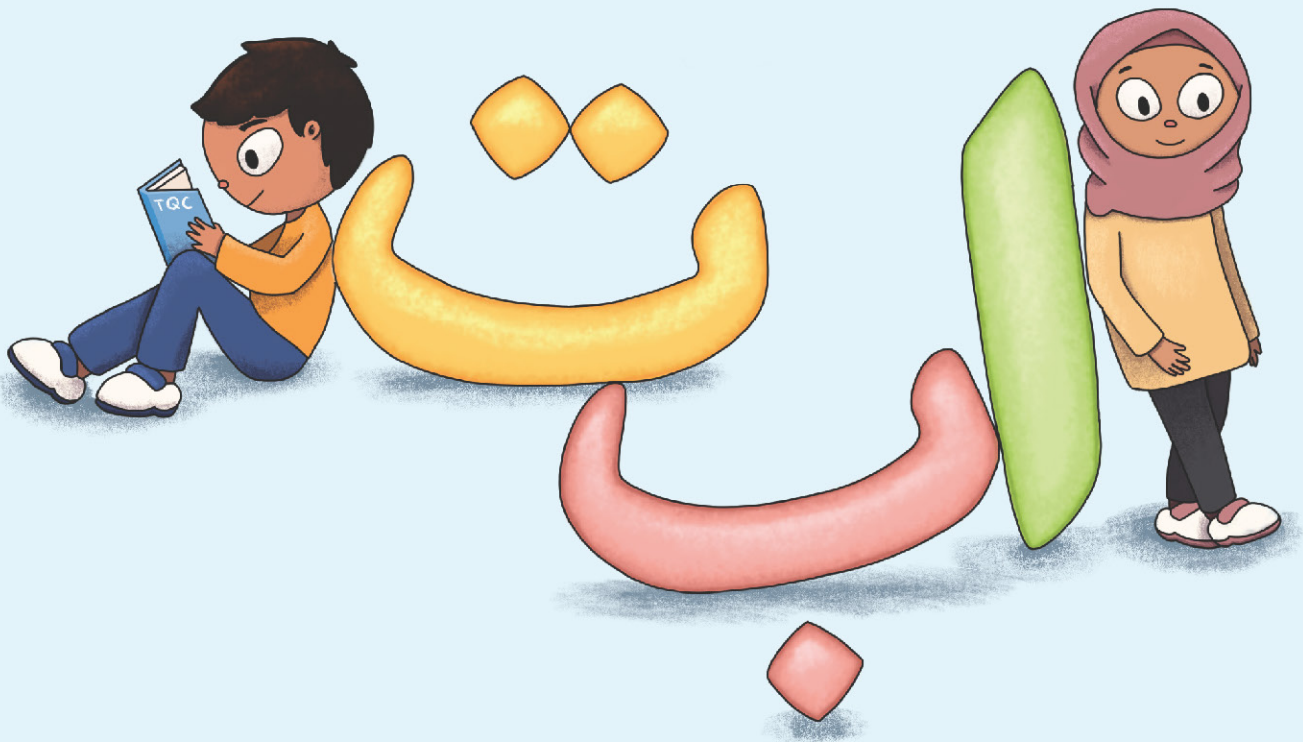


TARBIYAH QUR'AN CURRICULUM

LEVEL 1



Teacher & Student Manual



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THE WORLD
FEDERATION
OF KHOJA SHIA ITHNA-ASHERI MUSLIM COMMUNITIES

TARBIYAH QUR'AN CURRICULUM

Teacher & Student Manual

SAMPLE CURRICULUM



To all our Qur'an teachers,
past and present.



SAMPLE CURRICULUM

CONTENTS

Transliteration	6
Learning and Teaching the Qur'an	7
Guidance on using the Tarbiyah Qur'an Curriculum	8
Placement Assessment Guidance	9
Group Allocation	9
Recitation Level Assessment.....	10
General Teaching Tips	14
General Guidance for Teaching the Alphabet	15
Articulation of the Arabic Alphabet.....	18
Lesson 1	23
Lesson 2	25
Lesson 3	27
Lesson 4	29
Lesson 5	30
Lesson 6	31
Lesson 7	32
Lesson 8	34
Lesson 9	36
Lesson 10	38
Lesson 11 Alphabet Assessment	40
Homework Diary.....	41

SAMPLE CURRICULUM

TRANSLITERATION

Arabic terms which do not have standard spellings in English have been transliterated according to the system set out on this page.

