

SINDH CURRICULUM FOR
ETHICS
GRADES XI-XII
2020



GOVERNMENT OF SINDH
SCHOOL EDUCATION AND LITERACY DEPARTMENT
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#164205106

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PREFACE

As a compulsory subject for Non-Muslims in the elementary, secondary and higher secondary schools, and intermediate colleges Curriculum of Ethics for Grade XI-XII will help students to explore questions of meaning, value and purpose of life. It also seeks to assist students to develop insights, a capacity for moral and spiritual life and personal autonomy. These qualities make life meaningful in the social, cultural and political contexts across provincial, national and international levels.

The Ethics curriculum makes a major contribution to the social, moral and spiritual development of students. At all stages of life, students are frequently challenged by certain religious and moral issues. These include the origin and purpose of life, identity, marriage, sufferings, life after death etc.

The Ethics Curriculum helps students respond to such religious and moral questions through a process of inquiry. Students are expected to reflect critically upon their own life's experiences, develop confidence in their religious understanding, and to be able to defend their position.

The Ethics Curriculum has a particularly important contribution to make in helping students to develop an appreciative attitude towards diversity in pluralistic Pakistan. The richness in religious traditions of our society provides students with opportunities to study comparative religions and their significances.

This Curriculum aims to empower students to examine ways in which religious and moral questions have been formulated and reflected on throughout history and across the globe. This will enable students to articulate their own beliefs and engage in dialogue with others. The self-understanding and knowledge gained from the Ethics Curriculum benefit the community through preparing future social workers, counselors, teachers, and journalists.

Ethics Curriculum emphasizes the concepts, beliefs and values of religions in relation to students' daily life within specific contexts. Teachers are encouraged to refer to and reinforce students' previous learning where appropriate.

In this Curriculum of Ethics, two major approaches to religious education, namely a systems approach (learning about religions) and a life themes approach (learning from religions), are given with balanced emphasis.

The first involves developing knowledge and understanding of religious beliefs, teachings, practices and lifestyles, while the second promotes the skills of asking and responding to questions of identity and experience, meaning and purpose, values and commitments. Selecting both, this Ethics Curriculum allows students to develop understanding and to reflect on ethical and religious issues and on their own beliefs and values. It will also help students to evaluate the influence of religion on their lives, as well as providing them with a means to search for meaning of life.

INTRODUCTION

The purpose of teaching ‘Ethics’ to the students is to promote social and moral values and build character on these values. The ethical and moral values have universal application; therefore, all major religions of the world encompass and insist the believers to practice these values in their lives.

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

1. Students 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.

18TH AMENDMENT

Realizing the responsibility of the education and curriculum of the province under 18th constitutional amendment, an attempt has been made to prepare a Curriculum of Ethics which will equip the new generation with knowledge, skills and values of 21st Century. All efforts have been made to meet the requirement of the curriculum as per guideline. Any constructive criticism and healthy suggestion for improvement of the book from teachers, students and public will be gratefully acknowledged for future edition of the curriculum and textbook.

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 ethical teachings and social skills to bring about a change in their thoughts and behavior towards fellow human beings.
- Understand the primacy of ethical teachings and their value in social and religious 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 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.)

Rational

The Ethics Education Curriculum is developed on the spiritual dimension. This curriculum nurtures student’s lives and they are made aware of a sense of moral and ethical standards in the areas of honesty, respect, justice, integrity, trust and responsibility. This philosophy is the cornerstone for all interactions within school communities and in societies at large. Many of the values and morals upheld by any society have their origins in religious teachings. Through discussion and study of various issues confronting society, students will be in a better position to develop a value system and adopt moral standards that give them principles by which to live. Students should come to understand and appreciate that most religions have sacred writings and all teach values, ethics and morals.

