

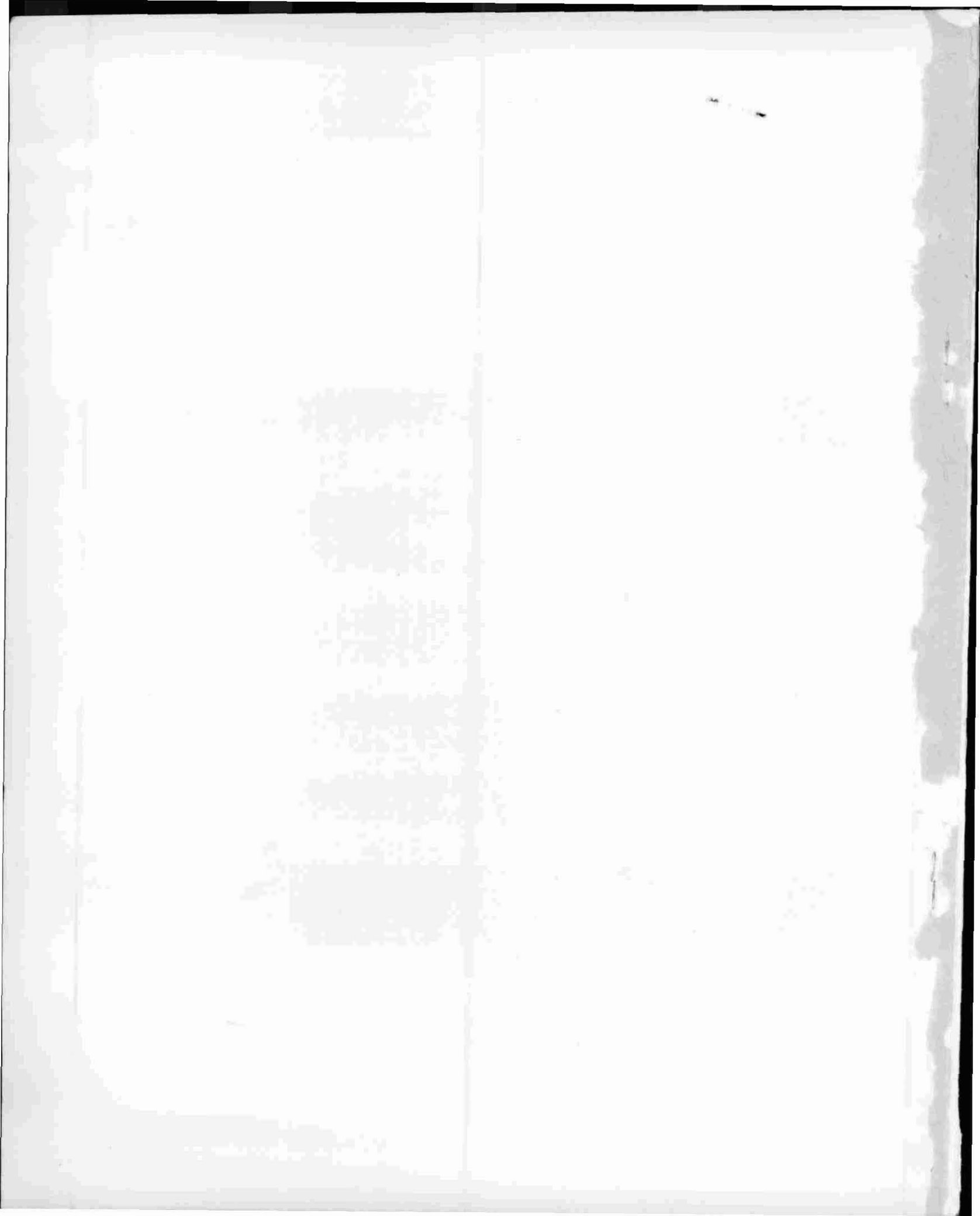


**NATIONAL CURRICULUM  
PHILOSOPHY  
FOR  
CLASSES XI-XII**

**MARCH 2002**

(103)

