

GOVERNMENT OF SINDH

Bureau of Curriculum & Extension Wing Sindh

CURRICULUM ETHICS

For Grades VI – VIII

Jamshoro

INTRODUCTION

The purpose of teaching “Ethics” to the students is to promote social and moral values in them and building of their characters on these values. The ethical and moral values have universal application; therefore all major religions of the world encompass and insist on the believers to practice these values in their lives.

Education of Ethics through religious teachings can benefit the society in three ways:

1. Students should realize that all religions teach the similar values and there is no reason to have negative feelings against other faiths. The experience of learning common moral teachings will bring the people of different faiths closer to each other.
2. The present generation will grow up with healthy, tolerant and sound moral character which will ultimately result in the creation of a “good society”. Such a society has been a dream of sages throughout the history.
3. It encourages thinking about how far individual moral responsibility should extend by considering the consequences of certain practices. It will also enable the students to provide reasons to support their arguments. Research shows that well-reasoned judgment does not come automatically, therefore, skills are best developed by engaging children in collaborated dialogues about wide range of issues.

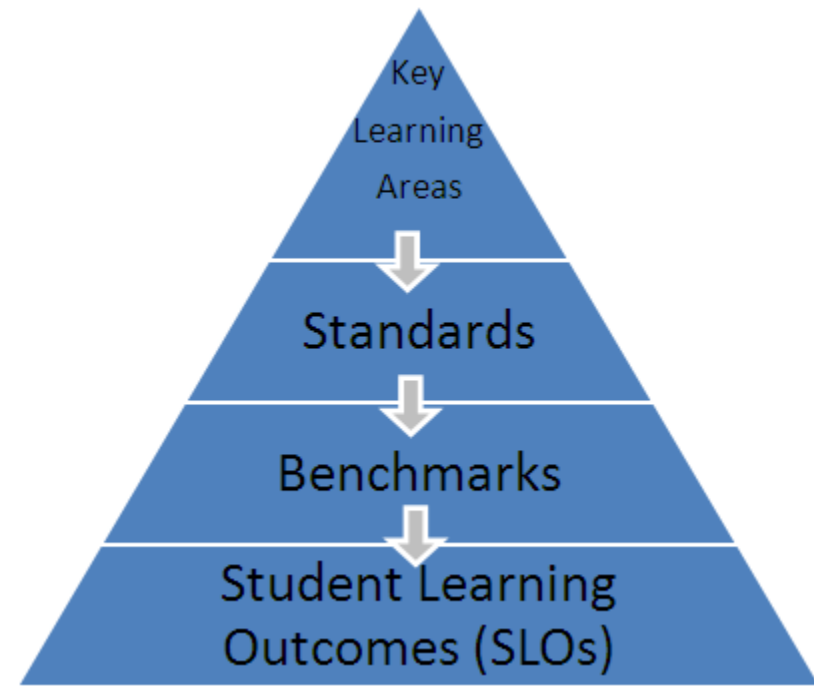
Keeping in view the above mentioned realities, the curriculum of Ethics is “progressive, liberal and all inclusive. It covers moral teachings of the major religions of the world with special reference to Pakistan.

This curriculum covers mainly five areas in all grades i.e. grades III-XII:



1. **Introduction to Religions:** This section deals with a brief introduction to major religions of the world and their development. It will cover primitive religious concepts and then concentrate on the highly developed and organized religions like Hinduism, Judaism, Christianity and Islam.
2. **Social and Moral Values:** This section will focus on Ethical values according to the teachings of the major religions of the world and their applications and implications in everyday life. These values have been selected for each grade level keeping in view the cognitive level of the students and their exposure to different aspects of social life.

3. **Social Etiquettes:** The education of ethics has no value unless it is practiced by the students. For achieving this goal, etiquettes of various social situations have been included in the curriculum.
4. **Personalities:** In each grade various remarkable and outstanding personalities from various religious backgrounds have been included as “role-models” and examples of good character for the students. The selection of these personalities for each grade has been made in accordance with the cognitive level of students
5. **Religious Festivals:** For making students more familiar with major religions and their social practices, some religious festivals have been included in the curriculum for grades VI – VIII. The purpose is to encourage students to participate in, observe and respect these festivals. This type of interaction among people can potentially produce a difference in society.



AIMS & OBJECTIVES

The specific aims and objectives devising the progressive, liberal and constructive curriculum of “Ethics” are as follows:

- 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 thoughts and behavior 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 mannerism 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 syllabi. This will enable students to not only enjoy their rights but also discharge their duties and responsibilities in the best possible manner.)
- Practice and promote socialization among members of all faiths. (For achieving this, some festivals have been included from different religions.)

