



RESEARCH PAPER

**A Journey from Dualism to Commitment: A Critical Study of
Matriculation Islamiat Textbook**

Dr. Asim Aqeel¹ Muhammad Saqib Zafar² Syed Kazim Shah³

1. Assistant Professor, Department of Humanities and Linguistics, University of Agriculture, Faisalabad, Punjab, Pakistan
2. Lecturer, University of Management and Technology, Sialkot Campus, Punjab, Pakistan
3. Assistant Professor Department of Applied Linguistics GC University Faisalabad, Punjab, Pakistan

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Corresponding

Author

asimaqeel@hotmail
.com

ABSTRACT

Activities and material related to cognitive development and critical thinking skills in Pakistani textbooks have been a matter of debate for decades. Pakistani textbooks are often accused of posing a little cognitive challenge to the students, which is widely considered their inability to cope with real life socio-structural settings. The study aims to examine activities and question items given in the Matriculation Islamiat Textbook. Perry's nine-point scheme of Cognitive Development is adopted for analysis. A rubric has been developed to assign point-value to each activity presented in the textbook. The results reveal that all the activities presented in the textbook fall under 'dualism.' The study recommends tailoring the textbook to invite multiple viewpoints on a subject, presents a debate on us-vs-them, and provides a bifurcated worldview to the students.

Introduction

The existing In all institutes of learning, Critical Skills are considered essential skills in today's education (W. G. Perry Jr, 1968). Since 1947, the leaders considered that there was a need to develop critical thinking among the learners so that they may value and weigh their actions (Inch, 1989; Kong, Qin, Zhou, Mou, & Gao, 2014; Saeed et al., 2012). Perry's critical thinking model paves the way for educationists to reconsider their assessment and teaching methods (Cassum, Profetto-McGrath, Gul, Dilshad, & Syeda, 2013). In the current study, the Matriculation book of Islamic Studies has been taken into account to evaluate how far it is meant to inculcate students' critical thinking skills.

Literature Review

In recent history, the improvement of fast, worldwide methods for dispersing data has matched with rising interest for basically considering "early learners." Indeed, innovative advances, for example, the Internet, have made data that was once open overwhelmingly to school graduates now accessible to the overall population. In any case, less demanding access to data does not guarantee the capacity, or inspiration, to utilize the learning insightfully to encourage critical thinking or essential leadership. Therefore, teachers and bosses have perceived basic reasoning as an undeniably strong result of school training (Halpern, 1998). Extensively characterized, basic reasoning is: (1) a lot of personal abilities, for example, distinguishing focal issues and suspicions, assessing proof, and finding determinations; and (2) a mien dependent on a readiness to apply basic reasoning aptitudes (Pascarella & Terenzini, 2005). The significance put on essential thinking has prompted a considerable measure of research on basic reasoning aptitudes. Numerous universities currently expect understudies to take a course to build up these abilities. Essential reasoning demeanor is also fundamental for understudies, basically to guarantee they utilize the classroom's necessary reasoning abilities. Moreover, later, when they enter the workforce, in any case, concerning basic reasoning aptitudes, far less is thought about what adds to essential reasoning air and its effect on scholarly results.

On the other hand, saw scholastic control had been perceived as an essential factor in understudies' scholarly achievement (Perry, 2003; Weiler, 2005). First-year understudies encounter considerable progress from secondary school to school, including expanded obligations in another and testing condition. These early encounters can make a few understudies feel "wild" driving them to see school as a low-control condition described by scholastic battles. On the other hand, when understudies feel "in charge" this prompts an expanded view of duty, diminished negative effect, expanded inspiration, and enhanced execution (Felder & Brent, 2005; Ruthig, Haynes, Stupnisky, & Perry, 2009). However, amounts of apparent scholastic control have been found to impact understudies in various routes, for example, applying more exertion and expanded utilization of elaborative learning procedures (Hall*, Ramsay, & Raven, 2004), the connection between the academic control and reasoning abilities. Rationale and experimental research propose that both the manner of thinking fundamentally and saw scholarly control are profitable characteristics for understudies to have.

Moreover, these two developments may impact one another. For instance, if understudies trust they can impact their scholastic results, they might be progressively propelled to contribute to reasoning basically about those results (i.e., saw scholarly control prompting essential reasoning attitude). Likewise, understudies who often participate in basic reasoning might be bound to see the controllable parts of their school condition (i.e., essential reasoning air prompting apparent scholarly control). The present examination analyzed the complementary

impacts between necessary reasoning manner and saw teacher control along these lines. Their relative effects on scholarly accomplishment, to all the more likely, comprehend these vital qualities of understudies.

Basic Thinking Disposition

In 1990, the American Philosophical Association supported a Delphi venture that united 46 rationalists, instructors, and researchers who had basic reasoning guidance, evaluation, or hypothesis to characterize basic reasoning. The board achieved an agreement that basic reasoning ought to be conceptualized in two measurements. The principal measurement was necessary reasoning abilities, including understanding, examination, assessment, deduction, clarification, and self-direction of data, which are utilized to settle decisions and choices. Among the numerous examinations that have inspected undergrads' basic reasoning, a significant part of the consideration has been coordinated toward necessary reasoning abilities.