The Ethical Education Curriculum encourages students to explore their own spiritual identities in a secure setting while also being aware of and respecting the notion that others may think divergently to them. The curriculum creates conditions where students celebrate divergences and provide the knowledge, skills and attitudes that children need to enable them to make informed moral and ethical decisions and live in a pluralist society that embraces diversity.

The curriculum is based on values of equality, human rights and active citizenship. Student will explore issues relating to equality and social justice in the classroom. They will be challenged to consider divergent ethical approaches and belief systems within a clear values framework.

Young people develop intellectually, physically, emotionally, socially and spiritually. It is therefore important to have a religious education with ethical teaching component in the school system because that addresses the holistic development and education of the child.

Key Learning Areas

This curriculum covers mainly five Key Learning Areas in all grades i.e. grades (III-XII). The curriculum of grades (XI-XII), however covers Four Key Learning Areas.

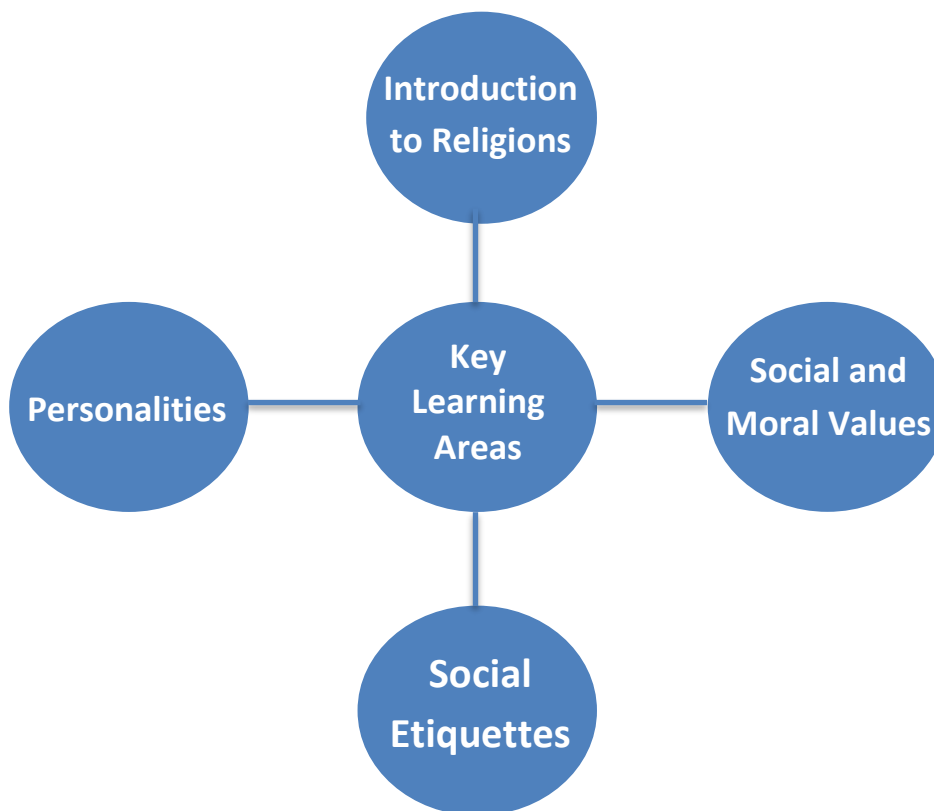


Figure 1: Illustration of Key Learning Areas in grade XI-XII.

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, Buddhism, 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.

Content Organization (Grade XI-XII)

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. Student Learning Outcomes are statements that specify what students will know, be able to do or be able to demonstrate when they have completed at the end of a lesson. SLO's specify an action by the student that must be observable, measurable and able to be demonstrated.

