

Nāzira Exam Taken Against 40 Percent Weightage at Primary Level

‘Aisha Shams ul ‘Arifūn^I Dr. S. Tajmmal Ḥussain Shāh^{II} Dr. Syed Na'im Bādshāh^{III}

Abstract

Schooling primarily comprises three levels i.e. elementary, secondary, and tertiary. All levels have their own goals and objectives as per the needs of learners which are achieved through curriculum and guidelines appropriate to the age group of students. Elementary level correspondingly titled as the primary stage of education (Grade I-V in Pakistan) focuses on diverse indispensable skills and values required for shaping the personality of the child in the local, national and global context. Pakistan is an Islamic country having its curriculum for this level, builds upon religious knowledge, skills, and values besides others. Holy Qurān being the fundamental guidance for humanity is an integral part of the curriculum and is included as Nāzira (compulsory) at primary level carrying 40% weightage This study was conducted to find out students' achievement level against 40% weightage of Nāzira Qurān in historical perspective. The researchers followed the qualitative method and collected data from 20 schools at the class V level during the last two years. This study was based on document analysis in which data were collected from the school records located in the district under the Elementary and Secondary Education Department, Government of Khyber Pakhtunkhwa, and formerly analyzed manually using thematic analysis.

Keywords: Primary level, Curriculum, Nāzira Qurān, Skills, Values, E&S education.

Introduction & Research Objectives

Islam enjoys supremacy on all religions revealed to humanity for all times to come and it comprehensively covers all aspects of human life through a system of education. Qurān is the last message of Allah that contains teaching on all aspects of human needs at all times very comprehensively. Every nation gives great importance to all essential aspects of their society during the development process. The religious aspect is one of the most

^I P.hd Scholar, Department of Education, FJWU & Teacher at G.G.H. School
^{II} JEA in charge Curriculum development and textbook production wing capital administration and development division, Government of Pakistan
^{III} Chairman, Department of Islamic/Pak.Studies, Agriculture Univeristy Peshawar

important aspects of human life and is given due care while developing curriculum particularly at early stages when ideals of the young children are being formed.

In Pakistan distinctive consideration has been awarded to the Islamic aspect while framing agenda for educational institutions. Nāzira Qurān is one of the initial steps towards understanding the Qurān. Therefore, the decision about the teaching of Nāzira Qurān is being followed in all educational institutions specially for the children at the primary level. Nāzira Qurān assists children to recite the Qurān correctly before they start learning to mean. Correct recitation (Nāzira) has been given very much important and recommended to make it a regular part of daily life for every Muslim. Considering this, Nāzira Qurān was made compulsory at Elementary level under the National Scheme of Studies, 2007, and National Curriculum 2006 with an allocation of marks¹.

This work will contribute to discovering whether Nāzira Qurān was being taught properly as per the demand of curriculum and will discover students' achievement level against 40% weightage of Nāzira Qurān from a historical perspective.

Literature Review

Pakistan came into being on 14th August 1947 for fulfilling the demands of Muslims who wished a life following the Islamic teaching. The Constituent Assembly of Pakistan on 12th March 1949 described Islamic principles in the Objective Resolution. Such Islamic principles were adopted in the Constitution of the Islamic Republic of Pakistan 1973 which stated that:

“The Muslims shall be enabled to order their lives in the individual and collective spheres per the teachings and requirements of Islam as set out in the Holy Qurān and Sunnah”.

The first Education Conference 1947 also accords due importance to Islamic education by endorsing that “Education system in Pakistan should be inspired by Islamic ideology”. Furthermore, National Education Commission 1959 stated the value of Islamic principles in our educational system by saying that:

“Our country arose from striving to preserve the Islamic way of life”².

During Ayub Khan’s regime (1958-69), the subject of Islamiyat was a compulsory subject at the elementary level. This subject has been made compulsory in the constitution of 1973³. Islamiyat was a compulsory subject from class I-X during Zia’s government⁴. Policy actions of 2009 described the Teaching of Islamiyat as a compulsory subject from grade I-XII. Key learning

areas suggested by the Curriculum of Islamiyat, 2006 were; Al-Qurān Al Kareem: that included Reading of the Holy Qurān (Nāzira), memorizing selected verses and small Surahs of the Holy Qurān (Hifz), memorization and translation of selected small Surahs and the Qur'anic supplications, and selected Hadith- Rasool (PBUH)⁵.

