



Proposed Model Curriculum of Pashto Language for 'O' Level Cambridge University

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Abstract

The purpose of this study was to present the Proposed Model Curriculum of Pashto Language for 'O' Level which put its status in the framework of the syllabus of Cambridge International Examinations (CIE) qualification. Major objectives of the study were focused on the Aims, Assessment Objectives, Assessment and Curriculum Content. An attempt was made to see primarily the question as to why Pashto has not been included in the syllabus of CIE, despite the fact that it stands at par with those modern languages, which are included in its syllabus. It further put the question as to how Pashto could be incorporated in the syllabi of GCSE and IGCSE along with the format and pattern of CIE. The required criteria and format for including Pashto language in the Cambridge qualification was presented. In this regard a comparison was made with Urdu Language that found a way for developing a Model Curriculum of Pashto Language for GCSE and IGCSE 'O' Level (CIE). Implementing this Model as First Language in CIE will open new vistas for all the researchers and curriculum developers across the world. It will provide opportunity to the Pashto lovers and learners to quench their thirst of erudition. It will also further create more interests for the curriculum designers to go deep into Pashto language for its further strengthening. The study recommended that Pashto should also be included in CIE as per criteria for Urdu and other languages.

Keywords: Model curriculum of Pashto, Pashto in 'O' Level, Asian languages in Cambridge University.

Introduction

General Certificate of Education (GCE) examination is in vogue since 1951 in England. This education is provided mainly at Ordinary Level called "O" Level and Advanced Level as "A" Level. Being a standard qualification, "O" level is normally opted at the age of fifteen to sixteen years¹. Its curriculum is based on a balanced study. It does not overlook the situational analysis and the national educational aims and goals of all the nations across the world. This balanced curriculum gives equal importance to the psychological needs and the overall personality development of the students at international level. "O" Level students get the option to select subjects which are related to various disciplines of languages, humanities, social sciences, mathematics, creative, technical and vocational studies. Equal emphasis is also given to both practical skills and theoretical knowledge². There are many positive factors for the rapid growth of "O" level Cambridge education across the world. According to Ishafaq³, some of them include better learning, fair examination system, advanced and better curriculum, knowledge-based education system, flexible scheme of studies, up-to-date, comprehensive and informative courses, international acceptance and recognition. Cambridge "O" Level is specifically designed according to the requirement of international market. It is also sensitive to the needs of different countries. The curriculum is so flexible that the teachers across the world face no difficulty in delivering the content in their localized context and can make it relevant in various regions⁴.

At GCSE "O" levels Cambridge University; there are 14 languages out of which 7 are from South Asia. They are Bengali, Hindi, Nepali, Sinhala, Tamil, Thai and Urdu. Similarly, in IGCSE, Cambridge University offers 21 languages. They include both national and regional languages across the world⁵. Keeping in view the given facts that "O" Level education caters for the needs of different countries across the world and also gives equal consideration to the requirements of international market, it is quite important that Pashto needs to be given equal status in this respect. Pashto curriculum needs to be introduced in "O" level as it fulfills the required criteria of its qualification.

Pashto is the mother language of Pashtun people in Afghanistan, north-western Pakistan and Pashtun Diaspora across the world⁶. It is a virile language. Every type of idea can be easily expressed in it⁷. Parallel to Dari language, Pashto is the national and official language of Afghanistan. According to, UNESCO⁸, Pashto is the medium of instruction in all levels of education in Afghanistan. According to a government notification⁹, the Provincial Cabinet of Khyber Pakhtunkhwa approved an Action Plan for introduction of Pashto/Regional Languages as compulsory subject from Class 1 to 12 in all schools, operating in the public and private sector across the Province.

Learning one's mother language is a fundamental human rights recognized under International Law mentioned in Barcelona Declaration¹⁰. Its importance was realized for the first time at

international level by the UNESCO in 1999. In its General Conference it was declared that International Mother Tongue Day would be regularly observed. Since 2000 till date, February 21 is being observed as the World Mother Tongue Day across the world¹¹.