The second measurement was thinking, which is the propensity or eagerness to utilize necessary reasoning aptitudes and was the focal point of this investigation. This ability was compared with 'being receptive,' 'drawing unjustifiable suppositions circumspectly', and 'gauging the validity of proof' (Pithers & Soden, 2000). The essential advantage of having a solid necessary reasoning air is clear: to guarantee the advancement and utilization of necessary reasoning abilities. Observational proof backings this relationship as understudies with more prominent essential reasoning mien at the passage to school have been found to have better created basic reasoning aptitudes while leaving school (Facione & Facione, 1997). This advantage makes the necessary reasoning manner a profoundly esteemed quality by teachers and managers. As Facione et al. (2000, p. 82) clarify, "Information and aptitudes alone cannot ensure achievement in the work environment or school. Individuals should likewise be arranged to utilize what they have realized."

From a down to earth point of view, necessary reasoning abilities and mien have a reliant relationship. For instance, having necessary reasoning aptitudes, however, not utilizing them reduces those abilities' estimation. On the other hand, an individual who is inspired to think fundamentally, however, does not have solid abilities, may progressively become less disposed to take part in basic reasoning. Past research has discovered a little relationship between basic reasoning aptitudes and mien at the passage to school, which recommends that these two builds are connected however not repetitive. Despite a few outcomes from the basic reasoning aptitudes research may sum up, exploring essential reasoning mien autonomous abilities is also vital.

Perry's scheme for critical thinking has been utilized to investigate how far Islamic Studies book for Matriculation Classes can inculcate critical reasoning among the students.

Textbooks as a Teaching Resource

The history of textbooks as a teaching resource may be traced back to the past century. The League of Nations established its institutes and researched terms of textbooks as a resource for teaching. After the Second World War, the same responsibility was undertaken by UNESCO, and it made remarkable contributions to the textbooks for teaching, supervised numerous respective course reading ventures, frequently between previous "adversaries" or between nations where there was a fringe question. By the 1970s, as it may, in the wake of expanded financial and political emergencies on the worldwide dimension, an increasingly multilateral and worldwide methodology started to grab hold, and activities for reading material research accentuated the requirement for multilateral techniques (Pingel, 1999).

In 1974 scientists at the recently named Georg Eckert Institute (for International Course reading research) started to work directly with UNESCO. This relationship keeps on prospering to the present day. Framed in 1951 as the International Institute for Textbook Improvement by Georg Eckert, a German student of history and educationalist, the foundation has built up itself as a world focus in the field of near course reading examination. Throughout the years, the connection among UNESCO and the George Eckert Establishment has been united through meetings (for instance, the 1988 gathering co-facilitated by UNESCO and the Georg Eckert Institute: International Consultation to recommend Criteria for Improving the Study of Major Problems of Mankind and their Presentation in School Curricula and Textbooks), various productions and the formation of the International Textbook Research Network. (Set up in 1992 and based at the Georg Eckert Institute in co-activity with UNESCO, the International Textbook Research Network comprises analysts associated with different establishments, colleges, and NGOs engaged with coursebook inquiry the globe). As of late, this joint effort has delivered a critical work in conventional techniques for reading material investigation, particularly the UNESCO Guidebook on Textbook Research and Textbook Revision composed by Falk Pingel, Deputy Director of the Georg Eckert Institute.

Notwithstanding UNESCO's improvements, the Council of Europe has assumed an outstanding job in supporting a broad scope of ventures coordinated at enhancing history reading material in Europe.

Established in 1949, the Council of Europe has composed many Pan-European meetings for history educators and researchers. Besides, distributing manuals for helping course reading writers maintain a strategic distance from 'predisposition and partiality' in their composition. The 1990s saw the inception of the Council of Europe's continuous task, Learning and Teaching about the History of Europe in the twentieth century. This has included research and distributions by researchers from crosswise over Europe in numerous history instruction territories, including reading material research. Specifically, Robert Stradling's Teaching twentieth-century European History, distributed in 2001, incorporates intriguing

areas on course reading examination strategies and will be discussed in segment 1.c (Stradling, 2001).

Other critical productions incorporate crafted by Estonian specialist JaanMikk in his Course reading: Research and Writing (2000). In this single volume of more than 400 pages, Mikk covers various issues related to utilizing, assessing, and investigating reading material.

Diminish Weinbrenner's "Strategies of Textbook Analysis used to date" that shows up in

"History and Social Studies – Methodologies of Textbook Analysis" (1992) is additionally critical. At long last, improvements in the United States should likewise be considered. The same tradition was considered in Pakistan.

