Analysis of the Curriculum of *Islamiyat* with Special Reference to the Objectives of *Shariah*

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Abstract

Islam is a religion comprising laws for the assistance of humanity and to govern their lives properly. While, Quran and Sunnah are the main bases that provide provisions regarding every aspect of human life. In this regard, the educational aspect plays a pivotal role in the nourishment of humanity. Thus, this study has been carried out to explore Shariah objectives in the curriculum of Islamiyat from class III to VIII and to recommend the missing aspect of Shariah objectives in the curriculum contents and its objectives. For this purpose, the researchers employed a qualitative research method for which document analysis was brought under consideration. Accordingly, National Curriculum 2006 of Islamiyat from class III to VIII was studied carefully and the researchers made themes based on the curriculum contents and then Shariah objectives were explored. For which, a table of the specification was used as an instrument for putting themes made based on the curriculum's contents in comparison to the Shariah's objectives. Resultantly, data were analyzed manually using the thematic method. And the Curriculum themes were explored with special reference to the objectives of Shariah. Consequently, the research study recommended some important Shariah's objectives which were not found in the curriculum's contents.

Keywords: *Shariah* objectives, National Curriculum 2006, Class III to VIII, Curriculum's contents, Islamic law

Introduction

Factually, Islam is a religion of reconciliation which ordered for sustaining a nonviolent society. Such a society can be retained by succeeding Islamic laws as well as through Islamic educational set up. Pakistan is an Islamic state which has an inclusive curriculum for different levels. National Curriculum 2006 of Islamiyat from class III-VIII covers objectives and contents for the educational system. Curriculum contents from class III-VIII looked-for analysis with special reference to the objectives of *Shariah*,[1]

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because *Shariah* (Islamic law) provides a complete code concerning different aspects of life.

Three key tasks must be followed and retained by the Muslim *Ummah* such are;

- Knowledge about *Shariah* (Islamic law)
- Acting upon *Shariah's* principles
- Disseminating *Shariah's* principles.[2]

Indeed, the educational system may be of such a nature that facilitates our young generation for accomplishing their key responsibilities as Muslim *Ummah*. So, this study has been carried out to explore *Shariah* objectives in the curriculum of *Islamiyat* from class III to VIII and to recommend the missing aspect of *Shariah* objectives in the curriculum objectives and contents.

Literature Review

Certainly, objectives of the *Shariah* has been defined by Ibn 'Āshūr as "the objectives or purposes behind the Islamic rulings". He described the importance of gaining knowledge of the *Shariah* objectives due to two reason; first) *Mujtahids* comprehend or interpret the texts of *Shariah*; and secondly) *Mujtahid* derives solutions to contemporary problems faced by Muslims.[3]

Notably, Dr. Dayan[4] asserted that there are certain Islamic rulings and each ruling has a wisdom behind it. The objectives of *Shariah* explain the wisdom behind rulings. Charity is an Islamic rule which has its wisdom of enhancing social cohesion.[5] *Salat* (prayer) and *saom* (fasting) is an Islamic rule and the wisdom behind *salat* and *saom* is developing consciousness of Allah almighty.[6] Another purpose of the objectives of *Shariah* is to achieve the greater good. For achieving this purpose, it opens or blocks the leading means towards success or harm.[7]

Remarkably, there are three main categories of the objectives of *Shariah* such are; Necessities[8], needs[9], and luxuries[10]. Furthermore, necessities are comprised of five sub categories i.e protection of life, protection of honor, protection of intellectual capability, protection of belief, and protection of property.[11]

Definitely, the protection of necessities is the main objective of each revealed law. Islam regulates needs such as marriage, trade, and means of transportation, but needs are less essential than necessities. Luxurious is at the third level and less essential than needs which are 'beautifying purposes,' such as using perfume, stylish clothing, and beautiful homes.[12]

Protection of *deen* is the most important necessity. Allah created humans and *jin* for his *ibadah*.[13]

Indeed, Islam is a religion that provides the right and protection of life to Muslims and non-Muslims. Allah the almighty says: "**anyone who kills a believer deliberately will receive as his reward (a sentence) to live in hell forever. Allah will be angry with him and curse him and prepare**

dreadful torment for him"[14]. Likewise, everyone has given the right of making Property by lawful means. Allah the highest says: **"it is He Who has made the earth manageable for you, so you traverse through its tracts and enjoy of the Sustenance which He furnishes: but unto Him is the resurrection".**[15] During the last sermon at Mount *Arafat*, the Prophet Muhammad (S.A.W) addressed the protection of life and property as sacred trust amongst yourselves.[16]

