



**NATIONAL CURRICULUM
ENGLISH (Elective)
FOR
CLASSES XI-XII**

MARCH 2002

**GOVERNMENT OF PAKISTAN
MINISTRY OF EDUCATION
(CURRICULUM WING)
ISLAMABAD**

National Curriculum

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PREFACE

In pursuance of National Education Policy (1998-2010), a project on Curriculum Reform (Vision 2010) is in progress. It aims to improve the quality of education through curriculum revision and textbook development. The highest priority has been assigned to the revision of curriculum with a view to update the entire course contents so that ideology of Pakistan could permeate the thinking of young generation and help them with necessary conviction and ability.

- 2 Believing in participatory and coordinating approach the Ministry of Education requested the provincial governments / curriculum bureaux to attempt need based draft curricula in all the subjects for classes I through XII. Consequent upon this, the Government of the Punjab sent 36 titles and Government of NWFP sent 19 titles of draft curricula in different subjects to the Ministry of Education. The Bureaus of Curriculum and Extension Center, Jamshoro Sindh, and Bureau of Curriculum and Extension Center, Quetta Balochistan furnished their comments on the existing curricula. To synchronize the feedback, the Ministry of Education appointed National Curriculum Development Committees. The panels of the committees were comprised of curriculum developers, subject specialists, universities, colleges and school teachers. The representatives of National Curriculum Bureau and Provincial Curriculum Bureaux were also on the panels. The Committees analyzed and synthesized the comments. Global experiences of curriculum development were also kept in view while revising/updating the National Curriculum.
- 3 In the light of the above considerations, the committees revised and updated the existing National Curriculum in Languages and Social Sciences for classes I through XII and General Science for classes IX-X. The philosophy under lying National Curriculum is Islam and Ideology of Pakistan as set by the Parliament Act X 1976. The objectives of the National Curriculum are framed in the light of the objectives of the latest National Education Policy (1998-2010). Purposeful learning competencies are suggested in each subject. These aim to provide the learners, skills for continuing education, civilized behavior and attitude to become useful and peaceful citizens. The objective is also to provide them with the skills for economic development. Horizontal and vertical articulation of the content at all levels/classes is made to make the curriculum free from gaps, overlapping, overloading and repetition. Attempt is made to make the curriculum more representative and responsive to the Ideology of Pakistan and societal needs. We still believe that curriculum development is a continuous process and can be made more responsive that is the reason, the Ministry would welcome comments and critique from community members and the users. This will help us in making the curriculum more effective and need based.
- 4 The Ministry of Education appreciates the contributions of all the Provincial Governments/Curriculum Bureaux and the National Curriculum Development Committees towards the revision of the National Curriculum.

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PREAMBLE

Over the past one hundred years or so, English has become somehow, international diplomatic language as well as a useful source of instruction, in education and research sectors. Also due to various reasons most parts of the world took to English an most important language for various essential purposes. This phenomenon has also facilitated the exchange and proliferation of modern knowledge all over the world.

So far as Pakistan is concerned, we can make a better use of the linguistic techniques and methods for teaching English partly because of the rich indigenous experience over a period of time and, partly, by adopting/incorporating latest developments in the pedagogy. We have also access to English Literature which as a great source of modern concepts and ideas redacting to various disciplines of knowledge.

Pakistan is already making use of English as a language of learning and international linkages for trade and foreign relations. We are to only proliferate the current teaching of English, on scientific lines. The present effort aiming at updation of English Curriculums for classes I-XII is a significant step in this direction. It is therefore, hoped that this revision and updation of English Curriculum will go a long way in improving the linguistic situation in Pakistan particularly in the environment of computer and Internet facilities.

