



RESEARCH PAPER

Teachers' Perception about Alignment of Components of National Curriculum of Islamiat Grade I to VIII, in Pakistan

Nargis Bhatti*¹ Dr. Abdul Ghafoor Chaudhary²

1. PhD Scholar, Department of Education, University of Management and Technology Lahore, Punjab, Pakistan.
2. Professor, Department of Education, University of Management and Technology Lahore, Punjab, Pakistan

***Corresponding Author**

F2017095009@umt.edu.pk

ABSTRACT

Purpose of this study was to evaluate the quality and effectiveness of Single National Curriculum of Islamiat Grade 1 to VIII in Pakistan by examining the alignment of its components and objective achievements. Data was collected from teachers of Islamiat who implement it and face difficulties during this process. The mix methodology was utilized in the study as, both qualitative and quantitative research methods were used. Quantitative method was used for collecting data by a questionnaire on rating scale, to know teachers' views about alignment of its components, weaknesses, flaws and shortcoming. Qualitative data also was collected from teachers by using open ended question in questionnaire to get views and suggestions in detail regarding alignment of components of curriculum, its gaps, flaws and suggestions to improve it. Finding and results of the study show that 70 % teachers are not satisfied about alignment of its components, particularly about alignment of teaching methods with learning outcomes. Teachers suggested that single national curriculum should be improved more according to the needs of present digital era by aligning its components with learning outcomes particularly teaching methods should be modern and effective to achieve its learning outcomes.

KEYWORDS Alignment, Components, Islamiat, Perception, Single National Curriculum

Introduction

Pakistan is an ideological Islamic state. Majority of the people of Pakistan are Muslims. People like to lead their lives according to Islamic culture and traditions. Islamiat is included as a compulsory subject in curriculum from grade one to Bachelor level for Muslim students (Muzaffar, et al. 2020). This is a research article entitle "Teachers' perception about Alignment of Components of National Curriculum of Islamiat Grade 1 to VIII in Pakistan" Islamiat is taught in all public and private educational institutes as a compulsory subject to provide authentic, comprehensive knowledge and skills about Islamic way of life. Students personality development, development of positive attitudes and character building is also very important aspect of Islamiat (Single National Curriculum of Islamiat grade I to V, 2020). Purpose of this study was to evaluate the quality and effectiveness of Single National Curriculum of Islamiat Grade 1 to VIII in Pakistan by examining the alignment of its components, whether its objectives, subject matter, teaching methods, assessment methods and TLR are aligned well with each other to achieve its objectives. National Curriculum of Islamiat 2006 is an official document prepared and implemented in 2006 from grade III

to XII collectively (National Curriculum of Islamiat,2006). Any significance change has not been made in this Curriculum from 2006 till now as any systematic evaluation study on National Curriculum of Islamiat 2006 have never been conducted since its implementation in 2006, however under the initiative of Single National Curriculum, for the subject of Islamiat grade I to V and grade VI to VIII was prepared and published in 2020 and 2021 but this Single National Curriculum of Islamiat is not much different from the National Curriculum of 2006, so this study was conducted to explore, whether Single National Curriculum of Islamiat grade I to VIII is updated and effective and its components are aligned well to achieve objectives. If not, what are its flaws and weaknesses. Effectiveness is defined as the extent to which a curricular program and its implementation produce positive and valid outcomes for its students in relation to multiple measures of student's proficiency in particular subject (On Evaluating Curricular Effectiveness by National Research Council of USA, 2017).

The implementation of the national curriculum of Islamiat grade I to VIII has been completed by teachers from primary to elementary till 2021. But there is much criticism on its effectiveness and objective achievement as many, teachers, students and parents criticize about its process of teaching, content deficiency, and objective achievements as they say that students' attitude, knowledge, and skills for each level of education are not being achieved to the desired level so this research aims to evaluate effectiveness of the curriculum by assessing alignment of its components because alignment is a crucial part to reach on goal successfully. If all the components of curriculum will not be aligned, it will be very difficult to achieve desired objectives.

Literature Review

Every curriculum requires modification and improvement with time because demands and needs of society changes with time. New developed curriculum may not also be complete in itself. Therefore, it is better to analyze the existing curriculum to diagnose its weaknesses which can be rectified and improvements could be brought (Moore 2015).