Nāzira Qurān is the opening step which makes easier the understanding of Islamic teaching and enables the students to recite the Qurān according to the Tajweed rules ⁶. Hafiza Qaria Rubina stated that the Qurān should be introduced as a subject at the primary level because the Qurān provides attachment to Islam. State Minister for Education Anisazeb Tahirkheli described the allocation of certain marks to Nāzira Qurān and said that this happened for the first time at the school level ⁷.

Muhammad Baligh ur Rahman reported that Nazra Qurān would be taught from grade I to grade V ⁸. According to Pervaiz Khattak, Nāzira-e-Qurān will be taught in Khyber Pakhtunkhwa to all Muslim students at the primary level ⁹.

Recitation of the Qurān at the primary level is compulsory in all schools¹⁰. National Education Policy 2017 (draft) elaborated the importance of Islamic education and the vital areas of this policy in this context are;
the propagation of ideology of Islam;
teaching of Qurān with translation;
teaching of Ahadith and Sirat-I-Tayyaba;
character building (Tarbiyya) and purification of the soul (Tazkiyya-a-Nafs) ¹¹.

Saleem, Ahmad, and Saeed conducted a study on Islamization of Education in Pakistan from Rhetoric to Reality in which they found that more efforts had been made for Islamization of our education system but no desirable changes have been found in our education system. Such planning had got criticism for its failure in the desired outcomes. In the support they quoted Al Migdadi who said that "the priority to education could not move beyond rhetoric (29). Many educational plans and policies have been put forward but without notable results.

Pakistan came into being on 14th August 1947 for fulfilling the demands of Muslims who wished a life following the Islamic teaching. The Constituent Assembly of Pakistan on 12th March 1949 described Islamic principles in the Objective Resolution. Such Islamic principles were adopted in the Constitution of the Islamic Republic of Pakistan 1973 which stated that "the Muslims shall be enabled to order their lives in the individual and

collective spheres by the teachings and requirements of Islam as set out in the Holy Qurān and Sunnah". The first Education Conference 1947 also accords due importance to Islamic education by endorsing that "Education system in Pakistan should be inspired by Islamic ideology". Furthermore, National Education Commission 1959 stated the value of Islamic principles in our educational system by saying that:

"Our country arose from striving to preserve the Islamic way of life"¹².

During Ayub Khan's regime (1958-69), the subject of Islamiyat was a compulsory subject at the elementary level. This subject has been made compulsory in the constitution of 1973. Amin Valliani, 2019. Islamiyat was a compulsory subject from class I-X during Zia's government Sabir & Nasir, 2019. Policy actions of 2009 described the Teaching of Islamiyat as a compulsory subject from grade I-XII. Key learning areas suggested by the Curriculum of Islamiyat, 2006 were; Al-Qurān Al Kareem: that included Reading of the Holy Qurān (Nāzira), memorizing selected verses and small Surahs of the Holy Qurān (Hifz), memorization and translation of selected small Surahs and the Qur'anic supplications, and selected Ahadith- Rasool (PBUH) Ministry of Education Government of Pakistan, 2009.

Nāzira Qurān is the opening step which makes easier the understanding of Islamic teaching and enables the students to recite the Qurān according to the Tajweed rules "Qurān reading (Nāzira Qurān)", 2019. Hafiza Qaria Rubina stated that the Qurān should be introduced as a subject at the primary level because the Qurān provides attachment to Islam. State Minister for Education Anisazeb Tahirkheli described allocation of certain marks to Nāzira Qurān and said that this happened for the first time at school level Farooq, 2019.

Muhammad Baligh ur Rahman reported that Nazra Qurān would be taught from grade I to grade V "Teaching Qurān (Nāzira) to be made compulsory in all public schools", 2019. According to Pervaiz Khattak, Nāzira-e-Qurān will be taught in Khyber Pakhtunkhwa to all Muslim students at primary level "Teaching of Holy Qurān made compulsory at schools in KP.

Recitation of the Qurān at the primary level is compulsory in all schools Rukhsana Zia, 2003. National Education Policy 2017 (draft) elaborated the importance of Islamic education and the vital areas of this policy in this context are;

the propagation of ideology of Islam;
the teaching of the Qurān with translation;

the teaching of Ahadith and Sirat-atayyaba; character building (Tarbiyya) and purification of the soul (Tazkiyya-a-Nafs) “National Education Policy 2017-2025 | Planipolis” 2019.

Saleem, Ahmad, and Saeed conducted a study on Islamization of Education in Pakistan from Rhetoric to Reality in which they found that more efforts had been made for Islamization of our education system but no desirable changes have been found in our education system. Such planning had got criticism for its failure in the desired outcomes. In the support, they quoted Al Migdadi who said that "the priority to education could not move beyond rhetoric (29). Several educational plans and policies have been put forward but without notable results.