Pakhtuns are settled in Afghanistan, Pakistan and India¹². Most of them have even migrated and settled in Canada, America, Australia, Europe and the Middle East. In the present young generation both at home and abroad, there is a change with reference to their mother tongue. Pakhtuns are confronted with the issue of terrorism on their own soil and the crisis of identity in the comity of nations and nations states. The tendency to learn their mother language is increasing in Pakhtuns living in different parts of the world, particularly in Europe, America, Canada and Middle East. Since Cambridge "O" level education is recognized in more than 160 countries, therefore, it is important that Pashto speaking students across the world should have the option to study their mother tongue at secondary level. The present study focused on proposing a model of Pashto curriculum, containing the aims, assessment objectives, assessment and curriculum content according to the required criteria for GCSE 'O' Level and IGCSE Cambridge International Examinations.

Statement of the Problem

The purpose of this study was to propose a model of Pashto curriculum containing Aims, Assessment Objectives, Assessment and Curriculum Content.

Objectives of the Study

The main objectives of the current study were: i. To determine the aims of the Model of Pashto curriculum. ii. To present the assessment objectives in the proposed Model of Pashto curriculum. iii. To present the assessment criteria of Model of Pashto curriculum. iv. To suggest suitable content for the proposed curriculum.

Research Questions

The study investigated the following research questions: i. What are the aims of the proposed curriculum? ii. What are the assessment objectives of the proposed Model Pashto curriculum? iii. What is the assessment criterion for the proposed Model Pashto curriculum? iv. What type of contents may be incorporated in the proposed model?

Significance of the Study

Introducing Pashto Language in GCSE 'O' Level and IGCSE Cambridge International Examinations may open new vistas and domains for researchers and curriculum developers across the world and provide opportunity to the Pashto learning and teaching. The Cambridge International Examinations organize examinations twice a year and the papers are set for the

candidates throughout the world. It will further create more interests for the curriculum designers to go deep into Pashto language and its literature. It may also add more diversity to the Cambridge International Examinations, enhancing its appeal globally.

Delimitations of the Study

- i. The study was confined to Secondary Level (14 to 16 years).
- ii. The proposed model was developed as a second language.
- iii. A comparison with of the proposed Model curriculum of Pashto was carried out with Urdu language only.

Basic Concepts of GCSE and IGCSE Qualifications

General Certificate of Secondary Education Ordinary Level (GCSE O Level): GCSE "O" Level Cambridge is meant for the students whose age is fourteen to sixteen years. Its main purpose is to prepare students for academic progression of "A" Level called Advanced Studies. "O" Level studies also equip the students with skills necessary for employment. It is an established qualification that goes parallel with educational developments and trends taking place across the world. "O" Level is an internationally recognized qualification. It is considered as standard education and evidence of real ability in the world. That is the reason that the academic institutes and employers give topmost priority to this qualification¹³. The international 'O' level curriculum gives great importance to broad and balanced study. It comprises subjects which are related to the various disciplines of languages, Humanities, Social Sciences, Mathematics, Creative, Technical and Vocational Studies. The curriculum is designed in such a way that the learners attain both practical skills as well as theoretical knowledge¹⁴.

International General Certificate of Secondary Education (IGCSE): Besides GCSE, the second option in Cambridge University is the IGCSE that stands for International General Certificate of Secondary Education. Its curriculum and assessment system both can be easily adopted by the schools and colleges around the world. The IGCSE programme under Cambridge International Examinations brings out the potential talent of the students. This second option programme is imparted to students through skill-based approach to teaching and assessing. Those Students who attain this qualification are considered to be well-educated and adjustable in all sorts of situations. Such students after obtaining IGCSE qualification are well prepared for the subsequent steps in education and employment including promotion to Advanced Studies and A Level study as well¹⁵. IGCSE is a broad study programme that selects subjects from five areas i.e. Languages, Humanities, Social Sciences, Mathematics, Creative, Technical and Vocational. This programme is also suitable for those students whose first language may not be English. It is acknowledged throughout the examination progress. IGCSE is internationally recognized by schools, universities and employers as equivalent to the British IGCSE and International "O" Level Examinations.

