

# EDUCATION

## 2001

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Classes XI-XII

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## FOREWORD

The existing Curricula in the Humanities do not meet our national needs and aspirations. Therefore it is essential to revise the Curricula, Textbooks and teaching aids.

Realizing this, the Governor, Punjab, Lt. Gen. (R) Muhammad Safdar, who himself is a renowned educationist, ordered the Punjab Education Department to take in hand the revision and updating of the Humanities Curricula for school education at all levels, from primary to higher secondary. He believes that Pakistan's Curricula should be of worldwide standard.

We took this command of the Governor to the Ministry of Education, which, at an Inter-Provincial Meeting of Education Ministers, allowed and encouraged the Punjab Government to undertake this huge work.

The Government of the Punjab, Education Department formed a Task Force consisting of sixteen groups in the subjects of

- |                         |                           |
|-------------------------|---------------------------|
| 1. Urdu (compulsory)    | 9. Civics                 |
| 2. Urdu (Elective)      | 10. Education             |
| 3. English (Compulsory) | 11. Psychology            |
| 4. English (Elective)   | 12. Islamiat (Compulsory) |
| 5. Social Studies       | 13. Islamiat (Elective)   |
| 6. History              | 14. General Science       |
| 7. Geography            | 15. Economics             |
| 8. Sociology            | 16. Pakistan Studies      |

for revision of the Curricula and development of Textbooks and Teaching aids for Classes I to XII. These sixteen groups took up the task assigned to them in September 2000.





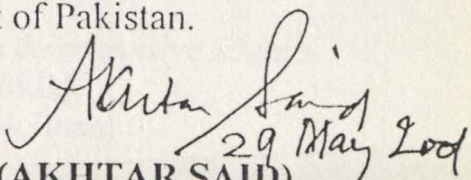
The object was to modernize the Curricula for all Arts subjects, so that they were in accord with the developed world in content and approach. It gives me great pleasure to see this great task accomplished in only a few months.

The members of the curriculum development groups deserve appreciation and recognition. Without their dedication, the development of the new curricula would not have been possible. In completing a work of such magnitude, of such quality, and in such a short time, they have done great service not only to the cause of education but also to national development, which directly depends on education. Although the importance of Science and Technology is paramount, no nation can ignore the development of Social Sciences and the Arts and remain civilized.

I must here mention the name of Dr. Fouzia Saleemi, an eminent educationist, who as Chief Coordinator of this Task Force was the principal organizer of these sixteen groups, their mentor and guide. Without her ability and relentless perseverance, nothing could have been achieved. I am very thankful to her.

It is with a sense of deep gratitude that I acknowledge the leadership role of Mr. Kamran Rasool, Secretary Education, Government of Punjab, in bringing to fruition this gigantic and unprecedented exercise. His day to day guidance and problem-solving have been indispensable, and without these this work would have stalled long ago.

Today, it is with immense satisfaction that I report to the Governor fulfillment of his command, and present this work of the Department of Education to him, and through him to the Government of Pakistan.

  
29 May 2001  
(AKHTAR SAID)

MINISTER OF EDUCATION





# HUMANITIES CURRICULA 2001

## INTRODUCTION

The education policy 1998-2010, recognizing Curricula as the cornerstone of educational development, has called for bold reforms which include, "starting a new cycle of Curriculum development at all levels of Education"

After the revision of Science and Mathematics Curricula the Governor Punjab, Lt.Gen(R). Muhammad Safdar, who himself is a renowned educationist, ordered the Punjab Education Department to take in hand the revision and updating of Humanities Curricula as well, for Classes I-XII.

Punjab Education Department took up the challenge and established Curriculum revision/development committees in the following subjects.