- 1.1 Social Cognitive and Neurological Perspectives of a Developmental Syllabus
- 1.2 Social Development and Pakistani Textbooks
- 1.3 Background of Pakistani Textbooks
- 1.4 Comparison of Pakistani Textbooks with Other Syllabi

Scheme of Perry

The Perry model for seeing how students come to comprehend information, the thoughts they hold about "knowing", and the manners by which knowledge is a piece of the intellectual procedures of reasoning and thinking (W. Perry Jr, 1970; W. G. Perry Jr, 1968). Perry suggested that understudies go through an anticipated succession of places of epistemological development. Basic point in the Perry's study is to trace a student's nine-position movement from dualist to relativist epistemologies. Students move from survey truth in absolute terms of Right and Wrong (got from "Great" or "Awful" Authorities) to perceiving various, clashing forms of "truth" speaking to natural choices. Altogether, the plan of the first research was "an elucidating detailing of understudies' involvement," instead of a "prescriptive program planned to 'get' understudies to create" (Perry, 1981, p. 107). The Perry plan of epistemic improvement ends up prescriptive when instructing and educational modules are "ideally intended to welcome, energize, test, and bolster understudies in such advancement" (Perry, 1981). The nine places of the Perry plan can be gathered into three more extensive classes, which Perry (1981) distinguished as 1) dualism altered (or dualism + assortment), 2) relativism found, and 3) duties in relativism created. The Perry conspire addresses issues unmistakable from those generally discussed under the rubric of "basic reasoning." Critical reasoning can be comprehended as the capacity to gauge proof, inspect contentions, and develop discerning bases for convictions. It likewise incorporates self-examination of thinking forms (i.e., metacognition) to assess their fittingness and effectiveness.[5]

However, Perry's plan addresses epistemic issues hidden basic reasoning: understudies' suspicions concerning nature and obtaining learning (or truth).

Since his work, further research on epistemological convictions and thinking has refined and adjusted Perry's formative succession. Perry's Epistemology has likewise been reached out by Baxter Magolda and associates who were taking a gander at understudies' scholarly advancement and specifically introducing the exploration environment.[10] Knefelkamp and Slepitz (1978) saw the Perry Scheme as a general procedure showing giving a clear structure to survey the improvement of a person's thinking about numerous parts of the world. They connected the plan (with clear achievement) to improving a person's reasoning about professional arranging. The point "that individual' critical skill is unidimensional and creates in a settled movement of stages" has been tested (Schommer, 1990, p. 498). By and by, Perry's real work keeps working as the essential reference point for the dialog on epistemological development in the grown-up student.

Likewise, "Bill" Perry was a darling instructor to students at Harvard. He could profoundly sympathize in a way that contacted the hearts and lives of numerous understudies, including a portion of the minority understudies who originated from original school families during the 1970s.

Perry conducted his study on the Harvard undergrads and observed their advancement from dualism. This movement suggests that things are either true or false, guided by some authority or a collection of facts only to relativism. They have a bit more mature observation that all the viewpoints are valuable and vital. They consider that some viewpoints have some flaws in them and maybe improved or revised or made a matter of debate.

Scheme of John Perry may be presented in a more explicit way in tabulated or graph form where it can be observed that the students move from dualism and approach the level of multiplicity. After that position, there develop a skill of relativism, and it is further transformed into commitment. From these four positions, this scheme may be more explicitly described and more elaborately grouped into nine positions. These nine positions may be presented in an easy-to-operationalize way as follows:

- a. Dualism: This is the first observable stage of the scheme where students receive knowledge without questioning or debate. They feel that only one answer is correct. This answer comes from an authority, and the same is to be learned or memorized.
- b. Multiplicity: students at this psychological and critical stage feel that difference of opinion matters. There may be more than one way to approach a problem or respond to a question.

- c. Relativism: The students perceive knowledge in a particular context. After this acquisition of knowledge, it is judged based on evidence and its contextualized application.
- d. A commitment under Relativism: Students weigh and consider knowledge received from different sources under different contexts and associated set of beliefs. After this collection of context-based knowledge, the students make commitment to a specific sort of principle and take it as an ongoing activity by making it a subject of continuous reflection and personal experience.

It is observed that the stages and their perception differ from student to student. Based on their acquired knowledge, students interact with society and the environment in their context. They develop an ability to come into conflict with different opposing ideas and reach a disequilibrium state. From disequilibrium, they achieve a state of equilibrium and form a framework of their own based on their cognitive abilities and contextual experiences (Hofer & Pintrich, 1997).

Although Perry himself agreed that his sample size was a small one, most of his target students were white and male at Harvard University. However, after Perry has proved that the scheme works and the students develop these cognitive and critical abilities in time, some studies have proved that the scheme works.

Considering that Perry's scheme is vital for teachers, we may take an instance where a teacher lectures on different theories in their class and discusses their various aspects and phases of development. After the class, a student meets the teacher and asks which theory and model he should use and which model is right. The nature of the question leads us to think that the student is at the dualistic stage.

However, with the help of the learner-centered approach, advanced stages of Perry's model may be achieved.

These stages can be characterized in terms of the student's attitude towards knowledge. The nine positions grouped into four categories may be observed as under:

1. Stage of Received Knowledge or Dualism:

At this stage, the student seeks the right answers from the authority, and he proposes that things are either right or wrong.

Basic Dualism:

This stage proposes that all problems have solutions, and the authority can suggest a solution to all problems. Thus, the student should attempt to know what solutions are "right."