Elements of GCSE and IGCSE Cambridge curriculum languages

General criteria of Cambridge Syllabus for languages: All GCSE and IGCSE syllabuses follow a general pattern.

The main sections are: A-Aims, B -Assessment Objectives C- Assessment, D- Curriculum Content

In the above four sections, the first two Aims and Assessment Objectives are common in the syllabi of both GCSE¹⁶ and IGCSE¹⁷.

Aims: The aims of the syllabus are the same for all candidates. The aims are set out below and describe the educational purposes of a course in First Language for the IGCSE examination. They are not listed in order of priority.

The aims are to: i. enable candidates to communicate accurately, appropriately and effectively in writing; ii. enable candidates to understand and respond appropriately to what they read and experience; iii. encourage candidates to enjoy and appreciate the variety of language; iv. encourage candidates to enjoy and appreciate the reading of texts and explore areas of universal human concern; v. -complement the candidates' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences); vi. promote the candidates' personal development and an understanding of themselves and others

Assessment Objectives: The assessment objectives in First Language are: A -Reading and Directed Writing, B -Continuous Writing, C -Usage. A description of each assessment objective follows.

Reading and Directed Writing: Candidates should be able to: i. 1- understand and convey information; ii. 2 -understand, order and present facts, ideas and opinions; iii. evaluate information and select what is relevant to specific purposes; iv. articulate experience and express what is felt and what is imagined; v. recognise implicit meaning and attitudes; -communicate effectively and appropriately;-recognise and appreciate ways in which writers use language and how they achieve their effects; - communicate a sensitive and informed personal response to what is read.

Continuous Writing: Candidates should be able to: i. Articulate experience and express what is felt and what is imagined; ii. Order and present facts, ideas and opinions; iii. Communicate effectively and appropriately.

Usage

Candidates should be able to: i. exercise control of appropriate grammatical structures; ii. demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation

and spelling; iii. understand and employ a range of apt vocabulary; iv. show a sense of audience and an awareness of register and style in both formal and informal.

Matching the criteria with urdu curriculum and syllabus and proposed model curriculum for Pashto first language pashto GCSE ordinary level: This Model syllabus is intended for those candidates who have Pashto as their mother tongue. The certificates, which will be awarded to successful candidates, will show that they have passed in the subject as a First Language. Candidates whose mother tongue is not Pashto, but who wish to give evidence of their proficiency in it, will have the option to offer this syllabus. The Universities and employers throughout the world as proof of linguistic knowledge and understanding will recognize Cambridge O Level Pashto after its introduction. Successful Cambridge Pashto candidates will gain lifelong skills, including: i. the ability to communicate confidently and clearly in Pashto, ii. a sound understanding of the nature of language and language study of Pashto, and of its skills and abilities required for further study and leisure. iii. insight into the culture of Pukhtuns and the cultures of contemporary society of countries where this language is spoken. iv. better integration into communities where Pashto language is spoken. v. positive attitude towards Pashto Language learning, towards the speakers of other languages and towards other cultures and societies. vi. skills which can be used in other areas of learning, such as analysis and memory skills.

First Language Pashto: Assessment at a glance.

Cambridge O level First Language Pashto Syllabus: Candidates will be taking Two Papers and all questions are to be answered in Pashto.

Paper 1: Reading and Writing. I hour 30 minutes: Candidates answer **two** questions on two passages linked by a common theme. There are 25 Marks for each question. 50% of total marks.

Paper 2: Texts I hour 30 minutes: There are two sections on this paper- Poetry and Prose. Candidates will have to answer **two** questions- One from each section. 50% out of Total.