Curricular effectiveness means to identify curriculum' theory and describe its national objectives and standards achievement subsequent scrutiny of its program contents for comprehensiveness, accuracy, depth, balance, engagement, timeliness, support for diversity, examination of the quality, fidelity, and character of its implementation components (On Evaluating Curricular Effectiveness by National Research Council of USA, 2017).

Faizi (2010), Khan (2014) and Muzaffar, et al. (2018) explained that students of Islamiat in Pakistan learn only by rote memorization. They memorize some texts from the text book for preparing themselves for exams. Other learning paradigms such as development of personality, character, thought, attitude, behavior and sufficient knowledge about Islamic values are ignored. There is much critique on its efficacy to inculcate Islamic values in students' lives, turn them into ethically conscious citizens with empathy for others and to mold them into one unified nation is yet to be seen (Dawn, 2016).

All such comments on the effectiveness of Curriculum of Islamiat being taught in Pakistani schools indicate that the teachers and general public is not satisfied with the effectiveness of Islamiat teaching. Specific improvements in the curriculum of Islamiat is not possible without conducting its systematic evaluation. The research was conducted keeping in view these needs of evaluation to know truthfulness in such types

of critique by examining alignment of its components through teachers' perception because teachers implement educational curriculum, so they know all the weaknesses, flaws and difficulties faced by them during its implementation. Curriculum alignment is the coherence between all components of an educational curriculum, particularly alignment in learning outcomes, teaching methods, assessment methods and content (Johnson, Boon & Thompson, 2020). Curriculum alignment can affect achievement of learning outcomes by students. High alignment between the components of curriculum can provide appropriate and sufficient opportunities to students to achieve learning objectives, it improves the effectiveness of teaching methods and validity of assessment tasks also (Johnson, Boon & Thompson, 2020).

Objectives

Objectives are most important part of curriculum because effectiveness of any curriculum is measured by its objectives achievement. Objectives in education refers to a clear statement of what students will be expected to learn by the end of school year, course, unit, lesson or class period. Objectives mean outcomes. They help to clarify, organize and prioritize learning (Shanawani, 2019).

Taylor said in his model of curriculum development that objectives should be collected from society, students and subject needs. He said curriculum should be mirror of society and may have ability to solve the problems of society (Oliva, 2009). According to Mehak and Shazia (2018) objectives of current curriculum of Islamiat compulsory are not aligned well and specific objectives are not given class wise and lesson wise to achieves students learning outcomes. Khan (2014) also said that objectives related to students' character and personality development are not being achieved successfully. Dehraj and Mahaser (2018) also said that Islamiat compulsory is important subject for social change in students but its objectives are ignored to be achieved. It is taught only to pass exams. It should be given importance in teaching to develop students' personalities in the light of Islamic teachings.

Content

Curriculum content simply means the totality of what is to be taught in a school system. The content is also very important part of curriculum as it refers to the important facts, principles, and concepts to be taught. Content matter should be according to objectives so that it can be helpful to achieve goals and objectives successfully (Tusoh & Jusoff, 2009). Islamiat' content from grade I to VIII was evaluated in this study to examine its alignment with other components of curriculum and its appropriateness also was checked out. According to Khan, (2014) current content of Islamiat is not sufficient to achieve its objectives and it is not aligned well with objectives and other components of curriculum.

Teaching Methods

Teaching method is very important part of curriculum because it provides strategies to implement curriculum. Teaching methods should be up to date, effective and aligned well with objectives of the curriculum (Nguyen, 2015; Muzaffar, et al. 2017). According to Khan (2014), teachers do not take serious to teaching of Islamiat. They do not try to become role model for students to teach them Islamiat. A teacher plays a central role in the education of students. A good teacher creates trust, confidence, interest, enthusiasm, hope; and not by instilling fear, frustration and disappointment into the mind of students. According to Faizi, (2010) teachers of Islamiat in Pakistan do

not have relevant knowledge to Islamiat, though they have high degrees but they do not have basic knowledge about Islamiat' curriculum. They do not know how to teach Islamiat as reading(Nazira), with correct pronunciation and annotation because they did not have degree of tujveed,o qirrat. Majority of teachers who teach Islamiat are general teachers who do not teach it effectively, therefore students do not learn this subject effectively.

