

SINDH CURRICULUM FOR  
**RELIGIOUS  
STUDIES**  
GRADES IX-X



**GOVERNMENT OF SINDH**  
**SCHOOL EDUCATION AND LITERACY DEPARTMENT**  
DIRECTORATE OF CURRICULUM, ASSESSMENT & RESEARCH  
SINDH JAMSHORO

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## **PREFACE**

As a compulsory subject in the elementary and secondary schools, curriculum of **Religious Studies** for Grade IX-X helps students to explore questions of meaning, value and purpose in life. It seeks to help 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 **Religious Studies** 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, suffering, life after death etc.

The **Religious Studies** 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 experiences, develop confidence in their religious understanding, and to be able to defend their position.

The **Religious Studies** 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 compare and study religions and their significances.

The **Religious Studies** curriculum empowers students to examine ways in which religious and moral questions have been formulated and reflected on throughout history and across the globe. Students are enabled to articulate their own beliefs and engage in dialogue with others. The self-understanding and knowledge gained from the **Religious Studies** curriculum benefit the community through preparing future social workers, counselors, teachers, and journalists.

**Religious Studies** 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 **Religious Studies**, two major approaches to religious education, namely a systems approach (learning about religions) and a life themes approach (learning from religions), are given 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 **Religious Studies** curriculum enables students to develop understanding and to reflect on ethical and religious issues and on their own beliefs and values. It also helps students to evaluate the influence of religion on their life, as well as providing them with a means to search for meaning of life.

## **INTRODUCTION**

The purpose of teaching ‘**Religious Studies**’ 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 on the believers to practice these values in their lives.

Education of **Religious Studies** through ethical 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 **Religious Studies** is “progressive, liberal and all inclusive. It covers moral teachings of the major religions of the world with special reference to Pakistan”.

## **18<sup>TH</sup> AMENDMENT**

Realizing the responsibility of the education and curriculum of the province under 18<sup>th</sup> constitutional amendment, an attempt has been made to prepare a textbook of **Religious Studies** which will equip the new generation with knowledge, skills and values of 21<sup>st</sup> 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 “**Religious Studies**” 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 **Religious Studies** education curriculum is built 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 **Religious Studies** 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 important to have a religious education component in the school because the school addresses the development and education of the whole child.

## **Key Learning Areas**

This curriculum covers mainly five Key Learning Areas in all grades i.e. grades (III-XII). This applies to the curriculum of grades (IX-X), which covers Four Key Learning Areas.



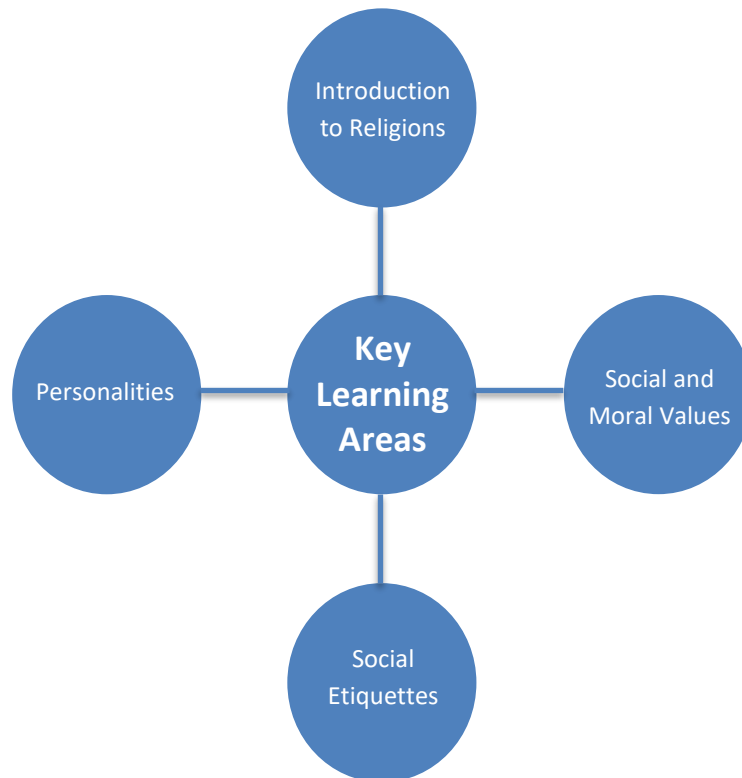


Figure 1: Illustration of Key Learning Areas in grade IX-X.

