

ENGLISH
(Compulsory)

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

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

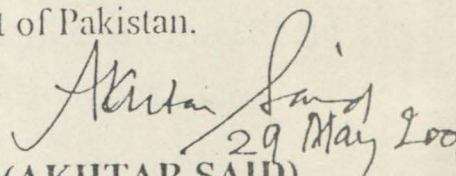
The object was to modernize the Curricula for all Arts subjects, so that they were in accord with the developed world in content and approach. It gives me great pleasure to see this great task accomplished in only a few months.

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.


(AKHTAR SAID)
29 May 2001
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

PROCEDURES 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.

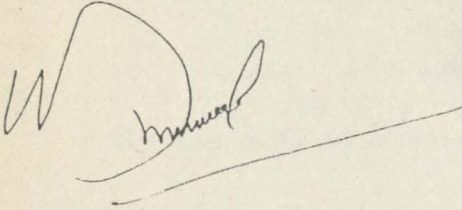
SALIENT FEATURES OF HUMANITIES CURRICULA 2001

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

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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.

Aims of Teaching English at Intermediate Level

Following are the aims of teaching English to the students at Intermediate level:

1. To provide guidance and opportunities in developing listening and speaking skills.
2. To introduce the literature of English, and giving them a chance to develop a habit of reading literature.
3. To provide a guided routine of reading for developing good reading habits.
4. To give a chance to communicate with others in English.
5. To enable to write correctly and creatively.
6. To help to develop an understanding of English language.

Specific Objectives (Class – XI)

Listening and Speaking Skills

At the end of class XI the learner will be able to

1. Listen and understand conversation in English
2. Speak and discuss freely with any one in society
3. Explain a text in a meeting
4. Chair a meeting and give his/her comments
5. Speak English with correct pronunciation and stresses etc.
6. Understand the differences between major accents i.e. American and British
7. Use the recorded A.V.Aids like tape recorders efficiently
8. Enjoy the poetry, taking language being a media and not hindrance
9. Deliver an extempore speech on a given topic
10. Show an understanding of English literature
11. Show an understanding of English Grammar

Reading Skills

At the end of class XI the learner will be able to

1. Extract the main idea and the supporting details from a text
2. Extract factual information from a text
3. Follow logical relationship through a text
4. Understand the temporal meanings of words with reference to the text
5. Get an insight into human, moral and esthetic values through English literature
6. Differentiate between literary terms i.e. simile, metaphor, conceit etc.
7. Differentiate between facts and opinions in literary writing
8. Comprehend critical point of views after reading a poem
9. Show understanding on the basic literary themes used in literature
10. Comprehend and identify the critical points for discussions on a literary work
11. Understand the writer's point of view of a specific topic

Writing Skills

At the end of class XI the learner will be able to

1. Write an inquiry or complaint about a specific thing or incident
2. Write a job application with reference to some specific advertisement
3. Write descriptive piece of writing
4. Write a dialogue on a given situation
5. Write stories on the morals and with the help of outlines
6. Translate a passage to Urdu and vice versa idiomatically
7. Write critically on some literary text included in syllabus
8. Write the critical summary of the poem
9. Paraphrase and explain the stanzas or lines with reference to the context
10. Write about the characters of the novel or play included in the syllabus
11. Elaborate the writer's point of view in some literary essay
12. Use punctuation marks, idioms, phrases in his/her writing effectively and correctly
13. Know and correct the basic common mistakes in English language sentence

Class – XII

Listening and Speaking Skills

By this stage, it is assumed that students have acquired a considerable level of efficient listening and speaking skills. However to prove their competency in this area following objectives are given.

