

Peace Themes in School Studies in Pakistan- An Exploratory View

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Abstract

This exploratory study has been conducted with the core aim to highlight the emergence of extremism challenge; we are facing hard times where peace and safety issues of individuals are rising and which have affected severely. To tackle these challenges and fabricate the continuing course of peace, justice, forbearance and broad considerate, education would be a key element and a very valuable approach. Amendment in the process of education is required so that it can facilitate improved quality education which is truly needed. Accordingly an ultimate focus should be placed on program courses and its contents, ethical teaching and learning, and encouraging learning surroundings with a value education approach to build education more favorable to the advancement of people of world. Close-ended questionnaire was designed, use exploratory research method based on survey, research design stand on quantitative research, covering a sample of 26 different private and government schools of Defense and Clifton, Karachi, out of approximately more than 60 schools, by filling questionnaire from the principals/head of department of that schools. Regression and correlation analysis were used through SPSS. Results of the study show that clear ideology, improved training and up to date curriculum strengthen ideology of a country. Perhaps a crucial confront this research for education prove that consideration to point that apparent target and autonomous omission will be acquired to attain flourishing restructuring of the Education Ministry, the Textbook Board and the Curriculum Wing and also highlighted that textbooks related to state-sponsored should point up how history has been fitting to strengthen a values or ideology of a country.

Keywords: Re-amendment, Transformation, Progressive social order, Restructuring.

1. Introduction

In shaping how flourishing we shall be in accomplishing the objective of an unrestricted, modest and egalitarian Pakistan, public education system in Pakistan has a key role. An important prerequisite is that children must gain knowledge of to recognize and worth this target and appreciate ideals of honesty, sincerity, liability, impartiality, fairness, integrity and harmony so as to set off through it. From Class I to Class XII, the children's individuality and moral/ethics system is sturdily formed by the national textbooks and curriculum in English, Social Studies, Civics and Urdu. For scheming them, the liability deceit with the Text Book Boards of provinces and the curriculum Wing of the Education Ministry. Studies show that some of the most considerable issues in the existing textbooks and curriculum are:

- Imprecision of reality and error that provide to considerably misrepresent the impact and importance of actual proceedings in our times past.
- Inconsiderateness to the truly presented spiritual multiplicity of the realm.

- Provocation to hostility and militancy, with support of Shahadat and Jihad.
- Standpoint that persuade injustice, intolerance and inequity towards associate citizens, particularly minorities of different religions, women and other states.
- An adoration of warfare and the use of power
- Exclusion of ideas, proceedings and matter that could persuade among students a decisive self-awareness.
- Obsolete and illogical instructive procedures that obstruct the growth of attention and impending among student.

Existing resources can also shape the growth of the education system. In the first decade of Pakistan creation, the government interest groups like civil establishment and the military appeared as the most dominant groups, following in a centralized strategy-building creation and `a structure of resource distribution to health and education. Hardly 4% was owed per annum for health; education, and social segment, urban core anyhow utilized much of it. (Nasir Jalil quoting Omar Noman,

2000) Within the educational scenario higher education has given more emphasis in respect to primary education. All through the martial tenet of Ayub Khan, in 1959 Educational National Commission was created a National Commission for Education in 1959, educational policy were certain to approve its details of the report. The primary education charge was shifted to provincial command. In the (1960-65) second plan, curricula of primary and secondary were amend, and “a lot stress was rest on religious education and Islamiat” (Nasir Jalil quoting Omar Noman, 2000). Due to the war with India the objective financial distribution were strictly reduce. The New ‘1969’ Education Policy designed at curtails the extensive space among the general education program and the conventional madrassah structure.

Subsequently the East Pakistan partition, government of Zulfiqar Bhutto board on education transforming education but stayed commend to “curriculum design pertinent to the varying economic and societal requirement of the nation attuned in the company of our fundamental beliefs (New Education Policy, 1972-80, quoted by Nasir Jalil, 2005). In Bhutto’s era, educational strategy, curriculum and syllabus planning, books, centers of eminence and Islamic education were sited on the parallel governmental inventory, which covertly devolution of these actions.