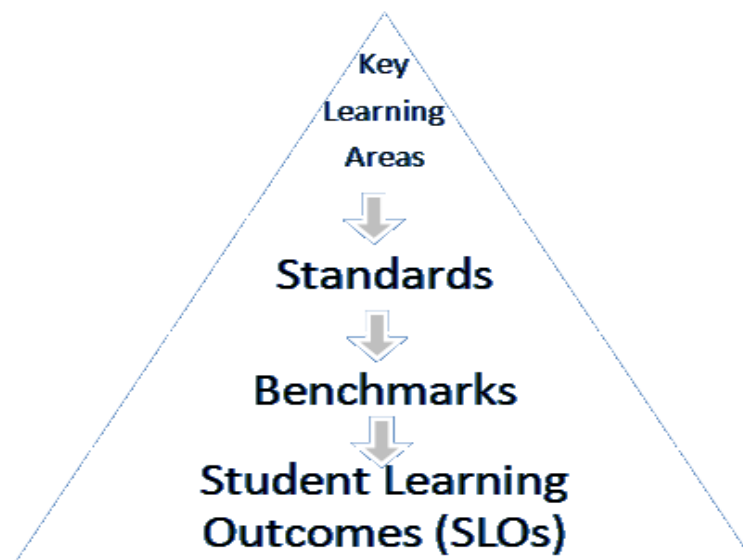


Figure 2: Illustration of the Curriculum Framework.

1. Key learning areas: Introduction to Religions

Standard: 1

The students will appreciate that the teachings of the religions transcend the man-made limits of time and space, undo the artificial barriers of caste, creed and colour as have been agreeably pointed out by the social scientists, sociologists, philosophers and psychologists, hailing from different backgrounds.

Benchmarks:

The students are expected to:

- Explain the religious teachings from sociological, philosophical and psychological points of view.
- Identify the areas /points of convergence among them.
- Explain the positive changes/tempering etc the society brings about in the behavior of the people.
- Understand that religions broaden the outlook of their followers.
- Evaluate that the scientific approach towards religious teaching enhances its general acceptability.
- Understand that the too much narrowness can be done away with and the so-called differences bridged.
- Enjoy/Articulate the views of the learned like Tyler, Frazer, Freud and Rudolf otto on this subject.

Unit-1	SLOs
Themes	
The students will be able to:	
<ul style="list-style-type: none"> • Sociological, Philosophical and Psychological understanding of Religions. 	<ul style="list-style-type: none"> • Define the terms Sociology, Philosophy, Psychology. • Formulate that all the three pertain to human being. • Recognize that their applications help in the creation of healthy and tolerant society. • Understand that all religions cater to the Sociological, Philosophical and Psychological needs of the human beings.

<ul style="list-style-type: none"> • Impact of society on religion (a general survey) 	<ul style="list-style-type: none"> • Define Society. • Discuss the impact of society on a religion. • Realize that society bridges the divergence.
<ul style="list-style-type: none"> • The concept of transcendental unity of religions. 	<ul style="list-style-type: none"> • Define the term Transcendence. • Understand the concept that Transcendence is with God alone. • Understand that all major religions believe in the existence of one God, so there is transcendental unity among them.
<ul style="list-style-type: none"> • Scientific approach towards religion. (Tyler, Frazer, Freud and Rudolf Otto) 	<ul style="list-style-type: none"> • Explain Scientific Approach. • Correlate the religious facts with science. • Describe Sir James Frazer work and his research in mythology, human belief progressed. • Discuss the areas of philosophy discussed by Tyler-Burge, with emphasis on Philosophy of Mind. • Explain the “Psycho analysis” of Sigmund Freud. • Know about the life and contributions of Rudolf Otto.

Standard 2:

The students shall explain with conviction that all the religions are equally fragrant flowers of the bouquet of humanity at large, in general and Pakistan in particular notwithstanding the small differences in systems and places of worship etc. They all firmly believe in oneness of God and prescribe worship to Him in all earnestness.

Benchmarks:

The students are expected to:

- Summarize the history of all the major Religions of Pakistan, like Islam, Christianity, Hinduism, Sikhism, Zoroastrianism and Buddhism.
- Demonstrate interest in their present individual numerical strength (census 2017).

