

Arabic for Understanding Qur'an: Analysis of Fehm E-Qur'an Course and Its Impact on University Students of Pakistan

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Abstract

This research basically tries to evaluate the impact of the *Fehm-ul-Qur'an* courses (I & II) on Arabic language acquisition among university students. The Higher Education Commission (HEC) of Pakistan has recently mandated this course for all undergraduate and graduate programs (effective Fall 2025). These courses fundamentally facilitate comprehension of the Holy Qur'an; however, they have been structured in a way that also help in foundational Arabic learning. Adopting a mixed-methods approach, the study uses quantitative method by textual analysis of the prescribed textbook *Muallim Ul Qur'an*. On the other hand, quantitative methods have been employed during data collection from teachers and learners to evaluate pedagogical effectiveness and learning outcomes. The textbook has been analyzed including main Course Learning Outcomes (CLOs). Course contents focus on vocabulary acquisition, direct translation skills, grammatical competence, and syntactic awareness. With that, units of the book along with activities and exercises have been discussed in detail. Findings suggest that these activities are based on active learning and support incremental language acquisition. However, there are some notable challenges including variations in student preparedness and instructional delivery besides HEIs seriousness. In the end, it offers pedagogical and curricular recommendations for further Arabic language proficiency and improvement within higher education contexts in Pakistan i.e. separate course content at each degree (BS, MS/MPhil. and PhD) level.

Keywords: Fehm; Qur'an; Course Learning Outcomes; Arabic Learning; Pakistan; HEC

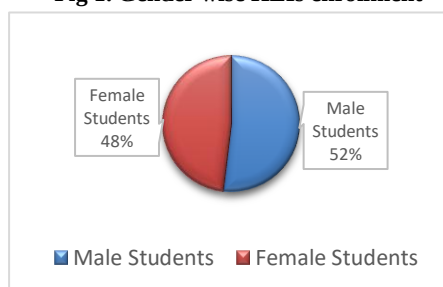
INTRODUCTION

There is no denying the fact that the holy Qur'an is the source of guidance and provides a comprehensive framework for leading a balanced life. As Qur'an discusses this reality in (*Al-Qur'an*, n.d., 2:185). Recognizing the significant role of Qur'anic education in shaping ethical, spiritual and intellectual development Qur'anic teachings are being conveyed to the next generations for greater betterment. (Abuzaid, 2023, pp. 574–576; Quraishi et al., 2024). As Pakistan is an ideological country based on Islamic Ideology, it promotes the Islamic Lifestyle in its constitution. Article 31 makes the government responsible for facilitation in provision of Islamic culture. Where the Understanding of Qur'an is basic responsibility lies on the government of Pakistan. As it is mentioned in 31(a) of the constitution that the government will take steps in the learning of Arabic

Language as follows: (a) to make the teaching of the Holy Qur'an and Islamiat compulsory, to encourage and facilitate the learning of Arabic language and to secure correct and exact printing and publishing of the Holy Qur'an; (The Constitution of the Islamic Republic of Pakistan, 1973, Article 31(a)). Various universities were instructed to facilitate and initiate Arabic Language learning degree programs and short courses to achieve this constitutional objective. As per the research conducted by (Mahmood, 2017), a few following universities took prominent steps in this regard out of 278 HEIs of Pakistan. (*Universities Recognised Universities*, n.d.)

1. International Islamic university Islamabad
2. University of the Punjab Lahore
3. University of Peshawar
4. University of Karachi
5. University of Sindh, Jamshoro
6. Bahauddin Zakariya University, Multan

Fig 1. Gender wise HEIs enrollment



Keeping this in view, the Government of Islamic Republic of Pakistan took serious steps through HEC for promotion of Arabic Language for direct understanding of Qur'an. This step was taken due to major role of the HEIs in the development of youth and their characteristics as 2,108,718 students are enrolled in the institutions gender-wise percentage is mentioned in Fig 1. (*HEC Statistics*, n.d.) Recently, in March 2025, the Higher Education Commission (HEC) of Pakistan made two courses compulsory; namely:

1. Understanding of Holy Qur'an-1/ Fehm-e-Qur'an-1 and
2. Understanding of Holy Qur'an-2/ Fehm-e-Qur'an-2

These courses were made mandatory for all Muslim students of graduate and undergraduate degree levels in Pakistan effective from Fall- 2025 through HEC's advisory letter (Higher Education Commission (HEC), Pakistan, 2025). This letter issued by the HEC has a vital impact on the basic structure of higher education in Pakistan. It integrated the direct study of Arabic Language for understanding of the Holy Qur'anic into the national degree requirements, it was difficult to implement all over the country's HEIs. Keeping this challenge in front the HEC tried to resolve issues through further steps and guidelines through its communication with HEIs, and the courses are being taught throughout the country.

The teaching of Arabic for the Qur'an in Pakistani education system has passed through various phases, i.e. traditional Madarsa at house of Shaikh or Teacher and formal madrasa or religious seminaries to modern university. The HEC's notification regarding Fahm-e-Qur'an Cours is a bridge to fulfill the gap among classical and modern

institutions. Importance of the Holy Qur'an and Arabic Language in Islamic and the constitutional perspective various research has been conducted in divert dimensions including: teaching of Arabic Language, Role of Universities in Students' skill development, Arabic for Qur'anic Understanding in Pakistani Universities.

A significant shift in contemporary Pakistan was traced, where traditionally, Qur'anic engagement was dominated and limited to *Tajweed* and memorization (*Hifz*). However, in modern times the increase in study programs focusing on reading with understanding has been observed. (Loan, 2012) This research suggests that the impact of modern courses and programs like "Fahm-ul-Qur'an" are demanded for knowing "true" meaning that connects the youth with the Qur'an directly. Research conducted by (Sultana, 2009) highlights the practical dimension of this issue, specifically how an specific approach and enhance the learning of the Arabic for Understanding Qur'an as a Non native speaker. Most recent research of (N. Qureshi, Ahmed, et al., 2026) is focused on Education of Arabic Language in Sindh which is focused on Evaluating Curriculum, Resources and Outcomes within govt schools of Sindh province of Pakistan. Whereas the role of universities is discussed by (Quraishi et al., 2024) and (M. F. Qureshi et al., 2025), although the earlier research remains limited to the role of HEIs of Pakistan in countering the religious extremism, and the second research is focused on the English as Medium of Instructions (EMI), these researches lack the discussion on the role of HEIs in the Arabic Language for Qur'anic Understanding. The available literature highlights the conceptual, practical and historical perspectives of Arabic Language for Understanding the Qur'an. This analysis also suggests that the previously introduced course titled "Fahm-ul-Qur'an" is an untouched topic which needs deep analysis and the insights from the learners can help in improvement of the course and its delivery. Due to novel nature and importance of the topic, this research analyzes course content and textbooks recommended by HEC and (b) Impact of Courses on the Learners. The major objective of this research is to get insights from the learners and ease the learning environment to promote Learning Arabic for Qur'anic Understanding.

METHOD

To achieve the above-mentioned research objectives and for the achieving viable impact of the course, the mix-method has been used in this research. Textual analysis of the books "Muallim Ul Qur'an" has been conducted through qualitative analysis. With the help of the quantitative method, challenges and issues of learners and teachers were analyzed through interviews and surveys.

For the better assessment and outcomes of the research, famous Pakistani universities including National University of Modern Languages (NUML), Bahria University, Air University, Karachi University, Sindh University were selected. The contribution of the Fehm-ul-Qur'an course to Arabic language learning among students of the selected universities was evaluated through the survey. Qualitative and quantitative data regarding students' experiences, perceptions, and learning outcomes related to the course was collected through the questionnaire consisting of five sections. Including demographic information, course exposure, perceived CLOs, course evaluation, and two responses were related to feedback in qualitative mode. It contains closed-ended questions (Likert scale) as well as open-ended questions to ensure a balanced approach for measuring observable trends and obtaining deeper insights into students' learning experiences.