At the end of class XII the learner will be able to

1. Think, arrange and communicate in English language effectively and correctly
2. Prove and show their skills of listening and speaking in conversation
3. Communicate with his/her teachers and fellows in English while studying or in leisure time
4. Pronounce English vocabulary with a certain level of perfection

Reading Skills

At the end of class XII the learner will be able to

1. Read and understand all genres of literature included in the syllabus
2. Skim and scan any piece of literary work for a specific information
3. Understand the usage of idioms, phrases and literary terms in a text by the writer
4. Understand the temporal meaning of words used by a writer
5. Understand the construction of the novel or play included in the syllabus
6. Understand the character portrayal by the writer
7. Conceive the thematic structure, philosophy and ideas of writer
8. Differentiate among the different styles of writings of the English writers
9. Identify the main characteristics of a writer after reading the work in syllabus
10. Read the allied material or the supplementary readers with the same ability

Reading Skills

At the end of class XII the learner will be able to

1. Read and understand all genres of literature included in the syllabus
2. Skim and scan any piece of literary work for a specific information
3. Understand the usage of idioms, phrases and literary terms in a text by the writer
4. Understand the temporal meaning of words used by a writer
5. Understand the construction of the novel or play included in the syllabus
6. Understand the character portrayal by the writer
7. Conceive the thematic structure, philosophy and ideas of writer
8. Differentiate among the different styles of writings of the English writers
9. Identify the main characteristics of a writer after reading the work in syllabus
10. Read the allied material or the supplementary readers with the same ability

Writing Skills

At the end of class XII the learner will be able to

1. Understand and use grammatical structures of sentences effectively and comprehensively
2. Write an essay with proper outline, introduction, main body and ending, showing their knowledge on the topic
3. Explain the main characters in novels and plays
4. Write a letter to the editor indicating in it one's own point of view
5. Write with the ability to utilize his/her vocabulary effectively
6. Write a dialogue on a given situation

Course content

There will be four textbooks as given below:-

1. **Short Stories (15):** - with biographical notes, explanatory note, comments on stories, language based exercises, glossary etc.
2. **Poetry – poems (20):**- with biographical notes, explanatory notes, comments on poems, language based exercises, glossary etc.
3. **Essays (20):**- with biographical introductory material and language based exercises
4. **One Act Plays (5) :-** language based exercises on the plays.

Note :-

20 marks are allotted to each of the above books. In addition, there will be an unseen passage to test reading comprehension as a compulsory question of 10 marks.

1. Descriptive and narrative writing with outline (12 +3) = 15 marks.
2. Letter / application writing 10 marks
3. Developing a story on given outline 10 marks
4. Applied Grammar and usage 35 marks
 - i. Change of narration
 - ii. Change of voice
 - iii. Correction of sentences
 - iv. Use of articles and prepositions
 - v. Sequence of tenses
 - vi. Synthesis of sentences
 - vii. Phrasal verbs to be selected from the text
5. Translation from Urdu into English or Dialogue 10 marks.
6. Translation from English into Urdu or Dialogue 10 marks.

Viva Voce

A Viva Voce to test listening and speaking skills. 20 marks

<u>Objectives</u>	<u>Contents</u>	<u>Scope</u>
<u>Class – XI</u>		
<u>Listening and Speaking Skills</u>		
1. Listen and understand conversation in English	Lessons on dialogues	Using the learned vocabulary
2. Speak and discuss freely with any one in society	Classroom debates arranged by the teachers	Using the known vocabulary
3. Explain any text in a meeting	Group discussions	Using the known vocabulary
4. Chair a meeting and give his/her comments	Spoken English practice	Comments on a common topic
5. Speak English with correct pronunciation and stresses etc.	Practice of speaking English	A reasonable good accent
6. Understand the differences between major accents i.e. American and British	Lesson based on words that are spoken differently	Correct pronunciation
7. Use the recorded A.V.Aids like tape recorders correctly	Lesson that may explain the use of such devices	Correct use of tape recorder
8. Enjoy the poetry, taking language a medium and not hindrance	Poems included in the text on topics of interest	Simple reading by the teacher
9. Deliver an extempore speech on a given topic	Supplementary readers arranged by the institution	Speech on a common topic
10. Show an understanding of English literature	Selection of good piece of literature in the syllabus	Text selected at this stage
11. Show an understanding of English Grammar	Lessons showing the use of grammar	Correct use of grammar