- Outline the basic beliefs of the Religions of Pakistan.
- Express the spirit underlining the systems and places of worship.
- Point out those basic teachings which are common in all of them.
- Interpret the spirit behind Rituals of birth and death.

Unit:2	SLOs:
Themes	
The students will be able to:	
<p>❖ Detail accounts of the Religions of Pakistan and their strengths:</p> <ul style="list-style-type: none"> • Islam • Christianity • Hinduism • Sikhism • Zoroastrianism • Buddhism <p>(History, basic beliefs, systems and places of worship (spiritual aspects), basic teaching with details, rituals of birth and death).</p>	<ul style="list-style-type: none"> • Define Strength in this context. • Find from the census 2017 report the strength of the followers of the religions of Pakistan. • Describe the origin, development and present status of the Religions in Pakistan. • Articulate practical steps to be taken to further enhance mutual harmony. • List the basic beliefs of the Religions in Pakistan. • Point out similarities in letter and spirit among them. • Classify the systems of worship being observed faithfully by the followers of the Religions in Pakistan. • Describe with pictures the most prominent, historical places of worship in Pakistan pertaining to them. • Name the places of worship with which they are called. • Explain the spiritual aspects of the worship. • Describe the basic teachings of the Religions of Pakistan. • Explain the similarities in these teachings. • Understand that rituals of birth and death are to be followed in letter and spirit. • Discuss the spirit working behind the observance of these rituals.

2. Key Learning Areas: Social and Moral Values.

Standard:

The students will articulate that any society devoid of social justice, equality etc is bound to crumble under its own weight along with its all institutions. They will assert to make ethical values corner stones of their lives so that the society and its institutions remain robust and intact.

Benchmarks:

The students are expected to:

- Comprehend clearly the concept of Social Justice.
- Explain the significance of Equality.
- Prove that strong, responsive and just institutions are safeguards.
- Explain that policies in violation of social justice, equality tend to weaken the institutions, society and the country.
- Show by personal example that time is extremely valuable.

Unit:3	SLOs:
Themes	
	The students will be able to:
❖ Ethical Values Social justice, Equality of human beings (gender, colour, race and nation) safe guarding the society and its Institutions:	<ul style="list-style-type: none"> • Define Social Justice. • Explain its Yard-stick. • Point out that every human being is legally entitled to social Justice and Equality. • Define Equality. • Explain the types of Equality. • Discuss how equality helps to solve problems in the society.
<ul style="list-style-type: none"> • States Institutions 	<ul style="list-style-type: none"> • Name the State Institutions of our country. • Analyze their performance with regards to Social Justice /Equality.
<ul style="list-style-type: none"> • Religious Institutions 	<ul style="list-style-type: none"> • List and Discuss major Religious Institutions in a society. • Describe the role of Religious Institutions in our society in this regard.
<ul style="list-style-type: none"> • Educational Institutions 	<ul style="list-style-type: none"> • Explain the Education System of Pakistan. • Name the most prominent Educational Institutions. • Assess the status of Social Justice and Equality in the Education System/Policies.

<ul style="list-style-type: none"> • Social Institutions 	<ul style="list-style-type: none"> • Name the major Social Institutes in society. • Describe their general features.
<ul style="list-style-type: none"> • Importance of Time and Punctuality. 	<ul style="list-style-type: none"> • Explain the importance of Effective Time Management. • Understand that it is of utmost importance for students. • Define punctuality. • Express the benefits of punctuality. • Conclude that it is important in every walk of life.

3. Key Learning Areas: Social Etiquettes.

Standard:

The students shall feel inspired and motivated to religiously act on the social etiquettes because that shall enhance the outcome of their endeavor.

Benchmarks:

- Explain that the observance of etiquettes in all walks of life is rewarding.
- Demonstrate the etiquettes needed in educational institutions.
- Make the rules of etiquettes integral part ones of life.