- |                         |                           |
|-------------------------|---------------------------|
| 1. Urdu (compulsory)    | 9. Civics                 |
| 2. Urdu (Elective)      | 10. Education             |
| 3. English (Compulsory) | 11. Psychology            |
| 4. English (Elective)   | 12. Islamiat (Compulsory) |
| 5. Social Studies       | 13. Islamiat (Elective)   |
| 6. History              | 14. General Science       |
| 7. Geography            | 15. Economics             |
| 8. Sociology            | 16. Pakistan Studies      |

These committees were entrusted with the responsibility of revision of Curricula and Textbooks in the above mentioned subjects for classes I-XII. The purpose of this exercise was to bring our Curricula at par with the Curricula already implemented in developed countries, by bridging the gaps, removing overlaps and introducing modern concepts.

## MEMBERSHIP PROFILE OF THE COMMITTEES FOR DEVELOPMENT OF CURRICULA 2001

The Committee Members for Revision of Curricula consisted of:

1. Primary, Middle, Secondary and Higher Secondary School Teachers
2. Teachers of colleges in the respective subjects
3. Subject Experts i.e. Ph.D., M.Phil degree holders in the respective subjects
4. Teacher Educators with qualifications of B.Ed and M.Ed.
5. Subject specialists from CRDC and Punjab Textbook Board





## PROCEDURE ADOPTED

The committees examined several Curricula, Textbooks and Reference books, while formulating a proposed Curricula in 16 Arts subjects. The following material was inter alia consulted:

### CURRICULA

1. Existing Curricula of Government of Pakistan
2. 'O' Level and 'A' Level courses of London University
3. Senior Cambridge and Higher Secondary courses of Cambridge University (wherever applicable)
4. Korean Curricula for lower and Higher Secondary Schools
5. Australian Curricula for School Education (1-7) i.e. equivalent to I-XII in Pakistan

### TEXTBOOKS

1. Existing Textbooks for Classes I-XII
2. Existing 'O' Level and 'A' level Textbooks
3. Senior Cambridge and H.S.C course books of Cambridge University
4. Australian Textbooks
5. Reference books related to Teaching Methodology and Textual material written by Pakistani Authors
6. Reference books related to Textual Material and Teaching Methodology written by foreign authors
7. FEP, Oxford textbooks
8. American Textbooks

### RESEARCH REPORTS

Reports on evaluation of Curricula and Textbooks available at CRDC.

While revising/developing Curricula, some weaknesses of current Curricula were observed which are as follows:

1. Lack of continuity, integration and logical development of some concepts
2. Horizontal as well as vertical gaps/overlapping of few concepts
3. Lack of due weightage regarding practical and fieldwork (wherever applicable)
4. Need for incorporating new concepts in global perspective
5. The scope of the subject is not well defined in some cases
6. In some cases presentation of concepts lack consistency and do not match the mental level of the learners





Similarly the existing prescribed Textbooks are also reviewed and the following weaknesses are found in them.

- a. Objectives and needs of Curricula are not clearly reflected
- b. Concepts have not been co-related with every day life
- c. Illustrations are not sufficient
- d. Illustrations present in the books are poorly drawn
- e. The books contain factual and printing errors
- f. Questions given in the exercises do not cover all the three aspects i.e. Knowledge, Comprehension and Application
- g. Glossary, Index and Bibliography are not given
- h. The language of the books needs to be simplified

To take education out of this syndrome, the Punjab Education Department has developed

Curricula 2001 in sixteen subjects. These Curricula have been developed in such a way that they, not only address to current needs but also meet the needs of 21<sup>st</sup> Century School Education in global perspective.

The draft Curricula thus prepared were placed before review committees consisting of working school, college and universities teachers.

In addition to the review committees, opinion was also sought from students, parents and subject experts. The draft Curricula 2001 were formally reviewed and modified in the light of these suggestions and final draft is proposed.

