 2 3 4 5

(1) Boys (2) Mosque (3) School (4) Doctor (5) Police Station.
7- The relation that tree has with forest. The same relation flower has with ______.

(1) Garden (2) City (3) Palace (4) Rose (5) Water.

8- The relation that aeroplane has with air force. The same relation tank has with ______.

(1) Army (2) Navy (3) Air force (4) Bomb (5) Pilot.

9- The relation that wolf has with sheep. The same relation cat has with ______.

(1) Dog (2) Goat (3) Rat (4) Sheep (5) Shepherd.

10- The relation that tragedy has with comedy. The same relation tear has with ______.

(1) Grief (2) Laugh (3) Humor (4) Death (5) Clown.

11- The relation that Islamabad has with Pakistan. The same relation Moscow has with ______.

(1) Russia (2) Lenin Grad (3) Karachi (4) Peking (5) Pakistan.

12- The relation that lung has with respiratory. The same relation stomach has with ______.

(1) Circulation of blood (2) Digestion (3) Liver (4) Heart
(5) Blood.
Part VI

Figurative Parallel Examples

Instructions:

Some shapes have been given in this part. Each question has eight shapes. Three on right side and five on left side. See carefully first 2 shapes on the right side and find that how second shape is different from first shape. It means on what principle the first shape has been changed into second shape. According to which principle the third shape that is on the left would change into another shape. For answer see carefully shapes that are on left side. And find the answer encircle the number.

Example:

In this example first two shapes are square. But second square is similar than 1st square. The principle of being smaller is applicable in this change. So if the same principle is applied on third shape means circle than this circle would change into small circle. So shape no. 4 is the right answer out of the five shapes on left side. So encircle 4 number.

Example:

In this example first shape is dark and small circle. While the second shape is a big circle but it is not black. According to this principle how would the third shape change on the right side? Find your answer in five shapes on left side. And encircle the number according to described method.
APPENDIX D

UNIVERSITY OF EDUCATION

ACHIEVEMENT TEST SOCIAL STUDIES
(For Class 8)

Dear students!

We are going to present a test in front of you, whose results will be used for research purposes. It will not affect on your school result. In this test each question has two parts. One item has been given in first part and four possible options of this item have been given in second part. Read each item carefully and find out the correct answer from given options and encircle a, b, c, d in front of the related item on answer sheet. Remember you must not give any indication on question paper rather you are to give answers on answer sheet that has been given separately.

1. Cash crops are called
   (a) Summer Crops   (b) Nutritious Crops.
   (c) Un nutritious Crops.   (d) Winter Crops.

2. How much percent of population of Pakistan is associated to occupation of agriculture?
   (a) 70 %   (b) 67 %   (c) 65 %   (d) 63 %.

3. In which province of Pakistan, mining occupation is given much importance?
   (a) Punjab   (b) N.W.F.P   (c) Sindh   (d) Balochistan.

4. Exchange Discount means
   (a) a decided coin or Form of wealth
   (b) exchange of trading goods.
   (c) amount obtained from internal trade.
   (d) amount obtained from external trade
5. Which of the Muslim leader presented Pakistan Resolution?
   (a) Chaudhry Khaleeq-ul-Zaman  (b) Fazal-ul-Haq
   (c) Quaid-i-Azam  (d) Molana Zafar Ali Khan.

6. Which designation was honored to Quaid-i-Azam on establishment of Pakistan?.
   (a) Chief Minister  (b) Governor General.
   (c) Prime Minister.  (d) President.

7. Structure means
   (a) Project  (b) Ministry
   (c) Constitution  (d) Manufacture organization.

8. The biggest organization of United Nation is
   (a) Security Council  (b) World Bank.
   (c) General Assembly  (d) Secretariat

9. In what way most of the trade of Pakistan is done?
   (a) Sea  (b) Air  (c) Rail  (d) Road.

10. Referendum means
    (a) to occupy  (b) to emulate
    (c) to decide  (d) to seek advice

11. When did regular work start in Pakistan steel mills?
    (a) 1983  (b) 1985  (c) 1987  (d) 1989

12. In which industry the preparation of electrical goods is considered?
    (a) Home Industry  (b) Formal Industry
    (c) Heavy Industry  (d) Mechanical Industry
13. Ranch means
   (a) Tool  (b) Cattle
   (c) Way of cultivation  (d) Farm

14. Important city in Pakistan for preparation of sports goods is
   (a) Sialkot  (b) Rawalpindi
   (c) Gujranwala  (d) Faisalabad

15. Which designation was honored to Liaqat Ali Khan after joining conservant Government of Britain?
   (a) Foreign Minister  (b) Education Minister.
   (c) Health Minister  (d) Finance Minister.

16. Pact means
   (a) Articles  (b) Treaty  (c) Interest  (d) Union.

17. How many countries signed in order to give final touch to charter of United Nation?
   (a) 45  (b) 50  (c) 55  (d) 60.

18. Which one of the following organizations of United Nations is bringing other countries near to the life standard of developing countries?
   (a) World Health Organization
   (b) Food and Agriculture Organization
   (c) World Children Fund
   (d) Educational, Scientific and Cultural Organization

19. Which word is the synonym of export?
   (a) to bring  (b) to send  (c) to sell  (d) to import
20. Leader of Khilafat Movement was
   (a) Moulana Muhammad Ali Johar  (b) Moulana Shoukat Ali
   (c) Moulana Zafar Ali Khan  (d) Nawab Mohsin-ul-Mulk.

21. On which occupation does most of the economy of Pakistan depend?
   (a) Fishing     (b) Mining     (c) Agriculture     (d) Industry

22. Where did a conference hold in order to give final touch to the charter of United Nation?
   (a) America     (b) Russia     (c) Britain     (d) China.

23. Through which occupation did man start the usage of natural resources?
   (a) Trade     (b) Fishing     (c) Stock Rearing     (d) Agriculture

24. Which Muslim Leader suggested the name of Pakistan?
   (a) Allama Iqbal  (b) Liaqat Ali Khan.
   (c) Chaudhry Rehmat Ali  (d) Quaid-i-Azam.

25. Which one of the vast treasures are present in the area of Potwar plateau in Pakistan?
   (a) Salt     (b) Karomite     (c) Bauxite     (d) Magnesium

26. In the elections of 1945-46 got success with heavy majority
   (a) Muslim League  (b) Congress.
   (c) Jamiat Ulama-e-Hind  (d) Majlis Ehrar.

27. Which organization imports rice after purchasing it from factories and private organizations?
   (a) International Rice Centre  (b) Local Rice Authority
   (c) Rice Trading Corporation  (d) National Rice Centre.
28. The most essential thing in order to make better Pakistan’s economic or social condition is
   (a) practical planning   (b) natural resources.
   (c) man power         (d) bank & financial organizations.

29. Which source is needed to take out from earth the mineral reserves like coal, copper, gold, silver and salt?
   (a) Pipe   (b) Wells   (c) Boring   (d) Tunnel

30. One of the important point of Quaid-i-Azam’s fourteen points was that
   (a) Muslim should be given share in government jobs according to their status
   (b) Muslims should be given one fourth seats in centre instead of one third.
   (c) The principle of separate electorate should be abolished.
   (d) All communities should be given equal or complete religious liberty.

31. The main purpose of United Nations is
   (a) to establish international peace and security.
   (b) to secure new system of international law.
   (c) to provide military control among nations.
   (d) to establish democratic government among nations.

32. The session of Security Council is called with regard to the nature of some problem
   (a) any time   (b) at a certain time
   (c) once in a year   (d) every month in a year
33. Which one is the principle of separate electorate?
   
   (a) Provinces should be given independence to the maximum.
   
   (b) There should be at least one third selection of Muslims in central assembly.
   
   (c) Only Muslims should get the right to cast vote for Muslims seats.
   
   (d) Muslims representation should be one-fourth in the Central Legislature.

34. An important function of World Bank is
   
   (a) to provide economical or technical and to private business institutions.
   
   (b) to maintain the exchange ratio of wealth of member countries.
   
   (c) to develop the respect of human rights and fundamental liberty.
   
   (d) to fix the ratio of currency exchange among member countries.

35. The beginning of trade started from this important principle that
   
   (a) give and take should be done among each other.
   
   (b) better facilities of life should be attained.
   
   (c) loans and funds should be provided to the people.
   
   (d) essential things should be prepared.

36. In disorganized stock Rearing gypsies wander through out the year with their herd so that they could find
   
   (a) better food    (b) excessive resources.
   
   (c) natural grazing  (d) thick population

37. The major reason of the development of the profession of trade in Pakistan is
   
   (a) excess of mineral resources.
   
   (b) growth in agricultural or industrial production
   
   (c) depend upon trade stock rearing.
   
   (d) principle of education or technical skill.
38. The reason of launching Khilafat movement of Muslims of South Asia was
   (a) to get rid of English    (b) to get the confidence of Hindus.
   (c) to save Khilafat from the English
   (d) to secure divine places of Muslims.

