

Weightage to Kashmir and Kashmir Issue in Curriculum: An Analysis of Syllabus Taught at School Level in Azad Jammu And Kashmir

Muhammad Rifaqt

Ph.D. Scholar, Mohi-ud-din Islamic University Nerian Sharif , AJ&K, Pakistan.
Email: muhammadrifaqt9@gmail.com

Khalid Mahmood

Ph.D. Scholar, Mohi-ud-din Islamic University Nerian Sharif , AJ&K, Pakistan.
Email: khalid552233@gmail.com

Abdul Karim

Ph.D. Scholar, Mohi-ud-din Islamic University Nerian Sharif , AJ&K, Pakistan.
Email: sardarkarim@gamil.com

Received on: 17-10-2021

Accepted on: 19-11-2021

Abstract

This study (content analysis) was conducted to analyze the curriculum taught at school level in the state of Azad Jammu and Kashmir (AJ&K) to know the weightage of contents on Kashmir and Kashmir issue in the curriculum/syllabus. The entire syllabus taught at elementary and secondary levels in AJ&K were reviewed by the researchers. Besides this, all those who have relevant experienced and also have master degree in Urdu, English, History, Pakistan Studies and Kashmiriat were population of the study. Only textbooks published by AJ&K Text Book Board of four subjects (Urdu, English, History and Pakistan Study) taught at elementary and secondary levels were reviewed. Nine (09) experts were selected as a sample of the study to seek their opinion. Self-structured questionnaire was used to collect the data. It was found that Kashmir and Kashmir issue were not given due weightage in the curriculum of elementary and secondary levels of education. Majority of the experts suggested that curriculum may be revised and minimum three lessons may be included in primary level text books. Separate book about Kashmir and Kashmir issue may be introduced at middle and secondary levels.

Keywords: AJ&K, Curriculum, Syllabus, Kashmir, Kashmir Issue, School Level Textbooks

INTRODUCTION AND RATIONALE

Education is fundamental need for socio-economic growth of a country. It plays a important role in building national capabilities and accelerates economic growth through information, skills and creativity of a people. Education also produces awareness, acceptance, self-esteem and self-confidence which empower people to secure their rights.

Weightage to Kashmir and Kashmir Issue in Curriculum: An Analysis of Syllabus ...

Education is a procedure of socialization, which brings change in the performance of individuals and allows them to learn to live with self-respect and freedom. Through the process of learning, human beings improve abilities, skills and approaches that help them to change their behavior according to the community, economic and radical demands of their situation. Education is considered the most significant way of human capital foundation, which is must for nourishing the progress of a nation (Government of Pakistan, 2004).

One of the basic purposes of education is to reservation and stimulates cultural tradition through schools (National Open University Nigeria, 2017).

One of the effective ways to transfer the nationwide, social and ethnic heritage is curriculum. According to Hong Kong Yearbook published in the year of 2006, curriculum is more optimistic in nature, which could accomplish the objective of encouraging learning, enhancing information and capabilities and increasing positive values or even attitudes. These components could help attain whole-personality development of learners. So, it is the syllabus which bridges up past and future of nations. It also banquets lights on strength, dimness, geographic chances and status of nation.

Individuals as well as nations get awareness of right and wrong, rights and duties and vision through the education and it is served by the curriculum. Different nations are struggling for their rights. It is the education which make the people aware of the right of freedom and independence and this awareness depends upon the contents, syllabus and curriculum which is taught in educational institutions from the beginning of worldly life. Like other occupied communities Kashmiri people are also struggling for their independence for last seventy years. The issue of Kashmir had risen in 1947 when India deputed its armies without the will of Kashmiries. Majority of Kashmiries wanted to become part of Pakistan. Kashmir's issue is still unsolvable issue among both parts of Kashmir (independent and occupied), Pakistan and India.

Kashmir issue is one of the burning issues between the two atomic countries i.e Pakistan and India. The conflict started in 1947 when Indian armies occupied Kashmir without the will of state nationals. At that time there were 80% Muslims in Kashmir.