Unit:4	SLOs:
Themes	
	The students will be able to:
❖ Etiquettes of work place:	<ul style="list-style-type: none"> • Define Etiquettes. • Explain/Justify the importance of proper etiquette. • Define workplace and its different types. • Describe the likely ingredients of proper work etiquette. • Predict the fall out of improper etiquette at work places.

<ul style="list-style-type: none"> • Management level 	<ul style="list-style-type: none"> • Describe the etiquettes managers should follow. • Discuss the effect of not following the etiquettes on an organization.
<ul style="list-style-type: none"> • Subordinates 	<ul style="list-style-type: none"> • Realize that right subordination is a ladder to higher positions. • Describe the expected etiquettes from subordinates.
<ul style="list-style-type: none"> • Service providers 	<ul style="list-style-type: none"> • Realize that the service providers have very important role to play in the society. • List few service providers and Discuss what may be their etiquettes. • Appreciate that etiquette of service providers play great part in customers satisfaction.
<ul style="list-style-type: none"> • Visitors 	<ul style="list-style-type: none"> • Understand the purpose of visit. • Act in a way to get maximum benefit of the visit or from visitors.

4. Key Learning Areas: Personalities.

Standard:

The students shall be well versed with this noble fact that the selfless service of the community, at large is their fundamental duty. The personalities mentioned, though, belong to different walks of life but they contributed towards the Ethical and Moral wellbeing of people through words, deeds and intelligence.

Benchmarks: -

The students are expected to:

- Know with zeal about the lives of the all-time greats; Nelson-Mandela, Mother Teresa, Abdul Sattar Edhi, Dr. Muhammad Yunus, Naguib Mahfouz and Gool Minawala/ Nusswanjee Mehta.
- Highlight the contribution of these personalities to the society.
- Know the challenges and resistance they faced during their struggle to bring change.
- Describe their characteristics to cause change in the society.

Unit:5	SLOs:
Themes	
The students will be able to:	
<ul style="list-style-type: none"> • Nelson Mandela 	<ul style="list-style-type: none"> • Describe the early life of Nelson Mandela (known as Madiba in South Africa). • Explain Apartheid giving examples. • Illustrate his successful epic struggle against apartheid. • Discuss the aims and objectives of “Truth and Reconciliation Commission set by him as a president of South Africa.
<ul style="list-style-type: none"> • Mother Teresa 	<ul style="list-style-type: none"> • Describe the early life of Mother Teresa. • Explain her title ‘Mother’. • Recognize that her life’s mission was to serve others. • Describe her notable contributions.
<ul style="list-style-type: none"> • Abdul Sattar Edhi 	<ul style="list-style-type: none"> • Trace the early life of Mr. Abdul Sattar Edhi the Angle of Mercy. • Recall that the humanitarian services being rendered by Edhi Foundation. • Describe working of world’s largest volunteer ambulance network run by Edhi Foundation. • Explain his Quote “No religion is higher than humanity”.
<ul style="list-style-type: none"> • Dr. Muhammad Yunus 	<ul style="list-style-type: none"> • Sequence life of Dr. Muhammad Yunus from beginning to the receiving Nobel-Prize in 2006. • Explain the concepts of Microcredit and Micro Finance. • Assess the working of Grameen Bank and its network.

<ul style="list-style-type: none"> • Naguib Mahfouz 	<ul style="list-style-type: none"> • Trace the life of Egyptian writer Naguib Mahfouz. • Define Existentialism. • Know that his literary works explored the themes of Existentialism. • Outline the literary work which earned Nobel Prize for him in 1988.
<ul style="list-style-type: none"> • Gool Minawala/ Nusswanjee Mehta 	<ul style="list-style-type: none"> • Know about the early life of Nusswanjee Mehta and his family. • Know about the general condition of the then Karachi. • Describe his successes during Mayorship of Karachi. • Explain why he chose to be prominent part of Pakistan Boy Scouts Association.