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





# **NATIONAL CURRICULUM**

## **PHILOSOPHY**

**FOR**

## **CLASSES XI-XII**

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

**2002**

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## PREFACE

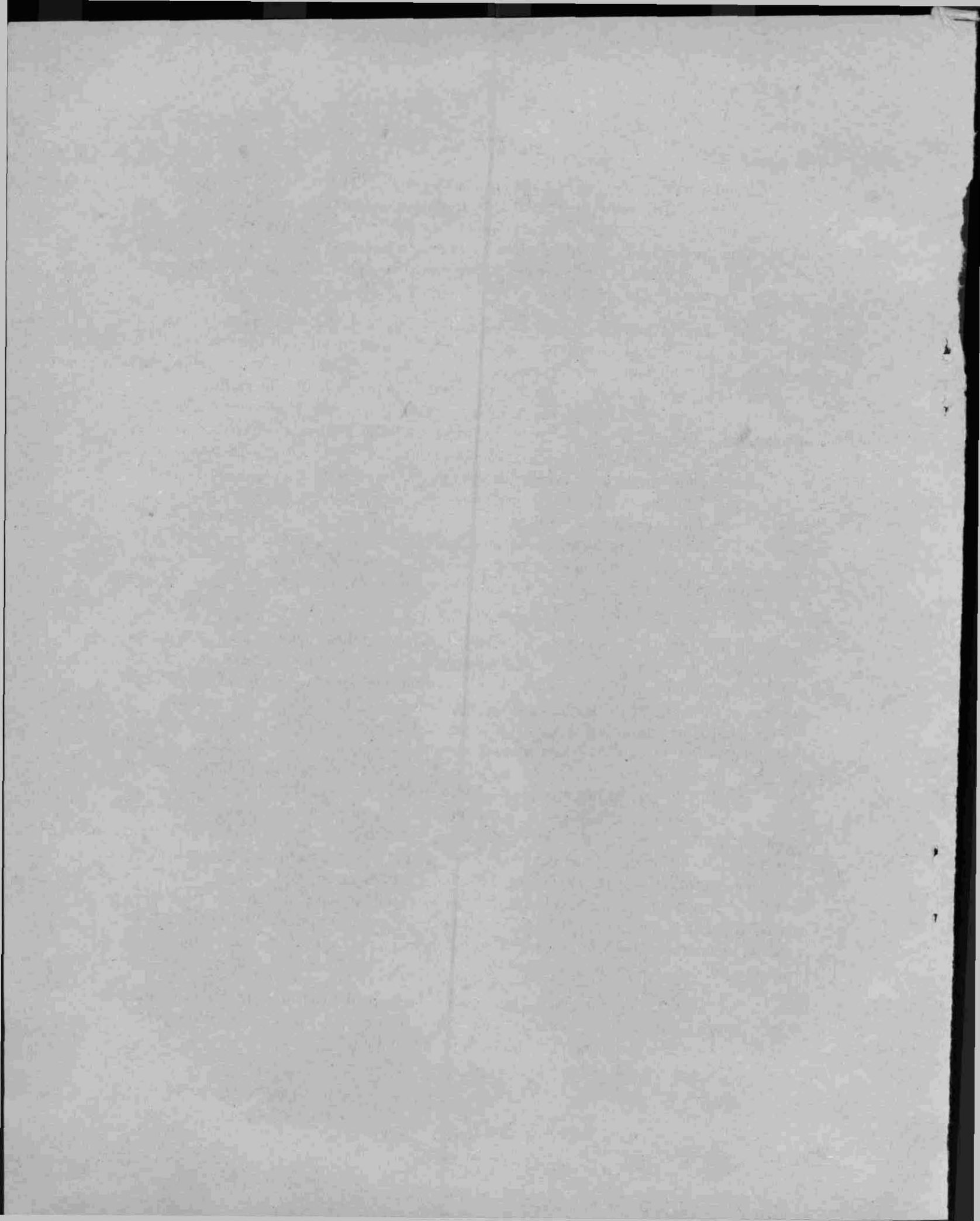
In pursuance of National Education Policy (1998-2010), a project on Curriculum Reforms (Vision 2010) is in progress. It aims to improve the quality of education through curriculum revision and textbook development. The highest priority has been assigned to the revision of curriculum with a view to update 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 coordinated 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 Bureau 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, university, college 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 Federal Act X, of 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 behaviour 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 contents 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.

