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Peace Promoting Concepts in Curriculum at Secondary and Higher Secondary Level in Punjab: A Text Analysis



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Abstract: *Peace is essential to the economic, social, and scientific development of a country. Education plays a vital role in the establishment of peace in the country. The curriculum is a basic component of the educational system and plays a significant role as a change agent. The purpose of the study was to explore peace-promoting concepts in the curriculum at secondary and higher secondary levels in Punjab. For this purpose, books of compulsory subjects at secondary and higher secondary levels were selected by purpose/judgment sampling. Collected data were analyzed by applying the technique of text analysis. The results reveal that compulsory subjects such as English, Urdu, Islamic Education, and Pakistan studies have sufficient peace-promoting concepts in the form of stories, novels, poetry, prose, protection of human rights, the role of UNO in peacebuilding, Ahadith, verses of the Holy Quran, and the last address of the Holy Prophet (PBUH). However, Pakistan studies need more peace-promoting concepts.*

Key Words: Peace, Promote, Concepts, Sufficient, Curriculum, Secondary

Introduction

Peace is essential to the economic, social, and scientific development of a country. Education plays a vital role in the establishment of peace in the country. The curriculum is a basic component of the educational system and plays a significant role as a change agent.

The word curriculum has been derived from the Latin word "currere" which means a running, race, course, or career (Webster's Dictionary, 1997). It means that the curriculum is a race course on which a student runs and reaches his destination. The curriculum is as important for the system of education as the constitution of the country (Farrakh et al, 2016). In fact, the term curriculum is broader than course and syllabus in its scope as used by students, academics, teachers, management, and policymakers. Surprisingly, the curriculum has no fixed definition

(Sahlberg, 2006). In Anglo-Saxon countries, all the students learning within a framework of goals, objectives, content and pedagogy are defined as curriculum. In Sweden, Holland and Germany, curriculum refers to a "plan for learning" (Thijs & van den Akker, 2009). The curriculum consists of all those students' activities that are planned, organized, implemented, instructed, learned, supervised and evaluated in schools at all levels of education (McKernan, 2008).

"The Declaration and Integrated Framework for Action on Education for Peace, Human Rights and Democracy" proposed by UNESCO, presented in the International Conference on Education (1995) professes that the content of education should be based on education for citizenship, necessary terms and conditions for the construction of peace, conflict

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resolutions, human rights, democracy, elimination of racism, and gender discrimination. Furthermore, content should be developed democratically, having all aspects of peace education programs. Where an appropriate curriculum and teacher training is not provided, schools often become political battlegrounds (UNESCO, 2011). Political discussion should best be avoided, since for education to reach its peace-building potential; it must deal with collective narratives deeply rooted historical memories, and social beliefs (Kupermintz & Salomon, 2005). So, an educational system can build peace effectively, and sensitive issues must be used as a starting point for reflection and critical thinking rather than being left out of the curriculum.

For example in Rwanda, education was recognized as one of the causes of the genocide in the Rwandan educational system was contextualized and characterized by injustice, discrimination and a version of history that served the people in power (Bijlsma, 2009). In fact, the political ideology which contributed to the genocide was propagated through the teaching of history in the schools, where the Hutus were mentioned as an indigenous and superior population in the country (Obura, 2003). Bijlsma (2009) proposes that, in the case of Rwanda, peace-promoting literature as a historical narrative or story to be taught in schools is essential so that a new version of history can force Rwandans to give up their ethnic identity. Therefore, some changes in the curriculum are necessary.

A teacher gave some suggestions during the interview for the establishment of peace as "sensitizing" the curriculum, leaving out the issues that would be controversial to discuss and providing important opportunities for reflection and critical thinking (Davies, 2004). Davies (2004) argues further that through 'sensitizing' the curriculum, the content of the curriculum and experiences should heavily rely on the development of critical thinking, analytical skills, and roots of conflict which should be discussed rather than merely removed from the curricula and textbooks.

Cunningham (2011) conducted a study in Northern Uganda and found that 'young people can become active citizens through a synthesis of knowledge, values and skills' (p. 228). The peace education program can be designed to empower the pupils with skills, and values. Conflict and its causes can be discussed regularly in the Social Studies curriculum.

