Summary of the Teaching of Philosophy in Pakistan

Philosophy in the National goals of Education
The main goal of education in Pakistan is to develop citizens who live their lives according to the teachings of Islam as stated in the Quran and Sunnah but also to become true practicing Muslims. Philosophy related national goals are:

- To make the Quranic principles and Islamic practices an integral part of curricula so that the message of the Holy Quran could be disseminated in the process of education and training; to educate and train the future generation of Pakistan as a true practicing Muslim who would be able to usher into the next millennium with courage, confidence, wisdom and tolerance
- To meet the basic learning needs of children in terms of learning tools and contents

Primary education
The main goal of primary education is “to meet everyone’s basic learning needs, to provide tools necessary for people to survive and improve the quality of their lives through continuous learning.” Primary education consists of five years but the system will be transformed into a three-stage model in which primary education will consist of eight years including the middle classes (VI-VIII).

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3 Ibid.
4 http://www.ibe.unesco.org/
5 Ibid.
6 Ibid.
7 Ibid.

This draft country briefing was prepared for comment by RUSHAP, UNESCO Bangkok. Comments are welcome to rushap.bgk@unesco.org
The weekly timetable for primary education is presented in the table below.

<table>
<thead>
<tr>
<th>Subject</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>First language</td>
<td>840</td>
<td>840</td>
<td>720</td>
<td>240</td>
<td>240</td>
<td>-</td>
</tr>
<tr>
<td>Second language</td>
<td>-</td>
<td>-</td>
<td>240</td>
<td>240</td>
<td>240</td>
<td>-</td>
</tr>
<tr>
<td>Activity based on textbooks</td>
<td>144</td>
<td>144</td>
<td>80</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Mathematics</td>
<td>360</td>
<td>360</td>
<td>240</td>
<td>240</td>
<td>240</td>
<td>-</td>
</tr>
<tr>
<td>Islamic education*</td>
<td>72</td>
<td>72</td>
<td>120</td>
<td>240</td>
<td>240</td>
<td>-</td>
</tr>
<tr>
<td>Physical education</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>-</td>
</tr>
<tr>
<td>Science</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>192</td>
<td>192</td>
<td>-</td>
</tr>
<tr>
<td>Pakistan social studies</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>144</td>
<td>144</td>
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<tr>
<td>Arts</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>120</td>
<td>120</td>
<td>-</td>
</tr>
<tr>
<td>Tree plantation/manual work</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>24</td>
<td>24</td>
<td>-</td>
</tr>
</tbody>
</table>

*Instead of Islamic education, non-Muslim students study moral education

Assessment
Not available at this moment

Case studies of philosophy teaching in primary schools: Identified courses called “philosophy” in schools
Not available at this moment.

Case studies of philosophy teaching in primary schools: Philosophy related teaching in schools
Not available at this moment.
**Secondary education**

Secondary education lasts seven years, which are divided into three stages. The first stage consists of three years (VI-VIII), the second stage consists of two years (IX-X) and the final one, which is seen as being part of college education, consists also of two years (XI-XII).

### Several important philosophy teaching related challenges regarding secondary education according to the 1998 National Education Policy

- “Adequate preparation to enter the world of work as well as to pursue higher education.”
- “Improving the quality of teachers in terms of both academic and professional accomplishment; this will also increase the supply of improved teaching materials and improved methods of training.”


The weekly timetable for lower secondary education (grades 6, 7, and 8) is presented below.

<table>
<thead>
<tr>
<th>Weekly time allocation per grade in minutes for lower secondary education</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>First language</td>
<td>240</td>
<td>240</td>
<td>240</td>
</tr>
<tr>
<td>Second language</td>
<td>160</td>
<td>160</td>
<td>160</td>
</tr>
<tr>
<td>English</td>
<td>240</td>
<td>240</td>
<td>240</td>
</tr>
<tr>
<td>Arabic</td>
<td>120</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Mathematics</td>
<td>160</td>
<td>160</td>
<td>160</td>
</tr>
<tr>
<td>Science</td>
<td>120</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Pakistan social studies</td>
<td>120</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Health and physical education</td>
<td>120</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Islamic/Moral education</td>
<td>160</td>
<td>160</td>
<td>160</td>
</tr>
<tr>
<td>Drawing/Persian/Agricultural technology</td>
<td>240</td>
<td>240</td>
<td>240</td>
</tr>
<tr>
<td>Tree plantation/manual work</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>


The weekly timetable for higher secondary education (grades 9 and 10) is presented below.