39. Which one of the following Hediths is related to the principle of equality?
   (a) You are all brothers of one another from today.
   (b) No Arab has priority to any Non-Arab.
   (c) If the daughter of Muhammad (PBUH) had committed theft she would also have got the punishment.
   (d) Fear God with regard to the matter of women.

40. The profession of trade is most important from other professions because through it
   (a) transaction is done    (b) industrial progress is possible.
   (c) essential things are provided    (d) source of living is provided.

41. Address Allahabad is important because this idea was presented in it that
   (a) self independence should be given to Muslims majority areas.
   (b) United India should be maintained on strong basis.
   (c) Hindus and Muslims should be freed from the English.
   (d) misunderstandings should be removed among Hindus and Muslims.

42. Any work should be handed over to any citizen then he fulfills it in better way because this is
   (a) right    (b) spirit    (c) responsibility    (d) duty

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43. The prominent aspect of Pakistan resolution 1940 is that

(a) to establish constitutional assembly for the Muslims of Sub-continent.
(b) to divide Subcontinent into Hindus and Muslim areas.
(c) to make Subcontinent a liberal and independent state.
(d) to guard the life and wealth of Muslims of subcontinent.

44. Which of the examples is related to Qabrus issue?

(a) Security Council wants to provide self righteousness to masses.
(b) Security Council wants to maintain liberal constitutional status of masses.
(c) Security Council wants to make return snatched areas to Arabs.
(d) Security Council wants to make war stop among Muslims.

45. The representatives of member countries of United Nations are present in president office in New York. Its major reason is

(a) to get the solution of mutual disputes with mutual counsel.
(b) to join on any sort of sudden or important type of problem.
(c) to settle common problems with simple majority.
(d) to make the recommendation of economical restrictions.

46. The people belonging to different religions liked principles of Islam very much because

(a) people belonging to other religions were indulge in superstitions.
(b) the basic principles of Islam were comprehensive and complicated.
(c) people belonging to other religions were divided into tribes.
(d) the basic principles of Islam were simple, intelligible and free of superstitions.
47. It is essential for every individual to abide by country rules and regulations so that
(a) he made well wisher of country.
(b) he solved social problems together.
(c) society and individual made progress.
(d) be provided similar opportunities for progress.

48. The country that has more import as compare to export is called
(a) Developed  (b) Developing.
(c) Self-sufficient.  (d) Dependent

49. Which of the best example is related to the political life of Islam?
(a) Islam gave the idea of super rule
(b) Islam abolished the curse of usury.
(c) Islam established Public exchequer
(d) Islam made mutual counsel essential.

50. The major reason of celebration of deliverance day for Muslims was
(a) to get rid of Hindu rule.
(b) to admit India as an independent country.
(c) the success of Muslim League in elections.
(d) to transfer the rule of British Government.

51. The reason for the failure of United Nations for the solution of Kashmir issue is
(a) non co-operation of Kashmiri masses.
(b) back out of India.
(c) lack of interest of security council.
(d) the attack of Pakistan on Kashmir.
52. In swamp areas land is made cultivable in order to make agricultural resources better

(a) with artificial ways of irrigation.
(b) by arranging the outlet of water.
(c) by using traditional methods.
(d) because of the vast system of canal.

53. The fourteen point of Quaid-i-Azam were important because these

(a) were the guarantee of political future of Muslims.
(b) were the source of Hindu Muslim unity.
(c) were the source of political discussion to the English.
(d) proved the sign of safety of Hindu Muslim interests.

54. Which one of the best definition explains the means of transportation?

(a) trade of goods   (b) to transfer goods to other places.
(c) to bring in usage of goods. (d) to store of things.

55. The Muslims of South Asia felt the need of establishment of Muslim League

(a) for the safety of Muslims political and social rights.
(b) for the attainment of political excel from Hindus.
(c) in order to make relations pleasant with the English.
(d) for the attainment of high jobs for Muslims.

56. Which is one of the best definition of profession?

(a) to get the grants of nature. (b) to lead better life.
(c) to organize life. (d) to select the work.
57. Which important dates are being indicated through the graph given below?

| 1906 | 1916 | 1929 | 1930 | 1939 | 1940 | 1945 |

(a) Struggle for the establishment of Pakistan.
(b) Political awareness in the Muslims of South Asia.
(c) Service of Muslim League.
(d) Important events took place in Pakistan.

58. Which thing is being prominent in the graph given below with regard to the years?

| 1945 | 1946 | 1946 | 1948 |

(a) The basic organizations of United Nations.
(b) The specific organizations of United Nations.
(c) International problems
(d) Important years of United Nations.

59. From which lines are showed the agricultural areas in the map of South Asia?
60. In which province of Pakistan rice is cultivated more in the map of South Asia?

(a) Punjab (b) Sindh (c) NWFP (d) Balochistan
APPENDIX E

Taxonomy of Educational Objectives, Knowledge and Comprehension

Developed By: Bloom (1965)

KNOWLEDGE

Knowledge as defined here includes those behaviors and test situations which emphasize the remembering, either by recognition or recall, of ideas, material, or phenomena. The behavior expected of a student in the recall situation is very similar to the behavior; he was expected to have during the original learning situation. In the learning situation the student is expected to store in his mind certain information, and the behavior expected later is the remembering of this information. Although some alterations may be expected in the material to be remembered, this is a relatively minor part of the knowledge behavior or test. The process of relating and judging is also involved to the extent that the student is expected to answer questions or problems which are posed in a different Form, in the test situation than in the original learning situation.

In the classification of the knowledge objectives, the arrangement is from the specific and relatively concrete types of behaviors to the more complex and abstract ones. Thus, the knowledge of specifics refers to types of information or knowledge which can be isolated and remembered separately, while the knowledge of universals and abstractions emphasizes the interrelations and patterns in which information can be organized and structured.
1. **Knowledge of Terminology:**

Knowledge of the referents for specific verbal and, non-verbal symbols. This may include knowledge of the most generally accepted symbol referent, knowledge of the variety of symbols which may be used for a single referent, or knowledge of the referent most appropriate to a given use of a symbol.

Probably the most basic type of knowledge in a particular field is its terminology. Each field contains a large number of symbols, either verbal or non-verbal, which have particular referents. These represent the basic language of the field, the shorthand used by the workers in a field to express what they know. In any attempt by workers to communicate with others about phenomena within the field, they find it necessary to make use of some of the special symbols and terms they have devised. In many cases it is impossible for them to discuss problems in their field without making use of some of the essential terms of that field. Quite literally, they are unable to even think about many of the phenomena in the field unless they make use of these terms and symbols. The learner must become cognizant of these terms and symbols and must learn the generally accepted definitions or meanings to be attached. Just as the specialist in the field must communicate by the use of these terms, so the learner or the individual reader of the communication must have a knowledge of the symbols and their referents before he can comprehend or think about the phenomena of the field.

Here, to a larger extent than in any of the other classes of knowledge objectives, there is a likelihood that the specialist, finding his own symbols useful and precise, will attempt to impose upon the learner a larger number of the symbols than the learner really needs, can learn, or will retain. Especially is this true in many of the
sciences which attempt to use words and symbols with great precision and where the
specialist finds it difficult to express the same ideas or discuss particular phenomena
by the use of other symbols or by the use of other terms much more common to a lay
population.

2. **Knowledge of Specific Facts**

   Knowledge of dates, events, persons, places, sources of information, etc. This
may include very precise and specific information, such as the exact date of an event
or the exact magnitude of a phenomenon. It may also include approximate
information, such as a time period in which an event occurred or the general order of
magnitude of a phenomenon. Knowledge of Specific Facts refers to those facts which
can be isolated as separate, discrete elements in contrast to those which can only be
known in a larger context.

   In every field there are a large number of dates, events, persons, places,
findings, etc., known by the specialist which represent findings or knowledge about
the field. These can be distinguished from the terminology in that the terminology
generally represents the conventions or agreements within a field, while the facts are
more likely to represent the findings which can be tested by other means than
determining the unanimity of workers in the field or the agreements they have made
for purposes of communication. Such Specific Facts also represent basic elements
which the specialist must use in presenting communications about the field and in
thinking about specific problems or topics in the field. It should also be recognized
that this classification includes knowledge about particular books, writing, and
sources of information on specific topics and problems. Thus, Knowledge of Specific

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Fact as well as knowledge of the source which deals with the fact are both classifiable under this heading.

Again, there is usually a tremendous number of such Specific Facts and the teacher or curriculum specialist must make choices as to what is basic and what is only of secondary importance or of importance primarily to the specialist. The teacher is also confronted with the problem of level of precision with which different information must be known. Thus, quite frequently he may be content to have a student learn only the approximate magnitude of the phenomenon rather than its precise quantity or to learn an approximate time period rather than the precise date or time of a specific event. The teacher also has a considerable problem in determining whether many of the Specific Facts are such that the student can learn them whenever he really needs them, or whether they should be learned during and as part of an educational unit or course.

