
CRITICAL ANALYSIS TEXTBOOK OF ISLAMIAT GRADE 10TH BALOCHISTAN TEXTBOOK BOARD

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ABSTRACT

The study aimed to examine Islamic textbooks considering the Balochistan secondary school curriculum for class 10th. The study's scope was restricted to the subject of the Balochistan Board's Islamiat textbooks for grade 10th. Observation and analysis were the study strategies used. A textbook document analysis was carried out. A qualitative analysis of the data was done. The content of the Islamiat textbook used in public schools was found to not accurately represent the 2006 national curriculum's emphasis on Islamic and moral values for children. Specific recommendations were given considering the findings. The objective of this critical study was to examine the educational framework, cultural sensitivity, historical coverage, and impact on students' moral and spiritual growth of the Grade 10th Islamiat textbook provided by the Balochistan Textbook Board. The study commends the textbook for its skill in promoting cultural relevance and clearly explaining difficult theological themes. It examines the thorough treatment of Islamic history, praising the textbook's chronological structure and making recommendations for improvements to encourage more in-depth discussion. The analysis also emphasized how well the textbook bridges the theoretical and practical divide in Fiqh and how important it was for the growth of morality and ethics. Insights into Quranic studies are included at the end, highlighting the textbook's role in fostering students' spiritual development.

KEYWORDS

Critical Analysis, Balochistan Textbook Board, Textbook of Islamiat grade 10th

INTRODUCTION

Textbooks are essential to the effective execution of any school curriculum and are integrated into the educational process. Textbooks are typically regarded as the primary source for the teaching and learning process that takes place in schools, particularly in developing nations. For educators and students alike, textbooks serve as a reliable source of real material when used in the classroom. However, for most students, carrying a bag filled with their required textbooks to school has become the norm. According to Pakistan's Ministry of Education's Green Paper on Textbooks and Learning Materials, "the textbook is the only available learning material in most schools."

Education is one of the most essential tools for shaping young people's beliefs to fit a nation's ideology. The pupils follow a curriculum that has been carefully designed to meet the state's educational goals. Formal education begins in school. These schools enroll a significant number of children and teens, put them through the typical educational curriculum of the previous ten to twelve years, and prepare them for further academic study or professional interests.

Pakistan is officially known as the Islamic Republic of Pakistan, but it is governed under the Federal Republic of Pakistan constitution of 1973. As stipulated by the constitution, Muslims are allowed to live their lives according to the Sunnah (the customs of the Muslim prophet Muhammad) and the teachings of Islam, which are outlined in the Holy Quran, the sacred book of Muslims. The state must also provide Muslims with all the amenities necessary to help them comprehend the fundamental ideas of Islam and the Sunnah, according to the constitution. It adduces that to motivate individuals to learn Arabic and the Holy Quran, the State's interpretation of Islamiyat and the Quran will be required. This idea led to the introduction of Islamiyat (Islamic Studies), a curriculum that strives to give Pakistani youth a foundational education in Islam, and was made mandatory for all Muslims living in the country under the Zia dictatorship (1977– 1988). The action was taken to introduce Islamic principles into the educational system. Islamiyat is still taught in Pakistani public schools as a required subject from early childhood education through secondary education. In the same vein, the goal of Islamiyat's graduation-level development, according to the education strategy of 1998–2000, is to establish a tolerant, peaceful society that embraces the Quran and Sunnah as a comprehensive source of life's answers. While serving as Pakistan's president from 1999 until 2008, General Musharaf. General Musharaf introduced the idea of "Enlighten Moderation" in 2002 while speaking at a summit of the Organization of Islamic Conference (OIC). Unlike the doctrines of the fundamentalist religious groups, Musharaf thought that Islam was not a fundamentalist religion. Musharaf gave a briefing to the conference on his approach, saying, "Since the early 1990s, the globe has been going through a turbulent

time with no sign of relief in sight. Setting this chaotic setting in order is even more critical in light of the pain that innocent people, especially my Muslim brethren, endure at the hands of extremists, terrorists, and militants. In keeping with this, let me present a tactic I refer to as Enlightened Moderation. A rule. The policy draft demanded a change in the existing curriculum and recommended the following:

To promote national cohesion by respecting all faiths and religions and recognizing cultural and ethnic diversity.

To promote social and cultural harmony through the conscious use of the educational process.

To provide and ensure equal educational opportunities to all citizens of Pakistan and to provide minorities with adequate facilities for their cultural and religious development, enabling them to participate effectively in the overall national effort.