As mentioned earlier, the Fehm-ul-Qur'an course is offered in degree awarding institutes in accordance with the policy of the Higher Education Commission of Pakistan on both levels; undergraduate and post graduate level. Therefore, such students from selected universities having different academic disciplines were invited to participate voluntarily in the survey. The data was collected from 300 participants through Microsoft generated form; while printed questionnaires were used where we faced issues in online data collection. The collected responses were organized and coded systematically for analysis.

The study strictly followed research ethics. Participation in the survey was voluntary, and respondents had the right to withdraw from the study at any stage without any consequences. The questionnaire was carefully designed to avoid biased or leading questions and to maintain neutrality in data collection. All collected data and findings are used solely for academic and educational purposes. Different descriptive statistical techniques and software (SPSS) were used for the identification of major patterns within the collected data. The key findings have been presented visually through tables, charts and graphs. Responses to open-ended questions were analyzed thematically to highlight students' suggestions, challenges, and perspectives regarding the Fehm-ul-Qur'an course. This mixed-method approach played a vital role in developing a comprehensive understanding of the course's effectiveness in terms of enhancing Arabic vocabulary, grammar awareness, and Qur'anic comprehension among undergraduate students.

RESULTS AND DISCUSSIONS

Fahm-e-Qur'an Course: Course Pack & Implementation Process

Higher Education Institutions (HEIs) in Pakistan work autonomously. Where the HEC issues guidelines for improvement of the learning process and facilitate the HEIs in official documentation and processes. Subsequently, in some cases HEC provides outlines and guidelines for the HEIs and in few cases HEC appoints Focal persons for the courses and degree programs. For better understanding, it is appropriate to mention steps taken by the HEC for this particular course.

The focal person Dr. Ubaid ur Rehman supported the whole background and technical issues of the universities by preparation of outlines for smooth process of approval from concern academic bodies of the HEIs. Besides that, he also conducted various online and on campus workshops with all universities of Pakistan through National Academy of Higher Education (NAHE) for faculty development programs and assessing and solving the issues of readiness of the courses launch from fall 2025. This target was achieved by the focal person and NAHE successfully. (*Fehm e Quran Faculty Training Programs Introduction*, n.d.; *MuallimulQuran*, n.d.)

HEC issued model course pack containing objectives, CLOs, weekly outlines and course material to the teachers, instructors and learners all over the Pakistan. (Higher Education Commission of Pakistan, 2025). This step provided sufficient help to the managements of the HEIs in getting official approvals from their concern academic bodies as basic requirements. On other hand, it helped the teachers and instructors to start their classes within the provided timeframe. As far as the understanding of the Holy Qur'an is concerned, the provision of the course pack provided uniformity in the course all over the country. This arrangement facilitated the students as far as the provision of the books and material is concerned, specifically at the bachelor level.

The Fehm-ul-Qur'an Course was made mandatory for all public and private universities in Pakistan with effective from Fall 2025. The course has further division:

a- Fehm-ul-Qur'an I and b- Fehm-ul-Qur'an II.

Each one is offered in a separate semester and the verification and attestation of the degrees of all degrees from fall 2025 made conditional to fulfillment of these two course. (Higher Education Commission (HEC), Pakistan, 2025) The course is based on *Mualim-ul-Qur'an* book authored by Dr. Ubaid Ur Rehman. The book is in color format for active engagement and better understanding. There are five volumes of the book. 1st two volumes are syllabus of Fehm-ul-Qur'an I, whereas the remaining are the syllabus for Fehm-ul-Qur'an II. (Higher Education Commission of Pakistan, 2025) The outline given by HEC are prepared to achieve the following major Outcomes (CLOs). (Higher Education Commission of Pakistan, 2025)

