



ENGLISH
(Elective)

2001

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

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|-------------------------|---------------------------|
| 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.

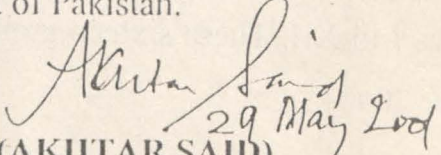
The object was to modernize the Curricula for all Arts subjects, so that they were in accord with the developed world in content and approach. It gives me great pleasure to see this great task accomplished in only a few months.

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 21st Century School Education in global perspective.

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

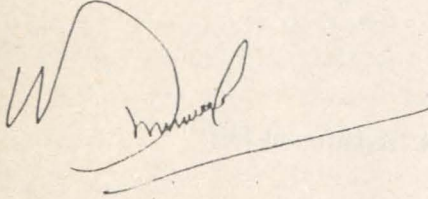
In addition to the review committees, opinion was also sought from students, parents and subject experts. The draft Curricula 2001 were formally reviewed and modified in the light of these suggestions and final draft is proposed.

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
30.4.2007.

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

General Objectives

At this stage the students who choose to study English literature as elective subject have a higher level of proficiency in English and literary bent of mind.

The aims of teaching English (literature) will be to:

1. Promote greater multicultural global understanding
2. Develop a literary taste
3. Prepare for higher education in English Literature
4. Develop a skill to analyse critically the literary texts of different genres i.e. drama, poetry, novel etc
5. Elaborates ideas, their effects, logic and theme

Specific Objectives

At the end of this class, the students will be able to

1. Identify the figures of speech and their implications
2. Use different strategies to derive the writer's point of view
3. Compare and contrast two or more texts of the same genre
4. Show their understanding about the development of the plot and characters in fiction/drama
5. Comprehend a text in its socio-cultural context
6. Show their understanding about the art of narration in a given text
7. Identify linguistic and stylistic patterns e.g. rhyme, rhythm etc.

Course contents

There will be two papers of 100 marks each.

Paper A Prose

- | | |
|--|----------|
| 1. Essays | 25 marks |
| 2. Short stories | 25 marks |
| 3. Novel | 30 marks |
| 4. Comprehension of an unseen literary text in prose | 20 marks |

Paper B Poetry and drama

- | | |
|--|----------|
| 1. Poetry | 30 marks |
| 2. Drama | 50 marks |
| 3. An unseen poem for critical appreciation, using 3 to 4 short answer questions in line with the objectives | 20 marks |

CONTENT OUTLINE

| Contents | Scope |
|----------------------|---|
| <u>Prose</u> | Twenty essays to be selected from 19 th and 20 th century major English, American writers on modern socio-economic, psychological themes. |
| <u>Short stories</u> | Fifteen stories to be selected from 20 th century British/American writers. |
| <u>Novel</u> | A novel should be selected from some modern novelists. Novel should include modern techniques of writing and it should include variety of themes suggestive of the modern trends. Works of Hemingway, D.H.Lawrence etc. may be included. |
| <u>Poetry</u> | Twenty short poems of various forms e.g. sonnets, lyrics, ballads, odes in rhymed and blank verse and heroic couplets to be drawn from modern English and American poets. The poems should contain issues and trends of the 21 st century. |
| <u>Drama</u> | A full-length drama should be selected from the works of modern dramatists e.g. Harold Pinter, G. B. Shaw etc. A brief background of the Greek and the other masterpieces of literature should be included in the text. |

Note: These texts will be annotated with biographical notes, references, introduction and illustrations of literary terms and exercises for critical analysis and appreciation. Material helpful for students to examine an unseen piece of literature also be included to evaluate the development of literary taste of the students.

Methodology

Teaching literature is of more complex nature than teaching a language. Language, on the one hand, is a living thing that grows and changes with the change of time, context and situation whereas literature is a language in use, and therefore not separable from language. But literature involves more than language; meanings go beyond language and the appreciation and enjoyment of literature require the development of more than linguistic capabilities.

The teacher provides the students a piece of literature with an abundance of examples of the subtle and complex use of the grammar and vocabulary of English to develop a better feel for language to improve the overall proficiency in it. English used at its idiomatic best and most effective in literature compensates the making up the deficiencies of the linguistic approach in the areas of grammar, idiom, vocabulary and syntax, and enhance the students' competence in English.