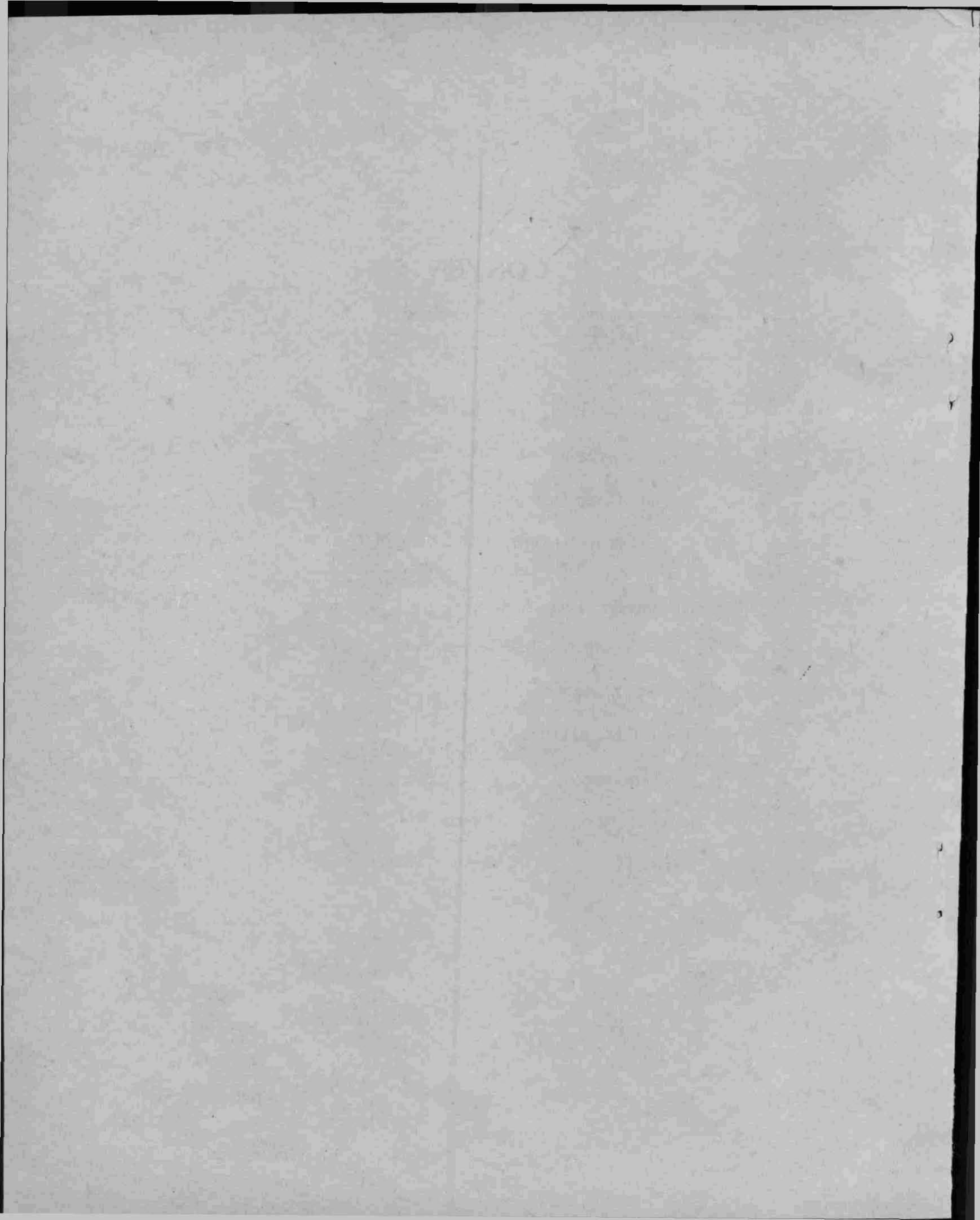
4. The Ministry of Education appreciates the contributions of all the Provincial Governments, Curriculum Bureaux and the National Curriculum Development Committees towards the revision of the National Curriculum.

(DR. HAROONA JATOI)  
Joint Educational Adviser



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## INTRODUCTION

The curriculum has been designed to introduce the basic questions and issues to the students in the discipline of Philosophy and their relation with science and society. The curriculum assumes no background knowledge of philosophy. It is therefore, important to develop textbooks both in English and Urdu or in any other medium of instruction for real implementation. Extreme care needs to be given in developing textbooks so that the intermediate level remains well below of the Degree programme.

Our aim is to establish the questions of philosophy which are related to the living issues in life. We believe that problems of philosophy are the problems of civilized society. We also know the fact that Hikmat is of paramount importance for personality traits in specific, and human beings in general. The Quraan says, "He, who is given hikmat (wisdom) is given a banded good. A great adage may serve a guiding principle for the students of philosophy. "Life is the gift of God, but beautiful living is a gift of wisdom."

It is important to note that to philosophize is to understand. The more one criticizes the better one understands. It is our cherished goal to present the issues in such a way so that to inculcate a critical approach in students. Philosophy also endeavors to provide a world- view by synthesizing human knowledge and experience (poetic experience, religious experience, etc) into an organic whole. The committee desires to enable the students to see issues in a wider socio-religious perspective and help the students a better understanding of human situation and issues related to science and society.

## GENERAL OBJECTIVES

1. To form the minds of students by developing in them the habit of consistent behavior, critical and reflective thinking.
2. To enable students to comprehend the conceptual foundation of Islamic values, system, personal and social commitments it cherishes so much.
3. To make the students aware of the social /political philosophy of Pakistan in Islamic perspective, and to enable them to dedicate their lives to the ideas of social justice, tolerance, brotherhood with the aim to promote national objectives of unity and solidarity of Pakistan.
4. To make the students to recognize the reason and logic needs to be applied in every aspect of human life.
5. To enable the students to respond the impacts of science and technology upon society and pave the way for the social change in consonance with our cultural framework.
6. To enable the students to integrate secular knowledge gained by man with the knowledge acquired through revelation made by Allah to the Prophet Muhammad (PBUH).
7. To enable the students to understand Human condition in a significant and meaningful way.
8. To enable the students to see human problems in a broader socio-religious perspective which is marred not by prejudice, ignorance and half knowledge.
9. To inculcate in students the gratitude to Allah Almighty for His blessing bestowed upon us.
10. To promote feelings of national integrity, self-reliance and behaviour pattern of national character.