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 IX-X)**

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.

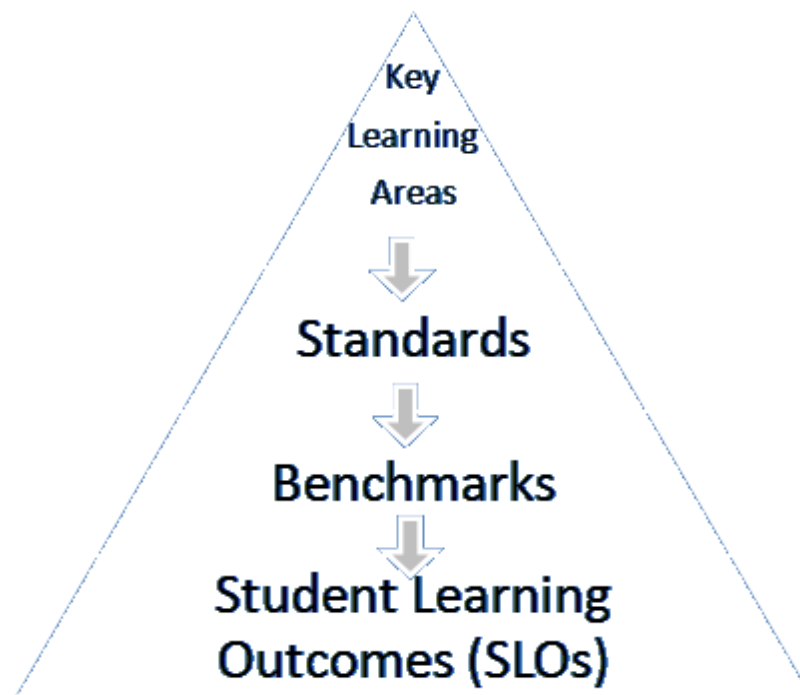


Figure 2: Illustration of the Curriculum Framework.

**Grade-IX-X**

**1. Key learning areas:** Introduction to Religions

**Standard-1:**

The students will be able to understand that the religion has much to do towards the psychological, social and ethical development of a personality and, also, that its exact knowledge broadens one’s outlook needed for steering out of the crisis-like situation successfully.

**Benchmarks:**

The students are expected to:

- Recognize and practice values and attributes, indispensable for peaceful co-existence.
- Clearly demarcate between Do’s and Don’ts from religious and social points of view.
- Realize that conflicts raise their ugly heads when the charter of Do’s and Don’ts is violated.
- Keep pace with world developments to remain relevant.

Unit-1	SLOs
Themes	
The students will be able to:	
<ul style="list-style-type: none"> <li>• The Psychological and Personal Value of Religion</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the difference between religion and psychology or religiosity and mental wellbeing.</li> <li>• Explain how religion influences psychological behavior of a person.</li> </ul>
<ul style="list-style-type: none"> <li>• The Social and Ethical Value of Religion</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the role of Religion in keeping social and Ethical Fabric of the society intact.</li> <li>• Recognize that religion is a part of solution and not that of problem.</li> <li>• Describe the concept of SECULAR ETHICS.</li> <li>• Name the proponents of Secular Ethics and their chief works.</li> <li>• Compare and contrast between Religion Ethics and Secular Ethics.</li> </ul>
<ul style="list-style-type: none"> <li>• The role of Religion in resolving crisis</li> </ul>	<ul style="list-style-type: none"> <li>• Adopt the norms of society and nation at large.</li> <li>• Integrate the national and cultural diversity.</li> <li>• Identify the factors which may lead to crisis.</li> <li>• Draw upon the qualities of patience, perseverance forbearance etc. to defuse the crisis.</li> <li>• Select a leaf or two from the book of life of true religious persons to salvage the situation.</li> </ul>