Assessment Methods

One of the major components of a well-designed educational curriculum is assessment of students' performance on the set objectives. A valid assessment method is very necessary for effective learning. Assessment should be aligned with objectives and other parts of curriculum to evaluate students' outcome. Assessment methods should be reliable, valid and effective (Bremane,2023). Assessments methods which are used to assess performance of students of Islamiat are not effective because these methods motivate learning, based on rote memory. Modern and digitalized assessment methods are being utilized in the schools of modern world but our teachers are compelled to apply very old, traditional and ineffective assessment methods which measure just rote memory based knowledge. Assessment techniques should be updated according to needs of the day, otherwise education system cannot compete present era 'education system and as a result all the time, money and energy invested in this process will be wasted. The inclusion of digital assessment in the modern educational process will increase the understanding, and effectiveness of output for those involved in education (administrators, educators, researchers, teachers and students), inviting them to consider possible pedagogical principles (Bremane, 2023).

Teaching learning Resources(TLR)

Teaching learning resources are also an important part of curriculum, because it provides help to achieve objectives successfully. TLR means all the facilities as white board, blackboard, models, charts, text book, modern technology, computers, LED, CD, audio video players etc, which are used to aid or help in teaching and learning process to make it effective but use of all these modern technologies which can make teaching of Islamiat effective, are ignored in schools of Pakistan(Ordu,2021).

Material and Methods

It is an evaluative study. National Curriculum of Islamiat was evaluated to examine its effectiveness by checking alignment of its components, whether components of Islamiat' curriculum as, content, teaching methods, assessment methods and TLR are aligned well with learning outcomes. Mixed methods approach was used for the study. This approach is used for organizing research that comprises gathering, analyzing, and combining quantitative and qualitative data. Mixed method approach helps in the best understanding of study problems than any of other individually. The term mixed methods relate to an emerging research methodology that enhances the systematic integration, or "combining," of qualitative and quantitative data within a single research or ongoing inquiry program (Gay,2012).

Both qualitative and quantitative approaches were used to collect data for study. Quantitative methodology was used by using questionnaire survey to collect data from teachers regarding their perception about alignment of 'components of curriculum with each other and their deficiencies and problems. Qualitative methodology was used by giving some open ended questions in questionnaire to collect data from teachers, who

implement it and identify the problems, difficulties and deficiencies during its implementation period related to objectives, content, teaching learning material, teaching methods, and assessment methods etc. It is a triangulation mixed methods design (QUAN and QUAL data collected simultaneously).

Population

Population is the collection of elements that conform to common standards, whether persons, artifacts, or events, to which we aim to generalize the study results. Because it is an evaluative study and National Curriculum of Islamiyat was evaluated. National curriculum is same in all provinces of Pakistan, taught from grade I to X11 in all public and private schools of Pakistan as a compulsory subject. Punjab is consisted on thirty-six districts and nine divisions. So as a population of the study, all the nine divisions of the province Punjab are taken. These nine divisions are as Lahore, Multan, Bahawalpur, Gujranwala, Dera Gazi Khan, Faisalabad, Sargodha, Rawalpindi, and Sahiwal.

Target Population

Lahore division' district Sheikhpura was taken as a target population to select sample of the study because of limited resources and time.

Sampling Technique

The sample is the representative part of the population selected for the survey. Different sampling techniques were used to select sample for study as convenient and purposive sampling techniques were used to select sample from teachers. Multistage sampling technique was used to select schools for study. Lahore division has four districts as Lahore, Sheikhpura, Nunkana sahib and Kasur. District Sheikhpura was taken as a target population to select sample for collecting data from research participants. District Sheikhpura has five tehsils as tehsil sheikhpura self, tehsil Shuraq pur, tehsil Mureedke, tehsil Safdarabad, tehsil Ferozwala. After selecting five tehsils, five units were selected from five tehsils, one unit from every tehsil which was already selected for study. In this way 11 schools were selected from every unit and total fifty-five high or elementary schools were selected from five units= $11 \times 5 = 55$. One teacher from class one and 11 teachers from eleven schools, were selected, in this way eleven teachers of class two from other eleven schools were selected, then eleven teachers of class three were selected from other eleven schools, then eleven teachers of class four from other eleven schools were selected, in this way, total 55 teachers from 55 schools were selected from primary portion and 33 teachers also were selected from middle portions of these schools as eleven teachers of class six, eleven of class seven and eleven of class eight. In this way total 88 teachers were selected from 55 schools of district Sheikhpura for checking alignment of curriculum and getting their views about curriculum 'appropriateness.

Instrument

Questionnaire survey was used as a tool to collect data from participants.