In fact, Islam and particularly the *Sunnah* emphasis to protect ones dignity and honor.[17] Various *Quranic* verses and *ahadiths* came for protection of honor. Seeking permission for entry,[18] avoiding backbiting, calling by bad names, are some values in protecting the honor of others.[19]

In the light of the holy *Quran* and *Sunnah* as well as in view of the religious scholars *al-Aql* (intellectual capabilities) is the capability and quality of reasoning. It is not an abstract entity from the material world as observed by philosophers.[20] Allah says in the holy *Quran* "And they will say: Had we but listened or used our intelligence, we should not have been among dwellers of the blazing fire".[21]

It must be noted here that, one of the study has already been conducted on the analysis of the curriculum of *Islamiyat* at the primary level in the light of the holy *Quran* which recommended that such study may be carried at a secondary and higher level.[22] So, in preview of that, it provides a framework, and hence the present research study accordingly analyzed the National curriculum 2006 of *Islamiyat* with special reference to the *Shariah* objectives.

Analysis of the Curriculum's Contents

Categorically, this research study analyzed the curriculum's contents from class III-VIII under the theme of *necessities* and its five sub-themes were also taken into consideration. Similarly, the theme was taken from the objectives of *Shariah*. And, hence the analysis was done purely based on the anticipated National Curriculum 2006 etymological view of *Islamiyat*.

In fact, *necessities* are the most important objective, and the knowledge about this objective must be provided to our young children/generation. Thus, for this purpose, we used 6 tables for analyzing the relevent data.

Table 1: Analysis of Class III Curriculum Contents

	The Objectives of Shariah	**Curriculum Contents**	**Description of Chapter**
1	***Necessities***		
a	***Protection of life***	**Seerat-i-Tayyeba** Hazrat Muhammad (S.A.W) ki hayat-i-tayyaba: Hazrat Abdul Mutalib ki wafat sy agahz-i-wahi tak	**Chapter 3 (Seerat-i-Tayyeba)**

		1) Hazrat Abu Talib ki kafalat, safr-i-sham, half al fazool, Hazrat Khadija (R.A) sy nikah, hajri aswad ki tanseeb aor Ghari Hira khalwat nashini.	
b	***Protection of Honor***	**Seerat-i-Tayyeba** a) Hazrat Muhammad (S.A.W) ki sadaqat, amant aor husn mamilaat (Kahani k peraye me) b) Hazrat Muhammad (S.A.W) ki Hayat-i-tayebba ki Roshni me rawadari, saber-o-tahamul aor husni moashirat ki misaly (makki zindagi ki roshni me) **Akhlaq-o-Aadab** a) Bihn bhai, reshta-daro, parosiyo aor sathiyo k sath achy taaluqat; jhoot, chori, gheebat aor buhtan sy ijtinaab; guftagoo k adaab (Relationship with sibling, relatives, and friends) b) Avoiding lie, stealing things, backbiting, blaming others, Etiquettes regarding discussion)	**Chapter 3 (Seerat-i-Tayyeba)** **Chapter 4 (Akhlaq-o-Adaab)**
c	***Protection of Intellectual capabilities***	**Al Quran al-Karim** a) Nazira Quran b) Hifz-i-Quran c)Hifz-o-Tarjuma	**Chapter 1 (Al Quran al-Karim)**
d	***Protection of Belief***	**Imaniyat aor Ibadat** (a) Tawheed, Risalat aor akhirat (b) Quran Majeed ka taaruf aor tilawat k adab (c) Awqat-i-nimaz, adab-i-nimaz, qibly ka taaruf aor ihmiyat, masjid ki ihmiayato ihteram **Hidayat k Sarchismy**	**Chapter 2 (Imaniyat aor Ibadat)**

		Hazrat Ibrahim (A.S), Hazrat Abu Bakkar (R.A), Sahaba	**Chapter 5 (Hidayat k Sarchismy)**
e	***Protection of Property***	No	