<ul style="list-style-type: none"> <li>• The concept of Sin and Crime</li> </ul>	<ul style="list-style-type: none"> <li>• Define Sin and Crime.</li> <li>• Explain the difference between Sin and Crime.</li> <li>• Name the sins classified/listed by major religions and establish uniformity among them.</li> <li>• Explain when the crime becomes sin and vice versa.</li> <li>• Describe the original sin, mortal sin.</li> <li>• Explain it is sin/crime to waste Tax Payers Money.</li> <li>• Boldly say ‘No’ as ‘No Corruption’, ‘No Smoking’.</li> </ul>
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**Standard-2:**

The students will be able to clearly and fully understand about the origin, development and prevalent “health” of Jainism-one of the world religions. The basic teachings of ford-finders and their conduct will create enthusiasm among the learners and they will find it helpful in creating good will for all.

**Benchmarks:**

The students are expected to:

- Know about Jainism as a world religion.
- Appreciate that its teachings are not different from those of others world religions.
- Understand that it is pertinent to limit ones wishes.
- Act in a manner which is beneficial for all and sundry.
- Absorb the teachings of LORD MAHAVIRA, the 24<sup>th</sup>Tirthankara.

<b>Unit-1</b>	<b>SLOs</b>
<b>Themes</b>	<b>SLOs</b>
The students will be able to:	
<p><b><u>World Religions</u></b></p> <p><b><u>Jainism:</u></b></p> <ul style="list-style-type: none"> <li>• Introduction and Development</li> </ul>	<ul style="list-style-type: none"> <li>• Know when and where the Jainism originated?</li> <li>• Understand that the followers of Jainism are called Jains.</li> <li>• Know the origin and the meaning of the word Jain.</li> <li>• Appreciate the meaning and concept of Tirthankara.</li> <li>• Enlist the number and names of Tirthankara.</li> <li>• Appreciate what Jains think about the origin of their religion.</li> <li>• Understand that the first Tirthankara RISHABNATH was incarnate of LORD VISHNU.</li> <li>• Describe five basic principles of Jainism.</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand the difference between Digambara Jains and Svetambra Jains.</li> <li>• State the prevalent status of Jainism.</li> </ul>
<u>Mahavira:</u> <ul style="list-style-type: none"> <li>• His Life</li> <li>• Basic Teachings</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the early life of LORD MAHAVIRA, the 24<sup>th</sup>Tirthankara (FORD-FINDER).</li> <li>• Know when, where and how did he get full enlightenment.</li> <li>• Explain “Jains see the world as a river of suffering and misery and ford-finders find a way to cross it”.</li> <li>• Explain what is meant by “Everything is alive”.</li> <li>• Describe the division of living beings on the basis of senses.</li> <li>• Know the vision of LORD MAHAVIRA regarding Karma and “Moksh” and other spiritual topics/issues.</li> <li>• Explain why at the age of 72 he starved himself to death.</li> </ul>

## 2. Key learning Areas: Social and Moral Values

### Standard:

The students will make God the prime movers of their respective lives with realization and reflection that the difference in the substance apart the very same spirit-will of Almighty God-permeates in all and to Him alone one is answerable.

### Benchmarks:

The students are expected to:

- Firmly believe that God is integral material and efficient cause of universe.
- Establish and adhere to the lowest common multiple of all the systems beliefs.
- Discover and develop god-like qualities.
- Reflect that apart from God’s will one is accountable to the law of the land.
- Appreciate that strong sense of self-accountability produces/un-earths healthy character traits.
- Understand that everything in nature-day and night, seasons etc occur on scheduled/fixed time and also, the prayer-timings emphasize importance of time and punctuality.