Validity and reliability of questionnaire

The face validity of questionnaire was assessed by raters, consisted on a group of faculty members specialized in curriculum of Islamiyat. The questionnaire was assessed in relation to the suitability of content and areas for various aspects of the

subject. They also were asked to propose modifications. The reliability of the questionnaire was verified using Cronbach's alpha coefficient of the questionnaire.

Ethical consideration

All the participants were asked about their consent to participate in research for data collection by sending them letters or by taking their permission through mobile calls on their contact numbers. They all were told that information given by them was kept in secret and was used only for research purposes.

Delimitation of Research

This research was delimited only on the public schools from grade 1 to VIII, not on high and above because of limited time and resources. This study was conducted for evaluation of Islamiat on primary and elementary level because this level provide base to higher level of education of students. Students' ideas, concepts and mind set develops in this education level.

Data analysis

Quantitative data collected by questionnaire was analyzed by frequency, and percentage. After it qualitative data was coded and formulated themes. Descriptive statistics as thematic approach was used for analyzing qualitative data and at the end both results from quantitative and qualitative data were compared with each other for findings of the study to suggest improvements in curriculum of Islamiat.

Table 1
Distribution of Sample

Respondents	Total Numbers	Male	Female
Teachers	88	44	44

The table 1 describes the sample distribution of the study. Data were collected from the teachers who teach Islamiat grade I to VIII. Total sample of the study was consisted of 88 respondents.

Table 2
Academic Qualification of Teachers

Levels of Qualification	F	%
PhD	0	0
M.Phil/MS	5	5.6
MA/MSC	65	73.8
BA/BSC	13	14.7
Darse Nizami/ equal degree	5	5.6

Table 3
Professional Qualification of Teachers

Levels of Qualification	F	%
M.Ed	15	14.7
B.Ed	65	73.8
CT	3	5.6
PTC/ATTC	2	5.6
Darse Nizami/ Tujweed course	3	5.6

Table 4
Alignment of Content with Learning Outcomes

Statements for alignment of learning outcomes with content.	Not at All		To Some Extent		To Greater Extent		Completely	
	F	%	F	%	F	%	F	%
Tajveed o qirat and translation of holy Quran o hadith.	-	-	8	72.7	3	27.3	-	-
Beliefs and worships	0	0	8	72.72	0	0	3	
Seerat-e- Taiba	0	0	2	18.18	8	72.72	1	9.09
Akhlaq o aadab	0	0	2	18.18	8	72.72	1	9.09
Hidait k sarchashmay	0	0	2	18.18	8	72.72	1	9.09
Ability of dealing in Social matters according to Islamic teaching.	0	0	8	72.72	3	27.27	0	0
Islami teaching and present era' demands	0	0	8	72.72	3	27.27	0	0

Table 5
Alignment of Teaching Methods with Learning Outcomes.

Statements	Not at All		To Some Extent		To Greater Extent		Completely	
	F	%	F	%	F	%	F	%
Suggested teaching methods as (asking questions, developing thinking power, discussion method, group work, study trip, survey).								
Tajveed o qirat and translation of holy Quran o hadith.	0	0	8	72.72	3	27.27	0	0
Beliefs and worships	0	0	8	72.72	3	27.27	0	0
Seerat-e- Taiba	0	0	7	63.6	4	36.4	0	0
Akhlaq o aadab	0	0	7	63.6	4	36.4	0	0
Hidait k sarchashmay,	0	0	8	72.72	3	27.27	0	0
Ability of dealing in Social matters	0	0	8	72.72	3	27.27	0	0
Islami teaching and present era' demands	0	0	8	72.72	3	27.27	0	0

Table 6
Alignment of Assessment Methods with Learning Outcomes.

Statements	Not at All		To Some Extent		To Greater Extent		Completely	
	F	%	F	%	F	%	F	%
Suggested assessment methods (written, oral, objective, essay type, practical and test of creative ability, understanding, and application of knowledge)								
Tajveed o qirat and translation of holy Quran o hadith.	0	0	0	0	9	81.81	2	18.18
Beliefs and worships	0	0	8	72.72	3	27.27	0	0
Seerat-e- Taiba	0	0	8	72.72	3	27.27	0	0

Akhlaq o aadab	0	0	8	72.72	3	27.27	0	0
Hidait k sarchashmay,	0	0	0	0	9	81.81	2	18.18
Ability of dealing in Social matters	0	0	8	72.72	3	27.27	0	0
Islami teaching and present era' demands	0	0	8	72.72	3	27.27	0	0

Table 7

Alignment of Teaching Learning Recourses(TLR) with Learning Outcomes.

