

**ARTICLE 22 (1) OF THE
CONSTITUTION OF PAKISTAN
AND
PAKISTANI TEXTBOOKS**

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OCTOBER 2014

PUBLISHER: PAKISTAN MINORITIES TEACHERS' ASSOCIATION

Title: Article 22 (1) of the Constitution of Pakistan and Pakistani Textbooks

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Publisher: Pakistan Minorities Teachers' Association

Year of Publication: October 2014

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I dedicate this document to those minority students who are deprived of their constitutional fundamental right that guarantees 'No person attending any educational institution shall be required to receive religious instruction, or take part in any religious ceremony, or attend religious worship, if such instruction, ceremony or worship relates to a religion other than his own.'

PREFACE

Pakistan Minorities Teachers' Association (PMTA) is making efforts for the fundamental human rights of all the citizens of Pakistan which are guaranteed in the Constitution of Pakistan. These fundamental human rights are for all the citizens of Pakistan without any discrimination. Article 25 (1) of the Constitution of Pakistan guarantees, 'All citizens are equal before law and are entitled to equal protection of law.'

It is so sad that the National Education Policy 2009, National Curriculum 2006-2007 and the textbooks that have been published in Pakistan with the approval of the government in 2013-2014 by the National Book Foundation Islamabad, Punjab Textbook Board Lahore, Sindh Textbook Board Jamshoro, Balochistan Textbook Board Quetta and Khyber Pakhtunkhwa Textbook Board Peshawar have openly violated Article 22 (1) of the Constitution of Pakistan that guarantees, "No person attending any educational institution shall be required to receive religious instruction, or take part in any religious ceremony, or attend religious worship, if such instruction, ceremony or worship relates to a religion other than his own."

Article 20 (a) of the Constitution of Pakistan guarantees, "every citizen shall have the right to profess, practice and propagate his religion." Followers of different faiths like Muslims, Christians, Hindus, Sikhs, Parsees, Baha'is, Buddhists and Kalash are the citizens of Pakistan. So, this is the responsibility of the state to treat all the citizens equally and there must not be the violation of the fundamental human rights of any citizens on any basis as guaranteed in the Constitution of Pakistan.

This document identifies the violation of Article 22 (1) of the Constitution of Pakistan in the present textbooks of Pakistan that have been published in English language. The same violation has been identified in the textbooks that have been published in Urdu language which is the national language. These textbooks are being taught in all the public sector schools. Most of the private schools use these textbooks too because when students appear in grade V, VIII, IX, X, XI and XII examinations, papers are set from these textbooks .

It is expected that the government of Pakistan will review on this violation. It is utmost need of the time to promote the culture of interfaith harmony and peaceful co-existence in our country Pakistan.

ANJUM JAMES PAUL

Chairman

Pakistan Minorities Teachers' Association

INTRODUCTION OF PAKISTAN MINORITIES TEACHERS' ASSOCIATION

BACKGROUND:

Our beloved country Pakistan came into existence on August 14, 1947. Pakistani minorities have equally played marvelous role in the Pakistan Movement. Christian members of the Punjab Assembly played their decisive role in the division of Punjab otherwise situation could be entirely different regarding Punjab. In the same way role of Joginder Nath Mandal cannot be denied in the Pakistan Movement. Pakistani religious minorities have always played a great role for the prosperity of Pakistan.

Quaid-e-Azam Muhammad Ali Jinnah, the founder of Pakistan in his presidential address to the Constituent Assembly of Pakistan on August 11, 1947 said, *"We are starting in the days when there is no discrimination, no distinction between one community and another, no discrimination between one caste or creed and another. We are starting with this fundamental principle that we are all citizens and equal citizens of one State"*

Pakistani minorities are facing so many challenges in their own country. They are being treated against the ideology of the Father of the Nation. The minority students are going through persecution and discrimination in the education system of Pakistan. Biased Education policies, biased curriculum and biased textbooks are developed and implemented against the religious minorities. Federal and provincial governments have always adopted a biased and discriminatory attitude regarding the faith matters of the minority students. National Education Policies, National Curriculum and textbooks are openly violating Article 22 (1) of the Constitution of Pakistan that clearly guarantees, "No person attending any educational institution shall be required to receive religious instruction, or take part in any religious ceremony, or attend religious worship, if such instruction, ceremony or worship relates to a religion other than his own." In the same manner Article 25 (1) of the Constitution of Pakistan guarantees, "All citizens are equal before law and are entitled to equal protection of law."

It is so sad that the violation of the Constitution of Pakistan by the concerned quarters has caused unrest and sense of insecurity in the religious minorities of Pakistan. They are forcibly taught the beliefs through the textbooks which they do not follow. Pakistani textbooks draw the attention of the minority students to convert their religion/s. There are biases and criticism against their beliefs, the Holy Books, worship places, personalities and rituals and rites. These textbooks instigate the students against the religious minorities.

Foundation:

Pakistan Minorities Teachers' Association (PMTA) was founded on August 28, 2004.

Mission Statement:

- To make Pakistan a state where people will not be judged by their faiths but by the content of equality.

Objectives:

- To make effort for the unbiased National Education Policy, unbiased curriculum and unbiased textbooks.
- To make effort for the promotion of national integrity and cohesion through textbooks.
- To make effort for inclusion of contents like human dignity, respect for humanity, respect for religions, peaceful co-existence, human rights, tolerance, acceptance, social justice, social harmony and interfaith harmony in the textbooks.
- To remove all sorts of hate based material from the present Pakistani textbooks against the religious minorities that segregate them from the mainstream line and promote intolerance and violence in the society like desecration of the Holy Books, desecration of the worship places, propagation against the beliefs and believers, loss of lives and properties and biases against the personalities.
- To promote healthy and friendly environment in the educational institutions where students of all faiths be treated and respected equally.
- To make effort for equal opportunities to receive education for all students without any discriminatory.
- To make effort for the 20 privileged marks for the minority students as it is in the case of Muslim students who recite the Holy Quran.
- To make effort for the subject of 'Religion' for the minority students whose constitutional fundamental right is being violated as guaranteed in the Article 22 (1) and Article 25 (1) of the constitution of Pakistan whereas Muslim students are exercising their fundamental right and they opt the subject of Islamic Studies from grade I to higher level but the minority students are deprived of their right.
- To make effort for the denationalization of all the educational institutions which were nationalized in 1972 as the nationalizations of schools and colleges has caused severe damages to the educational, social, economic, political, religious and cultural identity of the religious minorities.

There is utmost need to adopt the ideology of the Quaid-e-Azam Muhammad Ali Jinnah that he presented to the Constituent Assembly of Pakistan on August 11, 1947. The ideology of Quaid-e-Azam is a blue print but unfortunately the governments in Pakistan have not acted upon the ideology of the Quaid-e-Azam. Pakistan Minorities Teachers' Association supports the ideology of the Quaid because only this ideology is the best solution to resolve all the problems of Pakistan which are causing threat to its foundations. Some of the extracts of this ideology are presented here which can make Pakistan a role model state in the comity of nations.

"The first duty of a government is to maintain law and order, so that the life, property and religious beliefs of its subjects are fully protected by the State."

“If you change your past and work together in a spirit that everyone of you, no matter to what community he belongs, no matter what relations he had with you in the past, no matter what is his color, caste or creed, is first, second and last a citizen of this State with equal rights, privileges and obligations, there will be no end to the progress you will make.”

“You are free; you are free to go to your temples, you are free to go to your mosques or to any other place of worship in this State of Pakistan. You may belong to any religion or caste or creed – that has nothing to do with the business of the State.”

“Now, I think we should keep that in front of us as our ideal and you will find that in course of time Hindus would cease to be Hindus and Muslims would cease to be Muslims, not in the religious sense, because that is the personal faith of each individual, but in the political sense as citizens of the State.”

PMTA is constantly struggling to make Pakistan accordingly to the ideology of its founder that was presented before the creation of Pakistan on August 11, 1947. Let us all be united to make our homeland Pakistan as one of the best nations.

DISCRIMINATION ON THE BASIS OF RELIGION AND BELIEF IN THE TEXTBOOKS

Pakistani textbooks published in 2013 and 2014 for grade I to grade XII have violated Article 22 (1) of the Constitution of Pakistan, Article 26 (2) of the Universal Declaration of Human Rights, Article 2 and Article 14 (1) of the Convention on the Rights of the Child, Article 5 of the Declaration On The Elimination Of All Forms Of Intolerance And Of Discrimination Based On Religion Or Belief, Article 18 of the International Covenant on Civil and Political Rights and Guidelines of the National Curriculum 2006-2007, Government of Pakistan, Ministry of Education, Islamabad for developing the textbooks which have been violated while developing the present textbooks as there is biased and controversial material against the religious minorities of Pakistan.

Constitution of Pakistan

Article 22 (1)

‘No person attending any educational institution shall be required to receive religious instruction, or take part in any religious ceremony, or attend religious worship, if such instruction, ceremony or worship relates to a religion other than his own.’

Universal Declaration of Human Rights

Article 26

(2) ‘Education shall be directed to the full development of the human personality and to strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.’

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Convention on the Rights of the Child

Article 2

‘States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child’s parents, legal guardians, or family members.’

Convention on the Rights of the Child

Article 14

(1) ‘States Parties shall respect the right of the child to freedom of thought, conscious and religion.’

Declaration On The Elimination Of All Forms Of Intolerance And Of Discrimination Based On Religion Or Belief

Article 5

1. The parents or, as the case may be, the legal guardians of the child have the right to organize the life within family in accordance with their religion or belief and bearing in mind the moral education in which they believe the child should be brought up.
2. Every child shall enjoy the right to have access the education in the matter of religion or belief in accordance with the wishes of his parents or, as the case may be, legal guardians, and shall not be compelled to receive teaching on religion or belief against the wishes of his parents or legal guardians, the best interests of the child being the guiding principle.
3. The child shall be protected from any form of discrimination on the ground of religion or belief. He shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood, respect for freedom of religion or belief of others, and in full consciousness that his energy and talents should be devoted to the service of his fellow men
4. In case of a child who is not under the care either of his parents or of his legal guardians, due account shall be taken of their expressed wishes or of any other proof of their wishes in the matter of religion or belief, the best interests of the child being the guiding principle.
5. Practices of a religion or beliefs in which a child is brought up must not be injurious to his physical or mental health or to his full development, taking into account article 1, paragraph 3, of the present Declaration.

International Covenant on Civil and Political Rights

Article 18

1. Everyone shall have the right to freedom of thought, conscience and religion. This right shall include freedom to have or to adopt a religion or belief of his choice, and freedom, either individually or in community with others and in public or private, to manifest his religion or belief in worship, observance, practice and teaching.
2. No one shall be subject to coercion which would impair his freedom to have or to adopt a religion or belief of his choice.
3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health, or morals or the fundamental rights and freedoms of others.
4. The States Parties to the present Covenant undertake to have respect for the liberty of parents and, when applicable, legal guardians to ensure the religious and moral education of their children in conformity with their own convictions.

Guidelines of the National Curriculum 2006-2007, Government of Pakistan, Ministry of Education Islamabad;

According to National Curriculum 2006-2007, Government of Pakistan, Ministry of Education, Islamabad, 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 should 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.

RESERVATIONS

1. Pakistani textbooks violate Article 22 (1) of the Constitution of Pakistan that guarantees 'No person attending any educational institution shall be required to receive religious instruction, or take part in any religious ceremony, or attend religious worship, if such instruction, ceremony or worship relates to a religion other than his own'. Only the students of the religious minorities are deprived of studying their own religion which is violation of the Article 25 (1) of the Constitution of Pakistan too that guarantees 'All citizens are equal before law and are entitled to equal protection of law.' The concept of majority and minority on the basis of religion cannot be appreciated. Flag of any nation is a symbol of unity and integrity. A flag is a connector of all the citizens of a nation and all citizens are equal under the national flag of a nation but unfortunately the flag of Pakistan is a divider because it separates the citizens of Pakistan on the basis of religion as majority and minority. Due to this, Pakistani citizens are in superiority complex and inferiority complex and all citizens are not equal due to the violation of Article 25 (1) of the Constitution of Pakistan.

A few examples from the Pakistani textbooks are presented representing the National Book Foundation Islamabad, Punjab Textbook Board Lahore, Sindh Textbook Board Jamshoro, Balochistan Textbook Board Quetta and Khyber Pakhtunkhwa Textbook Board Peshawar which clearly indicate that the citizens of Pakistan are divided on the basis of religion and on the basis of majority and minority.

DIVIDING PAKISTANI NATION ON THE BASIS OF RELIGION

ENGLISH

GRADE -V

First Edition 2014

First Print 2014

Code STE-514

Publisher: National Book Foundation Islamabad

(Unit: 1, PLAG OF PAKISTAN, P 1, lines 1-5)

Our country, Pakistan has also got a flag having white stripe at the mast and dark green centre with white crescent and five-rayed star. Crescent, star and green colour are traditional symbols of Islam and therefore, the flag truly depicts the existence of Pakistan as an Islamic state.

General Knowledge 2

Date of Printing Edition Impression

March 2013 1st 2nd

Prepared & Published by: G.F.H. Publishers, Lahore

(Unit 4: Our National Flag, P, lines 12-13)

Dark green on our flag is the symbolic Islamic colour.

English Reader

For Class III

Code No. BP/A-4/45(O)

Publisher: Khyber Pakhtunkhwa Textbook Board Peshawar

(UNIT 8 Our National Flag, P 85, lines 4-7)

The national flag of Pakistan is green and white. It has a crescent and star at its centre. The green colour stands for the Muslims. The White colour stands for the minorities.

English 5

<u>Year</u>	<u>Edition</u>
2014	Ist

2014 Ist

Code No. E.5/324

Balochistan Textbook Board, Quetta

(Unit No: 9, Our Flag, P 34, lines 9-12)

The flag comprises a dark green field representing Muslims with a vertical white stripe on the left side of it representing non-Muslim Minorities.