According to Rathore (2001) in 1947, India and Pakistan had started war over Kashmir. During the war, it was India, who first took the Kashmir issue to the United Nations (UN) on January 1, 1948. The next year, on January 1, 1949 the UN abetted enforces ceasefire between the India and Pakistan. The ceasefire line is called the Line of Control (LoC). Both the countries had decided to resolve Kashmir dispute according to will of Kashmiri peoples. United Nations' Resolutions echoed the same stand.

Government of India did not want to solve Kashmir issue. Kashmiri freedom fighters (Mujahideen) had reached near Srinagar (present capital of Indian Occupied Kashmir/IOC). India wanted to time to settle their armies into Kashmir. Hence for gaining the time, India had appealed to UN.

Since 1947, Kashmir has often been mounted as a region challenged between India and Pakistan. Though this mounting leaves little concern for the voices and demands of the Kashmiri people. Since 1990, India, violently controls the most populated region of Kashmir, has positioned close to 705,000 armed forces there. Indian forces have been given fortification under laws like Armed Forces Special Powers Act (AFSPA), which allows them effective resistance from prosecution for human rights mishandlings, including killing, rape,

Weightage to Kashmir and Kashmir Issue in Curriculum: An Analysis of Syllabus ...

and torment. Amnesty International has called this law a 'lawless law' (Rathore, 2001). The people of Kashmir have often been called 'jailbirds in heaven' (Ganai, 2008). They are captives of one of the world's lengthiest regional conflicts, contrasted to an exquisite ecological setting. The ongoing conflict has cost over 80,000 Kashmiri lives and played a main role in down falling development of Kashmir (Schofield, 1997). In light of this clash between Pakistan and India, particularly as compounded by the 2008 summertime riots, it is now more significant than ever that the uproar surrounding Kashmir be talked. Societal services from the State, with education, have been critically affected by this struggle (Jammu & Kashmir Development Report, 2003). It can be argued that until these issues are resolved, the politically precarious situation of Kashmir will be prolonged even further. History has shown that conflict arises when the majority in Kashmir is ignored and deprived of equal access, opportunities, or a political voice (Rai, 2004).

Kashmir is a hilly region, which covers a very important geo-political condition. It is bordered by Pakistan in the west and China cuddles it to the east. The Himachal Pradesh and Punjab the Indian provinces are in the south. Its northern borders touch the borders of Afghanistan too. The area is well-known for its extra-ordinary God gifted natural beauty and possessions. Currently, the northern and western borders of the county are controlled by the supervision of Pakistan while the southern and eastern area is occupied by the Indian army. For over seven decades, the region has been distraught by clashes between the India and Pakistan. Both India and Pakistan are nuclear powers and in the case of another bombardment war between them; the whole subcontinent as well as Kashmir may be damaged. Presently, it is at the political hyper point of the two-sided relationships between the two countries

On the other hand the state of Azad Jammu and Kashmir (AJ&K; which is free from the control of India), lies between longitude seventy three (73) degree to seventy five (75) degree and latitude thirty three (33) degree to thirty seven(37) degree and contains an area of 5134 square mile. The geography of the area is mostly hilly and mountainous with valleys and bounces of plains. The area is full of natural beauty with dense forest, fast fluid rivers and windy streams. Main rivers are Jhelum, Neelum and Poonch' The climate is sub-tropical highland type with an average yearly rainfall' of 1300 mm' The elevation ranges from 360 meters in the south to 6325 meters in the north.

According to Farooq (2016) Azad Jammu & Kashmir (AJ&K/free State of Kashm), comprises of an arc- shaped stretch of remote territory, lies west of the Indian-occupied state of Kashmir and in the North-east of Pakistan has an area of 13,297 km², about 4.5 million population having a self-governing system under supervision of Pakistan.