Table 1. Learning Outcomes for Fahm-e-Qur'an Course

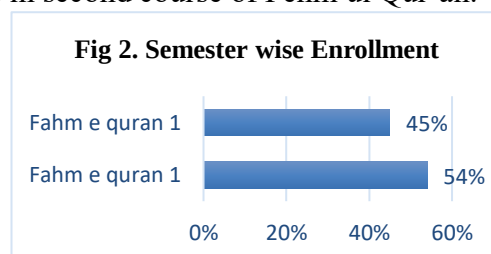
Fahm-e-Qur'an 1	Fahm-e-Qur'an 2
Basic and Master Vocabulary; particles & pronouns.	Direct reading based on difficult words through long Qur'anic sentences.
Grammar is limited to Understand nouns, compounds (Adjective/Possessive), and non-verbal sentence structures.	Grammar includes complex Syntax with Comprehend long verses, conditional sentences, and thematic topics.
Recognize nominal, emphatic, negative, and interrogative expressions.	Identification of past, present, and imperative verb forms and passive voice.
This will help the student in independently understanding of 30–40% of any Qur'anic page.	Develop the ability to independently understand Qur'anic meanings up to 80-85% from each page.

These outcomes are achievable through 8 units. Details are mentioned in table 2.

Table 2. Summary of Course Content in Muallim ul Qur'an Book

Course	Muallim ul Qur'an Book Details			
	Volume	Units	Lessons	Total lessons
Fehm-ul-Qur'an I	Volume 1	Units 1, 2 & 3	19, 13, 10	42
	Volume 2	Unit 4 & 5	18 & 23	
Fehm-ul-Qur'an II	Volume 3	Unit 6	21	49
	Volume 4	Unit 7	9	
	Volume 5	Unit 8	8	

So far four volumes have been published and volume 5, which as per the outlines, consists of unit 8, is awaited whereas the students of second semester have already started their second semester as it is discussed in survey analysis of the research. (*Fahm e Quran 1 & 2 Outline*, n.d.) This issue raises the questions about the readiness of the concerned authorities who were responsible for the provision of the course pack. Fig 2. shows the enrollment of students in second course of Fehm ul Qur'an.



To achieve the outcomes, functional-semantic approach is recommended as teaching methodology in the outcomes and outlines of the courses. Where direct textual understanding is encouraged over the rote memorizations as clearly instructed in the

book.(Rahman, 2018, Volume 1, pp. 1–12, 13, 16, 18) This method is discussed by (Sultana, 2009) in her research work where she has compared the traditional method to the modern in practice methods for Understanding Qur'an.

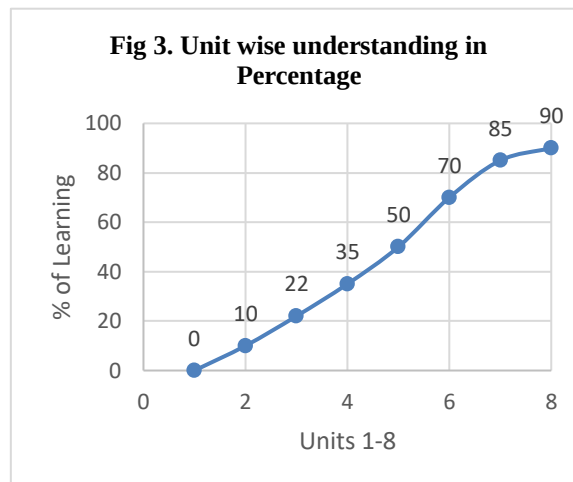
According to the model curriculum and the recommended books, the instruction focuses on the thematic and the deductive approaches, where initially the student identifies the linguistic roots or structure and particles to find out and decode the meaning in a separate phrase before going to trace meaning of the complex and long verses.(Rahman, 2018, Volume 2, pp. 68–100) This method is tested in various language learning settings where it remained efficient and beneficial for the learners.(Valiant, 1984; Wuryani et al., 2018)