## Outline of Syllabus

### Class-XI

### Paper A Elements of Philosophy

#### Chapter 1: Introduction

- a) What is Philosophy?
- b) What are the specific philosophical questions?
- c) Philosophical Approaches
- d) Criticism/Speculation

#### Chapter 2: Philosophy and Religion

- a) Questions asked in Philosophy and Religion.
- b) Their treatment
- c) Differences

#### Chapter 3: Philosophy and Science

- a) What does science try to understand?
- b) How is it different from philosophy?
- c) What role does philosophy play in the growth of science?
  - i) Interprets
  - ii) Criticizes
  - iii) Resolves conflicts
  - iv) Justifies

#### Chapter 4: Knowledge

- a) Definition of knowledge.
- b) Sources of knowledge:
  - i) Rationalism
  - ii) Empiricism
  - iii) Intuition and Revelation
  - iv) Authority

#### Chapter 5: Metaphysics

- a) Monism
- b) Dualism
- c) Pluralism
- d) School's of Idealism and Materialism

#### Chapter 6: Ethics

- a) Meaning and scope of Ethics.
- b) Ethical Theories:
  - i) Golden Mean
  - ii) Utilitarianism
  - iii) Good will.
  - iv) Islamic Theory

#### Chapter 7: Islamic values

- a) Islamic concept of Allah.
- b) Relation between man and Allah.
- c) Human rights, responsibilities and Social justice in Islam

## **Class-XII**

### **Paper B Logic and Scientific Method**

#### **Chapter 1: Introduction**

- a) Definition and scope of logic.
- b) Propositions & Arguments
- c) Premises/conclusion Indicators
- d) Types of Arguments:
  - i) Induction
  - ii) Deduction
- e) Truth & Validity

#### **Chapter 2: Language**

- a) Language as an Instrument.
- b) 3 Important uses of language:
  - i) Informative
  - ii) Expressive
  - iii) Directive

#### **Chapter 3: Informal fallacies**

- a) What is meant by fallacy?
- b) Fallacies of Relevance:
  - i) Appeal to force
  - ii) Appeal to emotions
  - iii) Appeal to pity
  - iv) Complex question
  - v) Ad hominem
  - iv) Fallacies of ambiguity:
    - Equivocation
    - Amphiboly
    - Accent

#### **Chapter 4: Categorical Propositions**

- a) Four Categorical Propositions.
- b) Quantity, quality and distribution
- c) Traditional square of opposition.
- d) Three laws of thought.

#### **Chapter 5: Categorical syllogism and simple arguments**

- a) Categorical syllogism
  - i) Figure
  - i) Mood
  - ii) Standard form
  - iii) Rules
  - iv) Venn diagram
- b) Simple arguments forms and Truth Table

#### **Chapter 6: Inductive Logic**

- a) Forms of Inductive Generalization and Inductive Analogy
- b) Factors on which their strength depends

#### **Chapter 7: Scientific Method of Explanation:**

- a) Scientific and unscientific
- b) Characteristic of a good hypothesis

**LEARNING COMPETENCIES FOR CLASS-XI**  
**PAPER A**  
**ELEMENTS OF PHILOSOPHY**  
**CHAPTER 1**  
**INTRODUCTION**

Weightage 15%

Objectives	Concept	Contents	Activities	Evaluation
<p><b><u>Cognitive:</u></b> To develop understanding philosophical issues</p> <p><b><u>Affective:</u></b> a) To develop critical and speculative modes of thinking. b) To develop a sense of rejection of dogmatism and blind following</p> <p><b><u>Psychomotor:</u></b> a) To develop skills in writing. b) To participate in discussion.</p>	Examined life (Truth, Wisdom, Goodness and Beauty)	a) What is Philosophy? b) What are the specific philosophical questions? c) Philosophical Approaches Criticism/ Speculation	i) Seminars ii) Discussions on nature of philosophy iii) Reading relevant literature	1) Evaluation/ assessment of students' comprehension through question and answer.  2) Descriptive questions.

**CHAPATER 2**  
**PHILOSOPHY AND RELIGION**

Weightage 10%

Objectives	Concepts	Contents	Activities	Evaluation
<p><b><u>Cognitive</u></b> To create awareness about philosophical questions pertaining to philosophy and religion</p> <p><b><u>Affective:</u></b> To develop a sense of rejection of dogmatism and blind following.</p> <p><b><u>Psychomotor:</u></b> 1) To develop writing skills 2) To take part in discussions.</p>	Relationship between philosophy and Religion	a) Questions asked in Philosophy and Religion. b) Their treatment c) Differences d) Allama Muhamamd Iqbal's Educational Philosophy.	1) Evaluation of human situation. 2) Discussion on various issues in philosophy and religion 3) Reading relevant literature 4) Debates 5) Speeches	1) Essay 2) Comparative study 3) Observing students' participation in group discussion.