National Educational Policy (NEP) is the comprehensive manuscript hand out by the Ministry of Education (MoE) Pakistan. AJ&K is controlled by Pakistan so, AJ&K also follows the Pakistan Education Policy which needs to be reformed. NEP 2009 manuscript is the review of the earlier education policies with mentioned reforms and policy actions at sub-sector level of education. The new policy was presented due to the failure of earlier policies and incapability to attain the desired results. Over the years, the education policies have not been well and successfully applied. There are many reasons behind the slow or lowly policy execution such as political influences, dishonesty, systemic issues and poor management and administration. There is need to revise the curriculum of AJ&K according to needs of Kashmiri

Weightage to Kashmir and Kashmir Issue in Curriculum: An Analysis of Syllabus ...

natives (Farooq, 2016).

The school curriculum in AJ&K is out-of-date, not cater to the requirements of the nation in the present age. Learners are required to learn by rote the content and reproduce it in the examination. The current curriculum does not improve the thinking abilities of learners (Farooq, 2016).

God has bestowed natural beauty to Kashmir with landscape like mountain, hills, valleys and rivers. Kashmir has a long historical background. History shows that Kashmiri have been loving and peaceful people. Foreign invasion have always been destroying its peace. From last seventy (70) years most of Kashmir's part (Indian Occupied Kashmir) is struggling for independence. In AJ&K there is need to transfer historical background of Kashmir, struggle of independence, geographic importance of Kashmir into the minds of new generation of Azad Jammu and Kashmir (administered by the Pakistan). One of the best ways to transfer religious, cultural and national knowledge is the curriculum. Through curriculum a national sense can be developed according to desired goal. This content analysis was aimed to measure the input of Kashmir and Kashmir issue in elementary and secondary school level syllabus taught to the young generations of AJ&K. In this way it was analyzed that either the contents are sufficient for making aware the generations of this burning issue or there is a need of more contents to make aware the future of the nation?

The aim and purpose of this research was elaborate the curriculum of AJ&K concerning Kashmir and Kashmir issue. This will help Ministry of education and curriculum wing of AJ&K to improve the curriculum in the light of given suggestions.

Objective of the Study

Following was the objective of the study

1. To analyze the weightage of content on Kashmir and Kashmir Issue in elementary and secondary school level curriculum of Azad Jammu and Kashmir (AJ&K)

Research Questions

1. Do the contents on Kashmir issue at Primary level fulfill the national need of students?
2. Do the contents on Kashmir issue at Middle level fulfill the national need of students?
3. Do the contents on Kashmir issue at Secondary level fulfill the national need of students?
4. Are contents of text books taught at elementary and secondary levels sufficient to make aware the generations of Kashmir and issue of Kashmir?

Delimitation of the Study

Due to limited time and resources this study was delimited to;

1. Text books Published by AJ&K Text Book Board Muzaffarabad
2. Text books of Urdu, English, History, Pakistan Studies of year 2017
3. Text Books of grade II-X

RESEARCH METHODOLOGY

It was basically a content analysis therefore; the study was descriptive in nature, for which the text books of class II-X were reviewed. To seek opinion of subject experts a short survey

Weightage to Kashmir and Kashmir Issue in Curriculum: An Analysis of Syllabus ...

was also conducted.

Population

All subject experts/teachers working in Elementary and Secondary Schools of the state of AJ&K (as Assistants Education Officers and SSTs) who have master degree in Urdu, English, History, Education, Kashmiriat or Pakistan Studies were population of the study.

Sample

Nine (09) AEOs and SSTs were selected by typical case sampling (a type of purposive sampling) by making it sure that firstly, the expert must have master degree and expert of Urdu, English, History, Education, Kashmiriat or Pakistan studies and 2ndly they have minimum 10 years teaching experience.

Instrument

A questionnaire was developed to collect the opinion of the experts containing eight closed ended statements.

Data Collection

At first phase text books of selected subjects were reviewed and lessons/topics/contents on Kashmir and Kashmir issue were counted. At second phase the Photostat copies of contents/material gathered were attached with the questionnaire and handed over (personally by the researchers) to the experts. The respondents provided data by filling the questionnaire, which were recollected by the researcher; hence the response rate was cent percent.