The curriculum helps in fulfilling the demands of a nation/country. The nation achieves its goals such as different types of professionals, national integrity and cohesion, social and cultural harmony, peace, and scientific progress. So, it can be said that curriculum is an effective tool to promote peace in the country. Therefore, the present research was conducted to explore whether peace-promoting concepts exist in the curriculum at the secondary level in Punjab or not; so that peace may be settled in the region.

The Rationale of the Study

This study is an attempt to explore peace-promoting concepts in the curriculum at secondary and higher secondary levels in a holistic manner. It captures different aspects and forms of peace such as national integrity, brotherhood, tolerance, justice, and protection of women's rights existing in the curriculum. Pakistani curriculum was Islamized by the regime of General Zia in 1979. After 9/11, this new curriculum was blamed for promoting "Jehaad" and militancy among the young generation (Munir, 2013). There was tremendous pressure on Pakistan during the regime of General Pervez Musharraf to revise the school curricula. The Commission Report of 9/11 proposed to help Pakistan to improve its education in regard to combat, and terrorism. Subsequently, a large amount of money was given to Pakistan to bring changes in the curriculum and its implementation (teacher-training programs) (Siddique, 2016). Hathaway (2005) also states that the content of Pakistani textbooks has been under domestic and international debate for thirty years. The international community, therefore, is building pressure on Pakistan to revise its curriculum and provide peace-related and citizenship-based training to the teachers so that violence may be eliminated in the region. The present study was conducted to trace peace-promoting concepts in curricula at the secondary and higher secondary levels.

Objectives of the Study

- 1- To explore peace-promoting concepts in the curriculum at secondary and higher secondary levels in Punjab, a
- 2- To examine the awareness of the teachers and other stakeholders about the existence of peace-promoting concepts in the curriculum is the secondary objective.

Research Questions

According to the demand of the objectives, the following research questions were raised:

1. Are there sufficient peace-promoting concepts in the curriculum at secondary and higher secondary levels in Punjab?
2. Will the teachers and other stakeholders be aware of the existence of peace-promoting concepts in the curriculum after reading this research paper?

Methodology

The present study is qualitative in its nature. The compulsory subjects such as Urdu, English, Islamic Education, and Pakistan Studies at secondary and higher secondary levels were selected by judgment sampling. The textbooks of Urdu, English, Islamic Education, and Pakistan studies designed by the Punjab curriculum, and textbook board, were reviewed by the researcher to identify how the curriculum of secondary and higher secondary level promote peace in the country. To analyze textbooks, the researcher developed a textbook analysis instrument as developed by Grant and Saleeter (1991, as cited in Dean, 2005, P.38). Their instrument consisted of seven different categories such as illustration analysis, language analysis, people mentioned analysis, storyline analysis, institutions analysis, and end of the chapter exercise analysis but researcher applied only three categories after modification as concept illustration

analysis, objective of institution analysis, and message/ theme of lesson analysis. Concept illustration analysis involves identifying what concept illustration is about, the objective of institution analysis means what is the objective of an institution to teach the text/ lesson, and message/ theme analysis is used to identify what is the message of text/lesson at the end researcher found out some model of peace-promoting texts from all the above-mentioned books and made analysis of the selected texts. Peace was operationally defined as peace is not only the absence of violence (negative peace); rather peace (positive peace) is the protection of human rights and women's rights, freedom of expression, provision of free health facilities and education, social justice, economic equalities, political stability, a good citizenship, connotation of order, and religious tolerance in the country (Galtung, 1969; Haseena, 2004; Wabel, 2007; Khan, 2016). Of course, peace-promoting concepts include concepts such as tolerance, patience, settlement, equality, brotherhood, national unity, unity of the human race, social justice, betterment of human beings, sacrifice, and honesty in this study.

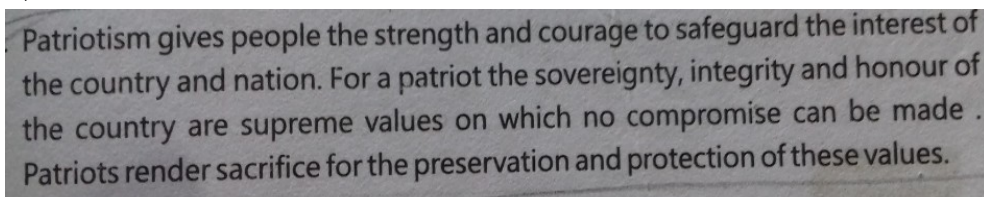
Text Analysis and Results

There are numerous peace-promoting concepts in Urdu, English, Islamic Education, and Pakistan studies at secondary and higher secondary levels but due shortage of space, some model peace-promoting concepts/texts have been given as data below:

Peace Promoting Concepts in English, Teaching at secondary and higher secondary level in Punjab

Figure 1

Concept about Patriotism



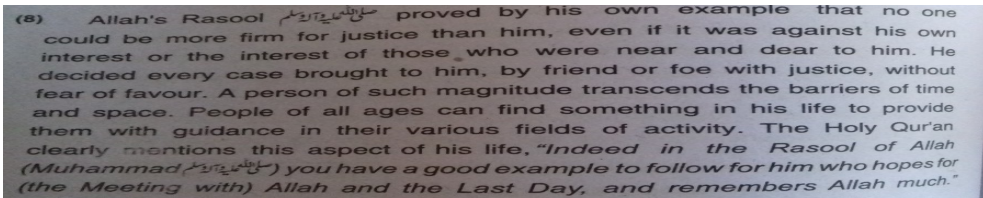
Patriotism gives people the strength and courage to safeguard the interest of the country and nation. For a patriot the sovereignty, integrity and honour of the country are supreme values on which no compromise can be made. Patriots render sacrifice for the preservation and protection of these values.

Figure 2 has been taken from 'Patriotism' P. 13, English for 9th grade. It describes the qualities of a patriot and how patriots look after the interests and progress of the country. The main theme of the text is that patriotism promotes the feelings of cooperation,

passion for sovereignty, sacrifice, brotherhood and unity as well as good relations with other nations or countries for peaceful co-existence. Furthermore, patriots never compromise on the honour of the country.

Figure 2

Concept about Rasool ﷺ's Justice

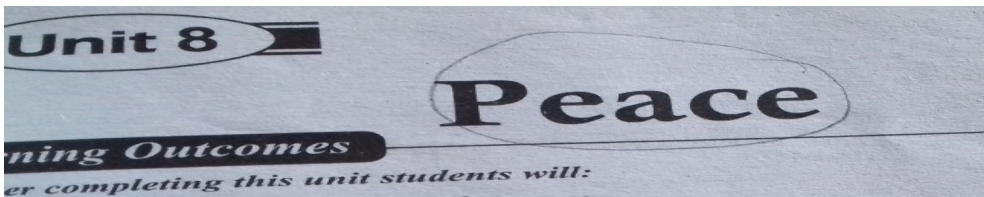


These lines have been taken from English for 10th grade p.4. The theme of the lesson is that Allah's Rasool ﷺ is a great example to all of mankind. A number of incidents give evidence to Rasool's justice. He abided by Allah's command and treated equally

Muslims and non-Muslims in legal affairs because justice is essential to peaceful co-existence. The Holy Prophet's dealings with non-Muslims are the best examples to the followers. So, this lesson is also peace-promoting.

Figure 3

Concept about Peace



Peace is a poem written by Dr. Hartmann composed on p. 92, English for 10th grade. This poem gives a message of peace. The author says that nature teaches us a lesson of peace and destruction, through storms, and gentle wind. Wind in the form of a storm smashes

everything. It destroys trees, fields and buildings. But when the wind is gentle and cool it gives life to buds, birds and humans. So, it is a symbolic poem and gives a message that destruction destroys lives and peace generates lives.

Figure 4

Concept about Faithfulness

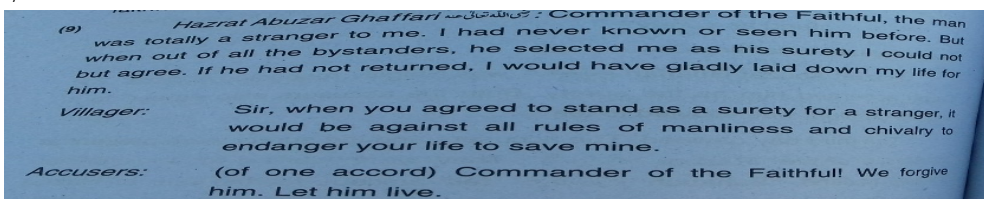


Figure 4 has been taken from English for 10th grade p.152. Faithfulness, truthfulness, mercy, trust in others, and caring for the needs of others are the main

themes of this lesson. These are peace-promoting values in a society.