MY

ENGLISH BOOK

5

<u>Edition</u>	<u>Month & Year of Publication</u>
First	Mar- 2014

First Mar- 2014

Publisher: Sindh Textbook Board, Jamshoro

(Unit 5, 5.5 Our National Flag, P 87, lines 3-6)

The white in our flag represents minority,

And the green shows peace and prosperity.

The crescent symbolizes Islamic grace,

And the star sparkles spiritual progress

2. Only the Muslim students of grade I to grade XI-XII study the beliefs of their own religion while the minority students are deprived of receiving their religious education. Though there are some textbooks in the subject of Ethics but those textbooks have not been developed by the educationists from the minorities. The dominant religion of Pakistan is dominant even in the subject of Ethics which is discriminatory and only for the minority students.

A student who studies the subject of Ethics is confused as he or she has to study the teachings of nine religions from grade-III to grade XI-XII. A brief analysis of the contents of Ethics-III and Islamic Education III is presented and one can easily differentiate who are exercising their fundamental constitutional human right and who are deprived.

The contents of the National Curriculum Ethics for Non-Muslims 2007 , Government of Pakistan, Ministry of Education, Islamabad, 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

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

(Note) Christians have reservations on the content of Sacrifice (Eldest Son) as they have different belief on this content.

Contents of Islamic Education for grade-III;

Date of Publication Edition Impression

March 2014 First Second

Publisher: Urdu Book Stall, Lahore

(Note)The textbook has been published in Urdu language with the approval and no objection certificate of the Punjab Curriculum Authority.

Chapter 1 Holy Quran

- Nazra Quran
- Hifaz-e- Quran

Chapter 2 Beliefs and Prayers

(A)

- Oneness
- Prophethood
- The Day of Judgement

(B)

- Introduction of the Holy Quran
- Manners of the recitation of the Holy Quran

(C)

- Prayer
- Timings of Prayer
- Manners of Prayer
- Introduction and importance of Kaa'ba
- Significance and importance of Mosque

Chapter 3 Life of the Holy Prophet ﷺ

- Bringing up by Hazrat Abu Talib
- Journey to Syria
- Halaf-ul-Fazool
- Marriage with Hazrat Khadeja رضى الله تعالى عنها
- Installation of Hijr-e-Aswad
- Seclusion in the Cave Hira

(B)

- Truthfulness of Hazrat Muhammad ﷺ
- Honesty of Hazrat Muhammad ﷺ
- Fair Dealings

(C)

- In the light of the life of Hazrat Muhammad ﷺ
- Tolerance
- Patience
- Fair Socialization

Chapter 4 Ethics and Manners

Chapter 5 Sources of Guidance/ Islamic Heroes

- Hazrat Abraham عليه السلام
- Hazrat Abu Bakar رضى الله تعالى عنه

National Book Foundation Islamabad has published only one book of grade IV in the subject of Ethics in seven years. This shows the efficiency of a federal institution and what can be expected from the provincial textbooks of Pakistan. There is promotion of sectarianism only in the textbooks of Ethics which is the violation of the guidelines of the National Curriculum 2007 while this is not the situation in the textbooks that majority students study. Controversial contents have been developed in the textbooks of Ethics and the students are confused as they study the beliefs which they do not practice. The students of the minority students are unable to follow their respective religions as they are studying various religions which they do not follow. Students of grade- III do not have capability to have comparison of religions. Missionaries educational institutions provide the facility of the subject of Islamic Studies along with the Muslim teacher but the education department has not fulfilled her constitutional responsibility and has failed to provide the facility of the subject of 'Religion' and 'teacher' to the students of all religions that exist in Pakistan. The deliberate discriminatory negligence from the ministry of education is not praiseworthy.

3. Present Pakistani textbooks are promoting violence, biases, discrimination, disharmony and intolerance against the minority religions. There are contents on Muslim-Christian violence, Muslim-Hindu violence and Muslim-Sikh violence in the textbooks. National Book Foundation Islamabad, Punjab Textbook Board

Lahore, Sindh Textbook Board Jamshoro, Balochistan Textbook Board Quetta and Khyber Pakhtunkhwa Textbook Board Peshawar are promoting violence on the basis of religion in the textbooks. Culture of intolerance is on its peak and the developers of the curriculum, textbooks and the implementing authorities are held responsible for this all as biases against the minority religions and followers are part of the curriculum and textbooks. The textbooks provoke the sentiments of the students and reading the same contents at various classes which promote extremism and fanaticism in the innocent minds of the students. The seeds of hatred in the textbooks are a threat to the entire nation. These textbooks are misleading the students and incidents like Gojra, Korian, Shanti Nagar, Sangla Hill, Bahmni Wala, Bahawalpur, Taxila, Toba Tek Singh, Islamabad, Sukkar, Hyderabad, Multan, Lahore, Faisalabad, Peshawar, Rahim Yar Khan, Umer Kot, Dhoro Naro, Ghulam Nabi Shah, Kharoro, Mithi, Kunri, Tando Allah Yar, Jacobabad, Badin, Dadu, Sanghar, Nawab Shah, Larkana, Mirpur Khas and Charsada take place. In such tragic incidents there is not only the desecration of the Holy Bibles, Geeta, Guru Granth Sahib, Churches and Temples etc but they are burnt to ashes as well.

Religious minorities are insecure and they are not protected which is the violation of the Constitution of Pakistan. They are harassed, threatened, kidnapped, forcible conversions and forced marriages. Young girls and women are the easy target of kidnapping, forcibly conversion and marriages. Seeking justice becomes a challenge as they are from the marginalized, oppressed and suppressed class. There is desecration of their marriages. They are put to death. There are extra judicial killings and even they are insecure behind the bars and lose their lives. Fake cases are registered against them. They are burnt to ashes in the tragic incidents like Gojra, Ahmedpur Sharqia and Kot Radha Kishan. They have to face discriminatory laws. Their properties and houses are burnt to ashes. They do not get equal opportunities to improve their social, economic and political conditions. Pakistani textbooks have failed to create and promote the culture of co-existence, understanding, social harmony, interfaith harmony, peace, acceptance, tolerance, human dignity, human rights, equality and social justice. Some of the examples from the present textbooks are presented here and one can easily understand what is being produced after going through these textbooks.

DESECRATION OF THE WORSHIP PLACES

Textbook of
HISTORY 6

Second Edition 2013

ISBN 978-969-37-05567-6

Publisher: National Book Foundation Islamabad

(Chapter No.3, MUSLIMS IN SOUTH ASIA-I P 55, lines 3-9)

Debal: Muhammad bin Qasim reached Debal in the autumn of 711 A.D. He besieged the town which was strongly fortified. There was a large temple in the centre of the city with a red flag waving over it. The Muslims pulled down the flag by hurling stones on it with the help of catapult. Upon this, the Hindus were thoroughly demoralised and in the fight that followed, the Hindus were routed and the city fell to the Muslims.

History 6

Year of Publication Edition Impression

Jan.2013 1st 1st

Published by: Kitabistan Publishing Company

38- Urdu Bazar, Lahore

(Chapter No.3 Muslims in South Asia-i P 34, lines 16-26)

Inspite of small force, he always used to return to his country after the conquest. Somnath was a famous sacred temple of the Hindus. Hindus believed that who would attack Somnath, himself will annihilated. When Muhmood Ghaznavi came to know of, he attacked Somnath and conquered it. This temple had countless treasures. The figures of gods were studded with the jewels of diamonds, with pearls, gold and silver. Various Rajas of Northern India with their great forces came to protect this temple but failed. The worshippers offered huge wealth of rubbies so that the idols of Somnath might not broken but Sultan replied, "I am breaker of idols and not the seller of idols".

LETTING DOWN THE HOLY BOOKS OF RELIGIOUS MINORITIES

ENGLISH

GRADE -IV

2nd Edition 2014

Code No. STE-502

Publisher: National Book Foundation Islamabad

(Unit 2, P 13, lines 12-20)

Some Prophets were given Holy Books by the Almighty. The Prophets were sent for certain times and for certain areas. The Prophets educated the people. When a Prophet passed away, people again went to evil ways. They even alerted the Holy Books their Prophets had given them. Then Allah Almighty sent the next Prophet.

TEACHING CHRISTIAN BELIEFS IN A DIFFERENT WAY

General Knowledge 2

Date of Printing Edition Impression

March 2013 1st 2nd

Prepared & Published by: G.F.H. Publishers, Lahore
(Unit 21, Developing A Good Character, P 127, lines 8-11)

Some vicious persons among his people imprisoned him in a house and planned to murder him but Allah Almighty lifted him to the sky alive. He عليه السلام will revisit the world and preach the people the religion of Allah Almighty.

LETTING DOWN THE HINDU RELIGION

Social Studies 4

Date of Printing Edition Impression

Jan.2014 1st 2nd

Publisher: Gohar Publishers, 11-Urdu Bazar Lahore
(Chapter 2, HISTORY: THE WAY WE WERE, P 28, lines 6-13)

His father's name was Mehta Kalu who was Hindu by caste. Baba Guru Nanak was not impressed by the teachings of the Hinduism. He founded a new religion Sikhism. The teachings of baba Guru Nanak are found in "Guru Granth Sahib". It is the holy book of Sikhism.

Note: Please write;

1. Hindu
2. Hindu religion
3. Sikh religion
4. Baba Guru Nanak

BIASES AGAINST CHRISTIANS

EVERYDAY ENGLISH 7

For Class VII

Edition Month & Year of Publication

First January- 2014

Publisher: Sindh Textbook Board, Jamshoro
(LESSON 2 TARIQ BIN ZIAD A KIND RULER P 52, lines 15-23)

Read the passage and give a suitable title.

Under the command of Tariq Bin Ziad, the Muslims had won the battle. The Christians had lost heart. As the Muslims marched through Spain, city after city opened its gates to them. Within two years the whole of Spain came under the Muslim rule. The Muslims ruled for 800 years. The Muslims brought their culture and learning to the European land. Thus, the dark age of Europe came to an end because of Islamic civilization and culture.

Title_____

BIASES AGAINST HINDUS

HISTORY

Grade-VII

Second Edition 2014

Code STE-505

Publisher: National Book Foundation Islamabad

(Chapter: 2, Mughal Empire Consolidation, P 26, lines 29-30)

He insisted that the Shari'h become the law of the Land. The Hindu majority, known to be living according to the Hindu law, had to face Islamic law courts.

Note: The statement is about Aurangezeb

BIASES AGAINST SIKHS

HISTORY

Grade-VII

Second Edition 2014

Code STE-505

Publisher: National Book Foundation Islamabad

(Chapter: 2, Mughal Empire Consolidation, P 27, lines 3-4)

In 1675, Aurangzeb publicly executed the ninth Sikh Guru, Guru Tegh Bahadur Ji.

BIASES AGAINST ONLY BRITISH PREACHERS

History 7

Date of Printing

March 2013

Publisher: Al- Faisal Nashran,

Ghazni Street Urdu Bazar, Lahore

(CHAPTER 5, MUGHAL EMPIRE: ASCENDANCY OF THE BRITISH, P 129, lines 15-17)

Muslims and Hindus were annoyed by interference of the British in their faith matters. British preachers also showed non-respectful attitude for sacred personalities of other religions.

COMPARISON AMONG RELIGIONS

Textbook of

HISTORY 6

Second Edition 2013

ISBN 978-969-37-05567-6

Publisher: National Book Foundation Islamabad

(Chapter 2 THE ARYAN ERA P 49, line 15)

Explain how Buddhism and Jainism differ from Hinduism.

WRONG INFORMATION

GENERAL KNOWLEDGE

Grade-I

Fifth Print 2014

Code No. STE-488

Publisher: National Book Foundation Islamabad

(Chapter 22 THE HOLY BOOKS, THE HOLY BOOKS, P 84)

We respect all the Holy Books.

Match up

Prophet Dawood (A.S) QURAN

Prophet Musa (A.S) ZABUR

Prophet Isa (A.S) TORAH

Prophet Muhammad (PBUH) BIBLE

Note: The Holy Bible consists on the Old Testament and the New Testament. Torah and Psalms (Zaboora) are in the Old Testament while the Holy Gospel is in the New Testament.

PROMOTING RELIGIOUS IDENTITY OF ONLY ONE RELIGION

ENGLISH

GRADE -IV

2nd Edition 2014

Code No. STE-502

Publisher: National Book Foundation Islamabad

(Unit 02, The Prophets عليهم السلام P19)

C. Oral Communication

1. Speak the dialogue with each other.

Hi! Ahmad

You should say Assalam-o-Alaikum not hi.

Why?

It is an Islamic style and good wish

What does Assalam-o-Alaikum mean?

It means Allah bless you.

Alright, Now I shall say Assalam-o-Alaikum.

Good!

PROMOTING DIGNITY OF THE FOLLOWERS OF ONLY ONE RELIGION

Textbook of

HISTORY 6

Second Edition 2013
 ISBN 978-969-37-05567-6
 Publisher: National Book Foundation Islamabad
 (Chapter No.3, MUSLIMS IN SOUTH ASIA-I, P 55, lines 13-15)

Dahir had a powerful army which contained several war elephants. A furious battle ensued in which Dahir was defeated and slain. The Muslims occupied the fortress.

INSTIGATING STUDENTS TO MUSLIM -CHRISTIAN VIOLENCE

History 6

<u>Year of Publication</u>	<u>Edition</u>	<u>Impression</u>
Jan.2013	1st	1st

Published by: Kitabistan Publishing Company
 38- Urdu Bazar, Lahore

(Chapter No.3 Muslims in South Asia-i P 44, Ines 17-19)

PRACTICAL ACTIVITIES

Students present in the class, the conversation between Sultan Mahmood Ghaznavi and worshippers of Somnath.

INSTIGATING STUDENTS TO MUSLIM- HINDU VIOLENCE

EVERYDAY ENGLISH 7

For Class VII

<u>Edition</u>	<u>Month& Year of Publication</u>
First	January- 2014

Publisher: Sindh Textbook Board, Jamshoro

(UNIT 8 TARIQ BIN ZIAD, LESSON 3 REVIEW, P 56, lines 1-5)

You play role of Tariq Bin Ziad as a general. Your friends in a group will act as Muslim soldiers. One of them will play the role of Christian King Roderick. Present your play to the class. You can bring suitable dresses and artificial equipment for the drama.