### CHAPTER 3

## PHILOSOPHY AND SCIENCE

Weightage 10%

Objectives	Concepts	Contents	Activities	Evaluation
<p><b>Cognitive:</b> To develop understanding of philosophical questions pertaining to science and philosophy.</p> <p><b>Affective:</b> To promote appreciation of the debt of science to philosophy.</p> <p><b>Psychomotor:</b> To develop the ability to participate in argumentation and debate on living of scientific issues:</p>	Relation between philosophy and science	<p>a) What does science try to understand?</p> <p>b) How is it different from philosophy?</p> <p>c) What role does philosophy play in the growth of science?</p> <p style="margin-left: 20px;">i) Interprets</p> <p style="margin-left: 20px;">ii) Criticizes</p> <p style="margin-left: 20px;">iii) Resolves conflicts</p> <p style="margin-left: 20px;">iv) Justifies</p>	<p>1) Seminars</p> <p>2) Group discussion on current scientific issues</p> <p>3) Reading relevant literature</p> <p>4) Debates</p> <p>5) Speeches</p>	<p>1) Objective Test</p> <p>2) Comparative study</p> <p>3) Observing students' participation in group discussion</p>

### CHAPTER 4

## KNOWLEDGE

Weightage 15%

Objectives	Concepts	Contents	Activities	Evaluation
<p><b>Cognitive:</b> To develop understanding of issues pertaining to Epistemology</p> <p><b>Affective:</b> 1) To promote appreciation of Philosophical issues vis-à-vis knowledge. 2) To develop a sense of rejection of dogmatism and blind following</p> <p><b>Psychomotor:</b> To take part in discussions</p>	Theory of knowledge	<p>a) Definition of knowledge.</p> <p>b) Sources of knowledge:</p> <p style="margin-left: 20px;">i) Rationalism</p> <p style="margin-left: 20px;">ii) Empiricism</p> <p style="margin-left: 20px;">iii) Intuition and Revelation</p> <p style="margin-left: 20px;">iv) Authority</p> <p>c) Introduction of basic philosophy of Imam Ghazali</p>	<p>1) Seminars</p> <p>2) Group discussion on the nature of knowledge</p> <p>3) Reading relevant literature</p> <p>4) Questions/ Answers Sessions</p>	<p>1) Objective Test</p> <p>2) Quiz</p> <p>3) Descriptive questions</p> <p>4) Observing students participation in group discussions</p>

**CHAPTER 5**  
**METAPHYSICS**

Weightage: 10%

Objectives	Concepts	Contents	Activities	Evaluation
<p><b><u>Cognitive:</u></b> To develop understanding of the various theories of reality.</p> <p><b><u>Affective:</u></b> To promote appreciation and a sense of criticism towards and criticize various theories of Reality</p> <p><b><u>Psychomotor:</u></b> To argue and discuss metaphysical issues.</p>	<p>a) Nature of Reality</p> <p>b) Problem of Substance</p>	<p>a) Monism</p> <p>b) Dualism</p> <p>c) Pluralism</p> <p>d) School's of Idealism and Materialism</p>	<p>1) Seminars</p> <p>2) Discussion on the nature of reality and metaphysical schools.</p> <p>3) Reading relevant literature</p>	<p>1) Objective Test</p> <p>2) Quiz</p> <p>3) Descriptive questions</p> <p>4) Judging pupil's ability to frame arguments and discuss on philosophical debate.</p>

**CHAPTER 6**  
**ETHICS**

Weightage 15%

Objectives	Concepts	Contents	Activities	Evaluation
<p><b><u>Cognitive:</u></b> To develop understanding of moral principles.</p> <p><b><u>Affective:</u></b> To promote a sense of respect for moral values.</p> <p><b><u>Psychomotor:</u></b> To apply Oral principles on living issues.</p>	<p>Evaluation of Human action.</p>	<p>a) Meaning and scope of Ethics.</p> <p>b) Ethical Theories:</p> <p style="padding-left: 20px;">i) Golden Mean</p> <p style="padding-left: 20px;">ii) Utilitarianism</p> <p style="padding-left: 20px;">iii) Good will.</p> <p>c) Islamic theory of Ethics</p>	<p>1) Seminars</p> <p>2) Discussion on the nature of moral theories and ethical terms.</p> <p>3) Reading relevant literature</p>	<p>1) Essay</p> <p>2) Descriptive questions.</p> <p>3) Assessing students' ability during group discussion</p>

## CHAPTER 7

### ISLAMIC VALUES

Weightage 15%

Objectives	Concepts	Contents	Activities	Evaluation
<p><b>Cognitive:</b> To develop understanding of Islamic values</p> <p><b>Affective:</b> To promote a sense of respect for Islamic values.</p> <p><b>Psychomotor:</b> To discuss and write on Islamic values.</p>	Meaning and nature of values in Islam.	1) Islamic concept of Allah 2) Relation between man and Allah. 3) Human rights & responsibilities and Social justice in Islam	1) Seminars 2) Group discussion on the nature values in Islam and what it means to be a Muslim. 3) Reading relevant literature	1) Essay 2) Descriptive questions. 3) Assessing students' ability during group discussions

