

SINGLE NATIONAL CURRICULUM

RELIGIOUS EDUCATION GRADE I-V (2020)

(For Minorities)

ONE NATION, ONE CURRICULUM



NATIONAL CURRICULUM COUNCIL,
MINISTRY OF FEDERAL EDUCATION AND PROFESSIONAL TRAINING, ISLAMABAD
GOVERNMENT OF PAKISTAN

CURRICULUM
RELIGIOUS EDUCATION
GRADE I-V
2020



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INTRODUCTION

PREFACE

It is a well-established fact that educational curriculum plays a key role in nation building. Having a uniform curriculum across the country is a long-standing aspiration of all segments of the society and the present government has declared it as its priority. Development of the Single National Curriculum for Pre 1-5 is the fulfillment of the dream of **'One Nation, One Curriculum'**.

The decades old educational apartheid amongst the different streams of education in the country has not only kept the different educational institutions, educational quality, teachers and students divided, but has also perpetuated inequity in opportunities of social and economic progress amongst the population. These systems or streams of education in the country are creating disparities and different mindsets.

In our beloved country, different systems of education cater to the educational needs of children in the different classes of society. These include public sector schools, private schools. Alongside, across the length and breadth of the country there are madrassahs which cater to the educational needs of approximately three million children. These different educational institutes follow completely different curricula, and resultantly we have graduates with different thinking and approach to life and livelihoods. These are precisely the differences that become stumbling blocks for nations aspiring to become great. A single national curriculum is therefore, an important step in the journey to building a strong nation.

Development of the Single National Curriculum for grade Pre 1-5 has been completed under a broad-based consultative process with the engagement of experts from all provinces and areas. To achieve this goal, the experts of provincial and area curriculum authorities, textbook boards, faculty from renowned universities, research organizations, teacher training institutes and assessment experts and representatives of minorities participated in the consultative process. For the first time ever, distinguished experts from the Ittehad Tanzeemat Ul Madaras Pakistan (ITMP) participated in the development of the curriculum for grade Pre1-5 under an all-inclusive consultative year-long process amassing extensive inputs of more than four hundred experts.

The key considerations in the development of SNC include: teachings from the Quran and Sunnah; vision of Quaid-e-Azam Muhammad Ali Jinnah and Allama Iqbal; the Constitution of Pakistan, national policies; international commitments, including Sustainable Development Goals (SDGs); latest trends in education; societal values; inclusive education; human rights and child protection; hygiene and sanitation; environment and climate change; global citizenship; life skills based and civic education; respect for religious and cultural diversity; move away from rote learning; activities and project based learning; 21st century skills; use of information and communication technology; and the ever evolving challenges and trends of the new era.

At the onset of the development of SNC, it was crucial to analyze and build upon its predecessor national curriculum 2006 of Pakistan. In this regard, comparative studies of the 2006 curriculum were conducted vis-à-vis the curricula of Singapore and Cambridge education. In parallel, standards for learners of Pakistan were compared with those of Singapore, Malaysia and United Kingdom. Based on the findings and recommendations of these research activities, standards for the SNC were agreed upon. In order to ensure the inclusion of international trends in the SNC, a series of national level workshops and conferences were organized on the topics of Critical Thinking, Sustainable Development Goals (SDGs) and Life Skills Based Education (LSBE).

The 2006 national curriculum was revised in the light of recommendations derived from the above-mentioned researches and conferences, under the careful supervision of experts. The draft of the SNC pre 1-5, hence prepared was shared with the provinces and areas for their review and feedback. For the first time in the history of curriculum development of Pakistan, experts from Gilgit-Baltistan and Federal Government Educational Institutes (Cantts & Garrisons) participated in the consultative workshops. Moreover, the draft curriculum was also shared with the Cambridge University UK and Institute for Educational Development, Karachi for expert inputs and value addition. The draft curriculum was then updated in the light of feedback received. As a next step a national conference was organized in which experts from all over the country participated to conduct yet another thorough review of the updated curriculum draft. In an historic moment, at the conclusion of the national conference, experts from different schools of thought reached consensus and signed off on the Single National Curriculum for grade Pre 1-5.

In addition to being aligned to modern international trends, the SNC has our national and cultural values at its core. This curriculum endeavors to build a nation that takes pride in its religious and national beliefs and values and at the same time inculcates respect for religious and cultural diversity in the society and the world at large. It envisions the development of exemplary attitudes and behaviors in individuals who are capable of dealing with the challenges of the 21st century.