Unit:2	SLOs
Themes	
The students will be able to:	
<ul style="list-style-type: none"> <li>• Primacy of God</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate that all acts need to be done with the name of God.</li> <li>• Justify that giving second place to God means giving Him none.</li> <li>• Conclude that serving the people selflessly is in fact service of God Himself.</li> <li>• Appraise that the real aim of human's life is to realize God.</li> </ul>
<ul style="list-style-type: none"> <li>• Systems and places of worship and their collective behavior on peoples with respect to main Religions</li> </ul>	<ul style="list-style-type: none"> <li>• Name the places of worship of main Religions.</li> <li>• Describe diagrammatically salient features of those places of worship.</li> <li>• Demonstrate respect for all places of worship.</li> <li>• Describe briefly the systems of worship prevalent in main religions.</li> <li>• Appreciate that different system apart, worship in all is directed to One God alone.</li> <li>• Recognize that worship brings about peace of mind, solace.</li> <li>• Conclude that these who find refuge in God do not go astray.</li> <li>• Conclude that with God-loving and God-fearing people in forefront, people's behavior will change positively.</li> </ul>
<ul style="list-style-type: none"> <li>• Concept of piety, mercy, compassion, clemency and righteousness in main religions</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the significance of piety in all major Religions.</li> <li>• Understand that compassion is the foundation of all religions.</li> <li>• Demonstrate compassion to all sorts of living beings.</li> <li>• Realize that too much compassion may result in social problem.</li> <li>• Explain "Blessed are merciful for they shall obtain mercy".</li> <li>• Know what is Mercy killing.</li> <li>• Differentiate between Mercy and Clemency.</li> <li>• Know that SEERS and Saints are embodiment of Mercy and Clemency.</li> <li>• Understand that clemency moderate's punishment.</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand that all religions strive for establishment of righteousness in society.</li> <li>• Know that the unrighteous and morally degraded societies have vanished from the annals of history and such are bound to be wiped off in future also.</li> </ul>
<ul style="list-style-type: none"> <li>• Concept of Accountability and its influence on human character</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the need of Accountability.</li> <li>• Recognize that one alone is responsible for one's deeds as ordained by God.</li> <li>• Realize that it requires a lot of courage and strong character to take responsibility of one's doings.</li> <li>• Explain the character traits.</li> <li>• Recognize that natural tendency towards accountability results in judicious use of powers, fearless and honest discharge of one's duties.</li> </ul>
<ul style="list-style-type: none"> <li>• Importance of Time and Punctuality in Religious Teachings</li> </ul>	<ul style="list-style-type: none"> <li>• Relate the fixed timings of prayers to the importance all religions impart to time and punctuality.</li> <li>• Realize the value of exact timing in case of astrological decisions.</li> </ul>

### 3. Key Learning Areas: Social Etiquettes

#### Standard:

The students will be very well versed with this fact that the natural use of proper, pleasing and appropriate etiquettes/netiquettes costs us nothing but may pay everything. Also, that good and charming etiquettes stand in good stead on the road to prosperity.

#### Benchmarks:

The Students are expected to:

- Act in a manner which is suitable to the situation.
- Realize that etiquettes are not to memorize alone but to make integral part of one's life.
- Assess that etiquettes on display are devoid of pretension.
- Realize that proper etiquettes enhance one's confidence it may be boarding the Bus, Train or alighting the plane etc.

Unit:3	SLOs
Themes	
The students will be able to:	
Etiquettes	<ul style="list-style-type: none"> <li>• Explain the foundation of proper Etiquettes.</li> <li>• Describe Ten Rules of etiquettes everyone should know.</li> <li>• Express the necessity of Social etiquettes.</li> <li>• Describe the version of “Golden Rule” which is shared by most of the religions.</li> </ul>
Places of Worship	<ul style="list-style-type: none"> <li>• Express those places of worship are open for all without the discrimination of caste, color, race etc.</li> <li>• Make sure that entry to worship places is to be after proper cleaning with proper dressing, bare footed and on time.</li> <li>• Strive for protecting its sanctity and maintenance.</li> <li>• Focus on the causes of distraction in order to avoid them.</li> </ul>
Offices	<ul style="list-style-type: none"> <li>• Know which office to be approached for a particular work and when.</li> <li>• Appraise with confidence the relevant person about his purpose to visit the office.</li> </ul>
Banks	<ul style="list-style-type: none"> <li>• Locate in the bank the counter relevant to his work and wait for his turn.</li> <li>• Know how to credit or draw the money.</li> <li>• Know how to use banking service for saving.</li> </ul>