Statements for alignment of learning outcomes with TLR.	Not at All		To Some Extent		To Greater Extent		Completely	
	F	%	F	%	F	%	F	%
Tajweed -o- qirat and translation of holy Quran -o- hadith.	0	0	8	72.72	3	27.2	0	0
Beliefs and worships	0	0	8	72.72	3	27.27	0	0
Seerat-e- Taiba	0	0	8	72.72	3	27.27	0	0
Akhlaq -o- aadab	0	0	8	72.72	3	27.27	0	0
Hidait k sarchashmay	0	0	7	63.6	4	36.4	0	0
Ability of dealing in Social matters according to Islamic teaching.	0	0	8	72.72	3	27.27	0	0
Islami teaching and present era' demands	0	0	7	63.6	4	36.4	0	0

Findings

- Above tables reveal that according to majority of teachers (72.7%), content is aligned with learning outcomes to greater extent in topics, 3 and 5 (Seerat-e-taybba, and mushaheer-e-islam) while in learning outcomes numbers 1, 2, 4,6 and 7 (Quran o hadith, beliefs and worships, morals and etiquettes, mushaheer-e- Islam and present era' demands) is not aligned fully. Teachers also explained in open ended questions of the questionnaire that content is aligned with learning out comes and has relevance with learning out comes except in rules of tujweed -o- qirat and basic grammar for translation, firmness of beliefs, changing attitudes, character building, social dealings and in chapter of present era' needs.
- According to above tables, majority of teachers (72.7%) are not satisfied fully about alignment of teaching methods with learning outcomes, related to different themes as tujweed- o- qirat, and translation of holy Quran, morals and etiquettes, social dealings and present era' demands etc. Teachers 'response in open ended questions show that teachers are not satisfied to use suggested teaching methods as (asking questions, survey, group work, discussion methods etc) for teaching Islamiat grade I to VIII, particularly tujweed-o-qirat etc because they said that just discussion is not effective to learn skills of tujweed-o-qirat, grammar, translation and interpretation of holy Quran-o-hadith. Students of early classes do not have sufficient pre- knowledge to participate in discussion, group work, survey etc for learning Islamiat. Students learn just to read text book, in early classes. Besides this all suggested teaching methods are copy paste which are not suggested by aligning them with learning outcomes. There is no any guidelines and pattern given to guide teachers how to use these teaching methods for teaching tujweed-o-qirat and other lessons therefore teachers are

confused to follow these teaching methods to achieve learning outcomes. They suggested that some patterns and examples of use of these teaching methods, should be given for teachers 'guidance to achieve learning outcomes about beliefs, worships, personality development, changing behavior, attitudes and teaching about moral and social values in present digital era. For this purpose, modern and effective teaching methods should be suggested as learning through games, activities and audio- video clips etc.

- According to majority (72.7%) of teachers, suggested assessment methods and suggestions are appropriate and aligned well to achieve learning outcomes but teachers explained in open ended questions that there is no any pattern or example given how to apply these suggestion in assessment of students, in available situation and resources to achieve learning outcomes as teachers are not trained to use such suggested assessment methods and teacher guides are also not available so all assessment methods as analyzing creative skills, assessing understanding, application of ideas in new situation, social dealing, attitudes, character building etc is not possible to assess by using suggestions given in curriculum document without guiding to teachers for giving them a pattern of using them practically.
- According to majority of teachers (72%), learning outcomes are not aligned well with available teaching learning resources (TLR). They explain in open ended questions of the questionnaire that not availability of modern technology, teachers' professional ability, and short time availability etc is big reason of their dissatisfaction about achievement of learning outcomes of Islamiat. They said that teachers are not trained and educated for teaching tujweed –o- qirat, because they do not have its degree. They do not have sufficient knowledge to teach translation of holy Quran- o -hadith, life skills, social dealings, grip on present era' issues, changing attitudes and character building etc. For achieving objectives of Islamiat, teachers should be trained well by focusing on objectives of Islamiat.
- Curriculum is also not prepared in soft copy by making it digital or e- curriculum for teaching it online in emergency situations as corona epic etc.
- Curriculum is not different much than curriculum of 2006 except changing its pattern as including activities, learning outcomes in column. Strands and standards, are good addition, but there are no any guidelines, how to teach life skills, and bring change in behaviors and attitudes to develop personality of students in positive way for preparing them to full fill present digital and global era' demands. Students are our capital of future, they should be competent, mature, civilized, honest and true Muslims before selecting any profession for them in life, so that society can become corruption free society of people.