3. Knowledge of Conventions

Knowledge of characteristic ways of treating and presenting ideas and phenomena. These are the usages, styles, and practices which are employed in a field because the workers find they suit their purposes, or because they appear to suit the phenomena with which they deal. This may include such varied phenomena as conventional symbols used in map making and dictionaries, rules of social behavior, and rules, styles, or practices commonly employed in scholarly fields.

There are many conventions and rules which the workers in a field find extremely useful in dealing with the phenomena of a field. Although many such conventions may be retained because of habit and tradition rather than usefulness, at some point in time they were found to be especially significant in giving some
structure to the phenomena. Generally these conventions will have an arbitrary existence since they were developed or retained because of general agreement or concurrence of workers in the field. They are usually true only as a matter of definition and practice rather than as a result of discovery or observation.

In some fields these conventions make up the largest proportion of the knowledge of the field. It is likely that students are more willing to accept and learn this type of knowledge in the early school years than in the later years of Formal education.

4. Knowledge of Trends and Sequences

Knowledge of the processes, directions, and movements of phenomena with respect to time. It includes trends as attempts to point up the interrelationship among a number of specific events which are separated by time. It also includes representations of processes which may involve time as well as causal interrelations of a series of specific events. Out of an almost infinite number of specific events, particular workers have selected those which they believe point to a trend or sequence. In this respect trends and sequences are those relationships and processes which have been selected or emphasized by the workers in the field. Many of the trends and sequences are difficult to communicate because they involve highly dynamic actions, processes, and movements which are not fully represented by static verbal, graphic, or symbolic Forms.

Students may have difficulty in learning trends and sequences unless they are also familiar with the specifics on which such trends and sequences are based.
5. Knowledge of Classifications and Categories

Knowledge of the classes, sets, divisions, and arrangements which are regarded as fundamental or useful for a given subject field, purpose, argument, or problem. As a subject field, problem, or topic becomes well developed, individuals working on it find it useful to develop Classifications and Categories which help to structure and systematize the phenomena. These Classifications and Categories are likely to have an arbitrary and artificial flavor to the student, although the specialist finds them useful and even fundamental for his work. The individual student is expected to know these classifications and to know when they are appropriate. However, under the present heading is included only knowledge of the Classifications and Categories, while the application of these to new problems is dealt with in other parts of the taxonomy.


Knowledge of the criteria by which facts, principles, opinions, and conduct are tested or judged. Here again is a systematization which is found useful by workers attacking the problems of a field. Students may be expected to make use of the criteria as well as to have knowledge of them. The criteria will vary markedly from field to field. They are likely to appear complex and abstract to students and to acquire meaning only as they are related to concrete situations and problems.

7. Knowledge of Methodology

Knowledge of the methods of inquiry, techniques, and procedures employed in a particular subject field as well as those employed in investigating particular problems and phenomena. The student is frequently required to know about methods and techniques and to know the ways in which they have been used. Such knowledge
is most nearly of an historical or encyclopedic type. This knowledge, although simpler and perhaps less functional than the ability to actually employ the methods and techniques, is an important prelude to such use. Thus before engaging in an inquiry the student may be expected to know about the methods and techniques which have been employed in similar inquiries. At a later stage in his inquiry he may be expected to show relations between the methods he has employed and the methods employed by others.

8. **Knowledge of Principles and Generalizations**

Knowledge of particular abstractions which summarize observations of phenomena. These are the abstractions which are of greatest value in explaining, describing, predicting, or in determining the most appropriate and relevant action or direction to be taken. Here all that is required is that the students know the principle or generalization, that is, that he be able to recognize or recall correct versions of them. However, the recall of the principle or generalization as well as the recall of the specific illustrations of them utilized in the instructional material may be included in the present category.

9. **Knowledge of Theories and Structures**

Knowledge of the body of Principles and Generalizations together with their interrelations which present a clear, rounded, and systematic view of a complex phenomenon, problem, or field. These are the most abstract Formulations. They can be used to show the interrelation and organization of a great range of specifics.
COMPREHENSION

Probably the largest general class of intellectual abilities and skills emphasized in schools and colleges are those which involve comprehension. That is, when students are confronted with a communication, they are expected to know what is being communicated and to be able to make some use of the material or ideas contained in it. The communication may be in oral or written form, in verbal or symbolic form, or, if we allow a relatively broad use of the term "communication," it may refer to material in concrete form as well as to material embodied on paper. For instance, we commonly expect comprehension of a physics demonstration, a geologic formation viewed on a field trip, a building illustrating a particular architectural feature, a musical work played by an orchestra. And, of course, we speak of comprehension of the above phenomena when presented in verbal, pictorial, or symbolic form on paper.

Although the term "comprehension" has been frequently associated with reading, e.g., reading comprehension, the use to which it is being put here is a somewhat broader one in that it is related to a greater variety of communications than that encompassed by written verbal materials. In another sense, the use of the term here is somewhat more limited than usual, since comprehension is not made synonymous with complete understanding or even with the fullest grasp of a message. Here we are using the term "comprehension" to include those objectives, behaviors, or responses which represent an understanding of the literal message contained in a communication. In reaching such understanding, the student may change the communication in his mind or in his overt responses to some parallel form more
meaningful to him. There may also be responses which represent simple extensions beyond what is given in the communication itself.

Three types of comprehension behavior are considered here. The first is translation which means that an individual can put a communication into other language, into other terms, or into another Form of communication. It will usually involve the giving of meaning to the various parts of a communication, taken in isolation, although such meanings may in part be determined by the context in which the ideas appear. Translation behavior occupies a transitional position between the behavior described under the category of knowledge and types of behavior described under the headings of interpretation, extrapolation, analysis, synthesis, application, and evaluation. It will usually be found that individual competence in translation is dependent on the possession of the requisite or relevant knowledge. It is also true that unless an individual can give the denoted meaning to each of the various parts of a communication and/or in terms of immediate or adjacent context, he will be unable to engage in more complex thinking about the communication. For such thinking, a given term in a communication must symbolize for the individual a general concept or even an aggregate of relevant ideas. An abstract idea may need to be transformed to concrete or everyday terms to be useful in further thinking about some problem presented by the communication. Sometimes an extended part of a communication may need to be translated into briefer, or even more abstract, terms or symbols, to facilitate thinking. This type of translation may carry over into more complex behavior, such as analysis, synthesis or application, when previous instruction has not made such translation explicit. On the other hand, when instruction has emphasized
the particular points involved, the translation may be more akin to simple recall of knowledge.

The second type of behavior is **interpretation** which involves dealing with a communication as a configuration of ideas whose comprehension may require a reordering of the ideas into a new configuration in the mind of the individual. This also includes thinking about the relative importance of the ideas, their interrelationships, and their relevance to generalizations implied or described in the original communication. Evidence of interpretation behavior may be found in the inferences, generalizations, or summarizations produced by the individual. Interpretation as here defined differs from analysis. In the latter the emphasis is on the Form, the organization, the effectiveness, and the logic of the communication. It differs from application in that application is more definitely concerned with the meanings a communication has for other generalizations, situations, and phenomena, or the meanings that generalizations known by the student have for the communication. It differs from evaluation in that evaluation is characterized by the Formulating of judgments explicitly based on criteria.

The third type of behavior to be considered under comprehension is **extrapolation**. It includes the making of estimates or predictions based on understanding of the trends, tendencies, or conditions described in the communication. It may also involve the making of inferences with respect to implications, consequences, corollaries and effects which are in accordance with the conditions described in the communication. It differs from application, however, in that the thinking is based on what is given rather than on some abstraction brought from the other experiences to the situation, such as a general principle or rule of
procedure. Extrapolation may include judgments with respect to a universe where the communication characterizes a sample, or conversely with respect to a sample where the communication describes a universe. For the purpose of classification, interpolation may be regarded as a type of extrapolation in that judgments with respect to intervals within a sequence of data presented in a communication are similar to judgments going beyond the data in the usual sense of extrapolation.

In preparing a communication, the writer attempts not only to state what he believes the truth of the matter to be, but also some of the consequences of it. While occasionally the writer is exhaustive, has detailed all of the conclusions to be drawn, and has indicated all of the possible consequences or implications of his ideas or material, this is rarely the case. Usually, the writer is unaware of or makes no effort to determine or state all of the conclusions to be drawn. The writer is limited in determining implications and consequences for new situations by his subject matter, which may be so general and widely applicable as to make impossible any attempt to explain all its ramifications, by his own lack of knowledge of all the possible situations in which it may be applied, and, finally, by the fact that he must in some ways limit his problem or presentations if he is to do an effective job.