Railway stations, bus stand and air port	<ul style="list-style-type: none"> <li>• Compare and contrast different modes of transportation.</li> <li>• Understand that advance booking secures journey.</li> <li>• Know that entry into Railway station is guaranteed by Ticket or Platform.</li> <li>• Understand that proper etiquettes of talking, walking, thanking etc. are necessary particularly at airports, from entry to the boarding the plane.</li> <li>• Know that it is very important to strictly follow the instructions regarding timings.</li> <li>• Understand that observance of etiquettes is for the convenience of those with whom we come in contact.</li> <li>• Negotiate calmly and coolly.</li> </ul>
Markets	<ul style="list-style-type: none"> <li>• Understand and functions of Market and new products.</li> <li>• Apply personal and professional skills and manners in variety of settings as mentioned above.</li> </ul>

#### 4. Key Learning Areas: Personalities

##### Standard:

The students will be able to pick from their lives the material of their choice and give it such a form or shape which is in accordance with the present times.

##### Benchmarks:

The students are expected to:

- Know about the life of Aristotle-disciple of Plato and the teacher of Alexander the great.
- Appreciate why his teachings are still in tune with time.
- Know about the German Philosopher KANT and his theory of Ethics.
- Understand the life, works of Imam Ghazali رحمته الله the multifaceted personality of Persia.
- Feel enthused about the services rendered by FLORENCE NIGHTINGALE, English social reformer and statistician.
- Know about Sri Arubindu, his contribution towards enhancing and strengthening Ethical values.

Unit:4	SLOs
Themes	
The students will be able to:	
<b>Personalities:</b> Aristotle and his theory of Ethics	<ul style="list-style-type: none"> <li>• Know where and when Aristotle was born.</li> <li>• Describe briefly the life of this Greek Philosopher and Scientist.</li> <li>• Explain on what principles Aristotle Ethics is built.</li> <li>• Describe his views regarding happiness and moral values.</li> <li>• Explain what constitutes good character.</li> <li>• Briefly shed light on “The Nicomchean Ethics” by Aristotle.</li> </ul>
Kant and his theory of Ethics	<ul style="list-style-type: none"> <li>• Know about the life of German Philosopher Kant.</li> <li>• Explain briefly Kant’s theory- (deontological moral theory).</li> <li>• Enlist the factors on which rightness or wrongness of action depend.</li> <li>• Explain what supreme principle of morality-categorical imperative is.</li> </ul>
Imam Ghazali <small>رحمته الله عليه</small>	<ul style="list-style-type: none"> <li>• Know about the life of Hazrat Imam Ghazali <small>رحمته الله عليه</small> one of the most prominent philosopher, theologians, Jurists and mystics.</li> <li>• Explain briefly what subjects are dealt with in his book Kimiya-yi-Saadat.</li> <li>• Know who translated the said book in English and with which name.</li> <li>• Describe the two forms the man consists of according to this scientific Imam.</li> <li>• Describe the fundamental values.</li> <li>• Explain briefly the Ethical theory of Imam Ghazali <small>رحمته الله عليه</small>.</li> </ul>
Florence Nightingale	<ul style="list-style-type: none"> <li>• Describe early life of FLORENCE NIGHTINGALE.</li> <li>• Explain why she is called Mother of Nursing “and also the lady with the lamp”.</li> <li>• State her role as an organizer and inspirer of the CRIMEAN war nursing services.</li> <li>• Appreciate the salient features of her “Environmental Theory”.</li> <li>• Describe her notes on nursing.</li> </ul>

Sri Arubindu	<ul style="list-style-type: none"><li>• Describe the parentage, Education and early life of Sri Arubindu Ghosh Philosopher, Jogi, Guru, poet and nationalist.</li><li>• Know about EPIC POEM SAVITRI-his greatest work.</li><li>• Know his other literary works.</li><li>• Narrate briefly his role in freedom struggle.</li><li>• Know where his Ashram is situated?</li><li>• Briefly tell about his spiritual collaborator who began to be known “Mother”.</li><li>• Explain his Philosophy of divine life on Earth through spiritual Evolution.</li><li>• Explain what constitutes a joyful life.</li></ul>
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## 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.