Methodology

The present study aimed at discovering whether Nāzira Qurān was being taught properly as per the demands of curriculum and students are assessed against 40% weightage of Nāzira Qurān, from a historical perspective. Therefore, the researchers collected data from the past 2 years' annual results through documents scan related to Islamiyat and Nāzira Qurān. 20 primary schools were selected from Khyber Pakhtunkhwa with even distribution among rural-urban and male-female. The researchers collected data from such schools which were convenient to approach (List of schools at Annex A).

Then collected data were analyzed manually by assigning themes to each school and their result. Tables were employed for classifying student's marks i.e., 10-20,21-30,31-41,41,50,51-60,61-70,71-80,81-90,91-99.

Table 1. 1 Session wise Schools and Students Strength

S.No	School from which data were collected	Year of Result	No of students appeared in Grade V Exam	Description of Nāzira Qurān Marks
	Govt Girls Primary School Yaqubi	2017-18	93	Nāzira Qurān marks were given in total against 100 and not for Nāzira separately.
		2018-19	85	

Tahdhīb al Afkār Nāzira Exam Taken Against 40 Percent July-December, 2020

	G.G.Primary School Akhter Abad	2017-18	06	Total marks were marked against 100 and not for Nāzira separately
		2018-19	06	
	G.G.Primary School Dhola Yaqubi	2017-18	09	Total marks were marked against 100 and not for Nāzira separately
		2018-19	10	
	G.P.S Fazal Abad	2017-18	05	Total marks were marked against 100 and not for Nāzira separately
		2018-19	06	
	G..Primary Bakyana(2)	2017-18	25	Total marks were marked against 100 and not for Nāzira separately
		2018-19	13	
	G.G.P.S.Geedar Banda	2017-18	11	Total marks were marked against 100 and not for Nāzira separately
		2018-19	19	
	G.P.S. Urmal	2017-18	53	Total marks were marked against 100 and not for Nāzira separately
		2018-19	54	
	G.G.P.S Mir Afzal Bhanda	2017-18	20	Total marks were marked against 100 and not for Nāzira separately
		2018-19	11	
	G.G.P.School Qasim Banda	2017-18	08	Total marks were marked against 100 and not for Nāzira separately
		2018-19	08	
	G.G.P.S Hareef Khan Killi	2017-18	04	Total marks were marked against 100 and not for Nāzira separately
		2018-19	03	
	G.G.P.School Bal Banda(Yaqubi)	2017-18	09	Total marks were marked against 100 and not for Nāzira separately
		2018-19	11	
	G.Primary School Yaqubi	2017-18	27	Total marks were

	(1)	2018-19	67	marked against 100 and not for Nāzira separately
	G.G.P.S Ghazi Baba(Mardan)	2017-18	16	Total marks were marked against 100 and not for Nāzira separately
		2018-19	09	
	G.G.P.S Akhun Abad(Peshawar)	2017-18	45	Total marks were marked against 100 and not for Nāzira separately
		2018-19	40	
	G.G.P.S Hasim Abad Turu Mardan	2017-18	33	Total marks were marked against 100 and not for Nāzira separately
		2018-19	36	
	G.P.S Sadri Jadid	2017-18	25	Total marks were marked against 100 and not for Nāzira separately
		2018-19	30	
	G.P.S Sannu(Yaqubi)	2017-18	27	Total marks were marked against 100 and not for Nāzira separately
		2018-19	18	
	G.G.P.S Sowaryan Mardan	2017-18	67	Total marks were marked against 100 and not for Nāzira separately
		2018-19	43	
	G.G.P.S Mulazai	2017-18	16	Total marks were marked against 100 and not for Nāzira separately
		2018-19	19	
	G.G.P.S Shaheen Abad (Yarhussain Sharqi)	2017-18	06	Total marks were marked against 100 and not for Nāzira separately
		2018-19	11	

Table 1.1 presented the number of schools, as well as total students, appeared in the annual exam for the year 2017-18 and 2018-19. For collecting data, the researcher consulted teachers of the schools through personal visits and ICT (e.g. WhatsApp). The researcher visited some schools personally and

got two years' data from the heads of the schools. Twenty schools were consulted from Khyber Pakhtoonkhwa.

Table 1.1 indicated that all the selected 20 schools allocated marks for Nāzira but just two schools mentioned marks of Nāzira Qurān as well as marks of the written paper. Combined marks of Islamiyat paper and Nāzira Qurān were mentioned by the other 18 schools. The data shows that in 90% of schools, students' achievements in terms of marks against 40% weightage allocated to Nāzira Qurān were not mentioned separately.