This Model Curriculum will be available if it is formally approved and implemented by University of Cambridge.

First Language Pashto: Syllabus Aims and Assessment: **Aims:** The aims of this Model Syllabus of Pashto are to: i. enable the learners to communicate accurately, appropriately and effectively in writing Pashto, ii enable students to understand and respond appropriately to what they read in Pashto language, iii. encourage students to enjoy and appreciate the variety in Pashto language, iv. complement the students' other areas of study by developing skills of themselves and others such as comprehension, Knowledge, application, synthesis, analysis and

critical thinking, v. promote the students personal development and an understanding of themselves and others.

Assessment Objectives: There are three Assessment Objectives for Cambridge O Level First Language Pashto:

Reading and Writing: Candidates should be able to: Understand and convey information in Pashto, Understand, order and present facts, ideas and opinions, Evaluate information and select what is relevant to specific purposes, Articulate experience and express what is felt and what is imagined, Recognize implicit meaning and attitudes Communicate effectively and appropriately

Usage: Candidates should be able to: exercise control of appropriate grammatical structure demonstrate an awareness of the conventions of paragraphing, sentence structure and punctuation understand and employ a range of appropriate vocabulary show a sense of audience and an awareness of register and style in both formal and informal situations.

Literature (Texts in Pashto): Candidates should be able to: i. acquire firsthand knowledge of the content of literary texts; ii. understand the literal meanings of the texts and the contexts of those meanings; iii. understand literary texts beyond their literal meanings in terms of issues and attitudes they raise; iv. recognize and appreciate ways in which writers use language to create their effects of narration, description, characterization and literary structure; v. explain and discuss evaluations of the texts; vi. communicate a sensitive and informed response to what is read.

First Language Pashto: Description of components:

Paper 1: Reading and Writing 1 hour 30 minutes, 50 marks: There are two passages in Pashto linked by a common theme followed by two questions (25 marks each).

The first question tests candidates' ability to select, compare and summarize specific Information from both passages.

The second question invites a response to the passage in a variety of forms, for example a Selective summary, a letter, a report, a speech, a script of a conversation on a broadcast, A contribution of a story, an expressive development of an idea in the passage, etc.

Paper 2: Prescribed Texts in Pashto 1 hour 30 minutes, 50 marks: The Paper has two sections: Poetry and Prose.

Candidates answer one question from Each Section: On each of the five set texts there will be a choice of two questions, one passage based Question and one essay question, Students must answer must answer one passage based question and one essay question, In the passage based questions candidates are asked to read a printed extract before answering the questions, All questions carry equal marks.

All questions encourage informed personal response, and are designed to test all the Assessment

Objectives: In practical terms this means that students will be asked to demonstrate: i. personal response: sometimes directly, for example, 'What do you think?', 'What are your feelings about' and sometime by implication: Explore the ways in which, ii. knowledge of the text through the use of close references to details and use of quotations from it, iii. understanding themes, characters, relationships and situations, iv. understanding of the writer's intentions and methods, and response to the writer's use of language.

First Language Pashto: Description of the prescribe content: Unless otherwise indicated, students may use any edition of the set texts provided it is not an abridged or simplified version.

Section 1- Poetry

1 Ghazaliyath

The following twelve Ghazaloona are to be studied:

Khushal Khan Khattak, (*haqeequth rathaa maloom shoo dhaa hur chaa,*

حقیقت راته معلوم شود هر چا

Bawar neeshtaa paa ashnaa pa naa ashnaa)

باور نشسته په اشنا او نا اشنا

And

(*khu saree dhaa chaa pa bado nazur mu khaa,*

بڼه سرې د چا په بدو نظر مه که

khu sook budh ver sara kandee duvee bu khu khaa)