In 1977, immediately following his take over, a national education conference called by General Zia-ul-Haq, the aim and intention of which were “to re identify the education objectives, opt fundamental approach, determine the educational core issues, our country is facing, and to take education in form by way of Pakistani belief and dogma”.(New Education Policy, 1972-80, quoted by Nasir Jalil, 2005). Branch of the bigger development of Islamization were shaped by this attempt, wherein a number of laws were forced by the government including the Hudood Ordinance and profanity law, Zakat and Ushr arrangement, set up Shariat courts. Moreover, a foremost route of Islamising the education Process was continuing in the course of carrying in thorough religious philosophy from supporting parties compassionate to the authoritarianism to plan new curricula and to make certain course books were consistent with these guiding principles.

Subsequently in 1988 the re-establishment of democratic system, the Pakistan People’s Party and the Pakistan Muslim League, the two most important political parties, rotately ruling – twice –but in 1999 coup of General Pervez Musharraf happened. The diverse intensity of adherence of both parties to the process of Islamization set off by General Pervez Musharraf, and therefore diverse opinion on the function and efficacy of the policy matters of textbooks and curriculum.

In Pakistan’s textbook and curricula, a lot of the stuffing is evidently irreconcilable by such targets by the Pakistani government over the precedent years. Specifically, after the acknowledgment of the requirement to liberate

Pakistan of the menace of violent behavior from fundamental “immense-Islamist” (words of General Pervez Musharraf, 5th jan. 2001), paramilitaries and to esteem and reverence the constitutional rights of minorities and women. Government of Pakistan and the social order cannot expect to get rid of the affinity that origin deep social destruction if the system of public education carry on to look after these very trend on the same time.

Hence the objectives to research on peace themes in school studies support the grounds for:

- Is the nature of the curriculum reveal content having civic responsibility to produce devoted citizens?
- Do the studies contribute creating better world citizen by projecting curriculum where truth and falsehood can’t unite?
- Does the curriculum discusses about betterment of all humanity and proceed in a manner which can’t violate the rights of others or create difficulty to others.
- Does the curriculum portray Islam as a peaceful religion projecting its soft image rather than reveal discussions about its correlation with the philosophy of Pakistan?
- Does the textbooks depict indignant, negative and unenthusiastic moral in its content and create unhealthy culture.
- Is there textbooks intended to deliver exaggeration regarding historical and International events.
- Does the curriculum contain an assured amount of hatred and abhorrence against enemies pursuing personal advantage even to the detriment of international concern?
- Do the students feel accountable, cheated and distrustful when they read the material having hopeless and corrupt content even to the detriment of national interest?

Hypothesis

Previous study offered wide information about the theme in education, much stress lies on the facts reported for the repercussion of is there any implication of peace ideologies in the course books or not. So, here researchers required to make a set of testable hypothesis to persuade the assumptions regarding peace/non violent culture promotion.

H₀₁: Overall Model is insignificant.

H₀₂: There is negative association between knowledge base and student training.

H₀₃: Student awareness has insignificant impact on the knowledge base of peace themes in school studies in Pakistan.

H₀₄: Teaching tolerance does not significantly affect knowledge base of peace themes in school studies in Pakistan.

H₀₅: Student acceptability has negative correlation on knowledge base of peace themes in school studies in Pakistan.

2. Literature Review

This research topic have been chosen because of the fact that this theory attaches importance to not only overall harmony of the society but globally as a whole which has become widely accepted and admired as in Pakistan Public education structure has an essential role in decisive how flourishing we shall be in attaining the intention of a peaceful, self-effacing, self governing and egalitarian Pakistan. An essential code is that children should be trained to grasp the importance of such objective and be elated about the principles of honesty, veracity, liability, fairness, neutrality, and harmony that disappear with it. Under Islamization, the course of learning was planned in maintenance with the education ideology of specific Islamic discipline of consideration which emphasizes so as to the whole basis of information be disclosed by Allah and so as to the worldly wise information has chosen in the perspective of the divulged information. Jamat'al-e-Islami head Syed Abul A'la Maudoodi has contradict that every element that is educated in an Islamic society likely in the perspective of the discovered facts, thus each course turned into Islamic. In the curriculum documents in Pakistan, this ideology of education's straight product has been the subsequent fundamental standard that reappears repetitively. Within the instructional material, no perception of parting in among the religious and the worldly wise is certain; regardless of Islamic material is presented in all the material.(Curriculum Document, (1995), Primary Education, Class K-V, National Bureau of Curriculum and Textbooks, Ministry of Education, Government of Pakistan).