Content Organization (Grade VI-VIII)

The areas mentioned above constitute the foundation on which are laid in curriculum standards. As known, curriculum standards need to be broad, descriptive and qualitative statements, setting clearly what is expected from the students in words and deeds in a particular area at the end of learning cycle.

Various developmental levels have been specified by benchmarks which indicate, what students would now be able to do, to display temperament developed as a result of learning.

The curriculum also fixes achievable and measurable SLOs for each grade that must be achieved by the students at the end of each grade.

Standard 1: Introduction to Religion

Students will explain the contribution of religion in human development focusing on Arts, Literature, Architecture and social welfare. It will also focus on primitive religious concepts and highly developed and organized religions like Hinduism, Judaism, Christianity and Islam

Benchmarks:

The students are expected to:

- Describe the development of Sikhism, Zoroastrianism, Confucianism and Toaism
- Identify religious books of Sikhism, Zoroastrianism, Confucianism and Toaism
- Distinguish between the religious teachings.

Student Learning Outcomes:

Standard 1: Unit 1	Grade VI
Themes	SLOs
	The student will be able to:
Introduction to Religions	<ul style="list-style-type: none">• Define religions• Recognize other religious and their beliefs.• Discuss the importance of religion in a society;• Illustrate with examples different ways of understanding religion;• Suggest ways in which religion can be applied in personal, social and public life.
Contribution of Religions of Human Development	<ul style="list-style-type: none">• Describe the meaning of human development• Discuss the components of human development• Explain how religions contribute towards human development
Development of good characters and values	<ul style="list-style-type: none">• Describe what is character• Describe what are values

	<ul style="list-style-type: none"> • Identify the key characteristics of good character and values • Differentiate between good and bad character and values • Identify the need for the development of a good character • Identify the quotations from the Holy Books related to the development of good character and values
Introduction and Development of Sikhism	<ul style="list-style-type: none"> • Describe the term of Sikhism • Identify of key principles of Sikhism • Identify the 5 key identities of Sikhism • Trace the origin of Sikhism • State the developments of Sikhism
Great Gurus	<ul style="list-style-type: none"> • Name the great gurus of Sikhism • Describe the achievements of the great gurus of Sikhism
Holy Books	<ul style="list-style-type: none"> • Name the holy book of Sikhism “Guru Granth Sahib” • Describe the teachings in the holy book of Guru Granth Sahib
Religious Teachings	<ul style="list-style-type: none"> • Describe the religious teachings of baba Guru Nanak • Examine the role of Guru Nanak’s teaching in the development of religious harmony in the subcontinent

Standard 1: Unit 1	Grade VII
Themes	SLOs
	The student will be able to:
Contribution of Religions towards Arts, Literature and Architecture	<ul style="list-style-type: none"> • Define Arts • Define literature • Define architecture • Identify the contribution of religions towards Arts • Identify the contribution of religions towards literature

	<ul style="list-style-type: none"> Identify the contribution of religions towards architecture
Introduction and Development of Zoroastrianism	<ul style="list-style-type: none"> Describe the term of Zoroastrianism Identify of key principles of Zoroastrianism Identify the key identities of Zoroastrianism Trace the origin of Zoroastrianism State the developments of Zoroastrianism
Basic Concepts (Yazdan and Ahriman)	<ul style="list-style-type: none"> Identify YAZDAN- Goodness present in human nature. Identify AHRIMAN – Evil element present in human nature.
Holy Books	<ul style="list-style-type: none"> Name the holy book of Zoroastrianism “Avesta” Describe the teachings in the holy book.
Religious Teachings	<ul style="list-style-type: none"> Describe the religious teachings of Zoroastrianism Examine the role of Zoroastrianism teachings in the development of religious harmony in the subcontinent

Standard 1: Unit 1	Grade VIII
Themes	SLOs
	The student will be able to:
Contribution of Religions towards Social Welfare	<ul style="list-style-type: none"> Define social welfare Differentiate among the religions of the world with a view to finding unity in diversity Examine the contribution of religions towards Social Welfare of the community. Engage in activities related to the Welfare of community. Identify the religion by their symbols. Appreciate that the different symbols are like different flowers making a well-knit bouquet
Contribution of Religions towards Character Building	<ul style="list-style-type: none"> Define character building Explain how religions influence character building