To enable implementation of the SNC in its true spirit, model textbooks, teacher training modules and an assessment framework are being developed, which will ensure delivery of education that is qualitatively superior and relevant to the children's lives.

It is of foremost importance to thank all provinces and areas, public and private institutions and experts, university faculty and researchers, experts from ITMP and representatives of minorities for their relentless efforts and invaluable recommendations which enabled the development of the SNC grade Pre 1-5.

01 INTRODUCTION

The purpose of developing “Religious Education” curriculum for the students belonging to minorities is to provide them an equal opportunity of learning about their own religions in line with the provisions of constitution of Pakistan. It is hoped that this will help them maintain their lives in the light of their own religious faith, teachings and values. In addition, they will also be able to learn about prominent personalities belonging to their own faith.

Constitution of Islamic Republic of Pakistan grants religious freedom to all its citizens. Article 22-(1) states:

Safeguards as to educational institutions in respect of religion, etc.

22. (1) No persons attending any educational institution shall be required to receive religious instructions, or take part in any religious ceremony, or attend religious worship, if such instructions, ceremony or worship relates to a religion other than their own.

In line with this constitutional provision, National Curriculum Council, Ministry of Federal Education and Professional Training rightly realized this need and constituted a committee to revise the “Ethics” curriculum 2007 and develop Religious Education Curriculum initially for five religions; Christianity, Hinduism, Sikhism, Baha’i religion and Kalasha faith.

Curriculum for Religious Education consists of themes such as Beliefs and Prayers, Life of Religious Leader(s), Ethical Values and Sources of Guidance / Heroes. Under these overarching themes, the content for the textbooks has been prescribed. Other than basic beliefs, foundations and personalities, 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.

Teaching of values through Religious Education can benefit the society in such a way that the students will realize that their own religion like all other religions teach the similar values and they have all reasons to have positive feelings for other faiths. This will also help them feel themselves as an equal citizen who should work whole heartedly and with all their energy for the prosperity of Pakistan. The present generation will grow up with healthy, tolerant and sound moral character which will ultimately result in the creation of a society with the spirit of social cohesion. Such a society has been a dream of sage throughout the history.

Keeping in view the above-mentioned realities, the curriculum of Religious Education is progressive and promoting religious harmony.

This curriculum covers following areas:

1. Introduction to Religion: This section deals with a brief introduction to the respective religion. It will cover basic religious concepts and then their key philosophies, principles etc.

2. Beliefs and Prayers: This section deals with basic beliefs and important prayers of the followers of the particular religions.

3. Religious Leader (s): Life and teachings of the religious leaders are discussed in this section. It includes something about their lives and their teachings for the followers of particular religions.

4. Ethical and Moral Values: This section will focus on values according to the teachings of the respective religion and their application and implication in everyday life and larger society. 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.

5. Sources of Guidance and Heroes: Famous inspirational personalities and role models of respective religions have been included in the curriculum with a view that they will provide a vision to the students from early age. The selection of these personalities for each grade has been made in accordance with the cognitive level of students.

6. Religious Festivals: For making students more familiar with their religion and their social practices, some religious festivals have been included in the curriculum. The purpose is to encourage students to participate in, observe and respect these festivals.

AIMS & OBJECTIVES

The aims and objectives devising the progressive and constructive curriculum of “Religious Education” are as follows:

- 1) To help students understand the primacy of religious teachings and their value and impact in social life.
- 2) To provide an insight of the respective religion to the students belonging to that faith.
- 3) To familiarize the learners with the basic principles, teachings, practices and role models of their own religious faith.
- 4) To build character of the students to enable them to play a vital and positive role in the universal society.
- 5) To provide students with pure teachings and social skills to bring about a positive change in their thought and behavior towards fellow human beings.
- 6) To translate universal values into practice, through role-models.
- 7) To develop etiquettes and mannerism in students in the light of their own religious teachings and ethical and moral code of society such as family values, respect of parents and elders, affection for children and respect for humanity.
- 8) To practice and promote harmony, tolerance and acceptance among the members of different faiths.
- 9) To groom students as responsible members of the society by inculcating values such as respect of constitution of Pakistan, human rights and responsibilities, gender justice, promotion of a culture of peaceful coexistence, global citizenship, and appreciation of cultural diversity.
- 10) To promote love for the country which will result in more loyal and united generation that will work together for prosperity of Pakistan.