Conclusions

On the basis of the above mentioned findings it can be very easily concluded that majority of the teachers are satisfied about alignment of learning outcomes with content except in the themes of Quran-o-hadith, beliefs and worship, social dealings and Islamic teaching in present era' demands. According to teachers' perception, given content is not enough to achieve learning outcomes particularly, which are related to act upon any instruction or practices of daily life as waddu, prayers and social dealings etc.

According to majority of teachers, suggested assessment methods are appropriate to assess students' achievement but there should be some pattern or model to follow for teachers, so that they can easily adopt these assessment methods in their practice during assessing students' achievements about learning outcomes. Teachers were not satisfied fully about the alignment of learning outcomes with teaching methods and teaching learning resources (TLR). According to them, suggested teaching methods are aligned with learning outcomes to some extent as all these teaching methods are copy pasted and are not appropriate to teach Islamiyat as tujweed-o-qirat, beliefs and worships, social dealings etc in early classes.

Students of early classes do not have so strong pre-knowledge to participate in discussion methods, questions-answers, survey etc to achieve desired learning outcomes, so teaching methods should be updated, modern and consisted on playing games, activity based and digitalized teaching methods as audio-video clips etc, so that motivation and interest of little kids for participating in learning process can be increased. Modern teaching learning resources as LED, computers, audio-video clips, and other devices of artificial intelligence which can be used to improve effectiveness of teaching learning process, are not available in schools of Pakistan except a few schools of urban area.

These facilities should be provided to all public schools, to make teaching learning process updated and according to the needs of present digital era. Subject relevant teachers should be appointed who are trained to teach according to learning outcomes, who have ability to teach life skills, to develop students' characters and personality. Teachers are not clear on the ways to build the character of the students on firm grounds, so all these points should be clearly mentioned in curriculum, that which types of characters of students can be developed and which targets can be achieved in particular grade level, so that teachers easily can focus to achieve these targets (learning outcomes).

Recommendations

- Curriculum should be aligned well than before. All the components as objectives, content, teaching methods, assessment methods and desired output should be aligned with each other. Curriculum should not be consisted on such components which are taken by copy paste from internet but all components should be aligned with student's needs and desired objectives.
- Present curriculum' components are given in three columns as topics, learning outcomes and activities, it should be given in six columns by aligning them with each other as objectives, topics, content, teaching methods, assessment methods, and teaching learning resources. In this way teachers will be aware well about what they have to teach, how they have to teach and how they can assess objectives achievement and what they have to produce and which targets they have to achieve?
- Qurani qaida is suggested for teaching tujweed -o- qirat which is not enough for this purpose because it has not rules of tujweed- o- qirat, and phonemes of Arabic words as haroof-e- qalqala, gunna etc, so a chapter about basic rules of tujweed-o-qirat should be included in Islamiyat from one to five class and basic Arabic grammar is not given in Islamiyat for learning translation of holy Quran -o- hadith, though it is impossible to learn translation of holy Quran -o- hadith without it correctly, so it should be included in curriculum of Islamiyat from class six to eight. Content in all themes is not according to students' cognitive level as firmness of beliefs for

students' one or two class is not aligned with students' age level as such abstract ideas could not be understood without a mature person, so content should be easy, clear, sufficient, effective and functional which is related to practical life, which can be used in students' practical life.