### SALIENT FEATURES OF HUMANITIES CURRICULA 2001

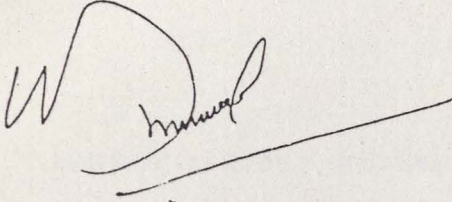
1. The General and specific objectives are carefully drawn.
2. The Curricula respond to the objectives of school education
3. The contents and scopes are clearly defined.
4. Continuity and integration are very well looked after
6. While developing Curricula, cognitive, affective and psychomotor domains have been treated as the base of the Curricula.
7. The new Curricula have the capacity to develop in the students the Ability to think, recall, exchange, synthesize and apply their Knowledge.
8. At the end of the Curricula, clear and useful guidelines have been provided for Textbook writers
9. Teacher development programs have also been recommended
10. Weightage of the content and period-wise time allocation is given in the Curricula
11. Assessment pattern is also suggested



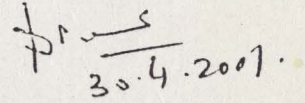


In addition to the review committees, opinion was sought from the College/School/University teachers, students and subject experts. The Curricula 2001 were finally reviewed and modified in the light of these suggestions and final draft was prepared.

We would be failing in our duties if we did not acknowledge the single minded dedication and commitment of Mr. Akhtar Said, Education Minister, without which this project would have been neither conceived nor implemented. Mr. Akhtar Said has a passion for education, and the Curriculum 2001 project is one of the manifestations of this.



**KAMRAN RASOOL**  
Secretary Education  
Punjab



**Dr. Fouzia Saleemi**  
Chief Coordinator  
&  
Principal  
Government College of Education  
for Women, Lahore.





## GENERAL OBJECTIVES

The subject aims at enabling the students to:

1. Understand the basics of Education as a subject.
2. Determine the role of Education in society.
3. Be familiar with the process of child growth, development and learning.
4. Understand the concept of curriculum development and teaching strategies.
5. Be familiar with the education system of Pakistan.
6. Understand the basic concept of guidance and counseling.
7. Discuss the foundations of Education.
8. Develop an awareness of the role of Education.
9. Be familiar with the development of Education in Pakistan.
10. Understand the problems of Education in Pakistan.





### **SPECIFIC OBJECTIVES**

At the end of the course it is expected that students will be able to:

1. Describe the aims of Education (As a subject).
2. Describe and recognize the elements and functions of education.
3. Appreciate the importance of Education as a source of preservation, transmission and reformation of cultural heritage.
4. Describe the foundations of Education in Islamic, Philosophical, Socio-economic and Psychological perspectives.
5. Understand the concepts of growth and development in children.
6. Indicate different stages of growth and development.
7. Identify the individual differences among the children.
8. Understand and comprehend the concept of learning.
9. Explain principles of learning.
10. Explain relationship between education and society.
11. Recognize the relationship between school and community.
12. Appreciate contribution of schools towards community.
13. Distinguish the role of education for the development society and individual and vice-versa.
14. Appreciate the need, importance and role of guidance and counseling in schools.
15. Define the meanings and concept of curriculum.
16. Describe the elements of curriculum and their importance.
17. Explain the characteristics of a good curriculum and effective teaching.





18. Recognize and explain the contribution of Muslim thinkers towards Education.
19. Know the contribution of Western thinkers towards Education.
20. Know the history of Education system in Pre-British period in the sub-continent.
21. Recognize Muslim's educational struggles in the sub-continent.
22. Relate Ideology of Pakistan with Education.
23. Know the process of educational development in Pakistan with special reference to educational conferences and policies.
24. Identify and problems of education sector.
25. Pin-point the problem areas in education sector.
26. Analyze the factors causing low achievement in education sector and suggest remedial measures.
27. Describe the role of SMCs (School Management Committees) in Education System.