The reader must, if he is to make full use of a communication, be able to extend it beyond the limits set by the writer as well as to apply some of the ideas of the communication to situations and problems not included explicitly in the communication. Mention was made earlier of extrapolation in the sense of thinking in terms of the relations between a sample and a universe and vice versa, and also of interpolation as akin to extrapolation where there are gaps in a sequence.
Accurate extrapolation requires that the reader be able to translate as well as interpret the document, and in addition, he must be able to extend the trends, or tendencies beyond the given data and findings of the document to determine implications, consequences, corollaries, effects, etc., which are in accordance with the conditions as literally described in the original communication. Extrapolation requires that the reader be well aware of the limits within which the communication is posed as well as the possible limits within which it can be extended. In practically all cases, the reader must recognize that an extrapolation can only be an inference which has some degree of probability certainty with respect to extrapolations is rare.
APPENDIX F
الفاظہ رومنیتی

بیلیات ۔

اس محسن کی پہلی فاظہ ہے جس کی جگہ کوئی دیکھنے کا کوئی نقصان نہ ہو۔ اس کے بعد کہ سالہ اپنے انتہا کریں۔

ان میں کہیں کچھ سے بہت وسیع فظ کے نقصان ہو کہ تہذیب میں مغنا بھی انسنا محسوس

کیچھ اور ملیا سب سے نقصان کے نام کے مطالعے کیے گئے ہیں۔

شامل ۔ 2. ہورمک بھی ہے (3). ایفیئن (4) ہورک (5) سنسکریت 4

ہورمک کی وجہ پر نقصان محسوس کیا جاتا ہے۔ اس کے بعد سے خاصان

جب بچوں کے سفر کا شمار عدد چھوٹا ہے۔ اب ان کا اضافہ نظر کے ساتھ انتہاہیں ہے کہ گر اہلہ

کا دعا ہے۔

شامل نہ ۔ 2. مالین (5) ہورمک دیو (6) ایفیئن (7) سنسکریت 4

اس شمار سے نقصان کا شمارہ ہے۔ اس مطالعے کے شمارہ ہے۔

کے مطالعے میں نہیں نہیں کاپیلا۔

اہم کاپیلا
| 1 | اکثر | 2 | ہیچ | 3 | سر | 4 | پھیلاؤ | 5 | خاطر | 6 | تجربی | 7 | سب | 8 | ہر | 9 | ہوئے | 10 | ہوئے | 11 | ہوئے | 12 | ہوئے | 13 | ہوئے | 14 | ہوئے | 15 | ہوئے | 16 | ہوئے | 17 | ہوئے | 18 | ہوئے | 19 | ہوئے | 20 | ہوئے | 21 | ہوئے | 22 | ہوئے | 23 | ہوئے | 24 | ہوئے | 25 | ہوئے | 26 | ہوئے | 27 | ہوئے | 28 | ہوئے | 29 | ہوئے | 30 | ہوئے | 31 | ہوئے | 32 | ہوئے | 33 | ہوئے | 34 | ہوئے | 35 | ہوئے | 36 | ہوئے | 37 | ہوئے | 38 | ہوئے | 39 | ہوئے | 40 | ہوئے | 41 | ہوئے | 42 | ہوئے | 43 | ہوئے | 44 | ہوئے | 45 | ہوئے | 46 | ہوئے | 47 | ہوئے | 48 | ہوئے | 49 | ہوئے | 50 | ہوئے | 51 | ہوئے | 52 | ہوئے | 53 | ہوئے | 54 | ہوئے | 55 | ہوئے | 56 | ہوئے | 57 | ہوئے | 58 | ہوئے | 59 | ہوئے | 60 | ہوئے | 61 | ہوئے | 62 | ہوئے | 63 | ہوئے | 64 | ہوئے | 65 | ہوئے | 66 | ہوئے | 67 | ہوئے | 68 | ہوئے | 69 | ہوئے | 70 | ہوئے | 71 | ہوئے | 72 | ہوئے | 73 | ہوئے | 74 | ہوئے | 75 | ہوئے | 76 | ہوئے | 77 | ہوئے | 78 | ہوئے | 79 | ہوئے | 80 | ہوئے | 81 | ہوئے | 82 | ہوئے | 83 | ہوئے | 84 | ہوئے | 85 | ہوئے | 86 | ہوئے | 87 | ہوئے | 88 | ہوئے | 89 | ہوئے | 90 | ہوئے | 91 | ہوئے | 92 | ہوئے | 93 | ہوئے | 94 | ہوئے | 95 | ہوئے | 96 | ہوئے | 97 | ہوئے | 98 | ہوئے | 99 | ہوئے | 100 | ہوئے | 101 | ہوئے | 102 | ہوئے | 103 | ہوئے | 104 | ہوئے | 105 | ہوئے | 106 | ہوئے | 107 | ہوئے | 108 | ہوئے | 109 | ہوئے | 110 | ہوئے | 111 | ہوئے | 112 | ہوئے | 113 | ہوئے | 114 | ہوئے | 115 | ہوئے | 116 | ہوئے | 117 | ہوئے | 118 | ہوئے | 119 | ہوئے | 120 | ہوئے | 121 | ہوئے | 122 | ہوئے | 123 | ہوئے | 124 | ہوئے | 125 | ہوئے | 126 | ہوئے | 127 | ہوئے | 128 | ہوئے | 129 | ہوئے | 130 | ہوئے | 131 | ہوئے | 132 | ہوئے | 133 | ہوئے | 134 | ہوئے | 135 | ہوئے | 136 | ہوئے | 137 | ہوئے | 138 | ہوئے | 139 | ہوئے | 140 | ہوئے | 141 | ہوئے | 142 | ہوئے | 143 | ہوئے | 144 | ہوئے | 145 | ہوئے | 146 | ہوئے | 147 | ہوئے | 148 | ہوئے | 149 | ہوئے | 150 | ہوئے | 151 | ہوئے | 152 | ہوئے | 153 | ہوئے | 154 | ہوئے | 155 | ہوئے | 156 | ہوئے | 157 | ہوئے | 158 | ہوئے | 159 | ہوئے | 160 | ہوئے | 161 | ہوئے | 162 | ہوئے | 163 | ہوئے | 164 | ہوئے | 165 | ہوئے | 166 | ہوئے | 167 | ہوئے | 168 | ہوئے | 169 | ہوئے | 170 | ہوئے | 171 | ہوئے | 172 | ہوئے | 173 | ہوئے | 174 | ہوئے | 175 | ہوئے | 176 | ہوئے | 177 | ہوئے | 178 | ہوئے | 179 | ہوئے | 180 | ہوئے | 181 | ہوئے | 182 | ہوئے | 183 | ہوئے | 184 | ہوئے | 185 | ہوئے | 186 | ہوئے | 187 | ہوئے | 188 | ہوئے | 189 | ہوئے | 190 | ہوئے | 191 | ہوئے | 192 | ہوئے | 193 | ہوئے | 194 | ہوئے | 195 | ہوئے | 196 | ہوئے | 197 | ہوئے | 198 | ہوئے | 199 | ہوئے | 200 | ہوئے | 201 | ہوئے | 202 | ہوئے | 203 | ہوئے | 204 | ہوئے | 205 | ہوئے | 206 | ہوئے | 207 | ہوئے | 208 | ہوئے | 209 | ہوئے | 210 | ہوئے | 211 | ہوئے | 212 | ہوئے | 213 | ہوئے | 214 | ہوئے | 215 | ہوئے | 216 | ہوئے | 217 | ہوئے | 218 | ہوئے | 219 | ہوئے | 220 | ہوئے | 221 | ہوئے | 222 | ہوئے | 223 | ہوئے | 224 | ہوئے | 225 | ہوئے | 226 | ہوئے | 227 | ہوئے | 228 | ہوئے | 229 | ہوئے | 230 | ہوئے | 231 | ہوئے | 232 | ہوئے | 233 | ہوئے | 234 | ہوئے | 235 | ہوئے | 236 | ہوئے | 237 | ہوئے | 238 | ہوئے | 239 | ہوئے | 240 | ہوئے | 241 | ہوئے | 242 | ہوئے | 243 | ہوئے | 244 | ہوئے | 245 | ہوئے | 246 | ہوئے | 247 | ہوئے | 248 | ہوئے | 249 | ہوئے | 250 | ہوئے | 251 | ہوئے | 252 | ہوئے | 253 | ہوئے | 254 | ہوئے | 255 | ہوئے | 256 | ہوئے | 257 | ہوئے | 258 | ہوئے | 259 | ہوئے | 260 | ہو
جماعت پندری

بابات

اس بھی موجود چند موارد دیکھیں - برسائے میں پانی اور ہاتھ انداز ہویں
جن میں اپنی بھی لگائی ہوئی ہے۔ اس لوگوں میں سے کبھیاں ہے اور کبھیاں
اس لطف کے نشانے کیوں کہہ گئے - دارو گیاہے

مثال: گھوڑا دی جگھری دووہ (گھوڑا کے اور سے) ۵۴

مثال: گھوڑا دی جگھری دووہ (گھوڑا کے اور سے) ۵۴

جیسے کہ ہمیں دیکھا ہے ہماری ہمیشہ کا بہت دارو گیاہے

ایہ دیوانی میں یہ غزل نہ تھی گھوڑے کے اور ہمیشہ ہیں مناسب دارو گیاہے

مثال: ان ۵ (پانی کے ہو) روہت (۴) صوت (۴) میں (۵) پاہے
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عبوری سمساریات