- Suggested teaching methods are not aligned well with objectives achievements as (asking questions, survey, group work, discussion methods etc) for teaching Islamiat grade I to VIII because students of early classes do not have sufficient basic knowledge to participate in discussion, group work, survey etc for learning Islamiat, besides this all suggested teaching methods are copy paste which are not suggested by aligning them with learning outcomes, therefore they are not appropriate to achieve objectives completely in all chapters as tujweed -o- qirat, translation, beliefs, worships, personality of holly prophet s.w, moral values, social dealing and present era' demands, so some modern teaching methods should be suggested as learning through games, activities and audio- video clips etc. These methods can be helpful in concept clearance, in following instructions about adopting morals and etiquettes, social dealings, life skills, applying Islamic teachings in practical life as offering prayers etc. Kids of early classes have need more than students of high classes, of concept clearance, motivation and inspiration to compel them for learning with enthusiasm, passion correction because these levels of learning provide base to high classes. If base is strong then all the building will be strong.
- Suggested assessment methods are good but all these are copy paste, there is no any guidance how to apply these methods or suggestions, in our context for example it is said that teachers should assess students' ability of creativity, understanding, application, analysis, concept clearance etc, not only memory base knowledge but there is no any pattern is given in curriculum which teachers can follow to apply their suggestions practically, so curriculum should be developed for teachers' complete guidance so it may be helpful for effective teaching.
- Suggested teaching methods are also copy pasted which are not appropriate for achieving learning out comes about tujweed-o-qirat, translation, moral values, etiquettes', attitudes, character development, concept clearance, life skills etc, so teaching methods should be updated which are useful to achieve objectives and can be apply in class rooms with available teaching leaning resources.
- Suggested activities are mostly about making charts etc which are very old pattern of activities and not much effective, so more effective and modern activities should be included in curriculum which may be consisted on modern technology as audio video clips etc for learning tujweed- o- qirat, translation, concept clearance, learning skills and character building, for example if you want to show picture of any mosque, you should not show them picture on chart but you should show them mosque through video clip, because motion picture is more effective than paper picture for learning aspects and concept clearance. Now it is possible in modern world to avail motion picture of things, and Govt also should provide an app or audio- video clips to watch on LED etc, consisted on such pictures and movies which are prepared lesson wise of text book, so that teaching methods can be aligned with modern teaching methods for effective learning.
- Govt should appoint teachers who hold professional degrees of tujweed- o- qirat and Arabic courses etc to teach holly Quran -o- hadith. Just Master in Islamiat is not enough because teachers who are MA Islamiat and MA Arabic do not have

- ability to teach tujweed o qirat because it is different subject which is not included in curriculum of MA Islamiat and Arabic.
- Present teachers who teach Islamiat are of different subjects as science teachers, English and even math teachers etc. They do not have proper knowledge about Islam and teaching Islamiat by focusing on its objectives, so GOVT should appoint subject special teachers who hold master of Islamiat and tujweed course' degree and be trained about how to achieve objectives and targets before they have taken responsibility about it, for example for achieving objectives about tujweed -o- qirat and translation of holy Quran o hadith, teachers should be trained about it in two or three months in summer holidays so that they can get its professional ability and degree, for teaching this subject effectively. Besides these teachers are not aware how to teach students Islami life skills, how to develop their positive attitudes and how to build their character in the light of real Islamic teaching because their own knowledge is very low about it. Often teachers do not know correct way of making waddu and offering prayers etc, so teachers should be trained about it completely to achieve targets.
 - Training about nazira and tarjuma has started but its time duration is very short as just 3 days, its time should be increased. And training about other objectives as life skills, developing attitudes etc also should be arranged. Training should be focused with objectives achievement I.e., how objectives be achieved.
 - Some special apps should be prepared by curriculum wing for Islamiat, consisted on every lesson to help teachers in lesson plan, to tell how to make their lesson effective by using special helping modern technology (TLR) for students' concept clearance, tujweed -o- qirat, (pronunciation) teaching skills, developing positive attitudes and character building etc. For this purpose, some helping audio -video clips should be prepared lesson wise in which some plays, roles, situations, pictures and story should be given to show things happening in real situation in the world, for example you want to motivate students for prayers you should show them a person' role who offers prayer regularly and gets benefits of it in both lives, in this world and in next world and a person who does not offers prayer whose life is so difficult in this way students' concept will be clear about what is prayer, how to offer prayer and what are its benefits in both worlds, so in this way students will be motivated for offering prayers. Secondly, in this way we can teach how to control anger, what are its benefits etc through a role model shown in a video clip to teach students, life skills and all these video clips should be played on LED etc at class room in schools. So Govt should provide modern technology to schools for effective teaching.
 - Curriculum of Islamiat should be developed in hard and soft both copies so that it can be utilized in face- to- face teaching method and online in any situation of emergency as corona etc because it is developed in present era, so it should be aligned with present era' demands.
 - Curriculum document is not given in schools. It is used as an asset of offices of curriculum wing or other education authorities' offices, not of class rooms, therefore mostly teachers are not aware about its purposes and directions, that what is given in it, so they cannot follow it practically. GOVT should avail this document as a hard copy and soft copy both for teachers in schools and class rooms, so that they can utilize it in their practices according to direction in it for them as a guide for effective teaching for better achievement of objectives.