## CHAPTER 8

### HIKMA: MEANING & SCOPE

Weightage 10%

Objectives	Concepts	Contents	Activities	Evaluation
<p><b>Cognitive:</b> 1) To develop understanding of meaning of Hikma 2) To promote comprehension of the significance of Risalat</p> <p><b>Affective:</b> a) To develop a sense of respect b) Values of Islamic brotherhood.</p> <p><b>Psychomotor:</b> To participate in philosophical discussion effectively &amp; confidently.</p>	Hikma:  Meaning & Scope -	a) Meaning of Hikma b) Conceptual basis of Islam: Tauhid-Unity and Solidarity of mankind. c) Risalat respect for humanity, Social Justice, Tolerance, Universal brotherhood	1. Class test  2. Group discussion  3. Speeches  4. Seminar  5. Home assignments  6. Question/Answer Techniques.	1. Objective type tests  2. Subjective Questions  3. Observing & assessing the students while group discussion and speeches are being held.



# LEARNING COMPETENCIES FOR CLASS-XII

## PAPER B LOGIC AND SCIENTIFIC METHOD

### CHAPTER 1

#### INTRODUCTION

Weightage: 15%

Objectives	Concept	Contents	Activities	Evaluation
<p><b>Cognitive:</b> To develop understanding of Logic and Arguments.</p> <p><b>Affective:</b> To develop a sense of critical and argumentative mode of thinking.</p> <p><b>Psychomotor:</b> To develop the ability to draw diagrams/visual representation of arguments.</p>	<p>a) Nature of Logic.</p> <p>b) Structure of Arguments.</p>	<p>a) Definition and scope of logic.</p> <p>b) Propositions &amp; Arguments</p> <p>c) Premises/conclusion Indicators</p> <p>d) Types of Arguments: i) Inductive ii) Deductive</p> <p>e) Truth &amp; Validity</p>	<p>1) Problem solving, identifying arguments, premises and conclusion through class-room tests.</p> <p>2) Question/ Answer &amp; Home assignment activities</p>	<p>1) Objective type tests.</p> <p>2) Essay</p> <p>3) Comparative study.</p>

### CHAPTER 2

#### LANGUAGE

Weightage: 10%

Objectives	Concepts	Contents	Activities	Evaluation
<p><b>Cognitive:</b> To develop understanding of the nature and important functions of language.</p> <p><b>Affective:</b> To appreciate the multiplicity of use of language.</p> <p><b>Psychomotor:</b> To decipher different uses of language.</p>	<p>Nature and functions of Language.</p>	<p>a) Language as an Instrument.</p> <p>b) Three Important uses of language: i) Informative ii) Expressive iii) Directive</p>	<p>Problem solving, identifying different uses of language given in the exercises</p>	<p>1) Objective type tests.</p> <p>2) Essay</p>

### CHAPTER 3

## INFORMAL FALLACIES

Weightage: 15%

Objectives	Concepts	Contents	Activities	Evaluation
<p><b>Cognitive:</b> To develop understanding of the nature of fallacies.</p> <p><b>Affective:</b> To promote appreciation for the ways to avoid fallacies of relevance and ambiguity.</p> <p><b>Psychomotor:</b> To identify fallacies in daily life.</p>	<p>Informal fallacies:</p> <p>i) Fallacies of Relevance</p> <p>ii) Fallacies of Ambiguity</p>	<p>a) What is meant by fallacy?</p> <p>b) Fallacies of Relevance:</p> <p>i) Appeal to force</p> <p>ii) Appeal to emotions</p> <p>iii) Appeal to pity</p> <p>iv) Complex question</p> <p>v) Ad hominem</p> <p>c) Fallacies of ambiguity:</p> <p>1) Equivocation</p> <p>2) Amphiboly</p> <p>3) Accent</p>	<p>Problem solving, identifying different fallacies from the passages contained in the exercises/news papers etc.,</p>	<p>1) Objective type tests.</p> <p>2) Descriptive questions</p> <p>3) Quiz</p>

### CHAPTER 4

## CATEGORICAL PROPOSITIONS

Weightage: 15%

Objectives	Concepts	Contents	Activities	Evaluation
<p><b>Cognitive:</b> To develop understanding standard form-categorical proposition.</p> <p><b>Affective:</b> To develop a sense of distinguishing quality, quantity and distribution.</p> <p><b>Psychomotor:</b> 1) To draw chart of traditional square of opposition. 2) Draw Venn diagram.</p>	<p>Standard form categorical propositions</p>	<p>a) Four Categorical Propositions.</p> <p>b) Quantity, quality and distribution</p> <p>c) Traditional squares of opposition.</p> <p>d) Three laws of thought.</p>	<p>Problem solving: solution of questions relating to categorical propositions and traditional square of opposition contained in the exercise.</p>	<p>1) Objective type tests.</p> <p>2) Descriptive questions</p> <p>3) Quiz</p>