	<ul style="list-style-type: none"> • Discuss some common “good” behavior present among the different religions. • illustrate with examples different ways of showing respect/ tolerance, diversity towards other religions
Introduction and Development of Confucianism	<ul style="list-style-type: none"> • Describe the term of Confucianism • Identify the key principles of Confucianism • Identify the key identities of Confucianism • Trace the origin of Confucianism • State the developments of Confucianism
Basic Concepts (Tao, Jen and I)	<ul style="list-style-type: none"> • Describe the concept of Tao • Describe the concept of Jen • Describe the concept of I • Describe two basic principles of YIN and YANG.
Holy Books	<ul style="list-style-type: none"> • Name the holy book of Confucianism • Describe the teachings in the holy book <ul style="list-style-type: none"> ▪ LUN YU (Analects of Confucius) ▪ CHUNG YUNG(Doctrine of the Mean) ▪ TA HSUEH (Great learning) ▪ MENG TZU (Mencius) • Describe the teachings in the Holy Books. <ul style="list-style-type: none"> ▪ Tao , Chun-tzu , Jen , Li , Wen , Te ▪ Classics: <ul style="list-style-type: none"> ▪ Shu Ching , Shih Ching , I Ching , ▪ Ch’un Ching , Li Ching.
Religious Teachings	<ul style="list-style-type: none"> • Describe the religious teachings of Confucianism • Examine the role of Confucianism teachings in the development of religious harmony in the subcontinent

STANDARD 2: Ethical Values

Students will be able to identify and explain the most common family and the universally accepted ethical values and to put them into practice knowing fully their possible effects in everyday life and beyond.

BENCH MARKS

The students are expected to:

- Define the Ethical values.
- Describe the social values which enhance our citizenship.
- Identify bottlenecks, if any in their effective implementation.
- Propose strategies to address issues in implementation.
- Evaluate / asses its worth.

Standard 2- Unit 2	Grade VI
Themes	SLOs
	The students will be able to:
Role of child in family life.	<ul style="list-style-type: none">• Define family.• Explain the role of child in the family• Illustrate with examples how the child can play his/her role in the family life.
Helping family members in their daily chores.	<ul style="list-style-type: none">• Define daily chores.• Identify the daily chores of an average family.• Discuss the importance of helping family members in their daily chores• Illustrate with examples ways in which help can be provided in daily chores

<p>Equal status for both male and female members of family</p>	<ul style="list-style-type: none"> • Identify the different roles male and female play in the daily life • Realize that both male and female members of a family contribute to its balanced development. • Identify the causes of discrimination in this regard. • Propose strategies' to eliminate such discrimination.
<p>Service-providers at home deserve respect</p>	<ul style="list-style-type: none"> • Define the home service providers • Discuss the importance of home service providers. • Identify the norms and conditions to engage service provider at home. • Appreciate the usefulness of service providers and their service. • Illustrate ways to show respect to service providers at home
<p>Rules are for respecting/obeying them with spirit</p>	<ul style="list-style-type: none"> • Define rules • Explain the importance of developing rules. • Explain how the society will be without rules • Describe the benefits of obeying and abiding by the rules.
<p>Family rules and rules at school</p>	<ul style="list-style-type: none"> • Describe family rules/traditions. • Discuss the importance of family rules and traditions. • Illustrate ways on how family rules can be put into practice. • Explain school rules. • Discuss the purpose of school rules. • Explain the consequences of not observing family

	and school rules
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Standard 2- Unit 2	Grade VII
Themes	SLOs
	Students will be able to:
Role of punctuality in nation building	<ul style="list-style-type: none"> • Explain that importance of time and punctuality. • Demonstrate with examples the importance of time and punctuality in performing duties at school, home and other places; • Discuss the consequence of not performing duties on time. • Illustrate that everything in nature occurs on a given schedule.
Sharing of Blessing	<ul style="list-style-type: none"> • Identify the various blessings bestowed to us as humans. • Demonstrate ways in which these blessings can be shared with others at home, school and in the community
Honesty and Truthfulness	<ul style="list-style-type: none"> • Define honesty. • Define truthfulness. • Discuss the importance of honesty and truthfulness in our daily life • Demonstrate with examples of honesty and truthfulness in school, home and social life. • Understand that insulting and blaming are contrary to truthfulness.
Rules in the neighborhood	<ul style="list-style-type: none"> • Explain the necessity of rules in the neighbourhood

	<ul style="list-style-type: none"> • Discuss ways in which rules can be observed in the neighbourhood. • Illustrate with examples how to collaborate with neighbours for change or re-framing/amendments of rules in the neighbourhood.
Traffic Rules	<ul style="list-style-type: none"> • Describe traffic rules. • Identify the different traffic rules • Explain importance of traffic rules. • Identify the different traffic symbols/signs • Discuss the benefits of strict compliance of rules. • Evaluate losses to life in case of noncompliance. • Identify the fines due to violation of rules.