INSTIGATING STUDENTS TO MUSLIM- SIKH VIOLENCE

History 7

<u>Date of Printing</u>
March 2013

Publisher: Al- Faisal Nashran,

Ghazni Street Urdu Bazar, Lahore

(CHAPTER: 5, MUGHAL EMPIRE: ASCENDANCY OF THE BRITISH, P 125, lines 1-4)

At that time Punjab and NWFP (KPK) were ruled by Sikhs who became a nuisance for Muslim community. Syed Ahmad Shaheed resolved to take sword against them.

4. All the students are considered as the followers of only one religion in the textbooks. Though Pakistan is a multi religious and a pluralist country but it is a sorrowful state that the Pakistani textbooks degrade the Holy Books, places of worships, religious personalities and followers of the minority religions especially in the subjects of social sciences and languages. There is the use of derogatory language against the minority religions but the minority students are bound to study such textbooks as they are compulsory and they do not have any other option. The students are confused and they are ill treated in the classes as there are biases against them in the textbooks and students act what they study. That's why they have to face discriminatory attitude not only in the educational institution but outside that environment. Some examples from the present textbooks are presented below:

CONSIDERING ALL STUDENTS OF ONE RELIGION

GENERAL KNOWLEDGE

Grade-II

Third Print 2014

Code STE-495

Publisher: National Book Foundation Islamabad

(Lesson 2 Our Country, P 7, lines 1-4)

Pakistan

The name of our country is Islamic Republic of Pakistan.

Pakistan came into being on 14th August 1947.

Islam is our religion.

English 1

<u>Year</u>	<u>Edition</u>
2014	Ist

Code No. E-I/329/NP-2006

Balochistan Textbook Board, Quetta

(Unit 11 Animals are Useful, P 114, lines 2-3)

We celebrate Eid-ul-Fitr at the end of the holy month of Ramzan,

ENGLISH

For

GRADE -III

3rd Print 2014

Code No. STE-499

Publisher: National Book Foundation Islamabad

(UNIT: 12, Eid-ul-Fitr, P 99, lines 1-3)

Pre-reading

1. Do you fast in the month of Ramadan?

2. Which is your favourite festival?

5. The students of the minority religions are invited to convert their religion/s through the textbooks which is the violation of Article 18 of the Constitution of Pakistan. Due to this, the minority students have to go through persecution and sometimes they have to say goodbye to their education. Some example from the textbooks which are being used by the Pakistani students.

General Knowledge

Class-I

Code No. BP/G-O/45(O)

Publisher: Khyber Pakhtunkhwa Textbook Board Peshawar

(Chapter 1 Our Allah, P 3, lines 10-13)

Activity

All children should memorize the Kalima-e- Tayyiba, Tawuz اعوذ بالله من الشيطان الرجيم and Tasmiya بسم الله الرحمن الرحيم and recite these to their teacher.

GENERAL KNOWLEDGE

Grade-II

Third Print 2014

Code STE-495

Publisher: National Book Foundation Islamabad

(Lesson 1, Blessings/ Bounties of Allah Almighty, P 6, lines 6-8)

Q.3. Choose the best answer.

!. What do we say before we start doing a work?

(a) Alhamd-o-Lillah (b) Bismillah (c) Masha- Allah

6. Students of the minority religions have to face discriminatory attitude of the teachers in the practical of Home Economics as their cooking is not tasted due to the difference of religion.
7. The environment of the educational institutions is not very healthy and friendly for the minority students. The educational institutions have not promoted interfaith harmony and social harmony. The minority students attend assembly but they do not hear any positive thing about their respective religions.
8. The minority students are facing the challenges in pronouncing Islamic names and terms. Due to this, their lives are always at risk. Many students have already gone through sufferings. Nationalization of the missionary schools and colleges has caused serious damages especially to the Christian students. This was a deliberate attempt to keep the minority students backward to receive religious and general education. Still there are many schools and colleges which have not yet been returned to their owners.

GENERAL KNOWLEDGE

Grade-II

Third Print 2014

Code STE-495

Publisher: National Book Foundation Islamabad

(Lesson 1 Blessing/ Bounties of Allah Almighty, P 4)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ اِسْلَامٌ عَلَيْكُمْ وَعَلَيْكُمْ السَّلَامُ
 الْحَمْدُ لِلَّهِ اِنْ شَاءَ اللَّهُ مَا شَاءَ اللَّهُ

We say “Assalam-o- Alaikum عَلَيْكُمْ”

when we meet someone

and in answer we say “Wa-Alaikum-us-Salam وَعَلَيْكُمْ السَّلَامُ”

We say Bismillah بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ when we start some work.

Say “Al-Hamdo-Lillah” (الْحَمْدُ لِلَّهِ) after eating and drinking, and when we get some blessing from Almighty Allah.

When you intend to do some work say “Insha- Allah” (اِنْ شَاءَ اللَّهُ) which means, if Almighty Allah wills.

When something good happens say “Masha-Allah”! (مَا شَاءَ اللَّهُ)

When you sneeze, say “Alhamdo-Lillah”! (الْحَمْدُ لِلَّهِ)

If some other person sneezes say ‘Yarhamokallah’! (يَرْحَمُكَ اللَّهُ)

9. The minority students have not been provided privilege of 20 marks such as NAZRA (learning the Holy Quran by heart). Besides this Hafiz Quran have full fee concession on getting admission in colleges. Due to this deprivation sometimes many minority students are unable to get admission in higher education.

RECOMMENDATIONS

1. Curriculum must be value based and need based.
2. Biased material against all the religions must be removed immediately from all the textbooks. There must be promotion of healthy and friendly environment in the textbooks and the educational institutions.
3. The religious instructions, teachings and heroes of a particular religion must be included only in the subject of 'Religion'. In the same way pronouns like 'I, we, us and our' must be used only in the subject of 'Religion' when using particularly in the sense of any religion. These pronouns when used, must invite the attention of the students of that particular religion to avoid the violation of Article 22 (1) of the Constitution of Pakistan. There must be respect of the followers of all religions.
4. The subject of 'Religion' should be compulsory for all the students or for none. If subject of 'Religion' is compulsory for one religion then according to the Constitution of Pakistan all students must be treated equally and without any discrimination.
5. All the nationalized schools and colleges in the provinces of Punjab and Sindh must be denationalized immediately and handed over to the owners which were nationalized in 1972. It is also demanded to the government of Khyber Pakhtunkhwa not to interfere in the administrative affairs of the Edwards College Peshawar and its administrative position may be restored according the constitution of the Edwards College Peshawar.
6. 20 privileged marks on receiving religious education must be awarded to the minority students as well who have certificates from any religious institutions.
7. Article 20 (a) of the Constitution of Pakistan must be observed during assembly that guarantees, "Every citizen shall have the right to profess, practice and propagate his religion." There must be teachings on ethics in the assembly regardless of any religion, sect or creed. The focus must be on human values, ethics, peace, peaceful co-existence, social justice, interfaith harmony and social harmony in the assembly because students of different religions attend it.
8. There must be more lessons on peace, tolerance, peaceful co-existence, social justice, human rights, social harmony and interfaith harmony in the curriculum and textbooks.
9. There should be religious freedom to all students as guaranteed in the constitution of Pakistan.
10. The word "Masih", "Masihi" or "Masihiat" should be used in all written or spoken form instead of "Esa", "Esai" or "Esayat" for Jesus Christ, Christian/s or Christianity.

11. It has been observed that in the admission forms there is a column of religion in which it is written Muslim/ non-Muslim. There must be the names of all religions that exist in Pakistan or simply a column where one can write one's religion in the column because non-Muslim is not a religion in any sense. It is better to remove this column as it divides the nation on the basis of religion.

CONSIDERING ALL STUDENTS OF ONE RELIGION

Sr.	Page	Line	Reference
			GENERAL KNOWLEDGE Grade-I Fifth Print 2014 Code No. STE-488 Publisher: National Book Foundation Islamabad
1	40		Chapter 10 THE PROPHETS NAME SOME PROPHETS The names of some famous prophets Hazrat Ibrahim (A.S) حضرت ابراهيم عليه السلام Hazrat Musa (A.S) حضرت موسى عليه السلام Hazrat Isa (A.S) حضرت عيسى عليه السلام Hazrat Muhammad (PBUH) حضرت محمد صلى الله عليه وآله وسلم Prophet Muhammad (peace be upon him) is the last Prophet of Allah. We should always say sallallahu alaihi waallehi wasallam after the name of Prophet Muhammad صلى الله عليه وآله وسلم Teacher's Guide: please read and explain this chapter to the children Note for Teachers <ul style="list-style-type: none"> Please explain this chapter to the children.
2	41		We also say Hazrat Muhammad Peace be Upon Him. Our Prophet's Life He was born in Makkah, Makkah is in Saudi Arabia. He was born on the 12 th of Rabi-ul-Awwal. His father's name was HAZRAT ABDULLAH. His mother's name was BIBI AMINAH. The name of his nurse was BIBI HALIMAH
3	42	1-11	HIS UPBRINGING The father of Prophet Muhammad (PBUH) died before his birth When Prophet Muhammad (peace be upon him) was six years old, his mother died. Prophet Muhammad (peace be upon him) went to live with his grandfather who loved him very much. After the Prophet's grandfather died, his uncle Abu Talib looked after Prophet Muhammad (peace be upon him).
4	43		Our Prophet was: honest caring loving DAROOD اللهم صل على سيدنا محمد و على آل سيدنا محمد و بارك وسلم It means: O ALLAH, BLESS HAZRAT MUHAMMAD (PBUH) AND ALSO THE TRUE FOLLOWERS OF HAZRAT MUHAMMAD (PBUH) AND GRANT HIM PEACE AND SAFETY

Sr.	Page	Line	Reference
5	55		Chapter 14 PRAYERS Why we pray. We pray to Allah We are Muslims all Muslims pray Sami hears Azaan from the masjid. His mother says it is time to pray. After Wuzu, he goes to the masjid for prayers.
			General Knowledge 1 Dated _____ Edition _____ Impression _____ Mar.2013 _____ Ist1st _____ Publisher: Urdu Book Stall, Lahore
1	41	23-28	Unit 10 The Prophets Our beloved Prophet Hazrat Muhammad ﷺ is the last Prophet of Allah Almighty. No more Prophet shall come after him ﷺ till the day of Judgement. Whenever we say, hear, read or write the name of Hazrat Muhammad ﷺ we must recite and write the words ﷺ
2	42	2-3	The name of our Holy Prophet is Hazrat Muhammad ﷺ
3	55	1-5	Unit 14 Prayer Our Holy Prophet Hazrat Muhammad ﷺ laid the foundation of the Holy Mosque at Madina. It is known as Masjid-e-Nabvi.
			General Knowledge Class-I Code No. BP/G-O/45(O) Publisher: Khyber Pakhtunkhwa Textbook Board Peshawar
1	17	10-13	Chapter 6 Our Daily Food • Do you say بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ before you start eating your food? • Do you say الْحَمْدُ لِلّٰهِ رَبِّ الْعَالَمِیْنَ after you finish your meal?
2	29	12-13	Chapter 10 Our Holy Prophets Whenever, his holy name comes before us ,we must say ﷺ which means, Peace be upon him'
			GENERAL KNOWLEDGE Grade-II Third Print 2014 Code STE-495 Publisher: National Book Foundation Islamabad
1	4		Lesson 1 Blessings/ Bounties of Allah Almighty بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ وَعَلَيْكُمْ السَّلَامُ السَّلَامُ عَلَيْكُمْ

			<p>الحمد لله ان شاء الله ماشاء الله</p> <p>We say “ Assalam-o- Alaikum عليكم السلام when we meet someone and in answer we say “ Wa-Alaikum-us-Salam عليكم السلام We say Bismillah الرحمن الرحيم بسم الله when we start some work. Say “Al-Hamdo-Lillah” الحمد لله after eating and drinking, and when we get some blessing from Almighty Allah. When you intend to do some work say “Insha- Allah” ان شاء الله which means, if Almighty Allah wills. When something good happens say “Masha-Allah” ماشاء الله! When you sneeze, say “ Alhamdo-Lillah”! الحمد لله If some other person sneezes say ‘ Yarhamokallah’! يرحمك الله!</p>
2	5	4-6	<p>Teacher’s Guide: The teacher should explain that we must obey Allah & his prophet. The teacher should emphasize on offering prayers and reciting Holy Quran.</p>
3	5	12	<ul style="list-style-type: none"> We must follow Sunnah.
4	6	6-8	<p>Q.3. Choose the best answer. !. What do we say before we start doing a work? (a) Alhamd-o-Lillah (b) Bismillah (c) Masha- Allah</p>
5	6	9-10	<p>i. What do we say when we meet each other? (a) Assalam-o- Alaikum (b) Masha- Allah (c) Insha- Allah</p>
6	7	1-4	<p>Lesson 2 Our Country : Pakistan The name of our country is Islamic Republic of Pakistan. Pakistan came into being on 14th August 1947. Islam is our religion.</p>
7	13	6	IV. What is our religion?
8	38	4-16	<p>Lesson 7 FASTING AND RAMZAN We are Muslims and follow Islam. We fast in the holy month of Ramzan. We take food at “Sehri”, which is sunnah. Fast is observed for the whole day. When the people eat at maghrib after completing the fast, it is called “Aftaar”. During Ramzan, we offer Taraviah prayers with Isha prayer. Muslims try to be more pious. We offer prayers regularly. We recite Holy Quran. We pay Zakat and Sadaqat.</p>
9	39	11-12	<p>i. We are Muslims, we follow-----. ii. We -----in the Holy month of Ramzan.</p>
10	39	15	v. We-----because this is the order of Allah.
11	119	2	<p>Lesson 20 DEVELOPING A GOOD CHARACTER In which city our Holy Prophet صلى الله عليه وآله وسلم was born?</p>

Sr.	Page	Line	Reference
12	123	6-7	Lesson 22 RESPECTING OTHERS AND APPRECIATING THEIR DIVERSITY Our Holy Prophet Hazrat Muhammad ﷺ told that all humans are equal.
13	128	9-11	Lesson 23 FORGIVENESS AND FORGIVING OTHERS Our Holy Prophet Hazrat Muhammad ﷺ used to forgive others.
14	128	19-20	Our Holy Prophet Hazrat Muhammad ﷺ used to forgive others.
15	129	4	What our Holy Prophet ﷺ used to do with others?
16	129	12	Our Holy Prophet Hazrat Muhammad ﷺ used toothers
			GENERAL KNOWLEDGE Grade-III 3rd Printing 2014 Code STE-492 Publisher: National Book Foundation Islamabad
1	61	8-9	Chapter 7 Past and Present Things Education is the most important part of our lives. Being a muslim, education is compulsory for all men and women. Note: Correct spellings are “Muslim”.
			General Knowledge 3 <u>Dated</u> <u>Edition</u> <u>Impression</u> March. 2014 1st 2nd Publisher: West Pakistan Textbook Depot
1	132	26-29	Chapter 10: Making the World a Better Place If we study Islamic History, we will come to know, our Prophet ﷺ always helped others and Khulfa-e- Rashideen (رضى الله تعالى عن هـ) also did the same by following the Holy Prophet ﷺ
			English Grade 1 Fifth Edition 2014 Code No. STE-472 Publisher: National Book Foundation Islamabad
1	2	7-9	UNIT 1 ICE BREAKING Greetings We use Asalam-o-Alaikum, Subah Bukhair, Shab-o-Khair and Allah Hafiz in our Country. Similarly people from other religions use their own greetings. Teachers may use other greetings as well where applicable.