**CURRICULUM  
CLASS XI**

**PART-I- FOUNDATIONS OF EDUCATION**

CONTENT	SCOPE
UNIT-I	
1. Introduction to Education	Meaning and definitions Scope of Education as a social science subject Relationship between education and other social sciences Basic elements of Education
2. Functions of Education	Conservation of Cultural heritage Transmission of cultural heritage Reconstruction and reformation of cultural heritage.
3. Islamic Foundations of Education	Ideology-Meaning and definition Islamic Ideology of life Foundations of Education in Islamic perspective a) Importance of Education in Islam b) Objectives of Education c) Sources of knowledge d) Islamic concept of curriculum
4. Philosophical foundations of Education	Meaning and definitions Relationship between Philosophy and Education Traditionalism Progressivism Islamic ideology
5. Socio-Economic Foundations of Education	Society (Meaning / definition) Economy (Meaning/definition) Inter-relationship of society and economy Socio-economic foundations in educational perspective Education as an agent to moral and cultural development Contribution of Education in social and political perspective Monitory benefits of Education Education and Manpower





6. Psychological foundations of Education	Meaning and definitions of Psychology Scope and importance of Psychology in Education Curriculum Development Teaching methodology Evaluation Administration
UNIT-II	
7. Child Development	Meaning and definitions of Development and Growth Difference between Growth and Development Principles of Development Aspects of Development Factors affecting development and their importance in educational perspective Individual differences (Meaning and definitions) Individual differences in different contexts Causes of individual differences (Environment and heredity) Individual differences and teaching learning process.
8. Learning	Meaning and definitions Theories of learning (Association, Generalization Insight, Training of Mental Faculties) Methods of learning (Trial and Error, Imitation, Insight, Conditioning) Laws of learning by E.L Thorndike (Readiness, Exercise, Effect) Conditions for learning (Readiness, Motivation, Interest, Attention, Exercise, Attitude, Emotions, Aptitude, Intelligence, Social elements and family backgrounds, Exhaustion and Boredom)





UNIT-III	
9. Society, Community and Education	<p>Society and community (meaning and definition)</p> <p>Inter-relationship of society, community and Education</p> <p>Role of education in development of individual and society</p>
10. Guidance and counseling	<p>Guidance and counseling (Meaning and definition)</p> <p>Importance of guidance in school</p> <p>Basic principle, forms and methods of guidance</p> <p>Need and importance of counseling in schools</p> <p>Forms and sources of counseling</p>
11. Curriculum	<p>Meaning and definition</p> <p>Elements of curriculum and their place in the curriculum development process</p> <p>Characteristics of a good curriculum</p> <p>Teaching process</p> <p>Teaching methods and teaching strategies</p> <p>Characteristics of effective teaching</p> <p>Steps in lesson planning</p> <p>Educational measurement and evaluation (Meaning and definition)</p> <p>Importance of Educational Measurement</p> <p>Examinations</p> <p>Types and tools necessary for conducting examinations.</p>





## CLASS – XII

## EDUCATION IN PAKISTAN

CONTENT	SCOPE
UNIT-I	
1. Salient features of education system in Muslim Era.	Historic perspective (history/background and periodical distribution of education system) Salient features Curriculum (objectives, concepts and content, teaching strategies, evaluation) Administration Different levels of education Contribution of Muslim thinkers towards education with special reference to (a) Ibene-Seena (b) Allama Zurnoji
2. Western Education (providing comparative perspective)	Salient features of Western Education System Historic perspective Salient features Curriculum (objectives, concepts and content, teaching strategies, evaluation) Administration Different levels of Education Contribution of important Western thinkers towards education with special reference to: a) Johann Heinrich Pestalozzi (1746-1827) b) John Dewey (1859-1951)
3. British Education System in the Sub-continent	Introduction First period (1813-1854) Second period (1854-1919) Third period (1919-1947)
4. Concept of National Education and Islamic Educational Movements	Introduction Deoband movement Aligarh Movement Nadva-Tul-Ulma Jamia Millia Islamia