GLOSSARY

The following definition of the terms is intended to help teachers and other stakeholders use this document. The definition/explanation is not vocabulary words to be taught to students in isolation, but these represent the terminology to help establish a common understanding of the curriculum.

Assessment – This provides information to a teacher about students’ achievement in relation to the learning objectives. With this information, the teacher makes informed decisions about what should be done to enhance the learning of the students or to improve teaching methods.

Benchmarks– This indicates what students should know and be able to do at various developmental levels. Overall, the benchmarks are built as per the restricted schemes of study and are split into 5 developmental levels.

Curriculum – A runway on which a student runs and reaches at his/her destination.

Ethics – It aims to acquire knowledge of the religion they study and enhance their spiritual, moral and social development for a positive attitude in the self, society and at global level. Its purpose is the promotion of social and moral values in them and building their characters on these values.

Evaluation – It is an integral part of the teaching-learning process. It involves gathering information through various assessment techniques and making value judgments and sound decisions.

Key Learning Areas – A description of particular competency by specifying broadly the knowledge, skills and attitudes which students will acquire throughout the developmental levels.

Knowledge – It includes the important facts, concepts, issues and information. The skills include the ways of thinking, working, communicating, reasoning and investigating that characterize the subject.

Skills – Skills include the ways of thinking, working, communication, reasoning and investigating that characterize a subject area.

Standards– Students should know and be able to do. Standards are broad descriptions of the knowledge and skills students should acquire in a subject area. The knowledge includes the important and enduring ideas, concepts, issues and information. Standards may emphasize interdisciplinary themes as well as concepts in the core academic subject.

Themes - The subject of a talk, piece of writing, exhibition or a topic is called theme.

Values – These are the feelings, attitudes, conscience, dispositions that are developed through the subject.

Guidelines for Teachers

Teachers need to ensure that whatever students learn prepares them not only to do well in examinations, but to successfully face the challenges of a global society, and develop their social consciousness to the extent that they become the agents of social change. In order to achieve this objective, teachers need to adopt innovative instructional strategies. The teacher in the classroom is suggested to follow the under mentioned guidelines to make "Ethics" an enjoyable learning experience for their students. It is hoped that this will create enlightened, empowered, and tolerant global citizens for life in the 21st century and beyond.

- Adopt an unbiased approach in the teaching of the unit on Introduction to Religions.
- Keep discussion on Theology to a minimum.
- Do not under any circumstances indulge in a comparison of different religions.
- Involve students in healthy discussions but refrain from criticisms and judgmental approaches.
- Use stories from real life to supplement the textbook.
- Ask students for input on ethical issues from their own experiences.
- Provide opportunities for creative, critical, and analytical thinking at all levels.
- Ask open-ended questions in class and provide assignments and activities of varying complexity.
- Use variation in grouping for teaching ---- whole class, independent work, pair work, group work.
- Use videos and filmstrips wherever relevant and appropriate.
- Provide opportunities for socialization among the students of various faiths.
- Keep the focus on ethical issues, concepts, and values throughout the academic year.

Assessment and Evaluation

Assessment is gathering quantitative and qualitative information, using a variety of tools and techniques that are easy to understand and interpret. Assessment should aim at evaluating teaching and learning, showing proficiency in a wide variety of tasks at class level and at providing information to different people on how well standards are being met.

Assessment and its various patterns should be in accordance with the needs of the curriculum and designed in such a manner that they inculcate and improve in students' various skills such as observation, curiosity, creativity and application.

Some of the assessment types are as under:

THE SELECTED RESPONSE, where students select the answer to a question from two or more given choices. This category includes multiple choice, true/false, fill in the blanks and matching items type questions.

A CONSTRUCTED RESPONSE format requires students to create their own answer to a question or task. This allows teachers to gain insight into students' thinking and creative process, and to assess higher order thinking. This category includes short and essay type questions.

