

# **English**

## **Class (XI – XII)**

### **Executive Summary**

The learning of a language creates in the learner competence and confidence to use the language confidently and naturally. It prepares the learner to communicate in the language more effectively and confidently in real life.

Language learning should not only be an exercise to acquire mere knowledge. It should not provide the learner a book knowledge about the mechanics of the language. It should in fact create in the learner a skill and confidence to use the language effectively for purposes of communication. It should make him self-dependent and self-reliant in the use of the language.

Keeping the above facts in view, an effort was made to take stock of the existing syllabus for classes +1 and +2 and to review it analytically to make it more purposeful. The books prescribed for these classes were carefully gone through, analyzed and discussed by the members of the committee formed for the purpose. During the review, it was felt that some of the existing chapters in the books needed replacement as these did not cater to the needs of the students of these classes.

Keeping in view the guidelines of NCF, the following points were kept under consideration for the development of syllabi in the subject of English :

1. Connecting knowledge to life outside the school – Activities on conversation, group discussion and describing an event or narrating their experiences have been incorporated.
2. To ensure that learning is shifted away from the rote method to the actual understanding of the language; self-learning exercises, role-play and more critical group discussions have been incorporated.
3. For overall development of learners, emphasis has been laid on comprehension and acquiring the skills of listening, reading, writing and speaking. To inculcate good values in the students the chapter and passages

on social values, good manners and self-discipline have also been incorporated at different stages in Class IX & X.

4. For the development of literary skills among the students and ensuring the appropriateness of topics and themes, certain topics of renowned authors as also the state specific topic pertaining to Himachal Pradesh have been included in the syllabi.
5. For making the process of learning more enjoyable and informative, some of the poems and stories, which aim at entertaining and inspiring the students, have been introduced. Care has also been taken through these poems, to inculcate in the students good manners, moral values and the spirit of patriotism.
6. To make the students aware about the values enshrined in the constitution of India, topics on girl-child education, empowerment of woman and social reforms have been incorporated in the syllabus.
7. As per the norms of NCF, sufficient stress has been laid on the development of vocabulary and usage. For this various activities and worksheets have been designed for practice and are already given in the curriculum.
8. Certain lessons on the development of tourism, sight-seeing and nature study and also the geographical aspects of the state/country have been introduced for the students.
9. Continuity from one level to the next. This aspect has also been taken care of especially in the grammar portion, to encourage the students to move from the simple to complex.
10. Inter-disciplinary approach has also been followed while designing the syllabus and topics on different themes and from different fields have been introduced to enhance the knowledge of the learners.

11. To inspire the students and to inculcate in them the courage to face the realities and difficulties of life, some prose pieces have been included.
12. To develop creativity in the students, emphasis has been laid on writing and speaking skills by teaching them to describe and write their views freely and fluently.
13. For better understanding, glossary of each chapter of classes IX and X should be expanded and explained in Hindi.

## **Objectives**

The general objectives at this stage are

1. To listen and comprehend presentations on a variety of topics.
2. To develop greater confidence and proficiency in the use of language skills necessary for social and academic purposes.
3. To participate in group discussions as well as in interviews, making short oral presentations on given topics.
4. To perceive the overall meaning and organization of the text (i.e. the relationships of the different “chunks” in the text to each other).
5. To identify the central/main point and supporting details etc.
6. To build communicative competence in various registers of English i.e. areas of English like prose, poetry etc.
7. To promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences etc. through meaningful activities.
8. To develop ability and knowledge among the students required in order to engage them in independent reflection and enquiry.
9. To develop the capacity to appreciate literacy use of English and also use English creatively and imaginatively.
10. To develop the skills of critical analysis on a given text.

## **Outcome**

At the end of this stage learners will be able to do the following:

1. Read and comprehend prescribed and non-prescribed texts.
2. Respond in writing to questions based on prescribed or unseen texts.
3. Understand and respond to lectures, speeches etc.
4. Write or narrate their experiences and analyse critically.
5. Write formal /informal letters and applications for different purposes.
6. Write items related to the workplace (i.e. notices, summaries, advertisements, reports etc.)
7. Taking notes from reference materials.

### **Evaluation scheme**

The recommended weightage in terms of marks should be 30% for textbook, 15% for the Supplementary Reader and 40% for language work. (Workbook and Grammar). 10% weightage should be given to communication skills and 5% for Internal Assessment based on terminal or periodic tests.

Evaluation should be both written and oral, communication skills should be tested internally by the teacher concerned and internal assessment should be based on the performance in periodic tests and class tests.

The scheme for evaluation for terminal test (Internal Assessment) should be same except that 5% marks shall be based on the performance in Project Work and activities during the session.

The terminal test should be conducted twice in a session.