

# TEACHER'S MANUAL

*for Primary Makaatib*

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Title: *Teacher's Manual for Primary Makaatib*

Published by: Jamiatul Ulama (KZN)

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Second edition: Zul Hijjah 1440 / August 2019

Permission is granted for the reprinting this book without any alterations. A humble request is made to the readers to offer suggestions, corrections, etc. to improve the quality of this book. May Allah Ta'ala reward you. The author translators, editors, compilers, typesetters and their parents, families, Asaatizah and Mashaaikh request your special duas.

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# Introduction

## The Primary Makaatib

It is an indisputable fact that the *Ummah* is currently passing through a phase of *Jaahiliyyah* (ignorance). Indeed there are pockets of people all over the world who are committed to Deen. However most unfortunately such people make up only a few percent of the entire *Ummah*.

To dispel this darkness of *Jaahiliyyah* many efforts of Deen are taking place. The efforts of *Da'wat* and *Tableegh*, the *Darul Uloom*s and the *Khaanqaah*s all play a vital role in uplifting the *Ummah* in all aspects of Deen. Nevertheless in the current conditions of *fitnah* and *fasaad* (mischief and corruption), lack of Deeni knowledge, *Taqwa* and a general mindset of materialism, the role of the primary Madrasah-- **The Maktab**-- has become more important and vital than ever before. In numerous countries of the world, and indeed in our own country, the Makaatib have become a means of saving the Imaan of thousands and reversing the tide of *Irtidaad* (reneging from Islam). It is not possible to fully appreciate the fundamental function that these Makaatib fulfill in watering the seeds of Imaan which will later flourish, *Insha Allah*.

The global onslaught upon the *Ummah* is on many fronts. However, the most dangerous and unfortunately the most effective is the silent battle that is waged on the hearts and minds of the *Ummah*, especially our children. The battle is waged with smiling faces, alluring fashions, deceptive articles and even “exciting” toys which leave subtle messages in the hearts of our children. Eventually, Muslim children, with Muslim names but Western hearts and minds grow up without any spirit of Islam in their lives. Apart from a few practices which they perform in a ritualistic manner, their lives centre around materialism and chasing “fun.” The true purpose of our existence in this earth is then completely lost.

Thus it is imperative that we recognise the harm of this battle that is being waged on the hearts and minds of the *Ummah*. Having recognised it, steps must be taken to safeguard ourselves and our children from this onslaught. While all the various efforts of Deen are essential, among the vital efforts to safeguard the *Ummah* is the effort of the Makaatib. It is becoming the means of stemming the tide of kufr in many parts of the world. It is indeed, only by inculcating the awareness of Allah Ta'ala together with a sound knowledge of at least the fundamentals of Deen that will serve as a protection for our children.

Allah Ta'ala declares in the glorious Qur-aan:

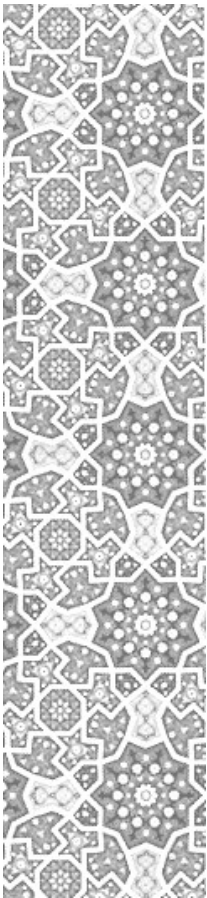
“Verily we have revealed the Qur-aan and We indeed are its Protectors”.

The promise of Allah Ta'ala to protect the *Qur-aan-e-Kareem* is infact a promise to protect Deen. It is a promise to protect the efforts whereby the Qur-aan is taught and its message established on the face of this earth. Thus, despite the utmost efforts of the forces of *baatil* (falsehood) to destroy Deen throughout the annals of Islamic history, Allah Ta'ala Alone protected His Deen in its pristine purity. While Allah Ta'ala, The Almighty, The All Powerful, is not in need of any assistance to protect His Deen, indeed there were fortunate souls in every era who were used as the means for the protection of the Deen of Allah Ta'ala. They

presented all their resources, physical energies, time and wealth and thousands even presented their lives. Allah Ta'ala accepted their sincere efforts and sacrifice and made it a means of guidance for millions of people.

In the present era, there is a renewed fervour among the forces of baatil to annihilate Islam and the Muslims. However, there is no need for despondency or even fear. There is only a need for us to sincerely apply ourselves with increased vigour, determination and dedication. There is a need for us to present ourselves and beg Allah Ta'ala to accept us as the means for the protection of His Deen. Allah Ta'ala alone will protect His Deen. It will be our good fortune if we are accepted.

# THE MAKTAB



- *How to Establish a Maktab*
- *Maktab Administration*
- *A proper Curriculum and Syllabi*
- *Qualified and Experienced Teachers*
- *Supervision*

# *The Maktab*

By the fadhli of Allah Ta'ala, the Jamiatul Ulama (KwaZulu Natal) has embarked on this struggle in its own small way. More than two hundred Maktabas (small Madrasahs) with a role of approximately six thousand six hundred children have been established in a number of areas in KwaZulu Natal as well as the Eastern Cape.

There is an urgent need to establish more Maktabas for providing elementary Deeni education to the children of the Ummah.

The Jamiat Makaatib operate under 2 departments. The Ta'limi Board oversees all the Makaatib in the cities and developed areas. The Sakhulwazi Education Trust oversees the Makaatib in the mainly rural areas. These Makaatib cater primarily for revert children. Due to the specialized needs of the latter Makaatib, they are run by a separate department. Both departments nevertheless report to the Makaatib shura which is headed by Hadhrat Mufti Ebrahim Salehjee Saheb (daamat barakaatuhu) of Isipingo Beach.

Nevertheless the road ahead is very long. While humbling ourselves in front of Allah Ta'ala in gratitude for what has been achieved, we need to focus ahead towards what has not yet been achieved. May Allah Ta'ala ease the path ahead and accept us all for this noble and great service to Deen. Aameen.

We make dua to Allah Ta'ala to accept this humble effort and make it a means of sadaqah-e-Jaariyyah for us all. Aameen.

## **How to Establish a Maktab**

The Maktab system has proved to be among the most vital tools in implementing basic Deeni ta'leem to the ummat at large. If Makaatib are established in the correct manner, there is great hope that the jahaalat (ignorance) will be dispelled and people will learn Deen and put it into practice and thereby earn the success of both dunya and Aakhirat.

The following two questions then arises

- 1. How does one establish a Maktab?**
- 2. How does one go about running a Maktab in the correct manner?**

After many years of working in the Makaatib and after much thought, contemplation and consultation, our senior Ulama have concluded that in order to run a Maktab efficiently, four things are necessary.

- 1. A proper administration of the Maktab.**
- 2. A proper curriculum and syllabi.**
- 3. Qualified and experienced teachers.**
- 4. Supervision.**

If in every area Makaatib are established in this manner, there is hope that the winds of hidaayat

(guidance) will blow in every corner of the world and the seeds of Imaan will be sowed deep into the hearts of the children of the ummat.

Firstly, we must understand that to run and establish a Maktab is very easy. Anyone has the potential of running a Maktab. However, it must be done with ikhlaas (sincerity) and by following the proper principles of ta'leem (education). Every person should make an intention to establish and run a Maktab in his area. Every masjid should have a Maktab. There is great hope that the Deen of Allah Ta'ala will insha Allah spread throughout the entire universe.

## **1. The Maktab Administration**

1. Find a suitable venue to establish a Maktab.
2. There are many Masaajid all over the world. The sehn (courtyards) of the Masaajid could be used for the Makaatib. If there are no Masaajid in the area, any other public or private room could be rented or even the public school classrooms could be used in the afternoons for this purpose.
3. Before commencing a Maktab, the senior people in the community must be met and mashwarah should be made with them. This should also be discussed in the Jum'ah talks, so that the people are well informed of the commencement of the Maktab. Pamphlets could also be made out and distributed in the schools and other strategic places.
4. Arrangements should be made for the Maktab books, desks, blackboards and other necessary items for the madrasah to make learning and teaching easier. All necessities for the Maktab must be arranged by the trustees, e.g. desks, black boards, chalk, charts, kitaabs, toilet and wudhu facilities, etc.
5. Separate facilities for the boys and girls must be arranged (at the least from grade 4 upwards).
6. If there are more than three Ustaads at the Madrasah, one ustaad should be appointed as the principal to oversee the day to day needs of the Maktab. This will help in the smooth administration of the madrasah affairs.
7. The times of the madrasah should be fixed. At least 2½ hours of Maktab ta'leem should be allocated daily.
8. A nominal fee should be charged to the children. If any child cannot afford the fees, then no compulsion should be made for him.
9. Constant meetings with parents must be held to discuss issues regarding the madrasah and their children.
10. Some arrangements should be made for high school, college students and adults. After Fajar is a good time to teach these pupils. In the same way some kind of arrangements should be made for the bigger girls and the women in the community.
11. Those children who do not understand English should be taught in their own language. The syllabus should then be translated for this purpose.

## **2. A proper Curriculum and Syllabi**

1. Have a proper syllabus in place. This must be done with the mashwarah of the senior Ulama-e-



Kiraam in the area. One must also remember that the syllabus is not something that is cast in stone. This can change according to the need.

### **3. Qualified and Experienced Teachers**

1. It is extremely important to employ pious and righteous teachers whose Qur-aan reading is excellent. For this it is necessary for the local people to contact the senior Ulama and make some arrangements to train the ustaads in this field.
2. Teachers should be made to attend ta'leemi workshops in order to improve their levels as well as their teaching methodologies.
3. One should not look at saving finances and hire unqualified teachers at the Makaatib. Having incompetent teachers in our Makaatib will throw water over all our efforts. Ensure that we have good competent teachers to impart quality ta'leem to the children of the ummah.

### **4. Supervision**

1. The local trustees must help to oversee the needs of the Maktab in as far as cleanliness and other basic needs are concerned.
2. The principal of the Madrasah must from time to time go to each class and ensure that the level of ta'leem improves. Special attention must be focused on the recitation of the Qur-aan Shareef.
3. Special focus must be made on the tarbiyat of the children. Absenteeism, bad behaviour and other aspects must be rectified.
4. The Maktab should be affiliated to some Ulama body which will send a supervisor/inspector regularly to check on the progress of the Maktab. Thereafter in the light of his assessments he will make suggestions on how to improve the level of ta'leem at the Maktab.
5. Half yearly and final exams should be conducted by external examiners who will award marks to the children. Examiners should be asked to produce a written report with constructive suggestions on how to improve the level of ta'leem.

# THE TEACHER



- *The Ideal Teacher*
- *Advices*

# *The Ideal Teacher*

All praise be to ALLAH TA'ALA, the mighty and wise. May peace and salutations be on our beloved Nabi and master Muhammad (sallallahu alayhi wasallam). Allah Ta'ala has created us and He alone is sustaining us. He has greatly honoured us by making us from the best of his creation and choosing for us Imaan and Islam. May Allah increase our Imaan and make us practical Muslims. Aameen.

Allah Ta'ala has taken the responsibility of preserving the Deen till the day of Qiyaamah as He has declared in the Qur-aan-e-Kareem, "Verily We have revealed the Qur-aan and verily We will protect it." The tools for the protection of the Qur-aan and the preservation of Deen have been the Ulama, Asaatiza and Muallimas. We have been chosen by Allah Ta'ala for this great and noble task to preserve the Deen by imparting it from generation to generation. This is a great bounty of Allah Ta'ala that He has specially selected us for the best and most dignified profession which we share with our Creator, as Allah Ta'ala himself says in surah Ar Rahman, "The most merciful, teaches the Qur-aan." In surah Alaq, He says, "He who taught man what he did not know". These Aayaat show that Allah associates himself with those who teach others. Similarly, every Prophet of Allah was a teacher to his nation. Our prophet (sallallahu alayhi wasallam) has said, "I have been sent as a teacher."

The virtues and benefits of being a teacher has been further emphasized by a hadith which says, "The best amongst you are those who learn the Qur-aan and teach it to others." In another hadith it is stated, "All the creations of this world, even the fish in the sea, make dua for the teacher of good things." In another narration it is stated, "The entire world and all things in it are accursed except the remembrance of Allah, the teacher of good and the student."

The greatest benefit is that we are the recipients of an accepted dua of our beloved Nabi (sallallahu alayhi wasallam) in which he says, "May Allah Ta'ala keep the person happy and healthy who heard something from me, learnt it and then imparted it to others." Another great virtue is that Allah Ta'ala and the angels and the entire creation send blessings and mercies upon those who teach good to others.

The greatest profession, without doubt, is being the teacher of Deen as no other profession can compare with its benefits and blessings. Therefore we should show gratitude to Allah Ta'ala for accepting us for teaching his Deen to others. Just as the benefits and virtues are great, so is the responsibility, as the imparting of Deen is an Amaanat (trust) upon us. The children who attend our madrasah are also an Amaanat (trust) in our hands. If we fulfill this trust to the best of our ability then will we benefit and others will benefit from us. If not then we will harm others and ourselves as well, as we will be questioned on the day of Qiyaamah regarding the fulfillment of our trusts.

The position of the Teacher in education is like the spine in the body. Just as the body cannot function without the spine so a child cannot be educated without a teacher, especially when it comes to Islamic education. The knowledge of Deen is transferred from the heart of the teacher to the heart of the child. The example of a teacher is like a gardener who, with full attention, plants and beautifies his garden. Similarly the teacher with full concentration and attention cares for the education and the nurturing of every child.

The parents of a child are the means of his coming from the arsh (heavens) to the farsh (earth) and the teacher of this child, by means of his teaching and spiritual guidance, has to return this child from the

farsh (earth) to the arsh (heaven). The teacher is the spiritual parent of the child and therefore has to spiritually nurture the child to achieve a strong bond with Allah through total obedience to his every command. In order to achieve this, the teacher has to have certain qualities, which will enable him/her to fulfill this objective.

The first quality that we should instill in our hearts is of IKHLAAS (sincerity) as without it, all our efforts will be worthless, as the hadith of Nabi (sallallahu alayhi wasallam) states, “Verily, the reward of actions depend on their intentions.” Our intention in fulfilling this great act of Ibaadat (worship) should be only to please Allah alone and not for any other worldly motive such as name, fame or monetary gain. Abu Hurairah (radiyallahu anhu), narrates that on the day of Qiyaamah a scholar of Deen will be called and asked, “You were given knowledge, have you fulfilled its rights?” He will reply, “I learnt and imparted Deen for your pleasure, O Lord of the worlds!” Allah Ta’ala will reply, “You are lying!” The angels of the heavens and the earth will also say, “You are lying, you learnt and taught Deen so that you may be called a great scholar and this was said to you in the world. And the intention with which you learnt and taught has been fulfilled”. Allah Ta’ala will command the angels to throw him headlong into the blazing fire of Jahannum. May Allah save and protect us. Aameen.

We should constantly make dua to Allah to grant us sincerity in all our actions so that they may be accepted. If after correcting our intentions we are praised without us desiring it, then this is a bounty from Allah and glad tidings for us. Daily before teaching we should correct our intentions and make dua for our guidance. We may also keep a bookmark with the words IKHLAAS written on it to serve as a reminder for ourselves. Insha-Allah the barakah (blessing) of this will manifest itself in our teaching and the help of Allah will be with us.

The second quality we should instill in our lives is that of PATIENCE AND TOLERANCE. A teacher without patience cannot be a teacher, as patience is a requirement for a good teacher. Students are constantly testing the patience of the teacher in different ways. Sometimes by not learning, defying your orders, disrupting the class, etc. These actions will definitely enrage the teacher and this is normal, as you would not like to be disturbed when fulfilling your duty. At this moment it is important that you do not resort to such actions or words, which will increase the evil character displayed by the offender. Using foul language or venting your frustrations will display bad conduct and will be a poor example for the students, as they will imitate what they see or hear. Therefore, the teacher should ponder over the matter and look for an appropriate way of disciplining the child without losing his temper and composure. The teacher should have patience and resort to dua for the student and individually reprimand the child for his misbehavior.

In the Seerah of our beloved Nabi (sallallahu alayhi wasallam) we find many examples of his excellent behavior in adverse circumstances. Hadhat Anas (radiyallahu anhu) narrates that once Nabi (sallallahu alayhi wasallam) was wearing a Najrani shawl, which had thick edges. A Bedouin came and grabbed hold of the edges of the shawl and tugged it so violently that it caused marks on his mubaarak neck. He then said, “O Muhammad! Give me from the wealth of Allah which is in your possession.” The Prophet (sallallahu alayhi wasallam) turned towards him, smiled and ordered some wealth to be given to him. Imaam Nawawi explains that this hadith shows us how to behave with ignorant people, to be patient on their actions and not to quarrel with them verbally or physically. Similarly, we should bear tolerantly the abuses of our students, forgive them and make dua for them and also for ourselves that Allah Ta’ala grants us patience and tolerance.

A hadith of Nabi (sallallahu alayhi wasallam) states, “A strong person is not he who overthrows his

opponent in a wrestling bout, but a strong person is he who controls himself at the time of anger.” The harms of venting ones anger can have severe consequences. The teacher may cause serious injury to the student through physical abuse; verbal abuse will also discourage the student. It may also be a means of losing our respect in the sight of the educational authorities, parents and students. Remember ANGER is from SHAITAAN. May Allah Ta’ala grant us control over our anger and save us from all types of harm. Aameen.

The third quality we should instill in our lives is that of MERCY. In the beginning of Surah Ar-Rahman, Allah Ta’ala states, “The most Merciful teaches you the Qur-aan.” From this Aayah it is inferred that every teacher should also show mercy when teaching the Qur-aan. He should teach with love and affection for his student. If the teacher has genuine love and affection for the student then the student will also show love and respect to the teacher. In a Hadith it is stated, “A perfect Muslim is he who does not cause harm to others with his tongue or hands.” Therefore, every Muslim should endeavor not to cause harm to others physically or verbally but rather he should be a source of benefit and peace; especially the teacher of Deen. In another hadith it is stated, “The most Merciful shows kindness to those who show mercy. Show mercy to those on the earth and Allah from the heavens will show mercy unto you.”

The fourth quality that we should instill in our lives is of TRUTHFULLNESS. A true Muslim will never speak a lie and it is compulsory for a teacher to be always truthful, as a habit of lying will have a harmful effect on our teaching. The students will lose confidence in us and they will not believe what we say to them in spite of us being experts in our field. We have been commanded in the Qur-aan, “O you who believe! Fear Allah and be with the Truthful ones.” If we are truthful then our students will also be truthful, as this quality will be transferred into them. By being truthful, Allah will give us the Taufeeq (divine ability) to do other good actions also. One is to be truthful in ones words and one is to be truthful in our actions. To be truthful in our actions means to follow the sunnah of Nabi (sallallahu alayhi wasallam) in every aspect of our lives .We should never disregard any sunnah as we are practical examples for our students and we should practice what we preach.

Our truthfulness also means we should never stay absent without a valid excuse, neither should we arrive late to the Madrasah nor should we leave before the appointed time. Abdullah bin Salaam (radiyallahu anhu), a Jewish Rabbi, accepted Islam just on observing the Mubaarak face of Nabi (sallallahu alayhi wasallam), as he understood that this blessed face cannot be of a liar. The sign of honesty can be observed from a person’s face. The students will love a truthful teacher and they will believe whatever he says to them wholeheartedly. They will also act upon his advice and be truthful. It is narrated in a Hadith, “The truth will save you and lying will destroy you.” When promising our students anything we should always fulfill our promises, as this is also being honest.

May Allah Ta’ala grant us the qualities of an IDEAL TEACHER and accept our broken efforts. AAMEEN.

<b>T</b>	<b>TAQWA</b> - A Quality that every teacher should adopt. Without it, your teaching will have no effect on the children.
<b>E</b>	<b>EXAMPLE</b> - The teacher needs to lead by <b>EXAMPLE</b> , in all aspects (behaviour, dressing, character, etc) during and <b>out</b> of Madrasah hours.
<b>A</b>	<b>ALLAH</b> - Create <b>ALLAH</b> consciousness in your pupils. Teach the children how Allah's love must come into us and how to become a true <b>AABID</b> . A also stands for <b>AAMAAL, AKHLAAQ</b> .
<b>C</b>	<b>CHILDREN</b> - They are a trust, an amaanah in our care. We need to take proper care of this trust for we will be questioned about them on the day of Qiyaamah.
<b>H</b>	<b>HOPE</b> - Create in the children <b>HOPE</b> in the mercy and grace of Allah Ta'ala. <b>HUMILITY</b> - Create <b>HUMILITY</b> within ourselves.
<b>E</b>	<b>EXPERIENCE</b> - Make the "child's stay" at the madrasah the best <b>EXPERIENCE</b> of his life. Make him love to attend madrasah by making the lessons interesting for him.
<b>R</b>	<b>REACH</b> - By practicing on all of the above, we will Insha Allah <b>REACH</b> our goal for teaching i.e. the pleasure of Allah Ta'ala and being the best of people will only be possible by implementing the above. <b>RESEARCH</b> - A teacher must always keep <b>RESEARCHING</b> new

The above is a summary of a lecture delivered by Hadhrat Moulana Yunus Patel Saheb (rahmatullahi alayh) on the 15 January 2008 at a Mu'allimahs workshop at the Hendry Road Musalla in Overport.

# *Advices*

## of

### **Hadhrat Moulana Abdul Haq Makada (Daamat Barakaatuhu)**

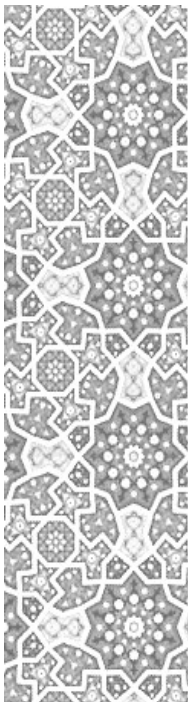
(Ta'limi board KZN Muzaakarah (Workshop) on 20th January 2009)

1. Check your intentions - Why and for whom am I teaching? Make the pleasure of Allah your objective. Allah has chosen you for this great and noble profession so teach for Him alone.
2. Appreciate the great favour of Allah upon you for accepting you for this great and noble profession.
3. If we really know and understand our position, we will appreciate every moment that we spend whilst teaching. Your status is very high in the creation as the entire creation makes dua for you.
4. Dedicate yourself and fulfil your duties to the best of your ability with your focus only towards Allah and he will make your task easy for you.
5. Your students will behave in the manner you behave - They will imitate your every action - Be careful of your actions and conduct in front of them. Set an excellent example of yourself for your pupils in the classroom as well as outside the classroom.
6. Inculcate good qualities and good character in yourself as this will rub off on to your students.
7. Punctuality - Always try to be in the classroom before time not only on time.
8. Preparation of lessons is of utmost importance. Don't come to class unprepared.
9. Remember you are preparing your students for the life of Akhirah.
10. Treat your pupils as a guest sent to you by Allah - Fulfil their rights as you will fulfil the rights of your guests.
11. Appreciate the pupils under your care, take care of them and keep them happy.
12. Pay special attention to the weaker pupils and make them your challenge.
13. Allah Ta'ala has created all human beings differently and students come from different backgrounds so treat everyone accordingly.
14. Make your pupil closer to you than his own parents.
15. Control your anger at all times and do not vent your own frustrations on any pupil at any time.
16. Do not abuse or oppress any pupil as you will be answerable to Allah.
17. Tolerate your pupil's misdemeanour's.
18. Our duty is to make sure that every pupil progresses.
19. Create love for the Qur-aan and love for Islam in every pupil's heart.
20. Do not become the cause of deviation for any pupil as you will be held responsible.

21. The amount of Pupils you teach will not determine your success but rather the intention with which you teach. Keep Allah Ta'ala in front of you all the time.
22. Dress simply and live simply.
23. Be conscious of your time as breach of time will be a source of Haraam sustenance.
24. No favouritism must be shown to any pupil always be fair and equal as pupils are very sensitive and we will be answerable for this.
25. Fear Allah and observe Taqwa.
26. Continuously make Tauba and beg Allah for His forgiveness.



# TARBIYAH OF CHILDREN



- *Discipline*
- *Classroom Management*
- *Improving Attendance*
- *Motivation*
- *Conflict Management*

# Tarbiyah of Children

**Definition of Tarbiyah:** The word tarbiyah means to nurture, rear or to take care of a child from stage to stage or from step to step till he / she reaches perfection.

**Definition of a Murabbi:** One who makes the tarbiyah of others.

**Object of Tarbiyah:** One of the most important objectives of tarbiyah is to nurture the pupils till they reach a stage whereby they can fulfil all their duties towards Allah Ta'ala and live a practical life of a Muslim as shown to us by our beloved Nabi (sallallahu alayhi wasallam).