## CHAPTER 5

### CATEGORICAL SYLLOGISM AND SIMPLE ARGUMENTS

Weightage: 15%

Objectives	Concepts	Contents	Activities	Evaluation
<p><b>Cognitive:</b> To understand the nature standard form categorical syllogism argument forms.</p> <p><b>Affective:</b> To Appreciate the role of categorical syllogism in daily life and various disciplines.</p> <p><b>Psychomotor:</b> To draw Venn Diagram</p>	Validity of Categorical syllogism	<p>a) Categorical syllogism</p> <ol style="list-style-type: none"> <li>1) Figure</li> <li>2) Mood</li> <li>3) Standard form</li> <li>4) Rules</li> <li>5) Venn diagram</li> </ol> <p>b) Simple argument forms and Truth Table</p>	Problem solving: solution of questions relating to categorical syllogism contained in exercise	Determining the validity of syllogism. Short questions. Quiz

## CHAPTER 6

### INDUCTIVE LOGIC

Weightage: 15%

Objectives	Concepts	Contents	Activities	Evaluation
<p><b>Cognitive:</b> To understand inductive arguments.</p> <p><b>Affective:</b> To appreciate the use of inductive arguments in daily life and science.</p> <p><b>Psychomotor:</b> To use inductive arguments to solve practical problems.</p>	Inductive generalization Inductive Analogy	<p>a) Forms of Inductive Generalization Inductive Analogy</p> <p>b) Factors on which their strength depends</p>	Problem solving: Judging the strength of inductive Arguments.	<ol style="list-style-type: none"> <li>1) Descriptive questions.</li> <li>2) Objective test:</li> <li>3) Determining the strength of inductive arguments.</li> </ol>

## CHAPTER 7

### SCIENTIFIC METHOD EXPLANATION

Weightage: 15%

<b>Objectives</b>	<b>Concepts</b>	<b>Contents</b>	<b>Activities</b>	<b>Evaluation</b>
<p><b><u>Cognitive:</u></b> To develop understanding of the nature of scientific inquiry.</p> <p><b><u>Affective:</u></b> To develop a sense of respect for the using scientific method.</p> <p><b><u>Psychomotor:</u></b> To give scientific explanations in problems of daily life.</p>	Scientific method and explanation	Explanations: 1) Scientific and unscientific Characteristic of a good hypothesis	1) Group discussion  2) Home assignments  3) Class-room tests	1) Descriptive questions  2) Objective tests  3) Assessing students abilities during discussion.

## TEACHING STRATEGIES

1. Teachers should use the objective method of teaching and emphasis on probing, brain storming and problem solving specially in the course for Logic.
2. Overhead projectors, charts, diagrams etc, should be used in teaching.
3. Group discussions, debates, seminars etc on key issues must be the integral part of classroom activity, especially in Paper A.
4. In paper B feature exercises provided at the end of the chapters must be given due importance.

## **GUIDELINES FOR TEXTBOOK DEVELOPERS**

### Guidelines for text book writing.

1. The curriculum assumes no background knowledge of philosophy. It is, therefore, important to develop textbooks, both in English and Urdu or in any other medium of instruction for real implementation of committee's suggestion.
2. Extreme care needs to be given in preparing textbooks so that intermediate level remains well below of the Degree programme.
3. A textbook may preferably be written by a panel of authors and then reviewed by panel of experts at National level.
4. At the end of each chapter, summary of the chapter in the form of every points may be given.
5. A descriptive glossary should be appended in the textbooks. This glossary should include and explain important term used in main body the of book.
6. Textbook writers are desired to complete the textbook as early as possible.
7. There shall be two textbooks based respectively on the first course and the second course, each of approximately 150- 200 pages of 18 X 23/ 8 size, one for class XI and one for class XII.
8. Thought prevailing quantities may also be included at the end of the chapter.

## RESOURCE MATERIAL

### a) Paper I Elements of philosophy

- |  |              |
|--|--------------|
| 1. <i>Living Issues in Philosophy</i>                  | H.H. Titus   |
| 2. <i>The Range of Philosophy</i>                      | H.H. Titus   |
| 3. <i>Types of Philosophy</i>                          | H.Hocking    |
| 4. <i>Philosophy: The Basics</i>                       | N.Warburton. |
| 5. <i>Philosophy: The Classics</i>                     | N.Warburton. |
| 6. <i>Reconstruction of Religious Thought in Islam</i> | M. Iqbal     |
| 7. <i>Metaphysics of Iqbal</i>                         | E.Eshrat     |

### Paper – II Logic and scientific method

- |  |                          |
|--|--------------------------|
| 1. <i>An Introduction to Logic</i>                     | I. M. Copi and C. Cohen. |
| 2. <i>The Art of Reasoning</i>                         | D. Kelly                 |
| 3. <i>Elements of Logic</i>                            | S. Barker.               |
| 4. <i>Elements of Modern Logic</i>                     | R.L. Stebbing            |
| 5. <i>Introduction to Logic</i>                        | P. Suppes                |
| 6. <i>Introduction to Logic and Scientific Methods</i> | Cohen and Nagel          |
| 7. <i>General Logic</i>                                | E. M. Adam               |

## ASSESSMENT AND EVALUATION

1. Examination should aim at testing the knowledge and its application to situations.
2. Problem solving and objective type tests items be used as much as possible.
3. Descriptive questions should also be asked specially in elements of philosophy (XI)
4. The objective questions are to be patterned as follows
  - a) Completion
  - b) Multiple choice:
  - c) Matching:
  - d) True/False:
  - e) Short answers:.