AIMS AND OBJECTIVES (Education Policy: 1998-2010)

- 2.1 Education is a powerful catalyzing agent which provides mental, physical, ideological and moral training to individuals, so as to enable them to have full consciousness of their mission of their purpose in life and equip them to achieve that purpose. It is an instrument for the spiritual development as well as the material fulfillment of human beings. Within the context of Islamic perception, education is an instrument for developing the attitudes of individuals in accordance with the values of righteousness to help build a sound Islamic society.
- 2.2 After independence in 1947, efforts were made to provide a definite direction to education in Pakistan. Quaid-I-Azam Muhammad Ali Jinnah laid down a set of aims that provided guidance to all education endeavors in the country. This policy, too has sought inspiration and guidance from those directions and the Constitution of Islamic Republic of Pakistan. The policy cannot put it in a better way than the Quaid's words.
 - 2.2.1 You know that the importance of Education and the right type of education cannot be over-emphasized. Under foreign rule for over a century, sufficient attention has not been paid to the education of our people and if we are to make real, speedy and substantial progress, we must earnestly tackle this question and bring out people, in consonance with our history and culture, having regard for the modern conditions and vast developments that have taken place all over the world.
 - 2.2.2 There is no doubt that the future of our State will and must greatly depend upon the type of education we give to our children, and the way in which we bring them up as future citizens of Pakistan. Education does not merely mean academic education. There is immediate and urgent need for giving scientific and technical education to our people in order to build up our future economic life and to see that our people take to science, commerce, trade and particularly well planned industries. We should not forget, that we have to compete with the world which is moving very fast towards growth and development.
 - 2.2.3 At the same time we have to build up the character of our future generation. We should try, by sound education, to instill into them the highest sense of honour, integrity, responsibility and selfless service to the nation. We have to see that they are fully qualified and equipped to play their part in various branches of national life in a manner which will do the honors to Pakistan.
- 2.3 These desires of Quaid have been reflected in the Constitution of the Islamic Republic of Pakistan, and relevant articles are:
 - 2.3.1 The State shall endeavor, as respects the Muslims of Pakistan:
 - a. To make the teachings of the Holy Quran and Islamiat compulsory, in order to encourage and facilitate the learning of Arabic language, and to secure correct and exact printing and publishing of the Holy Quran.
 - b. To promote unity and the observance of the Islamic moral standards;
 - 2.3.2 Provide basic necessities of life, such as food, clothing, housing, education and medical relief, for all such citizens, irrespective of sex, caste, creed or race, as are permanently or temporarily unable to earn their livelihood on account of infirmity, sickness or unemployment:
 - 2.3.3 Remove illiteracy and provide free and compulsory secondary education within minimum possible period.
 - 2.3.4 Enable the people of different areas, through education, training, agricultural and industrial development and other methods, to participate fully in all the forms of national activities, including employment in the service of Pakistan.

- 2.3.5 The State shall discourage parochial, racial, tribal, sectarian and provincial prejudices among the citizens.
- 2.3.6 Reduce disparity in the income and earnings of individuals, including persons in various classes of the service of the Pakistan.
- 2.3.7 Steps shall be taken to ensure full participation of women in all the spheres of national life.
- 2.4 The vision is to transform Pakistani nation into an integrated, cohesive entity, that can compete and stand up to the challenges of 21st Century. The Policy is formulated to realize the vision of educationally well developed, politically united, economically prosperous, morally sound and spiritually elevated nation.
- 2.5 Objectives**
- 2.5.1 To make the Qur'anic principles and Islamic practices as an integral part of curricula so that the message of the Holy Qura'n could be disseminated in the process of education as well as training. To educate and train the future generation of Pakistan as a true practicing Muslim who would be able to usher in 21st century and the next millennium with courage, confidence, wisdom and tolerance.
- 2.5.2 To achieve universal primary education by using formal and informal techniques to provide second opportunity to school drop outs by establishing basic education community schools all over the country.
- 2.5.3 To meet the basic learning needs of a child in term of learning tools and contents.
- 2.5.4 To expand basic education qualitatively and quantitatively by providing the maximum opportunities for free excess of every child to education. The imbalances and disparities in the system will be removed to enhance the access with the increased number of more middle and secondary schools.
- 2.5.5 To ensure that all the boys and girls, desirous of entering secondary education, get the basic right because of the availability of the schools.
- 2.5.6 To lay emphasis on diversification so as to transform the system from supply-oriented to demand oriented. To attract the educated youth to world-of-work from various educational levels is one of the policy objectives so that they may become productive and useful citizens and contribute positively as members of the society.
- 2.5.7 To make curriculum development a continuous process; and to make arrangements for developing a uniform system of education.
- 2.5.8 To prepare the students for the world of work, as well as pursuit of professional and specialized education.
- 2.5.9 To increase the effectiveness of the system by institutionalizing in-service training of teachers, teacher trainers and educational administrators. To upgrade the quality of pre-service teacher training programmes by introducing parallel programmes of longer duration at post-secondary and post degree levels.
- 2.5.10 To develop a viable framework for policy, planning and development of teacher education programmes, both in service and pre-service.
- 2.5.11 To develop opportunities for technical and vocational education in the country for producing trained manpower, communicate with needs of industry and economic development goals.
- 2.5.12 To improve the quality of technical education so as to enhance the chances of employment of Technical and Vocational Education (TVE) graduates by moving from a static, supply based system to a demand driven system.
- 2.5.13 To popularize information technology among children of all ages and prepare them for the text century. To emphasize different roles of computers as a learning tool in the classroom learning about computers and learning to think and work with computers and to employ information technology in planning and monitoring of education programmes.