Table 1. 2 Number of Schools Consuming Equivalent Marks in Islamiyat

S.No	Series of Marks	Nāzira Qurān marks	Session 2017-18	Session 2018-19
	10-20	2 Schools	9 Schools	10 Schools
	21-30	2 Schools	15 Schools	No School
	31-40	01 Schools	18 Schools	15 Schools
	41-50		18 Schools	12 Schools
	51-60		16 Schools	16 Schools
	61-70		10 Schools	14 Schools
	71-80		07 Schools	09 Schools
	81-90		05 Schools	06 Schools
	91-99		03 Schools	04 Schools

Table 1.2 described the year-wise series of marks that were acquired by schools. 9 schools got the same series of marks i.e 10-20,15 schools got a series of marks i.e 21-30 while 18 schools scored the same range of marks from 31-40 and 41-50. Likewise, 16 schools consumed the same score of 51-60, and 10 schools achieved an equivalent score from 61-70. Range of 71-80 was acquired by 7 schools. Moreover, 5 schools got the same series of marks i.e 81-90, however, range from 91-99 was scored by 3 schools during session 2017-18. Two schools scored marks of range for Nāzira Qurān from 10-30 while 1 school was found among the range of marks 31-40 for Nāzira Qurān.

Table 1.2 also indicated results for the session of 2018-19 which were different from the previous session. 10 school scores ranged 10-20 marks but no school was found among the range of 21-30. In another series; scores of 15 schools ranged from 31-40,12 school's achievements ranged from 41-50 and 16 schools were found between 51-60. Series 61-70 was got by 14 schools,71-80 by 9 schools,81-90 by 6 schools while 3 schools scored between 91-99. 2 schools were found among the range of 10-30 for Nāzira Qurān. No School scores ranged 31-40 for Nāzira Qurān.

1.3 Number of Students Attaining Similar Marks

S.No	Series Of Marks	Nāzira Qurān Marks		Session 2017-18	Session 2018-19
		2017-18	2018-19		
	10-20	33 Students	75 Students	46 Students	43 Students
	21-30	10 Students	No Student	96 Students	74 Students
	31-40	25 Students	No Student	118 Students	58 Students
	41-50			63 Students	55 Students
	51-60			56 Students	67 Students
	61-70			28 Students	60 Students
	71-80			21 Students	27 Students
	81-90			13 Students	10 Students
	91-99			05 Students	14 Students

Table 1.3 showed the results of students for the session 2017-18 and 19. 505 students appeared during the session 2017-18. Different range of marks was found in which 46 students scored between 10-20 marks, 96 students got marks between 21-30 marks, 118 students were found who scored between 31-40, 63 appeared candidates showed results range of 41-50. Additionally, 56 students achieved marks between 51-60, 28 students were found between marks of 61-70 while 71-80 marks were marked for 21 students of class V. Other 13 students got marks between 81-90 and 5 students were marked between 91-99. 68 students got marks between 10-40.

Results for the session 2018-19 indicates that 499 students appeared out of which 43 students got marks between 10-20, 74 students got marks between 21-30, 58 students scored between 31-40, 55 students got marks between 41-50 marks, 67 students fell between the range of 51-60 and 60 students achieved marks among 61-70. Moreover, 27 students got marks among 71-80, 10 students were found among the range of 81-90 and 14 students were marked the highest rank of 91-99. The result of Nāzira Qurān during this session was different. 75 students fall between 10-20 marks for Nāzira Qurān while no other series was scored by students in Nāzira Qurān.

Findings

During the study, it was found that:

The weightage assigned to Nāzira Qurān (40%) at the primary level is being implemented in schools as mentioned in the National Scheme of Studies, 2007. Due care is not given in assigning separate marks to Nāzira Qurān in the terminal exam for primary classes i.e. grade V

When separate marks are not assigned separately to Nāzira, it indicates low importance is attached to it as a component of Islamiyat (Compulsory) at the primary level.

There is a need to recognize this component as it is done in Physic, Computer, Chemistry, and Biology, etc. at Secondary level

This arrangement will help in restoring the independent position to Nāzira resultantly its implementation in schools will be focused which is the ultimate goal of Scheme of Studies.