Sr.	Page	Line	Reference
2	3	13-14	Greetings Teachers and Elders We use Asalam-o-Alaikum, Subah Bukhair, Shab-o-Khair and Allah Hafiz in our Country.
3	108	12-13	UNIT 12 I Love Pakistan Calendar How do we celebrate Eid ul Fitr? how do we celebrate Eid ul Azha? Note: Please use 'How' instead of 'how' as a sentence always begins with capital letter.
			Textbook of English For Class-I Code No. BP/A-2/45(O) Publisher: Khyber Pakhtunkhwa Textbook Board, Peshawar
1	7	10-11	UNIT 1 Look and say Greetings Explain to the students through discussion that in Islam we use Assalam-o-Alaikum, Waalikum-a-Salam and Allah Hafiz.
2	129	12-13	UNIT 16 My Family Greetings Explain to the students that in Islam we use Assalam-o-Alaikum, Waalikum-a-Salam and allah Hafiz.
			English 1 Year Edition 2014 Ist Code No. E-I/329/NP-2006 Balochistan Textbook Board, Quetta
1	114	2-3	Unit 11 Animals are Useful We celebrate Eid-ul-Fitr at the end of the holy month of Ramzan,
			English 2 Year Edition 2014 Ist Code No. E-II/332/ (NP-2007) 13 Balochistan Textbook Board, Quetta
1	103	5	UNIT 11 FESTIVALS Grandmother: Do you know why do we celebrate Eid-ul-Fitr.? Note: Please remove (,) before (?).
2	107	1	1. When do we celebrate Eid-ul-Fitr?

Sr.	Page	Line	Reference
			ENGLISH For GRADE -III 3rd Print 2014 Code No. STE-499 Publisher: National Book Foundation Islamabad
1	6	24-25	UNIT: 1 My Family, Friends and I We go to the mosque together.
2	99	1-3	UNIT: 12 Eid-ul-Fitr Pre-reading 1. Do you fast in the month of Ramadan? 2. Which is your favourite festival?
3	100	5	UNIT: 12 Eid-ul-Fitr A- Reading Comprehension i. In which month do we have Eid-ul-Fitr?
			ENGLISH GRADE -IV 2nd Edition 2014 Code No. STE-502 Publisher: National Book Foundation Islamabad
1	14	6-10	Unit 02 The Prophets عليهم السلام We Muslims respect and believe in all prophets. We Love Hazrat Muhammad صلى الله عليه واله وسلم. The best way to love the Prophet صلى الله عليه واله وسلم is to act upon the sayings. In this way, we can be successful in both the worlds.
2	93		pUnit 08 A Night Of June C. Oral Communication 1. Talking about Eid Milad-un- Nabi Why do we celebrate 12 Rabi-ul-Awal? On this day, our last Prophet Hazrat Muhammad (PBUH) was born How do you celebrate it? We make dishes, wear new clothes and decorate our homes Do you offer prayers and Durood-o-Salaam? Yes we offer prayers and Durood-o-Salaam Note: Correct spellings are 'Unit' instead of 'pUnit'
3	101	22-24	Unit 09 Khewra Salt Mine the name of our Prophet (PBUH) and many other things. Small mosque is built inside the salt mine using salt bricks.

Sr.	Page	Line	Reference
4	129 130	29-30 1	Unit 12 The Siblings at Work "Remember, our Prophet (PBUH) taught us about the rights of neighbours".
5	139	13	Unit 13 Riddles I was made for Islam.
			English 4 Year _____ Edition 2014 _____ Ist Code No. E-4/320 Balochistan Textbook Board, Quetta
1	26	8-10	Unit No.5 Cleanliness According to our Holy Prophet (Peace Be Upon Him) cleanliness is half faith (Iman). Allah loves neat and clean people.
2	27	4-5	3. What does our Holy Prophet (PBUH) tell us about cleanliness?
3	46	7-9	Unit No.9 Eid-ul-Fitr We celebrate Eid-ul-Fitr after the sighting of the Shawal moon.
4	55	17-18	Unit No.13 Days of the Week On Friday: I go to school. After school I go to the mosque for Juma Prayers.
			English 4 Dated January 2014 Publisher: Apple Educational Press, Lahore
1	107	3	Unit 11 Hazrat Muhammad ﷺ Helped the Old Woman We must always follow our Holy Prophet's ﷺ footsteps so that God Almighty be pleased with us.
			ENGLISH GRADE -V First Edition 2014 First Print 2014 Code STE-514 Publisher: National Book Foundation Islamabad
1	104	4	Unit 10 EidUI AZHA II. What different animals do we sacrifice on Eid ul Azha?
2	104	8	Why do we sacrifice animals on Eid ul Azha?
3	104	10-11	What lessons do we learn from the sacrifice of the father and the son?

Sr.	Page	Line	Reference
			English 5 Year Edition 2014 1st Code No. E.5/324 Balochistan Textbook Board, Quetta
1	30	3-4	Unit No:7 Eid-ul-Azha This occasion reminds us of the great sacrifice of Hazrat Ibrahim (A.S.).
2	32	3-4	Eid –ul-Azha reminds us of the great-----of Hazrat Ibrahim (AS).
3	46	15-19	Unit No:13 How I Spend My Week I get up early in the morning. I take bath, brush my teeth and go to the mosque for morning prayers. I start my day in the same way everyday. When I come from the mosque, I take breakfast. Then, I go to school with my sister.
4	48	2-6	Friday is our holy day. On this day Muslims offer Jumma prayers. I also prepare for Jumma prayers when I return from school. In the evening I recite a few verses of the holy Qura'an. After that I complete my homework and go to bed.
5	49	4	III. Friday is our _____ day.
			A Textbook of English Grade -VII 2nd Edition: 2014 Code: STE-508 Publisher: National Book Foundation Islamabad
1	15	17-19	Unit 2 PERSONALITY OF THE HOLY PROPHET HAZRAT MUHAMMAD صلى الله عليه وسلم The last of all the Prophets (عليهم اسلام) was our beloved holy Prophet, Hazrat Muhammad صلى الله عليه وسلم
2	16	1-4	Our holy Prophet Hazrat Muhammad صلى الله عليه وسلم enjoys a special position among all the prophets (عليهم السلام). He is the only prophet whose entire life is faithfully recorded.
3	16	9-10	Here are a few traits of the blessed life of our holy Prophet صلى الله عليه وسلم
4	17	9-10	Our beloved holy Prophet صلى الله عليه وسلم was very hospitable.
5	18	3-4	Our holy Prophet صلى الله عليه وسلم had a great sense of justice.
6	18	15-16	We, as Muslims, can prosper here and hereafter only if we follow the life of the holy Prophet (صلى الله عليه وسلم).
7	19	4-6	i. How is the position of our holy Prophet صلى الله عليه وسلم special? ii. How can we succeed?

Sr.	Page	Line	Reference
8	22	1-4	B. Writing Skill Given below is a mind map on the qualities of Holy Prophet ﷺ. With the help of the mind map, write a paragraph in your notebook.
			EVERYDAY ENGLISH 7 For Class VII <u>Edition Month & Year of Publication</u> First January- 2014 Publisher: Sindh Textbook Board, Jamshoro
1	1		UNIT 1 PROPHET MUHAMMAD ﷺ LESSON 1 PROPHET'S HABIT OF CLEANLINESS AND SIMPLICITY UMAR: Mother, could you please tell us some thing about our Prophet Muhammad ﷺ MOTHER: My son, Our Prophet Muhammad ﷺ daily life is the perfect example for all mankind. UMAR: Mother please tell us about his habit of cleanliness. MOTHER: The Prophet Muhammad ﷺ loved cleanliness in his dress. Even as a child he never played with mud. ZAINAB: Mother tell us something more, please. MOTHER: His hair was always properly oiled and combed. His nails were properly cut and clean. His teeth were shining bright. He brushed his teeth with miswak, five times a day. ZAINAB: Mother, what about the dress of our Prophet ﷺ. MOTHER: Yes, he liked always to be in neat, clean and simple cotton dress. UMAR: Thank you mother for telling us about the daily life of our Prophet ﷺ. MOTHER: My dear children, it is our duty to follow the teachings of Prophet ﷺ in our daily life. ZAINAB: Certainly, we will do so, mother. Note: Correct spellings are 'something'.
2	3	11-12	Our Prophet Muhammad's ﷺ daily life is the _____ for all mankind.
3	5	1-2	LESSON 2 PROPHETS FOOD HABITS • Do you know anything about our Prophet Muhammad's ﷺ eating habits?

Sr.	Page	Line	Reference
4	5 6	11-32 1-2	<p>UMAR: Mother, may I request you to tell me about the eating habits of our Holy Prophet. ﷺ</p> <p>MOTHER: Certainly. Our Prophet ﷺ had a very simple taste. He never disliked any meal but would eat all lawful (halal) things. He liked eating while sitting on ground. He liked green vegetables more than meat. He used to wash his hands before eating. He also washed his hands and mouth after eating.</p> <p>ZAINAB: I wish if I could follow these five things in my daily life, too.</p> <p>UMAR: Please tell us more about his habits of eating.</p> <p>MOTHER: Our Prophet Muhammad ﷺ used to take small morsels. He would eat slowly. He would chew food properly. He did not talk or laugh while eating. He also did not move his hands from one dish to the other. He would start eating from the food in front of him patiently.</p> <p>UMAR: Did he like many dishes?</p> <p>MOTHER: He preferred one dish meal over two. He would say “One is the best, two is good, but three dish meal is a simple waste”. He said Allah does not like people who waste things. He did not like to waste food.</p> <p>UMAR: Thank you mother for telling us about the teachings of our Prophet Muhammad ﷺ</p>
5	8	12-15	<p>LESSON 2 PROPHETS FOOD HABITS</p> <p>Certainly, our Prophet ﷺ had a very simple taste.</p>
6	9	9-29	<p>LESSON 3 PROPHET’S DAILY LIFE</p> <p>DIALOGUE</p> <p>ZAINAB: Mother could you please tell us today about our Prophet Muhammad’s ﷺ daily life habits?</p> <p>MOTHER: Certainly. Remember that our Prophet liked to do things with his right hand.</p> <p>UMAR: Yes, mother grandfather told me that our Prophet Muhammad ﷺ would always shake hand with his right hand and first with the person on his right.</p> <p>MOTHER: it is also important to know that while entering the mosque or home he would first step his right foot in. However, while leaving the mosque or home, he would step out his left foot first.</p> <p>ZAINAB: Mother, I would love to know about his speech habits also. Please tell us something about it.</p> <p>MOTHER: Our Prophet Muhammad ﷺ had the most pleasant company. He was a patient listener. He would let others express themselves. He always spoke the truth. He would speak in a low tone. My dear children you could follow the teachings of Prophet Muhammad ﷺ I wish.</p> <p>ZAINAB and UMAR: Thank you mother, for the useful advice to us.</p>

Sr.	Page	Line	Reference
			EVERYDAY ENGLISH For Class VIII <u>Edition Month & Year of Publication</u> Ist Feb.2014 Publisher: Sindh Textbook Board, Jamshoro
1	1	2-3	UNIT 1 PROPHET MUHAMMAD صلى الله عليه واله وسلم LESSON 1 A MODEL OF TRUTH AND HONESTY • Why do we say صلى الله عليه واله وسلم every time we take the name of Prophet Muhammad?
2	1	9-11	SAAD: Could you please tell me something about our Prophet Muhammad صلى الله عليه واله وسلم? GRANDMOTHER: My dear child! Our Prophet Muhammad صلى الله عليه واله وسلم was a great person.
3	1	27-28	UNIT 1 PROPHET MUHAMMAD صلى الله عليه واله وسلم LESSON 1 A MODEL OF TRUTH AND HONESTY GRANDMOTHER: Yes. You are very right. When you are honest, you become a good human being and a good Muslim.
4	1	31-34	Prophet Muhammad صلى الله عليه واله وسلم also laid special stress on this when he gave us the message of Islam. SAAD: Well, I promise to follow the message of Islam conveyed to us by the Holy Prophet صلى الله عليه واله وسلم.
5	2	8-10	TEACHER: What do we have to do to be a good Muslim? YOU: We have to be honest and trust-worthy to become a good Muslim.
6	2	24	3. What do we have to do to be a good Muslim?
7	3	2-3	LESSON-2 PROPHET MUHAMMAD صلى الله عليه واله وسلم A SYMBOL OF FORGIVENESS HUMA: Who is a good Muslim? GRANDFATHER: A good Muslim is one who is always nice to everyone.....
8	3	10-11	HUMA: Could you give me an example of forgiveness from our Holy Prophet's صلى الله عليه واله وسلم life?
9	3	20-22	HUMA: Thanks for giving me useful information about the character of our Prophet Muhammad صلى الله عليه واله وسلم. But do tell me how he could forgive them all?
10	4	22	3. Islam teaches us not to hurt people_____.
			English 8 <u>Date of Printing Edition Impression</u> March 2014 Ist 20th Published by: PUNJAB TEXTBOOK BOARD, LAHORE Total Units:26 On Islam:2 1. Tolerance of the Holy Prophet صلى الله عليه واله وسلم 2. Hazrat Umar رضى الله تعالى عنه

Sr.	Page	Line	Reference
1	16	7-8	Chapter 7: Tolerance of the Holy Prophet صلى الله عليه وآله وسلم We follow the teachings of our Holy Prophet صلى الله عليه وآله وسلم. We learn from his life how much tolerance he صلى الله عليه وآله وسلم practised.
2	16	10-11	Our Holy Prophet صلى الله عليه وآله وسلم was a model of tolerance.