## The following 3 Aspects should be Instilled into the Heart of every Child

### 1. Greatness of Allah Ta'ala

To achieve this, the most important function of the Madrasah is to introduce the pupils to Allah Ta'ala. The recognition, greatness and awareness of Allah Ta'ala must be firmly established in their hearts. Every opportunity should be used to educate them in this regard. This should be done on a daily basis. For example, let them observe the creation of Allah Ta'ala like the sky, sun, moon, mountains, oceans and their own bodies which all show the greatness of Allah Ta'ala. The miraculous stories of the Ambiyaa and Sahaabah could be referred to so that this will also convey the greatness of Allah Ta'ala to them. This could be reinforced through the Aqaaid lessons. The omnipresence and awareness of Allah Ta'ala can be achieved by making time to make Zikr of the first kalimah and reciting the duas at the appropriate occasions.

### 2. Love for Nabi (sallallahu alayhi wasallam)

The second most important aspect is to instil the true love and admiration of our beloved Nabi b, his family and the Sahaabah (radhiyallahu anhum). This can be achieved by explaining and enlivening the History lessons on Seerah in detail. They should be made to understand the hardships and suffering that Nabi ﷺ experienced to propagate the Deen of Islam. The recitation of Durood daily will also help in this regard. Practicing and reinforcing every Sunnah learnt will help to instil the true love of Nabi (sallallahu alayhi wasallam) into their lives. If any pupil does any action against the Sunnah, rectify him immediately. For example, drinking water with the left hand or boy's having their pants below their ankles, girls not covering their hair properly, etc. Emphasise and re-inforce the 100 sunnats daily.

### 3. Good character and morals

The third most important aspect is to encourage good character and morals in our pupils. We are living in a society which is morally bankrupt and becoming worse by the day. Modesty and Shame

have vanished. Bad habits and evil character are common. Good qualities such as Truthfulness, Kindness, Respect, etc. must be introduced to the pupils on a weekly basis. Bad habits such as lying, vulgar language, theft etc. must also be discussed. The harms of Television, Music, Drugs, Illicit relationships, etc. should be emphasized occasionally.

## How do we make the Tarbiyah of a Child?

### a) Win the Confidence of the Children:

This can be obtained by adopting the following five characteristics. Insha Allah if every teacher adopts the following five aspects, he / she will win the confidence of every child in the class. If a child comes to Madrasah only because he / she loves to come to Madrasah, then Insha Allah we have achieved our objective. By winning the confidence of the children they will take their teachers to be role models and take whatever advices we give them to heart.

#### 1. Make things Easy for them

Allah Ta'ala created Nabi (sallallahu alayhi wasallam) with a noble temperament so as to make matters easy for his followers, as has been stated in the Qur-aan Shareef:

يُرِيدُ اللَّهُ بِكُمُ الْيُسْرَ وَلَا يُرِيدُ بِكُمُ الْعُسْرَ

*Allah intends ease for you and He does not intend for you any difficulty.*

Nabi ﷺ has also mentioned in a Hadith that Deen is easy. In another Hadith it is stated that:

بُعِثْتُمْ مُبَسِّرِينَ وَلَمْ تُبْعَثُوا مُعَسِّرِينَ

*You have been sent to make things easy and not to make things difficult.*

Nabi (sallallahu alayhi wasallam), in all matters, had adopted a stance of leniency especially in matters of Deen. Nabi (sallallahu alayhi wasallam) had also commanded us to be soft and lenient. By making Madrasah work easy for the pupils, they will learn to love Deen. It will be a pleasure to come to Madrasah rather than being a burden.

#### 2. Narrate to them Incidents of the Pious

Stories play a vital role in moulding the minds of children. Whatever a person listens to in the form of a story is more impressionable than just mere facts. In matters of tarbiyah, students should be made to hear the incidents of the Ambiyaa, Sahaabah, Taabi'een and the Salaf-e-Saaliheen (pious predecessors). This is extremely beneficial. Experience bears testimony that, to rectify the condition of pupils, this method has proven to be very effective. The greatest benefit of narrating stories to children is that it instils the value of Deen into their minds and hearts.

After narrating the incident, enlighten them of the moral or the lesson learnt from that incident. E.g. Story of the leper, bald headed and the blind person from the Bani Israa-eel. Lesson: Importance of Shukar.

### **3. Mashwarah (Consultation)**

At times we may be faced with difficult situations or problems for which we may not have solutions. Be sure to consult with your seniors. Consult with your principal, supervisor, senior teachers, Ulama etc. Rasulullah (sallallahu alayhi wasallam) was commanded by Allah Ta'ala to consult with the Sahaabah despite him receiving wahi from Allah Ta'ala. When Rasulullah (sallallahu alayhi wasallam) sent Hadhrat Mu'aaz bin Jabal (radhiyallahu anhu) to Yemen, he advised him to consult others in important issues for verily Allah Ta'ala's assistance is with the one who makes mashwarah.

### **4. Preparation**

Preparation plays a vital role in the tarbiyah of our children. It is of utmost importance to prepare, think and ponder of ways and means of how to make the tarbiyah of these children.

### **5. Be prepared before occasions**

The calendar should be observed and when any evil, non-Islamic occasion or event approaches, pupils should be advised of the harms of imitating the Kuffaar in these celebrations. For example: Diwali, Christmas, Easter, Valentines Day, Debs Ball, etc. Explain to them the harms of joining the Hindus in their celebrations, the harms of busting fireworks, lighting god lamps, buying easter eggs or celebrating new years. Nip it in the bud.

Likewise, if an Islamic occasion such as 15th night of Sha'baan, Ramadaan, Eid, etc. approaches, the pupils should be informed in advance and they should be encouraged to prepare speeches, essays, charts etc.

## **b) Field Trips (Excursions)**

If possible, with the mashwarah of your principal, supervisor, education committee, once in the year arrange a field trip for the children on a Saturday. The hospitals, squatter camps, orphanages, schools for those who are visually impaired, etc. are some of the venues that could be considered. These are eye openers for the children and a chance for them to realise and appreciate first hand the great favours of Allah Ta'ala. However one must ensure that all the laws of the shariat are upheld. Many a times if these field trips are not properly organised, it becomes a means of breaking the laws of Allah Ta'ala.

## **c) Be Practical**

After doing a lesson, think of ways and means of practically implementing these concepts / lessons into the children. E.g. in a Hadith lesson we learnt to drink water with the right hand, not to stand and drink and to drink in three breaths. Get the whole class involved in practically demonstrating the sunnah method of drinking water. The demo does not have to be done by all the pupils on the same day. The practical lesson can be spread over a few weeks. Whenever a child stands and drinks or drinks with the left hand, remind him / her of the sunnah method of drinking water. The same could be done with Wudhu, Salaah, Aadaab of eating, 100 sunnats, etc.

The Mu'allim/ah should be meticulous in molding the habits and the speech of the pupils in accordance to Deen. Whenever a pupil enters the classroom, he / she should enter with salaam.

The Mu'allim/ah should make use of the appropriate words such as please, Jazakallah, etc. to demonstrate to pupils the proper usage of these words. The Mu'allim/ah should then pay heed to the

pupils speech and remind them of these words in the appropriate circumstances.

It is imperative that the shar'ee rules regarding the intermingling of sexes should be upheld at all times. Boys and girls must be made to sit separately from grade five upwards.

## **Conclusion**

By Allah! To teach these children how to perform Salaah, to read Qur-aan, to have good manners and develop an excellent character, even to wake up in the early parts of the morning and make dua for them, is an invaluable gift from Allah Ta'ala. It is the greatest profit any person can earn. Regard it as a means of producing a noble individual for the benefit of society, a means of adding another fine individual to the Ummah of Rasulallah (sallallahu alayhi wasallam).

### **Golden Rule**

**Regard the *Tarbiyah* of these children to be your greatest asset.**

**Never regard it to be a burden.**

# Discipline In The Classroom

DISCIPLINE is needed in any place of learning. The result of No discipline is chaos and disorder. It is impossible to teach in a chaotic environment, therefore it is essential for pupils to learn discipline.

## Common Causes of Discipline Problems

*Remember, an idle mind is the devils workshop!*

- Too little work to learn?
- To much work that pupils are tired, bored and lose interest?
- Pupils learnt the work too quickly?
- The work is very easy or very difficult?

## Pupils 'Testing' The Teacher

Often pupils are naughty to challenge your position or to make you angry. Be strict and firm with such pupils and do not appear to be upset even when you are angry. If you deal with the situation with calmness and firmness, this 'testing' will lose its attraction with the pupils.

## Attention Seekers

Attention seeking pupils are usually talkative and want the attention of the teacher. These types of pupils want your attention as they don't get it home or at school. Give them the attention positively even before they ask for it by saying good things regarding their work.

## How To Bring Discipline In The Classroom?

### Set Ground Rules for The Classroom

1. Pupils must arrive quietly and on TIME to class.
2. They must remain seated unless they are asked to move.
3. They must follow instructions the first time when they are given.
4. They must raise their hand before being given permission to speak.
5. No talking or screaming will be allowed.
6. They must treat the teacher with respect.
7. They must treat their classmates, their books, the classroom with respect.
8. They will only be allowed to leave the classroom for the toilet once in the day.
9. When they are sent home they should be silent and move in an orderly manner one by one.

10. STRICTLY NO EATING OR CHEWING GUM IN CLASS WILL BE ALLOWED.
11. These rules should be repeated at least once a week so that they are remembered and followed especially to those who break the rules.
12. You may add your own rules also as and when needed.

## **Reward Those Who Follow The Rules**

1. Pupils who follow the rules should be praised.
2. A present should be given to the best-behaved pupil for the week.
3. A good behavior certificate should be given at the end of the year to the pupil with excellent behavior.

# *Guidelines for Teachers to Apply Discipline*

1. Always watch your pupils.
  2. Never turn your back to them.
  3. Move around the class and be active.
  4. Position yourself in such a way that you always have them in sight.
  5. Maintain eye contact with a troublesome pupil.
  6. Shake your head or glare at him.
  7. If he still continues then call his name and ask him some work related question.
  8. Move him from his present position.
  9. Separate him to one corner of the class facing the wall.
  10. Seat him in front of you.
  11. Remember, seating a pupil is your right and not the choice of the pupil.
  12. Make sure you have your facts right before scolding or punishing a pupil.
  13. Punishment must be useful and not cruel.
  14. Successful punishment must make the pupil feel guilty and must stop him from being naughty in the future.
  15. Do not physically handle or hit a pupil as this will result in unnecessary problems for the teacher. This does not mean that no punishment should be given or the pupil should not be warned.
  16. Do not disgrace any pupil in front of the class as this will cause him to misbehave even more. Call him and speak to him alone.
    - Find the real problem - ask him why he is behaving in such a manner.
    - After the pupil answers, explain your situation on how his behavior is affecting everyone else.
    - Ask him for a solution. If he does not answer then you suggest one for him.
    - Ask him to agree to the solution.
    - Check if the solution is being followed.
1. If the pupil says that he is sorry, then accept his apology.
  2. If he still continues being naughty then warn him that you will report him to his parents, principal or supervisor.



3. Do not make idle threats. If you threaten and do not carry it out, the pupils will not take you seriously.
4. Report the pupil with all the facts written and with proof.
5. Do not bear any grudge or have any hatred or dislike towards any pupil who is causing you any trouble. Forgive and forget.
6. No favoritism should be shown to any pupil.

***Daily take out time for making dua for your pupils and yourself for guidance from  
Allah Ta'ala***

# Classroom Management

The existence of a Madrasah is not determined by the existence of a building. A madrasah is a situation in which a group of pupils gather in various learning groups or classes so that they may be taught and educated by a MUALLIM/AH in a constructive way. Teaching and learning can take place anywhere; under a tree, at a home or any suitable premises like a madrasah or school classroom. The most important factor is that we manage to do our teaching effectively so that our pupils gain maximum benefit from our efforts. This is called **CLASSROOM MANAGEMENT**.

In every learning and teaching environment the Muallim/ah is the most important person as without them no education will take place. The Muallim/ah is the head and the leader of every learning situation. If he/she fails in fulfilling his/her responsibility and duty effectively, the DEENI education of his/her pupils will fail which will cause an immense loss to the Deen and Akhirah of his/her pupils. Therefore, it is important that we realize the serious responsibility we have upon our shoulders. On the contrary, if we fulfill our duty to the best of our abilities, then we will be a source of success of our pupil's Deen in this world as well as the Akhirah. May Allah Ta'ala guide and help us in our noble task. Aameen

To manage our classrooms effectively we will be required not only to teach but to also undertake the following four directives:

1. **Plan**
2. **Organise**
3. **Direct / Give Instructions**
4. **Control / Evaluate**

## 1) **PLAN**

is the most important of all activities for every Muallim/ah. If a Muallim/ah does not plan her daily activities in advance, then he/she will be, “shooting in the dark” and he /she will harm themselves and seriously harm the pupils in the process.

***Note: No muallim/ah can be successful without effective preparation.***

Planning or preparation requires mental as well as theoretical work as the Muallim/ah has to determine:

1. His /her aims and objectives of her overall teaching and the particular lesson for the day?
2. How will he/she achieve these objectives?
3. What method and procedure will be used to achieve these objectives?
4. When the task will be started and completed?
5. At what pace? Check syllabus, timetable, progress sheets and calendar.
6. At what level? Different grades and level of pupils.
7. How will the lesson impact on the pupils? Will they achieve the objective?

8. Feedback after the lesson? Check whether results are positive or negative.

***Note: Remember, planning and preparation is the pulse of learning without which teaching will not exist.***

## **2) ORGANISE**

means to implement or put into action what you have planned. This will be done by using your skills as a Muallim/ah in fulfilling your task of teaching effectively. By organizing yourself, your time will be used constructively and efficiently. This is important as your time and your pupil's time is an AMAANAT (TRUST).

## **3) DIRECTING**

Directing or issuing instructions ensures that the actual task is carried out by your pupils according to your instructions. A good Muallim/ah ensures he/she communicates with his/her pupils in a manner which will encourage, motivate and interest his/her pupils in fulfilling their task. They will not find it a burden or boring, nor will they not attempt to do the task at all.

## **4) CONTROL OR EVALUATE**

means to ensure that all the objectives are being achieved which were initially planned. The control process begins with planning and ends when the work has been completed.

Control or Evaluation can be divided into two forms:

### **a) SHORT-TERM CONTROL: DAILY CONTROL**

- Pupil behavior.
- Observation of pupils.
- Verbal questioning of pupils during lessons.
- Class tests.
- Marking and checking of written work.

### **b) LONG -TERM CONTROL: EVALUATION OF PUPILS OVER A LONGER PERIOD OF TIME**

- Monthly assessment of pupils.
- End of Term tests.
- Revision tests.
- Mid year/final examinations.
- Written and verbal reports to parents.

If the above four directives are followed strictly then it will make the task of imparting Deeni education much more easy and more effective, insha-Allah. May Allah Ta'ala help us all. Aameen.

# Ways of Improving Attendance in the Maktab

At the outset we must understand that attendance is a chronic problem like diabetes and pressure. It cannot be cured. However it can be controlled. The following are some strategies that could be used to improve attendance at your maktab.

1. The ustad has to first make sure that he is not absent or late for class as this sickness is contagious. If the students see that the ustad is late or absent often they will also come late or stay absent from class.
2. Phone the parents and inform them of their child's absence.
3. Call the student one on one and speak to him.
4. Have a prize for attendance at the end of the year.
5. Include a mark for attendance in the report. The formula for working that out is as follows; e.g. There are 99 Madrasah days from the beginning of the year upto the end of the second term. Zaid stayed absent for 5 days i.e. he was present for 94 days. Divide the number of days he was present by the total number of Madrasah day's i.e. 94 days divided by 99 days = 0.94. Now divide 94 in half = 47. This mark (47) will be added into the report for the pupil's attendance.
6. If a child is absent from class without permission, immediately send someone to call him from home. Don't leave it to be sorted out later on.
7. If a child is really ill, the parents or guardian should inform the ustad of their child's intended absence.
8. It must be made known to the students that for absenteeism there is zero tolerance. Students have to be in class. This must be clearly explained to them from the beginning.
9. Make teaching enjoyable to the students that they will never want to miss your lesson.
10. **DETENTION:** Create a workable plan for detention. Students will feel it most if they miss their break time.

# Motivation

## Here's how you can help your student plan for the future:

First and foremost, you need to understand the causes behind this lack of motivation. Once you have a better idea of the source of the problem, you can more effectively develop a strategy to help combat your child's seeming indifference towards Madrasah and Islamic education.

What Causes Lack of Motivation?

### Low Self-Esteem

Kids who have a poor self-image avoid activities that they deem beyond their capabilities. Even if they can actually complete a given task, these students engage in self-defeating behaviour to protect the little self-worth they do possess. For them, it is better to withhold effort or to procrastinate rather than risk trying, failing, and feeling even worse about themselves.

### Lack of Support at Home

The home environment shapes the initial attitudes that children hold toward learning. In a home where curiosity, questions and exploration are encouraged, children are given the message that education is worthwhile and personally satisfying. These kids are more likely to take the risks that are inherent in academically challenging pursuits. On the other hand, in a home where learning is not encouraged, children are given the message that education is of little value and that they lack the competency and ability to learn.

### Low Expectations in the Classroom

Students mirror their teachers' attitudes. If teachers believe that their students can learn, their students are more likely to trust in themselves and their abilities. Such teachers assign challenging, meaningful, and achievable tasks that promote motivation and link effort and success. Conversely, if teachers take the stance that they are the source of all knowledge and that their students are incompetent, their students are more apt to tune out, stop trying, and fail.

### Pressure

Many unmotivated students are simply responding negatively to pressure. Whether the tension is perceived or real, these kids rely on defence mechanisms to protect them from the discomfort pressure generates. Through procrastination or avoidance, these students are trying to escape from their fears of failure and inadequacy. In time, they come to accept the consequences of their behaviour, so they appear nonchalant and composed, even as the pressure they are trying to dodge mounts.

# *How to Motivate Your Child*

## **Provide an Encouraging and Secure Home Environment**

Children need to feel that their parents value learning. If you show your kids that academic exploration is worthwhile and education is important, they are likely to develop similar attitudes. Further, let your kids know that failure is often a part of the learning process, and let them fail without penalty. Kids who are not afraid to fail are more willing to accept scholastic challenges and less likely to sabotage their own academic efforts.

## **Use Rewards Carefully**

Students who possess intrinsic motivation take on activities because of the feelings of enjoyment and accomplishment they evoke. Students who possess extrinsic motivation perform to gain a reward or avoid a punishment. Students with extrinsic motivation will generally put out the minimal amount of effort to complete tasks in the easiest way possible. In addition, external motivation only exists as long as there is external compensation. In other words, extrinsic motivation is likely to result in limited progress that vanishes when the reward disappears. So be discerning when offering rewards for good work.

## **Avoid Power Struggles**

Realistically, you won't be able to take on every struggle that comes along, so choose your battles wisely. Make a clear-cut list of unacceptable behaviours and resulting consequences. For instance, a failing grade in a class might result in the loss of a favourite privilege until the grade is raised. Resist the temptation to ground your child indefinitely or to take away all prized possessions. If you act reasonably and calmly, there is hope that your child will follow suit.

## **Build on Strengths**

Find an area in which your child excels and focus on it. Constant failure is certainly un-motivating, and when the primary focus is on weakness, self-esteem and motivation will undoubtedly be lowered. If your child can find success in a non-academic setting, you can work together to determine the elements of that accomplishment. Perhaps you and your child will be able to formulate a recipe for success and apply the ingredients to the educational setting.

In conclusion, unmotivated students do want to succeed, but they are being held back by some sort of obstacle. With patience, understanding, and hard work, you can help your child find a path to academic achievement.

# *Conflict Management*

Whenever people work together in any situation, differences of opinion and disagreement is an everyday occurrence. Education is a triangle involving the pupil, parent and teacher. All three need to work together as a team for effective learning and teaching to take place. A good relationship with the pupil and their parents is of utmost importance for the Muallim/ah. This will create a positive attitude towards the Muallim/ah and the pupil will be at ease and confident. If a conflict or disagreement between the parent and Muallim/ah exists it will have an extremely negative effect on the pupil and he will not benefit from the Muallim/ah. The challenge to the Muallim/ah is to do everything in her power to prevent any conflict or disagreement. If this is not possible, the conflict must be handled in such a way that it will not harm the relationship with the parents or the pupil.

## **Positive Attitudes which Prevent Conflict**

### **Be Friendly and Polite**

Gentleness and friendliness are more effective than force and anger. A friendly, polite and soft approach will calm a parent's fury and anger.

### **Stress The Matters On Which You Agree**

It is wise to begin a conversation and keep it as long as possible on matters which you agree e.g. that both parties are striving for the same goals, share the same worries and have the same needs. Once an opponent begins to differ from you, it is difficult to get him to agree with you again.

### **Admit Mistakes**

When you are wrong, you have to admit it. This takes away the opponents ammunition. It is better to prevent the other person from being given a chance to attack you.

### **Let the Parent do the Talking**

Show a sincere interest in the person concerned. Let them have a chance to speak what is on their mind and once they do that, they feel relieved and are prepared to work together.

### **Listen Attentively to the Parent**

Effective listening involves active participation in the message sent by the parent. This will help solve the conflict.

### **Be Sympathetic**

The search for kindness and compassion is a common human factor and those who are able to

sympathize will get far with other people. Sympathy is a magical attitude which ends arguments, removes anger and creates goodwill.

## **Try to Understand The Parent**

Always try to see a problem from the other person's point of view also as this will remove any embarrassment, anger, frustration and argument.

## **Appeal to The Parent's Righteous Motives**

Every decent and respected person has a natural sense of good values e.g. justice, honesty etc. If a parent understands that a certain type of behaviour can lead to a certain good motive, he/she will be more likely to agree to it.

## **Make Use of Humour**

Humour is a great way for breaking tension and calm conflict, since it allows the idea of kindness and sincerity to take root.



# *Negative Attitudes*

..... must be PREVENTED !

## **Do not Argue**

The best method to calm a possible conflict situation is not to argue. PREVENT CONFLICT BY AVOIDING IT. A misunderstanding will not be solved by arguing but by using wisdom, tact, negotiation and a sincere attempt to solve the problem.

## **Do not Criticise the Parents**

Criticism is useless and dangerous since it disgraces the other person, injures their feelings of importance and makes them feel angry. It puts a person on the defensive straight away and also causes them to defend their behaviour and gives them an excuse for their actions.

## **Do not Give Orders**

In a situation such as teaching, a parent and a Muallima/ah are equal partners in the Tarbiyyah (nurturing or upbringing) of the child, so the parents will not easily accept an order from the Muallim/ah. It will be better to decide together who will do what and to make requests rather than orders.

## **Do Not Humiliate or Disgrace The Parent**

A person should always be treated as a human being, however simple or ignorant he may be. This has been beautifully shown to us in a practical manner by our beloved Nabi (sallallahu alayhi wasallam) in his dealings with the Bedouin Arabs. A parent should be handled with care and sympathy.

## **Do Not Treat The Parent's Problem as Un-Important**

If a Muallim/ah treats the parent or pupil's problem as un-important, minor or not worthwhile, it will make matters worse.

## **Do Not Be Over Hasty**

In times of tension and pressure, people tend to act too quickly, as a result they make mistakes. A person who settles a matter quickly will not necessarily produce good results. Take a break and ponder over the problem. This will help to emotionally calm a person to think clearly and make a better decision. Ask the Supervisor or Senior Muallim/ahs for advice.

## **Forgive and Forget**

If, at anytime, you had a problem with any parent, humble yourself, forgive and forget for the sake of Allah and do not hold any grudges against the parent or pupil as this will seriously affect the progress of the pupil. This will raise your status in the sight of Allah Ta'ala.