General Objectives

1. To introduce English literature to the students and develop a literary taste.
2. To analyze critically the literacy text including drama, poetry, novel, etc.
3. To read literature for enjoyment.
4. To prepare for higher studies in literature.

Special Objectives

After completion of English literature course, the student will be able to:-

1. Express their ideas about the texts confidently both in speaking and writing,
2. Examine the texts and be in a position to appreciate and analyze.
3. Develop awareness of important literary terms and figures of speech.

Contents: Themes/Topics

1. Poetry

Twenty poems to be selected from 19th and 20th century poets. It should include biographical notes, explanatory notes, comments on poems, exercises, glossary, etc.

2. Short Stories

Fifteen short stories be selected to provide the best of modern imaginative literature, suitable for the level of intermediate students. They should cover a wide range of interest and my include stories of Pakistani writers, too.

3. Essays

Fifteen essays should be selected covering wide range of themes like scientific topics, humorous and satirical, national heroes, Islamic values, Pakistani culture and ideology, etc. It would also include biographical notes, explanatory notes, comments on essays, exercises, glossary, etc.

4. Novel

The Novel must be interesting and adventurous. The following novelists are suggested:-

- | | |
|--------------------|---|
| 1) Daniel Defoe | Robinson Crusoe. |
| 2) R.L. Stenvenson | Treasure Island, Kidnapped |
| 3) C. Doyle | Hound of Baskervilles |
| 4) Alexander Dumas | The Count of Monte Cristo ,
Three Musketeers |

- 5) H.G. Wells
- 6) George Orwell

The Time Mechine, The Invisible World
Animal Farm

Drama/Play

A full length drama may be selected from the dramatics like Shakespeare, Oscar Wilde, G.B. Shaw, etc. One act plays may be selected from 19th and 20th century playwrights suitable for Intermediate level. It should also include biographical notes, explanatory notes, comments on plays, exercise, glossary, etc.

METHODOLOGY

Teaching literature is of more complex nature than teaching a language. Language 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 languages, meaning go beyond language, and the appreciation and enjoyment of literature require the development of more than linguistic capabilities.

The teacher provides the students with 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 of language and to improve the overall proficiency in it. English, used at its idiomatic best and most effective in literature, compensates making up the deficiencies of the linguistic approach in the areas of grammar, idiom, vocabulary and syntax, and enhance the student's competence in English.

The teacher's duty is to provide information about the writer's attitude towards 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 makes the study of literature exciting. The literary experience not only helps the students in developing their competency but also their character building, emotional maturity and equips them with new critical faculties.