01

Curriculum for Christianity

Grade I

Introduction to Christianity

- i. Introduction to Christianity
- ii. The Word of God

Chapter 1: Beliefs and Prayers

- i. Belief
- ii. Prayer
- iii. The Lord's prayer
- iv. The Creation
- v. God Sends Abraham to Egypt
- vi. The Sermon on Forgiveness
- vii. Discourse on the Water of Life.
- viii. Christmas
- ix. Psalm 23

Chapter 2: Life of Jesus Christ

- i. Jesus Christ loves the little Children
- ii. Jesus Christ resurrects daughter of Jairus
- iii. Jesus Christ heals the Blind Beggar
- iv. The Parable of Lazarus and the rich man

Chapter 3: Ethical Values

- i. Love
- ii. Truthfulness
- iii. Cleanliness
- iv. Peace

Chapter 4: Sources of Guidance / Heroes

- i. St. James the Great
- ii. Dr. Ruth Pfau

Grade II

Chapter 1: Beliefs and Prayers

- i. The Holy Bible
- ii. Prophet Jonah
- iii. Jesus Christ our Saviour
- iv. The Great Commandment
- v. Sermon on the Light of the World
- vi. Church
- vii. Easter
- viii. Psalm 121

Chapter 2: Life of Jesus Christ

- i. Jesus Christ loves humanity
- ii. Jesus Christ Heals the distraught youth
- iii. Jesus Christ heals a man blind from birth
- iv. The parable of the Good Samaritan

Chapter 3: Ethical Values

- i. Kindness
- ii. Generosity
- iii. Compassion
- iv. Obedience

Chapter 4: Sources of Guidance / Heroes

- i. Saint Mother Teresa
- ii. Nelson Mandela
- iii. Mr. SP. Singha

Grade III

Chapter 1: Beliefs and Prayers

- i. God Almighty
- ii. Heaven
- iii. Magnificat of Mother Mary
- iv. Advent Season
- v. Importance of Christmas
- vi. Epiphany
- vii. Follow Jesus
- viii. Psalm 100

Chapter 2: Life of Jesus Christ

- i. Jesus Christ a role model for humanity
- ii. Jesus Christ heals a centurion's servant
- iii. Jesus Christ heals a paralytic
- iv. The Parable of the Good Shepherd

Chapter 3: Ethical Values

- i. Peace
- ii. Patience
- iii. Forgiveness
- iv. Honesty

Chapter 4: Sources of Guidance / Heroes

- i. Prophet Job
- ii. Saint Peter
- iii. Alexander Graham Bell

Grade IV

Chapter 1: Beliefs and Prayers

- i. Brief introduction of the Holy Bible
- ii. Adam and Eve
- iii. Cain and Abel
- iv. Sufferings of Jesus Christ
- v. Importance of prayer
- vi. Beatitudes
- vii. Respect of the Church
- viii. God Says
- ix. Psalm 123

Chapter 2: Life of Jesus Christ

- i. Jesus Christ cares for the poor
- ii. Jesus Christ calms the storm
- iii. Jesus Christ feeds five thousand
- iv. The Parable of the Lost Sheep

Chapter 3: Ethical Values

- i. Importance of family in Christianity
- ii. Importance of knowledge
- iii. Good Character
- iv. Truthfulness
- v. Human Dignity
- vi. Caring for others (Sick, Orphans, Old persons)

Chapter 4: Sources of Guidance / Heroes

- i. Prophet Jeremiah
- ii. Saint Thomas the Apostle
- iii. Wilbur and Orville Wright
- iv. Christopher Columbus

Grade V

Chapter 1: Beliefs and Prayers

- i. Universality of the Holy Bible
- ii. God Cares the earth
- iii. Biblical teachings about love
- iv. Samson and Delilah
- v. Prophetess Deborah
- vi. Mother Mary
- vii. Twelve Disciples of Jesus
- viii. Importance and respect of the Church
- ix. Teach the children
- x. Lent Season
- xi. Psalm 91

Chapter 2: Life of Jesus Christ

- i. Jesus Christ a role model teacher
- ii. Jesus Christ raises a widow's son
- iii. Jesus Christ heals a leper
- iv. The Parable of the Unmerciful Servant

Chapter 3: Ethical Values

- i. Characteristics of ethics in the Holy Bible
- ii. Human Rights and Christianity
- iii. Acceptance
- iv. Patience
- v. Good deeds
- vi. Kindness
- vii. Social Justice

Chapter 4: Sources of Guidance / Heroes

- i. Prophet Samuel
- ii. Ruth
- iii. Thomas Alva Edison
- iv. Florence Nightingale

02

Curriculum for Hinduism

Grade I

Introduction to Hinduism:

- i. Essentials of the religion
- ii. Essence of the religion
- iii. Original source of the religion (Holy Book(s) etc.)
- iv. Holy language, followers etc.