<u>Reading Skills</u>		
1. Extract the main idea and the supporting details from a text	Short essays on interesting topics	Main ideas of the writer
2. Extract factual information from a text	Non fiction material in the text	Scanning for specific facts
3. Follow logical relationship through a text	Any genre of literature like novel or play	General comment on a piece of literature
4. Understand the temporal meanings of words with reference to the text	Text in literature	Correct use of words
5. Get an insight into human, moral and esthetic values through English literature	Short stories or essays written on day to day life	In one's own context
6. Differentiate between literary terms i.e. simile, metaphor, conceit etc.	Literary terms used in the notes on the piece of literature	Correct use of literary terms
7. Differentiate between facts and opinions in literary writing	Essays or short Plays	Understanding of writer's point of view
8. Comprehend critical point of view after reading a poem	Poems selected for the textbook	Explanation of the lines in the poem
9. Show understanding on the basic literary themes used in literature	Literature selected for this stage	Summary of piece of literary item at this stage
10. Comprehend and identify the critical points for discussions on a literary work	Essays, short stories or plays	Notes on literature
11. Understand the writer's point of view about a specific topic	Articles written in English	Reasonable correct point of view

<u>Writing Skills</u>		
1. Write an inquiry or complaint about a specific thing or incident	Lesson showing a written format of a complaint or inquiry	Correct and meaningful complaint or inquiry
2. Write a job application with reference to some specific advertisement	Lesson showing the format of an application	A job application
3. Write descriptive piece of writing	Selection of modern essays	Essays in correct format
4. Write a dialogue on a given situation	Lessons based on dialogues	Reasonable good dialogues
5. Write stories on the morals and with the help of outlines	Short stories	Logical stories
6. Translate a passage to Urdu and vice versa idiomatically	Passages for translation	Idiomatically correct translation
7. Write critically on some literary text included in syllabus	Textbook	Critical summary
8. Write the critical summary of the poem	Poems in the syllabus	Critical summary
9. Paraphrase and explain the stanzas or lines with reference to the context	Poems in the syllabus	Explanation of the lines of the poems
10. Write about the characters of the novel or play included in the syllabus	Essays or short plays in the text	Reasonable good and correct comments on characters

<p>11. Elaborate the writer's point of view in some literary essay</p> <p>12. Use punctuation marks, idioms, phrases in his/her writing effectively and correctly</p> <p>13. Know and correct the basic common mistakes in English language sentence</p>	<p>Short essays</p> <p>Model essays</p> <p>Model essays and short stories</p>	<p>Summary or any critical essay</p> <p>Creative writing</p> <p>Correct written English</p>
<p><u>Class – XII</u></p>		
<p><u>Listening and Speaking Skills</u></p>		
<p>1. Think, arrange and communicate in English language effectively and correctly</p> <p>2. Prove and show their skills of listening and speaking in conversation</p> <p>3. Communicate with his/her teachers and fellows in English while studying or in leisure time</p> <p>4. Pronounce English vocabulary with a certain level of perfection</p>	<p>English speaking sessions</p> <p>Participation in the discussions</p> <p>Classroom discussions</p> <p>Practice of speaking English</p>	<p>Language proficiency</p> <p>Language proficiency</p> <p>Language proficiency</p> <p>Language proficiency</p>