Standard 2- Unit 2	Grade VIII
Themes	SLOs
	The students will be able to:
Patriotism- Love and loyalty to the country and nation.	<ul style="list-style-type: none"> • Define patriotism. • Describe the importance of patriotism with respect to a country or nation. • Illustrate with examples ways one can show patriotism towards ones country.
Duties and responsibilities as citizen	<ul style="list-style-type: none"> • Define what are duties • Define what are responsibilities • Identify the duties and responsibilities as a citizen of this country. • Discuss the importance of duties and responsibilities as a citizen. • demonstrate with examples the duties of a citizen

<p>Respect for Law, importance of law and constitution with respect of fundamental rights</p>	<ul style="list-style-type: none"> • Define Law. • Differentiate between ordinary law and constitutional law. • Define constitution. • Name the types of constitution. • Enumerate the fundamental human rights guaranteed by 1973 constitution. • Understand that respect and obedience of law and constitution is mandatory. • Identify the different law enforcing agencies • Demonstrate ways through which rights should be guaranteed to all
<p>Importance of time and punctuality in social life</p>	<ul style="list-style-type: none"> • Demonstrate with examples the importance of time and punctuality in dispensing duties at work places • Discuss the importance of time and punctuality in social life. • Suggest ways in which one can adhere to the time.

Standard-3: Social Etiquettes

The students shall demonstrate through social etiquettes such as eating habits, communication skills, interaction strategies, participation in events, social and others the learning outcomes of ethics.

Benchmarks:

The students are expected to:

- Practice good and acceptable manners during and while taking food.
- Display skills in communication with or without the use of gadgets.
- Show eagerness in respecting elders in age, wisdom or education.

Standard- 3, Unit -3	Grade VI
Themes	SLOs
	The student will be able to:
Eating habits	<ul style="list-style-type: none"> • Discuss the importance of washing hands before and after eating food. • Discuss the importance of sharing food • Demonstrate ways of eating with mouth closed and masticating/chewing properly. • Explain the importance of avoiding wastage of food. • Illustrate with examples how food can be reused/ recycled.

Standard-3, Unit-3	Grade VII
Themes	SLOs
	The students will be able to:
Communication <ul style="list-style-type: none"> • Verbal 	<ul style="list-style-type: none"> • Define the term communication

<ul style="list-style-type: none"> • Gestures and action • Telecommunication 	<ul style="list-style-type: none"> • Identify the different means of communication: verbal, gestures, action and telecommunication • Compare the modes of communication from the point of view of effectiveness. • Identify the use of gesture and actions in verbal communication. • Show proficiency in selection of the words and written • Discuss the importance of telecommunication in our daily life
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Standard 3, Unit -3	Grade VIII
Themes	SLOs
	The students will be able to:
Manners of socializing such as greeting and cheering	<ul style="list-style-type: none"> • Define socialization • Explain importance of socialization for children. • Identify the various manners of socializing such as greetings and cheering • Demonstrate with examples how to greet teachers, supporting staff, fellow friends in school. • Illustrate with examples manners of participation
Respecting elders and visiting patients	<ul style="list-style-type: none"> • Stand to greet elders. • Vacate seat for elders. • Help in crossing the road. • Follow advice/suggestions of elders. • Do errands/act as an errand boy.

	<ul style="list-style-type: none"> • Realize that patients need moral and psychological support besides medicines.
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Standard 4: Personalities

The students will explain the role played and the efforts undertaken by various towering religious personalities in furtherance of ethical values such as tolerance, forbearance, mutual respect in the society by way of practicing them selflessly, neutrally and naturally.

Benchmarks

The students are expected to

- Know the influence of these personalities in the moral development of society/nation.
- Be well disposed to the teachings of these personalities.
- Understand their problem solving and decisions making skills.
- Apply the knowledge so gained in real situations.