The teacher's duty is to provide information about the writer's attitude toward his work and about the conventions underlying the work. To develop literary awareness, the teacher should guide the students to generalize from the given text, in finding the relationship between the types of literary texts. The freedom to interpret a text according to one's outlook on the world makes the study of literature exciting. The literary experience not only helps the students in developing their competency but also their character, build emotional maturity and equip them with new critical faculties.

Imaginative, interactive and discussion activities be encouraged to develop students' language skills. Drama and poetry develop not only students' oral language skills but also their imaginative sensibilities.

Literary material be better of the following categories:

1. Plot and suspense
2. Character and relationships
3. Major current themes
4. Method the writer uses to communicate his/her attitudes
5. Reader's response

Universal themes relevant to students' socio-cultural experiences have been found inspiring in the teaching and learning of English.

TEACHER DEVELOPMENT PROGRAM FOR CLASSES XI-XII

At Intermediate level the teacher of English literature feels it difficult to help the students to have the awareness of different genres of literature. They must be equipped with such teaching methodologies to create not only the literacy taste but also develop the creative skills of the students. Special workshops of teaching English literature should be frequented at regular intervals to enable the teachers to prepare the students to equip with adequate literary skills to proceed to advance learning of English literature at higher levels.

The teacher should be helpful

1. To impart proper knowledge of literary terms e.g. metaphors, similes and other literary genres.
2. To enable the learners to read literature for pleasure sublimity.
3. To develop the literary appreciation skills.
4. To inspire the students to use their imagination for meditation to create something novel.

Evaluation of literature

To measure how well one can read and interpret literary material the following points should be taken into consideration:

- Evaluate the various forms of literature including longer poems, novels, non-fiction writings, or drama selected from British or American literature.
- Knowledge of content or elements of form and style
- To measure how well one has learned to interpret literary prose and poetry
- How well one knows the literary terminology and uses them in appreciation of a piece of creative writing
- Elaboration of ideas, their effect, logic and theme
- Knowledge of structure and method of organization
- Ability to draw a character sketch
- Command on language with the illustration of imagery, allusions, satire, irony, humour and allusions
- How well one can analyse and appreciate an extract of literature
- Test students' overall language proficiency rather than on testing discrete items
- The committee suggests weightage of skills as under:

ASSESSMENT PATTERN FOR CLASS XI-XII (ELECTIVE)

| SKILLS | WEIGHTAGE |
|---------|-----------|
| READING | 20% |
| WRITING | 80% |
| Total | 100% |

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

| Subject | No. of periods per week | |
|---------------------------|-------------------------|-------------------|
| | Theory | Practical/project |
| Teaching of : | | |
| English | 6 | |
| Urdu | 6 | |
| Islamiat/Pakistan Studies | 3 | |
| Elective I | 6 | |
| Elective II | 6 | 2 |
| 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

CURRICULUM DEVELOPMENT COMMITTEE

Dr. Mrs. Fouzia Saleemi
 Izaz-i-Fazeelat
 B.Sc. (Hons), M.Sc. (Pb), Ph.D. (U.K), B.Ed.(Pb)
 Chief Co-ordinator/Principal,
 Government College of Education
 for Women, Lahore.

ENGLISH GROUP

- | | | |
|----|--|----------|
| 1. | Prof. Bashir Ahmad Chaudhary, Govt. F.C College, Lahore | Convener |
| 2. | Prof. Faheem Ahmad Khan, Govt. College of Education for Men, Lahore. | |
| 3. | Mrs. Robina Kamal Assistant Professor Govt. College of Education for Women, Lahore. | |
| 4. | Miss Mariam Bashir Lecturer Govt. College of Education for Women, Lahore. | |
| 5. | Mrs. Samira Akram Subject Specialist, Punjab Textbook Board, Lahore | |
| 6. | Mr. Muhammad Shafiq-us-Salam Research Associate Curriculum Research and Development Centre, Lahore | |
| 7. | Mr. Ahmad Raza S.V Govt. High School, Chauburji, Lahore | |

Review Committee Members

1. Muhammad Yousaf Warraich
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Associate Professor
Govt. Zamindara college,
Gujrat.
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5. Muhammad ismail
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