According to General Musharraf, religious extremism poses a threat to international security. He claimed that the global production of suicide bombers has resulted in a deadly force that is challenging to neutralize. Additionally, he said that the suicide bomber phenomenon has led to the development of unfavorable opinions about Islamic beliefs. He thought that by using an Enlightened Moderation approach, he could both help to prevent extremism and possibly spread the word of a peaceful Islam throughout the world. He thought that a bad image of Islam around the world would encourage radicalism more, so it's critical to dispel the myth that Islam's teachings are bad. However, General Musharraf also made efforts too. The 2009 education policy could not be carried out since Musharraf was removed from office as Pakistan's president. Subsequently, the provinces were granted the authority to develop their curricula and textbooks once the education ministry was abolished.

LITERATURE REVIEW

The idea of empowering pupils to cultivate an understanding of others' expectations towards the interconnected globe through education for optimal citizenship is not new. It aids in the development of the learner's ideals and attitudes toward the greatest citizenship education, enabling them to positively address the difficulties of an interconnected world.. Textbooks play a vital role in this regard. This study was designed to explore the values and attitudes towards education for best Muslim citizenship in the textbooks of Islamiyat of secondary classes. The finding of the study explored that textbook Islamiyat grade X promotes and develops Islamic values and morals in every sphere of life. Students will be able to adopt these values and attitudes in practice such as human brotherhood, unity, tolerance, equality, fulfillment of covenant, justice, sincerity, piety, truthfulness, punctuality, purity, service to the people, rights of worship, love of homeland and people, national unity. It is recommended that the textbook should provide the broader concept of humanity and

religion. Islam guides in every field of life, so there is a need to add content that will give the learner a broader scope of living in the wider world. There is a need to align the national curriculum and textbook which promote the best Muslim citizen. Pakistan's educational system is a blend of the traditional and the modern to provide its young people with a wide range of educational options. Its dual system offers many diverse options for conserving Pakistan's traditions and culture, as well as for preparing young people to function well in a modern state and providing them with the skills necessary to do so.

Pakistan Constitution and Laws to Islamize Education

The following are other goals for the Islamic way of life included in Pakistan's 1973 Constitution: Encouraging measures will be implemented to guarantee that Muslims in Pakistan can live by the core values and tenets of Islam and have access to resources that will increase their understanding of life. A requirement of the 1972–1980 Education Policy was that Muslim students in grades 9 through 12 take Islamiyat. Every subject and textbook will include the cultural and ethical teachings of Islam Education should "build a deep and abiding allegiance to Islam," according to the National Education Policy and Implementation Program (1979). At the undergraduate level, Arabic and Islamiyat courses were mandatory after the entire curriculum was reevaluated to ensure it contained sufficient material on Islam and Pakistani ideology. Students were required to complete studying the Nazira Quran by the end of the school year, and it was taught at mosques and Maktab schools. The policy on Islamic Religious Education was the same in 1992 as it was from 1998 to 2010. Mandated in 1992 was the Nazira Quran. Discussion and interpretation of the Quran were heavily stressed in secondary and advanced classes. The 1998–2010 Education Policy restated the nation's guiding principles.

The Balochistan Textbook Board's Islamiyat textbook plays a crucial role in forming students' moral, intellectual, and spiritual aspects in Grade X education in Balochistan. This critical examination explores the pedagogical nuances, cultural resonance, historical tales, and significant impact on the ethical and spiritual development of young minds to uncover the layers of this educational cornerstone. While examining the material in this textbook, we do so with an awareness of its advantages as well as a critical eye for possible improvements. The voyage takes place to gain a deeper knowledge of how this instructional tool shapes the opinions and viewpoints of Baloch students in Grade X.

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Education Policy was that Muslim students in grades 9 through 12 take Islamiyat. All courses and textbooks shall reflect the cultural and ethical precepts of Islam. Education should "build a deep and abiding allegiance to Islam," according to the National Education Policy and Implementation Program (1979). At the undergraduate level, Arabic and Islamiyat courses were mandatory after the entire curriculum was reevaluated to ensure it contained sufficient material on Islam and Pakistani ideology.