PREACHING ONLY ONE RELIGION

Sr.	Page	Line	Reference
			GENERAL KNOWLEDGE Grade-I Fifth Print 2014 Code No. STE-488 Publisher: National Book Foundation Islamabad
1			Note: There is only the picture of mosque on the title page.
2	1	1	Chapter 1 WHAT I BELIEVE Allah is one.
3	1	3	Re-write the word Allah in Arabic and English in both boxes. A L L A H الله
4	3	1-16	Chapter 1 WHAT I BELIEVE Kalimah Tayyibah <p style="text-align: right;">لا اله الا محمد رسول الله</p> It means: THERE IS NO GOD BUT ALLAH AND MUHAMMAD (Peace Be Upon Him) IS THE LAST MESSENGER OF ALLAH This is Ta'awwuz <p style="text-align: right;">اعوذ بالله من الشيطان الرجيم</p> It means: I SEEK REFUGE WITH ALLAH, FROM THE ACCURSED (DEVIL) This is Tasmiyah <p style="text-align: right;">بسم الله الرحمن الرحيم</p> It means IN THE NAME OF ALLAH, THE MOST GRACIOUS, THE MOST MERCIFUL
5	3	17-18	Note for Teachers <ul style="list-style-type: none"> • Recite Kalimah Tayyibah, Ta'awwuz and Tassmiyah with translation.
6	30	1-4	Chapter 6 THE FOOD I EAT THE DUA BEFORE EATING (بسم الله الرحمن الرحيم) THE DUA AFTER EATING (الحمد لله)
7	85	1-10	Chapter 22 THE HOLY BOOKS THE HOLY BOOKS THE HOLY QURAN The Quran is the last holy book given by Allah. Muslims follow the Quran. The Quran teaches us: Allah is one. Obey Allah and His Prophet. Learn to read Holy Quran. Offer your prayers. Take care of your parents. Do good deeds. Seek knowledge.

Sr.	Page	Line	Reference
8	85	11-14	ACTIVITY Take a white piece of chart paper and write "Allah" in Arabic and in English. Decorate it and hang it on the wall above your bed.
			General Knowledge 1 Dated _____ Edition _____ Impression _____ Mar.2013 Ist Ist Publisher: Urdu Book Stall, Lahore
1	1	7-8	Unit 1 Our Beliefs recite Kalimah Tayyibah with its meaning. Recite Ta'awwuz and Tasmiyyah with their translation.
2	2	2-11	Tasmiyyah بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ In the name of Allah, the most Gracious and merciful. Kalimah Tayyibah لَا اِلٰهَ اِلَّا مُحَمَّدٌ رَّسُوْلُ اللّٰهِ There is no god but Allah, Hazrat Muhammad صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ is the Prophet of Allah. Ta'awwuz اَعُوْذُ بِاللّٰهِ مِنَ الشَّيْطٰنِ الرَّجِیْمِ I seek refuge of Allah from Satan, the condemned. Guidelines for Teachers: Introduce Ta'awwuz, Tasmiyyah and Kalimah Tayyibah to the students and teach them to recite using correct pronunciation.
3	32	4	Unit 6 Food 2- Recite Tasmiyyah before eating.
4	54	13-22	Unit 14 Prayer Prayer or Namaz is the most important practice of Islam. The Muslims offer prayer five times a day. 1. Fajar 2. Zohr 3. Asr 4. Maghrib 5. Isha The Mosque or Masjid is the place of worship of the Muslims. Azan is called for prayer. Ablution is performed before saying prayer.
5	82	9-14	Unit 23 Good Manners Recite Tasmiyyah before starting any work. Whenever you meet someone, say "Assalam-o- Alaikum." Say "Wa- Alaikumus Salam" in its reply.

Sr.	Page	Line	Reference
			General Knowledge Class-I Code No. BP/G-O/45(O) Publisher: Khyber Pakhtunkhwa Textbook Board Peshawar
1	3	10-13	Chapter 1 Our Allah Activity All children should memorize the Kalima-e- Tayyiba, Tawuz (اعوذ بالله من شيطان الرجيم) and Tasmiya (بسم الله الرحمن الرحيم) and recite these to their teacher.
2	16	5-6	Chapter 6 Our Daily Food Before you start eating, say (بسم الله الرحمن الرحيم) When you finish eating, say (الحمد لله رب العالمين)
3	17	2-3	What prayers should be uttered before starting our meals, and after we finish our meals. Note: The correct sentence is; What prayers should be uttered before starting our meals, and after we finish our meals?
4	39		Chapter 14 Prayers The call for prayers “الله اكبر” or “Azan” was heard from a mosque. The people are preparing themselves to offer their prayers. Women offer their prayers at their homes. Men offer their prayers at a Mosque
5	41	2-3	How many times in a day The Muslims offer their prayers? Tell names of all these prayers times.
6	41	12	Colour the following picture of a Mosque.
7	63		Chapter 23 The Holy Books Allah Ta'alla revealed the Holy books to his four prophets. The holy books are four. Zaboor was revealed to Hazrat Daoud (A.S) Tawrat (The Torah) was revealed to Hazrat Moosa (A.S) Injeel (The Bible) was revealed to Hazrat Eesa (A.S) Quraan Majeed was revealed to Hazrat Mohammad (S.A.W) The holy book Quraan Majeed is the last book of Allah. Quraan Majeed tells us how to adopt good manners and have a good and pious life. We must respect all Holy books.

Sr.	Page	Line	Reference
			GENERAL KNOWLEDGE Grade-II Third Print 2014 Code STE-495 Publisher: National Book Foundation Islamabad
1	1`	1-9	Lesson 1 Blessings/ Bounties of Allah Almighty After studying this lesson , the students will be able to: <ul style="list-style-type: none"> • Recognize that Almighty Allah gives us innumerable blessings/bounties (home. Family, food etc.) • Recognize that everyone should thank Almighty Allah for His blessings/bounties. • Recite brief connotations in Arabic that Muslims use in daily life with their meanings (Insha- Allah, Masha-Allah, Al-Hamdo-Lillah, Yarhamokallah).
2	3	8-15	Good Manners He sent his prophet Hazrat Muhammad ﷺ who taught us good manners. Sunnah: Sunnah is every work which was done by our Holy Prophet Hazrat Muhammad ﷺ
3	5	15	i. This life is the great-----of Almighty Allah.
4	5	16-20	ii. Prophet Hazrat Muhammad ﷺ taught us all good-----. iii. Almighty Allah is the only ----of all things. iv. When the Muslims meet with one another, they say-----. v. Before eating food, we must say-----. vi. When something good happens, say-----.
5	5	21	vii. Sunnah is every work, which was done by-----.
6	40	1-3	Lesson 8 RELIGIOUS FESTIVALS After studying this lesson , the students will be able to: <ul style="list-style-type: none"> • Describe how people celebrate 'Eid-ul-Fitr & Eid-ul-Azha. • Identify other cultural and religious festivals celebrated in their village/city.
7	40	6-21	(I) Eid-ul-Fitr All Muslims celebrate Eid on the first of Shawwal. Eid means to celebrate and thank Allah who gave us the patience for fasting in the month of Ramzan. On the Eid day we wear best clothes, We offer Eid prayers. We embrace each other. We say "Eid Mubarak". The elders give money to children which is called "Eidi". Children are very happy on getting "Eidi". Children enjoy Eid day very much.

Sr.	Page	Line	Reference
8	41-42		(2) Eid-ul-Azha Muslims celebrate Eid-ul-Azha on the 10th of Zilhajj. It is in remembrance of the great sacrifice of Hazrat Ibrahim عليه السلام and his son Hazrat Ismaeel عليه السلام. They were prophets of Almighty Allah. After the Eid prayer, Muslims sacrifice animals for example sheep, goats, cows, ox. and camels. They eat their meat and give it to their relatives, friends and poor people.
9	43		3. Twelfth , Rabi-ul- Awwal: Some people call it Eid-e-Milad-un-Nabi. صلى الله عليه واله وسلم Our holy Prophet Hazrat Muhammad صلى الله عليه واله وسلم was born on 12 th of Rabi-ul-Awwal. He preached the message of Allah. We got holy Quran and Sunnah through him. On this day, we offer special Darood and Salam to our Holy Prophet صلى الله عليه واله وسلم.
10	115	8-10	Lesson 20 DEVELOPING A GOOD CHARACTER When our Holy Prophet صلى الله عليه واله وسلم started to preach the people of Makkah that Allah Almighty is only one, we should worship him, they began to tease our Holy Prophet صلى الله عليه واله وسلم.
			General Knowledge 3 <u> Dated Edition Impression</u> March. 2014 1st 2nd Publisher: West Pakistan Textbook Depot
1	132	26-29	Chapter 10: Making the World a Better Place If we study Islamic History, we will come to know, our Prophet صلى الله عليه واله وسلم always helped others and Khulfa-e- Rashideen رضى الله تعالى عنها also did the same by following the Holy Prophet صلى الله عليه واله وسلم.
			Social Studies 4 <u> Date of Printing Edition Impression</u> Jan.2014 1st 2nd Publisher: Gohar Publishers,11-Urdu Bazar Lahore
1	37	12-13	Chapter 2 HISTORY: THE WAY WE WERE Islam has deep impression upon the people of Punjab. The teachings of the saints have united all the people.
2	37 38	30-32 1	With the arrival of Muhammad Bin Qasim in Sindh and Multan, the Islamic system of Justice impressed the Hindu society. As a result, Islam began to spread in the Sub-continent rapidly.

Sr.	Page	Line	Reference
			<p>Social Studies 5 Date of Printing Edition Impression March, 2013 1st 1st Publisher: Gohar Publishers,11-Urdu Bazar Lahore</p>
1	93	12-14	<p>Chapter 7: Culture Ancient local inhabitants stuck to their religious beliefs. The moon, stars and fire were too worshipped but in the era of the Muslim rulers Islam spread rapidly in the subcontinent.</p>
2	92 93	16-19 1-5	<p>When Muslims came to South Asia, they gave a new living style to the people. Values like equality, brotherhood, communal justice and the truth have the central position. These new values greatly affected the local people who were divided by the system of caste and creed and in a short span of time Islam spread all over South Asia. Today these regional cultures are the main cause of harmony and unity. In the times of the Muslim rulers, literature and knowledge, music, painting, construction, calligraphy and linguistics progressed greatly. This is our cultural heritage and we are recognized of it.</p>
3	96	1-6	<p>3.Festivals The majority of the population of Pakistan are Muslims and they celebrate their religious and social festivals like Eid-ul- Fitr, Eid-ul-Azha, Eid Milad-un- Nabi ﷺ , Shab-e- Barat with great devotion and respect. These festivals are part of our centuries old culture. Moreover, non- Muslims also enjoy full liberty to celebrate their festivals.</p>
4	101	2-3	<p>Chapter 7: Culture The religion of most of the people in Pakistan is Islam.</p>
5	104	17-19	<p>Marriage Marriage is a religious obligation in Islam, on a specific day, the nikah ceremony is held.</p>
6	104 105	25-26 1-2	<p>The birth of children Immediately after birth, the azaan is recited in the child's ear so that it should be known that he had been born into a Muslim family with Allah's blessings.</p>
7	105	5-9	<p>Death rites At the death of a person, the relatives, and acquaintances gather at the house of the deceased. The dead body is bathed and a shroud is wrapped around the body. Later on, the namaz-e- janaza is offered, the body is buried in the graveyard. Quran Khawani is arranged for eesal-e-sawaab.</p>

Sr.	Page	Line	Reference
8	127	3- 15	Chapter 8: ECONOMICS Economic System of Pakistan Pakistan is an Islamic Democratic Republic. Here Muslims are in majority. Their religion is Islam which is a complete code of life. That is why, Islam has given an economic system which is moderate in comparison with other economic systems.....Islam's economic system neither allows people to fill their pockets as in capitalist system nor allows the government to use all the resources like in socialism. The Islamic economic system is the moderate one between these two extremes.
			History 6 Year of Publication Edition Impression Jan-2014 1st 1st Published by: Kitabistan Publishing Company 38- Urdu Bazar, Lahore
1	32	1	Chapter No.3 Muslims in South Asia-i The Arabs had also delivered the message of Islam to the people of here.
2	78	20-23	Chapter No.5 Socio- Cultural Developments (711-1528 A.D) PRACTICAL ACTIVITIES Prepare and hang the list of those Sufiay Kiram and Buzurgan-e- din who performed their services for the spread of Islam. Note: English of 'Sufiay Kiram' is 'Saints' and of 'Buzurgan-e- din' is 'Elders of the religion'.
			History 7 Date of Printing March 2013 Publisher: Al- Faisal Nashran, Ghazni Street Urdu Bazar, Lahore
1	69 70	25-27 1	CHAPTER 3: MUGHAL EMPIRE:SOCIO-CULTURAL CONDITIONS Muslim society was based on the principle of human equality and brotherhood. These principles were new for in Hindu society, because they were divided in a brutal caste system which condemned <i>Sudras</i> to a lowest status. Just and equitable system of Islam impressed the Hindus deeply.