Make sincere dua for yourself, the parent and the pupil that Allah Ta'ala forgives us and grants us

# MAKTAB SYLLABUS



- *Syllabus Breakdown*
- *Time Table*
- *Progress Card*
- *Overview of Syllabus*
- *Publications*

## Qaidah / Qur-aan Syllabus Breakdown

Grade	Subjects	JAN	FEB	MAR	APRIL	MAY	JUNE	JULY	AUG	SEP	OCT	NOV
0	Yassar'nal Qur-aan Part 1	Page 1	Page 2-5	Page 6-9	Page 10-13	Page 14-16	Revision Pg. 1-16		Page 17-20	Page 21-24	Page 25-28	Revision Pg. 1-30
1	Yassar'nal Qur-aan Part 2	Revision of Part 1	Page 1-6	Page 7-11	Page 12-15	Page 16-18	Revision Pg. 1-18		Page 19-23	Page 24-27	Page 28-30	
2	QUR-AN Juz 1 - 2	Pg. 2 - 6	Pg. 7 - 11	Pg. 12 - 16	Pg. 17 - 21	Pg. 22 - 28	Revision		Pg. 29 - 36	Pg. 37 - 44	Pg. 45 - 56	5 Lines per day
		1/4 Page per day (3 Lines)							1/3 Page per day (4 Lines)			
3	QUR-AN Juz 3 - 6	Pg. 57 - 66	Pg. 67 - 78	Pg. 79 - 89	Pg. 90 - 101	Pg. 102 - 112	Revision		Pg. 127 - 140	Pg. 241 - 154	Pg. 155 - 168	Revision
		1/2 Page per day (6 to 7 Lines)							3/4 Page per day (9 to 10 Lines)			
4	QUR-AN Juz 7 - 12	Page 169 - 186	Page 187 - 205	Page 206 - 224	Page 225 - 242	Page 243 - 262	Revision		Page 281 - 299	Page 300 - 318	Page 319 - 336	Revision
		1 Page per day							1 Page per day			
5	QUR-AN Juz 13 - 20	Page 337 - 355	Page 356 - 377	Page 378 - 399	Page 400 - 420	Page 421 - 448	Revision		Page 477 - 504	Page 505 - 532	Page 533 - 558	Revision
		1 & 1/4 Page per day (16 Lines)							20 Lines per day			
6	QUR-AN Juz 21 - 30	Page 559 - 587	Page 588 - 620	Page 621 - 652	Page 653 - 684	Page 685 - 717	Revision		Pg. 751 - 783	Pg. 784 - 816	Pg. 817 - 848	Revision
		22 lines per day							24 Lines per day			
7	Qur-an Khatam Juz 1 - 30	4 - 5 Pages per Day										

# SURAHS — Syllabus Breakdown

Grade	Term One	Term Two	Term Three	Term Four
0	Surah Faatiha	Surah Ikhlāas	Surah Naas	Surah Kausar
Last 3 aayaat of Surah Saafaat (Pg 628)				
1	Surah Asar	Surah Falaq	Surah Lahab	Surah Nasar
Last 2 aayaat of Surah Bani Israeel (Pg 408)				
2	Surah	Surah Ma’oon	Surah Quraysh	Surah Feel
Ayat no.26 & 27 of Surah Aali Imraan (Page 72-73)				
3	Surah	Surah	Surah	Surah
Aayatul Kursi				
4	Surah Zilzaal	Surah Qadar	Surah Teen	Surah
Last 3 aayaat of Surah Hashar (Page 765)				
5	Surah Duha	Surah Yaseen	Surah Yaseen	Surah Yaseen
Last Ruku of Surah Baqarah (Page 67)				
6	Surah Yaseen	Surah Yaseen	Surah Yaseen	Surah Yaseen
1. Surah Bayyinah (Pg. 840)    2. Surah ‘Alaq (Pg 839)				
7	Surah Mulk		Surah Mulk	
Surah Alif Laam Meem Sajdah (Pg. 577)				

Grade	PRACTICALS AND SUNNATS				
3	Istinjaa	Wudhu	Sunnats of toilet	Sunnats of eating	
4	Ghusal	Tayammum	Adhaan & Iqaamah	Sunnats of drinking	Sunnats of sleeping
5	Salaah - Detailed demonstration with all Sunnats & Duas		Sunnats on awakening	Sunnats when wearing clothes	
6	Witr Salaah	Sajdadut Tilaawat	Sajdatus Sahw	Sunnats of Home	Miscellaneous Sunnats
7	Eid Salaah	Janaazah Salaah	Salaah of a Masbooq	Virtues of visiting the Graveyard	Rev. of all 100 Sunnats

# DUAS — Syllabus Breakdown

No	Revision	Revision	Revision	Revision	Revision	Revision	Revision	Revision
Oct	Durood Shareef	18. When thanking s.o. 19. Intend to do S.T 20 .Sneezing duas 21. increase knowledge 22. Dua for parents 23. Durood Shareef	39. Dua after azaan	54. When a loss occurs 55. When in bodily pain 56. When in difficulty 57. Death on Imaan	69. When eating the 1st fruit of the season 70. Affected by calamity	82. Filling the qabar with soil 80. Entering the graveyard 81. Laying the dead into the qabar	90. Ninety-nine names of Allah.	
Sept	Sneezing	16. Before toilet 17. After toilet	37. Azaan 38.lqamah	51. When bidding farewell 52. When it rains 53. On hearing good news	67. When eating elsewhere (1) 68. When eating elsewhere (2)	80. Entering the graveyard 81. Laying the dead into the qabar	95. Most comprehensive dua	
Aug	Before sleeping	13. After meals 14. B4 Sleeping 15. Awakening	36. Dua after Durood-e-Ibraheem	49. When entering the home 50. When leaving home	65. Dua for fasting 66. When breaking fast	78. Dua in janaaza salah (boy) 79. Dua in janaaza salah (girl)	94. Dua for Istikhaarah And alternate dua	
July	Before eating	10. welcome 11. Before meals 12. Forgetting to recite the dua no.8	Revision	Revision	Revision	Revision	Revision	Revision
June	3rd kalimah	Revision	Revision	Revision	Revision	Revision	Revision	
May	2nd kalimah	7. Imaani Mufasssal	35. Durood-e-Ibraheem	47. When wearing clothes 48. When looking into the mirror	63. Dua after witr 64. On seeing the new moon	76. Thana of janaza 77. Dua in janaaza salah (adult)	87. wear new clothes 88. Leaving a gathering 89.Entering a shopping centre	93.Say'idul Istighfaar
Apr	1st kalimah	6. Imaani Mujmal	34. Tashah'hud	44. When leaving the masjid 45. After drinking water 46. After drinking milk	62. Dua-e-Qunoot	74. Visiting the sick 75. At the time of death	85. At the time of draught 86. Excessive rain	Revision of all duas from grade 1-6
Mar	Salaam and reply	5. 5th Kalima	30. Dua in Qaumah (1) 31. Dua in Qaumah (2).	42. After wudhu 43. When entering the masjid	60. Returning from a journey 61. When entering a town or city	71.When in financial difficulty 72. When seeing s.o. in distress	83. At the time of sunset 84. When seeing the moon	
Feb	Tasmiyah	4. 4th Kalima	24. Takbeer 25. Thanaa 26.Ta'awuz 27.Tasmiya 28. Tasbeeh in ruku 29. Tasme'	40. Before wudhu 41. Whilst making wudhu	58. When getting into a vehicle 59. When the vehicle moves	Revision of all duas from grade 1-5		
Jan	Ta'awwuz	Revision of grade 0	Revision	Revision	Revision	Revision of all duas from grade 1-6		
Grade	0	1	2	3	4	5	6	7

FIQH												
	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sep	Oct	Nov	
Grade 1	Lessons 1 - 10 Istinjaa		Lessons 11 - 16 Keep your body clean		Revision		Lessons 17 – 24 Clean Habits		Lessons 25 - 31 Surround- ings of a Muslim		REV	
Grade 2	Lessons 1-3			Lessons 4-5		REV	Lessons 6-9			Revision		
Grade 3	Lesson 1-2		Lesson	Lesson	Lesson	REV	Lesson 8-9		Lesson	Revision		
Grade 4	Lesson 1 - 2		Lesson	Lesson	Lesson	REV	Lesson 9 - 12		Lesson	Revision		
Grade 5	Lesson 1 - 5		Lesson	Lesson	Lesson	REV	Lesson 18 - 23		Lesson	Revision		
Grade 6	Basic Fiqh (Part One) Page 1-29					REV	Basic Fiqh (Part One) Page 30-55					REV
Grade 7	Basic Fiqh (Part Two) Page 56—85					REV	Basic Fiqh (Part Two) Page 86-104					REV

AQAAID											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
Grade 1	Lessons 1-2 Stories 1-2			Lessons 3-4 Stories 3-4		REV	Lessons 5-7 Stories 5-7			Revision	
Grade 2	Lessons 1-3 Stories 1-3			Lessons 4-5 Stories 4-5		REV	Lessons 6-8 Stories 6-8			Revision	
Grade 3	Lesson 1-2			Lesson 3		REV	Lesson 4-6			Revision	
Grade 4	Lesson 1 - 2		Lesson 3-4	Lesson 5	Lesson 6	REV	Lesson 7-9		Lesson	Revision	
Grade 5	Lesson 1-2		Lesson 3-4	Lesson 5	Lesson 6	REV	Lesson 7-8		Lesson	Revision	
Grade 6	Lesson 1-2		Lesson 3-4	Lesson 5-6		REV	Lesson 9-11		Lesson	Lesson 14 REV	
Grade 7	Basic Aqaaid (Part One) Pages 1-49					REV	Basic Aqaaid (Part Two) Pages 50-67				

HISTORY											
	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov
Tasheel ut Tareekh Book 1											
Grade 1	Lesson 1-3			Lesson 4-6		Revision	Lesson 7-11			Revision	
Tasheelut Tareekh Book 2											
Grade 2	Lesson 1-3			Lesson 4-5		Revision	Lesson 6-9			Revision	
Islamic History Book 3											
Grade 3	Lesson 1-3		Lesson 4-7	Lesson 8-10	Lesson 11-14	Revision	Lesson 15-19		Lesson 20-24	Revision	
Islamic History Book 4											
Grade 4	Lesson 1-3		Lesson 4-6	Lesson 7-10	Lesson 11-14	Revision	Lesson 15-20		Lesson 21-25	Revision	
Seerah of Muhammad [Sallallahu alayhi wasallam] Book 5											
Grade 5	Lesson 1-3		Lesson 4-6	Lesson 7-8	Lesson 9	Revision	Lesson 10-14		Lesson 15-17	Lesson 18-19	Revision
Seerah of Muhammad [ Sallallahu alayhi wasallam] Book 6											
Grade 6	Lesson 1-2		Lesson 3-5	Lesson 6-7		Revision	Lesson 8-13		Lesson 14-17	Lesson 18-20	
Khulafa-e-Rashideen Book 7											
Grade 7	The Sahabah	Hadhrat Abu Bakr (RA)			Hadhrat Umar (RA)		Revision	Hadhrat Usmaan (RA)		Hadhrat Ali (RA)	

HADITH											
	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov
Grade 1	No. 1		No. 2		No. 3	Revision 1-3		No. 4	No. 5	Revision 1-5	
Grade 2	No. 6		No. 7		No. 8	Revision 1-8		No. 9	No. 10	Revision 1-10	
Grade 3	No. 11		No. 12	No. 13	No. 14	Revision 1-14		No. 15	No. 16	Revision 1-16	
Grade 4	No. 17		No. 18	No. 19	No. 20	Revision 1-20		No. 21	No. 22	Revision 1-22	
Grade 5	No. 23		No. 24	No. 25	No. 26	Revision 1-26		No. 27	No. 28	Revision 1-28	
Grade 6	No. 29		No. 30	No. 31	No. 32	Revision 1-32		No. 33	No. 34	Revision 1-34	
Grade 7	No. 35		No. 36	No. 37	No. 38	Revision 1-38		No. 39	No. 40	Revision 1-40	

<b>Time Table</b> (Grades 1-2)				
<b>Time</b>	<b>50 min</b>	<b>25 min</b>	<b>25 min</b>	<b>20 min</b>
<b>Monday</b>	Qaidah	Surahs	Duas	Fiqh
<b>Tuesday</b>	Qaidah	Surahs	Duas	Aqaaid
<b>Wednesday</b>	Qaidah	Surahs	Duas	Hadeeth and Akhlaaq
<b>Thursday</b>	Qaidah	Surahs	Duas	History
<b>Friday</b>	Qaidah	Surahs	Duas	Tarbiyah Durood Shareef Dua

<b>Time Table</b> (Grades 3-7)			
<b>Time</b>	<b>50 min</b>	<b>35 min</b>	<b>35 min</b>
<b>Monday</b>	Qur-aan	Surahs	Fiqh
<b>Tuesday</b>	Qur-aan	Duas	Aqaaid
<b>Wednesday</b>	Qur-aan	Surahs	Practicals / Sunnats
<b>Thursday</b>	Qur-aan	Duas	History
<b>Friday</b>	Qur-aan	Hadeeth & Akhlaaq	Tarbiyah Durood Shareef Dua REVISION

## PUPIL'S PROGRESS CARD

Pupil's Name: \_\_\_\_\_ Surname: \_\_\_\_\_

Year commenced Madrasah \_\_\_\_\_ Date of Birth 

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Name of Maktab: \_\_\_\_\_ Area: \_\_\_\_\_

Father's Name: \_\_\_\_\_ Occupation: \_\_\_\_\_

Mother's Name: \_\_\_\_\_ Occupation: \_\_\_\_\_

Marital Status: \_\_\_\_\_

Residential Address: \_\_\_\_\_

Postal Address: \_\_\_\_\_

Home Tel: (Father) \_\_\_\_\_ Work Tel: \_\_\_\_\_ Cell: \_\_\_\_\_

Home Tel: (Mother) \_\_\_\_\_ Work Tel: \_\_\_\_\_ Cell: \_\_\_\_\_

### ATTENDANCE (Fill in the number of days absent for each month)

YEAR	Grade in School	Grade in Madrasah	Name of Muallim/ah	Total no. of days	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	Total no. of days absent for the year

### GENERAL COMMENTS




Q A I D A H										Overall Grading	
Yassarnal Qur-aan Part 1	SINGLE LETTERS Page 1-8		DOUBLE LETTERS Page 9-15		TRIPLE LETTERS page 16	SINGLE LETTERS WITH HARAKAAT Page 17-22		DOUBLE LETTERS WITH HARAKAAT Page 23 - 26		TRIPLE LETTERS WITH HARAKAAT Page 28 -29	
Date completed											
Assessment											
Yassarnal Qur-aan Part 2	JAZAM Page 1-6	HUROOF-E MADDAAH Page 7-12	TANWEEN Page 13	KARA ZABAR KARAZER & ULTA PESH Pg 14-15	MADD Page 16-18	TASHDEED Page 19-27	MADD WITH TASHDEED & JAZAM Page 28	HUROOF-E-MUQATT-AAT Page 28	QALB Page 29	WAQF Page 29-30	NOON QUTNI Page 30
Date completed											
Assessment											

Q U R - A A N				Overall Grading				
Para 1	First Quarter 3 lines daily		Second Quarter 3 lines daily		Third Quarter 4 lines daily		Fourth Quarter 4 lines daily	
Date completed								
Assessment								
Para 2-4	PARA 2    ½ pg./ day			PARA 3    ½ pg./ day			PARA 4    ¾ pg./ day	
Date completed								
Assessment								
Para 5-9	PARA 5 1 pg./ day		PARA 6 1 pg./ day		PARA 7 1 pg./ day		PARA 8 1 pg./ day	
Date completed								
Assessment								
Para 10-15	PARA 10 1 pg./ day		PARA 11 1 pg./ day		PARA 12 1 pg./ day		PARA 13 1 pg./ day	
Date completed								
Assessment								
Para 16-22	PARA 16 1 pg./ day		PARA 17 1 pg./ day		PARA 18 1 pg./ day		PARA 19 1½ pg/ day	
Date completed								
Assessment								
Para 23-30	PARA 23 1½ pg/ day		PARA 24 1½ pg/ day		PARA 25 1½ pg/ day		PARA 26 1½ pg/ day	
Date completed								
Assessment								

**Please take note of the following**

- Fill in the pupils details **in pen**. The Address and the phone numbers must be filled in **pencil**.
- Please insert the date (**IN PEN**) in the column provided on the day the child completes a certain page in Qur'aan, Surahs, Duas, Hadith & Practicals. (This date is independent of the assessment date).
- Assessments must be filled in **pencil** as assessments may vary in future. Each year, every child must be reassessed in Surahs, Duas, Hadith and Practicals.
- The syllabus breakdown per grade has been chalked out on the progress card for each subject. Please adhere to the prescribed syllabus.
- Please ensure that all past work is thoroughly consolidated before commencing the current syllabus.

**A-Excellent**

**B-Good**

**C-Average**

**D-Weak**

**E-Very Weak**

SURAHS										Overall Grading			
DATE	ASSES	SURAHS	Grade	Advanced	Date								
		Faatihah	GRADE 0	Last 3 aayaat of Surah Saaffaat (Page 628)									
		Ikhlâas											
		Naas											
		Kausar											
		Asr	GRADE 1	Last 2 aayaat of Surah Bani Israeel (Page 408)									
		Falaq											
		Lahab											
		Nasr											
		Kafiroon	GRADE 2	Aayah no.26 & 27 of Surah Aali Imraan (Page 72-73)									
		Ma'oon											
		Quraysh											
		Feel											
		Humaza	GRADE 3	Aayatul Kursi									
		Takaasur											
		Qaari'a											
		Aa'diyaat											
		Zilzaal	GRADE 4	Last 3 aayaat of Surah Hashar (Page 765)									
		Qadar											
		Teen											
		Inshiraah											
		Duha	GRADE 5	Last Ruku of Surah Baqarah (Page 67)									
		Yaseen Ayah 1-12											
		Yaseen 13-12											
		Yaseen 22-32											
		Yaseen 33-46	GRADE 6	Surah Bayyinah (Page 840) & Surah A'laq (page 839)									
		Yaseen 47-61											
		Yaseen 62-74											
		Yaseen 75-83											
		Mulk 1st ruku	GR 7	Surah Sajdah Pg 577									
		Mulk 2nd ruku											

AHAADITH										Overall Grading			
DATE	ASSES	AHAADITH	Grade	NO									
		Salaam	GRADE 1	1									
		Truthfulness		2									
		Taking care of the Qur-aan		3									
		Spying		4									
		Feeding the hungry		5									
		Cleanliness	GRADE 2	6									
		Salaah		7									
		The best Zikr		8									
		Helping Others		9									
		Swearing		10									
		Jannah beneath the mother's feet	GRADE 3	11									
		Making your father angry		12									
		Hatred		13									
		Backbiting		14									
		Visiting the sick		15									
		Seeking knowledge		16									
		Sincerity	GRADE 4	17									
		Friends		18									
		Guarding tongue		19									
		Jealousy		20									
		Anger		21									
		Having mercy on others		22									
		Learning the Qur-aan	GRADE 5	23									
		Good character		24									
		Modesty		25									
		Gratitude (to show thanks)		26									
		Taqwa (fear of Allah)		27									
		Durood Shareef		28									
		Dua	GRADE 6	29									
		Gifts		30									
		Cheating		31									
		Obscene (rude) talk		32									
		Humility		33									
		Neighbours		34									
		Wealth	GRADE 7	35									
		Doubtful things		36									
		Intoxicants		37									
		Being alone with a female		38									
		Crying over one's sins		39									
		Death		40									

PRACTICALS & SUNNATS										Overall Grading			
DATE	ASSES	PRACTICALS	Grade										
		Istinjaa	GRADE 3										
		Wudhu											
		Sunnats of toilet											
		Sunnats of eating											
		Ghusal	GRADE 4										
		Tayammum											
		Adhaan- Iqaamah											
		Sunnats of drinking											
		Sunnats of Sleeping											
		Salaah	GRADE 5										
		Detail Demonstration with all Sunnats & Duas											
		Sunnats on Awakening											
		Sunnats when wearing clothes											
		Witr Salaah	GRADE 6										
		Sajdah-e-Tilaawat											
		Sajdat-us-Sahw											
		Sunnats of Home											
		Miscellaneous Sunnats											
		Eid Salaah	GRADE 7										
		Janaazah Salaah											
		Salaah of a Masboooq											
		Virtues of visiting the Qabrustaan											
		Rev. of all 100 Sunnats											

DUAS																								
Overall Grading																								
NO	DUA	DATE	ASSES	NO	DUA	DATE	ASSES	NO	DUA	DATE	ASSES	NO	DUA	DATE	ASSES	NO	DUA	DATE	ASSES	NO	DUA	DATE	ASSES	NO
1	1st kalima			30	Dua in Qaumah (1)			62	Dua e Qunoot			71	Financial difficulty			87	Wearing new clothes			91	Laying animal down			
2	2nd kalima			31	Dua in Qaumah (2)			63	Dua after witr			72	Seeing one in distress			88	Leaving a gathering			92	When slaughtering			
3	3rd kalima			32	Tasbeeh in sajdah			64	Seeing the new Moon			73	Dua for fever			89	Enter shopping centre			93	Sayyidul-Istighfaar			
4	4th kalima			33	Dua in Jalsa			65	Dua for Fasting			74	Visiting the sick			90	99 names of Allah			94	Istikhaarah			
5	5th kalima			34	Tashah'hud			66	When breaking the fast			75	At the time of death											
6	Imaani Mujmal			35	Durood e Ebrahim			67	Eating elsewhere (1)			76	Thana of Janaza											
7	Imaani Mufassal			36	Dua after durood			68	Eating elsewhere (2)			77	Dua for Janaza (adult)											
8	Greeting a Muslim			37	Azaan			69	Eating the first fruit			78	Dua for janaza (boy)											
9	Reply to a greeting			38	Iqaamah			70	Afflicted with calamity			79	Dua for janaza (girl)											
10	Welcoming Someone			39	Dua After Azaan							80	Entering the graveyard											
11	Before eating			40	Before wudhu							81	Lay mayyit in qabar											
12	Forget to read dua			41	Whilst making wuzu							82	fill the qabar with soil											
13	After eating			42	After wudhu							83	At the time of sunset											
14	Before sleeping (1)			43	Entering the Masjid							84	When seeing the moon											
15	Awakening			44	Leaving the Masjid							85	At the time of drought											
16	Before toilet			45	After drinking water							86	Excessive rain											
17	After toilet			46	After Drinking milk																			
18	Thanking s.one			47	Wearing clothes																			
19	intending to do S.thing			48	Looking in mirror																			
20	Sneezing Duas			49	Entering home																			
21	Increase in knowledge			50	Leaving the home																			
22	Dua for parents			51	Bidding farewell																			
23	Durood Shareef			52	When it rains																			
24	Takbeer			53	Hearing good news																			
25	Thana			54	Loss occurs																			
26	Ta'awwuz			55	When in bodily pain																			
27	Tasmiyyah			56	When in difficulty																			
28	Tasbeeh of ruku			57	Death on Imaan																			
29	Tasmee																							
The duas that are numbered in bold and highlighted, should be given preference as these are more important daily duas.																								

A Brief overview of the Entire Syllabi (Grades R - 7)								
	Grade R	Grade One	Grade two	Grade three	Grade four	Grade five	Grade six	Grade seven
Qur-aan / Qaidah	Yassarnal Qur-aan Part One	Yassarnal Qur-aan Part Two	Para 1	Para 2—4	Para 5—9	Para 10—15	Para 16—22	Para 23— 30
Surahs (Hifz)	Surah Faathih, Naas, Ikhlaaas, Kausar	Asar, Falaq, Nasr, Lahab,	Quraysh, Maa’oon, Feel, Kaafiroon,	Humazah, Takaasur, Qaariah, A’adiyaat,	Zilzaal, Qadar, Teen, Inshiraah,	Duha, Yaseen. Aayah 1-32	Surah Yaseen. Aayah 33-83	Surah Mulk
Duas	Nos 1,2,3,9,10,11,14, 18,20,23,	Nos 4,5,6,7,10,12,13, 15,16,17,19,21,22	Nos 24-39	Nos 40-57	Nos 58-70	Nos 71-82	Nos 83-90	Nos 91-95
Hadeeth wal Akhlaaq		Hadeeth No. 1- 5	Hadeeth No. 6 - 10	Hadeeth No. 11 - 16	Hadeeth No. 17 - 22	Hadeeth No. 23 - 28	Hadeeth No. 29 - 34	Hadeeth No. 35— 40
Fiqh	Stepping Stones	Tasheelul Fiqh Book 1	Tasheelul Fiqh Book 2	Tasheelul Fiqh Book 3	Tasheelul Fiqh Book 4	Tasheelul Fiqh Book 5	Basic Fiqh 1	Basic Fiqh 2
Aqaaid	Stepping Stones	Tasheelul Aqaaid Book 1	Tasheelul Aqaaid Book 2	Tasheelul Aqaaid Book 3	Tasheelul Aqaaid Book 4	Tasheelul Aqaaid Book 5	Tasheelul Aqaaid Book 6	Basic Aqaaid
History	Stepping Stones	Tasheelut Tareekh Book 1	Tasheelut Tareekh Book 2	Seerah of Muhammad ﷺ Book 3	Seerah of Muhammad ﷺ Book 4	Seerah of Muhammad ﷺ Book 5	Seerah of Muhammad ﷺ Book 6	Khulaafa Raashideen
Practicals	Stepping Stones	Aadaabs of Eating	Aadaab of Istinja	Istinjaa & Wudhu	Ghusal, Tayammum, Azaan & Iqaamah	Detail Salaah Demonstration	Witr Salaah, Sajdah Tilawah & Sajdah Sahw	Eid & Janaazah Salaah, Masboq, Visitin g Graveyard

# SYLLABUS BREAKDOWN

# Pre-Madrasah Syllabus

## (Stepping Stones)

This Pre-Madrasah syllabus comprises of five books.