ام بیچیا کو چند عورت سیدنت سے متعلق ہوں۔ ان سیدنت میں کوئی کوئی اصول و ضروار

ہیں۔ بنیادا کو نظرے نے بیان کیک ہے کہ اصل اصول کے مختلف شکا کا اگر عورت معلم کی

سہن کی کچھ چیزوں اور دیسیوں گے تھے۔ جن میں سے مدارسی مارکس پر ہے۔ اس کی ضرورت کی یہاں اور خیال

ہیں اس عورت کے شماری عورتیں گئیں اور ہم اگیا۔

صلالہ میں: 3 6 9 12 15 18 1 2 3 4

(1) (2) (3) (4) (5)

صلالہ کے عورتی سہدنس اصول پر چپچپا ہے۔ بنیادا کو نظرے

یہ کہ خاصا اس ہمیشہ ہے۔ اس کے لیے یہ کہ سنشن میں 2 کے گر

دہرے گزاسیا وی۔

صلالہ کے: 10 12 9 8

(1) (2) (3) (4) (5)

صلالہ کے عورتی سہدنس اصول پر چپچپا ہے۔ بنیادا کو نظرے

ہیں۔ بنیادا کو نظرے نے بیان کیک ہے کہ اصل اصول کا اگر عورت معلم کی

سہن کی کچھ چیزوں اور دیسیوں گے تھے۔ جن میں سے مدارسی مارکس پر ہے۔ اس کی ضرورت کی یہاں اور خیال

ہیں اس عورت کے شماری عورتیں گئیں اور ہم اگیا۔

تاریخ: 31 12 2023

اسخلا یہ پہلا ہوا ہے کہ اس کے لیے اس کے لیے ایسے اصول کے سنشن کا سالم طرح ان کے لیے اگر

رہے گا۔

تاریخ: 31 12 2023

اسخلا یہ پہلا ہوا ہے کہ اس کے لیے اس کے لیے ایسے اصول کے سنشن کا سالم طرح ان کے لیے اگر

رہے گا۔

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ہمین سیاسی استحکام

جہت،

اس میں سے قابلیت کے سوالات دیکھے گئے ہیں۔ ہم اور الہام کو نظر سے پہچاں میں سوائے ہم نے کہہ کر ہم
جواب دیکھیں اور ہمبارہ میں فرماتے ہیں اب ہم ہم کہہ کہ مہربان ہم کو نظر سے پہچاں کیے
ہو جائیں اور بھی اس سوال کے ساتھہ اس میں ہم سے خواہش میں ہم اورہم برائے ہم دوسرے قاری کی
ہم ن پہچاں,

صلاہ میں: ایک شاہدان کی تربیت 5 بچوں سے پڑھی گئی ہے اور فکریاہ تعلیم کی
جوہری نے شاہدان کو پڑھا 3 جواب دیکھا ہے۔

1. 5 بچوں - 2. 3 بچوں - 3. 5 بچوں - 4. 10 بچوں - 5. 5 بچوں
خالق ہے تربیت 5 بچوں سے پڑھی گئی۔ اس کا خواہش میں 3 بچوں
میں 3 بچوں نے درجہ کیا۔

مثال دیا ہے: ایک شاہدان کی 65 بچوں کی تربیت 25 بچوں سے پڑھی گئی۔

1. 60 بچوں - 2. 50 بچوں - 3. 50 بچوں - 4. 50 بچوں - 5. 50 بچوں

میں نے پڑھایا 35 بچوں کی تربیت 4 بچوں سے۔ بنیا ہے تربیت
سے معاوضہ 6 بچوں نے درجہ کیا۔

استفہام کیے
در ج ذلک سوالات ہوئے جو مٹھائی کے متعلق کیے گئے ۔

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<td>5 پاکستانی کیپی</td>
<td>3 پاکستانی کیپی</td>
<td>2 پاکستانی کیپی</td>
</tr>
</tbody>
</table>

2.2 اندازہ 30 سیسیوں پر 50 سیسیوں پر پارمیکو 30 سیسیوں پر پارمیکو 80 سیسیوں پر پارمیکو 90 سیسیوں پر پارمیکو 100 سیسیوں پر پارمیکو 20 سیسیوں پر پارمیکو 30 سیسیوں پر پارمیکو 40 سیسیوں پر پارمیکو 50 سیسیوں پر پارمیکو 60 سیسیوں پر پارمیکو 70 سیسیوں پر پارمیکو 80 سیسیوں پر پارمیکو 90 سیسیوں پر پارمیکو 100 سیسیوں پر پارمیکو 20 سیسیوں پر پارمیکو 30 سیسیوں پر پارمیکو 40 سیسیوں پر پارمیکو 50 سیسیوں پر پارمیکو 60 سیسیوں پر پارمیکو 70 سیسیوں پر پارمیکو 80 سیسیوں پر پارمیکو 90 سیسیوں پر پارمیکو 100 سیسیوں پر پارمیکو

4. سب سے پہلے طالب علم 25 ہزار پر 85 سیسیوں پر پارمیکو 30 ہزار پر پارمیکو 120 سیسیوں پر پارمیکو

5. کامیاب کر رہے ہیں 14 فلپس بھی پر پارمیکو 18 فلپس بھی پر پارمیکو 26 فلپس بھی پر پارمیکو
6. کچرے کی دو ہزار کیسے کریں؟
7. یک گلی کا 3/4 نبیا ہے، یک گلی کو کیا ہے؟
8. ایک میٹر 45 سے 15 میٹر کی گڑھ کے 20 پنڈ فی ہرے ہے?
9. ایک گلی کا 3/4 نبیا ہے 800 روپے نحیں ہے کہ 100 روپے؟
10. یک جگہ بھیزی روز 16 بجے 9
11. آخر 500 روپے سے 6 سیکھر کے 320 روپے کیلئے کیا ہے؟
منواؤی یاسل

بہائی

اس کا ایک اور دیگر کے لئے بہت بہت دلیل ہے کہ ایک اور شخص کی کہانی کا دعویٰ ہے۔

مفتون کے چند کام

دنیا کے دیکھ بھی کہ جب بہت بہت انسان کی کہانی اس کے دعویٰ کے لئے دعویٰ ہے۔

سنال 1: بہت بہت دلیل

دنیا کے دیکھ بھی کہ جب بہت بہت انسان کی کہانی اس کے دعویٰ کے لئے دعویٰ ہے۔

سنال 2: بہت بہت دلیل

دنیا کے دیکھ بھی کہ جب بہت بہت انسان کی کہانی اس کے دعویٰ کے لئے دعویٰ ہے۔

سنال 3: بہت بہت دلیل

دنیا کے دیکھ بھی کہ جب بہت بہت انسان کی کہانی اس کے دعویٰ کے لئے دعویٰ ہے۔

سنال 4: بہت بہت دلیل

دنیا کے دیکھ بھی کہ جب بہت بہت انسان کی کہانی اس کے دعویٰ کے لئے دعویٰ ہے۔

سنال 5: بہت بہت دلیل

دنیا کے دیکھ بھی کہ جب بہت بہت انسان کی کہانی اس کے دعویٰ کے لئے دعویٰ ہے۔
1- برترین پیش‌بینی کلیه که‌های حسابه.

(1) پیش‌بینی (2) نمایش (3) تخمین (4) شبکه (5) جدول

2- برترین بانک آمریکا که‌های حسابه.

(1) هزینه (2) قانون (3) هزینه (4) هزینه (5) خدمات

3- برترین تحریک کریپتو در سایت.

(1) آزمایش (2) تحریک (3) قانون (4) سایت (5) اینترنت

4- برترین سیستم جدید برای مالیات.

(1) مالیات (2) سیستم (3) مالیات (4) قانون (5) افزایش

5- برترین سیستم جدید برای مالیات.

(1) مالیات (2) سیستم (3) مالیات (4) قانون (5) افزایش

6- برترین دارایی که در تراز سایت.

