

National Curriculum  
**ETHICS**  
for Non-Muslims  
Grades III – XII  
2007



GOVERNMENT OF PAKISTAN  
MINISTRY OF EDUCATION  
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## Contents

<b>Introduction</b>	1
<b>Aims &amp; Objectives</b>	3
<b>Grade III</b>	
1 Introduction to Religions	4
2 Introduction to Religious Ethics	4
3 Ethical Values	4
4 Personalities	5
<b>Grade IV</b>	
1 Introduction to Religions	6
2 Hinduism	6
3 Buddhism	6
4 Ethical Values	6
5 Personalities	7
<b>Grade V</b>	
1 Introduction to Religions	8
2 Judaism	8
3 Christianity	8
4 Islam	8
5 Ethical Values	9
6 Personalities	9
<b>Grade VI</b>	
1 Introduction to Religions	10
2 Sikhism	10
3 Religious Festivals in Pakistan	10
4 Ethical Values	10
5 Etiquettes	11
6 Personalities	11

**Grade VII**

1	Introduction to Religions	12
2	Zoroastrianism	12
3	Religious Festivals in Pakistan	12
4	Ethical Values	12
5	Etiquettes	13
6	Personalities	13

**Grade VIII**

1	Introduction to Religions	14
2	World Religions	14
3	Religious Festivals in Pakistan	14
4	Ethical Values	15
5	Personalities	15

**Grade IX-X**

1	Introduction to Religions	16
2	World Religions	16
3	Jainism	16
4	Ethical Values	16
5	Etiquettes	16
6	Personalities	17

**Grade XI-XII**

1	Introduction to Religions	18
2	Detail accounts of the religions of Pakistan and their strengths	18
3	Ethical Values	18
4	Etiquettes	18
5	Personalities	19

<b>Guidelines for Teachers</b>	20
<b>Assessment and Evaluation</b>	21
<b>Guidelines for Textbook Writers</b>	22
<b>Curriculum Development Team</b>	24
<b>List of Contributors</b>	26



## **INTRODUCTION**

The purpose of teaching “Ethics” to the students is promotion of 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 two 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.

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:

- 1) Build character of the students to enable them to play a vital and positive role in the society.
- 2) Provide students with pure teachings and social skills to bring about a change in their thought and behavior towards fellow human beings.
- 3) Understand the primacy of religious teachings and their value in social life.
- 4) Translate human values into practice, through “role-models”. (Therefore, various remarkable and outstanding personalities are included in the curriculum.)
- 5) Develop etiquettes and mannerism in students
- 6) 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.)
- 7) Practice and promote socialization among members of all faiths.( For achieving this, some festivals have been included from different religions.)

## **Grade – III**

### **Unit – I**

#### **Introduction to Religions:**

Brief introduction to primitive Religions : Nature Worship

- Sky gods
- Earth gods
- Mythologies (Greek, Babylonian, Egyptian)

Brief introduction to primitive Religions: Animism and Magic

- Totemism
- Fables & Myths

\* Note:

The material will contain relevant short stories, which will help students to understand why people used to worship nature.

The language, length and presentation will be developed according to age & cognitive level of students.

### **Unit – II**

#### **Introduction to Religious Ethics:**

- Importance of moral values
- Relation between religion and ethics

#### **Ethical Values:**

Importance of Life:

- Respect for Human Life
- Respect for the Life on Earth (animals, plants)
- Plant Life

Respect for Humans:

- All human beings are born equal
- Respect for all people irrespective of race, gender, social status, profession and religion

Self Respect:

- Maintain ones own dignity as human being with the sense of equality and justice.

Education:

- Importance of knowledge and its impact on character

Health:

- Looking after oneself
- Cleanliness and hygiene
- Keeping environment clean

### Unit – III

#### **Personalities:**

Prophet Abraham:

- Life & Traveling
- Strong believer in God
- Uprightness
- Sacrifice (Eldest Son)

## Grade – IV

### Unit – I

#### Introduction to Religions:

- Concept of main religions
  - System of beliefs, human conduct and Worship on the basis of following: (Hinduism, Buddhism, Zoroastrianism, Judaism, Christianity, Islam, Sikhism... )
  - Brief introduction, founders and holy books

### Unit – II

#### Hinduism:

- Introduction
  - Origin
  - Development
- Sacred Books
  - Vedas, Upanishads, Ramayana, Mahabharata & Bhagavad-Gita
  - Brief History & Teaching of Vedas with focus on moral concepts
- Main Concepts
  - Om (brief concept)
  - Brahma (brief concept)
  - Mukti (in detail)