Sr.	Page	Line	Reference
			<p style="text-align: center;">Pakistan Studies 10</p> <p style="text-align: center;"><u>Edition Impression Dated</u></p> <p style="text-align: center;">1st 1st March, 2013</p> <p>Publisher: Gohar Publishers 11- Urdu Bazar Lahore</p>
1	12	33-34	<p>Chapter 5: History of Pakistan</p> <p>The people not observing the sanctity of the month of Ramzan could be jailed for three months and find 500 rupees</p>
2	103	15-22	<p>Chapter 8: Population, Society and culture of Pakistan</p> <p>3. Religious uniformity</p> <p>When Saints spread Islam in the subcontinent, many people embraced Islam. At the present time there is religious harmony in Pakistan. Pakistan's most important recognition is Islam even while there are regional, provincial, lingual, racial and other bases. They give little importance to the caste and creed, colour and race and regional classes. The constitution of Pakistan gives complete protection to the minorities. Along with religious uniformity in Pakistan there is religious tolerance as well.</p>
3	105	1-16	<p>8. Religious festivals</p> <p>The majority of the population of Pakistan are Muslims. They celebrate their different religion and social festivals with fervour. These festivals include Eid-ul- Fitr, Eid-ul-Azha, Eid-Milad-un- Nabi, Shab-e- Miraj and Shab-e- Baraat. These festivals are an important part of our centuries old culture. Youm-e- Ashoora is observed with religious respect and dignity.</p> <p>9. Customs and traditions</p> <p>Pakistan citizens behave according to specific customs and traditions on different occasions. Marriage is an Islamic obligation and on a specific day the customs of Nikah is observed. As soon as a Muslim child is born the Azan (call to pray) is recited in his/her ear so that he/she realizes that due to the blessings of Allah Almighty he/she is born into a Muslim family. When a Muslim passes away, relatives, near and dear ones and acquaintances gather at the deceased's house. After Namaze-e- Janaza, the deceased is buried. For Isaal-e- Sawaab, Quran Khawani is organized. In Pakistan all minorities have the right to observe the customs of marriage, death etc. according to their religious traditions.</p>

Sr.	Page	Line	Reference
4	106	5-13	Commonalities in Regional Cultures Leading to National Integration and Cohesion The effects of Islamic values There are effects of Islamic values thriving in South Asian cultures on regional cultures of Pakistan. The Muslims coming to South Asia gave the people their values, the central ones of which are a new way of life, brotherhood, equality, social justice and honesty. These new values appealed to the local people who were in the grip of a caste system. In a short span of time Islam spread to all corners of South Asia. Today these regional cultural similarities are a source of integration and cohesion.
			Textbook of English For Class-I Code No. BP/A-2/45(O) Publisher: Khyber Pakhtunkhwa Textbook Board, Peshawar
1	143	1-3	UNIT 20 Eid Muslims celebrate Eid after Ramazan. They wear new clothes. They go to prayer. They greet each other. Children get eidi. They are happy.
			English 1 <u>Date of Printing</u> January 2014 Publisher: CARAVAN BOOK HOUSE LAHORE Eid-ul-Fitr
1	120		
			English 2 <u>Year</u> <u>Edition</u> 2014 1st Code No. E-II/332/ (NP-2007) 13 Balochistan Textbook Board, Quetta
1	76	2	Unit 7 LEARNING FROM T.V. 1. _____ is the learning Quran programme shown on?
2	102	8	UNIT 11 FESTIVALS Guidelines for Teacher: Tell some important Islamic festivals to the student.
			MY ENGLISH BOOK 2 <u>Edition Month & Year of Publication</u> First April 2014 Publisher: Sindh Textbook Board, Jamshoro
1	75		Unit 7 Polite Expression for seeking attention 7.2 Reading A Goat for Eid

Sr.	Page	Line	Reference
			ENGLISH For GRADE -III 3rd Print 2014 Code No. STE-499 Publisher: National Book Foundation Islamabad
1	99	4	UNIT: 12 Eid-ul-Fitr Eid-ul-Fitr ,is a Muslim festival that marks the end of Ramadan,
			English 3 Year Edition 2014 Ist Code No. E-III/348 (NP-2007) 2014 Balochistan Textbook Board, Quetta
1	64	4	UNIT 7 Eid-ul-Azha 1. When do muslims celebrate Eid-ul-Azha? Note: Correct spellings are 'Muslims'.
2	64	7-8	4. Which animals do muslims sacrifice on Eid? 5. Who did sad and sara distribute meat to? Note: Correct spellings are 'Muslims'. 'Saad' and 'Sara'.
			English 3 Edition Date of Printing Ist Feb.2013 Publisher: V can Publishers, Lahore Total Units: 12 On Islam: Hazrat Ali رضى الله تعالى عن
1	37	4	Unit 4, Market c. He..... the Holy Quran daily.
			ENGLISH GRADE -IV 2nd Edition 2014 Code No. STE-502 Publisher: National Book Foundation Islamabad
1	9	14	Unit 01 God is One Quran is the Holy Book.
2	12	9	Unit 02 The Prophets عليه السلام 4. Where is Masjid-e- Nabvi situated?

Sr.	Page	Line	Reference
3	32	1-7	Unit 03 A Farmer and A Prince 1. Read the paragraph and answer the questions. Eid ul Azha is a festival of Muslims. They slaughter animals on this day. It is 10 th of Zill Haj of Islamic month. Muslims follow the sunnah of the Prophet Ibrahim (AS). They distribute the meat among the poor and the relatives. They feel happy on this day.
			English 5 Year Edition 2014 1st Code No. E.5/324 Balochistan Textbook Board, Quetta
1	32	12-13	Unit No:7 Eid-ul-Azha Discuss in pairs how did you celebrate Eid-ul-Azha and write a few sentences on the given lines.
2	34	13-15	Unit No:9 Our Flag A white five-pointed star is the symbol of the five principles of Islam.
3	46	7-8	Unit No:13 How I Spend My Week Sunday is a holiday. After returning from mosque I take rest for some time.
			MY ENGLISH BOOK 5 Edition Month & Year of Publication First Mar- 2014 Publisher: Sindh Textbook Board, Jamshoro
1	51		Unit 3 3.4 Language Skills Ordinal Numbers Abdullah came running into the house and asked his mother; Abdullah: Mother! Mother! When is father going to buy a goat? Mother: Patience my dear son, Eid-ul-Azha is on the tenth of Zil Hajj and today is fourth. Your father will get his salary on the sixth of this month. Abdullah: When will he go to the Mandi (animal market)? Mother: Your father will go to the Mandi on the seventh or eighth of this month. Abdullah: I want to go with him to buy a goat. Mother: yes, you can go. Abdullah: When will we sacrifice our goat? Mother: Hajj is performed on the ninth of Zil Hajj and Eid-ul-Azha is celebrated the day after Hajj. We can sacrifice on the tenth, eleventh or twelfth, which is the first, second and third day of Eid. Note: Instead of 'Mandi (animal market)', it must be 'cattle market'.

Sr.	Page	Line	Reference
			English 5 <u>Dated</u> January 2014 Publisher: Apple Educational Press, Lahore Total Units: 13 On Islam:2 1. The Holy Prophet's صلى الله عليه واله وسلم Journey to Taif 2. The Truthful
1	4	15	Unit 1: The Holy Prophet's صلى الله عليه واله وسلم Journey to Taif Where did the Holy Prophet صلى الله عليه واله وسلم decide to go? Why?
			English 6 <u>Dated</u> <u>Edition</u> March 2014 1st Publisher: Ch. Ghulam Rasul & Sons Al- Karam Market Urdu Bazar Lahore Total Units: 13 On Islam:1 Fair Dealing of the Holy Prophet Hazrat Muhammad صلى الله عليه واله وسلم
1			
			A Textbook of English Grade -VII 2nd Edition: 2014 Code: STE-508 Publisher: National Book Foundation Islamabad
1	8	4	Unit 1 The Blessings of God Islam, Muslim
2	9	13	a) _____ Holy Quran
3	24	13-14	Unit 2 PERSONALITY OF THE HOLY PROPHET HAZRAT MUHAMMAD صلى الله عليه واله وسلم Makkah is _____ holiest city for the Muslims.
4	28	21-24	Activity. Take a book on seerat-un-Nabi and share an incident/about the holy Prophet's صلى الله عليه واله وسلم life in about ten sentences.

Sr.	Page	Line	Reference
5	72	8-15	Unit 7 Women's Role in Development Pre- reading 1. What is the status of women in Islam? 2. Name some women from Islamic history? The status of women is well defined in Islam. The Holy Quran has made it clear that with regard to social, moral and spiritual development men and women are equal. Islam ensures the essential human dignity and fundamental equality of women.
6	74	13	What is the status of women in Islam?
			EVERYDAY ENGLISH 7 For Class VII <u>Edition Month & Year of Publication</u> First January- 2014 Publisher: Sindh Textbook Board, Jamshoro
1	2	1-8	UNIT 1 PROPHET MUHAMMAD صلى الله عليه واله وسلم Practice this conversation with your teacher. You repeat what your teacher says. TEACHER: Prophet Muhammad صلى الله عليه واله وسلم always oiled and combed his hair. YOU: I always oil and comb my hair. TEACHER: Prophet Muhammad صلى الله عليه واله وسلم liked to be in neat, clean and simple clothes. YOU: I also like to wear simple and clean clothes.
2	6	3-9	LESSON 2 PROPHETS FOOD HABITS Practice this conversation with your teacher. TEACHER: Prophet Muhammad صلى الله عليه واله وسلم liked green vegetables more than meat. YOU: I like green vegetables more than meat. TEACHER: Prophet Muhammad صلى الله عليه واله وسلم would eat slowly. He used to chew food properly. YOU: I eat slowly and chew food properly.
3	9	1-3	LESSON 3 PROPHET'S DAILY LIFE 1. What do you know about Prophet Muhammad's صلى الله عليه واله وسلم daily life? 2. Do you know anything about him as a person?
4	10	1-8	Practice the conversation with your teacher. TEACHER: Prophet Muhammad صلى الله عليه واله وسلم would always shake his right hand. YOU: I would always shake with my right hand. TEACHER: Prophet Muhammad would step his right foot in while entering the mosque or home. YOU: I would step my right foot in while entering the mosque or home.

Sr.	Page	Line	Reference
			English 7 <u>Dated OF Printing</u> <u>Edition</u> March 2014 1st Prepared by: Ch. Ghulam Rasul & Sons, Urdu Bazar Lahore Total Units: 14 On Islam:2 1. The Last Sermon of the Holy Prophet Hazrat Muhammad ﷺ 2. Eid-ul- Azha
			EVERYDAY ENGLISH For Class VIII <u>Edition Month & Year of Publication</u> 1st Feb.2014 Publisher: Sindh Textbook Board, Jamshoro
1	1	27-28	UNIT 1 PROPHET MUHAMMAD ﷺ LESSON 1 A MODEL OF TRUTH AND HONESTY GRANDMOTHER: Yes. You are very right. When you are honest, you become a good human being and a good Muslim.
2	1	31-34	Prophet Muhammad ﷺ also laid special stress on this when he gave us the message of Islam. SAAD: Well, I promise to follow the message of Islam conveyed to us by the Holy Prophet ﷺ
3	2	8-10	TEACHER: What do we have to do to be a good Muslim? YOU: We have to be honest and trust-worthy to become a good Muslim.
4	2	24	3. What do we have to do to be a good Muslim?
5	5	25-27	UNIT-1 PROPHET MUHAMMAD ﷺ LESSON 3 (A REVIEW) We should also take it as our religious duty to speak the truth. Truthfulness, honesty and justice are the three important messages of Islam.
6	5	32-33	d. Name the three important messages of Islam. (i).....(ii).....(iii).....
			English 9 <u>Date of Printing</u> <u>Edition</u> <u>Impression</u> March 2014 2nd 2nd Published by: Punjab Textbook Board Lahore Total Units:12 On Islam:3 1. The Saviour of Mankind 2. Hazrat Asma رضى الله تعالى عنها 3. Sultan Ahmad Mosque

Sr.	Page	Line	Reference
			<p>English 10 <u>Date of Printing</u> January 2014 Publisher: CARAVAN BOOK HOUSE ,LAHORE Total Units: 13 On Islam:1 Hazrat Muhammad صلى الله عليه وآله وسلم an Embodiment of Justice</p>

PREACHING ONLY ON CONVERSION TO ONE RELIGION

Sr.	Page	Line	Reference
			SOCIAL STUDIES Grade- IV First Edition 2014 Code STE-442 Publisher: National Book Foundation Islamabad
1	22	7-8	Chapter 2 HISTORY: THE WAY WE WERE The teachings of Islam made many non-Muslims embrace Islam.
			Social Studies 4 <u>Date of Printing Edition Impression</u> Jan.2014 Ist 2nd Publisher: Gohar Publishers,11-Urdu Bazar Lahore
1	26	16-19	Chapter 2 HISTORY: THE WAY WE WERE Hazrat Ali Bin Usman Hajveri رحمه الله عليه commonly known as Data Gunj Bakhsh also came to Lahore during the rule of Mahmud Ghaznavi. As a result of his preaching, a large number of people began to embrace Islam.
2	41	16-18	He worked hard day and night to spread the message of Islam to the people. The people began to embrace Islam in a large number. Note: The text is about Hazrat Baba Farid-ud-Din Masood Ganj Shakkar رحمه الله عليه
			Textbook of HISTORY 6 Second Edition 2013 ISBN 978-969-37-05567-6 Publisher: National Book Foundation Islamabad
1	111	1-7	Chapter No.5 SOCIO-CULTURAL DEVELOPMENTS Sufism and Its Impact When the Muslim kings were busy in the consolidation of their rule in South Asia, there were some Sufis (saints) who were quietly propagating the cause of Islam by their personal example of pious life. Thousands of the non- Muslims accepted Islam at the hands of these pious men and thus they played a major role in the cultural development of the country.