ء	a, i, or u (initial form)	ع	'
آ	' (medial or final form)	غ	gh
ا	a	ف	f
ب	b	ق	q
ت	t	ك	k
ث	th	ل	l
ج	j	م	m
ح	h	ن	n
خ	kh	ه	h
د	d	و	w
ذ	dh	ي	y
ر	r	ة	t
ز	z	الـ	al-
س	s	ـا / ـآ / ـى	ā
ش	sh	ـي	ī
ص	ṣ	ـو	ū
ض	ḍ	ـي	ay
ط	ṭ	ـو	aw
ظ	ẓ		

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEARNING AND TEACHING THE QUR'AN

قَالَ رَسُولُ اللَّهِ (صَلَّى اللَّهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ):
مُعَلِّمُ الْقُرْآنِ يَنْغُورُ لَهُ كُلُّ شَيْءٍ حَتَّى الْحُوتَ فِي الْبَحْرِ

Rasūlullāh (s) has said:

'Everything in existence prays for the forgiveness of the person who teaches the Qur'an - even the fish in the sea.'

Uṣūl al-Kāfi, Volume 3, Page 301

قَالَ رَسُولُ اللَّهِ (صَلَّى اللَّهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ):
خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ إِلَى غَيْرِهِ

Rasūlullāh (s) has said:

'The best of you is the one who learns the Qur'an and then teaches it to others.'

Al-Amālī of Shaykh Ṭūsī, Volume 1, Page 5

GUIDANCE ON USING THE TARBIYAH QUR'AN CURRICULUM

The Tarbiyah Qur'an curriculum has:

- Recitation manuals (for use by the students, teachers and parents)
- A bespoke teacher training programme
- Bite-sized teacher and parent training videos for each new concept (These are accessible by clicking on or scanning the QR codes in the manuals)
- Resources and activity ideas

The curriculum includes the following manuals:

- Level 1 (Alphabets)
- Level 2 (Joining and *ḥarakah*)
- Level 3 (*Sukūn* upto *shaddah*)
- Level 4 (*Shaddah* onwards)
- Level 5 Beginners (Reciting from the *muṣḥaf*)
- Level 5 Intermediate (Reciting from the *muṣḥaf*)
- Level 5 Advanced (Reciting from the *muṣḥaf*)
- Learning to recite from Uthman Taha *muṣḥaf*

PLACEMENT ASSESSMENT GUIDANCE

When the students begin the academic year at *madrasah* or join midway through the year they should be tested and placed in groups according to their Qur'an recitation ability.

A sample test is available in this manual. This is divided into sections according to the major concepts covered in the manuals

- Each student should be tested individually
- The teacher conducting the test should be familiar with the Tarbiyah Qur'an manuals and the different stages within them
- The student should be made very comfortable when doing the test.

They should not know they are being tested as this might scare them. The teacher should lovingly recite Qur'an with them as per usual practice in the *madrasah*. It should be a relaxed and playful process for them. If a student is very shy or upset, they should not be forced to recite. Their assessment should be postponed to another time when they are more willing to engage

Using the sample test, start with the letters of the alphabet, and ask the student to recite a few letters from each line. Please mark them on the recognition of letters rather than *makhraj*. The *makhraj* is something that will improve with practice, particularly when they progress to concepts like *sukūn*.

If the student knows the letters of the alphabet, move on to the next section (joining). Ask the student to recite a handful of words (5-6) from that section. Keep moving to the next section and doing the same thing until the student is struggling, or does not know the concept at all. Place the student in the level that begins with the concept that he/she is unfamiliar with.

Sometimes, a student may have forgotten the concept in one section (for example, *ḥarakah*), but remembers the section after that (for example, *sukūn*). Hence, it is useful to check one more section after the one they struggle with.

GROUP ALLOCATION

We recommend that once the students are tested, they are grouped according to their ability, i.e. the level they are reciting at from the manual/*muṣḥaf*.