TEACHERS' OBSERVATIONS are commonly ignored as a form of assessment. However, teachers should constantly observe and listen to students as they work. Nonverbal communication, such as inattention, looks of frustration and other cues, give greater insight than verbal feedback. Observation is also important in assessing performance tasks, classroom climate and teacher effectiveness.

SELF-ASSESSMENT refers to students evaluating themselves. In self-evaluation of academic achievement, students rate their own performance in relation to established standards and criteria. Students may also be asked to answer questions that reveal their attitudes and beliefs about themselves or other students as part of their self-reporting.

The techniques of testing and evaluation adopted for continuous assessment of students at classroom level should be both valid and reliable and proper care should be taken to prepare the objective type questions so that they can appropriately assess students' knowledge comprehension application, analysis and synthesis skills. There should also be periodic/monthly tests containing both objective and subjective type questions. Class and home assignments should also be given of due weightage while assessing students' performance.

Guidelines for Textbook Writers

The textbook is an important Teaching and Learning Resource. It is one of the most extensively used resources and serves as a framework for teaching. To prepare such 'a strong resource, the textbook writers are requested to follow the under mentioned guidelines

- The textbook should conform in all its details to the parameters laid down in the Curriculum.
- The material must be sufficient to give students the knowledge they need to understand concepts, develop skills and engage in higher order thinking.
- The material should help students understand the world in which they live, prepare for exams, prepare for life, raise their standard and promote independent thinking.
- The language of the narrative should be simple, clear and logical and should not be loaded with unnecessary details and repetitions.
- The material must be unbiased and non-controversial.
- Textbooks should be well illustrated.
- A number of activities should be recommended in the textbooks.
- End-of-the-chapter exercises must encourage students to think, develop skills, and use information for a variety of purposes.

For developing textbooks on Ethics special care needs to be taken while developing sections on '**Introduction to Religions**', '**Ethics and Moral Values**' and '**Personalities**'.

Introduction to Religions

- Use the narrative form of story telling
- Avoid theological details
- Do not use any comparisons between or among religions

Ethics and Moral Values

Ethical and moral values should be built through stories from everyday life with a focus on how to apply these concepts and values to real life situations that the students face.

- Present each value or ethical concept in story form highlighting the concept
- Avoid lists and descriptive paragraphs
- Use case studies for discussion at upper levels

Personalities

When developing lessons on personalities focus on aspects of good character and contributions for the betterment/reform of societies.

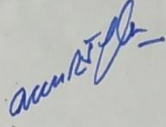
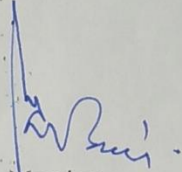
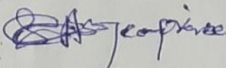
- Focus briefly on biographical details
- Highlight aspects of personality that portray ethical choices, tolerance or social service
- End with anecdotal notes/moral lessons
- Limit teachings and contributions to ethical issues only.

Report on Review of Grade (XI-XII) portion of National Curriculum Ethics for Non-Muslim (Grade III-XII) 2007

The Curriculum Review meeting was held on September 25 to 29, 2020 at the District Educational Technology and Resource Center Mirpurkhas by the Directorate of Curriculum, Assessment and Research, Sindh, Jamshoro to review the National Curriculum Ethics 2007 with the approval of competent authority Vide Notification No.SED/HCW/205/2018 Karachi, dated 9th September 2018. In this regard the detailed and thorough discussion on the subject cited above was held under the supervision of chairman.

The committee reviewed the curriculum frame work, standards, benchmarks, student learning outcomes and submits the draft report for grade XI-XII.

The following members of the PROVINCIAL REVIEW COMMITTEE reviewed the Ethics Curriculum.