This is further supported by a blended learning model, integrating physical faculty-led workshops with digital resources such as YouTube tutorial videos(*Muallim-Ul-Qur'an Lecture 1 | Understanding Qur'an with Hamza and Students*, n.d.) and flipbooks to facilitate extensive Reading and incidental vocabulary acquisition.(*MuallimulQuran*, n.d.) the previous researches shows that the digital tools have major impact on the academic productivity at university level in Pakistan.(N. Qureshi, Jessar, et al., 2026) Analytically, this shift in teaching method have already empowered students with interpretive agency, moving the learner from a passive recipient of translation to an active analyzer of Qur'anic syntax and semantics as explored in the work of Sultana (Sultana, 2009). Consequently, the application of previously tested method's involvement besides comparative linguistic mapping leverages the student's existing proficiency in Urdu, Sindhi and Pashto or other regional Pakistani languages to bridge the logical and applied gap toward understanding of classical Arabic texts including the Holy Qur'an.(*MuallimulQur'an*, n.d., Volume 1, pp. 13–50) This holistic approach is defined as the groundbreaking Qur'anic Lingual Blocks (QLB) system which needs separate analysis. Where instead of studying isolated words or abstract grammar concepts, you learn how Arabic functions through recognizable patterns "linguistic blocks", if learner practically analyze he/she will find these patterns appear repeatedly throughout the Qur'an and help the learner in its proper understanding. As per the QLB concept presented by the author of Muallim ul Qur'an these building blocks help the learner to identify sentence structures, understand word relationships, and extract meanings naturally, just as learner did when he/ she first learned to speak (Rahman, 2018, Volume 1, pp. 1–12).

Keeping in front the objectives and outline of the course and its teaching techniques and methods, each course has to be completed in 15-16 weeks with total 45-48 hours where 33% of the class time is spared for the teacher for the instructions and queries and remaining time 66% is for class-workshop or practice and practice work where the student is required to apply the knowledge in the exercise portion of the lessons.(Rahman, 2018). This applied and workshop mode of class helps the learners in gradual learning and understanding of the Qur'anic verses through out its units.

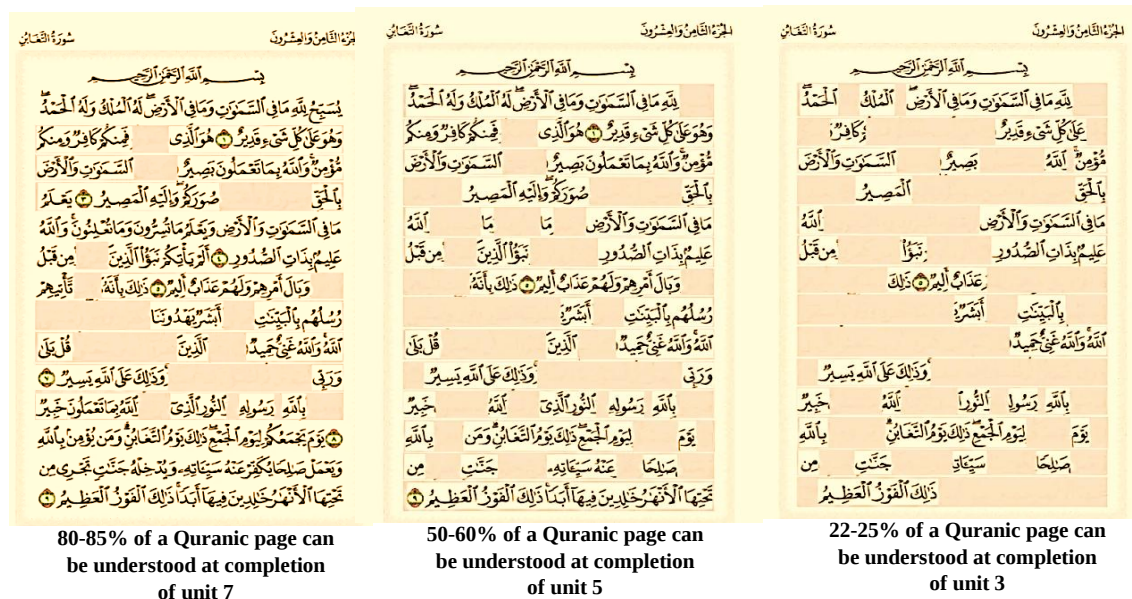
Fehm-ul-Qur'an I aims at covering 50% of the Qur'anic understanding which is starting from 0% at the start of Unit 1.(Rahman, 2018) It starts with basic words of Holy Qur'an which are mostly familiar in Pakistani society like Allah and His attributes, Muhammad, names of prophets, names of heavens and hell and other words that are frequently used in Urdu and other regional languages. (Rahman, 2018) Due to familiarity of the learner the number of lessons and material is higher as compared to the Fehm-ul-Qur'an II as shown in the figure 2. Whereas unit-wise gradual improvement in learning