During the Islamization period a large amount of the educational material was founded on this belief, and the educational philosophy and practice even is continues to guide even yet (Curriculum document, (March 2002), National Bureau of Curriculum and Textbooks, Ministry of Education, Government of Pakistan).

With the aid of historical proof many scholars have convincingly asserted that the phrase Pakistan's Ideology is an edifice which was at the time of the Pakistan's establishment was missing. In the monograph From Jinnah to Zia, Justice Munir has evidently acknowledged the first time, when the statement 'Ideology of Pakistan' was invent he inscribe: the word "Pakistan's Ideology make use of Quaid-i-Azam"...for Pakistan came into being after 15 years, Pakistan's ideology was not identified by anyone until for the first time in 1962 the Jam'at-I-Islami affiliate alone recognize it once Bill of the Political Parties would conferred. After that, former president Chaudhry Fazal Elahi, augment from his chair and proposed that the Pakistan's ideology must be distinct. The affiliate who would aim the alteration retort that "Pakistan's ideology

was Islam", In the freedom struggle of Pakistan, consequently the expression Pakistan's ideology have no chronological root. It was created by that opinionated parties which they aim to consecrate their own interests and political ideology much afterward, mainly that are those, former been not in favor of the Pakistan creation of. It is now clear without any doubt that party like Jama'at-i-Islami and who had similar ideologies broadly applied this term in their speeches. Even though –what articulated by Justice Munir as, the words Pakistan's ideology never speak up by the Mohd. Ali Jinnah, but learners are still taught as the documents of curriculum assert that the Quaid-i-Azam uttered the Pakistan's ideology, cited as, "One should familiar that the Mohd. Ali Jinnah actually expressed the term Pakistan's ideology" (Pakistan Studies Curriculum for Classes XI-XII, (1986), National Bureau of Curriculum and Textbooks, Islamabad). Additionally, also entails there by the authors of textbooks that many pertinent quotations directed from the saying of Mohd. Ali Jinnah. It is generally pointless because to cite any clue or hint related to the indication to Quaid for using the expression Pakistan's Ideology. In contrast, in constituent assembly, on the 11th of September, 1947, the Jinnah is completely contradicted the so-called Pakistan's ideology as it is offered.

Jihad and Shahadat the two premises clearly differentiate the contents of education in pre- and post-1979. In the pre-Islamization period textbook and curricula, no citation was even seen, and the textbooks and curriculum after the 1979 period explicitly commend Shahadat and Jihad and recommend learners to turn out to be mujahids and sufferer for a cause. Following are examples quoted from different citations.

End result of learning: "in all fields of life, distinguish the Jihad significance" (National Curriculum, Social Studies for Classes I-V, (2002), curriculum wing), End result of learning: "student's should be responsive of the Jihad's approval" (Urdu Curriculum (Compulsory, optional and Easy course), Classes IX and X, (1988), National Bureau of Curriculum and Textbooks, Islamabad), "student's should be responsive of the Jihad's approval, and should generate in his heart the Jihad desire."(Urdu Curriculum (first and second language) for classes VI-VIII, (1986), National Bureau of Curriculum and Textbooks), Concept: Jihad; Affective objective: "Aspiration for Jihad" (Social Studies Curriculum for Classes VI – VIII, (1984), National Bureau of Curriculum and Textbooks, Islamabad), "Jihad's Love and desire, preaching Jihad, surrender for martyrdom, forfeit, ghazi and shaheed",...(Social Studies Curriculum for Classes VI – VIII, (1984), National Bureau of Curriculum and Textbooks, Islamabad), Simple stories to urge for Jihad. (Curriculum Document, (1995), Primary Education, Class K-V), doing 4: To create speech on Shahadat and Jihad, one should create debates (Curriculum Document, (1995), Primary Education, Class K-V). Hence it claims that

broad purpose is to build understanding and feel affection for conviction of Islam, and to raise children in accordance with values of Islam augment to specific goals that absolutely confined the preferences, textbook authors may have for writing technically same type of textbooks.