Ahmed Waqar and Dr. Khan Azim (2020) stated that the Pakistan Studies textbook was discovered to have a few advanced characteristics that made it marginally superior to Islamiyat. Weak elements of the textbooks were determined to be the lopsided emphasis on different character qualities, the failure to indicate learning outcomes, and the absence of appropriate teacher guidance for the use of appropriate methodologies, learning activities, and assessment procedures beneficial in the character-building process. Ani Cahyadi & Dhia Alfa Della (2021) investigated the classroom as just one of the many locations and activities where character education is practiced in the school setting. It is incorporated into many disciplines, particularly Islamic Religious Education classes, and is exercised firsthand by educators who instruct and interact with other pupils. Considering that Islamic studies addresses character development from a moral perspective and seeks to generate graduates with noble character who are also human, Islamic Religious Education plays a crucial role in facilitating the implementation of character education. As previously explained, character education is a component of Islamic Religious Education teachings, which is meant to improve student behavior. Dr. Ashar Khokar (2023) examined all Ethics and IE textbooks released by Pakistan's state and provincial textbook authorities to examine the lessons taught to students through narrative and descriptive texts and also discovered that students are taught that religion is the source of all peace and that while "peace with nature" received very little attention in textbooks, "inner peace" and "social and cultural peace" received a lot of attention. This study recommends using a broader perspective when designing ethics and IE curricula and textbooks. Only by making it an inclusive exercise (involving experts from all religions) will the textbook content contribute to cultivating peace at the macro (community, society, and global) and micro (inner peace) levels and help students become well-rounded citizens of Pakistan's multi-religious and multicultural society as well as the world. The textbook addressed the concepts of humanism and tolerance, According to Fareeha Javeed and Sana Baig (2023). It ignores the fact that moral and social competencies are crucial for the development of a multicultural and civilized society, and so fails to provide the learning outcomes that are meant to help students acquire them. It is also not included in the textbook for pupils to learn values and qualities through text reading. The results also demonstrated that pupils cannot identify and put into practice moral principles and qualities that are necessary for peaceful coexistence among people, communities, societies, and countries, such as patience, equity, justice, honesty, and empathy.

RESEARCH OBJECTIVES

1. To evaluate the possible effects of these flaws on the comprehension and learning of the students' Islamiat textbook Balochistan Boar grade 10th.
2. To make suggestions for textbook Islamic grade 10th strengthening the points that have been found weak, encouraging an atmosphere where teaching materials are always being improved.

RESEARCH HYPOTHESES

1. The Balochistan Board grade 10th Islamiat textbook is well-written and satisfies all requirements for successful teaching and learning. It has no notable flaws.
2. The Balochistan Board grade 10th Islamiat textbook is not well-written and satisfies all requirements for successful teaching and learning. It has many notable flaws.

RESEARCH METHODOLOGY

This study developed content analysis and chose a qualitative research design to critically analyze the Islamiat textbooks for grade 10th which were published for both public and private Secondary level School students. There was a study utilized to choose a sample textbook Islamiat grade 10th of Balochistan Textbook Board through reading and observing. There were analyzed in depth the textbook of Islamiat grade 10th which consisted of five units and 12 sub-units designed for secondary-level students in public and private sector schools.

DATA ANALYSIS AND DISCUSSION

National curriculum designed of Islamiat textbook for secondary level

In the foundation of Curriculum National Curriculum 2006, the guide of the textbook is given below steps designed by the Federal Education Department Government of Pakistan

- Strands
- Standards
- Benchmarks
- Learning outcomes
- Activities
- Suggested Formative & Summative Assessments

The textbook consisted of five units and 12 sub-units designed for secondary-level students. The details are as under:-

S.No	Chapter/Unit	Sub-unit
1	Al Quran U Kareem & Ahadhit قرآن مجید اور احادیث	A- Translate with Summary of Quran selected verses No.11 to 20 B- Ahadith selected 11 to 25
2	Emaan/Ebadaat	A-Emaniyat (meaning of

	ایمان اور عبادات	Ebaadat)
		C- Jehaad & kind of Jehaad)
3	Seerat u Nabi SAWW سیرت النبی ﷺ	A- Khasail w shumail nabwi SAWW) B- Ahl e bait W Sahaba Karam SAWW C- Ashra Mubashra RZ
4	Akhlaq e Aadab اخلاق و آداب	A- Ahtraam Insaniat(Human RightS) B- Salam k Aadab C- Effat w Haya
5	Mushahiry Islam مثابیر اسلام اور ہدایت کے سرچشمے	A- Jabir Bin Hayan B- Musa bn Naseer

Main basic Steps evaluation/analysis of textbook

1. Physical Structure
2. General Content
3. Textual Structure
4. Virtual Structure

1. Physical Structure

It is important to take into consideration the physical structure and layout of a textbook for its significance in education. A few of the questions to look at are.

Is the book easily identifiable by the student?

Is the layout user-friendly and easy to use?

Does the general format of the book facilitate learning?