ANALYSIS AND INTERPRETION OF DATA

Collected data were analyzed with the help of frequency and simple percentage and it was presented in the following three tables.

Table 1: Analysis of curriculum in perspective of Kashmir (Ratio of lessons on Kashmir)

Classes	Pak/ Social Studies/Geography/History	Urdu	English	Total	%
X	1:20	0:21	0:15	1:56	1.78
IX	0:17	1:21	0:14	1:52	1.92
VIII	0:5	1:25	1:14	2:44	4.54
VII	0:5	1:25	1:12	2:42	4.76
VI	0:5	4:25	0:12	4:42	9.52
V	0:8	2:20	1:11	3:39	7.69
IV	1:6	1:21	1:12	3:41	7.32
III	-	2:25	0:13	2:38	5.26
II	-	1:25	0:12	1:37	2.70

Weightage to Kashmir and Kashmir Issue in Curriculum: An Analysis of Syllabus ...

Table 1 indicates that in the books of Pakistan Studies/History/Geography there is only one (01) out of twenty (20) lessons, in the text book of Urdu 00/21, and in English 00/15 lessons were there on Kashmir. In this way just one (01) out of fifty six (56) lessons (01.78% lessons) were found in the 10th class text books.

This table indicates that in the books of Pakistan Studies/History/Geography there were total seventeen (17) lessons among which nothing is about Kashmir, in the text book of Urdu 01/21, and in English 00/14 lessons were there on Kashmir. In this way just one (01) out of fifty two (52) lessons (01.92% lessons) were found in 9th class text books.

This table indicates that in the books of Pakistan Studies/History/Geography there were total seventeen (17) lessons among which nothing is about Kashmir, in the text book of Urdu 01/21, and in English 00/14 lessons were there on Kashmir. In this way just one (01) out of fifty two (52) lessons (01.92% lessons) were found in 9th class text books.

This table reveals that in the books of Pakistan Studies/History/Geography there were total five (05) lessons among which nothing is about Kashmir, in the text book of Urdu 01/25, and in English 01/14 lessons were there on Kashmir. In this way just two (02) out of forty four (44) lessons (4.54% lessons) were found in 8th class text books.

This table shows that in the books of Pakistan Studies/History/Geography there were total five (05) lessons among which nothing is about Kashmir, in the text book of Urdu 01/25, and in English 01/12 lessons were there on Kashmir. In this way just two (02) out of forty two (42) lessons (4.76% lessons) were found in 7th class text books.

This table indicates that in the books of Pakistan Studies/History/Geography there were total five (05) lessons among which nothing is about Kashmir, in the text book of Urdu 04/25, and in English which nothing about Kashmir. In this way just four (04) out of forty two (42) lessons (9.52% lessons) were found in 6th class text books.

This table shows that in the books of Pakistan Studies/History/Geography there were total eight (08) lessons among which nothing is about Kashmir, in the text book of Urdu 02/20, and in English 00/12 lessons were there on Kashmir. In this way just four (04) out of forty two (42) lessons (9.52% lessons) were found in 6th class text books.

This table indicates that in the books of Pakistan Studies/History/Geography there were total eight (08) lessons among which nothing is about Kashmir, in the text book of Urdu 02/20, and in English 01/11 lessons were there on Kashmir. In this way just three (03) out of thirty nine (39) lessons (7.69% lessons) were found in 5th class text books.

This table reveals that in the books of Pakistan Studies/History/Geography there were total one (01/06) lessons about Kashmir, in the text book of Urdu 01/21, and in English 01/12 lessons were there on Kashmir. In this way just three (03) out of forty one (41) lessons (7.32% lessons) were found in 4th class text books.

This table indicates that in the books of Pakistan Studies/History/Geography there were nothing is about Kashmir, in the text book of Urdu 02/25, and in English there were nothing about Kashmir. In this way just two (02) out of thirty eight (38) lessons (5.26% lessons) were found in 3rd class text books.