Standard-4, Unit 4	Grade VI
Themes	SLOs
	The students will be able to:
Mary, the mother of Jesus Christ, her importance in both Islam and Christianity and Chastity.	<ul style="list-style-type: none"> • Discuss when and how she became mother of Jesus Christ. • Describe early life of the Virgin Mary. • Describe Holy Trinity. • Understand why she is called Mother of mercy. • Examine importance of Mary in both Islam and Christianity. • Explain Chastity and its importance. • Know the vows of chastity.
Ashoka Life , Contribution , Law	<ul style="list-style-type: none"> • Identify distinctly among Maurya Dynasty, his rule of India.

	<ul style="list-style-type: none"> Analyse major events of his life. Explain Ashoka Hell. Recall the words he uttered when he renounced war. Examine Ashoka's abdication of war. List the steps he took to address moral and social concerns and religious intolerance. Explain his edicts and other contributions. Describe the role of the edicts in spread of Buddhism.
<p>St. Thomas Aquinas</p> <ul style="list-style-type: none"> Life Contribution to Philosophy and theology. 	<ul style="list-style-type: none"> Describe major events in the life of St. Thomas Aquinas. Analyze why he was called Doctor of Church. Explain Thomism. Appreciate his contribution towards Philosophy. Define Theology. Trace St. Thomas contributions towards Theology, Ethics, and Natural laws.

Standard 4 Unit 4	Grade VII
Themes	SLOs
	The students will be able to:
<p>Hazrat Rabia Basri</p> <ul style="list-style-type: none"> Life Character 	<ul style="list-style-type: none"> Describe the life sketch of Hazrat Rabia Basri. Explain those aspects of her life which portray tolerance, ethical values. Describe her undivided love for God. Explain how her characteristics of love, tolerance, non-violence influenced others.

<p>Zarathushtra</p> <ul style="list-style-type: none"> • Life • Teachings 	<ul style="list-style-type: none"> • Describe the life sketch of Zarathushtra. • Identify those events of his life which manifest/express tolerance, ethical values. • Describe his teachings. • Explain his contributions towards furtherance of moral values.
<p>St. Thomas, The Apostle</p> <ul style="list-style-type: none"> • Life • Character • Contribution 	<ul style="list-style-type: none"> • Define Apostle • Name 12 Apostles of Jesus Christ • Narrate the life story of St. Thomas • Explain the incredulity for which he is remembered • Appreciate his contribution towards the spread of ethical values • Know briefly about his principal document

Standard 4 Unit 4	Grade VIII
Themes	SLOs
	The students will be able to:
<p>Mira Bai</p> <ul style="list-style-type: none"> • Life and contribution 	<ul style="list-style-type: none"> • Describe briefly the biographical sketch of Mira Bai. • Realize how words of mother uttered to her in early childhood set the course of her future/life. • Describe her undivided love for Lord Krishna. • Discuss the difficulties she had undergone on the path to God. • Understand that firm resolves dedication and blessing of the spiritual guide gives success in mission. • Explain her contribution to the path of devotion and social harmony.

<p>St. Augustine</p> <ul style="list-style-type: none"> Life and contribution 	<ul style="list-style-type: none"> Define Saint. Describe briefly the life of St. Augustine. Narrate the causes that led him to first change the faith and then to re-convert. Explain his contribution to the spread of faith. Describe the role he played in furtherance of ethical and moral values. Describe his notable contribution for humanity.
<p>Ibn Miskawayh</p> <ul style="list-style-type: none"> Life Kitab Tehadhib-al-Akhlaq 	<ul style="list-style-type: none"> Describe briefly life sketch of Ibn Miskawayh. Explain his views regarding moral health. Appreciate his contributions towards building moral and ethical society. Explain main contents of book, Tehadhid-al-Akhlaq. Refer to the book. Take inspiration from the book and act accordingly.
<p>Abraham Lincoln</p> <ul style="list-style-type: none"> Life Contribution 	<ul style="list-style-type: none"> Describe early life of Abraham Lincoln Analyze his honesty to the Job, Purpose and in every walk of public life Narrate his married life Appreciate grandness of his character Describe his epic rise to the post of President of USA Appreciate the system in which even poor rise to the highest Post Describe his contribution to the democracy, rule of law, rights of people/ slaves Appreciate the cause for which Abraham Lincoln laid down his life

Standard 5: Religious Festivals

The students will become very well known about major religions and their annual festivals. They will be induced to observe with regards the celebration of the festivals and share each other’s happy moments.

BENCH MARKS

The students are expected to.

- Know when religious festivals of major religions fall in a calendar year.
- Explain the religious and social background behind their celebrations.
- Realize unity behind different modes of celebrating the festivals.
- Participate in each other’s celebrations.
- Appreciate the dividends of such an approach in the form of mutual good will religious harmony, national solidarity.