<table>
<thead>
<tr>
<th>Weekly time allocation per grade in minutes for higher secondary education</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urdu</td>
<td>160-240</td>
<td>160-240</td>
</tr>
<tr>
<td>English</td>
<td>240</td>
<td>240</td>
</tr>
<tr>
<td>Pakistan studies</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Islamic education</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Mathematics</td>
<td>160</td>
<td>160</td>
</tr>
<tr>
<td>General Science</td>
<td>160</td>
<td>160</td>
</tr>
<tr>
<td>Two subject from the “Y” list or one subject from the “Z” list of subjects*</td>
<td>160/160</td>
<td>160/160</td>
</tr>
<tr>
<td>Physics</td>
<td>160+120**</td>
<td>160+120**</td>
</tr>
<tr>
<td>Chemistry</td>
<td>160+120**</td>
<td>160+120**</td>
</tr>
<tr>
<td>Biology/Computer Science</td>
<td>160+120**</td>
<td>160+120**</td>
</tr>
<tr>
<td>Physical exercise</td>
<td>15-20</td>
<td>15-20</td>
</tr>
<tr>
<td>Training in civil defence, first aid and nursing</td>
<td></td>
<td>75 hours in two years</td>
</tr>
</tbody>
</table>

“Y” list: Physical physiology and hygiene, Geometrical and technical drawing, Geology, Astronomy and space science, Arts and model drawing, Environmental studies, Islamic studies or Islamic history, History of Indo-Pak. sub-continent, Arabic, Persian, Geography, Economics, Civics, Food and nutrition, Related art, Household accounts and related problems, Elements of home economics, Management for better homes, Clothing and textile, Child development and family living, Military science, Commercial geography, Computer science, Music, Urdu literature, English literature, Sindhi, Punjabi, Pashto, Balochi, Gujrati, Turkish, Bangali, Chinese, French, Russian, German, Japanese, Spanish.


For higher secondary education (grades 11 and 12) the following courses were taught in 2006:

- Urdu
- English
- Pakistan studies
- Islamic education
- Pre-medical
  - Science, Physics and Biology
- Pre-Engineering
  - Physics, Chemistry and Mathematics
- General group
  - Physics, Mathematics, Statistics
  - Mathematics, Economics, Statistics
  - Economics, Mathematics, Computer studies
  - Physics, Mathematics, Computer studies
  - Mathematics, Statistics, Computer studies
- Humanities groups (one subject from each group)
  - I: Mathematics, Economics, History, Islamic studies, Library Science
  - II: Statistics, Islamic studies, Health and Physical education, History
  - III: Psychology, Geography, Civics, Arabic/Persian, Urdu (advanced)/Arabic, Civics
- Medical technology group
  - Elementary anatomy and microtechniques
  - Haematology and blood banking
  - Microbiology I
  - Microbiology II
  - Clinical pathology and serology
  - Elementary Chemistry and Chemistry Pathology

In 2007, to obtain the Higher Secondary School Certificate I and II (HSSC I and HSSC II), the following courses were mentioned as part of the annual examination:

- Biology, Chemistry, Civics, Commerce group, Computer science, Economics, Education, English, Fine arts, Geography, Health and physical education, Histories, Islamiat Lazmi, Islamic culture, Islamic education elective (only for HSSC II), Islamic

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^ http://fbise.edu.pk/curr_hssc1.html
Assessment
Assessment is based on external examinations, which test skills of memorization.

Case studies of philosophy teaching in secondary schools: Identified courses called “philosophy” in schools
During grades 11 and 12 Philosophy is part of the curriculum as a separate course. The main goals of the philosophy syllabus are:

- To form the minds of students by developing in them the habit of consistent behaviour, critical and reflective thinking.
- To enable students to comprehend the conceptual foundation of Islamic values, system, personal and social commitments it cherishes so much.
- 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.
- To make the students to recognize the reason and logic needs to be applied in every aspect of human life.
- 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.
- 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).
- To enable the students to understand human condition in a significant and meaningful way.
- To enable the students to see human problems in a broader socio-religious perspective, which is marred not by prejudice, ignorance and half knowledge.
- To inculcate in students the gratitude to Allah Almighty for His blessing bestowed upon us.
- To promote feelings of national integrity, self-reliance and behaviour pattern of national character.

The syllabus consists of 7 elements of which the “Philosophy and Religion” element is presented below:

9 http://fbise.edu.pk/model_hssc.html
The syllabus also gives several suggestions for assessing student performance. Test questions should include knowledge, comprehension, application, analysis and synthesis of the material and reflect the relevant objectives. Testing should also take place at least twice a month not including the routine exams. The final public examination should be accompanied by two internal examinations. Finally, the recommended place for examinations is the classroom and teachers are encouraged to develop dynamic and innovative evaluation methods.