- 1,2,3 Stepping Stones: One book per term for the first three terms. (the breakdown of which is given below).
- 4. A lifestyle book which familiarises children with Islamic manners and special occasions.
- 5. A colouring book and
- A guideline for the Mu'allimah which is available separately.

SUBJECT	TERM ONE	TERM TWO	TERM THREE	TERM FOUR
<b>Y. QUR-AAN (PART ONE)</b>	Page: 1 - 8	Page: 9- 16	Page: 17 – 24	Page: 25 - 30
<b>SURAHS</b>	Surah Faatiha	Surah Ikhlāas	Surah Kausar	Surah Naas
<b>DUAS (11 DUAS)</b>	Ta'awwuz Tasmiyyah Salaam & Replying Thanking S.O. First Kalimah	Second Kalimah Third Kalimah	Before Eating Before Sleeping Sneezing	11. Durood Shareef Revision
<b>FIQH</b>	Theme 1 & 2: 5 lessons	Theme 3 & 4: 11 lessons	Theme 5: 3 lessons	Revision:  This term is reserved for revision and catching up of any work which may have not been completed in the previous terms
<b>AQAA'ID</b>	Theme 1 & 2: 5 lessons	Theme 3 & 4: 10 lessons	Theme 5: 4 lessons	
<b>SEERAH</b>	Theme 1 & 2: 5 lessons	Theme 3 & 4: 6 lessons	Theme 5: 4 lessons	
<b>AKHLAAQ</b>	Theme 1 & 2: 5 lessons	Theme 3 & 4: 11 lessons	Theme 5: 2 lessons	
<b>IDENTITY</b>	Theme 1 & 2: 4 lessons	Theme 3 & 4: 10 lessons	Theme 5: 2 lessons	
<b>PRACTICALS (LIFESTYLE BOOK)</b>	Istinjaa Sleeping	Eating and Drinking	Wudhu - According to capability	Salaah- According to capability

## Brief Outline of the

# Primary Madrasah Syllabus

## GRADE 1

### 1. Qur-aan

- Yassarnal Qur-aan Part Two

### 2. Surahs

- Surah Asr
- Surah Falaq
- Surah Lahab
- Surah Nasar
- Advanced Syllabus: Last 2 Aayaat of Surah Bani Isra'eel (Page 408)

### 3. Duas (Essential Duas for Muslims)

1. Fourth Kalimah
2. Fifth Kalimah
3. Imaan-e-Mujmal
4. Imaan-e-Mufassal
5. When welcoming someone
6. If one forgets to read the dua before meals
7. After eating
8. On awakening
9. Before entering the toilet
10. When leaving the toilet
11. When intending to do something
12. For increase in knowledge
13. Dua for parents

### 4. Hadith and Akhlaaq (Tasheelul Hadith wal Akhlaaq)

The Hadith and Akhlaaq kitaab is made up of forty Ahaadith which will be taught over the seven grades. The Ahaadith are short and are followed by lessons learnt from the Hadith. This is then followed by a story which relates to the Hadith to reinforce the lesson in the mind of the learner.

1. Hadith One - Salaam
2. Hadith Two - Truthfulness
3. Hadith Three - Taking care of the Qur-aan

- 4. Hadith Four - Spying
- 5. Hadith Five - Feeding the Hungry

## 5. Practicals

- 15 Aadaab of eating

## 6. Fiqh

- Tasheelul Fiqh 1

## 7. Aqaaid

- Tasheelul Aqaaid 1

## 8. History

- Tasheelut Taareekh 1

# GRADE 2

## 1. Qur-aan

- First Para

## 2. Surahs

- Surah Kaafiroon
- Surah Maa'oon
- Surah Quraish
- Surah Feel
- Advanced Syllabus: Aayaat number 26 and 27 of Surah Aali Imraan (Page 72, 73)

## 3. Duas (Essential Duas for Muslims)

- o. Revision of past duas
- 1. Takbeer
- 2. Thana
- 3. Ta'awwuz
- 4. Tasmiyah
- 5. Tasbeeh in Ruku
- 6. Tasmee'
- 7. Dua in Qauma (1)
- 8. Dua in Qauma (2)
- 9. Tasbeeh in Sajdah



10. Dua in Jalsah
11. Tashahhud
12. Durood-e-Ibraheem
13. Dua after Durood-e-Ibraheem
14. Azaan
15. Iqaaamah
16. Dua after Azaan

#### **4. Hadith and Akhlaaq (Tasheelul Hadith wal Akhlaaq)**

1. Hadith Six - Cleanliness
2. Hadith Seven - Salaah
3. Hadith Eight - The Best Zikr
4. Hadith Nine - Helping Others
5. Hadith Ten - Swearing

#### **5. Practical**

- 22 Aadaab of the toilet

#### **6. Fiqh**

- Tasheelul Fiqh 2

#### **7. Aqaaid**

- Tasheelul Aqaaid 2

#### **8. History**

- Tasheelut Taareekh 2

## **GRADE 3**

#### **1. Qur-aan**

- Para Two, Three and Four

#### **2. Surahs**

- Surah Humazah
- Surah Takaasur
- Surah Al-Qaari'ah
- Surah Aa'diyaat
- Advanced Syllabus: Aayatul Kursi

### 3. Duas (Essential duas for Muslims)

#### o. Revision of past duas

1. Before wudhu
2. Whilst making wudhu
3. After wudhu
4. When entering the Musjid
5. When leaving the Musjid
6. After drinking water
7. After drinking milk
8. When wearing clothes
9. When looking into the mirror
10. When entering the home
11. When leaving home
12. When bidding farewell
13. When it rains
14. On hearing good news
15. When a loss occurs
16. When in bodily pain
17. When in difficulty
18. Dua for death on Imaan

### 4. Fiqh

- Tasheelul Fiqh 3
  - ♦ Lesson One - Arabic Terms
  - ♦ Lesson Two - Compulsory acts of Wudhu
  - ♦ Lesson Three - Sunnah acts of Wudhu
  - ♦ Lesson Four - Practical Wudhu
  - ♦ Lesson Five - Things that break wudhu
  - ♦ Lesson Six - When is wudhu necessary
  - ♦ Lesson Seven - Ghusl
  - ♦ Lesson Eight - Sunnah method of Ghusl
  - ♦ Lesson Nine - The Qiblah
  - ♦ Lesson Ten - Conditions of Salaah
  - ♦ Lesson Eleven - Athaan

### ‘Aqaaid (Tasheelul Aqaaid - Book 3)

- Lesson One - Allah Ta’ala is The Greatest  
Story One
- Lesson Two - The Last Day  
Story Two
- Lesson Three - Jannah and Jahannum  
Story Three
- Lesson Four - Taqdeer (Fate)  
Story Four
- Lesson Five - Life after Death

### Story Five

- Lesson Six - The Foundation of Islaam
- Story Six

## **Seerah (Seerah of Hadhrat Muhammad ﷺ - Book 3, by Talimi Board, KZN)**

- Lesson One - Evil Ways
- Lesson Two - Birth of Hadhrat Muhammad ﷺ
- Lesson Three - Childhood
- Lesson Four - With Aminah
- Lesson Five - Journey to Syria
- Lesson Six - Marriage
- Lesson Seven - In the Cave
- Lesson Eight - Waraqah bin Naufal
- Lesson Nine - First Muslims
- Lesson Ten - Open Call
- Lesson Eleven - Rejection
- Lesson Twelve - Threats
- Lesson Thirteen - Cruelty of the Quraish
- Lesson Fourteen - Cruelty towards Hadhrat Muhammad ﷺ
- Lesson Fifteen - Bribery
- Lesson Sixteen - To Abyssinia (5th year after Nubuwwat)
- Lesson Seventeen - Boycott of Banu Hashim
- Lesson Eighteen - Year of Sorrow
- Lesson Nineteen - Journey to Taif
- Lesson Twenty - Mi'raaj
- Lesson Twenty One - Pledge of A'qabah
- Lesson Twenty Two - Plan to kill Nabi ﷺ
- Lesson Twenty Three - The Search
- Lesson Twenty Four - To Madinah

## **Hadith and Akhlaaq (Tasheelul Hadith wal Akhlaaq)**

- Hadith Eleven - Jannah lies beneath the feet of the Mother
- Hadith Twelve - Making your Father angry
- Hadith Thirteen - Hatred
- Hadith Fourteen - Backbiting
- Hadith Fifteen - Visiting the sick
- Hadith Sixteen - Seeking Knowledge

## **Practical**

- Istinja and Wudhu
- Sunnats: Sunnats of the Toilet and Eating

# GRADE 4

## 1. Qur-aan

- Para 5 to 9 (Approximately 1 page per day)

## 2. Surahs

- Surah Zilzaal
- Surah Qadar
- Surah Teen
- Surah Inshiraah
- Advanced Syllabus: Last three Aayaat of Surah Hashr (Page 765)

## 3. Duas (Essential Duas for Muslims)

- **Revision of past duas**
- When getting into a vehicle
- When the vehicle moves
- When returning from a journey
- When entering a town or city
- Dua-e-Qunoot
- Dua **after Witr**
- **On seeing** the new moon
- For Fasting
- When breaking Fast
- When eating elsewhere (1)
- When eating elsewhere (2)
- When eating the first fruit of the season
- When afflicted with some calamity

## 4. Fiqh (Tasheelul Fiqh - Book 4)

- Lesson One - Revision
- Lesson Two - Mustahab acts of Wudhu
- Lesson Three - Makroohaat in Wudhu
- Lesson Four - Ghusl
- Lesson Five - Makroohaat of Ghusl
- Lesson Six - Sunan of Ghusl
- Lesson Seven - Sunnah Ghusl (occasions)
- Lesson Eight - Tayammum
- Lesson Nine - Rules for Tayammum
- Lesson Ten - Items on which Tayammum is permissible
- Lesson Eleven - Times of Salaah

- Lesson Twelve - Forbidden times of Salaah
- Lesson Thirteen - Salaah Chart
- Lesson Fourteen - Faraaidh of Salaah
- Lesson Fifteen - How to read Salaah

## 5. 'Aqaa'id (Tasheelul Aqaa'id - Book 4)

- Lesson One - The purpose of our creation
- Lesson Two - Islaam
- Lesson Three - The three common principles of Deen
- Lesson Four - Beliefs of a Muslim
- Lesson Five - Islaam - A complete way of life
- Lesson Six - The five pillars of Faith
- Lesson Seven - Major sins
- Lesson Eight - The Ambiyaa (Prophets)
- Lesson Nine - Al-Haseeb - The Reckoner
- Lesson Ten - At-Tawwaab

## 6. Seerah

(Seerah of Hadhrat Muhammad ﷺ - Islamic History Book 4 - by Talimi Board KZN)

- Lesson One - Masjidul Quba
- Lesson Two - Masjidun Nabawi
- Lesson Three - Events of the first two years
- Lesson Four - Agreement with the Jews
- Lesson Five - The jealous kuffaar
- Lesson Six - Abu Sufyaan's caravan and Badr
- Lesson Seven - The Battle of Badr
- Lesson Eight - To Uhud
- Lesson Nine - The Battle of Uhud
- Lesson Ten - Mischief of the Quraish
- Lesson Eleven - The Jews
- Lesson Twelve - The Battle of the Trench
- Lesson Thirteen - Banu Quraizah
- Lesson Fourteen - The Treaty of Hudaibiyah
- Lesson Fifteen - Letters to leaders
- Lesson Sixteen - Khaibar
- Lesson Seventeen - The Battle of Mu'ta
- Lesson Eighteen - Conquest of Makkah
- Lesson Nineteen - Tabook
- Lesson Twenty - Deputations
- Lesson Twenty One - First Haj
- Lesson Twenty Two - Farewell Haj
- Lesson Twenty Three - Farewell Khutbah
- Lesson Twenty Four - Illness
- Lesson Twenty Five - Death and Burial

## 7. Hadith and Akhlaaq (Tasheelul Hadith wal Akhlaaq)

- Hadith Seventeen - Sincerity
- Hadith Eighteen - Friends
- Hadith Nineteen - Guarding the Tongue
- Hadith Twenty - Jealousy
- Hadith Twenty One - Anger
- Hadith Twenty Two - Having Mercy on Others

## 8. Practical

- Ghusl
- Tayammum
- Azaan
- Iqaamah
- Sunnats: Sunnats of Drinking and Sleeping

# GRADE 5

## 1. Qur-aan

- Para 10 -15 (Approximately 1 page per day)

## 2. Surahs

- Surah Duha
- Surah Yaseen: Verse 1– 32
- Advanced Syllabus: Last Ruku of Surah Baqarah

## 3. Duas (Essential duas for Muslims)

- **Revision of past duas**
- When in financial difficulty
- When seeing someone in distress
- When having fever
- When visiting the sick
- At the time of death
- Thana in Janazah Salaah
- Dua in Janazah Salaah (adult)
- Dua in Janazah Salaah (boy)
- Dua in Janazah Salaah (girl)
- When entering the graveyard
- When laying the dead into the grave
- When filling the grave with soil

## 4. Fiqh (Tasheelul Fiqh - Book 5)

- Lesson One - Najaasat
- Lesson Two - Najaasat Hukmi
- Lesson Three - Water
- Lesson Four - The rules of water
- Lesson Five - Istinja
- Lesson Six - Miswaak
- Lesson Seven - Virtues of Wudhu
- Lesson Eight - How to make Wudhu
- Lesson Nine - Mustahab acts in Wudhu
- Lesson Ten - The Makrooh acts of Wudhu
- Lesson Eleven - Actions that break Wudhu: Nawaaqidh
- Lesson Twelve - Actions that do not break Wudhu: Non-Nawaaqidh
- Lesson Thirteen - Occasions when Wudhu is Mustahab
- Lesson Fourteen - Ghusl
- Lesson Fifteen - The Fardh acts of Ghusl
- Lesson Sixteen - The Sunnah acts of Ghusl
- Lesson Seventeen - Occasions when Ghusl becomes Fardh
- Lesson Eighteen - Tayammum
- Lesson Nineteen - Faraaidh of Tayammum
- Lesson Twenty - Masah on the Khuf
- Lesson Twenty One - Masah on wounds, bandages
- Lesson Twenty Two - The Waajib actions in Salaah
- Lesson Twenty Three - Sunan in Salaah
- Lesson Twenty Four - Mustahabbaat in Salaah
- Lesson Twenty Five - Makroohaat in Salaah
- Lesson Twenty Six - Mufsideatus Salaah
- Lesson Twenty Seven - Practical Salaah
- Lesson Twenty Eight - Practical Salaah (continued)

## 5. 'Aqaaid (Tasheelul Aqaaid - Book 5)

- Lesson One - Qualities of Allah Ta'ala  
Story - The Excursion
- Lesson Two - Angels  
Story - Angels of Mercy
- Lesson Three - The Qur-aan  
Story - Compilation of the Qur-aan
- Lesson Four - Nabi Muhammad ﷺ  
Story - A Miracle
- Lesson Five - Signs of Qiyaamah  
Story - Ya'jooj and Ma'jooj
- Lesson Six - The Hereafter  
Story - The shade of Allah Ta'ala's Throne
- Lesson Seven - Jannah and Jahannam  
Story - The greatest blessing of Jannah
- Lesson Eight - Al-Maani  
Story - The One Who Prevents
- Lesson Nine - Al-Hadee  
Story - The One Who Guides

## 6. Seerah

(Seerah of Hadhrat Muhammad ﷺ - Islamic History Book 5, by Talimi Board, KZN)

- Lesson One - Birth of Nabi ﷺ
- Lesson Two - First journey to Shaam
- Lesson Three - First Nikaah
- Lesson Four - Character and dealings before Nubuwaat
- Lesson Five - The difference between a Nabi and a Rasool
- Lesson Six - The beginning of Tableegh
- Lesson Seven - First Hijrat
- Lesson Eight - Taa'if
- Lesson Nine - Mi'raaj
- Lesson Ten - Lessons of Mi'raaj
- Lesson Eleven - Islam in Madinah Tayyibah
- Lesson Twelve - First Madrasah in Madinah Munawwarah
- Lesson Thirteen - Hijrat to Madinah Munawwarah
- Lesson Fourteen - The cave of Saur
- Lesson Fifteen - To Madinah Munawwarah
- Lesson Sixteen - Mu'jizah (miracle) of Nabi ﷺ
- Lesson Seventeen - The beginning of the Islamic calendar
- Lesson Eighteen - Entrance into Madinah Munawwarah
- Lesson Nineteen - Mu-aakhaat (Brotherhood)
- Lesson Twenty - Treaty with the Jews
- Lesson Twenty One - Azaan

## 7. Hadith and Akhlaaq (Tasheelul Hadith wal Akhlaaq)

- Hadith Twenty Three - Learning the Qur-aan
- Hadith Twenty Four - Good Character
- Hadith Twenty Five - Modesty
- Hadith Twenty Six - Gratitude (To show thanks)
- Hadith Twenty Seven - Taqwa (Fear of Allah)
- Hadith Twenty Eight - Durood Shareef

## 8. Practical

- Detailed demonstration of Salaah with all Sunnats and Duas
- Sunnats: On Awakening, When wearing Clothes



# GRADE 6

## 1. Qur-aan

- Para 16 - 22

## 2. Surahs

- Surah Yaseen - Verse 33 - 83
- Advanced Syllabus: Surah Bayyinah, Surah 'Alaq

## 3. Duas (Essential Duas for Muslims)

- **Revision of past duas (grade 1-5)**
- At the time of sunset
- On seeing the moon
- At the time of drought
- At the time of excessive rain
- When wearing new clothes
- When leaving a gathering
- When entering a shopping centre
- The ninety-nine names of Allah Ta'ala

## 4. Fiqh (Basic Fiqh 1)

- Lesson One - Cleanliness
- Lesson Two - Najaasat
- Lesson Three - Definitions
- Lesson Four - Wudhu
- Lesson Five - Ghusal
- Lesson Six - Tayammum
- Lesson Seven - Masah on the Khuffain
- Lesson Eight - Azaan
- Lesson Nine - Iqaamah
- Lesson Ten - Salaah
- Lesson Eleven - Sajdatus Sahwu
- Lesson Twelve - Salaah with Jamaat
- Lesson Thirteen - Qadhaa
- Lesson Fourteen - Musaaafir

## 5. 'Aqaaid (Tasheelul Aqaaid - Book 6)

- Lesson One - The Sifaat of Allah Ta'ala
- Lesson Two - The Glorious Qur-aan
- Lesson Three - Wahee (Revelation)
- Lesson Four - Ilhaam (Inspiration)

- Lesson Five - Mu'jizaat
- Lesson Six - Karaamaat
- Lesson Seven - Istidraaj
- Lesson Eight - The Auliya
- Lesson Nine - Nabi Eesaa (alayhis salaam)
- Lesson Ten - The Signs of Qiyaamah
- Lesson Eleven - Imaam Mahdee (radhiyallahu anhu)
- Lesson Twelve - Dajjaal
- Lesson Thirteen - Descension of Nabi Eesaa (alayhis salaam)
- Lesson Fourteen - Ya'jooj and Ma'jooj

## 6. Seerah

**(Seerah of Hadhrat Muhammad ﷺ - (Islamic History Book 6, by Talimi Board KZN)**

- Lesson One - The Battle of Badr (2 AH)
- Lesson Two - The Battle of Uhud (3 AH)
- Lesson Three - The Battle of Ghatafaan
- Lesson Four - Bir-e-Ma'oonah (4 AH)
- Lesson Five - Battle of Khandaq or Ahzaab (5 AH)
- Lesson Six - Treaty of Hudaibiyyah & Bay'at-ur-Ridhwan (6 AH)
- Lesson Seven - Battle of Khaibar (7 AH)
- Lesson Eight - Battle of Muta (8 AH)
- Lesson Nine - Conquest of Makkah
- Lesson Ten - Battle of Hunain
- Lesson Eleven - Battle of Taaif (8 AH)
- Lesson Twelve - Battle of Tabuk (9 AH)
- Lesson Thirteen - Haj (10 AH)
- Lesson Fourteen - Sariyyah of Hadhrat Usaama (radhiyallahu anhu)
- Lesson Fifteen - Final Illness of Nabi (sallallahu alayhi wasallam)
- Lesson Sixteen - Nabi's (sallallahu alayhi wasallam) last words
- Lesson Seventeen - The Mubaarak features of Nabi (sallallahu alayhi wasallam)
- Lesson Eighteen - Clothing of Nabi (sallallahu alayhi wasallam)
- Lesson Nineteen - Character and Habits
- Lesson Twenty - Mu'jizaat (miracles)

## 7. Hadith and Akhlaaq (Tasheelul Hadith wal Akhlaaq)

- Hadith Twenty Nine - Dua
- Hadith Thirty - Gifts
- Hadith Thirty One - Cheating
- Hadith Thirty Two - Obscene (Rude) Talk
- Hadith Thirty Three - Humility
- Hadith Thirty Four - Neighbours

## 8. Practical

- Witr Salaah
- Sajdah-e-Tilaawat
- Sajdatus Sahw
- Sunnats: Sunnats of Home, Miscellaneous Sunnats

## 9. Special Tarbiyat

### Girls - Tuhfatul Banaat (Part 1)

- Lesson One - What is Haidh?
- Lesson Two - Buloogh
- Lesson Three - Symptoms of your First Haidh
- Lesson Four - What should you do if your Haidh starts whilst at school or Madrasah?
- Lesson Five - Personal Hygiene during your Haidh
- Lesson Six - Ghusl after Haidh
- Lesson Seven - Calculation of Haidh
- Lesson Eight - Duration of Haidh
- Lesson Nine - Haidh and Salaah
- Lesson Ten - Times of Salaah
- Lesson Eleven - Salaah

### Boys - Tuhfatush Shabaab (Part 1)

- Chapter One - Buloogh, Cleanliness, Istinja, Circumcision, Janaabat
- Chapter Two - Hair, Clothes, Perfume
- Chapter Three - Physical Fitness, Sport
- Chapter Four - Music, Smoking, Intoxicants, Gambling

# GRADE 7

## 1. Qur-aan

- Para 23 - 30 (Approximately 2½ pages per day)

## 2. Surahs

- **Revision of Surah Yaseen and all Surahs from Wad-duha to Naas**
- Surah Mulk - Ruku One
- Surah Mulk - Ruku Two
- Advanced Syllabus: Surah Sajdah

### 3. Duas (Essential Duas for Muslims)

- **Revision of past duas**
- When laying down the Qurbaani animal for slaughtering
- When slaughtering
- Sayyidul Istighfaar
- Dua for Istikhaarah
- Alternative Istikhaarah dua
- Most comprehensive dua

### 4. Fiqh (Basic Fiqh - Part 2)

- Lesson One - The Day of Jum'ah
- Lesson Two - Saum (fasting)
- Lesson Three - Sehri and Iftaar
- Lesson Four - Kaffarah and Qadhaa fasts
- Lesson Five - Taraaweeh
- Lesson Six - I'tikaaf
- Lesson Seven - The Day of Eid
- Lesson Eight - Method of performing Eid Salaah
- Lesson Nine - Sadaqatul Fitr
- Lesson Ten - Qurbaani
- Lesson Eleven - Animals which can be slaughtered for Qurbaani
- Lesson Twelve - Rules pertaining to zabah (slaughtering)
- Lesson Thirteen - Zakaat - What is Zakaat?
- Lesson Fourteen - Types of wealth on which zakaat is Fardh
- Lesson Fifteen - Nisaab
- Lesson Sixteen - Who can accept Zakaat?
- Lesson Seventeen - Hajj
- Lesson Eighteen - Umrah
- Lesson Nineteen - Halaal and Haraam
- Lesson Twenty - Few rules pertaining to permissible and impermissible
- Lesson Twenty One - Income which is Haraam
- Lesson Twenty Two - Sins related to the heart
- Lesson Twenty Three - Sins related to the tongue
- Lesson Twenty Four - Sins related to the stomach
- Lesson Twenty Five - Sins related to the private parts
- Lesson Twenty Six - Sins related to the hands and legs
- Lesson Twenty Seven - Sins related to the whole body
- Lesson Twenty Eight - Islamic Months

### 5. 'Aqaaid (Basic Aqaaid)

#### Part One:

- Lesson One - Belief Concerning Allah Ta'ala
- Lesson Two - Belief concerning our Nabi Muhammad (sallallahu alayhi wasallam)