Table 2: Analysis of Class IV Curriculum Contents

	The objectives of *Shariah*	**Curriculum Contents**	**Description of Chapter**
1	***Necessities***		
a	***Protection of life***	**Seerat-i-Tayyeba** Hazrat Muhammad (S.A.W) ki hayat-i-tayyeba nazool-i-wahi sy hijrat-i-madian tak 1. Nazool-i-wahi 2. Dawat-i-Islam 3. Quraish ki mukhalifat aor aap (S.A.W) ki sabit qadmi 4. Hijrat-i-habsha 5. Shuiab abi talib me mihsori aor aamul-huzan 6. Safr-i-taif 7. Meraj-u-Nabi (S.A.W) 8. Hijrat-i-Madina	**Chapter 3 (Seerat-i-Tayyeba)**
b	***Protection of Honor***	**Seerat-i-Tayyeba** 1) Dawat-i-Islam **Akhlaq aor adab** 1) Iman dari 2) Saadgi 3) Khidmati khalq 4) Adab-i-majlis 5) Waqt ki pabandi 6) Watan wa ahli watan sy muhabbat	**Chapter 3 (Seerat-i-Tayyeba)** **Chapter 4 (Akhlaq aor Aadab)**
c	***Protection of Intellectual capabilities***	**Al Quran al-Kareem** a) Nazira Quran b) Hifz-i-Quran c) Hifz-o-Tarjuma	**Chapter 1 (Al Quran al-Kareem)**
d	***Protection of***	**Imaniyat aor Ibadat**	**Chapter 2**

	Belief	a) Aqaid: (taaruf) b) b) Arkn-i-Islam (zakat ka mukhtasir taaruf) c) Allah Tala k haqooq d) Bando k haqooq **Seerat-i-Tayebba** 1) Nazool-i-wahi **Hidayat k sarchashmy** Hazrat Musa (A.S), Umar (R.A)	**(Imaniyat aor Ibadat)** **Chapter 3 (Seerat-i-Tayebba)** **Chapter 5 (Hidayat k Sarchashmy)**
e	***Protection of Property***	No	

Table 3: Analysis of class V Curriculum Contents

	The objectives of Shariah	**Curriculum Contents**	**Description of Chapter**
1	***Necessities***		
a	***Protection of life***	**Seerat-i-Tayyeba** Hazrat Muhammad (S.A.W) ki hayat-i-tayebba: (hijrat madina sy ghazwa khandaq tak) 1) Mawakhat 2) Masjid Nabwi ki Taameer 3) Mesaaq-i-madina 4) Ghazawa badar 5) Ghazwa uhad 6) Ghazwa khandaq	**Chapter 3 (Seerat-i-Tayebba)**
b	***Protection of Honor***	**Seerat-i-Tayyaba** Hazrat Muhammad (S.A.W) ki hayat-i-tayyebba: (hijrat-i-madina sy ghazwa khandaq tak) 1) Mawakhat **Akhlaq aor Adab** 1) Wady ki pabandi	**Chapter 3 (Seerat-i-Tayebba)** **Chapter 4 (Akhlaq aor Adab)**

		2) Afwo derguzar aor burdbari 3) Rawadari 4) Raham dili 5) Kifayat shaari 6) Islami akhowat 7) Adab-i-Tilawat. **Hidayat k Sarchismy (Masahir-i-Islam)** Hazrta Isa (A.S), Hazrat Usman (R.A), Hazrat khalid bin Waleed (R.A)	**Chapter 5 (Hidayat k Sarchismy (Masahir-i-Islam)**
c	***Protection of Intellectual capabilities***	**Al Quran al-Kareem** 1) Nazira Quran 2) Hifz-i-Quran 3) Hifz-o-Tarjuma	**Chapter 1 (Al Quran al-kareem)**
d	***Protection of Belief***	**Imaniyat aor Ibadat** a) Dunya Akhirat ki khity hy b) Itaat-i-Rasool (S.A.W) aor is ki ahmiyat c) Sunnat-i-Nabwi ki ahmiyat d) Juma aor Eideen e) Rozy ki taaruf aw ahmiyat	**Chapter 2 (Imaniyat aor Ibadat)**
e	***Protection of Property***	No	