که څوک بد ورسره کاندې دوی به بڼه که

Abdul Hameed Mommand, (*hur chey tha goundhey dilbur ye pa sung khenee*

هر چه ستا غوندې دلبر ته په څنگ کېږي

Dhaa panroo pa zay aghaa tha ourung khenee

And

(*chey pa thooroo sthurgoo thor ranjuh shee porey)*

چه په تورو سترگو تور رانجه شي پورې

Ameer Hamza Khan Shinwari, (*pregdhaa chey louzoona dhaa dharoughoo dhey*

پرېږده چه لوظونه د دروغو د رېښتېا کړم

Thu rathaa sabaa kavaa zu bu begaa kum)

ته راته سبا سبا کوه زه به بېگه کړم

And

Dhaa belthanuh dhaa shupey sahar oukhtoo,

د بېلتانه د شپې سحر اوختو

Khu mey paa yaar pasey nazur oukhatho)

که م په پار پسه نظر اوختو

Misri Khan Khaatir, (dhaa sthaa khawaguh khawaguh yadoona raghulul

دا ستا خواږه خواږه پادونه راغلل

Eela mey zurh laa takoorona raghulul)

اپله م زړه ته ټکورونه راغلل

And

(chey khafaa pa ghum dhaa yaar shee aghaa yaar dhay

چه خفه په غم د بار شي هغه بار دے

(chey azaar pa rough beemar shee agha yaar dhay)

چه ازار په روغ بېمار شي هغه بار دے

Dr.Yaseen Iqbal Yousafzai,(maa wey faanee zhundhoon dhay masalaa shawa

ماوے فاني ژوندون دے مسئله شوه بلا ډېره

Balaa dheraa, dhaa pouh au maa ghurma vaa kho

د پواؤ ما غرمه وه خو اوږده شوه بلا ډېره

Ougdhaa shawa balaa dheraa)

And

(hur so khu walar vooma dhaa ghur pa shaan

هر څوکه ولاړ وومه د غريه شان

(sthurgo dhey khurum doob dhaa samundhur pa shaa)

سترگو د کړم ډوب د سمندر په شان

Abaaseen Yousafzai, (nun rabaandey bouey dhaa psarlee raazee,

نن راباندے بوئي د پسرلي راځي

Sook dhee chee khayloono tha mey zee raazee)

څوک دې چه خپالونو ته م ځي راځي And

(assey dhaa insaan sthurgey naharey dhee

هسي د انسان سترگه نهرے دې

aghaa su haseen khakree chey lurey dhee)

هغه څه حسن بنکاري چه لري دې

Nazmoona

The following six nazmoona are to be studied by the candidates
Ghani Khan, (dhaa Ghani Kuleeyaath na makhooz lewaaniyya makkah su dhaa,

د غني کليات نه ماخوږ لېونېه مکه څه ده

moolaa khor dhaa yau ashiq dhay

ملا کور د پوه عاشق دے

and

zurh mey beyqaraara bey arama mey dhay khayal,

زړه م بېقراره ، به آرامه م دے خيال

aqul mey hayraana au fikhroona mey junjaal.)

عقل م حېرانه او فکرونه م جذجال

Ajmal Khattak, (aey zamaney sthaa rungeeno tha salam, dhaa sthaa khawagoo

اے زمانے ستا رنگېنو ته سلام

dhaa sthaa turkho tha salam)

دا ستا خوږودا ستا ترڅو ته سلام

and

(mekhey manuma chey dhaa khan sahib dhee,

مېنې منمه چه د خان صاحب دې

dhey khey khabura kavol thawana dhaa chaa dhay)

دے کينې خبره کول توان د چا دے

Salma Shaheen (Umar me bas dagha wo,

عمر م بس دغه وؤ

Che tair pa dagha rang sholo)

چه تير په دغه رنگ شولو

And

(Pa sauth khey mey khundhuley ,pa sauth khey mey zhurlay,

په ساعت کينې م خندلې په ساعت کينې م ژړلې

chey pa hess nu pohedulay zu hom agha sey vara way)