Chapter 1: Beliefs and Prayers

- i. The Om symbol for Hinduism (Brief)
- ii. Sacred Books
- iii. Basic Mantras with translation
- iv. Mool Mantra Japji Sahib
- v. Celebration of Devali or Deepvali

Chapter 2: Pictorial life story of Shri Ram Chandar

Chapter 3: Ethical Values and Moral values

- i. Love
- ii. Truthfulness
- iii. Cleanliness

Chapter 4: Role Models with pictures ``

- i. Bhagat kanwar Ram
- ii. Rishi Valmiki

Grade II

Chapter 1: Beliefs and Teachings`

- i. Belief System of Sanatan Dharam (Basic Introduction)
 - Dharma
 - Artha
 - Kaama
 - Moksha
- ii. Brief introduction of Bhagavad Gita
 - Name of writer
 - Place
 - Total Chapters
 - Total Shalok of Bhagavad Gita
- iii. Celebration of Holi

Chapter 2: Pictorial life history of Shri Kirshana

Chapter 3: Ethical and Moral Values

- i. Kindness
- ii. Generosity
- iii. Obedience
- iv. Sacrifices

Chapter 4: Spiritual Poets

- i. Mira Bai
- ii. Bhagat Kabir
- iii. Bhagat Ravidas

Grade III

Chapter 1: Beliefs and Teachings

- i. Arti's Om Jai Jagdesh (with meaning)
- ii. Oneness of God and Concept of Trimurti (names)
- iii. Celebration of festivals Dassara and Nav Ratri

Chapter 2: Religious Deities

- i. Shri Ganesh
- ii. Jhule Lal

Chapter 3: Ethical and Moral Values

- ii. Patience
- ii. Peace
- iii. Honesty
- iv. Forgiveness
- v. Tolerance
- vi. Acceptance

Chapter 4: Sources of Guidance/Hindu Heroes

- i. Bhagat Prahlaad
- ii. Mata Seeta Devi
- iii. Raja Harish Chandar

Grade IV

Chapter 1: Beliefs and Teachings

- i. Importance of the Bhagavad Gita
- ii.
 - a. Bhakti yoga
 - b. Karam Yoga
 - c. Gyan Yoga
- iii. Celebration of festivals Cheti Chand and Shiv Ratri

Chapter 2: Sacred places in Pakistan

- i. Sadhu bela
- ii. Sant Nenu Ram
- iii. Sant Satramdas Dham

Chapter 3: Ethical and Moral values

- i. Protection of life
- ii. Protection of Plants and trees
- iii. Services (Shewa)
- iv. Punctuality
- v. Fairness
- vi. Caring
- vii. Patriotism

Chapter 4: Spiritual poets

- i. Tulsi das
- ii. Sami Chain Rai Bachomal Lund
- iii. Sadhu Vaswani

Grade V

Chapter 1: Important sacred festivals:

- i. Ram Naumi (birthday of Shri Ramchandar)
- ii. Janam Ashtami (birthday of Shri Kirshana)
- iii. Gurpurinima (birthday of Baba Guru Nanak Dev Je)

Chapter 2: Religious Places

- i. Haridwar
- ii. Hanglaj Mata
- iii. Odero Lal

Chapter 3: Ethical and Moral Values

- i. Respect of Life
- ii. Respect of Family
- iii. Respect of Teachers
- iv. Care of animals and birds
- v. Justice
- vi. Faithfulness
- vii. Responsibility
- viii. Charity

Chapter 4: Hindu Philanthropists in Pakistan

- i. Sir Ganga Ram Lahore
- ii. Daya Ram Jethmal (DJ Science college Karachi)
- iii. Chella Ram Settal Das (C&S) college Shikarpur

03

Curriculum for Sikhism

Grade I

Introduction to Sikh Religion

- Origin of Sikhism
- The Founder (Sri Guru Nanak Dev Ji)
- Enlightenment at Sultanpur Lodhi