Table 4: Analysis of Class VI Curriculum Contents

	The objectives of Shariah	**Curriculum Contents**	**Description of Chapter**
1	***Necessities***		
a	***Protection of life***	**Seerat-i-Tayyaba** Hazrat Muhammad (S.A.W) ki hayat-i-Tayyaba: (ghazwa khandaq sy ghzwa khyber tak) 1) Sulah hudaibiya 2) Farman rawawon ko dawat-i-Islam 3) Ghazwa y khayber **Akhlaq aor Aadaab** 1) Mulk-o-millat k lye isaar ka	**Chapter 3 (Seerat-i-Tayyaba)** **Chapter 4 (Akhlaq aor Aadaab)**

		jazba	
b	***Protection of Honor***	**Akhlaq o Aadab** 1) Taharat-o-pakezgi 2) Sadaqat 3) Amant 4) Ihsan 5) Haqooq ul ibaad: (walaidain , awlad, asateza, parosi) **Hidayat k Sarchismy/Mashahir-i-Islam** Hazrat Khadeeja (R.A), Hazrat Ali (R.A), Data Ganj Bakhsh Ali Hijwiri, Tariq bin Ziyad	**Chapter 4 (Akhlaq aor Aadab)** **Chapter 5 (Hidayat k Sarchismy/Mashahir-i-Islam)**
c	***Protection of Intellectual capabilities***	**Al Quran a Kareem** 1) Nazira Quran 2) Hifz-i-Quran 3) Hifz-o-Tarjuma	**Chapter 1 (Al Quran al- Kareem)**
d	***Protection of Belief***	**Imaniyat aor Ibadat** 1) Imaniyat:Allah tala per iman imaan, ,tawheed,maani o mafhoom 2) Ibadat a) Azan: (fazialt wa ahmiyat) b) Nimaz: (ahmiyat-o-fazilat aor faraiz) c) Nimaz-i-janazah aor is ki ahmiyat d) Hajj aor is ki ahmiyat	**Chapter 2 (Imaniyat aor Ibadat)**
e	***Protection of Property***	**Akhlaq aor Addab** 1) Amanat	**Chapter 4 (Akhlaq aor Addab)**

Table 5: Analysis of Class VII Curriculum Contents

	The objectives of Shariah	**Curriculum Contents**	**Description of Chapter**
1	***Necessities***		
a	***Protection of life***	**Seerat-i-Tayyaba** Hazrat Muhammad (S.A.W) ki hayat-i-tayyaba: (ghazwa khyber sy wisal tak)	**Chapter 3 (Seerat-i-Tayyaba)**

		1) Fatkh-i-Makka 2) Ghazwa Hunain 3) Ghazwa Tabook 4) Khutba hijjat-ul-widah	
b	***Protection of Honor***	**Akhlaq aor Adaab** 1) Sakhawat ki fazeelat aor bukhal ki muzammat 2) Myana rawi 3) Masawat 4) Mehnat ki azmat 5) Mahol ki alodgi aor Islami taalimat 6) Haqooq-ul-ibad: (reshta-dar, mehman aor mareez) **Hidayat k Sarchismy** a) Hazrat Aisha (R.A) b) Farid-ud-Din Ganj Shaker c) Salahudin Ayobi d) Allama ibni khaldoon	**Chapter 4 (Akhlaq aor Aadaab)** **Chapter 5 (Hidayat k Sarchismy)**
c	***Protection of Intellectual capabilities***	**Al Quran al-Kareem** 1) Nazira Quran 2) Hifz-i-Quran 3) Hifz-o-Tarjuma	**Chapter 1 (Al Quran al-Kareem)**
d	***Protection of Belief***	**Imaniyat aor Ibadat** 1) Imaniyat: (Rasolo per iman: Risalat aor is k taqazy) 2) Ibadat a) Islam me ibadat ka tasawur b) Dua ki ahmiyat aor fazilat c) Zakat: (fazilat aor moashrati ahmiyat) **Seeart-i-Tayyaba** 1) Wisal: (Hazrat Muhammad S.A.W)	**Chapter 2 (Imaniyat aor Ibadat)** **Chapter 3 (Seeart-i-Tayyaba)**
e	***Protection of Property***	**Seerat-i-Tayyaba** 1) Khutba hijjat-ul-widah	**Chapter 3 (Seerat-i-Tayyaba)**