From grade 3 to 12 Ethics is taught. The main goal of the course is to promote in students social and moral values and build their character based on these values. The ethics curriculum covers five areas:

1. Introduction to religions
2. Social and moral values
3. Social etiquettes
4. Personalities
5. Religious festivals

The specific goals of the course are as follows:\(^{11}\):

- **Build character of the students to enable them to play a vital and positive role in the society**
- **Provide students with pure teachings and social skills to bring about a change in their thought and behaviour towards fellow human beings**
- **Understand the primacy of religious teachings and their value in social life**
- **Translate human values into practice, through “role-models”. (Therefore, various remarkable and outstanding personalities are included in the curriculum.)**
- **Develop etiquettes and mannerisms in students**
- **Create and develop students as the responsible members of the society. (For achieving this authentic and relevant material from sacred books of different religions will be included in the syllabi. This will enable students to not only enjoy their rights but also discharge their duties and responsibilities in the best possible manner.)**

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\(^{10}\) [http://fbise.edu.pk/model_hssc.html]

\(^{11}\) [http://www.moe.gov.pk/Curriculum.htm]

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• Practice and promote socialization among members of all faiths. (For achieving this, some festivals have been included for different religions.)

Case studies of philosophy teaching in secondary schools: Philosophy related teaching in schools

During grades 11 and 12 Sociology is part of the curriculum as a separate course. The main goals of the sociology syllabus are:12

• Emphasize learning of general sociological themes in the way that it encourages understanding, creativity, observation, application, evaluation and other higher order skills.

• Develop an understanding of the subject of sociology with respect to its nature, significance, scope, subject matter and key concepts and the distinctive nature of sociological explanation.

• Develop comprehension of the contribution of some other social disciplines to social understanding.

• Promote understanding of things in the context of their own culture, society and Islamic heritage reflected in the code of personal and social life.

• Develop an understanding of sociological interpretation of the relationship between the individual, culture, community and society and the nature of institutional structure within a society.

• Inculcate among students strong sense of gratitude to Almighty Allah for His blessings bestowed upon us and also feelings of national integrity and self-reliance and the behaviour patterns of national character.

• Develop an understanding about social research and its application in the context of emerging social problems in Pakistan.

• Promote awareness about the nature and processes of social control and social structural changes in the analytically separable elements of society.

• Promote a positive attitude towards sociology as an intellectually satisfying discipline relevant to everyday life.

12 http://fbise.edu.pk/model_hssc.html
The syllabus consists of 8 elements of which the “Culture and Civilization” element\(^\text{13}\) is presented below:

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Concepts</th>
<th>Contents</th>
<th>Activities</th>
</tr>
</thead>
</table>

**Affective**

1. Develop a sense that every culture and civilization has a unique in part on individual and groups.
2. Demonstrate sense of respect and affection for Islamic culture and civilization.
3. Develop a positive attitude towards Islamic culture and civilization.

**Psychomotor**

1. Collect information/data
2. Organize functions.
3. Use computer.
4. Take part in group activities.

Various teaching strategies are encouraged to develop higher order thinking skills. Recommended strategies\(^\text{14}\) are:

- Investigation approach
- Activity oriented approach
- Student centred approach
- Question/answer approach
- Seminars
- Group discussion/work
- Role plays

Assessment recommendations are the same as with the philosophy course.

**Identified programmes to provide teaching materials in philosophy**

The course books, which are recommended for the philosophy courses in HSSC I & II are listed below.

**Elements Of Philosophy**

\(^{13}\) [http://fbise.edu.pk/model_hssc.html](http://fbise.edu.pk/model_hssc.html)

\(^{14}\) Ibid.
1. Logic And Scientific Method

1. مطلب
Written by: Dr. M. Maarof

2. مطلب اختراعی
Written by: Prof Karamat Hussain

3. مطلب استقراضی
Written by: Prof Karamat Hussain

4. Deductive Logic
Written by: Prof Karamat Hussain

5. Inductive Logic
Written by: Prof Karamat Hussain

6. Introduction to Logic
Written by: Irbing Copi

Links


http://fbise.edu.pk/ (Federal Board of Intermediate and Secondary Education, Islamabad, Islamic Republic of Pakistan)

http://www.ibe.unesco.org/

http://www.moe.gov.pk/Curriculum.htm

**Acknowledgments**

This summary was prepared by Arthur Wolf, and comments on initial drafts were made by several experts.