In the textbooks of Social Studies and History the imposition of misrepresentation was studied by Mubarak Ali, A. H. Nayyar, Khurshid Hasanain, Pervez Hoodbhoy and Tariq Rahman. For Tariq Rahman, in textbooks history is damaged to build an approach that provides the wider state politics. Immature and susceptible minds are saturated with seed of extreme dislike to give out the so-called dogmatically sound-cover: "The key goals of a country – to generate patriotism and uphold in support of the armed forces - in all the books some essential messages are recur to accomplished. Firstly, the Pakistan's non-Muslim part is overlooked. Secondly, culture of Hinduism is completely destined. Thirdly, the struggle of Pakistan is depicted by and large in expression of the British and the Hindus deceit and the Muslims virtue." (Tariq Rahman, 1998) On Violence and clash in the process of education, Khurshid Hasanain and A.H. Nayyar in their combined study have endeavor to illustrate that the state has been responsible for growing consequence of educational proceeds of commission and drift by the country has to make an bigoted mindset, intensely vulnerable to opinionated mottos and invite aggression, and reluctant to believe the multiplicity of ideas and traditions that subsisted inside the country. They accomplished that in two ways the Pakistani State has arbitrated in the process of education. First, it has created learners to be naive; authority obedient and deal process of education as simply of learn definite 'information'. Simultaneously, it persuades instructors to accept the dictatorial approach needed for creating the conclusiveness of their statement and that in the textbooks. Furthermore, in textbooks it has imposed the deformation of historical piece of information, gets a move on religious prejudice and hyped warfare. It also destitute learners of the heroes who could have stimulated and provoked them towards inspiration and to deal with the divergence of their culture in a sympathetic, humanistic and intellectual manner (Khurshid Hasanain and A.H. Nayyar, 1997).

In Pakistani educational material the matter of hate is India and Hindu, showing both the perceptible mind set of enmity and hatred and defensive behavior against each other and an endeavor to depict it's country's distinctiveness from others.'. The former serve up for military and the next for opinionated Islamists. Following are the particular learning goals raise by the curriculum documents: "Learner's ought to be capable to recognize the disparity between Muslims and Hindus and the country's ensuing requirement" (Curriculum Document, (2002), Primary Education, Classes K-V, Integrated and Subject Based) "divergence in mores and traditions

between Muslim and Hindus, Wicked plan of India aligned with Pakistan (three times battle between India and Pakistan)"(National Curriculum, (2002), Social Studies for Classes I-V) "spot the events of actions, which rest the basis for Pakistan, in respect to clashes between Muslims and Hindus"(National Curriculum, Social Studies for Classes I-V, (2002), curriculum wing, Islamabad).

Definite commands for textbook writing and syllabus making and textbook Writing in the curriculum documents that invite for bits and pieces which idolize conflict, confrontation martial and the warfare. Cited few cases as:

- Aim is to develop sensitivity amongst learners that they are the component of a Muslim community. Hence, according to the norms and mores of Islam, they should to honest, sincere, devoted and life-forfeit freedom fighters.(Curriculum Document, (2000), Primary Education, Class K-V, 1995, Urdu curriculum, Class IV-V).
- Topic: Muazz Moavvaz (Razi Allah Unhum).
- End product of learning: Explain the role of Muaz and Muavvaz (RAU) and his contribution (224 National Curriculum, Social Studies for Classes I-V,(Curriculum Wing) Islamabad, 2002) The textbooks include in reaction to such directives (1) poems influence for jihad, (2) all the military heroes, (3) unfolding of the famous conquest and winners from the Islamic history, and (4) recitation of the specific conflicts in which the heroes had fought.

3. Research Methodology

This research was based on explanatory view point regarding understanding of theory, conducted with a purpose to explore the existence of peace ideologies present in school studies, primary data were collected from focus group of allocated private and government schools of Defense and Clifton, Karachi, use exploratory research method based on survey, Research design were stand on quantitative research, Open ended questionnaire were designed which high lightened the relevant dependent variable like knowledge base, and independent variables like student's training, student's awareness, teaching tolerance and student's acceptability, gathered sample data from 25 schools out of approximate population of more than 60 schools (from primary up to higher secondary level in Clifton and Defense), by filling questionnaire from the student's of middle up to higher secondary of that schools. Data has been examined by means of statistical software SPSS. Findings, actually pursued are structured by hypothesis. The time horizon for this research study would be cross sectional.

4. Statistical Data Results and Analysis

The data has been analyzed by means of Regression and

Correlation analysis. Following statistical analysis include results of all concerned variables as dependent variable “knowledge base” and independent variables teaching tolerance, student awareness, student training and student acceptability regarding peace themes in school studies in Pakistan as well as large spectrum of perspective of education is evaluated.