		Akhlaq aor Adaab 1) Sakhawat ki fazilat aor bukhal ki muzammat 2) Mehnat ki azmat	**Chapter 4 (Akhlaq aor Adaab)**

Table 6: Analysis of Class VIII Curriculum Contents

	The objectives of Shariah	**Curriculum Contents**	**Description of Chapter**
1	***Necessities***		
a	***Protection of life***	**Akhlaq aor Adaab** 1) Nazm-o-zabt aor qanoon ka ihteram 2) Haqooq-ul-ibad: (yateem, beewa, mazoor, musafir)	**Chapter 4 (Akhlaq aor Adaab)**
b	***Protection of Honor***	**Seerat-i-Tayyeba** 1) Khulq-i-Azeem 2) Sabr-o-Tahamul 3) Akhlaq aor Taqwa 4) Adl-o-Ihsan 5) Husn-i-Moshirat 6) Andaz-i-Guftagoo 7) Gharelo Zindagi **Akhlaq aor Adaab** 1) Amar bil Maaroof aor Nahi Anil Munkir 2) Nazm-o-zabt aor qanoon ka ihteram 3) Ittehad-i-Milli 4) Haqooq-ul- ibad: (yateem, beewa, maazor, musafir) 5) Hidayat k sarchismy/mashahir-i-islam a) Hazrat Fatima (R.A) b) Muhammad bin Qasim c) Bo-ali Seena d) Shah Wali Ullah Muhadis-i-Dehlawi	**Chapter 3 (Seerat-i-Tayyeba)** **Chapter 4 (Akhlaq aor Adaab)**
c	***Protection of Intellectual***	**Al Quran al-Kareem** 1) Nazira Quran	**Chapter 1 (Al Quran al-Kareem)**

	capabilities	2) Hifz-i-Quran 3) Hifz-o-Tarjuma	
d	***Protection of Belief***	**Imaniyat aor Ibadat** a) Imaniyat: (aqida akhirat aor taamir-i-seerat me is ka kirdar) b) Ibadat: (roza: fazilat aor moshrati asrat; hajj aor is ki alamgiriyat)	**Chapter 2 (Imaniyat aor Ibadat)**
e	***Protection of Property***	**Akhlaq aor Adaab** 1) Kasb-i-halal 2) Karoobar mein diyanat	**Chapter 4 (Akhlaq aor Adaab)**

Conclusion

Consequently, the research study achieved its objectives by exploring *Shariah* objectives in the curriculum of *Islamiyat* from class III to VIII. Resultantly, National Curriculum 2006 for *Islamiyat* was found align with the *Shariah* objectives specifically the selected theme of necessities and its five sub themes/categories. But, it must be noted that, protection of property was not found in the curriculum contents of class III,IV and V. However, this theme was found in progession for class VI,VII and VIII. Therefore, the reaserch study strongly recommends that, this value and *Shariah* objective may be added in the Curriculum contents of class III,IV and V. Because children may further do progression if they ha ve idea from the beginning.

Endnotes

[1] For the discussion of *Shariah* objectives, see Fazli Dayan, (PhD Thesis), "the Application of Doctrine of Necessity in Shariah and Contemporary Medical Issues with Special Reference to Family Matters and Pakistani Law", IIU, Islamabad, 2018, pp. 159-179.

[2] Laqa ul Hassan Zahid, "Islamiyat–PMS, PCS, CSS", Dogar Publishers, Urdu Bazar Lahore, 2010, p. 36

[3] Maqasid *Shariah* by Ibn ʻĀshūr, available at: https://www.kfh.com.my/malaysia/personal/about-us/islamic-banking-services/maqasid-shariah.html. See also, Ibn ʻĀshūr, Muḥammad al-Tāhir, *Maqāṣid al-Sharīʿah al-Islamiyyah*, (English translation and edited by Mohamed El-Tahir El-Mesawi, The International Institute of Islamic Thought, London, UK & Washington, USA, 2006, pp. 33-34

[4] Fazli Dayan, (PhD Thesis), "the Application of Doctrine of Necessity in Shariah and Contemporary Medical Issues with Special Reference to Family Matters and Pakistani Law", IIU, Islamabad, 2018, p. 159

[5] Ibid; see also, Jasser ⁻Auda, *Maqāṣid al-Shariah, as Philosophy of Islamic Law: A Systems Approach*, The International Institute of Islamic Thought, London, UK & Washington, USA, 2007, p. 2

[6] Ibid.