- Lesson Three - The Angels
- Lesson Four - The Divine Books
- Lesson Five - The Holy Qur-aan
- Lesson Six - The prophets of Allah Ta'ala
- Lesson Seven - Qiyaamah (The last day)
- Lesson Eight - Taqdeer
- Lesson Nine - Life after Death
- Lesson Ten - Weighing of Deeds
- Lesson Eleven - Shafa'at (Intercession)
- Lesson Twelve - The Haudh-e-Kausar
- Lesson Thirteen - The Bridge of Siraat
- Lesson Fourteen - Jannah
- Lesson Fifteen - Jahannam
- Lesson Sixteen - The Sahaabah
- Lesson Seventeen - General Belief
- Lesson Eighteen - Kufr & Shirk

#### **Part Two:**

- Lesson One - Minor Signs of Qiyaamah
- Lesson Two - Major Signs of Qiyaamah
- Lesson Three - Hadhrat Mahdi (radhiyallahu anhu)
- Lesson Four - Dajjal
- Lesson Five - Hadhrat Isa (alayhis salaam)
- Lesson Six - Yajooj and Majooj
- Lesson Seven - The Forty day Fog
- Lesson Eight - Rising of the sun from the West
- Lesson Nine - The Talking Beast

#### **Part Three**

- Lesson One - 30 Qualities connected to the heart
- Lesson Two - 7 Qualities connected to the tongue
- Lesson Three - 40 Qualities connected to the entire body

## **6. Seerah (Khulafaa e Raashideen, Islamic History Book 7 by Talimi Board KZN)**

- The Sahaabah (radhiyallahu anhum)
- Hadhrat Abu Bakr (radhiyallahu anhu)
- Hadhrat Umar (radhiyallahu anhu)
- Hadhrat Usmaan (radhiyallahu anhu)
- Hadhrat Ali (radhiyallahu anhu)

## **7. Hadith and Akhlaaq (Tasheelul Hadith wal Akhlaaq Gr:1-7)**

- Hadith Thirty Five - Wealth
- Hadith Thirty Six - Doubtful Things
- Hadith Thirty Seven - Intoxicants (things that make a person drunk)
- Hadith Thirty Eight - Being alone with a female

- Hadith Thirty Nine - Crying over one's sin
- Hadith Forty - Death

## 8. Practical

- Eid Salaah
- Janaazah Salaah
- Salaah of a Masbooh
- Virtues and manner of visiting the Qabrastaan (graveyard)
- **Sunnats:** Revision of all 100 sunnats

## 9. Special Tarbiyat

### Girls - Tuhfatul Banaat (Part 2)

- Lesson Twelve - Haidh and Fasting
- Lesson Thirteen - Haidh and Haj
- Lesson Fourteen - Haidh and Zikr
- Lesson Fifteen - Istihaadha
- Lesson Sixteen - Modesty in Islam
- Lesson Seventeen - Challenges faced by Young Girls
- Lesson Eighteen - 'Iddah
- Lesson Nineteen - Final Worksheet

### Boys - Tuhfatush Shabaab (Part 2)

#### Chapter Five:

- Looking at Haraam
- Photography
- T.V.
- Pornography
- Masturbation
- Zina
- Marriage
- Suicide

#### Chapter Six:

- Conduct at Home,
- Duty at Home,
- Mashwara,
- Always have a goal,
- Never be Idle, Employment, 7 Habits of a successful Muslim Youth

# Talimi Board KZN

## *Publications*

### **QURAAAN, QAIDAH & TAJWEED**

1. 5 Para Qur-aan
2. Amma Para
3. Yassarnal Qur'an Part 1
4. Yassarnal Qur'an Part 2
5. Noorani Qaidah
6. Simple rules of tajweed
7. Remedial Qaidah

### **AHAADITH**

1. Tasheelul Ahaadith wal Akhlaaq

### **FIQH**

1. Basic Fiqh 1 & 2
2. Basic Fiqh 3
3. Practicals (Hanafi)
4. Practicals (Shafi'ee)

### **AQAAID**

1. Basic Aqaaid

### **HISTORY**

1. Islamic History (Grade 3)
2. Islamic History (Grade 4)
3. Islamic History (Grade 5)
4. Islamic History (Grade 6)
5. Islamic History (Grade 7)
6. Basic History
7. Senior Grades History
8. Seerah of Muhammad (SAW) - English
9. Seerah of Muhammad (SAW) - Zulu
10. Seerat-e-Mustafa (abridged)

### **PRE SCHOOL / SUNDRIES**

1. Pre-madrasah Set 5 bks
2. Pre-madrasah Teacher Guide
3. Colouring Book (big) (non-animate)
4. Colouring Book (small)
5. Alif Baa Charts
6. Duas Charts

### **ADMINISTRATION**

1. Attendance Register
2. Prep book
3. Teachers Manual
4. Pupils Diary
5. Report Cards

### **PUBLICATIONS USED IN SYLLABUS**

1. Hundred Sunnats
2. Essential Duas for Muslims
3. Essential Duas for Muslims Part 2
4. Tuhfatul Banaat (Laws pertaining to girls)
5. Tuhfatush Shabaab (laws pertaining to boys)
6. Zaruratul Muslimeen (Basics for Muslims)
7. Zaruratul Muslimeen (Zulu)
8. My First lessons in Islam

### **FAZAAIL KITAABS BY HZ SHEIKH (RA)**

1. Fazaa'il-e-Sadaqaat (simplified)
2. Fazaa'il-e-Aamaal (abridged)
3. Stories of the Sahaabah
4. Virtues of Madinah
5. Virtues of Makkah

6. Maintaining family ties
7. Fazaa'il-e-Tijaarat
8. Fazaa'il-e-Qurbaani

## BIOGRAPHIES

1. MI Husain Ahmad Madani (RA)
2. Hayaat-e-Siddeeq (RA)
3. Mufti Mahmood Hasan Gangohi (RA)
4. MI Maseehullah (RA)

7. Hizbul A'zam (big & small)
8. Hizbul A'zam selected duas
9. Natural Home Remedies
10. Consolement for the Grieving Hearts
11. Shahid-e-Qudrat
12. In the City of Rasulullah (sallallahu alayhi wasallam)
13. Rules of a Muslim Home
14. Duas for the contentment of the heart (pocket size)

## OTHER PUBLICATIONS

1. Etiquettes for teachers
2. Etiquettes for students
3. Blessed Lands
4. Ulama-e-Deoband
5. Ulama-e-Haqq
6. What is Islam?

These books are available from the Ta'limi Board office. Pricelist available on request. Please email orders to: **[orders@talimiboardkzn.org](mailto:orders@talimiboardkzn.org)**



# TEACHING METHODOLOGY



- *Yassarnal Qur-aan P.1 & P.2*
- *Qur-aan Shareef*
- *Surahs & Duas*
- *History & Aqaaid*

# How to Teach

## Yassarnal Qur-aan Part One

### 1. Makhaarijul Huroof

Every child must recognize the NAME and SHAPE of the 29 Arabic letters. The child should be able to distinguish the difference between the letters by understanding the amount of dots in the stomach, on the head, above the teeth, etc.

Certain letters are more difficult to pronounce than others. The Muallim/ah should ensure that the pronunciation of these letters are rectified at the very out set. Thus, correct pronunciation of the

ذ ز	ض ظ	أ ع	غ خ	ه ح
ك ق	ذ ظ	ت ط	ث س	خ ق

following should be emphasised from day one. These letters are known as the Special Letters;

The teacher should not rely entirely on the qaidah itself to teach. Rather the chalkboard, charts, flash cards etc. should feature prominently as aids.

Daily revision of previous lessons must be done.

The ‘full-mouth’ letters. These 7 letters will always be pronounced with a ‘full-mouth’ irrespective of whether they have a Sukoon, Tashdeed, harkat or Tanween. These 7 letters are:

ق	غ	ظ	ط	ض	ص	خ
---	---	---	---	---	---	---

Besides the above 7 letters (and Ra), all the remaining letters are pronounced with an ‘empty-mouth’.

## 2. Joining Words

Ensure that all children have properly understood the difference between the letters before commencing with the joining words.

Special note should be taken of the difference between the Alif and the Laam when they are joined. Generally a weakness has been noted in this regard. To make out the difference remember the following:

The Laam will have a small 'tail' after it, e.g. طل. The Alif does not have the tail, e.g. ط ا. The Laam can

be joined to the letter after it whereas the Alif cannot join the letter after it, e.g. اي لى

## 3. Harakaat

Use the spelling system. (A detailed guideline is displayed on the coming pages) Explain that the Fatha, kasrah and dhammah should not be 'dragged/pulled' at all, e.g. ب to say 'Baaaa' is incorrect. It must be pronounced with a 'quick/short' sound. The Fatha, kasrah and dhammah must not be pronounced with a 'jerking' sound.

## Detailed Notes

### Single Letters (Lessons 1-8)

Read single letters correctly, clearly with tajweed i.e. all letters must be read correctly from its proper place of origination (Makhraj). If the pronunciation of a letter is not learnt correctly, do not advance to the next letter.

Ensure that the child reads the full mouth letters full and the empty mouth letters empty. A circle may be made around the full mouth letters to make it easy.

Ensure that the child reads the letters in Arabic (Alif, Baa, Taa, etc.) not in urdu (Alif, Bey, Tey, Sey, Thoy, Zhoy, Fey, etc). This must not be tolerated.

Ensure that every letter is read completely. E.g. Daal, Zhaal not Dal, Zal or Daa, Zhaa - the Laam sound must be heard in the end. Only pull the 15 letters that are to be pulled, not all the letters.

Alif/Hamzah must be read short, e.g. Alif not Aleef.

After lesson 8, the child must be tested (preferably by the supervisor). Only if this test is passed should he/she be allowed to start double letters.

Lesson 4, line 8 has a Zaa written differently. Show the child the Zaa in the line below and explain to him/her that both are the same.

Do not consider the single letters to be insignificant, they are the building blocks which make up the proper recitation of the Qur-aan Shareef. If there is a deficiency in the letters it will eventually surface in the child's recitation of the Qur-aan Shareef. Thereafter it becomes very difficult to correct and becomes a

headache for the teacher who will have endless complaints and problems. Listen very attentively to the child when he/she reads a letter and correct him/her from the beginning. Do not allow the mistake to get rooted in him/her because once it becomes a habit it will become very difficult to repair the damage. Generally, out of sympathy, the teacher allows “small” mistakes and over looks them. Don’t ever do this!

Remember, the teacher him/herself must be able to pronounce the letter correctly in order to pass it on correctly to the child. If we are unclear about the pronunciation of a letter, refer to the supervisor or some other qualified person. He will gladly assist us and will appreciate our concern. That is what the supervisor is for.

Remember, if all the children in the class make the same mistake, it will mean that it is most likely that the teacher is not teaching or maybe not even reading the letter correctly.

Dear teacher, what you put into the child will come out!

## **Double / Triple Letters (Lessons 9-16)**

When joining letters, don't shorten the letters, rather read each letter properly. E.g. For “JeemBaa” don't say “JimBa”.

If the child cannot recognise a letter when joining, then turn back to single letters, ask him/her what the letter is, come back to the double letter and now ask him/her to read it. In most cases the child will then not only read it correctly, but also understand the ‘concept’ and not make the mistake in future.

It is important to understand the problematic areas beforehand. Some of the common mistakes are:

- a) Lesson 10 has Ayn in the joining form. This is often mistaken for Hamzah.
- b) Lesson 11, line 7 has the letters LaamYaa which looks like AlifYaa. Explain to the child that although it looks like an Alif it is a Laam. Similarly on line 8 of the same page is FaaDaal which is often mistaken for FaaRaa.
- c) Lesson 12, line 9 has the small Haa. Explain to the child that when the two dots are added, it becomes a Taa.
- d) Lesson 13, lines 8 & 10 have the letters LaamAlif. On the board, first write the letter Laam, ask the child to identify it, thereafter join an Alif to it and then make him/her read both the letters. Often LaamAlif is mistaken for a small Haa. Explain to the child that the small Haa is small and the LaamAlif is big.
- e) Lesson 14, line 5 has NoonWaaw which is often mistaken for ZaaWaaw. Show the child a Noon in the single letters then explain to him/her that a Noon will always be joined to the letter after it whereas a Zaa will not be. In this way the child will understand the ‘concept’ & not make the mistake in future. Explain the same for NoonYaa that appears in Lesson 15, line 4.
- f) Lesson 16 has LaamBaaAlif, etc. Often the Laam and Alif are mixed up. Show the child the difference. On the second line is LaamLaamHaa. Show the child how it is formed by first writing a single Laam thereafter joining the second Laam and then lastly the Haa. Similarly explain AynMeemRaa. They often mistaken the Meem for a Haa.

Dear Teacher, ensure that the child reads each of these words correctly!

After the triple letters (Lesson 16) the child must be tested (preferably by the supervisor). Only if this test is passed should he/she be allowed to start letters with harakaat.

## Single Letters with Harakaat (Lessons 17-22)

Initially, start the child off with ONLY 2 or 3 letters WITH SPELLING correctly and CLEARLY. The child should spell by saying Waaw Zabar Wa, Baa Zabar Ba and so on.

In this section too, the full mouth letters should be circled.

Ensure that the child does not drag the sound of the Zabar. It should be read with a short and swift sound (yet not a jerking sound either).

**Important Note:** Do not allow the child to drag the sound of the Mutaharrik Letters at all! This will later impact on his/her fluency in Qur-aan recitation and ends up in “Open/Close Letter mistakes”.

Listen to each child individually and very attentively. Sometimes it sounds correct but actually it is read wrong.

Remember, two objectives must be achieved in this section viz.

- a) Tajweed i.e. correct pronunciations and Full/Empty mouth.
- b) Letters are to be read with a short and swift sound. Daily when teaching this section ensure that these two objectives have been achieved. If not, do not go ahead.

After the child has mastered the letters with zabar, move on to Pesh letters in the same manner i.e. Waaw Pesh Wu, Alif Pesh U’ and so on. The letters with a Pesh too must not be dragged at all. Once the child has mastered the Pesh letters, revise Zabar and Pesh.

Thereafter move on to Zer letters i.e. Waaw Zer Wi, Baa Zer Bi and so on. Similar is the case with letters with Zer. Ensure that they **do not drag** the sound of the Zer. It should be read with a short and swift sound (yet not a jerking sound either).

Again, the golden rule, “**Do not tolerate mistakes!**” If you do, you are only making things difficult for yourself later on.

Once the child has mastered Lessons 17 and 18, **REVISE** the Zabar, Pesh and Zer letters **WITHOUT SPELLING**.

**Note:** You may take an extra day for this revision (without spelling) and no new sabaq may be done for one day, but in the long run, it’s worth it!

Only after having mastered these two lessons should the child be allowed to move ahead. Thereafter, from Lesson 19 to 22, the child does not have to read with spelling. However if he/she makes a mistake then he/she must be made to spell and correct his/her own mistakes.

**Note:** By adopting the above method, the child is being taught how to think and apply concepts rather than memorizing the lessons. If this much is achieved at the beginning of each new concept, the teacher will only have to teach the first few lines (of each concept), after which the child will be able to apply the concept him/herself. In most cases we are not doing this, hence we have to teach each child each line every day. With the result, much time goes and more than often pupils still too do not grasp the concept/s.

After mastering Lesson 22 the child must be tested (preferably by the supervisor) specifically on Lesson 22. Only if this test is passed should he/she be allowed to start double letters with harakaat.

## Double Letters with Harakaat (Lessons 23-26)

Initially, start the child off with ONLY 2 or 3 words WITH SPELLING correctly and CLEARLY with Tajweed i.e. correct pronunciations and Full/Empty mouth. The child should spell by saying Baa Zabar Ba, Ha Zabar Ha, BaHa.

Once the child gets the hang of it and understands the concept, he/she should continue without spelling. Yes, the moment the child makes a mistake, he/she must be made to spell.

**Note:** As the lessons progress, spelling should be gradually phased out and only used when introducing a new concept and when the child makes a mistake (in order to correct him/herself) as it takes up much time. Remember, the objective is for the child to be able to read correctly. Spelling is only a means to achieve this objective, not the objective itself.

When joining letters ensure that the child does not drag the sound of the letters. E.g. Instead of BaHa they say BaaHaa. This is totally incorrect and must not be tolerated at all. If you overlook this error at this stage, you are inculcating a bad habit in the child which will become very difficult to correct later when he/she reaches Qur-aan.

After mastering Lesson 26 the child must be tested (preferably by the supervisor). Only if this test is passed should he/she be allowed to start triple letters with harakaat.

## Triple Letters with Harakaat (Lessons 27-28)

Initially, start the child off with ONLY 2 or 3 words WITH SPELLING correctly and CLEARLY with Tajweed i.e. correct pronunciations and Full/Empty mouth.

The child should spell by saying Fa Zabar Fa, Ayn Zabar A' (FaA'), Laam Zabar La, FaA'La + Fa Zer Fi, Ayn Zer I' (Fi I'), Laam Zer Li, Fi I'Li and so on.

When joining the three letters ensure that the child does not drag the sound of the letters. E.g. Instead of FaA'La and Fi I'Li they say FaaAa'Laa and Feele'Lee. This is totally incorrect and must not be tolerated at all. Again we say, if you overlook this error at this stage, you are inculcating a bad habit in the child which will become very difficult to correct later when he/she reaches Qur-aan.

Once the child gets the hang of it and understands the concept, he/she should continue without spelling. Again, if the child makes a mistake, he/she must be made to spell.

After completing the kitaab, the child should revise the last 2 pages WITHOUT SPELLING.

## Finishing touches - Part One (Lessons 1-28)

After completing the kitaab it is essential to revise the entire kitaab. The child must be able to read clearly, correctly with Tajweed and very importantly with fluency.

Always keep the two objectives in mind, viz:

- a) Tajweed i.e. correct pronunciations and Full/Empty mouth.

b) Letters are to be read with a short and swift sound.

If this is not achieved, the child should not commence Part Two since his foundation is weak. If the Part One is weak the Part Two will also be weak. The result of which will be that the child will not be able to read Qur-aan correctly. A typical example of this is the word FaA'La. If learnt incorrectly then he/she will read Surah Feel incorrectly.

Strive to achieve quality rather than quantity.

Teachers may use intelligent students to assist in teaching weaker students but they themselves must know their work very well and final testing **MUST** be done by the teacher.

If a child does not know his/her sabaq, then ensure that he/she is taught the sabaq IN CLASS before leaving madrasah that day. You may reduce his sabak but ensure that he/she does something at least. Ensure that sabaks are marked daily in the kitaab.

## Summary of Objectives to be achieved in Part One

Tajweed i.e. correct pronunciations and Full/Empty mouth. Letters are to be read with a short and swift sound.

**Note:** These are simple objectives which should be memorized and implemented.

# How to Teach Yassarnal Qur-aan (Part Two)

*If the Yassarnal Qur-aan part two is taught thoroughly, the learner will Insha Allah have no difficulty in the recitation of the Qur-aan Shareef.*

The Yassarnal Qur-aan part two deals with 12 concepts. Each of these concepts is extremely important and need to be thoroughly drilled into the children. A new concept should not be taught until the learner thoroughly understands the previous concept. They are as follows:-

1. Sukoon / Jazam
2. Huroof-e-Maddah (Open Letters)
3. Tanween
4. Khara Zabar, Khara Zer, & Ulta Pesh
5. Madd
6. Silent Letters
7. Tashdeed
8. The Laam of Allah
9. Huroof-e-Muqatta'at
10. Law of Qalb
11. Rules of Stopping (Waqf)
12. Noon-e-Qutni

## Common Errors in the Part 2

### Huroof-e-Maddah (Open Letters)

There are three letters of Madd, viz. ا و ی

- An Alif preceded by a Fatha e.g. بَا
- A Waaw Saakin preceded by a dhammah. e.g. بُوْ
- A Ya Saakin preceded by a kasrah. e.g. بِيْ

Madd means to ‘pull’, thus whenever any of the above three are found then the letter before the

ا or و or ی will be ‘pulled’ slightly – neither too long nor too short (as a ‘close-letter’). e.g. بَا بِيْ بُوْ

The mouth should not be opened too much when pronouncing the alif preceded by a fatha. e.g. أَفْوَاجًا

### Tashdeed

The children should be made to understand that a Mushaddad letter is pronounced twice; once with the letter before it and once on its own.

There is a sort of ‘firmness’ in the sound when pronouncing the Tashdeed. E.g. إِيَّاكَ

### Waqf

Waqf means to ‘stop’. The children should be taught where to and where not to ‘stop’. Primarily, there are three laws as to how Waqf should be made.

- ‘Stopping’ at a Fathatain, e.g. مَعَ الْعُسْرِ يُسْرًا ط In this case the fathatain will be changed into a fatha.
- ‘Stopping’ at a ‘round’ taa ة e.g. الْقَارِعَةُ In this case the ‘round’ taa will be recited as a haa saakin (هَ). Thus الْقَارِعَةُ will be recited as الْقَارِعَهْ
- ‘Stopping’ at any other place besides the fathatain and the ‘round’ taa e.g. تَأْتُونَ الْحَمْدُ – In this instance, the harakaat will be ignored and the last letter will be recited as a saakin letter.

**Exercise:** Open the Qur-aan Shareef and ask the children to point out the ‘stopping’ and ‘non-stopping’ signs. Thereafter see whether they are making waqf correctly or not.



## **A few Important Tips**

1. After each lesson of the Yassarnal Qur-aan, open to a page of the Qur-aan Shareef and ask the children to apply / identify the concept taught to them. Randomly test previous concepts as well. By doing this the children's recognition abilities will Insha Allah improve and the teacher will also determine whether the children understood the lessons thoroughly or not.
2. Daily, revision of at least 3-5 pages must be done. As each child finishes the lesson, they should remain at the Muallim/ah's desk and revise previous lessons. The Muallim/ah does not have to listen to each child individually. While a few of them may be doing the revision at once, the Muallim/ah may continue listening to the lessons of others and randomly check on those doing the revision.
3. Ensure that the learners have learnt Ta'awwuz and Tasmiyah correctly (with Tajweed) before commencing with the Qa'idah.
4. Inculcate in learners the habit of placing the shahaadat finger while reciting.

# How to Teach Qur-aan Shareef

Always keep the following in mind when teaching Qur-aan.

1. Virtues of teaching Qur-aan Shareef.
2. Qur-aan is the most important subject taught at Madrasah.
3. Work on becoming good, specialist Qur-aan teachers.

## Objective of Teaching Qur-aan

To teach the children how to read the Qur-aan correctly with tajweed and gain the pleasure of Allah Ta'ala. However keep in mind that we do not want to make them into Qaari Saahibs.

### For the Teacher

1. Come early to class. (At least 5 minutes before Madrasah commences)
2. Be in the state of wudhu (or at least Tayammum for ladies if they cannot make wudhu).
3. Be confident of your own reading.
4. Prepare your Qur-aan lesson before coming to class.
5. Be vigilant in the class.
6. Carry a pen and pencil to class.
7. Mark the mistakes of the pupils using a pencil.
8. Mark the date for the daily sabaq in the margin of the Qur-aan.

### For the Pupil

1. Make sure the pupils are all in the state of wudhu.
2. Make sure they read their lessons 5 times in the class before coming to you.
3. Make sure they have learnt their Qaa'idah part one and part two very well. Yassarnal Qur-aan Part Two must be done at least three times (revision) before a child commences Qur-aan.
4. Make sure they handle the Qur-aan Shareef with respect.
5. Make sure they are paying attention in the class.

### Grouping

1. Start off the new year with all the children in your class doing group work.
2. DO NOT TEACH CHILDREN QUR-AAN INDIVIDUALLY.
3. Strictly follow the syllabus chalked out for the grade that you are teaching.

## Important factors in Qur-aan Recitation

1. Proper recitation of ta'awwuz and tasmiyyah
2. Pronunciation of names correctly.

## Weak Areas

1. Makhaarij (proper pronunciation of the Alphabet) - Hakeemul Ummat, Hadhrat Moulana Ashraf Ali Thaanwi (RA) has mentioned that there are 29 Arabic alphabets. Most of the letters are very easily pronounced because of them having similar sounding alphabets in English or Urdu. There are only about 7 letters that need drilling.

These are: ث ذ ص ض ط ظ

Villagers also have a problem with: خ ز ش ع غ ف ق

Hadhrat (RA) mentions that if every day we just practice only on one harf (letter), in one week we will be able to master all the difficult letters and in two weeks the villagers will also master the Arabic alphabet.

2. 10 Special Letters – ع ق غ ح ث ذ ص ض ط ظ
3. Open Letters -
4. Close Letters -
5. Laws of Waqf -
6. Fluency - Repetition results in fluency: The more a child will repeat his / her lessons, the more fluent he / she will be able to recite. Introduce a system of sabaq, sabaq dhor and dhor (as done in the hifz class. This system will definitely improve the fluency of the learners, Insha Allah).