Full Duality:

Students consider that some subjects like science or math agree with each other, and teachers of some other subjects like literature do not necessarily agree. So, the students' agreed-upon points should be learned, and the rest of the debates should be left for the teachers.

2. Subjectivity or multiplicity of the opinions

The students come to know the conflicting answers. They try to pay heed to the "inner voices," but they do not consider an external authority.

Multiplicity (early stages):

In this form of multiplicity, problems are of two kinds:

1. There are problems whose solutions are known to us.
2. Problems with unknown solutions (a kind of dualism)

The task is given to the students to learn or find "right" solutions to the problems.

Multiplicity (Late):

Students at this stage develop a concept that everyone has a different solution to a problem and that all the solutions may be "right." Therefore, the solution's choice may be a personal matter, and other solutions may not necessarily be wrong. After passing school age, most of the students are expected to be at the stage of relativism.

The students consider that everything is not mathematics; hence, there may not always be right-vs-wrong answers. However, the students should expect things on a continuum, and they should have the ability to justify their institutions.

3. Procedural Knowledge (Relativism)

This point of Perry's scheme presents the critical thinking framework in terms of Procedural Knowledge.

This stage lets the students answer why they have a particular set of beliefs or use a specific set of tools to analyze something.

Relativism (Contextual):

This step indicates that there may be multiple proposed solutions to a problem, and all the solutions should be supported by reason. The context should support the reasons, and the solutions need to be context-appropriate.

The students believe that some solutions may be considered contextually superior to other solutions. Thus, it is the students' task not to tag the solutions as right-vs-wrong but to judge them based on context-appropriacy.

"Pre-Commitment Stage"

At this stage, the students make choices and commit to one solution.

Constructed Knowledge/ Commitment

The students integrate knowledge learned from others and judge it based on their own experience of reflective ability.

Commitment

At this stage, some sort of "commitment" is made by the students. The students can challenge one commitment and make another commitment in another context. Furthermore, the implications of a specific commitment are known to the students. In its later stage, the students also feel the ability to understand the responsibility associated with a particular commitment.

"Post-Commitment"

At this stage, the learners understand that the commitment is not a frozen phenomenon; it is dynamic, rapidly changing, and evolving in terms of time and context. It is sometimes variable from situation-to-situation and subject-to-subject.

Materials and Methods

William Perry proposed an operable measure in intellectual development by working upon his students at Harvard University in 1960. The model of William Perry contains nine positions. Each position can be operationally calculated represents a certain level of maturity and complexity of critical and cognitive skill development. Perry positions may be considered very relevant to Matriculation Islamiat students' intellectual and religious development.

Position one: Basic Dualism

The book informs that the presented information is either right or wrong. Furthermore, it presents facts only. Moreover, some authority has a position to provide "Right" answers.

Value: 1

Position two: Reasoning

The book takes the students to the level of multiplicity. Students get a bifurcated worldview. The knowledge is presented in the way of us-vs-them. Moreover, it debates on right or wrong or good or bad.

Students of Islamiyat at the Matric level understand that there are different viewpoints on a subject. However, they are astonished that neither the book (authority) nor the teacher has a definite answer to the questions. This situation may create some sort of disturbance in the learners.

Value: 2

Position three: Multiplicity - Legitimate but subordinate

The students recognize an assorted variety of thoughts as authentic yet trust that this vulnerability is impermanent. In position three, understudies still trust the truth is out there; however, we have not discovered it yet. While this adjustment in intuition does not influence understudies' perspective of truth – things are still good and bad – it raises inquiries regarding expert's relationship to truth. Presently, rather than reviewing understudies on whether their work is correct or wrong, understudies see the assessment of their work as dependent on adherence to a technique for finding the truth gained from power. In working through an open-finished issue, understudies in position three might will incidentally suspend their longing for a correct answer; however, they will, at present, look for the correct system for finding the appropriate response. In position four, called assortment, understudies acknowledge different perspectives and the nonattendance of definite answers. Information and qualities are still observed in bifurcated terms, yet more perplexing ones than at positions a few. Learning is separated into two domains: (a) things that are indeed known as right or wrong, and (b) things that are dubious or spoken to by a variety of perspectives.

Value: 03

Position four: Multiplicity

The learners seek and adeptly use evidence. Their evidence seeking technique is based on a trained view of how-to-think activity in critical thinking and cognition. They believe that multiple views on a topic may be correct, and they equally value all the views but are not in a position to develop a sort of commitment to a particular viewpoint. However, the learners know that multiple views do exist, but they do not affiliate with a specific viewpoint.

Value: 04

Position five: Contextual Relativism

As the students progress in knowledge, they feel themselves adept in evaluating knowledge based on sources and their application in some contexts. They can find alternatives and attempt to make commitments to specific alternatives.

Value: 05

Position six: Foreseen Commitment

The learners feel that knowledge is not absolute; however, they may commit to some viewpoint.

Value: 06

Position seven, eight, nine: Commitment within Relativism

Students make commitments within a relativistic world as an affirmation of one's identity. Choices are made in the face of legitimate alternative and after experiencing a genuine doubt.