This table shows that in the books of Pakistan Studies/History/Geography there were nothing is about Kashmir, in the text book of Urdu 01/25, and in English there were nothing about Kashmir. In this way just one (01) out of thirty seven (37) lessons (2.70% lessons) were found in 2nd class text books.

Weightage to Kashmir and Kashmir Issue in Curriculum: An Analysis of Syllabus ...

Curriculum in Perspective of Kashmir issues (Ratio of lessons)

Classes	Pak/ Social Study/Geography/History	Urdu	English	Total	%
X	1:20		0	1:20	5
Ix	0	1:21	0	1:21	4.76
VIII	0	0	0	0	0
VII	0	0	0	0	0
VI	0	0	0	0	0
V	0	0	0	0	0
IV	0	0	0	0	0

This table indicates that in the books of Pakistan Studies/History/Geography there were 01/20 lessons are about Kashmir issue, in the text book of Urdu and in English there were nothing about Kashmir issue. In this way just one (01) out of twenty (20) lessons (05% lessons) were found in 10th class text books.

This table indicates that in the books of Pakistan Studies/History/Geography there was nothing about Kashmir issue, in the text book of Urdu 01/21 lessons are about Kashmir issue and in English there were nothing about Kashmir issue. In this way just one (01) out of twenty one (21) lessons (4.76% lessons) were found in 9th class text books.

The remaining tables shows that there was not a single lesson about Kashmir issue in 8th, 7th, 6th, 5th, 4th, 3rd and 2nd class text books.

Table 3: Experts opinion on contents regarding Kashmir and Kashmir issue

Sr. #.	Statements	Yes%	No%
1	The contents on Kashmir at primary level classes fulfill the National need of students?	10	90
2	. The contents on Kashmir at middle level classes fulfill the National needs of students?	10	90
3	The contents on Kashmir at secondary level classes fulfill the National needs of students?	0	100
4	The contents on Kashmir issue at middle level classes fulfill the National need of student?	0	100
5	The contents on Kashmir at secondary level classes fulfill the National need of student?	10	90

Table 3 indicates that curriculum of AJ&K up to secondary level do not fulfill the cultural, geographic and historical needs for students. The result shows that the contents on this Kashmir and Kashmir issue are not enough as per the opinion of the experts.

Table 4: Recommendations of Experts Regarding Selection of lessons on Kashmir and Kashmir issue

Sr. No	Statements	not at	1	2	3	3 +
--------	------------	--------	---	---	---	-----

Weightage to Kashmir and Kashmir Issue in Curriculum: An Analysis of Syllabus ...

		all	lesson	lesson	lesson	lesson
1	There is need to include the lessons on Kashmir in primary level.	00			1	8
2	There is need to include the lessons on Kashmir in middle level.				1	8
3	There is need to include the lessons on Kashmir in secondary level.				1	8
4	There is need to include the lessons on Kashmir issue in middle level.					9
5	There is need to include the lessons on Kashmir issue in secondary level.					9

Table three indicates that majority of experts suggest more than three lesson on Kashmir and Kashmir issue up to secondary level.

FINDINGS, CONCLUSION AND DISCUSSION

Kashmir issue has been the primary cause of diplomatic, political, and military standoff between India and Pakistan. Findings of research indicate that there is need to elaborate this issue in curriculum of AJ&K.

On the basis of findings it was also concluded that the ratio of lessons concerning Kashmir and Kashmir issue are not sufficient in text books of AJ&K .To invoke a sense of unity within an imagined community the state has to resort to symbols and narratives of unity. Nation-building and national identity is not possible without due weightage of their country issues in curriculum (Durrani & Dunne, 2010). Pakistan is only Islamic country in the world which has atomic power. Most of the non-Muslim world is against its atomic power because she can lead and represent 57 Muslim countries in the world. Pakistan has weak economy and insufficient budget for education. AJ&K is working under the supervision of Pakistan. AJ&K is fulfilling its educational needs through the helping hands of foreign and NGOs. Foreign thinkers are involving indirectly in the curriculum of AJ&K. These forces do not want to promote Kashmiri as a nation because strong and organize Kashmiri nation mean strong Pakistan. According to most of experts curriculum should be revised according to national needs of Kashmiri peoples. Findings shows that there is need to add more than three (03) lessons on Kashmir and Kashmir issue up to primary level and separate book about Kashmir and Kashmir issue up to secondary level. Experts wrote their opinion on questionnaire that our students have lack of information about the geographic and history of Kashmir. Media is also not fully focus on Kashmir issue. It is curriculum that can bridge the gaps and maximum information can be provided concerning Kashmir and Kashmir issue to the young learners.