<u>Reading Skills</u>		
1. Read and understand all genres of literature included in the syllabus	Text included in the syllabus	Understanding of the text
2. Skim and scan any piece of literary work for a specific information	Text included in the syllabus	Correct reading
3. Understand the usage of idioms, phrases and literary terms in a text by the writer	Textual material for this stage	Understanding the use of idioms etc.
4. Understand the temporal meanings of words used by a writer	Literary piece of writing for this stage	Reading with understanding
5. Understand the construction of the short story or play included in the syllabus	Short stories or short plays	Understanding of the construction of the plot
6. Understand the character portrayed by the writer	Short stories or short plays	Understanding of the characters in the play and short stories
7. Conceive the thematic structure, philosophy and ideas of writer	Any literary piece of composition	Understanding the writer's point of view
8. Differentiate the different styles of writings of the English writers	Different genres of literature	Understanding the differences of styles
9. Identify the main characteristics of a writer after reading the work in syllabus	Notes on literary works	Knowledge about the style of writing
10. Read the allied material or the supplementary	Supplementary reading materials	Ability to use the supplementary

readers with the same ability		readers
<u>Writing Skills</u>		
1. Understand and use grammatical structures of sentences effectively and comprehensively		
2. Write an essay with proper outline, introduction, main body and ending, showing their knowledge on the topic	Creative writing	Understanding the grammatical structures
3. Explain the main characters in novels and plays	Model outlines of essays	Creative writing
4. Write a letter to the editor indicating in it one's own point of view	Short stories or short plays	Controlled Writing
5. Write with the ability to utilize his/her vocabulary effectively	Letters to the editor	Controlled Writing
6. Write a dialogue on a given situation	Paragraphs, summaries, articles etc.	Writing Exercises
	Model dialogues	Creative Writing

Textbooks

The students at this stage have learnt the four basic skills i.e. listening, speaking, reading and writing. They are assumed to have a command over basic aspects of the language. Therefore while selecting/editing textbooks the functional aspect of the language should be stressed upon to compare and contrast, to describe a situation, to define the theme or draw a character.

Textbooks should thus introduce to them the use of language in the work-a-day situations. The reading of text at this stage is for pleasure as well. Suggestions for the selection of material are:

Paper A

Short stories

Short stories should hold wide range of interest. The language and content should be modern and familiar to the students. They should be able to do creative writing by themselves and develop similar concepts. Extensive reading should be emphasised to shift the attention from memorizing answers to comprehension.

Suggested themes:

- i. Science fiction
- ii. Pakistani culture
- iii. Folk tales
- iv. Contemporary issues that give psychological insight into human relations
- v. Adventures and heroism

Poetry

Poetry at this stage should be for pleasure as well as to boost up the imagination. Poems selected should be simple lucid and vivid. The poetry should introduce the readers with some literary genres illustrating the important literary terms i.e. irony, satire, symbols, images, metaphors etc. The poetry especially in rhyme be incorporated to make the students aware of the specialties of the language alongwith the requisites of literary appreciation of poetry.

Plays

Five short plays of an average length may be introduced that covers a social aspect of life, liberal and secular in nature. The theme and characters of the play should of some relevance with the modern issues. Contemporary psychological aspects of the world of twenty first century should be preferred.

Essays

Essays of moderate length should cover wide range of themes and interests. The form and contents of essays should be modern and familiar to the students so that they may feel at ease in developing their proficiency of language and competency of communicative skills.

Suggested themes for essays:

- i. Essays on science
- ii. National issues
- iii. Modern contemporary issues of the modern world covering socio-cultural-economic-political-moral.
- iv. Essays on adventures and heroism
- v. Other interesting informative topics i.e. humorous and autobiographical, romantic etc.

General suggestions for textual material

- i. The textual material should be simple, functional and contemporary.
- ii. Extensive language work based on the text is to accompany each lesson.
- iii. The text books should be supported by the teacher's manuals.

Suggestions for Grammar

a) **Applied Grammar:** - The English Curriculum for Secondary classes gives a list of basic grammatical structures for incorporation in the Textbooks.

In order to provide the students of Intermediate classes with further opportunity of practice, it is proposed that suitable exercises be given at the end of each lesson.