#### Buddhism:

- Introduction
- Origin
- Development
- First Sermon of Buddha under the tree

### Unit – III

#### Ethics & Values:

- Respect for Parents, family, brothers & sisters
- Respect for teachers and class fellows
- Honesty & truthfulness

## Unit – IV

### **Personalities:**

Lord Krishna

- Life
- Teachings (Gita)

Gautama Buddha:

- Life
- Parables

## Grade – V

### Unit – I

#### Introduction to Religions:

- Semitic Religions:
  - Introduction
  - Origin
  - Main Prophets; (Adam, Noah, Abraham, Jacob, Moses, Jesus Christ, Muhammad (Peace Be Upon Them), their relationship with these religions (very briefly).

### Unit – II

#### Judaism:

- Introduction
- Scripture and other books (Talmud, Kabala)
- Prophet Moses
  - Life
  - Teaching
  - Ten commandments
  - Belief in God (in detail)

#### Christianity:

- Introduction
- Scriptures (The Bible [K.J.V])
- Jesus Christ
  - Life
  - Teachings
    - Sermon on the mount
    - Parable of the Good Samaritan

#### Islam:

- Introduction
- Scripture (Quran)
- Prophet Muhammad (P.B.U.H)
  - Life
  - Teachings:
    - a- Mithaq Madina: selected clauses related to muslims' relationship with the people of other faiths
    - b- Last Sermon of Holy Prophet (P.B.U.H)

## Unit – III

### **Ethical Values:**

- Respect for neighbours
- Respect for elders
- Respect for all religions
- Keeping neighbourhood clean
- Helping others (elderly, class fellows, special people & needy)
- Importance of time and punctuality

**Note:** Ethical and moral values will be built on some concrete concepts through stories from everyday life and focus on how to apply these concepts and values to real life situations that students face.

## Unit – IV

### **Personalities:**

Prophet David

- Life
- Psalms

St. Paul

- Life
- Contribution

## Grade – VI

### Unit – I

#### Introduction to Religions:

- Contribution of religions towards human development
  - Development of good character and values
  - Seeking knowledge (Quotations from Holy books)

### Unit – II

#### Sikhism:

- Introduction
- Development
- Eleven Great Gurus
- Baba Guru Nanak Dev Ji and his teachings
- Guru Granth Sahib
- Importance of Sikhism in developing religious harmony in subcontinent

### Unit – III

#### Religious festivals in Pakistan:

- Eid al -Fitr
- Christmas
- Birthday of Baba Guru Nanak Dev Ji

### Unit – IV

#### Ethical Values:

##### Family Ethics:

- Role of child in family life
- Helping family members in their daily chores
- Giving equal status to male and female family members (education, food, recreation & health)
- Respect for service providers at home

##### Respect for Rules:

- Importance of rules
- Importance of time in individual's life
- Rules at home



- Rules at school
- Rules in the neighbourhood (a comprehensive note on these four topics)
- Traffic rules (in detail)

## **Etiquettes**

### Eating habits:

- Acceptance of all kinds of food that are allowed
- Sharing food
- Avoiding wastage of food
- Washing hands before and after eating
- Eating with mouth closed and masticating / chewing properly
- Not talking while food in mouth

## **Personalities:**

Mary, the mother of Jesus Christ

- Importance in both Islam and Christianity
- Chastity

Asoka

- Life
- Contribution
- Law

St. Thomas Aquinas

- Life
- Contribution towards Philosophy and Theology

## **Grade – VII**

### **Unit – I**

#### **Introduction to Religions:**

- Contribution of religions to human development
  - Arts, Literature (Mystic poetry), Architecture

### **Unit – II**

#### **Zoroastrianism:**

- Introduction
- Development
- Basic concepts
  - Yazdan
  - Ahirman
- Holy Books
  - Avesta
    - a- Gathas (Selection)
    - b- Viderdat or Vendidad (Selection)
    - c- Hadhoxt Nask (Selection)

### **Unit – III**

#### **Religious festivals in Pakistan:**

- Eid al -Adha
- Easter
- Holi
- Nauroz

### **Unit – IV**

#### **Ethical Values:**

- Role of punctuality in “nation building”.