The Islamiyat 10th class Textbook is a moderate-sized book. The copyright is 2018 which makes the textbook outdated and not relevant to the single national curriculum. The textbook binding is very loose and low-quality papers used pages of textbooks are inserted automatically. Teachers /students can not be able to get several years of use from the book. The Subject, Islamiyat grade 10th, is indicated on the front but the textbook titles are not attractive. The Textbook layout is very low and very simple. The Textbook binding quality is very low and unable to be used. The Textbook binding is pasted with bond and don't use any stapler for strong binding. The textbook was printed very shortly only 70 pages book for standard class 10th, it's a short textbook for comprehension study or standard class. The units are not color-coded on the bottoms of the page- one color per unit and a Sixth for the content. There are only sample white colors used and very bitly used to blue color. Each unit starts without a review of the subject matter "What you should recall about" Which leads to an introduction of what the student will learn. Each chapter closes with a unit review

2. General Content

The general content of a textbook takes many aspects into account. The content of the

textbook needs to match the curriculum set by the province for the course. The aims and goals should be clearly outlined for teachers and students. There should be a good mix of theoretical and practical

The textbook Islamiyat secondary level class 10th Balochistan Board was written specially for the National Curriculum 2006. The text is divided into five chapters according to benchmarks and strands of national curriculum guidance for social needs and better learning outcomes and build an Islamic and moral value of his/her real life. The textbook's quick look through the table of contents shows each specific outcome for the unit is adequately not covered. The learners of grade 10th students are targeted by the book. The structure layout color, size of print and clearly not defined goals make it moderately accessible for learners of this age and the needs of society. The textbook is developed with some writing miss print indicating chapter No. 3 sub unit Ahl e bat the word **Jaarat** instead of **Tijarat**, (تجارت کی جگہ جارت) and **Amza** instead of **Hazrat Hamza R.z حمزه کی جگہ عمزه** also **backlash** instead of **Balkih بلكه کی جگہ بلكه**

The textbook has been written by Assistant Professors Miss Sabeen Akbar, Molana Muhammad Hashim Kakar (M.A Islamiyat/arabi), and Zeshan Hashmi (M.A Islamiyat), and reviewed by the internal and provincial review committee

3. Textual Structure

Secondary school textbooks need to utilize a language suitable for the target audience. The text should include interesting facts and other motivational elements. Students should be encouraged to participate in various types of learning activities. The text should stimulate higher-order thinking without sacrificing a lower cognitive level.

Correctness of the content: The textual content of the topic is not accurate in all five units. The concepts of chapter No.1 القرآن و حدیث are related to human rights, respect for others and truth, prayers, country loyalty, religious aspects of daily life, and a friendly social environment but in this chapter betterment required some improvement about the Importance of Holy Quraan and Sunnat.

In this chapter need given below topic should be include for social need and achievement of objectives and goals .

آیات کا موضوع حوالہ اور متن، فضا، نل قرآن کی اہمیت و فوائد، سکنہ، رموز اوقاف
گرامر و قواعد ترجمہ، قرآن پاک کی ادائیگی مخارج وغیرہ
الحدیث

حدیث کا موضوع حوالہ اور متن
احادیث کی اہمیت و فوائد
مکمل تشریح اور وضاحت

In Chapter No. 2 ایمان اور عبادات the Textbook sub unit Emaaniat but the sequence is different from Chapter no any material topic includes emaniat This chapter starts from Ebadaat instead of emaniat. Ebadaat is the second subunit of this chapter namely Jehaad also includes with importance and kinds of Jehaad It is a knowledge base unit related to Jehaad but needs awareness for students' inspiration our national heroes nationally and also needs some suggestions to students who struggled through knowledge (Jehaad bil Qalam) we should change our society our habits through knowledge and education without any physical fight and struggled our attitude should be softly and as per Islamic values. we can change our society through Islamic knowledge and should add some topics in Jehaad Bil Maal about charity Sadqa, Khairat, help orphans also a great jehaad.

Chapter No.3 سیرت النبی ﷺ consists of three subunits A-Khasail w shumai nabi SAWW)

B-Ahl e bait W Sahaba Karam SAWW C-Ashra Mubashra RZ.

The subunit سیرت النبی ﷺ is the best chapter for students' learning but needs some guidelines should be included for teachers about activities and the second subunit is ahl e Bait R.z describes the need to add some detail about عشره مبشره because the subunit is very shortly added and incomplete about the given ten respected Ashaab R.Z their extra rules acts and activity should be added.

The textbook chapter no.4 اخلاق و آداب consisted of three subunits about human rights and respect for humanity This unit was also designed very shortly did not include any story or historical attractive need base topic for the age level of students of 10class .its a younger age group trying involving with society in different aspects. The last chapter of this textbook includes two Islamic and historical heroes Jabir bn Hayan (Scientist) and King Musa bn Naseer a brave leader

4. Virtual Structure

They should be high quality and encourage motivation for learning. There should be a good mix of realistic, conventional, and hybrid images.