Conclusion

The teaching of Nāzira Qurān is an essential component of Islamiyat curricula at the primary level. The study revealed that due importance and place was not given by the schools to Nāzira Qurān. All the schools marked a separate column for Nāzira Qurān to record marks achieved by the students against 40 marks but such marks were not assigned separately. The marks were included in the overall result against 100 marks which shows that teaching of Nāzira Qurān is not being dealt with as an independent component of curricula. 18 schools out of 20 i.e. 90% of schools did not mention the Nāzira Qurān marks separately. However, the remaining 2 schools i.e. 10% mentioned the marks separately alongside the marks for theory i.e. against 60 marks. This study recommends that there may be a mechanism to monitor the schools for assessing students against 40 marks allocated to Nāzira Qurān. Concerned Government authorities or departments may ensure the conduct of the Nāzira Qurān exam by notifying it in date sheets of the annual exams for making necessary arrangements and allocating separate marks to it. Heads and teachers of the high and Middle schools may be sensitized towards the importance of the teaching of Nāzira Qurān and its assessment formally as a component of Islamiyat. District level authority may ensure implementation of such policies in letter and spirit through coordination and supervision by ground/field staff.

Annex A

S.No	School Names
	Govt Girls Primary School Yaqubi
	G.G.Primary School Akhter Abad
	G.G.Primary School Dhola Yaqubi
	G.P.S Fazal Abad
	G..Primary Bakyana(2)
	G.G.P.S.Geedar Banda
	G.P.S. Urmal
	G.G.P.S Mir Afzal Bhandra
	G.G.P.School Qasim Banda
	G.G.P.S Hareef Khan Killi
	G.G.P.School Bal Banda(Yaqubi)
	G.Primary School Yaqubi (1)
	G.G.P.S Ghazi Baba(Mardan)
	G.G.P.S Akhun Abad(Peshawar
	G.G.P.S Hasim Abad Turu Mardan
	G.P.S Sadri Jadid
	G.P.S Sannu(Yaqubi)
	G.G.P.S Sowaryan Mardan
	G.G.P.S Mulazai
	G.G.P.S Shaheen Abad (Yarhussain Sharqi)

References

- 1 Farooq, Saqib. 2019. "Nāzira Qurān Made Compulsory in Government Schools: National Assembly Told | Business Recorder". Business Recorder. <https://fp.brecorder.com/2007/02/20070223531523/>.
- 2 Ministry of Education Government of Pakistan. (2009). National education policy 2009.
- 3 Ministry of Federal Education and Professional Training Government of Pakistan, 2019.
- 4 Valliani, Amin. 2019. "Teaching Islamiyat". DAWN.COM. <https://www.dawn.com/news/1142758>.
- 5 Sabir, & Nasir, 2019. [Http://www.uob.edu.pk/journals/teaching_%20of%20islamic_%20studies%20as%20a%20subject%20in%20the%20secondary%20schools%20and%20madaris%20in%20pakistan.pdf](http://www.uob.edu.pk/journals/teaching_%20of%20islamic_%20studies%20as%20a%20subject%20in%20the%20secondary%20schools%20and%20madaris%20in%20pakistan.pdf).
- 6 Ministry of Education Government of Pakistan, 2009.
- 6 "Qurān reading, Nāzira Qurān". 2019. Qurāneducate.Com. <http://www.Qurāneducate.com/>.

- 7 Farooq,2019.
- 8 Teaching Quran (Nazira) to be made compulsory in all public schools, 2019. https://www.eduvision.edu.pk/edu_news/teaching-Qurān-Nāzira-to-be-made-compulsory-in-all-public-schools-news-2470.
- 9 “Teaching of Holy Quran made compulsory at schools in KP | TNN”, 2019. <https://www.tnn.com.pk/teaching-of-holy-Qurān-made-compulsory-at-schools-in-KP/>.
- 10 Zia, Rukhsana. 2003. “Religion and Education in Pakistan overview”. From [https:// www.researchgate.net/publication/226221076_Religion_and_education_in_Pakistan_an_overview](https://www.researchgate.net/publication/226221076_Religion_and_education_in_Pakistan_an_overview).
- National Education Policy 2017-2025 | Planipolis". 2019. Planipolis.Iiep.Unesco.Org. <https://planipolis.iiep.unesco.org/en/2017/national-education-policy-2017-2025-6414>.
- 12 Ministry of Federal Education and Professional Training Government of Pakistan, 2019. Pakistan – Hafiza Qaria Rubina for Qurānic Education in Schools from Primary Classes". 2019. Qurān Focus Academy Blog. [http://www.Qurānfocus.com /blog/pakistan-hafiza-qaria-Rubina-for-Qurānic-education-in-schools-from-primary-classes/](http://www.Qurānfocus.com/blog/pakistan-hafiza-qaria-Rubina-for-Qurānic-education-in-schools-from-primary-classes/).