Ideally there should be 5-7 students per teacher. The groups can work parallel to each other within one class.


For example, a group of 5-7 students that are ready to begin learning *ḥarakah* can be put together, a group of 5-7 students that are ready to begin learning *sukūn* can be put together, etc.

RECITATION LEVEL ASSESSMENT

Level	Topic	Words	✓
Level 1	Letters	<p>ي ج ز ط ء ع ح ث ش ه</p> <p>ب م ص ت ق ف و ر ن ا</p> <p>د غ خ ك ض ذ ظ ل س</p>	
Level 1	Joining of the letters	<p>كتب جمع صبر سجد عبد بلغ</p> <p>سكن عبس نص صلب فعل</p> <p>أمر صغر قدر فتح مكر نبأ</p>	
Level 2	Short Vowel	<p>بَرِقَ لُعِنَ عَبَسَ بُغِيَ مَلَأُ تَذَفَ</p> <p>ذُبِحَ خُلِقَ رَحِمَ رَضِيَ كَتَبَ هَدِيَ</p> <p>خَشِيَ سَأَلَ أَخَذَ جُعِلَ نَظَرَ بَطَلَ</p>	
Level 3	Sukūn	<p>مِثْلُ تَدْعُ طِبْتُمْ أَحْسَنَ</p> <p>أَلْحَمْدُ سَمِعِهِمْ فَأَخْرَجَ عَلِمْتُمْ</p>	

Level	Topic	Words	✓
Level 3	Long Vowels	مَغْضُوبٍ إِلَيْكَ سَمِعْنَا فِرْعَوْنَ كَفَرْتَنَ كَيْدُهُمْ سُبْحَانَكَ تُرْزِقْنَاهُ أَلْوَانَهُ هَذَا صَالِحُونَ رَازِقِينَ	
Level 3	Tanwīn	قَدَرًا أَسْفًا أذُنٌ كَذِبًا شَطَطًا كُتِبَ سَنَةً رُسُلٌ غَضِبَ لَهَبٍ رَجُلٌ عَمَدٍ	
Level 3	Maddah	وَابْتِغَاءَ يَاهِلَ الْكِتَابِ جَزَأَوْهُمْ وَضَعْتُهُمَا	
Level 3	Silent Letters	وَالْأَسْبَابِ مِنَ الْعِلْمِ فِي الْآخِرَةِ كَفَرُوا وَالْفُؤَادِ فَانْفَجَرَتْ فَقُولُوا اشْهَدُوا بَلَى إِلَى يَوْمِ الْقِيَامَةِ	

Level	Topic	Words	✓
Level 4	Tashdīd	يَتَخَبَّطُهُ لِيَمَجِّصَ قَدَّارَ فَلَنُوَلِّيَنَّكَ فَسَيَسِّرُهُ صَدَقَ كَذَّبَتْ يَتَخَيَّرُونَ	
Level 4	Double Joining	عَلَّمْنَا وَسَخَّرَ الشَّمْسَ مَسَّتْهُمْ صَرَفْنَا	
Level 4	Tanwīn followed by shaddah	أَذَى لَهُمْ وَسَطَّاهِ كَوْمًا رَأَوْفٌ رَّحِيمٌ غَفُورٌ رَّحِيمٌ طَلَعُ نَضِيدًا شَيْءٌ نُّكْرٌ	
Level 4	Sukūn followed by shaddah	عَبَدتَّ قُلْ رَبِّ أَمِنْ لَا وَإِنْ مَسَّهُ النُّزْ مِنْ رَبِّهِمْ عَجَلْ لَنَا بَلْ لِلَّهِ مِنْ مَدَّ كِرٍ يُبَيِّنْ لَنَا مَنْ يَتَّبِعُ يُوجِّهُهُ وَمَهَّدتُّ	
Level 4	Hurūf al-Muqatta'āt	ق ط ه يس الم كه يعص	

Level	Topic	Words	✓
Holy Qur'an	Sūrat al-A'rāf, verses 61-64	<p>أَعُوذُ بِاللَّهِ مِنَ الشَّيْطَانِ الرَّجِيمِ</p> <p>بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ</p> 	

Please find below a rough guide for allocating students to different levels once they are reciting from the *muṣṣhaf*.