Correlation Statistics

For representation of data to show the inter relationship between variables or to measure the strength or degree of linear association between two variables, evaluated through correlation stats, results were obtained as following.

Table 1: Table showing the correlation statistics under this study

| | | AvgK | AvgST | AvgSA | AvgTT | AvgSAC |
|--|---------------------|--------|--------|--------|--------|--------|
| AvgK | Pearson Correlation | 1 | .604** | .723** | .780** | .602** |
| | Sig. (2-tailed) | | 0.001 | 0 | 0 | 0.001 |
| | N | 25 | 25 | 25 | 25 | 25 |
| AvgST | Pearson Correlation | .604** | 1 | .750** | .562** | .429* |
| | Sig. (2-tailed) | 0.001 | | 0 | 0.003 | 0.033 |
| | N | 25 | 25 | 25 | 25 | 25 |
| AvgSA | Pearson Correlation | .723** | .750** | 1 | .815** | .759** |
| | Sig. (2-tailed) | 0 | 0 | | 0 | 0 |
| | N | 25 | 25 | 25 | 25 | 25 |
| AvgTT | Pearson Correlation | .780** | .562** | .815** | 1 | .838** |
| | Sig. (2-tailed) | 0 | 0.003 | 0 | | 0 |
| | N | 25 | 25 | 25 | 25 | 25 |
| AvgSAC | Pearson Correlation | .602** | .429* | .759** | .838** | 1 |
| | Sig. (2-tailed) | 0.001 | 0.033 | 0 | 0 | |
| | N | 25 | 25 | 25 | 25 | 25 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | | | | |
| *. Correlation is significant at the 0.05 level (2-tailed). | | | | | | |

The underpinning principle illustrates here that there is a positive relationship of knowledge base with student training, student awareness, teaching tolerance and student acceptability in peace themes in school studies in Pakistan.

The dependent variable “knowledge base” has the strongest correlation with teaching tolerance (0.780**) with student awareness (0.723**) with student training (0.602**) and there is no correlation of student acceptability (0.602**) with the dependent variable knowledge base.

Regression Statistics

For representation of data to show the average relationship or dependence between the variables (Independent & Dependent), determined by R square, f test and t test, results were obtained as following:

Table 2: Table showing the Model Summary under this study

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|--|-------------------|----------|-------------------|----------------------------|
| 1 | .811 ^a | 0.658 | 0.59 | 0.50377 |
| a. Predictors: (Constant), AvgSAC, AvgST, AvgTT, AvgSA | | | | |

Here, R value illustrates that coefficient and correlation is the statistical denote use of potency of the linear association among variables. The R value (0.811{a}) prove that there is positive correlation among the dependent variable knowledge base and dependent variables student training, student awareness, teaching tolerance and student acceptability. Coefficient of strength The mean 65%, R square value (0.658) trustworthy to be use for estimation of population. In other words it is accomplished that in education sector of Pakistan 65% of variation in dependent variable is due to independent variables.

The Std. error is essential for the reason that reveals how much sampling fluctuation an information has explain. The value of standard error reveals that 50% variation of sampling mean. The R change revealed that variation among R value and adjusted R square.

Table 3: Table showing the ANOVA statistics under this study

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|--|------------|----------------|----|-------------|-------|-------------------|
| 1 | Regression | 9.784 | 4 | 2.446 | 9.638 | .000 ^a |
| | Residual | 5.076 | 20 | .254 | | |
| | Total | 14.860 | 24 | | | |
| a. Predictors: (Constant), AvgSAC, AvgST, AvgTT, AvgSA | | | | | | |
| b. Dependent Variable: AvgK | | | | | | |

The sum variability approximately the mean is represented by the sum of square, (The total of square remaining mean the sum of square errors in forecasting and total of square regression mean the enhancement in forecast by means of the forecasted value of (Y) Dependent variable our presently using the mean of (X) self-determining variable.

The level of autonomy represents the number of sample -1. The significance of F test (9.638) explain all the variables by means of mixture, on the whole importance of the model, its mean independent variables student training, student awareness, teaching tolerance, student acceptability on dependent variable knowledge

base and observation of independent variable get together.