1.	Engr. A.L Jagru (Rtd.) Principal Government Poly Technical College Mirpurkhas	0331-3727389 aljagru1945@yahoo.com	 Chairman
2.	Dr. Chaman Mansha Assistant Professor Government Comprehensive Higher Secondary School Mirpurkhas	0333-2954424 cmrupani@yahoo.com	 Member
3.	Ganesh Mal Deputy Director Directorate of Curriculum, Assessment and Research (DCAR) Jamshoro Sindh	0334-5399652 ganeshmal1961@yahoo.com	 Member/ Secretary

ETHIC CURRICULUM FROM GRADE XI-XII

The National Curriculum ETHICS For Non-Muslims Grade III- XII (2007) was reviewed by the Provincial Review Committee from Grade XI-XII.

Following are major changes that are made in the provincial curriculum (2020).

It is notable that the National Curriculum just outlined the themes under the five main areas of learning while the Reviewed Curriculum is more detailed and modified in a systematic way.

The most major change made in the Reviewed Curriculum (2020) is the inclusion of the Curriculum Framework (see page no. 7). Underpinned on this framework, the reviewed curriculum is categorized into Key Learning Areas, Standards, Benchmarks and Students Learning Outcomes (SLOs).

The key learning areas (see page no. 5-6) and the themes are taken from the National Curriculum (2007) while Standards, Benchmarks and SLOs are developed by the Provincial Review Committee.

Likewise, National Curriculum (2007), also Four Key Learning Areas are focused in the Provincial Curriculum (2020) from grade XI-XII, which are: Introduction to Religions, Social and Moral Values, Social Etiquettes and Personalities.

Each Learning Areas has been interpreted through Standards and Benchmarks which guides students and teachers what are they expected to achieve at the end of this level. The SLOs further provide specificity to the learning outcome. The grade level is considered and the number and level of SLOs are kept accordingly. The SLOs are making the learning more focused and measurable.



GOVERNMENT OF SINDH
SCHOOL EDUCATION & LITERACY DEPARTMENT

Karachi, dated, the 16th March, 2021

NOTIFICATION

NO. SELD/HCW/18/2018: In compliance with the Sindh School Education Standards and Curriculum Act No. IX of 2015, School Education & Literacy Department, Government of Sindh is pleased to accord the approval of "Ethics Curriculum for Class XI-XII" as per Ethics Curriculum of Federal Ministry of Education 2007, after review by the Directorate of Curriculum, Assessment & Research, School Education & Literacy Department and incorporation of suggestions/recommendations of Quality Assurance Committee.

-AHMED BAKHSH NAREJO-
SECRETARY TO GOVERNMENT OF SINDH

NO. SELD/HCW/18/2018:

Karachi, dated, the 16th March, 2021

A copy is for information and necessary action to:

1. The Principal Secretary to Chief Minister, Sindh, Karachi
2. The Special Secretary, School Education & Literacy Department, Govt. of Sindh Karachi
3. The Directorate of Curriculum, Assessment & Research (DCAR), SE&LD, Jamshoro
4. The Directorate of Early Childhood Care & Education, Govt. of Sindh, Karachi
5. The Executive Director, Sindh Teacher Education Development Authority (STEDA)
6. The Chief Program Manager, Reform Support Unit (RSU), SE&LD, Govt. of Sindh, Karachi
7. The Director General PITE, Govt. of Sindh, Shaheed Benazirabad
8. The Chairman, Sindh Text Book Board, Govt. of Sindh, Jamshoro
9. The Chief Advisor, Curriculum Wing, Govt. of Sindh, Karachi
10. The Director General/Directors (all) School Education & Literacy Department, Govt. of Sindh
11. The Deputy Secretary (Staff) to the Chief Secretary Sindh, Karachi
12. The P.S to Minister for Education & Literacy Department, Govt. of Sindh, Karachi
13. The P.S to Secretary, School Education & Literacy Department, Govt. of Sindh Karachi
14. The P.A to Additional Secretary (all) School Education & Literacy Department, Karachi
15. The official website
16. The office file



Ahmed Bakhsh Narejo
SECTION OFFICER (C)
For Secretary to Government of Sindh
16/3/21