(1) تراز (2) دارایی (3) حساب (4) قانون (5) زمان

الک
جغرافیہ پیرس کے متعلق

1. چترال کے شمال میں بہرا دنیائی تاریکی
2. کوئی بھی خیال کر سکتے ہیں کہ کسی اور جگہ میں گاؤں
3. پیرس کا گھومنے کا مختصر ہے
4. پیرس کا قرآن (4) پیرس اور (4) پیرس
5. بہری (4) پیرس کا قرآن (4) پیرس الائین
6. کردار (2) بہری (3) پیرس (4) (4) پیرس
7. پیرس (4) پیرس کا قرآن (4) پیرس
8. پیرس (4) پیرس کا قرآن (4) پیرس
9. پیرس (4) پیرس کا قرآن (4) پیرس
10. پیرس (4) پیرس کا قرآن (4) پیرس
11. پیرس (4) پیرس کا قرآن (4) پیرس
12. پیرس (4) پیرس کا قرآن (4) پیرس

دروازہ ارکان (3) پیرس (4) ریز (3) پیرس
شکلی متواری اشارات

مثال:

ساتر 6

ایس دوومیس کیا شکلاں دیگر بنیں - شکلاں نے آخر شکلاں بھی - دیس نہیں اور دیس

فی پسے نہیں - شکلاں نہیں دیس کی - شکلاں کو پہنچ بیٹے - دیس کے کئی در کئی شکلاں پہنچ

سکے دو رنج نئے - دیس کے پہنچنے کے خلاف - دیس کے نئے شکلاں کو پہنچنے - نئے پہنچنے - نئے پہنچنے

شکلا اس مدار کے سطحی کی شکلاں میں تبادلہ ہوگی - جواب کے لئے پہنچنے کی اشکال کا ایک رنگ نہیں ملگا کیون

اک چجارہ میں یہ ہے - یہ شکلا کے شماری عدد کے مطابق داروں کو نگاتا

مثال:

1

3

2

5

3

1

5

4

3

2

1

اس معنا پر پہلے روزن شکلاں رنگارن دی چک بھی ذکر والے سے پہنچنے پر ہی نہیں اس پر تدابیر

یہ جوہر پر پہنچنے کا اصول کھولا نہ ہے - یہ شکلاں بھی اخیاری میں پہنچنے - پہنچنے پر ہی شکلاں پر تدابیر

دیس ہوئے دو تبادلہ ہیں - اس کے بعد سب سے پہلے اشکال کے شماری عدد کی شکلا بھی شکلا کے نمبر

یہ شکلا ہیں کہ دیس کو داروں کا تردید ہے -

مثال:

1

5

4

3

2

1

اس معنی کے پہلے شکلاں جیسے دو رنگ میں دیس کو بھی میں سرکاری ہے - دیس نہیں اور دیس

سکے دو رنگ نئے - دیس کے نئے شکلاں کو پہنچنے - نئے پہنچنے - نئے پہنچنے

شکلا اس مدار کے سطحی کی شکلاں میں تبادلہ ہوگی - جواب کے لئے پہنچنے - نئے پہنچنے - نئے پہنچنے

اس اصول کے مطابق شکلا کی شماری عدد کے مطابق داروں کو نگاتا -

اک چجارہ میں یہ ہے - یہ شکلا کے شماری عدد کے مطابق داروں کو نگاتا

اس شکلا کو اوہا رنگ کو پہنچنے کے ساتھی اور دیس کو نہیں - دیس نہیں اور دیس

شکلا اس مدار کے سطحی کی شکلاں میں تبادلہ ہوگی - جواب کے لئے پہنچنے - نئے پہنچنے - نئے پہنچنے

اس کے بعد سب سے پہلے اشکال کے شماری عدد کی شکلا بھی شکلا کے نمبر

یہ شکلا ہیں کہ دیس کو داروں کا تردید ہے -

اک چجارہ میں یہ ہے - یہ شکلا کے شماری عدد کے مطابق داروں کو نگاتا

استاد رنگ
APPENDIX G

پیونیورستی آف ایجوکیشن لاهور
آرکس معاشرتی امیر
(تیمز یر سائنسات کئے لئے)

63% (ب) 65% (ج) 67% (د)
60% (ب) 70% (ج) 65% (د)
60% (ب) 70% (ج) 65% (د)
60% (ب) 70% (ج) 65% (د)
60% (ب) 70% (ج) 65% (د)
60% (ب) 70% (ج) 65% (د)

(الف) مولر کی اسلون کر
(ب) چنری اسلون کر
(ج) پرپتپر اسلون کر
(د) مومن برن کی اصلون کر

(الف) پاکستان کی لوڈ ایڈیٹ کے نام ماری جامعہ کے پپرہ کے ساتے دیکھیے؟
(ب) 70% (ج) 65% (د)
(الف) پاکستان کے سوسیال میڈیا کے پپرہ کے پیپر کے ساتے دیکھیے؟
(ب) 70% (ج) 65% (د)
(الف) پاکستان کے سوسیال میڈیا کے پپرہ کے پیپر کے ساتے دیکھیے؟
(ب) 70% (ج) 65% (د)
(الف) پاکستان کے سوسیال میڈیا کے پپرہ کے پیپر کے ساتے دیکھیے؟
(ب) 70% (ج) 65% (د)
(الف) پاکستان کے سوسیال میڈیا کے پپرہ کے پیپر کے ساتے دیکھیے؟
(ب) 70% (ج) 65% (د)
(الف) پاکستان کے سوسیال میڈیا کے پپرہ کے پیپر کے ساتے دیکھیے؟
(ب) 70% (ج) 65% (د)
(الف) پاکستان کے سوسیال میڈیا کے پپرہ کے پیپر کے ساتے دیکھیے؟
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(ب) 70% (ج) 65% (د)
(الف) پاکستان کے سوسیال میڈیا کے پپرہ کے پیپر کے ساتے دیکھیے؟
(ب) 70% (ج) 65% (د)
(الف) پاکستان کے سوسیال میڈیا کے پپرہ کے پیپر کے ساتے دیکھیے؟
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(ب) 70% (ج) 65% (د)
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(ب) 70% (ج) 65% (د)
(الف) پاکستان کے سوسیال میڈیا کے پپرہ کے پیپر کے ساتے دیکھیے؟
(ب) 70% (ج) 65% (د)
(الف) پاکستان کے سوسیال میڈیا کے پپرہ کے پیپر کے ساتے دیکھیے؟
(ب) 70% (ج) 65% (d)
(5) قائمداری کی کس سلسلہ کردر دیتے ہوئے تھے؟
(عہ) پودیپر ڈاکٹر یاسین (ب) مہری قردن (پ) معین اللہ قردن
(7) کا نام چاکما؟
(عہ) معلق گورنر (ب) صدر (پ) وزیر اعظم
(8) اتحاد پاکستان کے کوہستان کا نام سے کہہ آئے؟
(عہ) وزیر اعظم (ب) گورنر (پ) صدر
(9) پاکستان کی زنداہ شتی کا مین سنت ونیکہ؟
(عہ) مار جنرل (ب) عبدالکریم (پ) نامور
(10) انتخابوں کا کس ہدایت کا مطلب ہے?
(عہ) قائمداری (ب) محترم (پ) صدر
(11) پاکستان کی سرحد کی آئندہ کا میں آئندہ کہا?
(عہ) 1983ء (ب) 1985ء (پ) 1987ء (ص) 1989ء
(12) جنگ کی سردار سے بہت بڑا کس نے سنت میں پاکستان کا کہا?
(عہ) گیرین ڈاکٹر (ب) رواج سنت (پ) یہودی سنت
(13). رؤیہ سے ملتے ہی: 
(اف) وزار (ب) مویشہ (ج) طرز کاشت (د) قائم

(14). کہیلدا سے ملتے ہی: 
(اف) گلابی (ب) گلابی (ج) گلابی (د) جلاول

(15). ہر بات کے میں ملتےہی: 
(اف) دو راز (ب) زمری (ج) دو راز (د) دو راز

(16). ملتے ہی: 
(اف) ولجہ (ب) دھماکہ (ج) مادا (د) ملپ

(17). ایک مرتبہ سے ملتے ہی: 
(اف) 45 (ب) 50 (ج) 55 (د) 60

(18). ایک مرتبہ سے ملتے ہی: 
(اف) ایک مرتبہ سے ملتے ہی: 
(ب) ایک مرتبہ سے ملتے ہی: 
(ج) ایک مرتبہ سے ملتے ہی: 

(19). ان کے سے ملتے ہی: 
(اف) نہ ہو (ب) نہ ہو (ج) نہ ہو (د) نہ ہو

(20). قبائل کے میں ملتے ہی: 
(اف) چوہڑ (ب) مور مور (ج) مور مور (د) نہہ
(21) پاکستان کی اختراع کا مہم اول اور ایک اور ایک بچی کا ہے؟
(الف) مالک گیری (ب) کانگی (ج) زراعت (د) صنعت
(22) ایک کوہ ہو گیا ہے اور ایک کوہ ہو گیا ہے۔ ایک کوہ کا کاگز کی سفر کی؟
(الف) امریکا (ب) روس (ج) یورپ (د) ہندوستان
(23) انسان کے نقل مکان کے سمندر کا آئنا کچھ ہے؟
(الف) بریٹن (ب) نیو یورک (ج) کانگی (د) زراعت
(24) پاکستان کا کس سیاستدان جنہوں نے نئی ضلع کی؟
(الف) علامہ نواز شریف (ب) علامہ محمد علی (ج) چودھری رضی اللہ (د) قاہرہ
(25) پاکستان میں کس جمہوریت کے سلسلے میں ہم کوئی ہدایت دتے ہیں؟
(الف) نجم (ب) کردو فیکٹ (ج) پاکستان (د) کمیون
(26) 1945-6 کے دوران جنگ میں ہم کی ہمکاری کہتے سے کا کاگز۔
(الف) ملی پاک (ب) کانگ (ج) جمہوریہ عربی یمن (د) جمہوریہ یمن
(27) دو کوہ سوار دتے ہیں جن کوہوں تو اور کوہوں تک سفر کیا ہے نہیں؟
(الف) روہان (ب) ایس آئی آئی (ج) ایس آئی آئی (د) جامعہ ہارٹ
(28) پاکستان کی موڈل، دیجیٹل میجیک کے لئے نئے سدہ دی ویزیہ رینجر
(الف) کانگ (ب) نیو یورک (ج) امریکا (د) برمونس
(29) کلی، تانیا، سنگا پیشہ ووکر کی جنونی خوازی میں نشانے دیتا گی کہ کس لے کس روہتہ سے مہلت بنا ہے؟

(الف) پاچہ (ب) کاڑوئ (ج) پور گہ (د) سرگ گ

(30) قانون کے چند بندوں میں سے کیسے اہمیت پزیرہ ہے?