5. **Distribution of marks:**

Boards of Intermediate and Secondary Education at the end of academic years will follow the distribution of marks as under:

- |               |                              |                  |
|---------------|------------------------------|------------------|
| a) Paper – I  | Elements of Philosophy       | Total marks= 100 |
| b) Paper – II | Logic and Scientific Methods | Total marks= 100 |

Five questions of 20 marks each. One section based on objective type test items will (compulsory).



## TEACHER TRAINING

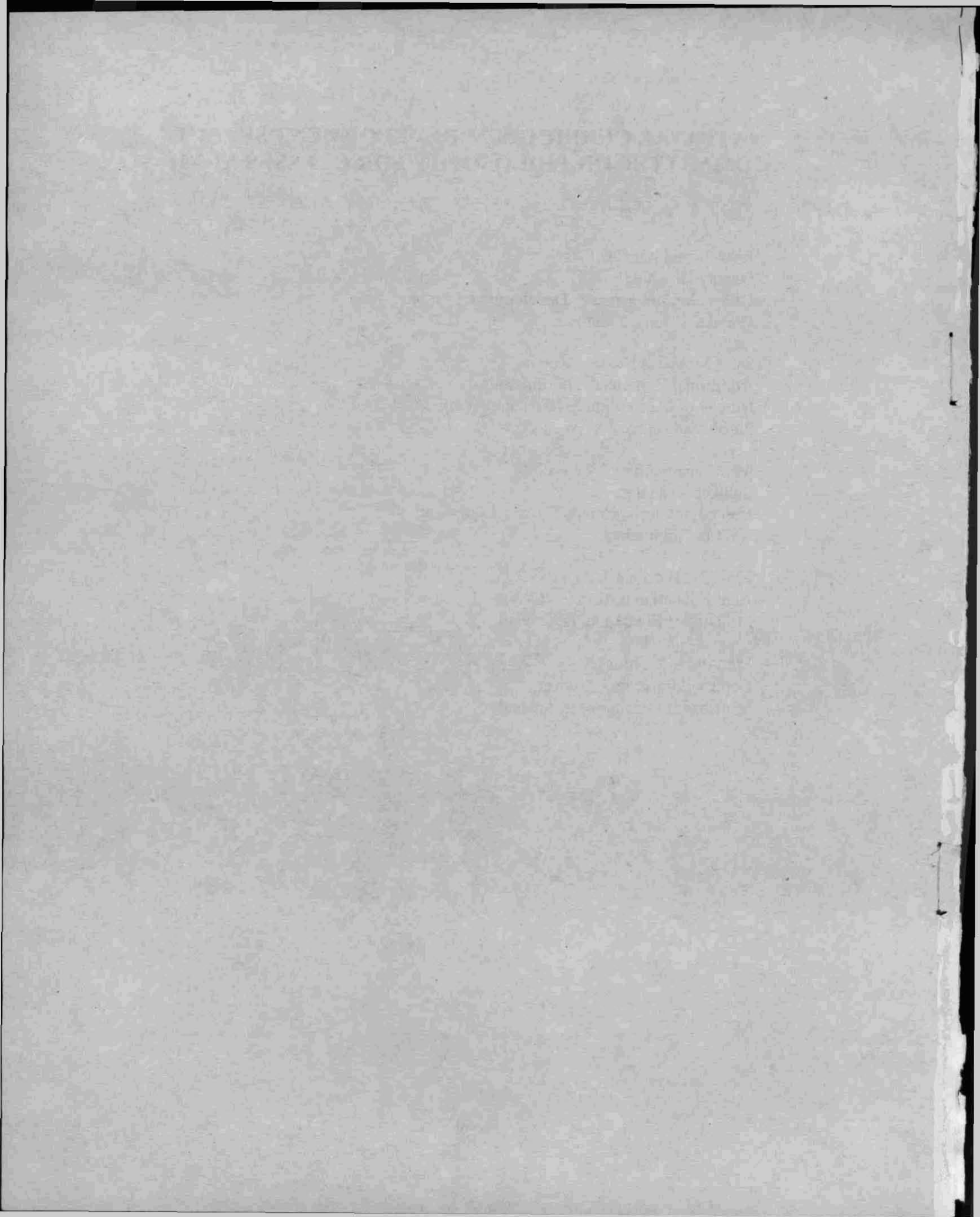
1. Refresher courses be arranged to orientate the teachers regarding the objectives and methods of teaching for and to acquaint them with recent trends in the subject.
2. Academy of Teachers: there is a need for an academy for college teachers where they will be given pre service/ in service training in modern methods of teaching Philosophy.

## NATIONAL CURRICULUM DEVELOPMENT COMMITTEE ON PHILOSOPHY FOR CLASSES XI - XII

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