Holy Qur'an	If student can:	<ul style="list-style-type: none"> Recognise and pronounce letters correctly Spell words correctly (recognise short & long vowels) Apply <i>sukūn</i> and <i>shaddah</i> correctly 	<p>move to</p> <p>↓</p> <p>Beginners</p>	
		<ul style="list-style-type: none"> Apply <i>ghunnah</i> on <i>nūn</i> and <i>mīm shaddah</i> Pronounce <i>isti'la'</i> letters correctly Apply rules of the majestic word Allah correctly 	<p>move to</p> <p>↓</p> <p>Intermediate</p>	
		<ul style="list-style-type: none"> Recite fluently Apply <i>qalqalah</i> correctly Apply rules of stopping correctly 	<p>move to</p> <p>↓</p> <p>Advanced</p>	

GENERAL TEACHING TIPS

- It is important to have smaller group sizes for younger students. MCE recommends 5-7 per group, otherwise it can be detrimental for students. It is possible you may need to merge year groups for Qur'an and then divide them according to ability
- Begin each lesson with a recap of the previous lesson and give each student an opportunity to recite
- When introducing a new concept, first use the whiteboard to teach and then move onto reciting examples from the manual
- Use the resource ideas provided with each lesson to help students learn through fun and play. This can be done in the last 15 minutes of the class. It is important that the main teaching component be at least 20-25 minutes in duration to ensure students grasp the concept and get enough recitation practice. This should be done in an interactive manner, as demonstrated in the training programme
- Incentivise the students with praise, stickers, etc. Choose whatever is suitable for that age group/student!
- Communicate with parents to recite Qur'an daily so that the students progress well. Young children only need to recite for 5-7 minutes per day on a consistent basis to improve

GENERAL GUIDANCE FOR TEACHING THE ALPHABET

INTRODUCING THE LETTERS

As with the English alphabet, the current method is to teach the sound of the letter (i.e. phonics) rather than its name. This makes it easier for the student when future concepts, such as *ḥarakah*, are introduced.

If the student has already begun learning the names, this is not a problem. Simply explain that the letters have both names and sounds, and begin introducing the sound as well.

ALPHABET TEACHING TIPS

- Make sure you are pronouncing the letters correctly. Use the videos and resources available with this manual to check
- Focus on introducing one letter at a time. Once the student has begun recognising the first few letters, they can read the lines in the lesson, one or two lines at a time
- Hand and face gestures or images alongside the letter help provide memory cues. Ask them questions and have conversations about the words associated with the letter. For example, if ك (ka) is for car, ask them about the colour of their car, where they go in the car, etc.
- If a student has difficulty remembering a challenging sound, write out the letter on a sheet and stick it up where the child can often see it.

The table on page 18 onwards gives detailed information for teachers/parents about the pronunciation and articulation of each letter. There is an associated word for each sound. This can be swapped to something that is more relevant to your students.

[Click or Scan me](#)





Below is some information about the different characteristics of the letters *hamzah* and *alif*. This is for teachers and parents. Please do not explain it to your students.

Click or Scan me



When they begin learning the alphabet, they only need to know the consonant sound of *hamzah*, which sounds like the 'u' sound at the beginning of the word umbrella.

When they begin learning long vowels, they will learn about the use of the letter *alif*.

HAMZAH

- This is not the letter *alif*. This is *hamzah*. It is the first letter of the alphabet and is a **consonant**, which sounds like the 'u' sound at the beginning of the word umbrella



- It takes many different shapes such as:



- It can also take many different signs:



- Since *hamzah* is a consonant, it can be used in any part of the word: The beginning, middle or end

Beginning

Middle

End

أحمد

يَوْمِي

شَاطِئِي

- The *hamzah* sound cannot be extended



ALIF

- *Alif* looks like this:

ا

It has no signs above or below it! It is a **vowel**.