Weightage to Kashmir and Kashmir Issue in Curriculum: An Analysis of Syllabus ...

RECOMMENDATIONS

On the basis of review of curriculum and expert opinion, the suggestions are as follows.

1. Ministry of education may order to curriculum wing for including more than three lessons on Kashmir up to primary level.
2. There may be separate book on Kashmir and Kashmir issue (Kashmiriat) in middle and secondary classes.

REFERENCES

1. Amnesty International Report "A 'Lawless Law': Detention Under the Jammu and Kashmir Public Safety act, Retrived from www.amnesty.org on Tuesday 5th of December at 8:25 pm.
2. Durrani, N. and Dunne, M. (2010). Curriculum and national identity: exploring the links between religion and nation in Pakistan. *Journal of Curriculum Studies*, 42(2), pp.215-240
3. Farooq, S. (2016). critical study of primery education situation in AJ&K state. *International online journal of primary education*, volume 5(1).
4. Government of AJ&K (2017). English IX. Muzaffarabad: AJ&K Text Book Board.
5. Government of AJ&K (2017). English X. Muzaffarabad: AJ&K Text Book Board.
6. Government of AJ&K (2017). History VI. Muzaffarabad: AJ&K Text Book Board.
7. Government of AJ&K (2017). History VII. Muzaffarabad: AJ&K Text Book Board.
8. Government of AJ&K (2017). History VIII. Muzaffarabad: AJ&K Text Book Board.
9. Government of AJ&K (2017). Pakistan Studies IX. Muzaffarabad: AJ&K Text Book Board.
10. Government of AJ&K (2017). Pakistan Studies X. Muzaffarabad: AJ&K Text Book Board.
11. Government of AJ&K (2017). Social Study IV. Muzaffarabad: AJ&K Text Book Board.
12. Government of AJ&K (2017). Social Study VI. Muzaffarabad: AJ&K Text Book Board.
13. Government of AJ&K (2017). Social Study V. Muzaffarabad: AJ&K Text Book Board.
14. Government of AJ&K (2017). Urdu IX. Muzaffarabad: AJ&K Text Book Board.
15. Government of AJ&K (2017). Urdu X. Muzaffarabad: AJ&K Text Book Board.
16. Government of AJ&K (2017). Urdu & English 2,3. Muzaffarabad: AJ&K Text Book Board.
17. Government of Pakistan. (2004). National sample survey of private schools in Pakistan. Academy of Educational Planning and Management Ministry of Education Islamabad Pakistan (p. 5).
18. Information Services Department (2006). Hong Kong Year Book. Hong Kong, Hong Kong SAR: Information Services Department, Retrieved from <https://www.ied.edu.hk/aclass/Resources/HE/student/Identifydifferentconcepts.pdf> on Sunday 23rd of July at 11:39 A.M.
19. National open university Nigera. Social Function of Education. Retrived from <https://www.yaaka.cc/unit/social-functions-of-education/> on Sunday 23rd of July 2017 at 11:06 A.M.
20. Rai, M. (2004). *Hindu Rulers, Muslim Subjects: Islam, Rights, and the History of Kashmir*. Princeton: Princeton University Press.
21. Roy, A. (2008). "What would independence mean to the people of Kashmir?" *The Guardian Newspaper*. 22 Aug. 2008.
22. Schofield, Victoria (1997). *Kashmir in the Crossfire*. New York: Viva Books Private Limited