Chapter 1: Belief and Practices

- i. Oneness of God
- ii. The Creator of Universe
- iii. Concept of Soul

Chapter 2: Religious Leaders

- i. Sri Guru Nanak Dev Ji
- ii. Early life of Baba Guru Nanak Dev Ji

Chapter 3: Ethical Values

- i. Kindness
- ii. Truthfulness
- iii. Cleanliness

Chapter 4: Sources of Guidance/Heroes

- i. Bebe Nanaki Ji
- ii. Bhai Mardana Ji
- iii. Rai Bular Ji

Grade II

Introduction to Sikh Religion

- Fundamental Principles of Sikhism

Chapter 1: Belief and Practices

- i. The Prayer:
 - Mul Mantar
 - Waheguru Simran
 - Nitnem
- ii. Janam Gurburb of Sri Guru Nanak Dev Ji

Chapter 2: Religious Leaders

Sri Guru Angad Dev Ji

- Nomination of Sri Guru Angad Dev Ji as Guru by Sri Guru Nanak Dev Ji (Hukam Manna)

Chapter 3: Ethical Values

- i. Obedience
- ii. Equality
- iii. Patience
- iv. Love

Chapter 4: Sources of Guidance/ Heroes

- i. Mata Khivi Ji
- ii. Mata Ganga Ji
- iii. Baba Budha Sahib Ji
- iv. Bhai Bidhi Chand Ji

Grade III

Introduction to Sikh Religion

- Basic Principles of Sikhism
- Kirt Karo (Self-Working)
- Naam Japo (Remember the Creator)
- Wand Chhako (Share Equally)

Chapter 1: Belief and Practices

- i. Creator and Creation
- ii. Prayer of Creator of the Nature
- iii. All Prayers throughout the Day
- iv. Katha (Reflection through History and Tradition)
- v. Kirtan (Singing) - Devotional Hymn

Chapter 2: Religious Leaders

- i. Sri Guru Amardas Sahib Ji (Life cycle-Sewa)
- ii. Sri Guru Ramdas Sahib Ji (Life cycle-Humbleness)
- iii. Sri Guru Arjun Dev Ji (Life cycle-collaboration across faiths and kindness, Compilation of Sri Guru Granth Sahib Ji)

Chapter 3: Ethical Values

- i. Truthfulness
- ii. Peace
- iii. Friendship and collaboration across Faiths
- iv. Forgiveness
- v. Compassion

Chapter 4: Sources of Guidance

- i. Baba Sheikh Fareed Ji
- ii. Bhagat Kabir Ji
- iii. Bhagat Naam Dev Ji
- iv. Bhagat Ravidas Ji
- v. Bhagat Dhana Ji
- vi. Bhai Gurdas Ji

Grade IV

Introduction to Sikh Religion

1. Holy writings
Brief Introduction of Sri Guru Granth Sahib Ji

Chapter 1: Beliefs and Practice

- i. Japu Ji Sahib (Recitation)
- ii. Rehras Sahib (Recitation)
- iii. Sohila Sahib (Recitation)
- iv. Gurburbs
 - a. Khalsa Sirjna Divas (Besakhi)
 - b. Holla Mohalla
- vi. Respect/ Protocol of Gurdwara

Chapter 2: Religious Leaders

- i. Sri Guru Hargobind Sahib Ji (Life-Meeri and Peeri)
- ii. Sri Guru Har Rai Sahib Ji (Social Justice-Equality)
- iii. Sri Guru Harkirshan Sahib Ji (Helping)

Chapter 3: Ethical Values

- i. True dedication and Good Character
- ii. True Service and Human dignity
- iii. There is no Stranger
- iv. Liberty and freedom
- v. Justice
- vi. Pursuit of Knowledge

Chapter 4: Sources of Guidance / Heroes

- i. Mata Gujri Ji
- ii. Mata Sahib Kaur Ji
- iii. Mai Bhago Ji
- iv. Bhai Nand Lal Ji
- v. Bhai Joga Singh Ji
- vi. Baba Banda Singh Bahadur Ji

Grade V

Introduction to Sikh Religion

- Universality of Sri Guru Granth Sahib Ji and its teachings on Peace and Harmony
- Characteristics of Ethics in Sri Guru Granth Sahib Ji

Chapter 1: Beliefs and Practices

- i. Panj Piare (Five Beloved Ones)
- ii. Panj Kakar (Five Symbols of the Faith)
- iii. Importance and respect/protocol for Gurdwara
- iv. Respect for all places of Worship

Chapter 2: Religious Leaders

- i. Sri Guru Tegh Bahadur Sahib Ji (Human Rights, Liberty, Freedom, Peace, Diplomacy)
- ii. Sri Guru Gobind Singh Maharaj Ji (Sant, Sipahi)