- It can take different shapes, depending on where it is appearing within a particular word:

ا ا ا
عَلَى دُعَاءِ هَذَا قَرَأَ

- A word can never start with the letter *alif*. It can only appear in the middle or at the end of a word

Beginning

Middle

End

X

فَالَ




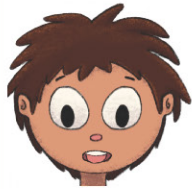

فِيهَا

- Since it is a vowel, the *alif* sound can be extended for the number of counts required

ARTICULATION OF THE ARABIC ALPHABET

Click or Scan me



Arabic alphabet written form	Sound association clue	How to articulate it	Image related to sound association clue
وَأُ	(U) as in umbrella	The tongue is flat in the mouth and the sound comes from the throat	
ب	(Ba) for balloon	The lips are pressed together	
تة	(Ta) for tasbeeh	The tongue touches the roots and gums of the 2 top front teeth (back part)	
ث	(Tha) Put your tongue between your teeth	Stick the tongue out between the front teeth	
ج	(Ja) for juice	The middle of the tongue touches the middle of the palate	














	<p>(Ha) for Hasan (say Hasan with the heavy sound)</p>	The sound comes from the throat while pushing air out	
	<p>(Kha) from the throat</p>	Dot on the head (place your finger on the head), sound from the throat. It is a heavy/scratchy sound	
	<p>(Da) for du'ā'</p>	Tongue touches the roots of the 2 top front teeth (back part)	
	<p>(Dh) for ذَٰلِكَ (that)</p>	The tip of the tongue touches the edge of the 2 top front teeth	
	<p>(Ra) for rabbit</p>	The tip of the tongue is down while the back/mid part of the tongue raises and presses against the insides of the top teeth. The tip of the tongue is not touching anything.	
	<p>(Za) for zip</p>	The tip of the tongue touches the roots of the lower front teeth making a buzzing sound	
	<p>(Sa) for sun</p>	The tip of the tongue touches the roots of the lower front teeth making a hissing sound	







ش	(<i>Sha</i>) for shark	The middle of the tongue touches the middle of the palate	
ص	(<i>Ṣād</i>) for the boy named Ṣād	The tip of the tongue touches the roots of the upper molars. The tongue is curved and makes a whistling sound. It is said with a full mouth	
ض	(<i>Ḍād</i>) for Ṣād's friend	The sides of the tongue are pressed against the roof of the mouth. The tip of the tongue touches the area behind the top teeth. It is said with a full mouth	
ط	(<i>Ṭa</i>) for <i>tawāf</i>	The tongue touches the roots of the upper teeth and it is curved. It is said with a full mouth	
ظ	(<i>Ẓa</i>) for <i>ẓuhr</i>	The tongue is raised between the teeth and brought down with force	
ع	(<i>ʿA</i>) for H. ʿAbbās	The sound comes from the middle of the throat	
غ	(<i>Gha</i>) like gargling	Sound comes from the top part of the throat. (It is pronounced as 'gh', like the sound of gargling, and not as the English 'g' sound)	



	<p>(Fa) for fish Loop and one dot</p>	<p>The edge of the top front teeth touch the inside of the bottom lip</p>	
	<p>(Qa) for Qur'an Loop and two dots</p>	<p>The root of the tongue touches the soft palate. The sound comes from the throat</p>	
	<p>(Ka) for kangaroo</p>	<p>The root of the tongue touches the soft palate</p>	
	<p>(La) for lollipop</p>	<p>The front of the tongue touches the gums of the top front teeth (back part)</p>	
	<p>(Me) for milk</p>	<p>The lips are pressed together and a nasal sound is made</p>	
	<p>(Na) for nose</p>	<p>The edge of the tongue touches the roof of the mouth behind the teeth</p>	
	<p>(Wa) for wiggly worm</p>	<p>The 2 lips form a circle without them meeting completely</p>	




	(Ha) for house	Tongue is flat in the mouth and the sound comes from bottom part of the throat	
	(Ya) for yellow	The tongue begins in a high front position and is brought down	


Lessons 1 to 10 teach the Arabic letters. This teaching has been broken down into lessons, but you are free to alter the lessons according to the ability of your students, the time available in each lesson, etc.


SAMPLE CURRICULUM


LESSON 1



Begin by explaining the importance of the Holy Qur'an to the students.
It has come to us in Arabic and has special words from Allah.