UNIT-II	
5. Development of Education in Pakistan	<p>Introduction</p> <p>Ideology of Pakistan and its implications for education</p> <p>First Educational Conference 1947 (objectives, elementary education, secondary education, higher education, teacher education)</p> <p>National Education Policies 1959 and 1972-80 (objectives, elementary education, secondary education, higher education, teacher education)</p> <p>National Education Policy 1979 (objectives, elementary education, secondary education, higher education, teacher education)</p> <p>National Education Policy 1998</p>
6. Problems of Education in Pakistan	<p>Identification of Educational problems</p> <p>Causes of low achievement in Education</p> <p>Literacy Rate</p> <p>Enrollment Ratio</p> <p>Drop out ratio</p> <p>Population growth</p> <p>Teacher training</p> <p>Professional code of Ethics</p> <p>General conditions of school</p> <p>General attitude towards education</p> <p>Economic and social conditions</p> <p>Percentage of G.N.P for investment in education</p> <p>Proposals and recommendations regarding problems of education in Pakistan</p> <p>School Management Committees (objectives/role, administrative structure, services for school and society)</p>





7. Agencies contributing towards education	<ul style="list-style-type: none"><li>- Curriculum and text material development</li><li>Universities and U.G.C.</li><li>Curriculum Wing</li><li>Provincial Bureaus</li><li>Provincial Textbooks Boards</li><li>- Teacher training</li><li>Colleges of Education</li><li>Govt. Colleges for Elementary Teachers (G.C.E.Ts)</li><li>Directorate of Staff Development</li><li>- Examinations</li><li>Federal Board</li><li>B.I.S.Es and Universities</li><li>Administration</li><li>Ministry of Education</li><li>Provincial Departments of Education</li><li>District level Management</li></ul>
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## TEACHING METHODOLOGY

### A. Teacher qualification

1. Minimum qualification for teaching Education at secondary level should be Master's Degree in Education.
2. Minimum qualification for teaching Education at intermediate level should be Master Degree in Education.

### B. Teaching methodology and instructional techniques

Modern techniques of teaching should be used to make teaching learning process effective. The committee feels that sticking to lecture method is doing injustice to the students. The committee recommends the following methods/techniques to be used while evolving teaching strategies.

- a) Discussion
- b) Demonstration
- c) Activity
- d) Assignments
- e) Questions-Answers
- f) Video
- g) Computer Assisted Instructions

All these methods/techniques remain incomplete without allied materials and activities.

### C. Teacher orientation

Periodic refresher courses should be organized to update the knowledge of teachers in the content area and methodology.





## INSTRUCTIONS TO THE AUTHORS

The curriculum committee feels that textbook is being used as a main tool by teachers and students in our education system. Thus it should be written in such an effective manner that it proves to be the main source of knowledge. Keeping in view the objectives, concepts and content outline, the committee suggests as follows:

1. The textual material should respond to the objectives to be achieved.
2. Language and presentation of the content should be consonance with the class level of the students.
3. English terms may be retained in brackets where necessary.
4. Latest knowledge and statistics about Education in Pakistan may be included.
5. The historic perspective should consist of and be referred to rich and authentic sources.
6. Diagrams and graphic interpretations to the facts may be included where needed.
7. Glossary of important terms should be appended to each textbook.
8. Exercise should consist of objective/subjective questions framed in such a way that they cover all the three aspects i.e. knowledge, comprehension and application.
9. The textual material and exercise questions should prove to be as a source of creative orientation and discourage rote learning.
10. A short bibliography of related readings should be included at the end of the textbooks for classes XI and XII to guide the students for further study.
11. Simple language is once again strongly recommended.





### ASSESSMENT PATTERN

1. Teachers should be given orientation regarding the techniques of measurement and evaluation through workshops on paper setting and paper marking.
2. Internal assessment should be continued process based upon periodic tests and assignments.
3. Question papers should consist of different types of questions bearing weightage as under:-

#### CLASS XI PAPER A: 100 MARKS

Type of Questions	Marks	Percentage
Objective Type	25	25%
Short Answers	25	25%
Essay Type	50	50%

#### CLASS XII PAPER B: 100 MARKS

Type of Questions	Marks	Percentage
Objective Type	25	25%
Short Answers	25	25%
Essay Type	50	50%

4. Questions should cover knowledge, comprehension, and application aspects. Only recall items/questions should be strongly discouraged.
5. Paper marking should be done by a panel of competent teachers/experts. It is also recommended that at least 2% papers should be randomly selected by computer and sent for rechecking to the educationists other than the selected panels.