Chapter 3: Ethical Values

- i. No Castism
- ii. Gender Equality
- iii. Respect for all Religions
- iv. Acceptance and Patience

Chapter 4: Sources of Guidance / Heroes

- i. Bhai Mati Das Ji
- ii. Bhai Sati Das Ji
- iii. Bhai Dayala Ji
- iv. Bhai Taru Singh Ji
- v. Bhai Mani Singh Ji
- vi. Baba Deep Singh Ji

04

Curriculum for Baha'i Religion

Grade I

Preface: Introduction to the Baha'i Religion

Concept of Oneness

Chapter 1: Beliefs and Teachings/Practices

- i. Oneness of God
 - a. Concept of God
 - b. Being thankful to God for His Blessings
- ii. Prayer
 - a. Concept of Prayer
 - b. Purpose of Prayer
- iii. The Twin Holy Birthdays

Chapter 2: Religious Leaders

- i. Introduction to Bahá'u'lláh
- ii. Introduction to The Báb
- iii. Introduction to 'Abdu'l-Bahá

Chapter 3: Ethical Values

- i. Love
- ii. Truthfulness
- iii. Cleanliness

Chapter 4: Sources of Guidance / Heroes

- i. Bahiyyeh Khanum
- ii. Anis Zunuzi

Grade II

Preface: Introduction to Baha'i Religion

Twofold Moral Purpose

Chapter 1: Beliefs and Teachings/Practices

- i. Oneness of Humanity
- ii. Living in Harmony with fellow Human beings
- iii. Service to Humanity
 - a. Living a Virtuous Life
 - b. Work in a spirit of Service
- iv. The Festival of Ridván

Chapter 3: Religious Leaders

- i. Early days of Bahá'u'lláh
- ii. Early days of The Báb
- iii. Early days of 'Abdu'l-Bahá

Chapter 4: Ethical Values

- i. Kindness
- ii. Generosity
- iii. Patience

Chapter 5: Sources of Guidance / Heroes

- i. Quddus
- ii. Dorothy Baker

Grade III

Preface: Introduction to Baha'i Religion

- i. Praise to God
- ii. Obeying the laws of God

Chapter 1: Beliefs and Teachings/Practices

- i. The source of all religion is one
- ii. Seeking Knowledge
 - a. Search for Truth
 - b. Selfless Service
- iii. Obeying the Divine Laws
 - a. Laws of God keep us safe
 - b. Love of God and Obedience to His laws
- iv. Ayyam-i-Ha

Chapter 2: Religious Leaders

- i. Early life of Bahá'u'lláh
- ii. Early life of The Báb
- iii. Early life of 'Abdu'l-Bahá

Chapter 3: Ethical Values

- i. Peace
- ii. Obedience
- iii. Forgiveness
- iv. Honesty

Chapter 4: Sources of Guidance / Heroes

- i. Tahrih Qurrat al-Ayn
- ii. Ruhullah Varqa
- iii. Lua Getsinger

Grade IV

Preface: Introduction to the Baha'i Religion

Building Communities

Chapter 1: Beliefs and Teachings/ Practices

- i. Unity in Diversity
 - a. Diversity the cause of love and harmony
 - b. Embracing diversity
- ii. Consultation
 - a. Consultation and Compassion go together
 - b. The Benefits of Consultation
 - c. Qualities for Consultation
- iii. Baha'i Calendar and the 19 Day Feast

Chapter 2: Religious Leaders

- i. Bahá'u'lláh in the Garden of Ridvan
- ii. Báb The Herald
- iii. 'Abdu'l-Bahá's life of servitude

Chapter 3: Ethical Values

- i. Work is Worship
- ii. Protecting Environment
- iii. Independent Investigation of Truth

Chapter 4: Sources of Guidance / Heroes

- i. Badi
- ii. Ali Asghar
- iii. Martha Root

Grade V

Preface: Introduction to the Baha'i Religion

God never leaves us alone

Chapter 1: Beliefs and Teachings/Practices

- i. Progressive Revelation
- ii. Holy Manifestations of God are in reality one
- iii. The Festival of Ridvan- including the first, ninth and twelfth days

Chapter 2: Religious Leaders

- i. Afflictions and accomplishments in the life of Bahá'u'lláh
- ii. Afflictions and accomplishments in the life of the Báb
- iii. Afflictions and accomplishments in the life of 'Abdu'l-Bahá