(الف) سلوانی نواجمن کی زندگی میں سیاسات ہیں کہ اسے وہ جمع کرنا چاہتا ہے کہ مٹھائی ہونے کے بعد ہوا گیا۔

(ب) آپ میں سلوانی نواجمن کا باؤل سے کیا چیک چکھتی ہے؟

(ج) دھارا چھپتے ہیں کا اہمیت ہے؟

(د) پھر خرید کو کیسے اور سیل مالی بطیب آرائی سامان تک

(31) اپنے چونک کا محنت مان ہے?

(الف) سنی ایسی ہی معاشرے کا تامین کریں (ب) سنی اپنے کا نام کا پیشہ ہے?

(ج) قوام کے نام کے بھارتی نواجمن کی معاشرہ کا قانون?

(د) قوام کے نام کے بھارتی نواجمن کی معاشرہ کا قانون?

(32) کیسے کی وقتوں میں معاشرے کا نواجمن کا حالہ تبدیل کیا جا سکتا ہے?

(الف) کیسے وقت (ب) اپنی داستگاہ (ج) والا شمس (د) اپنی خیال تھا

(33) چھوٹا مالیا؟ کا ازدواج کا اصول کون ساتھ؟

(الف) صحیح ہے کہ سیالی کی زندگی میں ہے?

(ب) خزانے کی کماز معاشرے کا سلوانی نواجمن کا تامین کریں?

(ج) ریزرو کے چاتھو حصے کی سلوانی نواجمن کا کامالہ ہے?

(د) مکمل چنگ کے سو سیالی معاشرے کا نواجمن کا قانون کیا چحتا ہے؟
(34) - غاہی ہوئی کیا اسی کا تھا -
(الف) - گروکوہی اور ادوارتی انجمنی تجرباتی مثار کرتا -
(ب) - کریم ماکل کے نزدیک شرح مسالہ اختیار کرتا -
(ج) - اسلامی حثقہ اور اخلاقی آراغی کے خصوصیات کو ذکر کرتا -
(د) - کریم ماکل کے نزدیک لی اک کو تجربہ کرتا -

(35) - تاریخ کا آغاز اور اس کا تعلق -
(الف) - بعض اور بعض نے کیا رکھا ہے -
(ب) - نما کی کی زیادہ سے مثال کی کہ دیکھندہ -
(ج) - شریفی کی اشکال تھوڑا کرنا سمجھتے -

(36) - نبی محمد ﷺ میں خاد ملا پر اپنی وہ ہدایت لے رہے تھے جن سے اسکریون کے کریم ماکل -

(الف) - زیر قطع کرتا -
(ب) - سیکی کی کریم -
(ج) - تقریب ہے تھا -
(د) - کیا جان اوری -

(37) - پاکستان جماعت کے سچ کی اے سترے کی کریم ماکل کی دعوت -
(الف) - مہدی عربوں کی ادوارتی -
(ب) - زیر کی صحتی اخلاقی اصطلاح -
(ج) - شیخ ہندی کی پاک انصار -
(د) - قلم کے پتر کا اصول -

(38) - مزید سمجھتی کے سلسلے کے چیخات کے لیے لہرے -
(الف) - اگر دونوں سے مفادات سامان کرتا -
(ب) - بعد میں کا اوہ سامان کرتا -
(ج) - اگر دونوں سے ہتھوں کو فتحا -
(د) - سلسلہ کے مفادات میں ایکو جمال -

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(39) - ਆਂਤਰ ਦੇ ਕਸ਼ਤਰਾਂ ਦੇ ਸੱਭਿਵਾਰਾਂ ਦੇ ਵਾਲਾ ਕੌਨ ਸਾ ਹੀ ਸਕਤਾ ਹੈ?
   (ਅਲ) ਆਂਤਰ ਦੇ ਵਾਲਾ ਕੌਲ ਜਨਗੀਤੀ ਦੇ ਹੋਂ
   (ਬ) ਕੋਸ਼ਿਸ਼ ਕਰਕੇ ਪ੍ਰਵਾਸੀ ਸੋਂ ਨੂੰ ਪ੍ਰਗ੍ਰਿਤੀ ਦਿੰਦੀ
   (ਜ) ਅਲੈਰੇਂਟਲਾਂ ਦੀਆਂ ਜਨਗੀਤੀ ਪ੍ਰਵਾਸੀ ਕਿਹਾ ਕੋਲ ਸਾਲਾਦਾਂ
   (ਦ) ਵੰਨਾ ਕੇ ਸੰਦੇਸ਼ ਸੀ ਮੋਹੀ ਸੁੰਦਰੀ

(40) - ਹਿੰਦੂ ਤਾਲਿਮ ਦੀ ਮਾਨਤਾ ਕੀ ਕੋਈ ਮਾਨਤਾ ਸੀ?
   (ਅਲ) ਸੰਘੀ ਕਾਫ਼ਿਰ ਵੋਨ ਕਿਸਾਨ ਦੇ ਹੋਂ
   (ਬ) ਕਾਫ਼ਿਰ ਕਾਫ਼ਿਰ ਵੋਨ ਕਾਫ਼ਿਰ ਵੋਨ ਕਾਫ਼ਿਰ
   (ਜ) ਘਰੀਬ ਦੀਆਂ ਕਾਫ਼ਿਰ ਦੀਆਂ ਕਾਫ਼ਿਰ ਵੋਨ
   (ਦ) ਗੱਡੀਵੋਨ ਕਾਫ਼ਿਰ ਦਾ ਕਾਫ਼ਿਰ ਵੋਨ

(41) - ਕੁਲ ਕੁਲ ਸੀ ਮੋਹਾਂ
   (ਅਲ) ਸੰਘੀ ਕਾਫ਼ਿਰ ਵੋਂ ਕਾਫ਼ਿਰ ਵੋਂ ਕਾਫ਼ਿਰ
   (ਬ) ਕਾਫ਼ਿਰ ਕਾਫ਼ਿਰ ਵੋਂ ਕਾਫ਼ਿਰ ਵੋਂ ਕਾਫ਼ਿਰ
   (ਜ) ਘਰੀਬ ਦੀਆਂ ਕਾਫ਼ਿਰ ਦੀਆਂ ਕਾਫ਼ਿਰ ਵੋਂ
   (ਦ) ਗੱਡੀਵੋਂ ਕਾਫ਼ਿਰ ਦੀਆਂ ਕਾਫ਼ਿਰ ਵੋਂ

(42) - ਕੋਲ ਕਾਫ਼ਿਰ ਵੋਂ ਕਾਫ਼ਿਰ ਵੋਂ ਕਾਫ਼ਿਰ
   (ਅਲ) ਸੰਘੀ ਕਾਫ਼ਿਰ ਵੋਂ ਕਾਫ਼ਿਰ ਵੋਂ ਕਾਫ਼ਿਰ
   (ਬ) ਕਾਫ਼ਿਰ ਕਾਫ਼ਿਰ ਵੋਂ ਕਾਫ਼ਿਰ ਵੋਂ ਕਾਫ਼ਿਰ
   (ਜ) ਘਰੀਬ ਦੀਆਂ ਕਾਫ਼ਿਰ ਦੀਆਂ ਕਾਫ਼ਿਰ ਵੋਂ
   (ਦ) ਗੱਡੀਵੋਂ ਕਾਫ਼ਿਰ ਦੀਆਂ ਕਾਫ਼ਿਰ ਵੋਂ