## UNIT WISE WEIGHTAGE

### CLASS XI

Unit	Chapter	Percentage
I	1,2,3,4,5,6	43%
II	7,8	17%
III	9,10,11	26%
	Exercises	14%
	<b>Total</b>	<b>100%</b>

### CLASS XII

Unit	Chapter	Percentage
I	1,2,3,4	47%
II	5,6,7	43%
	Exercise	10%
	<b>Total</b>	<b>100%</b>





**PERIOD WISE WEIGHTAGE**  
**Class-XI**

Unit No.	Chapter No.	Topic	No. of periods	Weightage in percent
I	1	Introduction of Education	9	6%
	2	Function of Education	9	6%
	3	Islamic Foundation of Education	9	6
	4	Philosophical foundation of Education	12	8%
	5	Socio Economic foundation of Education	15	10%
	6	Psychological foundation of Education	9	6%
II	7	Child Development	18	12%
	8	Learning	18	12%
	9	Society, Community and Education	12	8%
III	10	Guidance and Counselling	15	10%
	11	Curriculum	24	16%
		<b>Total</b>	<b>150</b>	<b>100%</b>





## Class-XII

Unit No.	Chapter No.	Topic	No. of periods	Weightage in percent
I	1	Salient features of Education System in Muslim Era	21	14%
	2	Western Education (Providing comparative perspective)	18	12%
	3	British Education System in the Sub-continent	18	12%
	4	Concept of National Education and Islamic Educational Movements	15	10%
	5	Development of Education in Pakistan	24	16%
II	6	Problems of Education in Pakistan	30	20
	7	Agencies contributing towards Education	24	16%
		<b>Total</b>	<b>150</b>	<b>100%</b>





**Subject wise Time allocation  
(Humanities Group)**

Subject	No. of periods per weak	
	Theory	Practical/project
Teaching of :		
English	6	
Urdu	6	
Islamiat/Pakistan Studies	3	
Elective I	6	2
Elective II	6	
Elective III	6	
Tutorial	1	
Total periods	34	2

No. of periods per day = 06

Total No. of period per week = 36

Each period will be of 45 minutes duration for the whole week with 30 minutes for break except on Friday. On Friday there will be 5 teaching periods

Total time per day except Friday = 5 hours

Total time on Friday = 3 hours 45 minutes





## MEMBERS OF THE CURRICULUM DEVELOPMENT COMMITTEE

Dr. Mrs. Fouzia Saleemi

Izaz-i-Fazeelat

B.Sc. (Hons), M.Sc. (Pb), Ph.D. (U.K), B.Ed.(Pb)

Principal,

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Chief Coordinator

### EDUCATION GROUP

1. Mrs. Farhat Saleem, Convenor  
M.A. Education (Pb) M.Ed (U.K),  
Additional Director,  
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3. Jawad Rashid, Member  
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Punjab Textbook Board,  
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## MEMBERS OF THE CURRICULUM REVIEW COMMITTEE

- |  |          |
|--|----------|
| 1. Mrs. Farhat Saleem<br>M.A. Education (Pb) M.Ed (U.K),<br>Additional Director,<br>Curriculum Research & Development Centre<br>Punjab Education Department, Lahore. | Convener |
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| 6. Mrs. Shamim Asad<br>S.S. Education<br>M.A. (Isl; B.Ed, M.Ed<br>Govt. Girls High School<br>Tatey Pur, Multan   | Member   |
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| 8. Ismat Ullah Cheema<br>Govt. College of Education<br>Lower Mall, Lahore.   | Member   |