Visuals should be a good Complement to the textual elements of the book.

There is no mix of different types of images used in the text: Photos, graphs, illustrations, and hybrid photos/Themes.

Each unit did not open with an image/tile that relates to the content within.

It is designed to begin general thinking about the ideas and concepts that will explored.

It is very important to add some colorful page design, page border, and quality for students' interest.

Advantages and Disadvantages chapter-wise**1. القرآن الكريم و احاديث**

Advantages	Disadvantages
- Meaning of words used word by word .its best way to understand each word's meaning easily - Quranic ayat mostly selected about human rights and social responsibilities - Teachers Guidance Included but need improvement - Easy Exercise	- Ramoz e Auqaaf (Pronunciations) did not include - Incomplete Importance Recitation of Holy QIran - Did not include any Ahadith about the importance of the Holy Quran - Activity not include - Did include grammar for understanding translation - Urdu translation fonts are very small in size - Title of Ayat and Ahadith not mentioned - SLO not achieved

2. ايمان اور عبادات

Advantages	Disadvantages
- Briefly describe Ebadat - Mentioned all kinds of Jehaad - Explain the difference between Jang & Jehaad	Emaniyat There are no topics included about Emaniyaat Briefly discuss Ebadaat instead of Emaniaat. Ebadaat (Jehaad) There are enough/incomplete details and examples about Jehaad and its Kinds Jehad struggles not a fight, there are used Jang about Jehaad. Incomplete awareness for students through Jehaad Bil Qalam

3. سيرت النبي ﷺ

Advantages	Disadvantages
It is a very comprehensive and details unit about uswa e husna and the life of prophet SAWW also the unit includes short details.	- Spelling errors found sub unit ahl e bait - A very short brief about Ashra Mubashira - Conclusion/suggestion did not include

4. اخلاق و آداب

Advantages	Disadvantages
The unit content related to the curriculum about Human rights is well-defined and divided into 3 subunits.	Its unit is about human rights and social rights but the authors did not include any story about human rights nor add any suggestions for students

5. ہدایت کے سر چشمے مثابیر اسلام

Advantages	Disadvantages
The unit content related to the curriculum and divided into 2 subunits.	Need some suggestions about their creativity What is a benefit we take nowadays their and new names their creativity

Result Hypothesis

The textbooks of Islamiyat grade 10th Balochistan Textbook board are not suitable according to the age level of students. The textbooks lack quality pages and the printing of content and illustrations are also not satisfactory which is not attractive and nor and do not fulfill the needs of children, particularly in public schools and private secondary schools.

Selecting the course material is a difficult thing because it should satisfy all the curriculum aspects and the psychological condition of the student. The Course material gives the guidelines for the teacher in achieving the goals and objectives of education for a teacher the course material is not so important. The Teacher him/herself can build a course material that is convenient to the teacher as well as the student and to the administrative department. The textbook of Islamait grade 10th of Balochistan Textbook Board critically analyzes all five units and sub-units with details according to the basic needs of curriculum Objectives, goals, Content, Implementations, and Evaluation. The textbook does not achieve the basic needs of society and students' cognitive. The textbook was designed very shortly, a high-grade book consisting of only 70 pages with incomplete details and examples, stories, etc.

RECOMMENDATIONS

The textbook should have selected is in line with the curriculum that the Balochistan Textbook Board has prescribed. The necessary subjects, themes, and learning goals ought to be covered.

Select literature that offers a thorough examination of Islamic precepts, historical accounts, and ethical issues. Presented in an understandable and captivating way, the content must be correct and current.

Think about the publisher's standing. Best-selling and respected publishers of

textbooks frequently subject them to rigorous review procedures and strict quality control measures.

Assure students and educational institutions that the textbook is easily accessible and reasonably priced. For widespread acceptance, accessibility is essential.

The Textbook design and writing should be clear and visible for students and readers
The Textbook should motivate students for moral values and character building of Islamic life.

The paper should be used of standard quality and make sure of strong binding for long-term tenure.

The textbook title unit pages should be developed in colorful attractive.

The Textbook should include examples and stories for easily understandable for students.

Teacher's Guide

A thorough instructor's manual may be helpful if one is provided. Lesson plans, extra materials, and advice on how to use the textbook in the classroom are all provided to teachers.

Authors

The authors of the textbook must be knowledgeable at least M.phil scholars and well experts about the course and should be experts on students' psychological and societal needs. Third-party authors should be invited to develop textbook betterment.

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