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

Literary material may be of the following patterns:-

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 PROGRAMME

At Intermediate level the teacher of English literature feels it difficult to help the students to develop 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 able to bring out the literary sense among the students. He/she should encourage the students to practice free writing i.e. they should be encouraged to bring out their own interpretations of the text they are studying.

The teacher should also train the students to go outside the prescribed text by including among them extra ordinary heading habits.

TEXTBOOK DEVELOPMENT

Organization and Content:

- While developing textual material, graded vocabulary should be used. The language should be simple, clear and logical.
- The time limit for the course completion should be considered.
- The book should be student centered as well as teacher centered and avoid unnecessary details while developing the material.
- The sequential development of topics as suggested in the curriculum should be kept in mind.
- The activities and guidelines for teachers should be given at proper places.
- There should be glossary at the end of the textbook to clarify the key words/phrases/terms.

Physical Features:

- For creating interest among the students, the textual materials should be presented through attractive and proper diagrams/maps illustrations.
- Font, size and setting of the textual materials should properly be checked. It should be with respect to the age level of the students.
- The arrangement of pages, exercises and model test items at the end of each chapter, should be correct.
- The textbooks should be supplemented with relevant and attractive maps, charts, pictures and diagrams.
- Detailed maps with respect to particular events and situation such as "Ghazavat", etc may be supplied.
- An index of concepts may be added at the end of each part of the book.
- While writing the textbooks, material contrary to the Ideology of Pakistan which may hurt the feelings of different sects, or which may create hatred against any Muslim leading personality, may be avoided.

EVALUATION

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

1. Evaluate the various forms of literature including longer poems, novels, non-fiction writings, or drama selected from British or American literature.
2. Knowledge of content or elements of form and style.
3. How well the student learned to interpret literary prose and poetry.
4. How well the student knows the literary terminology and uses it in appreciation of a piece of creative writing.
5. Elaboration of ideas, their effect, logic and theme.
6. Knowledge of structure and method of organization.
7. The skill to derive a character from a text.
8. Command on language with the illustration of imagery allusions, satire, irony, humour and allusions.
9. How well one can analyze and appreciate an extract of literature.
10. Test student's overall language proficiency rather than testing discrete items.

COURSE CONTENTS WITH WEIGHTAGE

Paper-1

- | | |
|------------------------------|----------|
| 1) Anthology of Essays. | 20 Marks |
| 2) Short Stories. | 20 Marks |
| 3) Novel | 20 Marks |
| 4) Reference to the Context. | 40 Marks |

Note

- 1) Question on reference to the context would have 6-8 passages and students would have to attempt any four.
- 2) In rest of the textual questions would be set, giving an alternative.

Paper - II

- | | |
|-----------------------------|----------|
| 1) Anthology of poetry | 20 Marks |
| 2) Drama | 20 Marks |
| 3) Play (one act) | 20 Marks |
| 4) Reference to the context | 40 Marks |

Note:

- 1) Question on reference to the context would have 6-8 passages and students have to attempt any four.
- 2) In rest of the textual questions one question would be set, giving an alternative.

POINTS OF DEPARTURE

Curricula prepared in 1994 has shown some shortcomings, during their implementation. Feedback has identified the areas where improvements become necessary. They were prepared by separate Committees for Classes I-V, VI-VIII, IX-X and XI-XII with no consistent vertical approach and development from one stage to another. The following are the main points of departure:

1. The present Committees have prepared Curricula for Classes I-XII as a continuous vertical process basing the stage of education on the previous one. Thus, all the stages are interlinked and interwoven causally. Therefore, the curricula present one chain in which parts are vitally linked together. This vitalizes the process of teaching.
2. Proper weightage has now been rationally apportioned, contrary to the previous one:
3. The role of translation from Urdu into English & vice versa has been properly explained to make the process effective.
4. Previously communicative approach to teaching was overdone. Now, an eclectic approach has been applied combining the communicative with the functional.
5. The curriculum suggests themes and topics to achieve vertical and horizontal cohesiveness. Suggestions in regard to the content areas, textbooks writing, teacher training, evaluation and assessment are clearly stated. These pedagogical suggestions are likely to go a long way to achieving the desired purposes.
6. These curricula are likely to be of the standard, relevant to that of English medium schools and therefore the textbooks can be used in both the streams.
7. The teacher is the real functionary. He is likely to be efficient and well prepared to teach and train his students.
8. It is hoped that the learner/student would shape into a decent citizen if this curriculum is effectively implemented.