Value: 07

Perry Position	Knowledge*	Learning
1 - Basic Dualism (hypothetical)	Knowledge is right or wrong, a collection of facts.	Receive right answers from authority.
2 - Multiplicity Pre-legitimate	Knowledge is generally right or wrong. Complexity or uncertainty is either an error or a teaching tool.	Authorities are the source of right answers or give us problems so we can learn to find the Truth.
3 - Multiplicity Legitimate but Subordinate	Knowledge is right or wrong, and some knowledge is unknown temporarily.	Authority is the source of answers or the source of method to find the answers.
4 - Multiplicity	Some knowledge is right or wrong, but most is not yet known. Where authorities do not know, everyone is entitled to their own opinion.	Authorities are the source of ways to think.
5 - Contextual Relativism	Most knowledge is contextual and can be judged qualitatively.	Student learns methods and criteria of their discipline. Metacognition begins.
6 - Commitment Foreseen	Knowledge is not absolute but student accepts responsibility for making judgments.	Student accepts responsibility for making a commitment based on their values.
7, 8 and 9- Commitment within Relativism	Commitments made within a relativistic world as an affirmation of one's own identity.	Choices made in the face of legitimate alternatives and after experiencing genuine doubt.

Data

All statements related to activity and assessments have been collected from the textbook as data for this study.

Procedure

The positions have been analyzed through the following rubric:

Position Variables	Yes=1/ No=0	Position
The text seeks to explore right and wrong.		1
The text seeks a collection of facts only.		1
Authority gives the right answer.		1
The text requires a bifurcated worldview.		2
The text requires the students to see the world as us-vs-them		2
The text requires more than one point of view from the students.		2

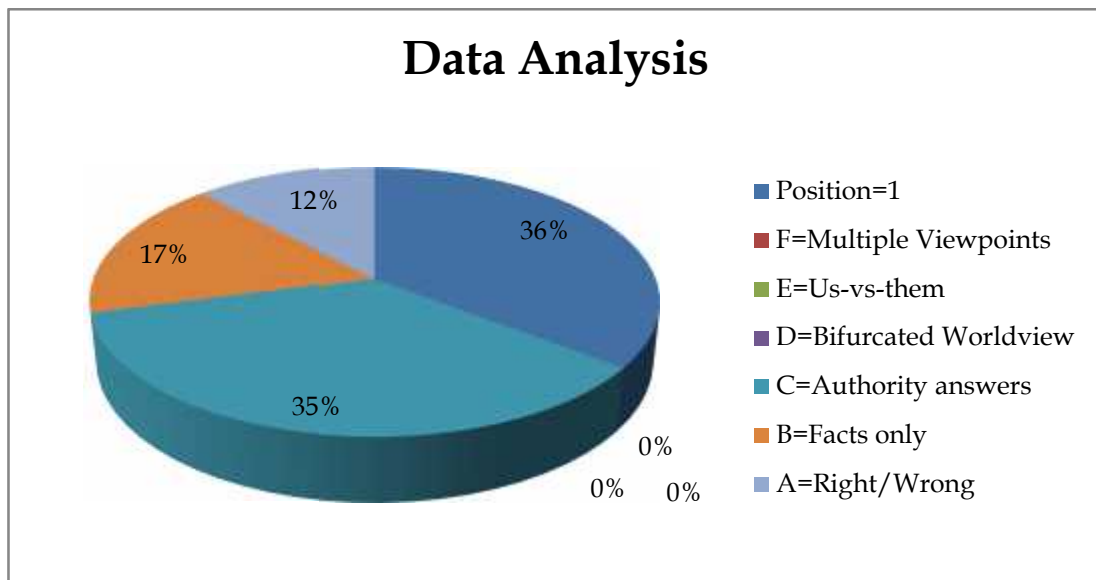
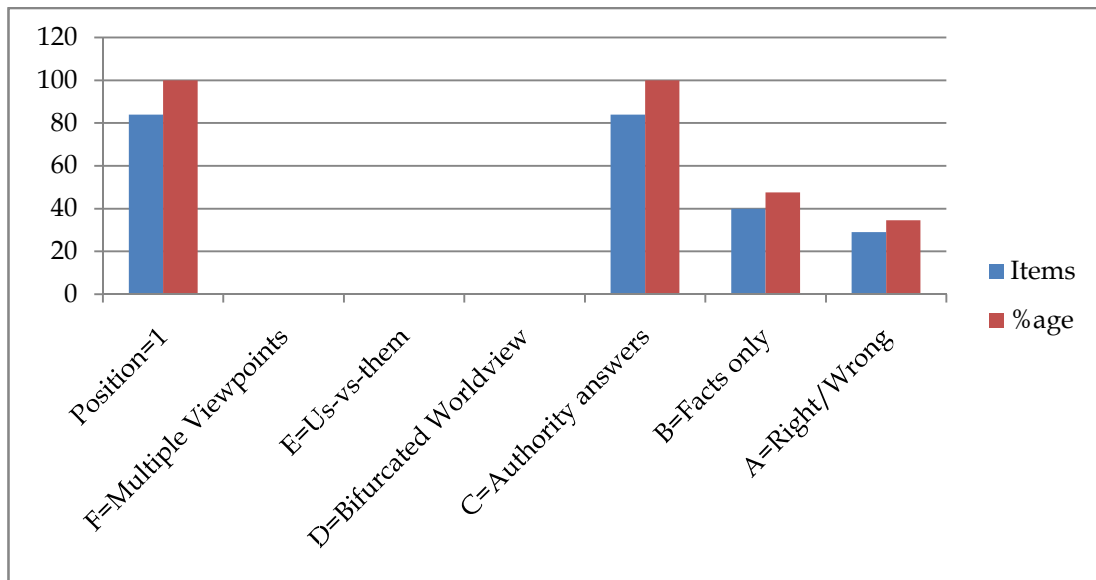
Assigned Position:

Data Analysis

Assigned Position	F	E	D	C	B	A	Textbook lines	S#
1	0	0	0	1	1	0	(اس سورہ میں) مومنوں کی کیا صفات بیان کی گئی ہیں؟	1
1	0	0	0	1	1	0	دو گروہوں سے کیا مراد ہے؟	2
1	0	0	0	1	1	0	کے حوالے سے اللہ تعالیٰ کے کن انعامات کا ذکر ہے؟	3
1	0	0	0	1	1	1	کفار کے ساتھ مقابلے کی صورت میں سورہ انفال کی ان آیات میں کیا ہدایت دی گئی ہیں؟	4
1	0	0	0	1	1	1	کفار کو خطاب کرتے ہوئے ان آیات میں کیا تشبیہ کی گئی ہے؟	5
1	0	0	0	1	1	1	شرالدوآب سے کیا	6
1	0	0	0	1	1	1	خیانت سے کیا مراد ہے؟	7
1	0	0	0	1	1	1	تقویٰ کے کیا انعامات بیان ہوئے ہیں؟	8
1	0	0	0	1	1	1	کفار کے مطالبے کے باوجود اللہ تعالیٰ نے ان پر عذاب کیوں نازل نہ کیا؟	9
1	0	0	0	1	1	0	مال غنیمت کی تقسیم کے بارے میں کیا حکم دیا گیا ہے؟	10
1	0	0	0	1	1	0	اللہ تعالیٰ نے غزوہ بدر میں مسلمانوں کی کامیابی کے لیے کس کس خصوصی انعام و احسان کا ذکر فرمایا ہے؟	11
1	0	0	0	1	0	1	کفار کے ساتھ مقابلے کی صورت میں مسلمانوں کو کون سے کام کرنے اور کن باتوں سے بچنے کا حکم دیا گیا ہے؟	12
1	0	0	0	1	1	0	غزوہ ۶ بدر میں مسلمانوں کی نصرت کے لیے نازل ہونے والے فرشتوں کو دیکھ کر شیطان کا رد عمل کیا تھا؟	13
1	0	0	0	1	1	0	سورہ انفال کی ان آیات میں مسلمانوں کی جہاد کے لیے تیاریوں دیکھ کر منافقین نے کیا تبصرہ کیا؟	14
1	0	0	0	1	1	1	کفار کی جانب سے عہد شکنی کی صورت میں اللہ تعالیٰ نے نبی اکرم کو کیا ہدایات دیں؟	15
1	0	0	0	1	1	1	فرعون اور آل فرعون کی بلاکت اور بربادی کے کیا اسباب بیان کیے گئے ہیں؟	16
1	0	0	0	1	0	0	جہاد کی تیاری کے بارے میں اللہ تعالیٰ نے کیا حکم دیا؟	17
1	0	0	0	1	0	0	اللہ تعالیٰ نے مسلمانوں کو جہاد پر ابھارنے کے لیے کیا ترغیب دی؟	18
1	0	0	0	1	1	0	اللہ تعالیٰ نے سورہ انفال کی ان آیات میں قیدیوں کے بارے میں کیا ارشاد فرمایا ہے؟	19
1	0	0	0	1	0	0	اللہ تعالیٰ نے ہجرت اور نصرت کے بارے میں کیا باتیں ارشاد فرمائیں؟	20
1	0	0	0	1	1	0	کو کن باتوں کی تلقین کی گئی ہے؟	21
1	0	0	0	1	1	0	منہ بولے بیٹوں کے بارے میں کیا ہدایات دی گئی ہیں؟	22