Sr.	Page	Line	Reference
2	111	18-20	He devoted his life to the missionary work and thousands of Hindus accepted Islam through his influence. Note: The text is about Hazrat Ali Hujveri who is popularly known as "Data Ganj Bakhsh".
3	112	20	He was blessed with great success in his missionary activities. Note: The statement is about Baba Farid Shakar Ganj.
4	113	12-13	His success in the missionary work was remarkable, especially in Southern Punjab and Sindh. Note: The statement is about Makhdum Jahanian Jahangasht.
5	113	23-27	The Impact of Sufism: Sufism proved to be the most notable source of the propagation of Islam. The pious life of Sufis, their message of love and respect for all human beings, attracted the masses to their fold and they willingly accepted Islam in large numbers.
			History 6 <u>Year of Publication</u> <u>Edition</u> <u>Impression</u> Jan-2014 1st 1st Published by: Kitabistan Publishing Company 38- Urdu Bazar, Lahore
1	33	31-33	Chapter No.3 Muslims in South Asia-i The Hindus of low caste embraced Islam by the moral influence and fraternity of Muhammad Bin Qasim and his companions.
2	46	24-26	Chapter No.4 Muslims in South Asia-i Mongol Attack: Mongol attacked Hindustan severely and both armies fought until the Mongols were defeated badly. A large number of Mongols embraced Islam.
3	65	26-28	Chapter No.5 Socio- Cultural Developments (711-1528 A.D) The abstemious persons (Sufiya Kiram) played vital role for the promotion of Islam in the sub-continent. They converted a majority people to Islam in the sub-continent.
4	67	14-15	He came to Lahore by the guidance of his spiritual guide. Countless people accepted Islam by his teachings. He wrote a few books but "kashaf-ul- Mahjoob" got great popularity.
5	68 69	26-30 1-3	He came to "Ajodhan" near river Satluj after the death of his spiritual teacher. People called Pak-Patan to Ajodhan. He preached Islam in Punjab, Sindh and Northern- West India from there. A great number of people embraced into Islam due to his preaching. The great families of Western Punjab including Sayyal and Wattoo accepted Islam on his hands. He died in 1265 A.D.
6	69	22-23	He invited the public towards Islam. The big families of Lahore and Sindh accepted Islam on his hands.

Sr.	Page	Line	Reference
7	70	10-13	Since he was used to wear red dress, so, he is called "Lal Shahbaz". He gained great popularity in Sindh and a large number non- Muslims accepted Islam on his hands.
			HISTORY Grade-VII Second Edition 2014 Code STE-505 Publisher: National Book Foundation Islamabad
1	31	1-10	Chapter 3 MUGHAL EMPIRE: SOCIO- CULTURAL CONDITIONS The work carried out by Sufism is considered very important for introducing the values that were important in Islam into Hindu society. The Sufis worked in remote areas for preservation and spread of Islam. At that time Hindu society was divided in Caste system and the lower caste Hindus were deprived of basic rights. The message of equality spread by Sufis led to conversion a large number of Hindu and made them successful in their task. It was felt that the Muslims warriors who conquered India only destroyed temples. They were not able to shake the deep rooted Hindu idolatry and Hindu Nationalism. It was the Sufis and saints of Islam who completed the moral and spiritual conquest by demonstrating the simplicity of Islam.
			Pakistan Studies 9 <u>Date of Printing</u> <u>Edition</u> <u>Impression</u> Mar. 2013 1st 1st Publisher: G.F.H. Publishers
1	9	21-23	Chapter 1: Ideological Basis of Pakistan In the Sub-continent every individual who embraced Islam associated himself socially and politically, to the Muslim society and state. Thus he would break all the previous relationships and link himself to a new social system.
			English 4 <u>Dated</u> January 2014 Publisher: Apple Educational Press, Lahore
1	107	1-2	Unit 11 Hazrat Muhammad صلى الله عليه وآله وسلم Helped the Old Woman She was much impressed by the kindness of the Holly Prophet صلى الله عليه وآله وسلم and embraced Islam.

Sr.	Page	Line	Reference
			EVERYDAY ENGLISH For Class VIII <u>Edition Month & Year of Publication</u> 1st Feb.2014 Publisher: Sindh Textbook Board, Jamshoro
1	3	25-26	LESSON-2 PROPHET MUHAMMAD صلى الله عليه واله وسلم A SYMBOL OF FORGIVENESS As a result .the people of Makkah embraced Islam and became good Muslims.

PROMOTING RELIGIOUS IDENTITY OF ONLY ONE RELIGION

Sr.	Page	Line	Reference
			General Knowledge Class-I Code No. BP/G-O/45(O) Publisher: Khyber Pakhtunkhwa Textbook Board Peshawar
1	34	5	Chapter 12 Our Neighbours There is a Mosque near Imran's house.
			General Knowledge 1 <u>Dated Edition Impression</u> Mar.2013 1st 1st Publisher: Urdu Book Stall, Lahore
1	47	7-8	Unit 12 Neighbourhood In our neighbourhood, we have a mosque.
2	82	9-14	Unit 23 Good Manners Recite Tasmiyyah before starting any work. Whenever you meet someone, say "Assalam-o- Alaikum." Say "Wa- Alaikumus Salam" in its reply. Note: It has been often observed that Muslims often hesitate to say "Assalam-o- Alaikum." to the believers of the other religions. If they have to reply they do not say "Wa- Alaikumus Salam" but "Wa- Alaikum". According to them "Salam" or "Peace" is only for the Muslims.
			SOCIAL STUDIES Grade- IV First Edition 2014 Code STE-442 Publisher: National Book Foundation Islamabad
1	7	13	Chapter 1 GEOGRAPHY: GLOBE AND MAP SKILLS • Masjid is to the West of my house.
			Social Studies 4 <u>Date of Printing Edition Impression</u> Jan.2014 1st 2nd Publisher: Gohar Publishers,11-Urdu Bazar Lahore
1	38	2-6	Chapter 2 HISTORY: THE WAY WE WERE With the efforts of Sultan Mahmud Ghaznavi, Persian language and literature were promoted in the present Pakistan. The unique Islamic Culture prospered during the period of two hundred years. The Punjab played an important role in promoting of Islamic Culture.

Sr.	Page	Line	Reference
			Textbook of HISTORY 6 Second Edition 2013 ISBN 978-969-37-05567-6 Publisher: National Book Foundation Islamabad
1	115	23	Chapter No.5 SOCIO-CULTURAL DEVELOPMENTS The spread of education was a religious duty of all Muslims.
2	116	15-16	One of the richest contributions of the Muslims was in the field of architecture.
			History 7 <u>Date of Printing</u> March 2013 Publisher: Al- Faisal Nashran, Ghazni Street Urdu Bazar, Lahore
1	124	17-18	CHAPTER:5 MUGHAL EMPIRE: ASCENDANCY OF THE BRITISH Through his teachings, the Muslims rejected non- Islamic customs and became true followers of Islam.
			English 1 <u>Year</u> <u>Edition</u> 2014 1st Code No. E-I/329/NP-2006 Balochistan Textbook Board, Quetta
1	33	1-6	Unit 3 Greetings Assalam o Alaikum Mother Walaikum Assalam Saad Allah Hafiz Saad. Have a nice day! Allah Hafiz Mother
			MY ENGLISH BOOK 1 <u>Edition Month & Year of Publication</u> First April 2014 Publisher Code No. 195 Publisher: Sindh Textbook Board, Jamshoro
1	1	1	Unit: 1.1 Introduction Assalam-u-Alaikum
2	1	4	Waa' laikum Assalam

Sr.	Page	Line	Reference
3	1	7	Waa' laikum Assalam
			English 2 <u>Year</u> <u>Edition</u> 2014 1st Code No. E-II/332/ (NP-2007) 13 Balochistan Textbook Board, Quetta
1	10	1-3	Unit 1 GREETINGS Asalam o Alaikum, Sara. How are you? Walaikum Assalam, I am fine. Thank you.
			MY ENGLISH BOOK 2 <u>Edition</u> <u>Month & Year of Publication</u> First April 2014 Publisher: Sindh Textbook Board, Jamshoro
1	2	1-2	Unit 1 Greetings Teacher: Assalam-u-Alaikum students. Students: Waa'laikum Assalam, Miss.
			English 3 <u>Year</u> <u>Edition</u> 2014 1st Code No. E-III/348 (NP-2007) 2014 Balochistan Textbook Board, Quetta
1	29	3	UNIT 2 Quaid-e-Azam Assalam-o- Alaikum
2	29	5	Walaikum-us- Salam
3	61	5-6	UNIT 6 The Bee and the Dove Mother: Assalam-o- Alaikum Shopkeeper: Walaikum-us- Salam

Sr.	Page	Line	Reference
			ENGLISH GRADE -IV 2nd Edition 2014 Code No. STE-502 Publisher: National Book Foundation Islamabad
1	19		Unit 02 The Prophets ﷺ C. Oral Communication 1. Speak the dialogue with each other. Hi! Ahmad You should say Assalam-o-Alaikum not hi. Why? It is an Islamic style and good wish What does Assalam-o-Alaikum mean? It means Allah bless you. Alright, Now I shall say Assalam-o-Alaikum. Good!
2	41	19-20	Unit 04 My Dear Homeland The province of Sindh is called Bab-ul- Islam.
3	72	4	Unit 06 What I Want To Become Assalam-o- Alaikum Wa'alaikum ussalam
4	84	8	Unit 07 The Global Village Makkah
5	84	9	Holy Quran
6	103	10-12	Unit 09 Khewra Salt Mine B. Writing Skill 1. Write an invitation to your friend for Aftari in Ramdan-ul-Mubarak.
7	106	5	Huma recites the Holy Quran.
8	115	5-7	Unit 10 My Dream C. Oral Communication Sara: Assalam-O-Alaikum Tahira: Wa'alaikum-us-salam
9	122	1-3	Unit 11 Look at my Colours C. Oral Communication Assalam-o Alaikum Wa'alaikum-us-Salam

Sr.	Page	Line	Reference
10	134	7	Unit 12 The Siblings at Work Assalam-o-Alaikum! Wa'alaikum-us-Salam!
			English Reader For Class IV Code No. BP/A-5/45(O) Publisher: Khyber Pakhtunkhwa Textbook Board Peshawar
1	83	10	UNIT 7 Using Public Transport Assalam-o-Alaikum
			MY ENGLISH BOOK 4 <u>Edition Month & Year of Publication</u> First May 2014 Publisher: Sindh Textbook Board, Jamshoro
1	1	3	UNIT-1 HELPING OTHERS Ahmed: Assalam-o- Allaikum!1
2	1	7	Nisar: Walaikum Assalam,
			ENGLISH GRADE -V First Edition 2014 First Print 2014 Code STE-514 Publisher: National Book Foundation Islamabad
1	38	13	Unit 4 VISIT TO QUETTA Assalam o alaikum
			MY ENGLISH BOOK 5 <u>Edition Month & Year of Publication</u> First Mar- 2014 Publisher: Sindh Textbook Board, Jamshoro
1	1	4-5	Unit 1 1.1 After The Holidays Samad: Oh, what fun! Did you see the Shah Jehan Mosque there? Asad: Yes, I did.

Sr.	Page	Line	Reference
2	32	1-3	2.4 Language Skills He wakes up early in the morning and goes to the mosque to offer prayers. The mosque is in front of his house.
3	35	7	Where is the nearest mosque?
4	67	10-11	Unit 4 4.4 Language Skills Days and Months On Saturday, they went to see the Badshahi Mosque and the Lahore Museum.
			EVERYDAY ENGLISH 6 For Class VI Edition Month & Year of Publication First January- 2014 Publisher: Sindh Textbook Board, Jamshoro
1	1	2-3	UNIT 1 DAYS LESSON 1 DAYS IN A WEEK STUDENTS :Assalam-o- Alaikum TEACHER :Walaikum-us- Salam
2	3	2-3	LESSON 2 HOLIDAYS SAEED :Assalam-o- Alaikum FATHER :Walaikum-us- Salam
3	5	2-3	UNIT 2 DESCRIBING MYSELF LESSON 1INTRODUCING MYSELF AYESHA :Assalam-o- Alaikum FATIMA :Walaikum-us- Salam
4	7	2-3	LESSON 2 TELLING NAMES AND ADDRESSES NASEEM :Assalam-o- Alaikum ASHRAF :Walaikum-us- Salam
5	10	2-3	LESSON 3 DAILY ROUTINE SHAMIM :Assalam-o- Alaikum MUMTAZ :Walaikum-us- Salam
6	20	3	UNIT 3 USING PUBLIC TRANSPORT LESSON 3 TRAVELLING BY TRAIN Father :Assalam-o- Alaikum
7	20	17	Father: Thank you, Allah Hafiz.
8	23	13	UNIT 4 KNOWING ABOUT NEIGHBOURS LESSON1 INTRODUCING NEIGHBOURS Allah Hafiz.
9	32	2-3	UNIT 6 DESCRIBING THE VILLAGE LESSON 1 THE LANDSCAPE OF THE VILLAGE JAMAL :Assalam-o- Alaikum AHMED :Walaikum-us- Salam
10	36	15	LESSON 2 DESCRIBING VILLAGE PRODUCTS JAMAL: Allah Hafiz,