GENERAL METHODOLOGY

In teaching language our major goal is communicative competence. The following are suggestions which can be applied to any teaching-learning situation.

1. Know the student's interest, learning style and their inspiration.
2. Provide wide range of concepts and notions to think and talk about to broaden the experience of the learners.
3. Enrich their vocabulary by providing them with varied experiences including dialogues and other materials, the formulas of the language, the hesitation words, the exclamations and the appropriate unarticulated sounds that will give their speech and writing a more authentic ring.
4. Present linguistic forms and cultural insights in appropriate situations which will not only make the meaning clear but will also show how they can be used in other similar situations.
5. Introduce previously taught linguistic or cultural material with new material. This helps the student to restructure and integrate linguistic forms and concepts which can be related in communication.
6. Present material to all learners in class but then engage them in groups, pairs and individual activities according to their interests and abilities. Not all students will be ready at the same time to write creative dialogues, e.g., or to engage in spontaneous role play.
7. Move from tightly controlled mechanical exercise (useful for habit formation) to more creative activities in which students can make their choices.
8. Use realistic examples that are relevant to the pupils every day life and communication needs.
9. Withhold criticism when students are expressing themselves creatively unless there is a complete break down in understanding.
10. Encourage students to discuss their culture and their values in the English language.

RECOMMENDATIONS

1. The standardization of teaching/learning/testing materials for the uniform application of the curriculum is imperative. A uniform, workable framework for development of textbooks and examination procedures must be implemented. The model teaching/learning packages at the federal level may be used as a base after their micro testing and in principle approval and recommended for adoption by the provincial government.
2. The most pressing need for the successful implementation of this curriculum (... other new curriculums) is the area of learning and development of all key personnel directly involved in the implementation of the curriculum. The personnel in the need of training are teachers, teacher training, paper setters/examiners, school/college administrative and supervisory/ Inspectorate staff.
3. Informational/promotional/familiarization programmes used to be launched for others not directly involved in curriculum but who are nevertheless, affected by the change as a result of its implementation. The larger audience for such programmes to be benefitted are public, society and educational agencies. The proposed second educational channel on T.V. may be used to reach the wide possible audience.
4. The approved curriculum should be widely publicized. It must be sent to all colleges/schools with Instructions to circulate it to all English teachers. It should not be treated as a sacred or a document. It should also be sent to all Examining Boards and Textbook Board for comments and feedback.
5. Curriculum Committee members who are involved in the development of curriculum for Classes I-XII must be included in the textbook writing as well as in the review committees.
6. Teacher Training Academy particularly for college level teachers should be established in each province and even at the federal level.
7. At the Intermediate level, besides the selection from the English writers, a team of writers be engaged to write on Islamic culture/themes/values and Pakistani cultural Ideology or to select, edit and write in simplified forms the writings of Muslim and contemporary Pakistani Writers. An anthology of such texts may be developed at the national level to act as a guideline for the other provinces.

8. In order to encourage and motivate the teachers and inculcate a sense of commitment, devotion and dedication the salary structure of the teachers must be at par with those of the developed countries and fringe benefits and adequate facilities must be provided so that this profession must not be a stop gap arrangement for him but must adopt this profession for good.
9. Prose Anthology for Classes XI-XII based on selection from current Pakistani and south Asian writers be prepared with a view to highlighting some indigenous achievement.
10. Last but not least correction work of students exercises (Classes I-X) be formulized by allotting 2 periods a week to the teacher so that it is done during school hours. It will ensure improvement of students' writing in the light of guidance provided by the teachers.

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