**Religious Studies** – 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 these objective teachers, need to adopt innovative instructional strategies. The teacher in the classroom is suggested to follow the under mentioned guidelines to make “**Religious Studies**” 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 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 **Religious Studies** 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 writing
- 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 (IX-X) portion of National Curriculum Religious Studies  
(Grade III-XIII) 2007

The Curriculum Review meeting was held on February 26 to 28, 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 9<sup>th</sup> 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 IX-X.

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 <a href="mailto:aljagru1945@yahoo.com">aljagru1945@yahoo.com</a>	 Chairman
2.	Dr. Chaman Mansha Assistant Professor Government Comprehensive Higher Secondary School Mirpurkhas.	0333-2954424 <a href="mailto:cmrupani@yahoo.com">cmrupani@yahoo.com</a>	 Member
3.	Mr. Chetan JST Govt. Boys High School Mirpur Old.	0333-3404390 <a href="mailto:chetanchohan333@gmail.com">chetanchohan333@gmail.com</a>	 Member
4.	Mr. Haresh HST Govt (SQAZAB) Boys High School Mirpurkhas.	0333-2975962	 Member
5.	Ganesh Mal Deputy Director Directorate of Curriculum, Assessment and Research (DCAR) Jamshoro Sindh.	0334-5399652 <a href="mailto:ganeshmal1961@yahoo.com">ganeshmal1961@yahoo.com</a>	 Member/Secretary

## **DRAFT**

### **RELIGIOUS STUDIES CURRICULUM FROM GRADE IX-X**

The National Curriculum **ETHICS** Grade III- XII (2007) was reviewed by the Provincial Review Committee for Grade IX & X.

Following are major changes that are made in the Provincial Curriculum **Ethics** (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 Religious Studies (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) for Grade IX & X, 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 5th, October, 2022.

**NOTIFICATION**

**NO. SELD/HCW/18/2018:** In compliance with the Section 3, sub-section (4), (e) of Sindh School Education Standards & Curriculum Act 2014, Sindh Act No. IX of 2015. School Education & Literacy Department, Government of Sindh is pleased to accord **No Objection Certificate for developing text material for the subject "Religious Education" and publishing the same in accordance to the Curriculum for Grade-III to XII**, after review and modification by the Curriculum Development & Review Committee for Grade III-XII, notified by School Education & Literacy Department, Government of Sindh.

**GHULAM AKBAR LAGHARI  
SECRETARY TO GOVERNMENT OF SINDH**

**NO. SELD/HCW/18/2018:**

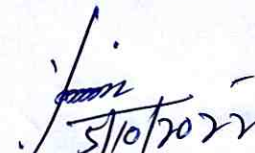
**Karachi, dated the 5th, October 2022.**

**A copy for information and necessary action to:**

1. The Chairman, Sindh Textbook Board, Jamshoro.
2. The Chief Advisor Curriculum Wing, School Education & Literacy Department, Government: of Sindh, Karachi.
3. The Director, Directorate of Curriculum, Assessment & Research, Jamshoro.
4. The P.S to Secretary School Education & Literacy Department, Government: of Sindh, Karachi.
5. The official website.
6. The office file.

 **SCHOOL EDUCATION &  
LITERACY DEPARTMENT  
SINDH**



  
**(RIAZ AHMED SHAR)**  
**SECTION OFFICER (CURRICULUM-A&T)**  
**For SECRETARY TO GOVERNMENT OF SINDH**