Standard 5- Unit 5	Grade VI
Themes	SLOs
	The students will be able to:
Eid –ul- Fitr	<ul style="list-style-type: none"> • Describe EID-UL-FITR • Identify that EID-UL-FITR comes after a fasting month of Ramadan Sharif. • Explain the philosophy of fasting. • Discuss the benefits of fasting • Explain the purpose of FITRA
Christmas	<ul style="list-style-type: none"> • Describe what Christmas is • Explain why Christmas is celebrated. • Identify who celebrates Christmas • Identify when Christmas falls every year. • Explain the significance of the Christmas tree, Santa Claus, advent wreath, stockings.

Birthday Of Baba Guru Nanak Dev Ji	<ul style="list-style-type: none"> • Describe where and when Guru Nanak Dev Ji was born • Name the worthy parents of Guru Nanak Dev Ji. • Identify the main events behind celebrations. • Discuss the importance of celebrating the festival. • Discuss Guru Nanak Dev Ji contributions for the benefit of the humanity at large.
Maha Shivaratri	<ul style="list-style-type: none"> • Identify when Maha Shivaratri falls in a calendar year. • Explain the spirit of fasting on this day. • Identify that the worship of SHIV LINGAM is carried out throughout the night in stages. • Discuss the importance of night praying and wakefulness.

Standard -5, Unit -5	Grade VII
Themes	SLOs
	The student will be able to:
Eid-ul-Adha	<ul style="list-style-type: none"> • Describe EID-UL-ADHA • Identify that EID-UL-ADHA falls every year on 10th Zil-Hajj the Islamic month. • Identify that it is celebrated to fulfill the “Sunnah” of Hazrat Ibrahim (Alayhi-Salam) • Discuss the importance of sacrificing animals on this occasion.
Easter	<ul style="list-style-type: none"> • Define Easter • Discuss the importance of celebrating Easter • Identify when Easter falls in a calendar year. • Explain the significance of the Easter egg.
Holi	<ul style="list-style-type: none"> • Define Holi • Identify when Holi falls in a calendar year just on the junction of winter and spring.

	<ul style="list-style-type: none"> • Discuss the underlining principle of Holi. • Explain the idea behind sprinkling of colours.
Nauroz	<ul style="list-style-type: none"> • Define the Significance of Nauroz • Appreciate that it is celebrated / enjoyed by people several different faiths • Understand its importance as one of the cultural heritage of humanity • Feel exuberantly on its advent

Standard 5, Unit - 5	Grade - VIII
Themes	SLOs
	The students will be able to:
Dewali	<ul style="list-style-type: none"> • Describe Dewali • Identify when Dewali normally falls in a calendar year • Appreciate that true LAKSHMI consists in the acquisition of Ethical values. • Discuss the significance of Dewali as the festival of lights. • Illustrate with examples safety measures while playing with fire sticks and fire crackers
JANM ASHTAMI	<ul style="list-style-type: none"> • Describe Janm Ashtami • Identify that on this day LORD KRISHNA took birth or manifested Himself • Name LORD KRISHNA's mother and father • Describe the life of LORD KRISHNA • Discuss the importance of celebrating the day by recalling His contribution for establishment of new order. • Identify that the Bhagavad Gita is one of the most marvelous gifts to humanity from God.
Baisakhi as a religious Festival	<ul style="list-style-type: none"> • Describe the festival of Baisakhi • Identify when in a Calendar year BAISAKHI is celebrated with religious

	<p>fervor.</p> <ul style="list-style-type: none">• Know that it is also called harvest festival of Punjab.• Identify it signifies Sikh's New Year.• Appreciate that it is a festival in which all people participate.• Discuss the spirit behind singing, dancing, feasting as a part of celebration.
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Report on Review of National Curriculum Ethics for Non-Muslim (Grades VI - VIII)

The Curriculum Review Meeting was held on November 12-14, 2014 from 9 am to 4 pm at the Government Elementary College of Education (men) Hyderabad by the Bureau of Curriculum to review the various National Curriculums. In this regard, the Ethics Review Committee was called upon to review the National Curriculum for Ethics for Non-Muslim (Grade VI – VIII). While reviewing the curriculum, the following changes have been made in the light of the curriculum framework: Standards, Benchmarks and Learning Outcomes making it contextually relevant for the students of Sindh Province.

The following members of the PROVINCIAL REVIEW COMMITTEE reviewed the Ethics curriculum:

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