The standard inaccuracy is significant for the reason that they reveal how much sampling variation a statistic will demonstrate. The Std. error of a numeric value depends on the sample size in the journal. The bigger example of the standard error of constant (0.322) worth prove the 32% of variation of sampling of eloquent, and the Std. error of independent variables student training is (0.183) value illustrate the 18% of variation of sampling mean, student awareness (0.241) value illustrate the 24% of variation of sampling mean, teaching tolerance (0.291) value illustrate the 29% of variation of sampling mean, and student acceptability (0.194) value illustrate the 19% of variation of sampling mean.

Table 4: Table showing the Coefficients^a statistics under this study

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. | |
|-------|-----------------------------|------------|---------------------------|-------|--------|-------|
| | B | Std. Error | Beta | | | |
| 1 | (Constant) | 1.121 | 0.322 | | 3.486 | 0.002 |
| | AvgST | 0.139 | 0.183 | 0.16 | 0.762 | 0.455 |
| | AvgSA | 0.129 | 0.241 | 0.165 | 0.536 | 0.598 |
| | AvgTT | 0.565 | 0.219 | 0.715 | 2.573 | 0.018 |
| | AvgSAC | -0.142 | 0.194 | -0.19 | -0.734 | 0.472 |

a. Dependent Variable: AvgK

Coefficient of Standardized coefficient means that you would acquire if the interpreter and the product variables has standardized prior the analysis and contrasting the amount of the coefficient diagonally variable. The independent variable student training represent its T value is (0.762), student awareness represent its T value is (0.536), teaching tolerance represent its T value is (2.573), and student acceptance represent its T value is (0.734). By rules if T value is higher than 2 ($T > 2.5$) than null hypothesis has to be discarded and alternating hypothesis will be acknowledged.

Overall Significance

Hypothesis 1

H₀₁: Overall Model is insignificant.

In the above result the value of F is 9.638 shows that we accept H_{A1} and conclude that the model is overall significant and the variation explained by this model is not just due to chance.

Individual Significance

Hypothesis 2H₀₂: There is no association between knowledge base and student training.

According to the above table in the case of student training the value of t-value is 0.762 which means that we accept H₀₂ and conclude that there is no association between knowledge base and student training at a given margin of error (level of significance).

Hypothesis 3

H₀₃: Student awareness has no impact on the knowledge base of peace themes in school studies in Pakistan.

From the result of above table in the case of student awareness the value of t-value is 0.536 which means that we accept H₀₃ and conclude that there is no impact of student awareness on the knowledge base in peace themes in school studies of Pakistan.

Hypothesis 4

H₀₄: Teaching tolerance does not affect knowledge base of peace themes in school studies in Pakistan.

The above table shows that the value of t-value for teaching tolerance is 2.573 which mean that we accept H_{A4} and conclude that we teaching tolerance do affect knowledge base of peace themes in school studies in Pakistan at a given margin of error.

Hypothesis 5

H₀₅: Student acceptability has no relationship with knowledge base of peace themes in school studies in Pakistan.

The above results elaborate that the t-value for variable student acceptability is 0.734 which means that we accept H₀₅ and conclude that there is negative correlation of student acceptability on knowledge base of peace themes in school studies in Pakistan.

5. Critical Debate and Analysis

It has been critically analyzed by many researchers, few of whom are constituents of this paper that the public and private school children textbooks extremely contain half truths and misinformation. Like carrying errors, imprecision, vagueness and ambiguity resulted in students’ revulsion against Hindus and becoming too prejudiced, opinionated and martial. They also restrain matter elevating war, hostility and aggression which is possibly to producing the young people worth battle and aggressive, rather than nonviolent, serene, calm and peaceful resolutions to tribulations. To consecrate this course of action of generating an opposing-India, opposing-Hindu, pro-war and prejudiced state of mind, Islam has been used also. This approach erects it not viable for a government to be elastic. One evident difficulty is that if the government desires to take up modest strategies or evade a fortified quarrel with India on Kashmir, then it will ascertain it intricate to act so as

public judgment, formed in school as well as outside it, will believe it an unfaithfulness of values. Furthermore, the training is concentrate on to Muslims and creates one insensate to other religious minorities. They are insensate to women also and be apt to either disregard them on the whole or recognize them in conventional role. This paper is destined to establish percentage of applied conventional and modern theme in regard with international perspective.