Qur'anic Arabic during the two courses is depicted in figure 4 on hands-on practice on surah Al-Taghabun of Al Qur'an.(Al-Qur'an, n.d., Chapter 64)



After a deep analysis and the general observation of the figure 4 and the volume 3 and 4 it can be concluded that course Fehm-ul-Qur'an II focusses on sentences and Qur'anic verses which are comparably are long and difficult for the learners here in Pakistan. Units and lessons of this second course have been developed to ensure students learn various forms of verb such as active voice and passive verbs of present, past and imperative with singular and plurals. They also help in Recognizing and understanding different styles of Qur'anic sentences, including nominal sentence, emphatic sentence, double emphatic sentence, negative sentence, interrogative sentence, oath and stressed-based sentences. The course aims at achieving zero to basic and basic to advanced linguistic aspects of Arabic language for Understanding the Qur'an.

Fig 4. Step by step language acquisition of a Quranic Page from Surah Al Taghabun



The course book is available in Urdu whereas the medium of instruction in majority of the universities is English. The concern is being addressed by the course

development committee/ concern persons and translation to English is being started and volume 1 is available for the readers. (*MuallimulQur'an*, n.d.)

To achieve up to 85 percent understanding of the Qur'an's target, every lesson has been planned in proper structure; it starts with necessary information and instructions for further activities. Every lesson is followed by a lot of examples and exercises. Initial 9 lessons of unit 1, have seven common drill activities. The first and 3rd questions ask about the meaning of mentioned words. The 2nd asks about Arabic for common Arabic-Urdu words. The fourth asks to complete incomplete words. The fifth one asks to mention punctuation. The sixth one asks to make one word from letters. And the last one asks to highlight the word from the given verse that the student knows after completing the lesson. In the remaining lessons of Unit I and throughout Unit II, students are engaged in an activity that requires circling the lesson word along with another word whose meaning they already understand. Here the black and red color combination is adopted for the already learned vocabulary and reddish are the new words, the meaning of that type of new words is mentioned in parallel box of the table in easy and understandable Urdu. See figure 5.

Fig 5. Activity Sample

_____	﴿هِيَ أَكْبَرُ﴾
_____ زیادہ سخت	﴿هِيَ أَشَدُّ﴾
_____	﴿هِيَ أَقْوَمُ﴾
_____ زیادہ بہتر	﴿هِيَ أَحْسَنُ﴾
_____	﴿وَهِيَ ظَالِمَةٌ﴾
_____ آزمائش	﴿بَلْ هِيَ فِتْنَةٌ﴾

Actually, the lessons are structured in such a way that they themselves incorporate activity-based learning, requiring students to actively participate in tasks as highly observed in examples. This is also major objective of the course pack development as author mentioned in the preface (Rahman, 2018, Volume 1 p. 4). As far as the grammar is concerned, the book is not focused on learning grammar, but it discourages the in-depth discussions of Arabic grammar. The author and the HEC's provided outlines encourage the self learning and student centered learning mode where the teacher or instructor have to play the role as a guide in case of serious supervision or help in understanding difficult vocabulary. (Rahman, 2018, Volume 1 p. 4-12).