## Testing

1. Each pupil must be tested his/her lessons separately.
2. Do not suffice on testing only two or three pupils in a group.
3. When testing a learner, ensure the rules which were marked the previous day are applied fully, and the danger/special letters pronounced correctly. Do not allow a single rule to be overlooked or a single letter to be mispronounced. Remember, if the teacher is lax in the application of a rule or pronunciation of a letter, the learner will become ten times more lax.
4. After testing the learners, the teacher can now teach the next lesson. No learner must be sent home if he/she does not know the present day's lesson. If the learner does not know the lesson, he/she must be kept in after madrasah and taught the lesson by the teacher.

## How to teach a new Lesson

1. Prepare your lesson before coming to class.
2. Seat the pupils around you so that you have your eye on each one of them.

3. Make sure everyone knows where the sabaq (lesson) is and that they are pointing with their shahaadah finger.
4. Read out the entire lesson to the class word by word. This must be done thrice. (Grade 1-4).
5. When teaching a new lesson, the teacher must first read out the lesson at least three times. Many a times it is found that teachers are not teaching the lessons to the pupils. Lessons are marked and pupils are made to learn the lessons on their own. [This, in most cases, is not possible as pupils have no one at home to teach them.]
6. For the first five paras, the five para Qur-aan should be used because it has a larger font.
7. In the lesson which is being taught, there may be words which are difficult to pronounce. The teacher must write them on the board, underline the appropriate letters, and mark the ghunnah and ikhfa wherever applicable. Then ask learners to repeat after you.
8. Make them read out the lesson after you.
9. Thereafter make one pupil recite the new sabaq out aloud correcting all the mistakes. (Have a new pupil to recite each day.)
10. Correct any mistakes immediately. Do not allow even one mistake to pass you.
11. Introduce a system of sabaq, sabaq dhor and dhor for Qur-aan reading. [as done in the hifz classes]
12. Once this is complete, the teacher must test the last three days' lessons. You do not have to test each child the entire three days' lessons, rather test them randomly focusing more on the weaker pupils.
13. Once this is complete, the teacher must now test them their back lessons (dhor). There has to be a systematic revision programme. Start the revision program from the beginning of the year's work at an average of two/three pages per day. This continues until we reach the present lesson. Once this is completed, we start from the beginning again. This system is similar to the system adopted by those teaching hifz of the Qur-aan — namely: sabaq, sabaq dhor, and dhor (so you have your current lesson, the last three days' lessons, and revision from the beginning).
14. Teachers must insist on learners to learn their new lesson at least 5 times, sabaq dhor at least 3 times, and dhor at least one time. All this must be done at home — not just before madrasah starts or just before the Qur-aan period. Remember: There is only one way to improve fluency, and that is with repetition. And repetition is ensured when the above system is adopted. Note: The key is quality and not quantity. If a learner is taught the first five paras strictly and thoroughly, there is no reason why he/she cannot read the rest of the Qur-aan correctly on his/her own.
15. Fill in the prep book on a daily basis as to how much of sabaq, sabaq dhor and dhor has been done. This helps divide your work properly and also allows the principal/supervisor to monitor the progress of each class.

## Assessing the Children

1. Each pupil must be assessed separately. Weak areas must be marked on the progress card.
2. Try to rectify each pupil's weaknesses.
3. At times ask your principal to assess your class and show you your weak areas.

## Revision

1. Daily pupils must be made to do revision of yesterday's lesson.
2. This must be done after today's lesson has been taught.

# Teaching Tajweed

The following laws of tajweed could be introduced to the children:

## Primary Focus

1. Makhaarij of the special letters
2. Ghunnah (Ikhfaa, Idghaam, Meem Mushaddad, Noon Mushaddad,) [should be marked in the Qur-aan by making a small circle over the letter of ghunnah].
3. Madd (Big and small)
4. Huroof-e-Maddah (Open Letters) and Closed letters

## Secondary Laws

1. Rules of Raa [teach pupils the law and make them practice it]
2. The laam of Allah Ta'ala
3. Qalqalah

## What must I do if I cannot manage to reach a child?

1. Perform two rakaats of Salaah and beg Allah Ta'ala to help you.
2. Give some Sadaqah on behalf of that particular child even if it is a small amount.
3. Make mashwarah with senior experienced teachers regarding what problems you are experiencing and how to solve them.

### Note:

1. Another very essential tool for the implementation of the above is The Message Book. Each day's sabaq, sabaq dhor, and dhor must be clearly written in each learner's message book. Parents must sign it daily only after the learner has learnt the work as instructed as well as the number of times instructed. Parents must be advised of the need to co-operate in this regard.
2. Teachers must learn effective time management. No time must be wasted in settling down the class, idle talk, etc. Divide your time appropriately. E.g. "I have a class of ten learners. Twenty minutes are spent in listening to the new lesson, twenty minutes for teaching the next lesson, ten minutes for sabaq dhor, and ten minutes for dhor. You do not have to divide your time exactly like this. Identify where weaknesses lie and devote more time there."

## Conclusion

Regard it as a great ni'mat of Allah Ta'ala to be teaching Qur-aan. Appreciate this great favour of Allah Ta'ala and serve these children with sincerity and dedication. Insha Allah we will be rewarded tremendously for this in this dunya as well as in the Aakhirat.

May Allah Ta'ala accept us all for the khidmat of the Qur-aan, Ameen.

# Hijjah (Spelling)

<p style="text-align: center;"><b>نَبَا</b></p> <p>Noon (ن), Zabar (Fatha)    نَ    na</p> <p>Baa (ب) Zabar (Fatha)    بَ    ba</p> <p style="text-align: center;">Na-ba    نَبَ</p> <p>Alif (ا) do-zer (Kasratayn)    اِ    ien</p> <p style="text-align: center;">Na-ba-ien    نَبَا</p>	<p style="text-align: center;"><b>أَبُونَا</b></p> <p>Alif (ا), Zabar (Fatha)    أَ    A</p> <p>Baa, waaw (ب و), pesh (dhamma)    بُو    boo</p> <p style="text-align: center;">A-boo    أَبُو</p> <p>Noon, Alif (ا ن), zabar (Fatha)    نَا    naa</p> <p style="text-align: center;">A-boo-naa    أَبُونَا</p>
<p style="text-align: center;"><b>أَمَنَ</b></p> <p>Alif (ا), kharaa zabar (Fatha Muqaddara)    اِ    'Aa    'A</p> <p>Meem (م), Zabar (Fatha)    مَ    Ma</p> <p style="text-align: center;">Aa-ma    أَمَ</p> <p>Noon (ن), Zabar (Fatha)    نَ    na</p> <p style="text-align: center;">Aa-ma-na    أَمَنَ</p>	<p style="text-align: center;"><b>سَوَاءٌ</b></p> <p>Seen (س) Zabar (Fatha)    سَ    Sa</p> <p>Waaw, Alif (ا و), Mudd    وَا    waa</p> <p style="text-align: center;">Sa-waa    سَوَا</p> <p>Hamzah (ء), Do pesh (Dhammatayn)    ءُ    Un</p> <p style="text-align: center;">Sa-waaaa-un    سَوَاءٌ</p>
<p style="text-align: center;"><b>قَوْلِي</b></p> <p>Qaaf, Waaw (ق و), Zabar (Fatha)    قَو    Qaw</p> <p>Laam, Yaa (ل ي), Zer (Kasra)    لِي    Lee</p> <p style="text-align: center;">Qaw-lee    قَوْلِي</p>	<p style="text-align: center;"><b>سُنَّتْ</b></p> <p>Seen, noon (س ن) pesh (dhamma)    سُنْ    Sun</p> <p>Noon, Taa (ن ت) zabar (fatha)    نَتْ    nat</p> <p style="text-align: center;">Sunnat    سُنَّتْ</p>

خَطِئْتَهُمْ	مُطَفِّفَيْنَ
Kha ( خ ) Zabar (Fatha) _____ Ka خَ	Meem ( م ) Pesh (Dhamma) _____ Mu مُ Taa, Faa ( ف ) ط Zabar (Fatha) _____ Taf
Taa, Yaa ( ي ) Mudd _____ , Zer (Kasra) _____ Teee طِيَّ Khatēēēē خَطِئَ	طَفَّ Mutaf مُطَفَّ
Humza ( ئ ) Khara zabar (Fatha muqaddara) _____ Aaa ئَ Khatēēēē aa خَطِئْتُ	Faa ( ف ) Zer (Kasrah) _____ Fi فِ Mutaffi مُطَفِّ
Taa ( ت ) Zer (Kasra) _____ Ti تِ Khatēēēē aa ti خَطِئْتِ	Faa, Yaa ( ي ) ف Zer (Kasrah) _____ Fee فِيَّ
Haa, Meem ( هـ م ) Zer (Kasra) _____ Him هِم Khatēēēēaatihim خَطِئْتَهُمْ	Mutaffi fee مُطَفِّفِيَّ Noon ( ن ) Zabr (Fatha) _____ Na نَ Mutaffifeena مُطَفِّفَيْنَ

# Guidelines for Teachers on how to Mark Tajweed in the Qur-aan

1. **Ghunna, Ikhfa, Qalb, Idghaam:** Mark with a small circle above the word

E.g. اِنْسَانَ مِنْ شَرِّ مِنْ بَعْدِ اِنْ اِنْ ثُمَّ

2. **Izhaar:** Mark with a cross (x)

E.g. شَيْءٌ اَوْ يَتُوبَ اِنْ خِفْتُمْ مِنْهُ رَجَالًا اَوْ

3. **Special letters:** Mark with a circle.

E.g. قُلْ اَلْحَمْدُ مَغْضُوبٌ

4. **Open letters:** Under line the open letters.

E.g. مَغْضُوبٍ اِيَّاكَ الَّذِيْنَ لَا

5. **Closed letters:** Put both letters into a square.

E.g. فَضْلٌ بَيْنَكُمْ لَهُنَّ فَرِيضَةٌ هُنَّ مِنْ

6. **Silent letters:** Mark an arrow joining the words over the silent letters

E.g. كَالَّذِيْنَ فَلَنْ يُخْلَفَ قَالُوا ادْعُ لَنَا

7. **Qalqala:** Under line the letters of Qalqala with two lines

E.g. رَبِّ الْفَلَقِ رَزَقْنَاهُمْ مِنْ قَبْلِكَ



# Teaching Surahs and Duas

Among those who will be given shelter in the shade of the ARSH (Throne of Allah Ta'ala) on the Day of Qiyaamah are the following persons:

1. **Those persons who teach the Qur-aan to Muslim children.**
2. **Children who learn the Qur-aan in their childhood and are devoted to its recitation when grown up.**

The importance of correct recital of the Qur-aan can never be over-emphasized. Our aim should be that each child recites the Qur-aan correctly.

## Before Teaching a Surah/Dua

**Always work towards quality and not quantity.** It is better to let the pupil memorise a few surahs properly than to know a dozen surahs “half-baked”. Apart from Surah Fatihah, which every child must learn first, start with the simplest surahs as listed in the progress card.

**Strictly follow the syllabus:** The syllabus has been divided in such a way that pupils will have to learn one surah a term.

Mentioning the virtues of reciting the surah/dua will make the pupils appreciate the beauty of the Qur-aan Shareef and will motivate them to recite these surahs/duas at the appropriate occasions.

## How to teach a new Surah/Dua

1. The words of the dua or surah should first be written on the board. Use different colour chalk to point out/emphasize any specific aspect (Special / Danger letters, etc.)
2. Thereafter the Muallim/ah should recite the surah to them with special emphasis on the letters that need attention. In grades one and two, pupils are unable to read from the text. Hence the teacher will have to read out the surah word for word and allow the learners to follow her in the recitation.
3. New sabaq must be read out by the Ustaad to the pupils. Pupils must not be asked to go home and learn the new sabaq on their own. This is extremely important.
4. Always teach a new surah / dua one verse at a time. Teach aayat by aayat – NOT the whole surah at one time. If the children seem tired, stop for a minute or two, change the subject and then continue.
5. Let the class recite it collectively, then ask each learner individually to recite it. If he/she makes a mistake, the Muallim/ah should correct him/her and ask the class to assist in correcting the learner.
6. While listening to the pupil's surah, the Ustaad should make it a habitual practice to mark the errors of the pupil in pencil, in the pupil's Qur-aan. This will serve as a reminder to the pupil. The pencil marks could be erased at a later stage.
7. It is very important that the Ustaad does not tick (as correct) any surah/dua in the progress card until

he/she is completely satisfied that the learner is reciting correctly.

8. Use the aid of a tape recorder / cd player to assist the improvement of recital. The recitals of Sheikh Khalil Husri or Sheikh Abdur Rahman Huzayfi could be played in the classroom to allow pupils to listen correctly.

**Note:** If the learners constantly make errors in pronunciation, mark the mistake in pencil so that the parents may assist that learner at home.

## Take Special Note of the following:

1. Makhaarij of the letters
2. Open and close letters
3. Incorrect memorisation of words

## Teaching aids for teaching surahs / Duas

1. The use of CD's
2. Duas and Surahs written on charts with special letters written in red or different colours.
3. The blackboard could also be used daily for new portions to be memorised.

***Abu Mansoor Muhammad Al-Baghdaadi (rahmatullahi alayh) was a pious saint who was a Saahib-e-Karaamat (one who was able to do miracles). He had taught the entire Qur-aan to 70 blind students. After his demise someone saw him in a dream and enquired as to how Allah Ta'ala had treated him, to which he replied, "Allah Ta'ala forgave me by virtue of my having taught little children Surah Faatiha."***

## VERY IMPORTANT:

Muallim/ahs should be 100% sure of their own pronunciation of the surahs and duas, otherwise learners will pick up the wrong pronunciation. It is advisable that the Muallim/ah revise their surahs/duas with some senior and experienced Muallim/ah before teaching the class.

# Teaching Hadith

## The Object of Teaching Hadith is to:

1. Inculcate the teachings of Rasulullah (sallallahu alayhi wasallam) in the lives of our children.
2. Memorise the wordings of the Hadith. If the child has memorized the Ahaadith and understood its meaning, he/she will Insha Allah remember them on the appropriate occasions and practice upon them.
3. Learn 40 Ahaadith of Rasulullah (sallallahu alayhi wasallam). One who learns 40 Ahaadith of Rasulullah (sallallahu alayhi wasallam) will be counted among the Ulama on the day of Qiyaamah.

Keep in mind the following guidelines when teaching Hadith:

### 1. Time

The official Hadith period will be once a week, on a Wednesday. However, a quick revision of the Hadith should take place daily between subjects. A chart of the new Ahaadith should be pinned on the board. A quick revision can take place between subjects for 1-2 minutes daily. For instance, the Qur-aan Sabak is over and it is now time for Fiqh. Before the children can open their Fiqh books, revise the Hadith quickly for 1-2 minutes. Get the entire class to repeat it together a few times.

### 2. Teaching a New Hadith

When teaching a Hadith for the first time the following procedure must be followed:

1. Make the pupils recite **قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ** before each Hadith.
2. Read the Arabic text, word for word, at a slow pace so that the correct pronunciation of every letter and word is clearly heard by the children.
3. Read the translation.
4. Make at least three children read the Hadith from the kitaab. Correct any mistakes. Emphasise the correct pronunciation of letters that are commonly mispronounced.
5. Make the entire class repeat the Hadith three times with the translation.
6. Very simply explain the meaning of the Hadith. If it is something that can be practically demonstrated immediately then do so. For example, the Hadith “Assalaamu Qablal Kalaami” has just been taught. Ask Ahmed to go across the class, meet Yusuf and ask him how he is feeling. Ahmed who has understood the lesson goes to Yusuf and first makes salaam before speaking to him. Praise Ahmed. If he did not make salaam first, ask the class: “What did Ahmed do wrong?” Make a second child do the same. The same kind of demonstration can be done for various other Ahaadith, such as the Ahaadith relating to drinking in three sips, removing the left shoe first, wearing a garment from the right side, entering the toilet with the left foot and leaving with the right, etc.

### 3. Commitment

After the above has been done, ask the class: “Who is going to always make salaam first before talking? “After they have put their hands up, praise them and encourage them with a few words. For example, tell them: “Allah Ta’ala and our beloved Rasulullah (saw) will be very pleased with us if we practice on these sunnats.”

### 4. Follow up

Do a follow up during the “quick revision” the next day. Enquire who practiced upon the Hadith that was taught the previous day. Praise those who have practiced upon it, and encourage those who have not.

**There is no pupil activity included in this kitaab. A standard worksheet which includes the following questions should be used at the end of each lesson:**

1. What is the Arabic wording of the Hadith?
2. What is the meaning of the Hadith?
3. What are “The Lessons learnt from the Hadith”?
4. What is the story you learnt from this Hadith?
5. How does this Hadith affect yourself and your fellow Muslims?
6. To what extent are you able to practice on this Hadith?

### *Teaching the 100 Sunnats*

Choose a time approximately two minutes in the day. Preferably after the Qur-aan period or before leaving for home.

Explain the new sunnat to the class. If possible, practically demonstrate it.

Make each child memorize the sunnat taught for the day.

Make a chart with the different sunnats being taught e.g. sunnats of eating and pin it up on the wall.

Test the class on the previous sunnat before teaching them the new sunnat. Thereafter ask which one of them had practiced on it.

At the end of each chapter, revise all the sunnats of that chapter before commencing the new chapter.

Daily make a note in the feedback column of the prep book as to which sunnat was discussed for that day.

Make dua that Allah Ta'ala imbibes the spirit of sunnat in us all.

### Syllabus of Sunnat Kitaab for the Year

Grade 3: Sunnats of toilet and eating

Grade 4: Sunnats of drinking and sleeping

Grade 5: Sunnats on awakening and clothes

Grade 6: Sunnats of home and misc. Sunnats

Grade 7: Revision of all 100 sunnats

Special Class Boys & Girls: Entire Sunnat Kitaab

# Guidelines for Teaching ...

## Practicals

While it is obvious that it is extremely important to know the theory of wudhu, Salaah etc., the purpose of the theory is to enable one to correctly fulfil the actions. Thus if a child knows the Masaa'il of wudhu, Salaah etc. very well but he cannot practically perform these actions correctly, the main object of teaching the masaa'il has not been achieved. It is therefore imperative that the children are taught PRACTICALLY how to implement the theory they have learnt. The following must be kept in mind when teaching the practicals:

1. Every child must take turns to practically perform Wudhu, Tayammum and Salaah according to the details in the syllabus breakdown.
2. Those Makaatib which are in the schools and no appropriate facilities are available, wudhu must be demonstrated out on the grass. The child performing the wudhu may be seated on a chair and somebody may pour the water for him from a jug or bottle.
3. For tayammum, bring a brick or sand in a flat container or a box and allow the children to take turns to practically perform the tayammum in class.
4. Salaah should be performed by each child in the class.
5. While one child is demonstrating any action, all others in the class must be made to stand around and observe. Teachers should pay attention to errors and correct them immediately.
6. Emphasis should be on practical aspect, not theory. Children are not expected to know the points off by heart. They should rather be made to demonstrate the relevant aspects in detail.
7. The practicals of girls and boys from grade 5 upwards must be done separately.

## Fiqh

1. Come well prepared for the lesson.
2. Summarise the previous lesson before commencing a new lesson.
3. Introduce the new lesson to the class by asking them general questions about the new lesson.
4. Ensure that your lesson is properly time framed.
5. Write down important / key words on the board.
6. If you cannot take the children to Badar, bring Badar to the children.
7. Do not just read the text out of a text book.
8. Be active, full of life and expressive when teaching a lesson.
9. Divorce your chair and marry the chalkboard.
10. Summarise the lesson with quick oral questions.
11. Make a written note of any weak area found in the lesson so that you can rectify it at a later stage.

# History

## Aims and Objectives of Teaching Islamic History

1. Embed the love of Allah Ta'ala and His Rasul (sallallahu alayhi wasallam) in the hearts of the children.
2. To learn the “lifestyle” (Sunnah) of Rasulullah (sallallahu alayhi wasallam) and bring it into practice.
3. To strengthen our Imaan by discussing the incidents in the lives of the Ambiyaa (alayhimus salaam).
4. To take lesson and courage from the lives of the Ambiyaa (alayhimus salaam) and the Sahaabah (radiyallahu anhum) and to avoid mistakes people made in the past.
5. To appreciate the difficulties and hardships Rasulullah (sallallahu alayhi wasallam) and his Sahaabah (radiyallahu anhum) underwent for Islam to reach us.
6. To make Rasulullah (sallallahu alayhi wasallam) our role model in life.

**Teaching Aids:** Charts, Maps, Worksheets, Text book.

## How to Teach a History Lesson

1. Prepare very well before coming into the class. Be 100 and plenty percent prepared.
2. Research the topic by reading other authentic books like Seerat-e-Mustafa, Stories of Sahaabah, etc.
3. Commence the lesson by praising Allah Ta'ala and sending durood upon Rasulullah (sallallahu alayhi wasallam).
4. Introduce the lesson to the pupils by asking some questions regarding the lesson.
5. Use the chalkboard by making necessary notes.
6. Present the entire lesson by explaining the lesson with all the necessary points and lessons.
7. Be vibrant and alive when delivering the lesson. If you cannot take the children to Badar, bring Badar to the children.
8. Explain difficult words e.g. hijrah, caravan, Ansaar, Muhaajir, etc.
9. After delivering the lesson, summarize it by explaining the important points in the lesson.
10. Recap the lesson by asking quick, pertinent questions to the children.
11. Ask one pupil to read out the lesson out to the class.
12. Give the children some activity / worksheets, etc. to complete in the class.
13. Don't go over the class time..... If need be, the lesson can be done over two or three weeks.
14. Where possible, get the children to act out the lessons.

As a teacher, try your best to build your knowledge on Islamic History. Read the history of Ambiyaa, Sahaabah and other great Ulama of the past and also the Ulama-e-Deoband. Enrich yourself with the history of Islamic Saviours. It will be an inspiration for yourself as well as a means of inspiring others.

# Aqaaid

From the 8 subjects taught at a Maktab, the most important subject is the subject on Aqeedah. This is the foundation of Islam. Without Imaan we are building castles in the air.

1. Prepare very well before coming into the class. Be 100 and plenty percent prepared.
2. Write the topic on the board.
3. Question the learners on the topic to get an idea what they know regarding it.
4. Thereafter explain the topic by means of a chart or putting down points and diagrams on the board, step by step as planned.
5. The introduction, body and conclusion of the lesson should be explained without using the text book.
6. After the lesson has been explained, to reinforce the lesson and ask one of the learners to read the text from the text book and elaborate where necessary.
7. Ask one or two learners to recap the lesson or explain what they have understood.
8. Now ask the pupils if they have any further questions which they are not clear about. Clear their mind of any doubts.
9. Allow pupils to revise or do the worksheet for the last 5 – 10 minutes.
10. Every Lesson must be a lesson on Aqaaid.
11. Don't go over the class time..... If need be, the lesson can be done over two or three weeks.

**Teaching Aids:** Charts, Worksheets, Text book.

# EXAMINATION DOCUMENTS



- *Exam Guidelines*
- *Revision for Exams*
- *Remarks Suggestions*
- *Mark Sheets*



# Exam Guidelines for Teachers

1. All examinations on Saturdays will commence at 08h45.
2. There will be no exams in Fiqh, Aqaa'id and History for grades one and two.
3. Grade three onwards will have written papers in all subjects besides Qur-aan, Surahs, Duas and Hadith.
4. Pupils must be informed of the extent of work to study in each subject.
5. Qur-aan, Surahs, Duas and Hadith will be tested by external examiners during the June and November exams.
6. When testing the Qur-aan and surahs, 5 marks will be deducted for the incorrect recitation of ta'awwuz and tasmiyyah. Thereafter marks will also be deducted for incorrect pronunciation of special letters, harakaat, open and closed letters, rules of waqf and fluency.
7. In the Hadith, the grade one, two and three pupils will be tested on the Arabic wording of the Hadith and the translation only. The grade 4 -7 pupils will also be tested a few points from the lessons learnt from the Hadith. No pupils will be tested the stories.
8. Most emphasis will be placed on daily duas such as eating, sleeping, toilet, wudhu, salaah duas and the kalimahs. Pupils will also be tested on duas done for that year.
9. There will be no exams in Akhlaaq for all the grades.
10. Pupils who are absent for the exams will not be given any mark. An 'A' circled in red in the report will indicate that the pupil was absent.
11. Written examinations will be conducted by examining one subject per day. This is to prevent stress from school exams which are conducted in the same period.
12. The pupils of the different Makaatib attend different schools, hence we cannot cater to be different in exam dating in relation to every school.
13. When required, teachers will be made to conduct the examination of another class or to do the invigilation of examinations of your class or any other class.
14. The marks for the Qur-aan, Surahs, Duas, Hadith and the written papers (class 3 upwards) must be entered into the Yellow Mark Schedules / Sheets. Please triple check to see that all additions, totals, percentages and averages are correctly calculated. The class teacher is responsible for correct calculations. This form must be filled in and sent to the office for record keeping.
15. Draw up a revision program for the pupils so that the necessary work can be revised. If it is possible, contact the parents to assist the pupil in the revision.
16. Have the names of the children written down in the mark sheet prior to the exams.