1	0	0	0	1	1	0	غزوہ احزاب میں اہل ایمان کو اللہ کی تائید و نصرت کیسے حاصل ہوئی؟	23
1	0	0	0	1	1	0	غزوہ احزاب کے دوران آزمائش کی گھڑیوں میں اہل ایمان اور منافقین کا طرز عمل کیا تھا؟	24
1	0	0	0	1	0	0	جہاد میں رکاوٹ ڈالنے والوں کے بارے میں کیا فرمایا گیا ہے؟	25
1	0	0	0	1	1	0	اللہ تعالیٰ نے ازواج النبی کو کن دو باتوں میں سے کسی ایک کو اختیار کرنے کے بارے میں کیا فرمایا؟	26
1	0	0	0	1	0	1	اللہ تعالیٰ نے کی ازواج مطہرات کو کن احکام و آداب کی تلقین فرمائی ہے؟	27
1	0	0	0	1	0	1	مسلمان مردوں اور عورتوں کے کیا اوصاف بیان ہوئے ہیں اور اس کے لیے انہیں کس اجر کی نوید سنائی گئی ہے؟	28
1	0	0	0	1	0	1	اللہ اور اس کے رسول کے فیصلوں کے بارے میں اہل ایمان کا کیا طرز عمل ہونا چاہیے؟	29
1	0	0	0	1	0	0	حضرت زید کے بارے میں جو باتیں بیان کی گئی ہیں ان کی وضاحت کریں۔	30
1	0	0	0	1	0	0	اللہ تعالیٰ نے رسول اللہ کا کیا مقام و منصب بیان کیا ہے؟	31
1	0	0	0	1	0	0	طلاق کا کیا خاص حکم بیان ہوا ہے؟	32
1	0	0	0	1	0	0	کے لیے نکاح کے کیا خصوصی ضوابط بیان کیے گئے ہیں؟	33
1	0	0	0	1	0	1	اہل ایمان کو رسول اللہ کے گھرانے کے بارے میں کیا ادب سکھایا گیا ہے؟	34
1	0	0	0	1	0	1	رسول اکرم کے ہاں کھانے کی دعوت پر آنے والوں کو کن آداب کی تعلیم دی گئی؟	35
1	0	0	0	1	1	0	نبی اکرم پر درود و سلام کی کیا اہمیت ہے اور اس کے متعلق کیا حکم دیا گیا ہے۔	36
1	0	0	0	1	0	1	مسلمان عورتوں کو پردے کے سلسلہ میں کیا ہدایات دی گئی ہیں اور اس کی کیا حکمت بیان کی گئی ہیں؟	37
1	0	0	0	1	0	1	منافقین مدینہ کو کیا تنبیہ کی گئی ہے اور انہیں کیا وعید سنائی گئی	38
1	0	0	0	1	0	0	قرآن حکیم کی ان آیات میں قیامت کے متعلق کیا فرمایا گیا ہے؟	39
1	0	0	0	1	1	0	اہل ایمان کو حضرت موسیٰ علیہ السلام کی مثال دے کر کیا بات سمجھانی گئی ہے؟	40
1	0	0	0	1	0	1	قرآن حکیم کی ان آیات کی روشنی میں اہل ایمان کا اسلام دشمن کافروں کے ساتھ کیا رویہ ہونا چاہیے؟	41
1	0	0	0	1	0	1	دشمنان حق کی کن باتوں کے سبب انہیں دوست اور رازدان بنانے سے منع کیا گیا ہے؟	42
1	0	0	0	1	0	1	جب اہل کفر مسلمانوں پر غلبہ پالیتے ہیں تو ان کا اہل ایمان کے ساتھ کیا سلوک ہوتا ہے؟	43
1	0	0	0	1	1	1	حضرت ابراہیم کے کس اسوہ حسنہ کی پیروی کا حکیم دیا گیا ہے؟	44
1	0	0	0	1	1	1	اللہ تعالیٰ نے کس طرح کے کفار کے ساتھ عدل و احسان کی اجازت دی ہے؟	45
1	0	0	0	1	1	1	اللہ تعالیٰ نے ہجرت کر کے آنے والی مومن عورتوں کے بارے میں اہل ایمان کو کیا تلقین فرمائی ہے؟	46
1	0	0	0	1	1	1	نبی اکرم کو مومن عورتوں سے کن باتوں پر بیعت لینے کے لیے کہا گیا ہے؟	47
1	0	0	0	1	1	0	قرآن مجید کا مختصر تعارف بیان کریں۔	48