Table 3. Demographic information of the Study

Variable	Category	Frequency	Percentage
Gender	Female	184	61%
	Male	106	39%
Level of Study	BS	156	52%
	MPhil	96	32%
	PhD	36	12%
	MA/MSc	12	4%
	Online	124	41%
Teaching Mode	Hybrid	96	32%
	On-campus	80	27%

To assess the effectiveness of the Fahm-e-Qur'an Course the data was collected from 300 participants on a questionnaire. This portion of the research is consists of

descriptive stats, thematic explanation of the views, and comparison with existing methods of Arabic for Qur'anic learning.

The demographic findings from the survey informed that the majority of respondents were female (61%) whereas gender wise HEIs enrollment of female students is 48% in Pakistan. The respondents were among different levels of the degrees but the majority of our population were among undergraduate level (52%), it suggested that this course has solid outreach and attraction among early-stage learners of HEIs.

A major factor which shows the seriousness of the students and faculty members for this course is revealed in the responses but there is a question mark on the seriousness of the Universities and HEIs is highlighted by the respondents in different responses. As per the instructions of HEC's Fahm-e-Qur'an Section, National Academy of Higher Education commission of Pakistan and the focal person appointed by the HEC the course is recommended to be thought on-campus or physical class mode. Whereas the collected data reveals that the (41%) of the respondents are learning it through online mode. Besides seriousness of the HEIs, it reflects to the increasing of digitalization in education sector of Pakistan specifically in Islamic and Arabic studies. However, prior research highlights that online learning leads to demotivation and low engagement, especially in language learning contexts.(Fazza & Mahgoub, 2021). This aligns with other findings of this study where students expressed concerns about online delivery. In the first part of the discussions, the CLOs were mentioned in a summarized form. This firsthand and primary data suggests that the learners are getting vital and positive impact on their language ability for understanding of Qur'an through Fahm-e-Qur'an course. The highest mean score (4.32) relates to vocabulary improvement; it indicates that this course is effectively enhancing familiarity of the learner with Qur'anic Arabic vocabulary.

This result is strongly supported by previous studies on Arabic Language for Qur'anic Understanding. (Ismail, 2024, p. 1346) where vocabulary acquisition is identified as a basic and important step for understanding, memorizing, and reflecting upon Understanding of Qur'anic text directly. Similarly, the objectives of the course are excluding the Arabic grammar except those discussions of grammar which are related to the Qur'anic understandings and application of its pedagogy(Rahman, 2018, Volume 1, pp. 4–12). This is highlighted in the data interpretations as it shows lower mean scores for grammar (3.61). Besides this, the direct understanding of the Qur'an, which is core objective of the course and is depicted in each and every page of the textbook, is also indicated as low score in the study (3.74) although it shows moderate score. Remaining statements are explored as high score indicators. The statement-wise scores of the course effectiveness are as mentioned in table 4.

Table 4. Mean Scores of Course Effectiveness

Effectiveness Indicator	Mean
Arabic vocabulary development	4.32
Qur'anic Grammar learning	3.61
Reading skill	4.08
Understanding without translation	3.74
Understanding Qur'anic concepts	4.15
Reflection on meanings	4.01
Interest in Arabic Language	4.20
Overall language improvement	4.18

Overall status of the satisfaction is highlighted in the study as a substantial majority (84%) of the participants rated the course as Good to Excellent, this confirms its overall effectiveness and impact on the Qur'anic Understanding.

This finding is consistent with the previous research in the field of Qur'anic Understanding, and it trends in Arabic education, where Qur'anic learning programs in its structured settings are shown to significantly enhance comprehension and understanding. Previous trends and studies also showed that improved Arabic *Qira'ah* (Reading) skills in Qur'anic text impact directly on understanding of Qur'an. (Dermayani & Yulia, 2025, p. 178). Concludingly, the Likert-scale responses about the effectiveness of the courses indicates that this initiative from the HEC successfully fulfills its primary objective which is improvement in learners' attachment with the Qur'an and gradually improve their direct understanding.

Although the open-ended thematic analysis of the open-ended responses of qualitative nature suggest face to face and on campus learning methods. The responses suggest this method due to following factors:

1. Physical classes have more opportunities for interaction.
2. Complex Qur'anic grammar concepts can be explained by teacher in more effective way due to higher engagement levels.