چه په هېڅ نه پوهېدلې زه هم هغه شان وړه وے

Tahir Kolachvi (moong dha khukhlee Pakistan you,

مونږ د خکلي پاکستان پو

Pukhtanu you aey mulguro! Khu sindhi khu punjabayaan you

پښتانه پو اے ملگرو که سنڌي که پنجابيان پو

Haqeequth khey moonga varaa dhaa yauwey vooney golaan you)

حقيقت کينې مونږه واړه د پوے وونې گلان پو

And

Dawa qadum chey sara yau shee gaam threy jor shee,

دوۀ قدم چه سره پو شي گام ترے جوړ شي

Dher saree chey sara ghudh shee qaam threy jor shee)

ډېر سري چه سره گډ شي قام ترے جوړ شي

Sher Zaman Ghumzun, (dhaa iblees ilm au qadur eezuth laroo,

د ابليس علم او قدر عزت لارو

Pa yau tukay dha ghroor yey shaukhut laroo)

په پو ټکے د غرورے شوکت لارو

And (ay sciencedaanaano!

اے سائنسدانانو

Sthaaso takhul sthaso himuth thaa hurkalay waayem,

ستاسو تکل ستاسو همت ته هرکله واپم
Sthaaso dhaa husso kirmath thaa hurkalay waayem
ستاسو د هڅو کرامت ته هرکله واپم
Qalandar Mommand, (ay dhaa gulab khuklookia gula zaa paa mukha dhey khaa,
ا م د گلاب بنکلوکبه گله څه په مخه د بڼه
Zama sheereney laa zama dhaa khawa salam yausa
څما شېرېنه له څما د خوا سلام بوڅه
And
څه تنقېد خو به کوؤمه
(zu tungeedh kho bu kavooma!
Dhaa siroo guloo momlekhuth khey tajdaree chey dha kha Khaar veenum,
د سرو گلو مملکت کښې تاجدارې چه د خار وېنم
Dhaa gulab pa heraa sangaa chey guloo pa daar Veenum)
د گلاب په هره څانگه چه گلونه په دار وېنم
Section 2 : Prose

Mazameen

The following twelve articles are to be studied:
1- Khurshid Iqbal Khattak *Masheeney Insaan*

مشېني انسان

Derived from dhaa khanuree oukhey
د کانرې اوښکې نه ماخوډ

Qalandar Mommand *Neemguray Neema Khawa*
نېمگري نېمه خوا

Derived from Gujrey
د گجرې نه ماخوډ

Hamesh Khaleel *Meena*
مېنه

Derived from Chaargul
د چارگل نه ماخوډ

Muhammad Nawaz Tahir *Farud au Mahoul*
فرد او ماحول

Derived from Sciencess Mazaameen.
د سائنسي مضامېنو نه ماخوډ

Tahir Asur Afirdi *Jazubaa*
جذبې

Derived from Dhaa Mahaloono Khawa Khey
د محلونو خوا کښې نه ماخوډ

Arbab Rasheed Ahmad Khan *Nathkaie*
نتکني

Derived from Aungazey
انگازې نه ماخوډ

Abdullah Jaan Maghumoom *Thurskoon Murchakay*
ترسکون مرچکې

Derived from Khawaguh Tarakhukh
خوازه تراخه نه ماخوډ

Abdullah Akhabar Akhbar *Joongura*
جونگرې

Maia Akbar Shah *First Chapter*
وړومبې باب

Derived from Dhaa Azadhie Talaash
د آزادي تلاش نه ماخوډ

Zaytoon Bano *Dhaa Shuvey Paanraa*
د شومې پانړه

Derived from Maath Bungree
مات بنگري نه ماخوډ

11- Professor Jehanzeb Niyaz *Dhaa Doulusum March 1952 khuth*
د دولسم مارچ ۱۹۵۲ څط