17. Encourage the baaligh girls to wear purdah and attend madrasah, especially for the examination.
18. Those girls who are in their menses should be indicated with a star on the mark sheet. They should not be embarrassed in front of the entire class.
19. There will be no examination for pre-school pupils. However an assessment of the pre-school pupils should be conducted by the class teacher and the appropriate symbols should be filled into the report.
20. Ensure that all pupils are present at the Madrasah at least 10 minutes before the examination commences.
21. Have the progress cards for each pupil filled in and ready for the examiner.
22. Marks will be deducted in accordance to the criteria attached to this form. Please take note of these points when doing revision with the pupils.
23. A mark out of 50 will given for the attendance of each pupil. A guide on how to work this out is at the back of the blue form. The formula to work out this mark is as follows.

e.g. There are 150 Madrasah days from the beginning of the year up to the end of the second term. Zaid stayed absent for 5 days i.e. he was present for 145 days. Divide the number of days he was present by the total number of Madrasah day's i.e. 145 days divided by 150 days = 0.96. Now divide 96 in half = 48. This mark (48) will be added into the report for the pupil's attendance.

## Revision / Preparation for the Final Exams

إِذَا تَكَرَّرَ تَقَرَّرَ فِي الْقَلْبِ

*When revision is done, it is then firmly embedded in the heart (Arabic Saying)*

**Tip: PREPARATION FOR THE FINAL EXAMS SHOULD START ON THE 1ST DAY OF THE 4TH TERM!!!**

1. Ascertain the dates of oral and written examination.
2. Create a study plan for each subject by putting pen to paper. A good time to do this is early in the morning after the Fajar Salaah. Work out your weak areas. Draw out your plan of action and show it to your supervisor, principal, senior teacher, etc. You will now be armed and ready for the exams.
3. Daily make notes in your Ta'leem planner of what work was done and what was not done.
4. Set up a parents meeting and discuss the importance of revision. Also ask them to assist you in the task of revising at home.
5. Try to set up Saturday classes, at least three or four times for the term. This will insha Allah give you more time to work on the weaker pupils.

# How to go about doing Revision?

## Written Subjects (Fiqh, Aqaaid & History)

1. Summarise each lesson in the form of a worksheet or on the board, noting down the most important facts of each lesson. Do not re-write the entire lesson. Now teach each lesson from the worksheet or the board without using the text books. Try to do 2-3 lessons per day according to your timetable. E.g. Aqaaid Book 4 has 10 lessons. Do three lessons a week. In a month you will be able to complete the entire book. The same must be done for the other subjects.
2. When the revision for a particular book/subject has been completed, restart the same worksheets all over again. Thereafter, set up a Mock Exam. Use past year papers. This will give you a proper criterion on the weaknesses in your class. (Past Exam papers can be downloaded from the Ta'limi Board website). Thereafter work on the weak areas.
3. Draw up charts for the more important lessons and place them on the wall. Keep on referring to these charts. Make each pupil stand in front of the chart and explain the lessons.

**NOTE:** Pupils don't know how to do revision on their own. We will have to do the revision with them. In this way we will insha Allah also have peace of mind that the work is being done correctly and the correct subject matter is learnt. This works much better as opposed to just handing over to them the exam criteria and saying to them: "Learn this, that and that for the exams," and then leaving them on their own. This method also lessens the workload of the student. When there is too much information to absorb, it becomes daunting for the pupils and they give up even before they begin.

## Oral Subjects (Surahs, Duas & Hadith)

Revision of oral subjects must be done daily. Divide your time such that you give 5 minutes for Hadith, 15 minutes for Surahs and 15 minutes for duas.

### Hadith

Put up charts with the Arabic wording of each Hadith and its meaning on the wall. (Electronic copies of the charts are available from the Ta'limi Board via e-mail. (Contact: [info@talimiboardkzn.org](mailto:info@talimiboardkzn.org))

Refer to the charts daily and make the pupils repeat each Hadith, after you with its meaning, five times.

Daily revise the Ahaadith of one grade. The lower grades can revise two or three Ahaadith daily.

Test each child individually; grading him/her on the progress card.

## Surah & Duas

Ascertain the number of surahs to be learnt for the examination. Thereafter teach one or maximum two surahs a day, paying special attention to proper pronunciation and the tajweed of each pupil.

Do the complete revision of all surahs at least three times. Also ask pupils to recite the entire dhor of all surahs to their parents and get them to sign it. If possible, ask them to recite to each another whilst you are testing the weaker pupils.

Each pupil must be tested individually, marking their mistakes in their kitaabs. Show them how to rectify it and appoint a brighter pupil to help them revise whilst you move on to the next child.

Pay more attention to the weak learners. Pair them up with the brighter pupils and try to improve their recitation.

Fill in the progress card or you may also use a progress sheet (please find attached) to mark off how much of work has been covered.

## Qur-aan

The most difficult subject to do revision for is Qur-aan. Unlike other subjects that can be rectified easily, Qur-aan is the most difficult subject to rectify all at once. However, it must not be discounted and left out completely. A thorough revision program must be put in place.

1. **Grade R and One:** The Qaidah Part One and Two must be completed as soon as possible. Thereafter work out a program of revision where the entire kitaab must be repeated at least three times before the final examinations.
2. **Grade Two:** The same can be done for the 1st Para. Get the entire class to sit in a group for the entire Qur-aan period and get them to do the planned revision for the day. Each pupil should get a turn to read some portion of the dhor.
3. **Grade Three - Seven:** Although it may be difficult in grade 6 and 7 to do dhor of all the work covered, a revision program should nevertheless be drawn out on how much of dhor must be done daily. Thereafter, according to our program, daily revise the lessons planned.

## Conclusion

Revision demands lots of patience. We will have to persevere and try to the best of our ability to revise all the work done for the year thoroughly. The key to our success is to TRY and CRY. Try as much as we can and Cry to Allah Ta'ala to accept our humble efforts and crown them with success.

# *General Remark Suggestions for Pupils Report*

## **Attendance**

1. Has been regular and punctual to madrasah.
2. Stays away for trivial matters.
3. Poor attendance has retarded progress.
4. Has been known to play truant.
5. Is often late to madrasah.
6. Has never been late to madrasah.
7. Is always on time at madrasah.

## **Neatness:**

1. Takes pride in dressing neatly.
2. Always neat in appearance.
3. Should pay more attention to neatness.
4. Always reminded to pay attention to neatness.
5. Should pay particular attention to his/her dressing.

## **Conduct:**

1. A very well behaved pupil.
2. One of the best behaved pupils in class.
3. A pupil who sets an excellent example.
4. Always courteous and obliging.
5. A pupil with pleasant manners.
6. Conduct has been consistently good.
7. A very obedient pupil.
8. There is room for improvement.
9. A disobedient pupil.
10. Carries out duties in a conscientious manner.

## **General Remarks**

1. Hard working and enthusiastic.
2. Has produced very good results.
3. An industrious and painstaking pupil.
4. A diligent pupil.

5. Has given off his / her best at all times.
6. Has never shirked his / her duties.
7. Has made very little effort to improve.
8. A very consistent worker.
9. An inconsistent worker.
10. Takes a keen interest in his / her studies.
11. Can do better if he / she tries harder.
12. Is physically handicapped, and his / her studies has suffered as a result.
13. Has slackened considerably in his / her work.
14. Laziness and carelessness has affected / retarded progress.
15. Has made remarkable progress this year.
16. Has a very bright future.
17. An intelligent / average pupil.
18. Takes a keen interest in all madrasah activities.
19. Capable of better work.
20. Has made steady progress.
21. Should pay more attention to his / her work.
22. Will have to work harder next term / year in order to produce better results.
23. Has worked satisfactorily.
24. Must devote more time to reading.
25. Greater effort is needed for success.
26. (If weak with all his work) - He has not coped with all his work or he was unable to cope with the work in all subjects.
27. Must try harder.
28. Has not given off his /her best.
29. Has shown much interest in his / her work.
30. Outside interest has affected / retarded progress in madrasah work.
31. Has proved very helpful and useful to teachers and other pupils.

# ORAL EXAMINATION - MARK SHEET

(SIDE: 1)

Name of Maktab: \_\_\_\_\_

Name of Mu'allim/ah: \_\_\_\_\_

Grade/s: \_\_\_\_\_

Date: \_\_\_\_\_

		Y.Q. P 1		Y.Q. Part 2 QUR'AAN/QAAIDAH																	SPECIAL LETTERS							Total - 50														
No.	Pupils' Names	Ta'awuz / Tasmiyah		Recognition of Single Letters	Recognition of Joint letters	Harakaat	Jazam	Open Letters (Maddah)	Close Letters	Letters of Leen	Tanween	Kahra-Zabar, Zer & Pesh	Madd	Silent Letters	Tashdeed	Hurroof-e-Mugat'taat	Behind recommended syllabus	Qalb	Laws of Waqf	Noon-e-Qutni	Laam of Allah	Rules of Raa	Qalqalah	Ghunnah (Noon/Meem Musaddad)	Ikhraa	Idghaam	Izhaar	Full mouth	Fluency	ق	ط	ث	ظ	ذ	ض	ص	غ	خ	ح	ع		
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Comments: \_\_\_\_\_

Examiner's Name: \_\_\_\_\_

Signature: \_\_\_\_\_

# ORAL EXAMINATION - MARK SHEET

(SIDE: 2)

Name of Maktab: \_\_\_\_\_

Name of Mu'allim/ah: \_\_\_\_\_

Grade/s: \_\_\_\_\_

		SURAHS								DUAS						HADITH								Comments:		
No.	Pupils' Names	Not reading ta'wuz/tasmiyyah	Harakaat incorrectly read	Reading words incorrectly	Making too many mistakes	Syllabus not covered	Forgetting previous Surahs	Reading too fast	Reading without tajweed	Surahs - 50	Harakaat incorrectly read	Reading incorrectly	Memorization is weak	Syllabus not covered	Forgetting previous duas	Needs a start	Duas - 50	Reading incorrectly	Memorization is weak	Don't know the meaning	Don't know the lessons	Syllabus not covered	Forgetting previous Hadith		Needs a start	Not saying Qala Rasulillah ﷺ B4
1																										
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Examiner's Details

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Term: \_\_\_\_\_

Half / Final

Sign: \_\_\_\_\_

Sign: \_\_\_\_\_

Sign: \_\_\_\_\_

Date: \_\_\_\_\_

# Practicals & Sunnats Marksheets

Practicals										100 Sunnats				
Date:										Grade/s:				
Maktab:										Mu'allim/ah:				
Grade:										Seven (boys)				
Three										Six				
Four										Five				
Adhaan & Iqaamah										Salaah chart				
Tayyamum										Sajdatus Sahwu				
Ghusal										Sajdah tilaawah				
Wudhu										Witr				
Aadaab of toilet										Salaam				
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5											Salaah chart			
6											Sajdatus Sahwu			
7											Sajdah tilaawah			
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# Examination Mark Schedule

Half yearly

Final

Madrasah: _____ Mu'allim/ah: _____		Qur-aan	Surahs	Duas	Hadeeth	Practicals /Sunnats	Fiqh	Aqaaid	History	T.Banaat / T.Shabaab	Attendance	Grand Total	Position
No	Name of Pupil	50	50	50	50	50	50	50	50	50	50		
1.													
2.													
3.													
4.													
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# Pupils Report Card

Front

Back

## JAMIATUL ULAMA (KZN) TA'LIMI BOARD

### MADRASAH REPORT

Madrasah : \_\_\_\_\_

Muallim/ah : \_\_\_\_\_

HALF-YEAR / FINAL

Name of Pupil: \_\_\_\_\_

Grade : \_\_\_\_\_ No. in Grade : \_\_\_\_\_

Position

☐

### Beloved Parents

1. Please ensure that your child learns their sabaq daily during the holidays.
2. Direct your child to perform their daily Salaah.
3. Constantly remind them of the importance of Islaamic dressing and demonstrate this by not buying them any un-Islamic clothes.
4. Music and television are of great danger and harm to the child's Islaamic Tarbiyat and upbringing. It is our duty to ensure that they be safeguarded from all un-Islamic and immoral influences.

*"True success will be when we pass the exams on the day of Qiyaamah and our book of deeds will be given to us in our right hand."*

Inside

Number of Madrasah Days : \_\_\_\_\_

Number of Madrasah days absent : \_\_\_\_\_

Conduct : \_\_\_\_\_

\_\_\_\_\_

Attendance: \_\_\_\_\_

General Remarks : \_\_\_\_\_

\_\_\_\_\_

Muallim/a 's : Signature : \_\_\_\_\_

Principal's Signature : \_\_\_\_\_

Parent's Signature : \_\_\_\_\_

Madrasah Re-opens : \_\_\_\_\_

SUBJECTS	PUPIL'S MARK	MAX. MARK
Qaidah / Qur'aan		50
Surahs		50
Duas		50
Hadith and Akhlaaq		50
Fiqh		50
Aqaaid		50
History		50
Practical		50
Sunnats		50
T. Banaat/ Shabaab		50
Attendance		50
TOTAL		

# TEACHER'S DOCUMENTS



- *Guidelines for Mu'allim/ahs*
- *Conditions of Leave*
- *Time Book*
- *Year Planner*
- *Classroom Rules*
- *Guidelines for Talsas*

# *Guidelines for Mu'allim/ahs & Code of Conduct*

## **Introduction**

Rasulullah (sallallahu alayhi wasallam) is reported to have said, "The best among you is the one who learns the Qur-aan and teaches it." Another Hadith of our most Beloved Nabi (sallallahu alayhi wasallam) declares, "Verily Allah Ta'ala, His angels, the inhabitants of the skies, the inhabitants of the earth, including the ant in its nest in the ground and the fish in the water, send blessings upon the one who teaches people Deen." In the light of these Ahaadith, the elevated position and status of the Mu'allim/ah who is engaged in imparting Deeni Ta'leem to the children of the Ummah is evident.

Status and position bring along tremendous responsibility especially considering the fact that the children, their time and the knowledge we possess are all an Amaanah. Therefore a very high level of sincerity and dedication is necessary in order to discharge one's responsibility in this world and to be raised as a successful Mu'allim/ah in the Aakhirah.

Furthermore, since the children in one's care are still in their formative years, their impressionable minds will be influenced by the actions and words of their Mu'allim/ah. They already understand that the Mu'allim/ah is imparting Deen to them. It is most likely that they would emulate the conduct, dressing and even the views and perceptions of the Mu'allim/ah. Thus it is imperative that the conduct of the Mu'allim/ah strictly conform to the Qur-aan and Sunnah in all aspects.

While the above encompasses the entire Deen, some specific aspects are highlighted hereunder which every Mu'allim/ah must abide by:

## **Attendance**

1. Attendance and punctuality are of utmost importance. The time code must be strictly adhered to. The Mu'allim/ah must be in class at least FIVE MINUTES BEFORE Madrasah commences and leave only FIVE MINUTES AFTER Madrasah time finishes. The time book must be filled accordingly by inserting the accurate and not the approximate time of arrival.
2. Medical and other appointments should not be made during Madrasah hours. Madrasah times are for teaching only.
3. Leave will be granted only when necessary. An Application for Leave Form (RP. 9) must be completed and forwarded to the supervisor at least 2 days in advance. In the case of any sudden emergency, the supervisor must be contacted telephonically as early as possible and be informed of one's intended absence and the reason thereof.
4. The Mu'allim/ah must endeavour to boost the attendance and punctuality of the children. An effort

must be made to encourage other children in the area who are not attending any Madrasah to join the class of the Mu'allim/ah.

## **Punctuality**

1. It is the duty of every member of staff to be punctual. It is an impossible task to teach children to be punctual if teachers themselves are not punctual.
2. Those who teach at state schools are requested to make an extra effort to be punctual so that there can be no complaints about a lack of supervision of children using the premises.

## **Discipline**

Reprimand those pupils who, out of sheer laziness, do not perform well in the following ways:

- detention after class
- holding their ears and going up and down
- let them stand in the class

When reprimanding a pupil, the aim should be reproach and not anger or frustration. If there is anger, rather desist from any form of punishment. After a few days show kindness to the pupil. This will prevent any ill feelings harboured by the pupil

## **Self preparation**

1. The Mu'allim/ah should prepare his/her lessons beforehand.
2. The success or failure of any lesson rests largely on how confident and prepared the teacher is.
3. Every teacher must adhere to the timetable by moving on to the next subject when the allotted time expires. By not doing so, one can disrupt the entire programme of the Madrasah.
4. All records, viz. the daily prep-book, register, pupils progress sheets, time sheets etc. must be completed on time. It is the duty of the Mu'allim/ah to seek advice from any colleague or the supervisor should any difficulty be experienced in completing any required record.
5. The syllabus breakdown is given as a guide to how much must be taught in each month. The Mu'allim/ah must endeavour to keep up to the said guide. Should there be any need to vary in any way; this should be put forward to the supervisor.

## **Workshops (Muzaakaraks)**

Workshops are held to assist the teachers in achieving their objectives.

Attendance at workshops are essential. Teachers that cannot present themselves at these workshops must submit a leave request to the Ta'limi Board office.

## Dressing

1. While the Mu'allim/ah is under the jurisdiction of the Ta'limi Board only during Madrasah hours, children nevertheless observe their teachers even after class hours. Therefore, those who have committed themselves to become teachers of Deen must teach Deen practically all the time, even after Madrasah times. Hence the Mu'allim/ah must at all times, even out of Madrasah, adhere to Islamic conduct and appearance. Any public and open violation of the Shariah, even after Madrasah hours, totally contradicts any commitment to be a teacher of Deen and defeats the purpose for which one was employed as a Mu'allim/ah. Thus disciplinary procedures could be instituted for any such public and open violation, especially aspects pertaining to appearance and conduct.
2. For the purposes of supervision the supervisor may enter the class. This may be for general administrative supervision or to attend a lesson. During the supervisors presence the Mu'allim/ah must don the Niqaab. This applies even if she does not generally don the Niqaab. Thus it will be the Mu'allim/ah's duty to always have a niqaab on hand.
3. Teachers should also ensure that pupils attend Madrasah in appropriate dress. Boys should be made to wear kurtas and topees. Girls must wear cloaks and burkaas. Baaligh girls must be made to wear loose fitting cloaks to conceal their bodies as well as the Shar'ee niqaab.

## Litter

1. Pupils should be encouraged to keep the Madrasah clean and tidy.
2. A program should be put in place where each class should have turns in keeping the Madrasah clean and tidy.

## Tarbiyah (Islamic Nurturing)

1. The primary objective of the Mu'allim/ah must be the imparting of Deeni Ta'leem and the Tarbiyah (Islamic Nurturing) of the children under one's care – all solely for the Pleasure of Allah Ta'ala.
2. Since Tarbiyah is just as important as Ta'leem, the Mu'allim/ah will always guide pupils in matters of conduct, dressing, behaviour, etiquette, etc. Ways and means of getting across effectively to the children must be devised by the Mu'allim/ah, keeping in mind the background, socio-economic conditions and level of understanding of each child.
3. The Mu'allim/ah should be meticulous in moulding the habits and the speech of the pupils in accordance to Deen. Whenever a pupil enters the classroom he/she should enter with salaam.
4. The Mu'allim/ah should make use of the appropriate words such as please, Jazakallah etc. to demonstrate to pupils the proper usage of these words. The Mu'allim/ah should then pay heed to the pupils speech and remind them of these words in the appropriate circumstances.
5. At no time should the Mu'allim/ah use abusive or vulgar language when addressing the pupils.
6. Little children are drawn to those who display a gentle nature and teach them with love and affection. Together with love and affection, firmness is required so that children do not get out of hand. However, at no time is any form of corporal punishment allowed. Should any problem occur which cannot be

handled by the Mu'allim/ah, refer it to the supervisor.

7. It is imperative that the shar'ee rules regarding the intermingling of sexes should be upheld at all times. Boys and girls should be made to sit separately.

## General

1. If there is a dispute regarding the family of a particular pupil, this should not be discussed at all in the classroom nor should a grudge be held against the pupil.
2. Do not conclude business transactions in the classrooms and neither should the Mu'allim/ah be asking any pupils to purchase items for them.
3. The time of the children must be used profitably and constructively. If the work for that day has been completed, the rest of the time should be used for revision. Children should never be allowed to sit idle just waiting for the time to pass.
4. It is the duty of the Mu'allim/ah to ensure that all children perform the Zuhr and Asr Salaah. If they have not performed Zuhr Salaah, they should be made to perform the same before class commences. Asr Salaah must be performed before they leave. There is no excuse for children who are TEN years and over for not performing their Salaah.
5. **Mu'allim/ahs should please ensure that they do not use the cell phone during Madrasah hours.**

## Declaration

Teachers should dedicate themselves to the service of Allah Ta'ala's Deen with sincerity and await the true reward in the hereafter. This is the key to success in both the worlds. The above issues have been raised in the spirit of naseelah (advice) with the hope of improving the Ummah. May Allah Ta'ala guide us all. Aameen.

I \_\_\_\_\_ will try to the best of my ability to abide by these rules solely for the pleasure of Allah Ta'ala.

Signature : \_\_\_\_\_

Date: \_\_\_\_\_

# *Conditions of Leave for Muallim / ahs*

1. All official paid leave will coincide with the government school holidays at the end of each term in accordance to the Ta'limi Board Year Planner.
2. National public holidays will also be regarded as official paid leave.
3. Both the Eids will also be regarded as official paid leave.
4. If leave is required for any other circumstances such as Marriage, Maternity, Haj, Umrah, Jamaat, Khanqah, etc. other than any of the above official Holidays then the following rules will be applied:
5. A suitable replacement must be provided subject to the approval and authorisation of the Talimi Board Shurah.
6. The application for leave form must be submitted at least 30 days in advance for their approval.
7. The Talimi Board Shurah will, according to the circumstances of the leave, decide whether the leave will be paid or unpaid.
8. In the case of attending a funeral, sudden illness or unforeseen circumstances the supervisor and the Talimi board Office must be contacted telephonically as early as possible and be informed of one's intended absence and the reasons thereof. A suitable replacement must be provided, if possible.
9. If the absence is due to illness more than two days, then a doctor's letter must be produced.
10. If any Muallim/ah intend to terminate their employment at any given time, at least three months advance notice must be provided so that a suitable replacement can be found.



## Leave Form

Name of Mu'allim/ah: \_\_\_\_\_

Maktab: \_\_\_\_\_

Date submitted: \_\_\_\_\_

I request leave from \_\_\_\_\_ to \_\_\_\_\_ (fill in the date)

Total number of days in words: \_\_\_\_\_

Reasons for which leave is required:

\_\_\_\_\_

Address and phone number during leave:

\_\_\_\_\_

\_\_\_\_\_

Signature of Mu'allim/ah \_\_\_\_\_ Date \_\_\_\_\_

**NOTE:** Sick leave for more than 2 days has to be supported by a doctors letter.

### For official use

Conditions of pay: \_\_\_\_\_

Remarks: \_\_\_\_\_

\_\_\_\_\_

Signature of Ameer \_\_\_\_\_

## Leave Form

Name of Mu'allim/ah: \_\_\_\_\_

Maktab: \_\_\_\_\_

Date submitted: \_\_\_\_\_

I request leave from \_\_\_\_\_ to \_\_\_\_\_ (fill in the date)

Total number of days in words: \_\_\_\_\_

Reasons for which leave is required:

\_\_\_\_\_

Address and phone number during leave:

\_\_\_\_\_

\_\_\_\_\_

Signature of Mu'allim/ah \_\_\_\_\_ Date \_\_\_\_\_

**NOTE:** Sick leave for more than 2 days has to be supported by a doctors letter.

### For official use

Conditions of pay: \_\_\_\_\_

Remarks: \_\_\_\_\_

\_\_\_\_\_

Signature of Ameer \_\_\_\_\_

# Time Book

Below is a sample page from the Time Book which each teacher is required to fill in daily.

[illegible]

# Other Administration Forms

## Letter for unsatisfactory progress

Madrasah: \_\_\_\_\_ Grade: \_\_\_\_\_

Mu'allim/ah: \_\_\_\_\_

Respected Parent

*Assalaamu alaykum wa rahmatullahi wa barakaatuhu*

This is to hereby inform you that your son / daughter \_\_\_\_\_ has been performing unsatisfactorily at Madrasah. If satisfactory results are desired, it will then be necessary for you to assist your child / ward in the following subjects:

Qaaidah / Qur'aan	Hadith	Aqaid	
Surahs	Tajweed	Practicals	
Duas	Fiqh	History	

It is only through the valued assistance of parents at home that satisfactory performance can be attained.

Awaiting your response.