This supports previous findings that interactive environments improve language learning, whereas online mode may reduce the learning motivation. (Passerini, 2007)

Whereas the learners face multiple issues, addressing them immediately can increase the learning process and can make it more impactful. i.e.

1. the simplified medium of instruction.
2. Group discussions or assignments in the quizzes and assessments
3. Maximize use of multimedia tools in physical classrooms.

Modern Arabic teaching research highlights that interactive and technology-supported methods significantly improve engagement and retention, especially in Qur'anic studies. (Akem et al., 2025; Cheah et al., 2023). As repeatedly discussed, that, this course is relevant to Qur'an which is ordinally focused on the human behaviour as discussed in the introduction part. This spiritual and behavioural impact is also depicted in the study as transformational and internal progressive impact of the course. The responses indicated that the course increased their connection with the Qur'an, it helped them in strengthening their faith and spirituality level and also it improved their moral and ethical behaviour in their daily life beside their Qur'anic Arabic Learning. This achievement is beyond language acquisition. It reflects the holistic nature of Qur'anic education, where cognitive, behavioural and spiritual developments are dependent on each other.

CONCLUSION

The course content after its analysis was found appropriate and well organized. The language used in it is easy to understand for the modern days Pakistani youth. Grammar portion is minimized in the book which was hurdling the learning process. The textbooks provide the foundational and main focus to vocabulary acquisition. Whereas the Qur'anic grammar portion is still part of the textbook which is still challenging for the learners in acquisition as this study explored with moderate score for this indicator. Besides the textbook's availability and its impactful nature, importance of interactive pedagogy and learning environment cannot be ignored for making this course more productive for the learners.

Majority of Urdu medium books are available for the students, and the learners are satisfied with the textbook as it provides supportive material in YouTube videos. The faculty members of various HEI are performing their responsibilities and are progressing in delivery of the course content after getting training and participating in workshops by the NAHE and by the Author of the Book. This personal satisfaction is also playing positive role in making the course more interesting and impactful for the learners.

The analysis demonstrates that the Fahm-e-Qur'an course is highly effective in achieving its core objectives such as: Enhancing Qur'anic understanding, improving Arabic vocabulary, increasing student interest and confidence, promoting spiritual development. However, the study also identifies key areas for improvement; i.e. greater emphasis on face-to-face or on campus learning, more simplified instructions in Qur'anic grammar portions, integration of interactive teaching methods by the teachers by aligning the course content with levels of students. It suggests that while the course successfully fulfills the gap between classical and modern approaches to Understand the Qur'an where recitation and understanding are merged. Course's effectiveness can be further improved through innovation in pedagogies and variations in delivery strategies.

Based on the findings of the study, the following recommendations are proposed: The teachers should adopt various teaching techniques to encourage discussion, Question-answer sessions, and Group activities. The use of digital gadgets and tools can be increased to achieve proper engagement from the learner. Design the textbooks and the course as per the study level of the learners of Basic (BS level), Intermediate (MPhil/MS Level) and (Advanced (PhD level) separately. As of know all levels are treated and taught same course which is against the concept of gradual learning. The last volume's availability is awaited as per the outlines provided; priority may be given to it for smooth and productive learning process. The availability of English translation is also awaited which can play vital role in alignment of universities' medium of instruction. Universities have to take responsibility and seriousness through emphasis on face to face or on-campus classes for higher effectiveness. If online teaching is necessary then it could be assured that the class size may not exceed 30 learners for better interaction between the teacher and learners. Lastly, this study contributed to Qur'anic pedagogy and Arabic language learning, particularly in the Pakistani context where this study focused on perceptions and personal views of the learners rather than experimental analysis. Future studies may be conducted on: The longitudinal or experimental studies to measure actual outcomes of the learning progress. Also, a comparative study may be conducted to assess the different institutions or provinces with special focus of role of technology in Qur'anic Understanding, Impact of teacher qualification on Fahm-e-Qur'an course, and gender-based differences in Fahm e Qur'an's learning outcomes.

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