Derived from Soughaaath Dhaa Khan Abdul
سوغات د خان عبد الولي خان خطونه

Wali Khatoona dhaa Jehanzeb Dhaa Zoundh Sughaath
د جهانزېب د ژوند سوغات نه ماخوډ

Syyed Sulaymaan Nudwae *vuroombaie Khutubaa(Insaayneeyeth sir dhaa peghumbaraano dhaa zoundh pa tareeko kamal tha rasee)*

وړومبې خطبه (انسانيت صرف د

پېغمبرانو د ژوند په طريقو کمال ته رسې)

Translated by Dr.Saeedullah Qazi **Derived from Dhaa Mudraas Khutbey**

د مدراس خطبر نۀ ماخوذ

Dr. Sher Zaman Taizi *Khurkeech (Novel).*

کرکچ (ناول)

Maia Syyed Rasoor Rasaa *Khudkhooshee (Novel).*

خود کُشي (ناول)

Conclusion

i. The number of Pashto speakers is estimated to be around 30 million people worldwide. Pashto is a virile language. It has its own vigour and is capable of clear and exact presentation of every type of idea. ii. Pashto stands 43 in ranking out of 82 recognized languages by the United Nations. iii. Presently it is being used in news and views by radio in 56 countries that shows its international status and importance. iv. Besides being taught in most of the schools and colleges in Pakistan, M.Phil and PhDs programmes are in continuous progress for the last 20 years in universities of Peshawar and Baluchistan. Similarly, Pashto language and literature at different levels is being taught in Allama Iqbal Open University Islamabad, Punjab University Lahore, Gomal University Dhera Ismaiel Khan and National University of Modern Languages Islamabad. v. Outside Afghanistan and Pakistan, it is also being taught as an important language out of 24 modern foreign languages in King's College, London United Kingdom, Indiana university, Pennsylvania University, University of Utah, University of Georgia Cameron University, Ohio, Californian University; East Bay, Anne Arundel Community College, Maryland University of London: SOAS MESALI (Washington DC), Indiana University SWEEL, University of Wisconsin-Madison: SASLI, and in Jamia Millia Islamia New Delhi, India. vi. Since 1999 every year International Mother Tongue Day is being celebrated that shows the importance of Pashto as well which should be included in the O level Curriculum of Cambridge. vii. 7- Parallel to Dari language, Pashto is the national and official language of Afghanistan and is the medium of instruction in all levels of education in Afghanistan. viii. The introduction of Pashto language in GCSE O, level and IGCSE, Cambridge international Examinations will open new vistas and domains for all the researchers and curriculum developers across the world and will provide opportunity to the Pashto lovers and learners to quench their thirst of erudition. ix. This Model Curriculum will enable the learners in accurate, appropriate and effective communication in writing Pashto script. It will also enable them in understand and responding appropriately to what they read in Pashto language. x. It will develop the cognitive skills such as comprehension, Knowledge, application, synthesis, analysis and critical thinking of the students. It will lead toward the personal development of the students. They will be able to understand themselves and others. xi. Based on equal importance to both reading and writing skills, the learners will

be able according to this curriculum to understand and convey information in Pashto. It will also be of great help in understanding, ordering and presenting facts, ideas and opinions in Pashto. xii. It will develop the skill in students in evaluating the information in Pashto. They will be able to select what is relevant to specific purposes in a given situation. It will further strengthen their articulation of experiences and clear expression of what they feel and what is imagined by them. Through this Model curriculum, they will be able to communicate effectively and appropriately. xiii. This Model Curriculum will help the candidates to gain mastery over appropriate grammatical structure. They will be able to demonstrate the skills of paragraphing, sentence structure and punctuation. Their understanding of vocabulary and its suitable application will also be enhanced. xiv. Pashto language learners will be also able to acquire firsthand knowledge of the content of literary texts. The candidates will understand the literal meanings of the texts, the contexts of those meanings and literary texts beyond their literal meanings in terms of issues and attitudes they raise. It will also enable the learners to recognize and appreciate ways in which writers use language to create their effects of narration, description, characterization and literary structure.

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