1	0	0	0	1	0	1	قرآن حکیم کی حفاظت کے بارے میں آپ کیا جانتے ہیں؟ بیان کیجئے۔	49
1	0	0	0	1	1	0	قرآن پر نوٹ لکھیے۔	50
1	0	0	0	1	1	0	اللہ تعالیٰ کی محبت سے کیا مراد ہے؟	51
1	0	0	0	1	1	0	کی اطاعت کیوں ضروری ہے؟	52
1	0	0	0	1	1	0	قرآن کریم کی کسی ایک آیت کے حوالے سے ختم نبوت کا مفہوم واضح کریں۔	53
1	0	0	0	1	0	0	قرآن کی روشنی میں علم کی اہمیت بیان کریں۔	54
1	0	0	0	1	0	0	احادیث کی روشنی میں حصول علم کی اہمیت پر نوٹ لکھیں۔	55
1	0	0	0	1	0	0	قرآن و حدیث کی روشنی میں علم کی فضیلت بیان کیجئے۔	56
1	0	0	0	1	0	0	زکوٰۃ کا مفہوم اور اس کی فرضیت بیان کیجئے۔	57
1	0	0	0	1	1	0	زکوٰۃ کی اہمیت پر ایک نوٹ لکھیے۔	58
1	0	0	0	1	0	0	قرآنی تعلیمات کی روشنی میں زکوٰۃ کے مصارف بیان کیجئے۔	59
1	0	0	0	1	0	1	زکوٰۃ ادا نہ کرنے والوں کو قرآن نے کیا وعید سنائی ہے۔	60
1	0	0	0	1	0	0	قرآن و حدیث کی روشنی میں طہارت پر ایک مختصر نوٹ لکھیے۔	61
1	0	0	0	1	0	0	وضو کا طریقہ بیان کیجئے۔	62
1	0	0	0	1	0	0	غسل کرنے کا مسنون طریقہ کیا ہے؟	63
1	0	0	0	1	0	0	طہارت کے بارے میں ایک آیت اور ایک حدیث بیان کیجئے۔	64
1	0	0	0	1	1	0	طہارت کے کیا فوائد ہیں؟	65
1	0	0	0	1	1	0	اسلامی تعلیمات میں صبر کی ترغیب کیوں دی گئی ہے؟	66
1	0	0	0	1	0	0	قرآن و سنت میں شکر کی کیا اہمیت ہے؟	67
1	0	0	0	1	0	0	شکر کے لغوی معنی کیا ہیں نیز شکر ادا کرنے کے طریقے بتائیے؟	68
1	0	0	0	1	0	0	قرآن پاک میں صبر کرنے والوں کو کیا بشارت دی گئی ہے؟	69
1	0	0	0	1	1	0	عائلی زندگی سے کیا مراد ہے؟	70
1	0	0	0	1	0	0	خاندانی نظام کی اہمیت پر نوٹ لکھیں۔	71
1	0	0	0	1	0	0	زوجین کے ایک دوسرے پر کیا حقوق ہیں؟	72
1	0	0	0	1	0	1	اولاد کے حقوق و فرائض کے بارے میں آپ کیا جانتے ہیں؟	73
1	0	0	0	1	0	0	والدین کے حقوق کے بارے میں سورۃ بنی اسرائیل میں کیا ارشاد	74
1	0	0	0	1	0	0	ہجرت سے کیا مراد ہے؟ سورہ نساء میں ہجرت کے بارے میں کیا حکم آیا ہے؟	75
1	0	0	0	1	1	0	ہجرت کرنے والوں کو سورہ نحل میں کیا بشارتیں دی گئی ہیں؟	76
1	0	0	0	1	0	0	جہاد سے کیا مراد ہے؟ اس کی مختلف اقسام تفصیل سے بیان کریں۔	77
1	0	0	0	1	0	0	جہاد اکبر کسے کیا گیا ہے؟ تفصیلاً بتائیے۔	78
1	0	0	0	1	0	0	جہاد کے فضائل بیان کیجئے۔	79
1	0	0	0	1	0	0	حقوق العباد کی ایک فہرست بنائیے۔	80
1	0	0	0	1	1	0	خطبہ حجۃ الوداع کی روشنی میں عورتوں کے حقوق اور ان کے فرائض تحریر کیجیے۔	81
1	0	0	0	1	0	1	انسانی مساوات پر ایک جامع نوٹ تحریر کریں۔	82
1	0	0	0	1	1	1	وارثت اور قرض کے بارے میں خطبہ حجۃ الوداع کی روشنی میں نوٹ لکھیں۔	83
1	0	0	0	1	1	1	ہمسائے کے حقوق کے بارے میں کیا تاکید فرمائی گئی ہے؟ جامع نوٹ لکھیے۔	84



Description of the Data

The table assigns a position to each of the statements selected from the book. These positions range from A to F. Assigned position 1 shows that the statement falls in the category of the Perry Scheme's dualism. Assigned Position 2 leads the statement to the level of reasoning.

Graphs and tables represent the actual number of statements falling in a category and their relative percentage in total statements.

Results and Discussions

Data analysis reveals the following facts:

1. There are a total of eighty-four statements.
2. Twenty-nine statement deal with right-vs-wrong
3. Forty statements present facts
4. All the statements seek guidelines from an authority.

It is evident from the statistics that all the textual statements fall in "dualism." This is a point worth discussing why our university graduates are so narrow-minded and why they are so easily tempted by baseless notions existing in society.

This leads us to the answers of the research questions that Matriculation Islamiat Textbook takes the students to the stage of dualism - the first stage in the Perry Scheme.

It may be implied that through this arrangement in the book, the thinking abilities of the students are barred.

This book may connect with the current socio cultural milieu in Pakistan in a way that leads to a very narrow approach toward the difference of opinion.

This study's results consider that the Matriculation book of Islamic Studies does not develop Critical Thinking in our students, which is a requirement of the National Curriculum of Pakistan 2006.

Recommendations

Based on the results and discussion, the following recommendations are made:

1. The books should invite multiple viewpoints on a subject.
2. There should be a debate on us-vs-them.
3. The book should provide a bifurcated worldview to the students.

In this way, reasoning ability may be developed in the students, which is the very soul of religious studies.

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