Chapter 3: Ethical Values

- i. Family Life
- ii. Caring animals and plants
- iii. Loyalty to Pakistan and love for mankind
- iv. Justice

Chapter 4: Sources of Guidance / Heroes

- i. Shaykh Hasan
- ii. Syed Kazim
- iii. Mull'a Husayn Boshru'i
- iv. May Maxwell

05

Curriculum for Kalasha Faith

Grade I

Preface: Introduction to the Religion

- Brief introduction to Kal'as'a Dastur (the law of migrated kings)

Chapter 1: Religious Belief and Concepts

- The first sacred name of God (Meaning and Prayers)
- The first sacred name of World of God (Meaning and Prayer)
- Living of the Spirit and seed of man together
 - Dewa zhe mocbi mishari asta
- Umur zhe Majarani Dastur (The law of Life)
- Brief introduction to Kal'as'a Dastur (The life of Migrated Kings)
- The first pair of holy emblems (names and meanings; two individual emblems).

Chapter 2: Ethical values and Religious Ceremonies

- A song of each festival;
 - Cawmos, Zhoshi, Ucaw
- The first holy name of the seed of man (men & women, meaning and properties)
- The concept of pure and impure (onjes't'a, Pragata)
- Traditions of greetings.
- Traditions of eating and drinking
- Tradition of Clothing

Chapter 3: Source of Inspiration

- Religious figures: Onjes't'a moc;
 - Brief introduction
 - Naga dehar
- One traditional poem Chapter 4

Chapter 4: Religious Leaders/Heroes

Brief introduction of one Kal'as'a King

Grade II

Chapter 1: Religious Belief and Concepts

- i. Two sacred names of God (meanings and Prayers)
- ii. Two Sacred Names of World of God (Meaning and Pyayer) (the law of migrated kings) brief introduction.
- iii. How did it look like when the Spirit and the seed of man lived together? (Dewa zhe mocbi mishari asta)
- iv. Umur zhe Majarani Dastur (The Law of Life), Kal'a'sa Dastur (The law of migrated Kings) brief introduction.
- v. Three Pairs of religious holy emblems (name and meaning; six individual emblems)

Chapter 2: Ethical values and Religious Ceremonies

- i. Two songs of each festival; (Cawmos, Zhoshi, Ucaw, Pu'n')
- ii. Two holy names of seed of man (men and women; meanings, properties and duties)
- iii. The concept of pure and impure (onjes't'a ,pragata)
- iv. Traditions of greetings
- v. Traditions of eatings and drinkings
- vi. Traditions of clothings
- vii. Traditions of Buildings or Construction

Chapter 3: Sources of Inspiration

- i. Religious figures : Brief introduction
Naga dehar

Chapter 4: Religious Leaders/Heroes

Brief introduction of two Kal'as'a Kings

Grade III

Chapter 1: Religious Belief and Concepts

- i. Three sacred names of God (meanings and Prayers)
- ii. Three Sacred Names of World of God
- iii. How did it look like when the Spirit and the seed of man lived together (Dewa zhe mocbi mishari asta)
- iv. Kal'as'a Dastur (the law of migrated kings) brief introduction.
- v. Three pairs of religious holy emblems(names and meanings; six individual emblems)

Chapter 2: Ethical values and Religious Ceremonies

- i. Three songs of each festival;
(Zhoshi, Ucaw, Cawmos)
- ii. Three holy names of the seed of man (men and women; meanings and properties)
- iii. The concept of pure and impure (onjes't'a, pragata)
- iv. Traditions of greetings
- v. Traditions of eatings and drinkings
- vi. Traditions of clothings
- vii. Traditions of animal domesticating (birds + animals)

Chapter 3: Source of Inspiration

- i. Religious figures : Brief introductions
 - a. Naga dehar
 - b. Buda dehar
 - c. Daginay (Rabi dari)
- ii. Traditional poems three

Chapter 4: Religious Leaders/Heroes

Brief introduction of three Kal'as'a Kings

Grade IV

Chapter 1: Religious Belief and Concepts

- i. Four sacred names of God (meanings and prayers)
- ii. Four Sacred Names of World of God
- iii. The beginning when the Spirit and the seed of men lived together. (Detail) Dewa zhe mocbi mishari asta;
- iv. Umur zhe Majarani Dastur (The Law of Life), Kal'a'sa Dastur (The law of migrated Kings) brief introduction.
- v. Four pairs of religious holy emblems ; eight individual emblems)