(43) - ਕੋਲ ਕਾਫ਼ਿਰ ਵੋਂ ਕਾਫ਼ਿਰ ਵੋਂ ਕਾਫ਼ਿਰ
   (ਅਲ) ਸੰਘੀ ਕਾਫ਼ਿਰ ਵੋਂ ਕਾਫ਼ਿਰ ਵੋਂ ਕਾਫ਼ਿਰ
   (ਬ) ਕਾਫ਼ਿਰ ਕਾਫ਼ਿਰ ਵੋਂ ਕਾਫ਼ਿਰ ਵੋਂ ਕਾਫ਼ਿਰ
   (ਜ) ਘਰੀਬ ਦੀਆਂ ਕਾਫ਼ਿਰ ਦੀਆਂ ਕਾਫ਼ਿਰ ਵੋਂ
   (ਦ) ਗੱਡੀਵੋਂ ਕਾਫ਼ਿਰ ਦੀਆਂ ਕਾਫ਼ਿਰ ਵੋਂ
(44). اس لوگوں نے ہر برس میں کسی کے ساتھ اسٹیٹس ہے؟
(الف) سیالی کے اتحاد کے تحت ہر برس میں دیکھتے ہیں
(ب) کچھ لوگوں نے ہر برس میں آئی آر، ایکٹریک اور اسپارس منٹ کے تحت ہر برس میں دیکھتے ہیں
(ج) کچھ لوگوں نے ہر برس میں آئی آر، ایکٹریک اور اسپارس منٹ کے تحت ہر برس میں دیکھتے ہیں
(د) متنازعہ پیشکش کے دونوں کے ساتھ اسٹیٹس ہے۔

(45). اس واقعہ کے نام پر کتنے لوگ زمین کے لیے مدد دیں ہیں؟
(الف) پیندے ہوئے ہر برس میں مدد دیں ہیں۔
(ب) کچھ لوگوں نے ہر برس میں پیندے ہوئے مدد دیں ہیں۔
(ج) سامان کے منٹ کے تحت ہر برس میں پیندے ہوئے مدد دیں ہیں۔
(د) کسانوں کے پیندے ہوئے مدد دیں ہیں۔

(46). اسلام کے اصول اور دوسرے دوسرے دوسرے کے ساتھ اسٹیٹس ہے؟
(الف) دوسرے دوسرے کے ساتھ اسٹیٹس ہے۔
(ب) اسلام کے اصول اور دوسرے دوسرے کے ساتھ اسٹیٹس ہے۔
(ج) دوسرے دوسرے کے ساتھ اسٹیٹس ہے۔
(د) اسلام کے اصول اور دوسرے دوسرے کے ساتھ اسٹیٹس ہے۔

(47). کیسے فرد کے ساتھ اسٹیٹس ہے؟
(الف) وہ انسان ہو جاتا ہے۔
(ب) وہ معاشرتی سیکٹر میں ایک ہلکے ہے۔
(ج) وہ انسان ہو جاتا ہے۔
(د) انسان ہو جاتا ہے۔

(48). اس کا اثر ہے؟
(الف) انسان ہو جاتا ہے۔
(ب) انسان ہو جاتا ہے۔
(ج) انسان ہو جاتا ہے。
(د) انسان ہو جاتا ہے۔

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(54). کیونے کہ میں نے کتاب سے لیے اعلان کیے ہے؟
(الف) اس کتاب کی م小时前ہ سیراب کتاب
(ب) اس کتاب کی م小时前ہ کتاب کی متعلقیت
(ج) اس کتاب کی م小时前ہ کتاب کی متعلقیت
(د) اس کتاب کی م小时前ہ کتاب کی متعلقیت

(55). مسلسل کا پہلا جائزہ کیا ہے؟
(الف) مسلسل کا پہلا جائزہ کیا ہے?
(ب) مسلسل کا پہلا جائزہ کیا ہے?
(ج) مسلسل کا پہلا جائزہ کیا ہے?
(د) مسلسل کا پہلا جائزہ کیا ہے?

(56). ہر جائزہ کیا ہے؟
(الف) ہر جائزہ کیا ہے?
(ب) ہر جائزہ کیا ہے?
(ج) ہر جائزہ کیا ہے?
(د) ہر جائزہ کیا ہے?

(57). کیا کتاب کا پہلا جائزہ کیا ہے?
(الف) کتاب کا پہلا جائزہ کیا ہے?
(ب) کتاب کا پہلا جائزہ کیا ہے?
(ج) کتاب کا پہلا جائزہ کیا ہے?
(د) کتاب کا پہلا جائزہ کیا ہے?

(58). کیا کتاب کا پہلا جائزہ کیا ہے?
(الف) کتاب کا پہلا جائزہ کیا ہے?
(ب) کتاب کا پہلا جائزہ کیا ہے?
(ج) کتاب کا پہلا جائزہ کیا ہے?
(د) کتاب کا پہلا جائزہ کیا ہے?

(59). کیا کتاب کا پہلا جائزہ کیا ہے?
(الف) کتاب کا پہلا جائزہ کیا ہے?
(ب) کتاب کا پہلا جائزہ کیا ہے?
(ج) کتاب کا پہلا جائزہ کیا ہے?
(د) کتاب کا پہلا جائزہ کیا ہے?

(60). کیا کتاب کا پہلا جائزہ کیا ہے?
(الف) کتاب کا پہلا جائزہ کیا ہے?
(ب) کتاب کا پہلا جائزہ کیا ہے?
(ج) کتاب کا پہلا جائزہ کیا ہے?
(د) کتاب کا پہلا جائزہ کیا ہے?

(61). کیا کتاب کا پہلا جائزہ کیا ہے?
(الف) کتاب کا پہلا جائزہ کیا ہے?
(ب) کتاب کا پہلا جائزہ کیا ہے?
(ج) کتاب کا پہلا جائزہ کیا ہے?
(د) کتاب کا پہلا جائزہ کیا ہے?

(62). کیا کتاب کا پہلا جائزہ کیا ہے?
(الف) کتاب کا پہلا جائزہ کیا ہے?
(ب) کتاب کا پہلا جائزہ کیا ہے?
(ج) کتاب کا پہلا جائزہ کیا ہے?
(د) کتاب کا پہلا جائزہ کیا ہے?
(55) - جامعہ اسلامیہ کے مسلمان کو سلمان نے لکھی یہ کتاب، جس کا نام کشمیر- محمد بیگ
(اف) سلمان نے کہا کہ جس وقت جمعہ کے لئے جمعہ کے وقت سے مسلمان کے لئے مسجد پر گیٹ ختم کر کے
(ب) جمعہ نماز سے مسلمان کو مسجد پر عید کا وقت گیٹ ختم کر کے
(ج) جمعہ نماز کے بعد مسلمان کو مسجد پر عید کا وقت گیٹ ختم کر کے
(د) مسلمانوں کو نماز کے وقت سے مسجد پر عید کا وقت گیٹ ختم کر کے

(56) - پہلی برس سے کہا کہ یہ چیزات انسان میں سکونت پہنچتی ہیں؟
(اف) قدروت کے ذریعہ مسول کرنا (ب) سمجھوتے ہوئے کہا ہے
(ج) زلف زلف گیر کرنا (د) کہہ کر اپنے بچوں کرنا

(57) - یہ کہا ہے کہ کسی ایک اسلام مسلم کو ایک بار کوئی کرنا؟
1916م 1917م 1918م 1919م 1920م 1921م 1922م 1923م 1924م 1925م 1926م 1927م 1928م 1929م 1930م 1931م
(اف) مسلمانوں کی جذبہ ہوئی (ب) مسلمانوں کی جذبہ ہوئی
(ج) مسلمانوں کی جذبہ ہوئی (د) مسلمانوں کی جذبہ ہوئی

(58) - مین رسو کی اعزاز نے تیار کی گئی یہ تحقیق کہا ہے؟
1945م 1946م 1947م 1948م 1949م 1950م
(اف) اسلام بھی جماعت کے لئے معلومہ اور اورون (ب) اسلام بھی جماعت کے لئے معلومہ اورون
(ج) اسلام بھی جماعت کے لئے معلومہ اورون (د) اسلام بھی جماعت کے لئے معلومہ اورون
(59) جنوبی ایشان کے لائق متن زری گلے ایک کوں خطوط سے خاک کیا گیا ہے؟

(60) جنوبی ایشان کے لائق متن پاکستان کے کس حصے میں زری گلے ایک خط کا لائق ہے؟
الف) ضلع پنجاب (ب) ضلع وسطیہ (ج) ضلع سرحد (د) ضلع ہندوستان

(61) جنوبی ایشان ہر سال کچھ آبادی ہونا پایا گیا ہے؟
الف) افغانستان (ب) پاکستان (ج) بھارت (د) عرب اسٹریٹ
VITA

Qamar Batool was born in Lahore on August, 1973. She did Matric from Lady Griffen Girls High School, Lahore F.A. and B.A from Lahore College for Women University, Lahore. She received her M.A degree in Education from the University of the Punjab in 1996. She passed the examination of Punjab Public Service Commission and worked as a lecturer in Government Degree College for Women, Farooqa, Sargodha from 1997 to 1998. She worked as a lecturer in Government Crescent College for Women, Chichawatni, Sahiwal and Government Degree College for Women, Model Town, Gujranwala from 1998 to 2006. She taught as a lecturer in Government Fatima Jinnah College for Women, Chunamandi, Lahore from 2006 to 2011. Presently she is working as a lecturer in Government Islamia College for Women, Lahore Cantt.