أ ؤ ئ	(U) as in umbrella	
-------	--------------------	-------------------------------------------------------------------------------------

ب	(Ba) for balloon	
---	------------------	-------------------------------------------------------------------------------------

ت ة	(Ta) for tasbeeh	
-----	------------------	--------------------------------------------------------------------------------------









ث	(Tha) Put your tongue between your teeth	
---	------------------------------------------	---------------------------------------------------------------------------------------

ب ا ب ا ب ا ب ا ب ا	
ب ا ب ا ب	

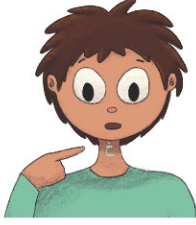


ت	ا	ب	ت	
ت	ب	ف	ة	
ه	ب	ه	ى	
ب	ت	ت	ث	
ه	ث	ف	ث	
ت	ه	ب	ب	
ت	ث	ئ	ت	

LESSON 2



	<p>(Ja) for juice</p>	
	<p>(Ha) for Hasan (say Hasan with the heavy sound)</p>	
	<p>(Kha) from the throat</p>	
<p>Jim Ha Kha Jim Ha Kha</p> <p>Jim Ha Kha Jim Ha Kha</p>		
<p>Jim Ha Kha Jim Ha Kha</p> <p>Jim Ha Kha Jim Ha Kha</p>		


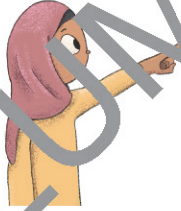


ن	ن	ن	ن	ن	
ن	ن	ن	ن	ن	



SAMPLE CURRICULUM

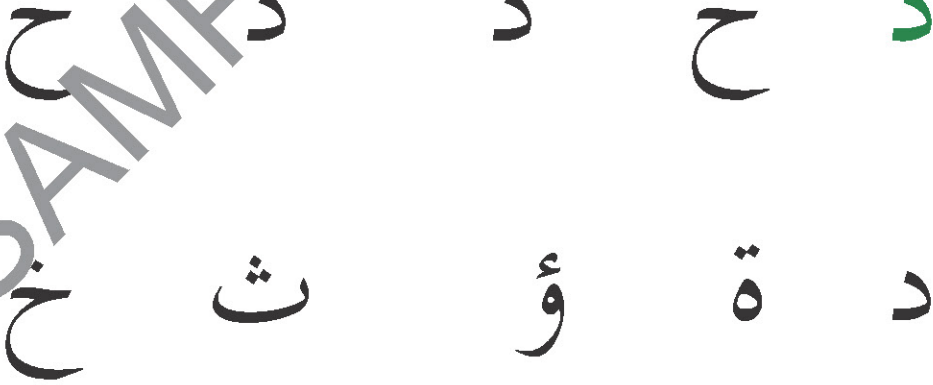


LESSON 3

	<p>(Da) for du'ā</p>	
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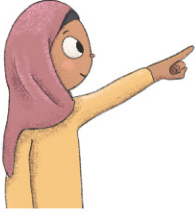


	<p>(Dh) for ذَالِكَ (that)</p>	
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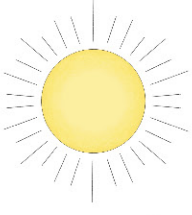
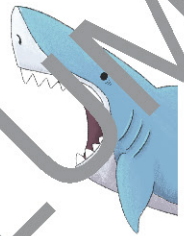
	<p>(Ra) for rabbī</p>	
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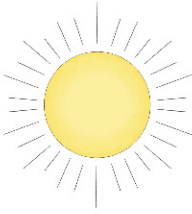
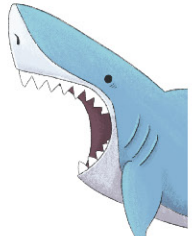
	<p>(Za) for zip</p>	
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<p>   </p>	
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ذ	ذ	ج	ذ	ذ	
ذ	خ	ذ	ب	ذ	
ذ	ر	ر	ذ	ر	
ر	ذ	ر	ر	ر	
ز	ر	ز	ر	ز	
ز	ذ	ز	ز	ز	


س	(Sa) for sun	
ش	(Sha) for shark	


س ر س ز س س ز س س ر س س ر س	س ز س س ر س س ر س س ر س	
س ز س س ز س س ر س س ر س	س ز س س ر س س ر س س ر س	