References

- Abdullah, N,A, Bhatti, N. (2018) . Failure in Quality of Academic Performance of Students in Public Sector Schools of Sheikhpura. *Journal of Education and Educational Development*, 5 (2), 289-305
- Bremane, A,J.(2023). Digital Assessment in Technology-Enriched Education: Thematic Review. *Educ. Sci.* 13(5), 522
- Dehraj, M. A, Mahaser, A. R (2018). The Role of Islamic Education in Social change: A Case Study of the Elementary School of District Shaheed Benazir Bhutto Abad, Sindh. *Journal of Religious Studies*, 1(2), 32-44
- Faizi. W. N, (2010). *The Reflections of Islamic Values in the Compulsory Subject of Social Sciences at Secondary (1X-X) Level in Karachi*, Ph. D dissertation 'The Reflection of Islamic Values in The Compulsory Subjects. Jinnah University for Women, Karachi.
- Johnson, C. E., Boon, H. J., & Dinan Thompson, M. (2020). Curriculum Alignment After Reforms: A Systematic Review with Considerations for Queensland Pre- and In-service Teachers. *Australian Journal of Teacher Education*, 45(11). Article 3
- Jusoh W. N. H. W, Jusoff .K. (2009). Using Multimedia in teaching Islamic studies. *Journal Media and Communication Studies* 1(5), 086-094
- Khan, S. A, (2014). Role of Islamic Education in Character Building of Young Generation: A Case Study from Secondary Level Institutes of Karachi. *Educational Research International*, 3(2), 97-106
- Gay, L, R. (2012). *Educational Research: Competencies for Analysis and Applications/* L.R Gay, Geoffrey E, Mills; Peter Airasian.... 10th ed.p.cm.
- Moore, A. (2015). *Understanding the School Curriculum, Theory, Policies and Principles*, Routledge
- Nguyen. C. T, (2015). *An Evaluatoin of the Text English: A Case Study from Secondary School in the Mekong Delta Provinces of Vietnam*. The university of Sheffield.
- Ministry of Education (2006). *National Curriculum for Islamyat compulsory from grade 111 to X11 in Pakistan*. Ministry of Education, Department of Curriculum, Govt. of Pakistan, Islamabad.
- On Evaluating Curricular Effectiveness by National Research Council USA, judging the quality of K-12 Mathematics Evaluation, 2017.
- Oliva, F. Peter, (2009). *Developing the Curriculum*. Boston New York San Fransisco Maxico city Montereal Toronto London Madrid Munich Paris.
- Ordu, U.B, A (2021) *The Role of Teaching and Learning Aids/Methods in a Changing World. New Challenges to Education: Lessons from Around the World BCES Conference Books*, Volume 19. Sofia: Bulgarian Comparative Education Society
- Ministry of Education (n.d). *Single National Curriculum of Islamiat Grade I to V*, Ministry of Education, Department of Curriculum, Govt of Pakistan, Islamabad.

- Ministry of Education (n.d.) *Single National Curriculum of Islamiat Grade VI to VIII*, Ministry of Education, Department of Curriculum, Govt of Pakistan, Islamabad.
- Muzaffar, M. & Javaid, M. A. (2018). Curriculum and Political Socialization: a Case Study of Secondary Schools in Pakistan, *Journal of Political Science and International Relations*, 4(2), 21-31
- Muzaffar, M., Javaid, M. A., & Sohail, F. (2017). Role of Pakistan Studies in Promoting Political Awareness at Secondary Level in Pakistan, *Bulletin of Education and Research*, 39(3), 57-74
- Muzaffar, M., Hussain, B., Javaid, M. A., Khan, I. U., & Rahim, N. (2020). Political Awareness in Educational Policies of Pakistan: A Historical Review, *Journal of Political Studies*, 27(1), 257-273
- Shanawani, H. M. (2019). Evaluation of Self Learning Curriculum for Kindergarten Using Stufflebeam' CIPP Model, *Sage opens*
<https://doi.org/10.1177/2158244018822380>
- Shazia, M & Zamir, S. (2018). Textbook Analysis of Islamic Studies of for Civic Sense at Elementary Level. *Journal of Elementary Education*, 28(1), 41-51.