For a society like Pakistan, peace is being a supreme requirement, resolution of disagreement, be they between persons, groups or nations, quietly and peacefully by communication and discourse is also somewhat that does not appear to humans as expected, and necessitates working out (Training). It is crucial that from, early year's peace construction and differences ruling are skilled to the young minds as a necessary constituent of their official agenda of learning. Hence, construction of peace and disparity assertion is non-petty movements. Forbearance and moderation need nurturing of intellect and approach. It is effortless to demolish harmony inside a society or between societies by elevating patriotic obsession, the first victim of which is tolerance.

In Pakistan the purpose of curriculum have to be rest in the perspective of the Pakistani nation, which signifies people of this contemporary homeland state. The Pakistani people have diversity of customs, languages, cultures, ethnicity, sects and beliefs which they appreciate and desire to promote. A curriculum should be intended at assist apprehension of inventive latents of its citizens and creating them fully functioning human beings who are capable to participate their creative function in economic and social growth of a country.

However, it is accomplished that, like war, peace and harmony be innate in people's minds. In such particular society where might be present persuasive peace forces or that of war relied upon who has held the people's mind. In this manner of minds imprisonment, the most inclined minds are the effortlessly prone mind. Educational material offer the most affluent instrument of build up frame of mind headed for peace and war. Account concerning narration history continues to be used as a mechanism of misinformation in hold of disruptive ideas. Like way antagonist images in the name of describing of narration, course books polluted the brains and precipitous views of most of children with hatred, antipathy and resentment toward history and culture of others. State-sponsored textbooks highlight how history has been apt to fortify a principles or beliefs of a country. It lay down textbooks to be written and executed into the classroom that precede these opinions. Additionally, these material of textbooks are clearly inaccurate, improperly written, and pedagogy wise unstable. Although there are larger trepidation and intensifying vagueness globally require us to be acquainted with that education can play unparalleled role to the attainment of life skills and support of collective

understanding and public responsibility, but mostly does not give its involvement, as practiced in schools and in society.

In Pakistan structure of public education has an essential function in shaping how flourishing we shall be in attaining the intention of a peaceful, self-effacing, growing, sovereign and autonomous Pakistan. An indispensable code is that the student's have to be trained to grasp and importance this goal and be pleased about the principles of honesty, veracity, liability, fairness, neutrality, and peace that disappear with it. The uniqueness and significance association of children is strongly formed by the Social Studies, Civics, Urdu and English curriculum and textbooks ranges from I to XII classes. The answerability for calculating them deception through the Provincial Text Book Boards and Curriculum Wing of the Education Ministry.

6. Conclusion

This research have sketched some of the core themes that we consider have been carefully and methodically left from our textbooks, generally for narrowed vision philosophical grounds and not for any educational or instructive motives. We have also endeavor at places to recognize the explicit result of such exclusions in conditions of the approach and world perspective that they produce by the requirement of revelation of the learners to a improving and loosen rational environment. Here the outcome of this research work consider that the escalation of prejudice, radicalism and fanaticism while having many other elemental basis is yet supported by such textbooks and curricula, effective in the very large public school system.

Out of above mentioned information given, the single feature, this research represent consideration in the perspective of exclusion and this speak about to creation of an individuality that reveres deviation and discussion. By giving human realism, whether chronological, biased or communal as includes some exceptional understanding to be establish in one scrupulous part of one exacting textbook our books create a ridicule of the whole idea of learning as implicit in our period. The structure as an entire has this basic flaw in that decisive thinking investigation and variation of viewpoints is not permitted to be build up in learning process as a natural movement. This is in itself the most essential theoretical oversight innate in the complete scheme and requires to be tackled in an established way so as to create a production for which wisdom comes to be accepted as a way of gaining the equipment of indulgent and not just as a course of gathering of knowledge in sequence.

Reform in education will require to initiate with an apparent considerate of the basis of the current calamity and a thorough plan that contains, where needed, altering both the formation and content of the suitable parts of the learning decision making and implementation

establishment. To thrive, these developments will need clear targets to evaluate growth and self-determining omission to remain the course on way and deal with the issues that will unavoidably occur from such an attempt.

This research work proposes that elementary alterations are immediately desired in: The Textbook Boards, the Curriculum Wing, and the Ministry of Education; important subject textbooks, and National curriculum bureau.

