

Content analysis of Islamiyat (Compulsory) Textbooks of class 5th session 2019-2020 and session 2021-2122(SNC syllabus)

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Abstract

Islamiyat is not a modern concept in Pakistan. It is being taught in Pakistan as compulsory subject for many years after the birth of Pakistan. As a Muslim, it is our religious duty to learn it's all concepts that's why the Punjab government has declared it as a separate subject for all schools and the Nazara Quran in the framework of the SNC. It was lacking in all educational policies. Nazara Quran as a compulsory subject will help the students to develop the positive changes as per needs of our religion. Textbooks play an important role in this regard. This study was designed to explore the content analysis of the Islamiyat of class 5th session 2019-2020 and 2021-2022(SNC syllabus). The finding of the study examined those textbooks where significant differences in contents between the two books. Some new things are added and somethings are deleted. Main thing of SNC syllabus Islamiyat book is that *Khatamun Nabyeen* (S.A.W.) is placed along with our beloved Prophet Hazrat Muhammad (S.A.W) which is the most important addition being follower of the last Prophet (S.A.W). During the content analysis we have find some similarities between these two books like promoting the Islamic. Both books have the ability to develop moral values in our students to lead the life according to Islam. These books also promote the concept of unity, brotherhood, punctuality and love with nation and country.

Keywords: Religious Duty, *Khatamun Nabyeen* (S.A.W), Nazara Quran, Unity, Brotherhood

1. Introduction

Islamiyat is the compulsory subject from grade 1 to 12 in this book the life of the *Khatamun Nabyeen* Hazrat Muhammad (S.A.W) and some other social events have been discussed. Main and concrete concept of these books were to know how to lead life according to Islam and impart the religious concept in our student's minds through Hadith and Quranic references. These concepts were discussed in very simple, easy and meaningful language so the children can easily understand (Haste, 2018). According to Pam, (2013), it was stated that how people are different from each other according to their identities, cultures and religious status but Islam has denied all these and showed that all are equal. Our beloved Prophet Hazrat Muhammad *Khatamun Nabyeen* (S.A.W) said: Of course, the difference between a Muslim and a disbeliever is prayer (2018). Prayer has developed the sense of punctuality, humble and piousness in human being. Prayer has the basic difference between Muslims and non-Muslims. According to Learner, (2015), Justice is firmly connected with correspondence; to settle on choices, an individual should think about the manners by which issues of equality and value for all others are accomplished. Equality

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encourages individuals to understand the circumstance of individuals of various societal positions and of individuals who are experiencing disparity just as assume liability to decrease inequity (Reysen and Katzarska-Miller, 2013). In the textbook A and B the ability to social justice and equity defined as, people were divided in different classes and *Tabqat* before the prophet hood of Hazarat Muhammad (S.A.W). Slaves were not allowed to appear before the chief and they could not explain their issues with their master, in these circumstances our beloved prophet came and resolved all the issues and said that all are equal according to Islam. Human rights are inalienable in all individuals, whatever their identity, the spot of the home, sex, public or ethnic birthplace, shading, religion, language, or some other status. These rights are closely related, intertwined and do not cease (OHCHR, 2012). In the textbook A and B mention the prohibition of life, wealth and fame: In Arabia, there was no guarantee or protection of life, property as well fame, who would kill whomever he wanted and take away whomever he wanted. A healthy and ideal society can exist in life; property and honor are protected about the respect for people and human right. The rights of the worshipers and the rights of the slaves are obligatory to be paid. According to textbook B, it is clearly mentioned that Allah will forgive only those who will ensure the human right first instead of His rights (Banks, 2004) further explained different cultures respect each other's differences (Aydin & Cinkaya, 2018). In the textbooks A and B explained the importance of diversity as all the people belongs to different countries. They have different languages and cultures. All have one father and one Allah. Only one is honorable in the sight of Allah among all who is the most pious one. All human beings are equal according to Islam and there is no superiority over an Arab no black has any superiority over any white and no white has any superiority over any black superiority is only based on piety. When the research compared these two books, he found that both books are the good source to develop moral character, ethics, high value of attitude and good manner in human being and also have a lot of religious knowledge which is the basic needs of the early age students. After the study of these books I have come to know that nothing is good and bad in the society which we think we do that make the character. So character is only one thing that made everything positive, good character has positive thinking and bad character has negative thing. Therefore, these books are helpful to develop moral character and ethical values in students in early age of life.

2. Methodology

For this study we used qualitative research designed to evaluate the content analysis of the Islamiyat books of the class 5th of sessions 2019-2020 and 2021-2022. Basically, content analysis is defined as the techniques to compress the many words into few words to make good understanding on the basis of some specific rules (Stemler, 2001). The data was collected by taking notes and reading and observing the student's textbooks based on predetermined themes. The following two textbooks were analyzed: Textbook of Islamiyat class 5th (Punjab Textbook Board, 2019-20) as A Textbook of Islamiyat 5th class (Punjab Textbook Board, 2021-22) as B. This study examined Islamic education for citizenships' values and attitudes in the society. The researchers read books three to five times carefully and highlighted the content and make their differences. The researcher covert the contents of these two books into English because both books were English medium.