[7] Ibid (Fazli Dayan); see also, the Objectives of *Shariah*, available at: https://ghayb.com/2015/11/the-objectives-of-shariah/.

[8] Ibid (Fazli Dayan at pp. 166-167; see also, Al-Ghazālī, *al-Mustasfa fi 'ilm al-isul*, Dār al-Kutub al-Islamīyah, Beirut, 1993, p. vol. 2, pp. 482-483; Al Shāṭibī, *Al-Muwāfaqāt fī Uṣūl al-Sharī'ah*, Dār al-Fikr, Beirut, 1990, vol. 2, pp. 8-9; Abū Zahrā', *Uṣūl al-Fiqh*, Dār al-Fikr, 1958, p. 340; Khallāf 'Abdul Wahāb, *Maṣādir al-Tahrī' al-Islāmī fī-ma lā-Naṣṣa Fīh*, Dār al-Kitāb al-'Arabī, Cairo, 1955, p. 197; Al-Buhūtī, *Kashshāf al-qinā ''a Matn al-Iqnā '*, Dār al-Kutub al-Islamīyah, Beirut, 2009, vol. 4, p. 631.

[9] Ibid (Fazli Dayan, at pp. 174-175; see also, Nyazee, Imran Ahsan Khan, *Theories of Islamic Law: The Methodology of Ijtihād*, IIIT & IRI, Pakistan, 1994, p. 236; Aḥmad al-Raysūnī, *Imam al-Shāṭibī Theory of the Higher Objectives and Intents of Islamic Law*, (translated by Nancy Roberts), International Institute of Islamic Thought, London, UK & Washington, USA, 2005, p. 317

[10] Ibid; but Fazli Dayan at pp. 178-179; see also, Kamālī, Muḥammad Hāṣhim, *Maqāṣid al-Shariah Made Simple*, the International Institute of Islamic Thought, London, 2008, p. 4

[11] Fazli Dayan, (PhD Thesis), "the Application of Doctrine of Necessity in Shariah and Contemporary Medical Issues with Special Reference to Family Matters and Pakistani Law", IIU, Islamabad, 2018, pp. 166-179.

[12] Jasser Auda, "Maqasid al-Shariah: An Introductory Guide", IIIT, 2008, pp. 01-50; see also, Ibid (Fazli Dayan, at pp. 166-167).

[13] Fazli Dayan, (PhD Thesis), "the Application of Doctrine of Necessity in Shariah and Contemporary Medical Issues with Special Reference to Family Matters and Pakistani Law", IIU, Islamabad, 2018.

[14] Al-Quran, 4:93

[15] Al-Quran, 67:15

[16] Murtadha Gusau, "Protection of Life and Property in Islam", Premium Times Opinion, 20 July, 2018. See also, Fazli Dayan, (PhD Thesis), "the Application of Doctrine of Necessity in Shariah and Contemporary Medical Issues with Special Reference to Family Matters and Pakistani Law", IIU, Islamabad, 2018.

[17] Ibid at pp. 205-207

[18] Ibid; see also, Kasānī, *Bada'i' al-Sana'i' fir Tartib al-Shara'i'*, Dār al-Kutub al-Islamīyah, Beirut, 1986, vol. 7, p. 236; see Al Quran, 24:28

[19] Zayd, Ahmad Abu, "Protection of Honor in Islam - Morals and Advocacy - Islamic Shariah - Alukah.Net", En. Alukah.Net, 20 May, 2015. See also, Fazli Dayan, (PhD Thesis), the Application of Doctrine of Necessity in Shariah and Contemporary Medical Issues with Special Reference to Family Matters and Pakistani Law, IIU, Islamabad, 2018, pp. 168-170, 196-206.

[20] Dalhat, Yusuf. "The Concept of Al-AQL (Reason) In Islam" International Journal of Humanities and Social Science, 2015; 5:9(1), pp. 77-83. See also, Ibid (Fazli Dayan).

[21] Al-Quran, 67:10

[22] Shams, Aisha, (MS Thesis) "Analysis of The Curriculum of Islamiyat at Primary Level in The Light of Quran", IIU, Islamabad, 2018.