Autonomous omission of these amendments might be best apprehend by using the substantial proficiency and understanding in education administration, this research suggests that in the curriculum and textbooks for these restraint, any alteration be showed by the following main beliefs:

1. Fabrications, alterations and exclusions relating to our national history requires to be restore by reports of proceedings that are maintained by precise contemporary learning
2. Matter encouraged or rationalized inequity against women, religious and racial minorities, and other nations, desires to be reinstating with affirmative principles of social parity, joint esteem and liability, impartiality, honesty and harmony.
3. Subjective ideas, incoherence, variation and other academic issues require to be restored by a methodical set of contemporary thoughts about narration of past, the social order and uniqueness stand on well recognized intellectual restraint.

The goal ought to be, however, not to go back to a decades old past conception as the tales of kings and queens, their conflicts and invasions, and topography as dealing with maps, names and places. These disciplines, like many others, have undergone a ideological conversion in other societies. Such transforms require to be integrated if children's of Pakistan in the twenty-first century are to grow the considerate and ability they will require to sustain with their peers worldwide. In an era of globalization, children require to be taught about their society in the larger background of other societies of the world, and comprehend how their individuality, history and geography is comparatively associated to that of many others, and hence peace themes be sustained in the school studies program.

7. Recommendations

In this study, researcher prepared some recommendation in this reverence which could also emphasize the areas in which strong ideas are requisite to be intended as under:

1. To facilitate build Pakistan's education system a medium of awareness of human rights, a totally fresh and new viewpoint is required. The education schemers unaccompanied cannot be made liable to express this new view point. Indeed no education system manages above the political and social system. The need to reform

the system of education cannot thus be accomplished without the state taking the necessary steps in this reverence. This the state can do only after creating democratic system in itself and building its awareness unrestricted and compassionate.

3. Curriculum is one of the critical features of an educational system. The presented program of study in schools of Pakistan and other organizations consist of state-run, category, social, communal and gender partiality. The momentous texts strengthen fanaticism in the thoughts and mind-set of the children. The content of studies need to be amend eradicate the presented partiality in them.

4. With the purpose of construct the content of studies more satisfactory and pertinent for the students, the Pakistani social framework should be integrated in it. Regarding making students aware about human rights there have to generate knowledge and understanding among them about the abuse of human rights, peace distortions stanch in the country. Without creating the students socially aware and building in them the fortitude of decisive investigation and conclusion, they cannot be ready to turn out to be constructive citizens, diligent about their and other's rights and peace building efforts in the society.

5. Simple alteration in the program of studies or changes in the courses of studies and inducting peace/non violent themes in them would not capitulate the preferred outcome except the teaching techniques are also not enhanced. The way in which acquaintance is communicated, the language which is used for this intention, the representations chosen and the student-teacher affiliation are also very important in this revere. Even before studying the text, a child seems at the teacher. The behavior of the teacher is the first channel, and as such the teacher is the example who can nurture the preferred morality and ideology in the learners by his conduct. Text sustains him in his attempt. Concerning peace thoughts also, if a teacher's behavior with his students is stand on human reverence and pride and non violent attitudes and international understanding if he instruct the book not in a supporter-user scaffold but in a connection of human-human, it would have enduring collision.

6. Peace education is not only a subject curbed to the learners and the course books. A great part of non violent themes in education deals with the instructor who plays critical function in supporting values and harmony. The teacher's manner and deeds becomes a replica for the learners. Consequently, if a teacher in his communication with the pupils, and while instructing in the classroom, shows a intellect of liability to others, compliment others' opinions, supports conversation and contests, does not differentiate between the learners, and treats the students at par with himself, he lay down an illustration of reverence of human rights which is more vigorous than a content. This is a broad confront for all systems of

education in all the nations as to how to find such instructor/trainers who have the skill to turn into the right exemplar for the learners. In Pakistan the local society be compel an immense agreement of liability to strengthen the values of better actions on a greater degree as likely so that the instructor upon intriguing to their career do so with an intellect of compulsion.

7. Apart from amend the texts there is need to rethink the presented structure. The learning techniques, the association of teacher-student, and the instruments of learning are all entailed to be amend with a view to improving them and balancing them with the principles of esteem and privileges.

8. Education's universalization is, also, indispensable for creating learning a medium of harmonization in country, law and enforcement would be better controlled by this means.

9. The school-community associations are necessary for appearing the purpose of the endorsement of peace in the country. At present such affiliations are almost missing.

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