Sr.	Page	Line	Reference
11	39	2-3	UNIT 7 USING THE TELEPHONE LESSON 1 TALKING ON TELEPHONE SARA :Assalam-o- Alaikum AMNA :Walaikum-us- Salam
12	39	12	Allah Hafiz.
13	40	3	Assalam-o- Alaikum Walaikum-us- Salam
			English Grade -VII 2nd Edition: 2014 Code: STE-508 Publisher: National Book Foundation Islamabad
1	80	2-3	Unit 8 Visit to Dentist Ali: Assalam-o- Alikum, Doctor? Doctor: Walikum-us-Salam
2	119	2-3	Unit 12 Traffic Rules Students: Asalam-o- Alakum Sir! Teacher: Walikum-us-Salam
			EVERYDAY ENGLISH 7 For Class VII Edition Month & Year of Publication First January- 2014 Publisher: Sindh Textbook Board, Jamshoro
1	16	2-3	UNIT 3 PROTECTING MYSELF AGAINST POLLUTION LESSON 1 DUST AND SMOKE JAHANGIR : Assalam-o- Alaikum Doctor Sahib. DOCTOR : Walaikum-us- Salam. What's your problem?
2	27	15-17	UNIT 4 VISITING FAMOUS PLACES LESSON 2 WATER POLLUTION JAMILA : Are there any important places along the path? TEACHER : Oh! Yes, there are many places such as Ali Masjid, a fort and Landi Kotal etc.
			EVERYDAY ENGLISH For Class VIII Edition Month & Year of Publication Ist Feb.2014 Publisher: Sindh Textbook Board, Jamshoro
1	23	11	UNIT-4 PLANNING A VISIT-II LESSON-2 Assalam -o- Alaikum

PROMOTING DIGNITY OF THE FOLLOWERS OF ONLY ONE RELIGION

Sr.	Page	Line	Reference
			Social Studies 4 <u>Date of Printing</u> <u>Edition</u> <u>Impression</u> Jan.2014 1st 2nd Publisher: Gohar Publishers,11-Urdu Bazar Lahore
1	25 26	15-30 1-4	Chapter 2 HISTORY: THE WAY WE WERE Arrival of Muhammad Bin Qasim in Sindh and Multan 712 A.D. Muhammad Bin Qasim was born in 695 A.D. He is considered as the first conqueror of India. A trade ship of the Arab Muslims was passing along seaport of Debal (Karachi) when it was looted by sea-pirates. Women and children were arrested. When Hajjaj Bin Yousaf came to know this incident, He sent a message to Raja Dahar to release the captured Muslims. Raja dahar replied that he has no control over the pirates. Hajjaj Bin Yousaf sent an army under the command of Muhammad Bin Qasim to crush Raja Dahar. Camels, horses and Manjneeqs were also a part of the army. Manjneeqs were used to throw heavy stones on the enemy. Muhammad Bin Qasim attacked Sindh in 712 A.D. and defeated Raja Dahar. So the rule of Raja Dahar ended. Muhammad Bin Qasim advanced and captured the areas upto Multan. He set up the Islamic rule here. Note 1: Correct spellings are 'Raja Dahar'. Note 2: It is better to inform the students the difference between 'arrival' and 'conqueror' as mentioned in the text so that students may come to know whether Muhammad Bin Qasim arrived India or attacked India.
2	26	5-16	Establishment of Ghaznavids Regime 1021 A.D. Sultan Mahmud Ghaznavi was born in 971 A.D. His father, Amir Abu Mansur Subuktageen, was the ruler of Ghazni in Afghanistan. From his early childhood, Mahmud Ghaznavi was very brave. He came to throne after the death of Subuktageen in 997 A.D. At that time, he was only twenty six. From the beginning, he was fearless, just, fond of arts and an administrator of high rank.
3	26 27	27 1-2	Sultan Shahab-ud-Din Ghauri, the ruler of Ghazani, defeated Pirthvi Raj in the second battle of Tarain.
4	85	12-13	Chapter 4 GOVERNMENT: THE WAY WE GOVERN OURSELVES The minimum age limit for the governor is 40 years and he must be a Muslim and a Pakistani.

Sr.	Page	Line	Reference
5	85	22-23	The minimum age limit for the Chief Minister is 35 years and he must be a Muslim and a Pakistani.
			Textbook of HISTORY 6 Second Edition 2013 ISBN 978-969-37-05567-6 Publisher: National Book Foundation Islamabad
1	45	16-18	Chapter 2 THE ARYAN ERA The last ruler of this dynasty was Prithvi Raj who was defeated and killed by Muhammad Ghauri in the battle of Tarain in 1192 A.D.
2	46	10-12	The rulers of this dynasty, Jai Pal, Anand Pal and Trilochan Pal tried to check the advance of Sultan Mahmud of Ghazni but were defeated and the Punjab became the part of the Muslim kingdom.
3	47	12-13	Sultan Alauddin Khalji conquered Devagiri and the dynasty came to an end in 1318 A.D.
4	47	18-19	It was over-thrown by Alauddin's general, Malik Kafur who sacked Dvarsamudra in 1310 A.D.
5	47	25	Malik Kafur crushed their power in 1310 A.D.
6	55	13-15	Chapter No.3 MUSLIMS IN SOUTH ASIA-I Dahir had a powerful army which contained several war elephants. A furious battle ensued in which Dahir was defeated and slain. The Muslims occupied the fortress.
7	56	18-21	Muhammad Bin Qasim stayed in Sind for 3-1/2 years only, but the Hindus were so impressed by his personality and tolerant attitude that they made his statue and placing it in a temple at Kiraj began to worship it. Note: It is written in the textbooks that Hindus worship idols, so in the above mentioned lines it must be written the 'idol' but not 'statue'.
8	57	7-12	Mahmud fought four battles against Jaipal, Anandpal and Trilochanpal, the rulers of Hindu Shahi Dynasty of the Punjab. After defeating all of them one by one, he finally occupied Lahore and annexed the Punjab to his kingdom. During his various invasions he ransacked Nagarkot, Thaneswar, Kanauj, Kalanjar etc. and never received a setback on the battle-field.
9	60	5	Prithviraj was taken prisoner and put to death. Note: The statement is about the battle of Sultan Mahmud of Ghazi with Prithviraj, the Chohan king of Delhi.
10	60	16-18	Muhammad Ghauri again came to this country and conquered Kanauj. After this, Qutabuddin defeated rulers of Gwalior, Nehrwalla and Kalanjar and annexed their territories.

Sr.	Page	Line	Reference
11	60	22-24	Lakshman, the ruler of Bengal slipped away from the back door of his palace. In this way, the whole of the northern Sub-continent lay at the feet of the Muslims.
12	61	3-8	Estimate of Muhammad Ghauri Muhammad Ghauri has been rightly called the founder of the Muslim empire in South Asia. He took great care in consolidating his conquests. He was a mighty general and a wise statesman. He took full advantage of the political weakness of the country and founded the Muslim empire on the ruins of Hindu India.
13	64	15-19	Hindu Rajas: During the troubles that followed after the death of Aibak, some Hindu rajas become independent once again. Iltumish undertook an expedition against Gwalior in 1231. The Raja was defeated and Gwalior was annexed. In 1233 the Sultan marched against Malwa and captured Bhilsa. Next, he conquered Ujjain.
14	67	22-24	Rebellious Chiefs: Balban began bringing the rebellious chiefs to submission. He suppressed the Khokhars of the Salt Range, punished the Hindu Rajas of the Doab and put down the Muslim governors. Gwalior. Chanderi, Malwa and Marwar were all subdued.
15	68	4-5	In 1257 Balban led an expedition against Mewat and crushed the Hindu chiefs who were plundering the villages.
16	79	11-12	Chapter 4 MUSLIMS IN SOUTH ASIA-II Shankara Deva was defeated. A part of Devagiri was annexed and Alauddin returned to Kara in triumph.
17	105	13-14	The battle resulted in the crushing defeat for the Hindus. The Hindu power in the south was completely broken and Vijayanagar was destroyed.
18	114	4-10	Chapter No.5 SOCIO-CULTURAL DEVELOPMENTS The Muslim occupation of South Asia was different from all others which preceded it. All the previous invading nations were absorbed into the fold of Hinduism, but the Muslims stood aloof and kept their identity. The sufis on the other hand, inspired the ritual-ridden and caste-ridden Hinduism and several reform movements appeared in Hinduism. The Hindu reformers (Bhagats) adopted the life pattern of the Sufis, preached oneness of God, opposed the idolatry and condemned the caste system.

Sr.	Page	Line	Reference
			History 6 <u>Year of Publication Edition Impression</u> Jan-2014 1st 1st Published by: Kitabistan Publishing Company 38- Urdu Bazar, Lahore
1	32 33	31-32 1-6	Chapter No.3 Muslims in South Asia-i There was a temple of Hindus in the middle of Debal on the top floated there a red flag. It was the belief of the Hindus that none could harm them till the flag there. As soon as the Muslims used "catapult", a stone hit the flag and it felt down. It discouraged the Hindus. After this, forces of Raja came out of the fort and started fighting. The Muslims fought boldly and entered over the fort captured the city. Raja Dahir fled away from the battle field and was killed later on.
2	34	16-26	Inspite of small force, he always used to return to his country after the conquest. Somnath was a famous sacred temple of the Hindus. Hindus believed that who would attack Somnath, himself will annihilated. When Muhmood Ghaznavi came to know of, he attacked Somnath and conquered it. This temple had countless treasures. The figures of gods were studded with the jewels of diamonds, with pearls, gold and silver. Various Rajas of Northern India with their great forces came to protect this temple but failed. The worshippers offered huge wealth of rubbies so that the idols of Somnath might not broken but Sultan replied, "I am breaker of idols and not the seller of idols".
3	34	15 -16	Chapter No.3 Muslims in South Asia-i He invaded India for seventeen times and always succeeded. Note: The text is about Muhmood Ghaznavi.
4	36	27-28	Sultan established a stable Muslim government in India and ended the rule of the Hindus.
5	40	21-22	He chastized severely the to Hindus, Rajputs and Khokhars. Nasir-ud-Din died in 1266 A.D. Note: Instead of 'the to' must be 'to the'.
6	73	13-15	Chapter No.5 Socio- Cultural Developments (711-1528 A.D) The Development of Culture and Literature: The Muslims spread light of knowledge; where-ever they went and also took effective steps for education.

Sr.	Page	Line	Reference
			HISTORY Grade-VII Second Edition 2014 Code STE-505 Publisher: National Book Foundation Islamabad
1	2	1-3	Chapter: 1 Mughal Empire: The Foundation Background Islam entered the subcontinent with Mohammad bin Qasim's invasion of Sindh.
2	3	21-24	Babur met Rana Sanga on 16 March, 1527. A fierce battle took place which resulted in the victory of Babur and defeat of Rajput forces. Rana Sanga was killed in the battle.
3	47	3-5	Chapter 4: MUGHAL EMPIRE: DISINEGRATION Since Muslims had ruled for centuries in Indo Pak subcontinent the non- Muslim powers and Europeans were not bold enough to challenge the Muslim authority.
			<p style="text-align: center;">Pakistan Studies 10</p> <p style="text-align: center;"><u>Edition Impression Dated</u></p> <p style="text-align: center;">Ist Ist March, 2013</p> <p>Publisher: Gohar Publishers 11- Urdu Bazar Lahore</p>
1	106	21-27	Chapter 8: Population, Society and culture of Pakistan Era of Muslim rulers In the Indo- Pak subcontinent, during the era of Muslim rulers there was great development in knowledge and literature, music, painting, construction, calligraphy and languages. In these areas the prominent works of Muslim artists is our cultural heritage, and are a means of our recognition. In spite of different regional affiliations (Punjabi, Sindhi, Pathan, Baloch) Pakistani people have feelings of brotherhood. Common religious beliefs foster unity.

Sr.	Page	Line	Reference
			EVERYDAY ENGLISH 7 For Class VII <u>Edition Month & Year of Publication</u> First January- 2014 Publisher: Sindh Textbook Board, Jamshoro
1	55	2-9	LESSON 2 TARIQ BIN ZIAD LESSON 3 REVIEW (i) Who had won the battle? a) The Muslims b) King Roderick c) The Christians (ii) For how long did the Muslims rule over Spain? a) For four hundred years b) For six hundred years c) For eight hundred years
			EVERYDAY ENGLISH For Class VIII <u>Edition Month & Year of Publication</u> 1st Feb.2014 Publisher: Sindh Textbook Board, Jamshoro
1	6	16	UNIT-1 PROPHET MUHAMMAD صلى الله عليه وآله وسلم LESSON 3 (A REVIEW) A Muslim is known by his noble deeds.
2	29	7-14	UNIT-5 THE BEAUTIFUL VALLEYS OF PAKISTAN LESSON-2 THE SWAT VALLEY TEACHER: The valley of Swat has a historic background. Even two thousand years ago, Swat was a well planned town. AMIR: In my history book I've read that Mahmood of Ghazni had invaded it once. TEACHER: Yes, it was in the beginning of the 11 th century when he captured Swat by defeating Gira. AMIR: Who was Gira? TEACHER: He was a local ruler of Udigram.
3	26	13-14	UNIT-5 THE BEAUTIFUL VALLEYS OF PAKISTAN LESSON-1 CHITRAL AND KALASH VALLEYS It has the Shahi Masjid (Royal Mosque)
4	46	1-3	UNIT-8 ENJOYING A VISIT TO LAHORE 8.1.7 ACTIVITY Imagine you have taken this picture with your camera! As a photographer give at least four reasons to prove that this is the best view of the famous Badshahi Mosque.

Sr.	Page	Line	Reference
5	72	14-16	UNIT-11 VISITING ANCIENT CITIES OF PAKISTAN LESSON-2 MAKLI HILLS Even though the tombs are discoloured but still one can very clearly see calligraphic patterns and Quranic verses engraved on them.
6	79	2-5	UNIT -12 BECOMING A SCIENTIST LESSON-1 IBN SINA SAAD: it is a source of great pride and pleasure for us as a nation that we have become a nuclear power. This inspires me to know about the history of Muslim Scientists and their contribution to the field of science and technology.
7	80	28-29	SAAD: Our science teacher told us that Muslim scientists made many discoveries in physics.
8	80	33-35	SAAD: I feel so proud of Muslim scientists especially Bu Ali Sina who made great discoveries in the field of medicine, Physics, Chemistry, Geology and Metaphysics.