Chapter 2: Ethical values and Religious Ceremonies

- i. Four songs of each festival; (Pu'n', L'agahur, Zhoshi, Ucaw, Cawmos)
- ii. Four holy names of the seed of man (men + women)
- iii. Concept of pure and impure. Onjes't'a Zhe Pragata.
- iv. Traditions of greetings.
- v. Traditions of eating and drinking.
- vi. Traditions of clothings.
- vii. Traditions of animal domesticatings (birds + animals)
- viii. Building and constructions
- ix. Cawmos, Zhoshi, Ucaw, Pu'n', L'agahur
- x. Four traditional poems

Chapter 3: Source of Inspiration

- i. Religious figures; Detail
 - a. Naga dehar
 - b. Bud'a dehar
 - c. Daginay (Rabi dari)
 - d. Half song of Daginay
- ii. What did man learn from the snake
- iii. What did man learn from the bear
- iv. What other things did man learn from the animals when they lived together

Chapter 4: Religious Leaders/Heroes

Brief introduction of four Kal'as'a Kings

Grade V

Chapter 1: Religious Belief and Concepts

- i. Five Sacred names of God
- ii. Five Sacred Names of World of God
- iii. The beginning of time.
- iv. Umur zhe Majarani Dastur (The law of life)
- v. Kal'as'a Dastur (the law of migrated kings) History, present, future.
- vi. Five pairs of holy emblems (meanings + descriptions; ten individual emblems)

Chapter 2: Ethical values and Religious Ceremonies

- i. Five songs of each festival; (Pu'n', L'agahur, Zhosi, Ucaw, Cawmos Rhuzhias and kil'asaras)
- ii. Five religious names of the seed of man (men +women)
- iii. Concept of pure and impure (onjes't'a pragata)
- iv. Traditions of greetings
- v. Traditions of eating and drinking
- vi. Traditions of clothing
- vii. Traditions of animal domesticating (birds + animals)
- viii. Traditions of vegetative farming.
- ix. Traditions of measurements
- x. Traditions of Buildings and Constructions
- xi. Five traditional poems

Chapter 3: Source of Inspiration

- i. Religious figures ; introduction + miracles
 - a. Naga dehar
 - b. Buda dehar
 - c. Jaandurak dehar
 - d. Daginay (Rabi dari)
 - e. Half song of Daginay
- ii. What did man learn from the snake, bear and other beings during the time they lived together

Chapter 4: Kalash Leaders/ Heros

The great Kal'as'a kings. Brief history

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, teacher needs to adopt innovative instructional strategies.

The teacher in the classroom is suggested to follow the under mentioned guidelines to make “Religious Education” 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
- Do not, under any circumstances, indulge in unnecessary comparison of different religions thus undermining other 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 etc.
- Use visuals and wherever relevant and appropriate.
- Provide opportunities for socialization amongst the students of various faiths.
- While teaching ethical issues, concepts, and values, make the students realize that they are the essence of all religions.

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 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 student's 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 comprehend the world in which they live, prepare for assessments and 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. There should not be any hate material against any religion, sect, culture or group.
- Textbooks should be well illustrated. A number of activities should be recommended in the textbooks.
- The material including text, images and illustration should be original in nature. There should not be plagiarism of any kind which may be treated as violation of copyrights.
- End-of-the-chapter exercises must encourage students to think, develop skills, and use information for a variety of purposes.
- Students from minorities may be informed briefly about the basics of Islam, its practices and sensitivities. Muslims believe in oneness, uniqueness and supremacy of Allah s.w.t. as the creator of the universe. Muslims also believe in all Books revealed by the creator and therefore respect them. They believe in all the Prophets of Allah s.w.t. and no derogatory remarks and gestures on any of the Messengers of Allah s.w.t. are acceptable to them.

For developing textbooks on Religious Studies, special care needs to be taken while developing all the sections of the textbook.

Beliefs and Practices

- Follow proper salutations for the religious personalities.
- Use authentic sources (acceptable for all) for belief related texts.

Life of Religious Leader(s)

- Authentic resources should be consulted
- Use dignified language without hurting the feelings of followers of any other religion / sects.

Ethical and Moral Values

- Ethical and moral values should be built through stories/dialogues from everyday life
- Relevant references from particular religions should be included.

Religious Ceremonies

While developing lesson on Religious Ceremonies, make sure:

- Name, background and brief description of the religious ceremony

Sources of Guidance / Heroes

When developing lessons on sources of guidance / heroes, 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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