Questions on applied grammar will be based upon a modern grammatical and usage book to reinforce language items exemplified in the text.

b) **Composition:-** Composition requires greater mental discipline than reading. The students, therefore, have to be specially guided and disciplined in the art of composition. The aim at this stage is to organize thoughts on a given topic and express them correctly.

Methodology

Listening and Speaking Skills

At this stage it is assumed that the students have attained a reasonable level of skills of listening English. For more understanding, following activities are suggested:

- Listening to commentary, news on TV and Radio
- Listening to the audio cassettes for developing listening and speaking skills
- Teachers should make the maximum use of English in classroom
- Teacher should encourage the students to participate in role-play teaching in the classroom
- Teacher must arrange panel discussions debates competition, group discussions and seminars etc.

Reading Skills

At this stage, the learners need to understand text at the literal level, interpretive level and also at the critical level. So intensive reading and the extensive reading both are important to suggest for the learners.

Pre-reading, while-reading and post-reading activities are suggested to make intensive reading interesting and effective.

For extensive reading it is recommended that teacher must guide the learners to read supplementary reading materials.

Library periods must be made part of their learning activities.

Sub-skills of reading like skimming, scanning, reviewing, interpreting, guessing the meanings, anticipating and SQ3R formula are the useful techniques for a teacher to practise.

The present state of reading habits among our students is really sad and a matter of great concern, so the teacher must motivate the students to develop a reading habit. He/she must make the students realise that reading habit gives knowledge as well as joy. They should develop a habit to consult a dictionary of international repute.

Writing Skills

By this stage, the learners have got maturity in basic writing skills. Now they need to organize their thoughts and point of view in some form of writing in a communicative way.

Following activities are suggested to develop the writing skills.

Paragraphs on topics of interest, descriptive, narrative, biographical or autobiographical, dialogue, story-writing, letters.

Formal and informal, creative writing (reports, reviews and comments), summarization, elaboration of ideas.

Teachers Development Program

Mostly the teachers find it difficult to update their knowledge and keep abreast of the development taking place in the subject. English Language Teaching Institute should be set up immediately. The objectives of this teaching institute would be to train college teachers to learn and teach language skills. The institute may also

1. Give professional advice to educational authorities
2. Produce teaching materials
3. Undertake research studies to deliver effective methodology for college teachers

Allama Iqbal Open University can perform a useful function in this regard by arranging lectures for English teachers. The material of the Allama Iqbal Open University can be useful as supplementary material for the teaching of English. Inter college teaching training should be encouraged.

Evaluation

The purpose of evaluation is the testing of language skills at this stage. The following aspects should be kept in mind for evaluation:

1. Summary demanding questions should be replaced by short answer questions
2. An unseen passage of about 250 words shall be given to test the comprehension of the students
3. The contents and the organization of material should be given 50% weightage and 50% weightage to language
4. The items of applied grammar should not be tested in isolated sentences
5. While outline has been utilized for writing the essay, it should be evaluated in totality
6. It is suggested that translation exercises should not be credited only for literal meaning
7. A Viva Voce of 20 marks should be made compulsory to test the listening and speaking skills of the learners
8. The committee suggests weightage of the skills as under:

Assessment Table for Class XI – XII

Skills	Weightage
Listening	10%
Speaking	10%
Reading	10%
Writing	70%
Total	100%

**Subject wise Time allocation for Classes XI-XII (Humanities Group)
(for Higher Secondary Classes)**

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

CURRICULUM DEVELOPMENT COMMITTEE

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

ENGLISH GROUP

1. Prof. Bashir Ahmad Chaudhary, Convener
 Govt. F.C College, Lahore
2. Prof. Faheem Ahmad Khan,
 Govt. College of Education for Men, Lahore.
3. Mrs. Robina Kamal
 Assisstant Professor
 Govt. College of Education for women, Lahore.
4. Miss Mariam Bashir
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