Table 1*Comparison between contents of both books A and B*

CONTENT		2019-20	CONTENT	2021-22
Total chapters		5		7
Total lessons		24		16
Total pages		80		84
Nazara	Easy to learn the basic concepts of the Nazara Quran at this level of students and also having material for memorization		Having learning material but difficult to understand the basic concepts.	
Composing and design	Having clear typing, colorful, attractive, and easy to read for students.		Simple and narrow writing but not colorful and not easy to read.	
Chapter Length	Contained short and easy wording according to level of students.		Have lengthy and difficult to understand at this level of students.	
Exercise pattern	Exercises having easy and colorful questions answers are according to level of the students.		Exercises are lengthy and simple but not according to this level of the students.	
Topics	Basic topics included which are easy to understand.		Contains basic topics but vast and deep understanding	

The table 1 shows the content comparison between these two books and difference between them. It also discusses the exercises of these two books. Exercise of book A has easy and colorful questions answers whereas book B has long questions and not according to the level of the students. Book A contains easy and basics concepts but book B has just learning concept instead of basic concepts. Book A has five chapters and twenty four lessons with eighty pages while book B has seven chapters and sixteen lessons with eighty four pages. Book A having the easy and basics contents Nazara Quran according to the needs of the students whereas book B has more learning material which is difficult to understand at this level of the students, therefore book B contents are not according to the needs of this students at level.

Table 2*Chapter wise comparison of old syllabus and SNC*

Chapters	2019-20 Syllabus	SNC Syllabus
Chapter 1	Nazara One month syllabus but conceptual, revision based and according to student level.	Nazara One and half month syllabus, just learning, not revision, difficult learning for student.
Chapter 2	Five lesson, main topics included, knowledge based, according to level	Seven lessons, some topics are basic but lengthy, student lose their interest while studying
Chapter 3	Total lessons 11, separate topics	Total lessons 3, same topics but in one or 2 lessons
Chapter 4	Basic society issues are included in five ways.	Just 2 topics are in focus, that is not enough
Chapter 5	Teaching of two preachers of Islam are included namely Hazrat Ibrahim Hazrat Abubakar Siddique.	Total four lessons included and about mutual relationship.
Chapter 6	Only five chapter included in 2019-2020 syllabus	Teaching of three preachers of Islam have been discussed give below Hazrat Adam Hazrat Noah Hazrat Abubakar Siddique

The table 2 shows the comparison between chapters of these two books and also discussed the lesson included in these chapters. In book A only five chapters included and in book B contained six chapters. In book A two preachers of Islam included in chapter five but book B three preachers of Islam included in chapter six.

Table 3*Syllabus wise comparison*

Category	2019-20	2021-22
Length of syllabus	Almost three months	Almost four months syllabus but not sure that students achieve all solo's
Views	This syllabus according to me is effective and understandable for this level and easy to teach as compare to SNC	Basic knowledge of book is vast and not according to this level. The age of student of this level in govt. sector is mostly seven to nine years. Mostly syllabus is not suit able for this age group. This is vast, deep learning and difficult to understand

The table 3 shows the comparison of syllabus of these two books and indicates that the syllabus of book A will be completed approximately in three months and book B will be approximately in four months. This table also shows the views about understanding of both books' chapters.

3. Discussion

Islamiyat is now a separate subject in SNC syllabus 2021-22 which was not consider in syllabus 2019-2020. Further, curriculum of textbook 2021-2022 including the topic of *Ittehad-E-Madaris* Pakistan which one is the good point and the need of the current era but it was lack in textbook 2019-2020. The SNC curriculum has the standard of competencies but there were no competencies, standard and students learning outcomes in the previous curriculum 2019-20. It's also a good initiative of the government of the Punjab.

Holy Quran as separate subject was missing in previous curriculum but in SNC curriculum it was added. Being a Muslim it as our basic and necessary need to lean Holy Quran in early stage .it was added according to the Holy Quran act 2018 and it was missing in previous syllabus. Addition of Nazara Quran as separate subject and learning of Hadith with translation in 1st year and 2nd years classes is the best struggle of government which is the best source for learning of Holy Quran and Hadith during teen age study but it was missing in syllabus 2019-2020.

Husn-e-Mamlat-o-Muashrat and *Islami Talimat aur Dour-e-Haazir ky Taqazy* are the key components for the betterment of the Islamic society and these terms were not included in 2019-2020 syllabus.

In addition, one most important changing is the "Review of *Khatimun Nabeeyen* with the name of our Prophet Muhammad (S.A.W) in all places where the name of our beloved Prophet (S.A.W) is written. Another term named as *Zubani Duain* also good addition and student learn mostly religious prayers during this period of study in 2021-2022 syllabus and this thing was missing in 2019-2020 syllabus. Introduction for teachers' textbook outdoor and assessment experts has also

been added. Furthermore, there are multi changes in exercises portion. In previous only questions were added at the end of the exercises no any activity and assessment criteria. But in the SNC syllabus 2021-2022 exercises have given most important to student center activities and assessment.

4. Conclusion

This study was designed to analyze the textbooks of Islamiyat of V syllabus 2019-2020 and SNC syllabus 2021-2022. The main objectives of the study were to understand the content analysis of these two textbooks for session 2019-2020 and session 2021-2022. These books explain all the code of life which was described by the Almighty Allah who is the creator of all creatures and one of the best planners. Our beloved Prophet Hazarat Muhamad *Khatamun Nabyeen* (S.A.W) is the last messenger and beloved prophet of Allah. Allah revealed Holy Quran on Hazarat Muhammad (S.A.W) which is the complete code of conduct of life. The researcher identified that textbooks A and B are focused on that student should understand the importance of religion in every sphere of life and adopt it in practice as well as human brother-hood. Islamic values and moral characters like guidance, sincerity, integrity, goodness, veracity, believable, patriotism, honesty and unity of nation also highlighted in these books.

5. References

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