#### **Sharing of Blessings:**

- Importance of sharing
- Sharing at home (food, toys, space, belongings)
- Sharing at school (belongings, space, stationery)
- Sharing in the society (neighbours, friends, destitutes & needy)

### Honesty:

- Importance of honesty
- Honesty at home
- Honesty at school
- Honesty in social life

### Truthfulness:

- Importance of telling the truth
- Taking responsibility for one's own actions
- Avoiding slandering and accusation

### **Etiquettes**

#### Communication:

- Verbal
- Gestures and actions
- Telecommunication

### **Personalities:**

Hazrat Rabia Basri

- Life
- Character

Zarathushtra

- Life
- Teachings

St. Thomas, The Apostle

- Life
- Character
- Contribution

## **Grade – VIII**

### **Unit – I**

#### **Introduction to Religions:**

Contribution of religions in human development

- Social welfare (taking care of parentless, physical and psychological patients, needy, special people, poor)
- Character building
  - Being a good human
  - Respect for fellow human beings
  - Human beings' role as member of global community

### **Unit – II**

#### **World Religions:**

- Confucianism
  - Brief introduction
    - Confucius
    - Books
  - Basic ideas
    - Tao
    - Jen
    - I
- Taoism
  - Brief introduction
  - Laotzu
  - Books
  - Basic teachings

### **Unit – III**

#### **Religious festivals in Pakistan:**

- Lord Krishna's Birthday (Janam Ashtam)
- Baisakhi as a religious festival

## Unit – IV

### **Ethical Values:**

#### Patriotism:

- Love and loyalty to the country and nation
- Duties and responsibilities as a citizen
- Importance of national unity

#### Respect for Law:

- Importance of law and constitution
- Fundamental rights as guaranteed in the Constitution of Pakistan
- Respect for and obedience to law
- Importance of time and punctuality in social life

#### Etiquettes:

- Manners of socializing
- Greeting and cheering
- Respecting elders
- Manners of participation
- Visiting a patient

## Unit – V

### **Personalities:**

#### Mira Bai

- Life and contribution

#### St. Augustine

- Life
- Contribution

#### Ibn Miskawayh

- Life
- Kitab Tahadhib -al- Akhlaq

#### Abraham Lincoln

- Life
- Contribution

## **Grade – IX – X**

### **Unit – I**

#### **Introduction to Religions:**

- The psychological and personal value of religion
- The social and ethical value of religion
- The role of religion in resolving crisis
- The concepts of sin and crime

**Note:** These topics will be dealt with both religious and non-religious sources

### **Unit – II**

#### **World Religions:**

##### **Jainism:**

- Introduction and development

##### **Mahavira:**

- His life
- Basic teachings

### **Unit – IV**

#### **Ethics and Values:**

- Primacy of God
- Systems and places of worship and their collective impact on peoples' behaviour with reference to main religions (Hinduism, Buddhism, Zoroastrianism, Christianity, Islam, Sikhism...)
- Concepts of piety, mercy, compassion, clemency, honesty and righteousness in main religions of the world
- Concept of accountability and its influence on human character
- Importance of time and punctuality in religious teachings

**Etiquettes:**

- Places of worship
- Offices
- Banks
- Railway station / bus stand
- Airport
- Markets

**Unit – V**

**Personalities:**

- Aristotle and his theory of ethics
- Kant and his theory of ethics
- Imam Ghazali
- Florence Nightingale
- Sri Arubindu

## **Grade – XI – XII**

### **Unit – I**

#### **Introduction to Religions:**

- Sociological, philosophical and psychological understanding of religion (Tyler, Frazer, Freud and Rudolf Otto)
- Impact of society on religion (a general survey)
- The concept of transcendental unity of religions
- Scientific approach towards religion

### **Unit – II**

#### **Detail accounts of the religions of Pakistan and their strengths:**

- Islam
- Christianity
- Hinduism
- Sikhism
- Zoroastrianism

(History, basic beliefs, system & places of worship (spiritual aspect), basic teachings with some details, rituals of birth and death)

### **Unit – IV**

#### **Ethical Values:**

**Social Justice, equality of human beings (gender, color, race, nation), safeguarding the society and its institutions:**

- State institutions
- Religious institutions
- Educational institutions
- Social institutions
- Importance of time and punctuality at workplace

#### **Etiquettes of work place:**

- Management level
- Subordinates
- Service providers
- Visitors



**Personalities:**

- Nelson Mandela
- Mother Teresa
- Abdul Sattar Edhi
- Dr. Muhammad Yunus
- Naguib Mahfouz
- Gool Minawala/Nusswanjee Mehta

## 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 21<sup>st</sup> 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 undermentioned 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 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

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