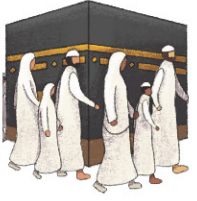
LESSON 5

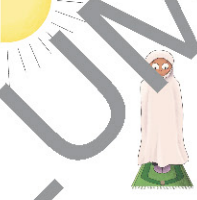
ص	(<i>Ṣād</i>) for the boy named Ṣād	
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ض	(<i>Ḍād</i>) for Ṣād's friend	
---	---------------------------------	-------------------------------------------------------------------------------------


س	ص	س	ص	
ش	ص	ش	ص	

ص	ض	ض	ض	
ص	ض	ش	ص	
ص	ح	ص	ض	
ص	ض	ص	ض	


ط	(Ṭa) for ṭawāf	
---	----------------	-------------------------------------------------------------------------------------

ظ	(Ẓa) for ẓuhr	
---	---------------	-------------------------------------------------------------------------------------


<p>ط ت</p>	<p>ط ن</p>	
<p>ط ظ</p>	<p>ظ ذ</p>	

ع	(‘A) for H. ‘Abbās	
---	--------------------	-------------------------------------------------------------------------------------

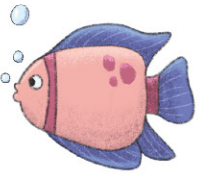


غ	(Gha) like gargling	
---	---------------------	-------------------------------------------------------------------------------------

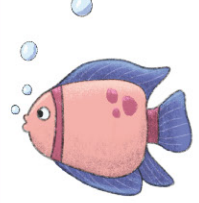
ع	ص	ز	ع	ع	
ظ	ع	ش	ط	ع	
س	ع	ض	ع	ع	
س	ط	ص	ع	ع	



ظ	غ	ط	غ	
غ	ع	ن	غ	
ع	ع	ط	غ	
غ	ن	ع	ص	




SAMPLE CURRICULUM



<p>ف</p>	<p>(Fa) for fish Loop and one dot</p>	
<p>ق</p>	<p>(Qa) for Qur'an Loop and two dots</p>	
<p>ك</p>	<p>(Ka) for kangaroo</p>	

<p>ط</p>	<p>فا</p>	<p>ف</p>	<p>ف</p>	
<p>ر</p>	<p>فا</p>	<p>ض</p>	<p>فا</p>	
<p>فا</p>	<p>ب</p>	<p>فا</p>	<p>ت</p>	
<p>فا</p>	<p>ز</p>	<p>ش</p>	<p>ث</p>	




ق	ز	فا	ر	ذ	
ق	ع	ق	ة	ق	
ك	د	ر	ظ	ك	
ق	ق	ك	ف	ك	
ق	ع	ك	ظ	ق	
ك	ف	ك	ق	ك	

<p>ل</p>	<p>(La) for lollipop</p>	
<p>م</p>	<p>(Ma) for milk</p>	
<p>ن</p>	<p>(Na) for nose</p>	