*Jazakumullah*

*Was Salaam*

Mu'allim/ah \_\_\_\_\_ Date \_\_\_\_\_

Response slip: Please return

I, \_\_\_\_\_ the parent / guardian of \_\_\_\_\_

receipt of a letter with regards to my son / daughter's unsatisfactory progress.

I would like to:

☐ arrange a meeting with the Mu'allim/ah or Supervisor for the :

(date) \_\_\_\_\_ at (time) \_\_\_\_\_

(to be confirmed by the Mu'allim/ah or Supervisor at his or her convenience).

☐ contact the Mu'allim/ah or Supervisor at the above mentioned telephone number at the earliest opportunity

## Letter for Absentee

Madrasah: \_\_\_\_\_ Grade: \_\_\_\_\_

Mu'allim/ah: \_\_\_\_\_

Respected Parent

*Assalaamu alaykum wa rahmatullahi wa barakaatuhu*

This is to hereby inform you that your son / daughter \_\_\_\_\_ has been continually absent / late on many days. It would be most appreciated if a meeting could be held between yourself and the Madrasah Mu'allim/ah, or the aforementioned teacher could be contacted telephonically at:

Tel.: \_\_\_\_\_ Cell: \_\_\_\_\_

It is only through punctuality in class that excellent results can be achieved.

Waiting for your response

*Jazakumullah*

*Was Salaam*

Mu'allim/ah \_\_\_\_\_ Date \_\_\_\_\_

Response slip: Please return

I, \_\_\_\_\_ the parent / guardian of \_\_\_\_\_

receipt of a letter with regards to my son / daughter's absenteeism / late coming.

I would like to:

☐ arrange a meeting with the Mu'allim/ah or Supervisor for the :

(date) \_\_\_\_\_ at (time) \_\_\_\_\_

(to be confirmed by the Mu'allim/ah or Supervisor at his or her convenience).

☐ contact the Mu'allim/ah or Supervisor at the above mentioned telephone number at the earliest opportunity

Signature \_\_\_\_\_ Date \_\_\_\_\_

## Weekly Ta'leem Planner

Grade: \_\_\_\_\_

Day	Quraan / Qaidah / Tajweed	Subject One	Subject Two	Teacher's Feedback
<b>Mon</b> Islamic Date _____ English Date _____		Surahs	Fiqh	
<b>Tues</b> Islamic Date _____ English Date _____		Duas	Aqaaid	
<b>Wed</b> Islamic Date _____ English Date _____		Surahs	Fiqh / Practicals	
<b>Thurs</b> Islamic Date _____ English Date _____		Duas	History	
<b>Fri</b> Islamic Date _____ English Date _____		Hadeeth and Akhlaaq		
<b>Sat</b> _____				

Signature of Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_



Jamiatul Ulama (KZN)

**TA'LIMI BOARD**

4 Third Avenue Isipingo Beach 4115

Telephone: (031) 912 2172

Facsimile: (031) 902 9268

Email: talimiboard@webmail.co.za

Web site: www.jamiat.org.za

## ***Parents Meeting Report***

Name of Maktab: \_\_\_\_\_

Name of Mu'allim/ah: \_\_\_\_\_

Grade/s: \_\_\_\_\_ Roll: \_\_\_\_\_

### **General report back of meeting:**

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Time Commenced: \_\_\_\_\_

Time Ended: \_\_\_\_\_

Signature of Mu'allim/ah: \_\_\_\_\_

Date: \_\_\_\_\_

*Parents Meeting*

Attendance Register		
No.	Name of Pupil	Parents Signature
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
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15		
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34		
35		

# Year Planner 2020 / 1441



**Ta'limi Board  
(KZN)**

JANUARY							FEBRUARY							MARCH							APRIL						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4						1		1	2	3	4	5	6	7				1	2	3	4
5	6	7	8	9	10	11	2	3	4	5	6	7	8	8	9	10	11	12	13	14	5	6	7	8	9	10	11
12	13	14	15	16	17	18	9	10	11	12	13	14	15	15	16	17	18	19	20	21	12	13	14	15	16	17	18
19	20	21	22	23	24	25	16	17	18	19	20	21	22	22	23	24	25	26	27	28	19	20	21	22	23	24	25
26	27	28	29	30	31		23	24	25	26	27	28	29	29	30	31					26	27	28	29	30		

MAY							JUNE							JULY							AUGUST						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2			1	2	3	4	5	6			1	2	3	4							1
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
31																					30	31					

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4					1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
27	28	29	30				25	26	27	28	29	30	31	29	30						27	28	29	30	31		

Opening	Closing
<b>1st Term: (47 days)</b>	
15/ 01 / 2020 Wednesday	19 / 03 / 2020 Thursday
<b>2nd Term: (48 days)</b>	
31 / 03 / 2020 Tuesday	11 / 06 / 2020 Thursday
<b>3rd Term: (50 days)</b>	
07 / 07 / 2020 Tuesday	17 / 09 / 2020 Thursday
<b>4th Term: ( 46 days)</b>	
29 / 09 / 2020 Tuesday	01 / 12 / 2020 Tuesday

Workshop Dates 2020	
18 January 2020	Orientation
11 July 2020	General
03 October 2020	General
<b>Venue:</b>	<b>Westville Jami Masjid</b>
<b>Time:</b>	<b>09h15 — 12h00 Insha Allah</b>
<b>Note:</b> Examinations dates will be announced in the first week of the second term and fourth term <i>Insha Allah</i> .	
Significant Islamic Dates	
01 Ramadhaan —	24 April 2020
Eidul Fitr —	24 May 2020
Eidul Adha —	31 July 2020
<b>T. Banaat / Shabaab Exams [7 October 2020]</b>	

	Weekends		Holidays		Public Holiday		Ramadhaan / Eid
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## Enrollment Form

Name of Pupil: \_\_\_\_\_

Surname: \_\_\_\_\_

Residential Address: \_\_\_\_\_

\_\_\_\_\_

Date of birth: \_\_\_\_\_ Grade in school: \_\_\_\_\_

Fathers name: \_\_\_\_\_

Occupation: \_\_\_\_\_

Mothers name: \_\_\_\_\_

Occupation: \_\_\_\_\_ Marital status: \_\_\_\_\_

Home Tel. No: \_\_\_\_\_

Cell. No (Father): \_\_\_\_\_ (Mother) \_\_\_\_\_

Does the student have any permanent illness, disability, medical problem or any other problems? \_\_\_\_\_

### Agreement

1. I, the undersigned, parent / guardian of the above child, hereby apply for his / her admission to \_\_\_\_\_ (name of Madrasah), and agree to abide by the rules and regulations of the Madrasah.
2. I agree to hold myself responsible for any damage caused to any Madrasah property by the abovementioned child.
3. I hereby indemnify the Teacher/Trust and it's agents against any form of injury, etc. during my child's/ward's attendance at, to and from the Madrasah and waive any claim against the Madrasah.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **FEES**

Please note that the monthly fee per pupil is R70.00.

Please tick one of the following

- ☐ I agree to pay the sum of R70.00 per month as fees for my child/ward.
- ☐ I cannot afford the Madrasah Fees and hereby appoint and authorise the Ta'limi Board to subsidise my child's fees from alternate funds.

### **KITAABS**

For the effective implementation of ta'leem (education) to your child, Madrasah Kitaabs are necessary. Hence the kitaabs/text books have been supplied to your child which costs a total of R \_\_\_\_\_. We would have loved to give these books free of charge. However, we are not in the position to do so. You are therefore requested to forward the amount at your earliest. if you cannot afford to pay for the kitaabs, kindly request a bursary for your child / ward.

Please tick one of the following

- ☐ I agree to pay for the kitaabs supplied to my child/ward.
- ☐ I cannot afford to pay for the kitaabs/text books and hereby appoint and authorize the Trust to subsidise my child's fees from alternate funds.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Jamiatul Ulama (KZN) (جمیعتہ اہل علم، کوازولو نٹال)

## TA'LIMI BOARD

# Certificate of Merit

AWARDED TO:

For:

Mu'allim/ah:

Principal:

Date:



# ***CLASSROOM RULES***

I promise ....

- Never to speak when my Ustaad is speaking.
- To put my hand up if I want to speak.
- To ask my Ustaad before I get up from my place.
- Never to swear.
- Never to tell lies.
- Not to fight with my class mates.
- Not to touch anything that does not belong to me.
- To always do my best.
- To keep our class clean.
- Never to eat and drink in class.
- To come early to Madrasah with wudhu.
- To bring my kitaabs, books, etc.
- Not to lean against the wall, desk, etc.
- To listen attentively.
- Not to damage Madrasah property.

# Guidelines for Madrasah Jalsas

1. The purpose and object of a jalsa is to:
  - Please Allah Ta'ala
  - Motivate the pupils by allowing them to participate and giving them prizes for outstanding achievements.
  - Pass on some message of Deen to the parents and others who will be attending the madrasah jalsa.
1. Preferably have the jalsa in the third term as having the jalsa in the fourth term affects the preparation of the final exams. Pupils start focussing more on jalsa items than on the final exams. On the last day of the fourth term, an in house prize giving jalsa maybe conducted.
2. Jalsas should not resemble school concerts and fashion shows. Don't be extravagant in preparing for the jalsa. No money must be spent on stage decor, props, costumes and other wasteful aspects. The jalsa is a platform to give a message of Deen. By wasting money on these items, a totally wrong message will be given.
3. Jalsa preparations should not impact on Madrasah times. Jalsa preparations should take place on Friday afternoons for 15 minutes and children should be called on Saturday mornings to prepare for the jalsa. Besides these two times, no other madrasah times must be used for jalsa prep.
4. Nazams must not have back ground music and resemble the tunes and lyrics of English and Hindi songs. The meanings of the naaths should be checked by some learned Aalim that it does not contain any words of shirk or kufr, etc.
5. Dialogues maybe prepared which have a good message. No plays and dramas to take place in the jalsa.
6. Be very careful about intermingling of sexes. [preferably have a mothers only jalsa]
7. Baaligh boys should not be made to participate in the jalsa. They may participate in a jalsa that is especially for fathers.
8. Prizes given to pupils should be motivating and educational. Carefully select the prizes for the pupils.
9. Pupils should not be made to go out and collect funds for the jalsas.

**NB: The jalsa is not a concert or something to entertain the pupils and parents. A few days before the jalsa get all the children to also join the asaatiza to make dua that the jalsa should be a means of hidaayat for all.**

# PUPIL ACTIVITY



- *Newsletters*
- *Projects*
- *Salaah Chart*
- *Ramadhaan Chart*

## Ramadhān

Ramadhān

### The Month of Ramadhān

Al-hamdulillah, once again we witness this *mubaarak* month of Ramadhān. It is the month of fasting. Allah ﷻ rewards a person abundantly for any type of *Ibaadah* done in this month. Any person who does a *fardh* action receives the reward of 70 *faraaidh* at any other time. One who performs a *nafl* action receives the reward of a *fardh* action.

What do we understand from all this? The month of Ramadhān is a very great month and a wonderful opportunity for us to earn great rewards and get closer to Allah ﷻ.

Rasulullah ﷺ said that the doors of Jannah are opened up on the first night of Ramadhān. Not a single door (among the doors of Jannah) is then closed until the last night of Ramadhān. For every Salaah performed during the nights of Ramadhān, Allah ﷻ records one and a half thousand good deeds for every Sajdah (of that Salaah). Allah ﷻ creates in Jannah a mansion of red sapphire (a precious stone in Jannah) for the fasting person. This mansion will have seven thousand entrances. (so huge will be these entrances that, in each entrance there will be located a palace of gold adorned with red sapphire).

When a Muslim fasts on the first day of Ramadhān, Allah ﷻ forgives all his sins committed from the first day of the previous Ramadhān. Daily (i.e. during Ramadhān) from the time of Fajar salaah until sunset, seventy thousand angels make dua for his forgiveness. In return for every Sajdah which he (the fasting person) makes of any Salaah, whether during the day or night, he will obtain (such a wonderful)

### 15th Night of Sha'baan

Allah's ﷻ blessings and favours are showered upon His servants at all times. However, on certain occasions the mercy, barakah and forgiveness of Allah ﷻ are showered upon us to an even greater extent. One such occasion is the '**Fifteenth night of Sha'baan**'. It is up to us to take advantage of these occasions and earn the forgiveness of Allah ﷻ.

It is narrated from Hadhrat Mu'az bin Jabal r that Rasulullah ﷺ said: "On the fifteenth night of Sha'baan, Allah ﷻ bestows His special attention on His entire creation. He then forgives His entire creation except one who worships idols and one who has hatred for others.

In another Hadith Rasulullah ﷺ said: "On the fifteenth night of Sha'baan Allah ﷻ descends to the nearest heaven. Thereafter it is called out; 'Is there anyone who seeks forgiveness so that I may forgive him? Is there anyone who desires anything so that I may grant his wish?' Allah ﷻ then fulfils the requests of all except one who worships idols and an adulteress."

### Deprived

Despite the great significance of this night, it is learnt from several Ahaadith that certain people are deprived of the forgiveness of Allah ﷻ on this occasion.

# Maktab News

## Quiz

Dear Children

*Assalaamu alaykum wa Rahmatullahi wa barakaatuhu.*

I'm sure we can all feel the excitement in the air. There's just a few days left for Ramadhaan. Allah Ta'ala loves those who fast. He opens the doors of Jannah for them. Many children also fast in Ramadhaan. Will you be fasting this Ramadhaan? I'm sure you will. Allah Ta'ala will certainly love you. Encourage your brothers, sisters and everyone else at home to keep all their fasts. Don't forget to perform your Taraweeh Salaah every night. Taraaweeh is a special Ibaadah of Ramadhaan, so don't miss it. Try and take out time daily to make dua to Allah Ta'ala. The time before Iftaar is a special time when Allah Ta'ala accepts our duas.

Try to engage in as much tilaawah of the Qur-aan daily. Those of us who are already in Qur-aan should make at least one *Khatam* of the entire Qur-aan during Ramadhaan.

**The first 5 correct entries drawn for the quiz were as follows:**

- 1.
- 2.
- 3.
- 4.
- 5.

Congratulations to you all. **Masha Allah!** You all have done

Answer all 10 questions correctly and submit your entries. The first 5 correct entries drawn will receive R50-00 cash.

1. Which is the most virtuous month in the Islaamic calendar?
2. What is the reward for doing a fardh act in the month of Ramadhaan?
3. What is the reward for doing a nafl act in this month?
4. Name one specific time when duas are accepted everyday in this month.
5. What are the four things we are encouraged in the Hadith to do in abundance during Ramadhaan?
6. What is the name of the salaah performed after



## Theme

This month's theme is "Ramadhaan"

Do a project on 'The virtues of the month of Ramadhaan' (All pupils are requested to also draw up a detailed program of how they wish to spend their days in this Blessed month of Ramadhaan).

**Month:** \_\_\_\_\_

[illegible]

# What must I do in the Holidays?

Dear Children

***Assalaamu alaykum wa rahmatullahi wa barakaatuhu***

5 weeks of Holiday! I'm sure everyone is really sad that madrasah will be closing for sooooo long. What will we all do for 5 weeks? We are going to get really bored. But here's some good news for all of us. On the reverse of this form is a detailed program for us to follow during the holiday. If we follow this program properly, we can change our holidays into holy days. Insha Allah, all our time will be spent fruitfully without getting into any trouble or being a nuisance to our parents. Of course we can then spend the rest of our time playing.

On the reverse of this form is a little guideline for us to follow daily.

1. Perform our five times daily salaah.
2. Recite some portion of the Qur-aan Shareef daily.
3. Do some revision of your surahs and duas so that you don't forget your lessons when you get back.
4. Recite 100 times zikr of laa ilaaha illallah, istighfaar and durood shareef.
5. Recite 1 Hadith everyday from your Hadith and Akhlaaq kitaab.
6. Make dua for yourself, your parents, your brothers and sisters and for the whole ummat of Rasulullah (sallallahu alayhi wasallam).

A pious saint from Madinah Shareef advised all of us here in South Africa to read the following duas daily especially during the time of fitnah. By reading these duas, one will be protected from the evils in this world and in the aakhirah.

• رَبَّنَا آتِنَا فِي الدُّنْيَا حَسَنَةً وَفِي الْآخِرَةِ حَسَنَةً وَقِنَا عَذَابَ النَّارِ

O Allah bless us with good in this world and the next and save us from the punishment of the fire

• لَا إِلَهَ إِلَّا أَنْتَ سُبْحَانَكَ إِنِّي كُنْتُ مِنَ الظَّالِمِينَ

There is no god besides you (O Allah) who is pure. Verily I am among the sinners



***Salaah and Zikr Record Chart 2019***

Name of pupil: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Maktab: \_\_\_\_\_ Ustaad/Apa: \_\_\_\_\_

Name of pupil: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Maktab: \_\_\_\_\_ Ustaad/Apa: \_\_\_\_\_

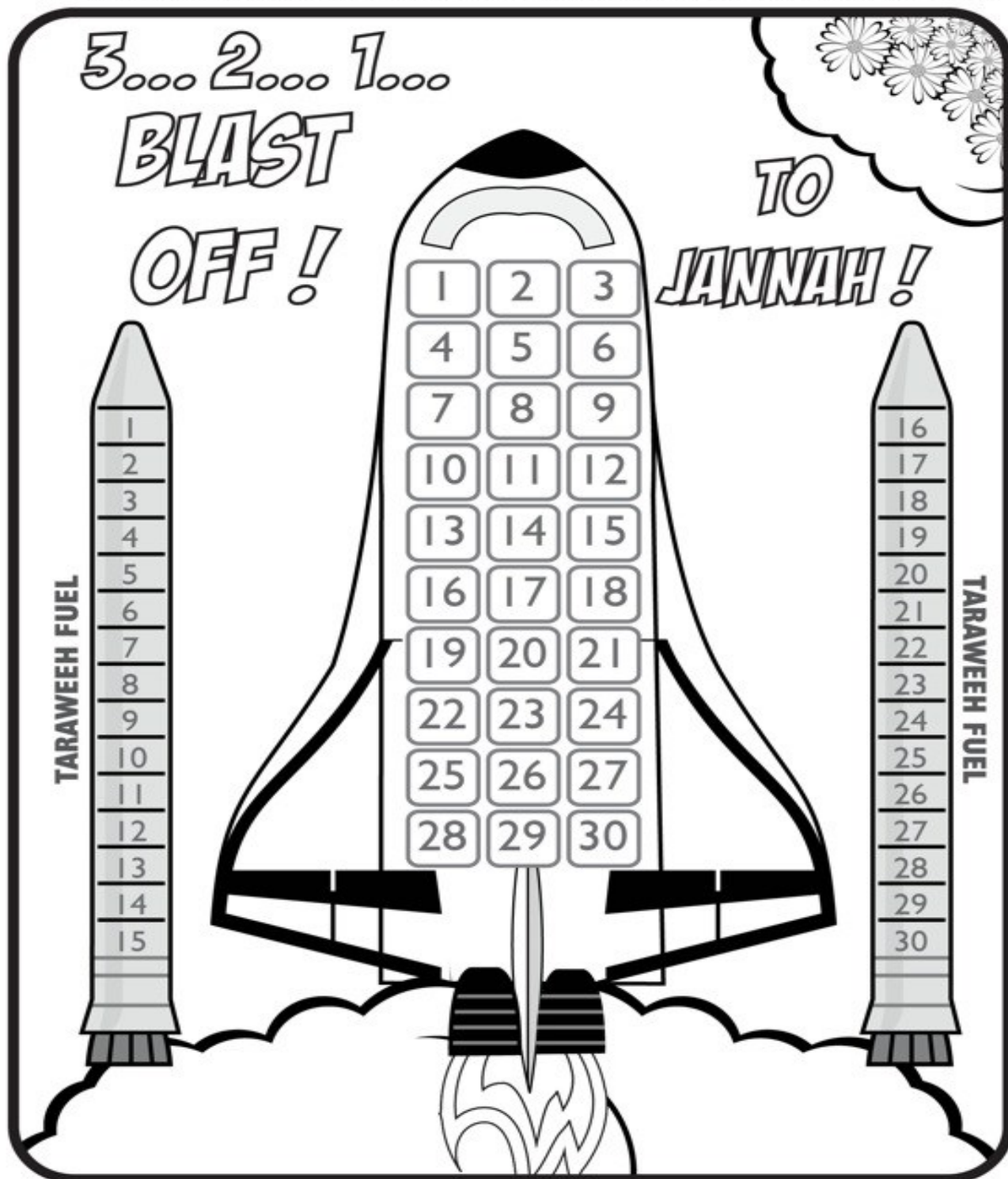
[illegible]

Mu'allim/ah's sign \_\_\_\_\_ Date: \_\_\_\_\_

# Ramadhahan Colour-in Chart

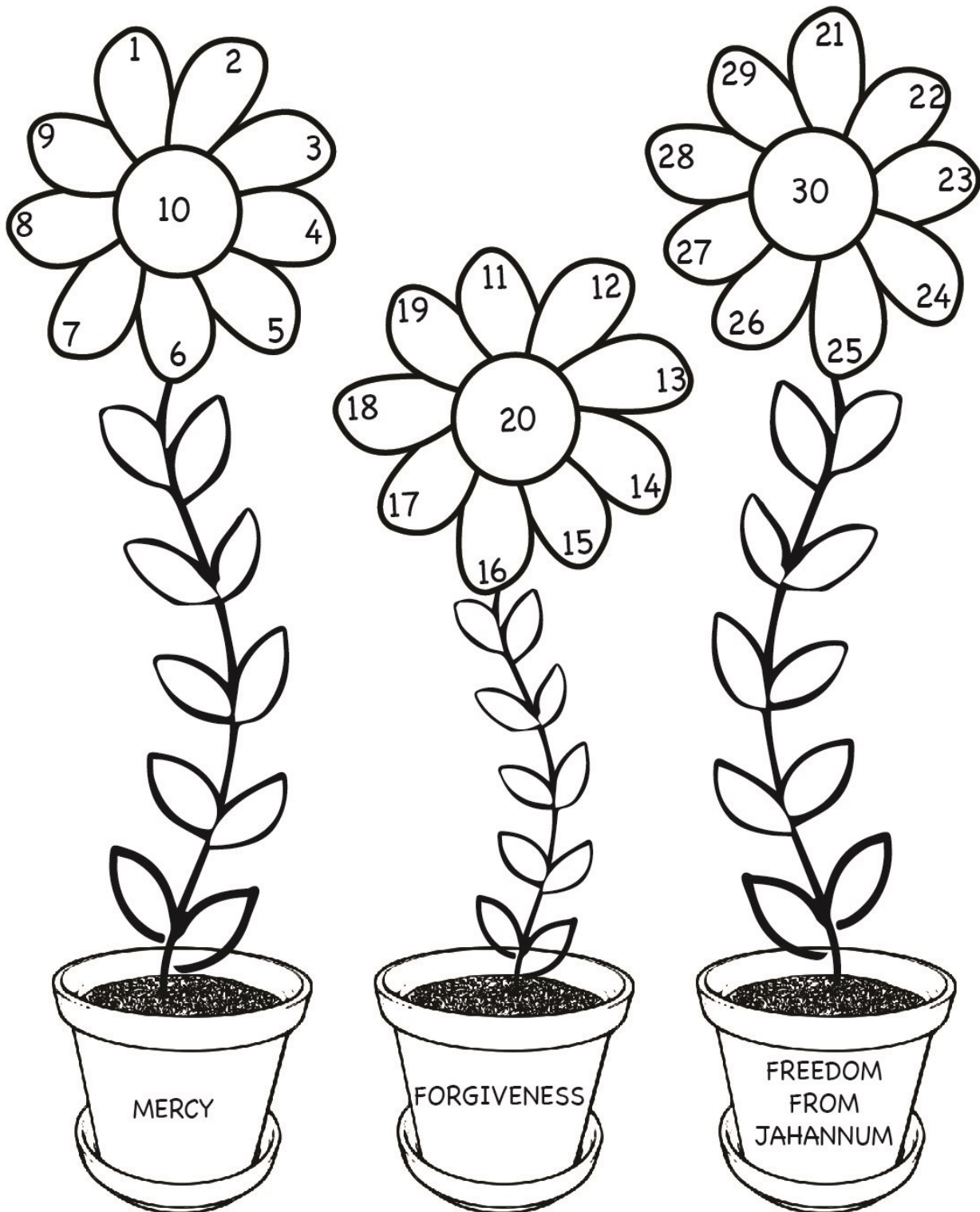
Name: \_\_\_\_\_ Madrasah: \_\_\_\_\_

Colour in the blocks of the space shuttle for everyday that you fasted and and performed Taraweeh.



NAME: \_\_\_\_\_

MADRASAH: \_\_\_\_\_



COLOUR ONE PETAL OF THE FLOWER EACH DAY THAT YOU HAVE FASTED,  
AND ONE LEAF FOR EACH TARAWEEH THAT YOU HAVE PERFORMED