<p>ف ل فا</p> <p>ص ل ك</p>	
<p>م ل ق</p> <p>م ط ز</p> <p>ض ع</p>	




ن	ل	م	ن	ن	
ل	م	ن	ق	م	

SAMPLE CURRICULUM

	<p>(Wa) for wiggly worm</p>	
	<p>(Ha) for house</p>	
	<p>(Ya) for yellow</p>	

<p>ل م ن و</p> <p>و و و ن و</p>	
<p>ه م و ه</p> <p>م ل ن ه ل ه</p>	



ي	م	ل	ت	ئ	
ي	ة	ي	غ	ي	
ي	م	ز	و	ي	
ي	و	م	م	ر	

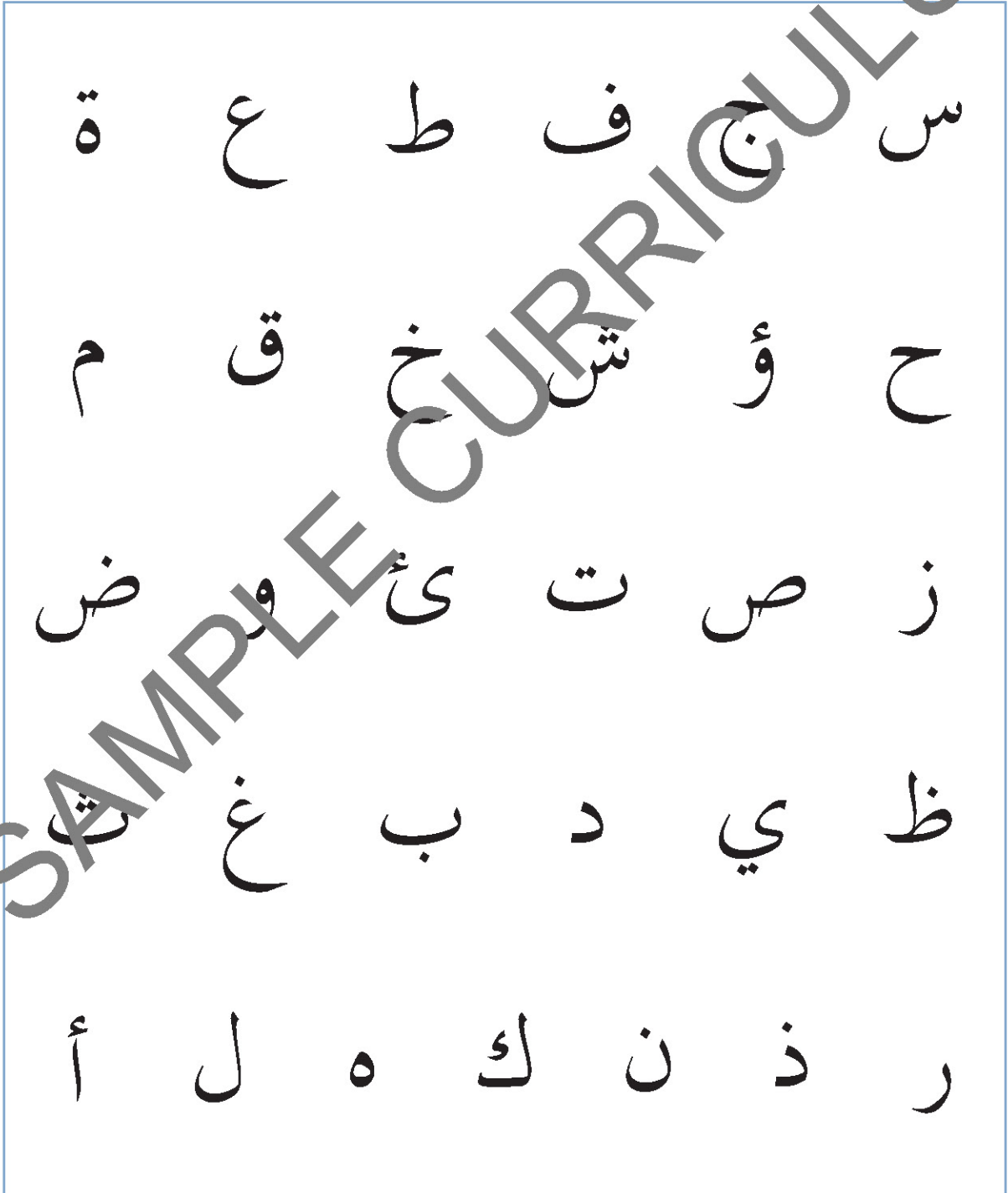
SAMPLE CURRICULUM

ALPHABET ASSESSMENT



Assess the students' recognition and pronunciation of the letters. You may need extra helpers to assist so you can assess each child individually. As you go through the assessment, put a small tick next to the ones the student knows.

Give the students homework to learn the ones they do not know. They do not need to be held back from moving forward as there will be a lot of practice in the future pages. It is crucial that the student receives help from home to fill any gaps in their knowledge. They can be given a few weeks to catch up, and in that time you can go back to the boxes in the manual of the letters the student has not mastered yet.





HOMWORK DIARY

Date	Teacher's Name	Page Number	Homework/ Comments	Parent's Signature

SAMPLE CURRICULUM



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