Figure 5

Concept about Working for the Betterment of Human Being

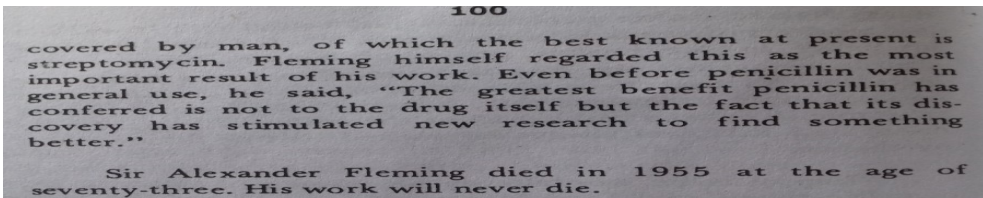


Figure 5 is about the discovery of penicillin by Sir Alexander Fleming has been taken from English for 12th grade p.100. This text gives a message to the students that those who work for the betterment of

humanity, they never die. Their work keeps them alive in the hearts of people. So, we must work for the betterment of human beings.

Figure 6

Concept of Love is the Great Power

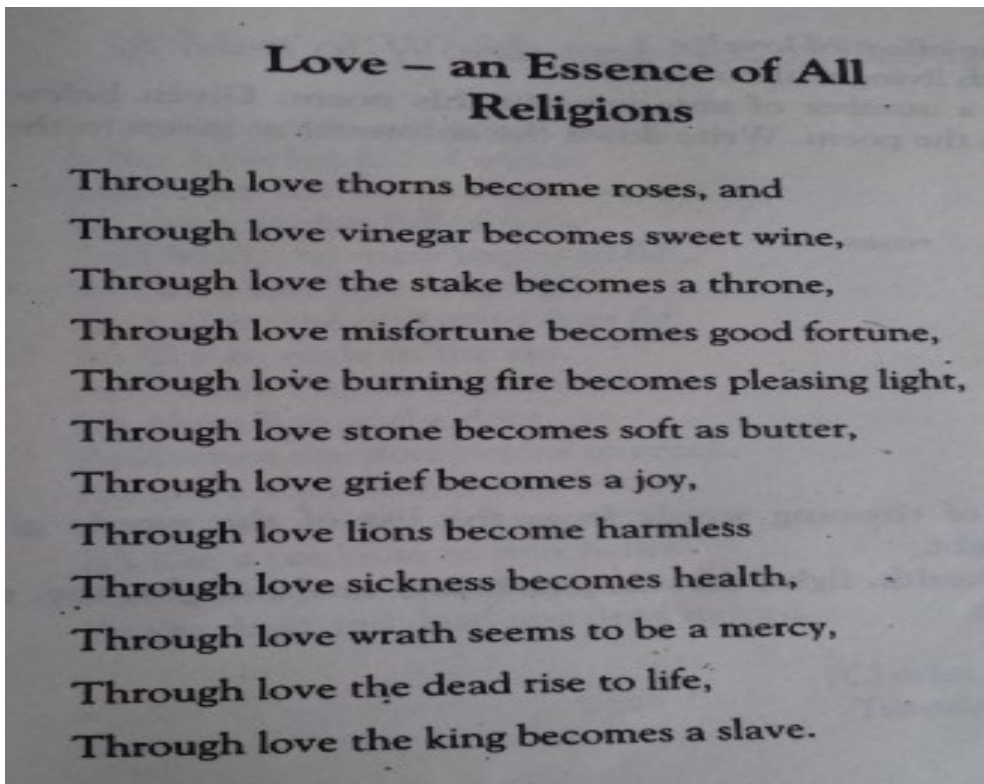


Figure 6 has been taken from English for 11th grade p. 93. The theme of this poem is that love is the essence of all religions. It is love that changes the adversities into pleasures. Thorns become roses, vinegar becomes sweet wine, sickness becomes a health and

the king a slave. Life becomes a success and pleasure because of love, otherwise life is not worth living. So, love is a great power in the world that can change war into peace.

Figure 7

Concept of Justice and Mercy of the King

"It is better for me to die than to shed the blood of an innocent boy." He kissed the head and eyes of the boy and presented him with a lot of wealth. It is said that the king also recovered within a week.

Figure 7 has been taken from 'The Gulistan of Sa'di' p.52, English for 11th grade. Through this story, Saadi gives a message that, for our personal benefit, we

should not oppress others because it is said that do good and have good.

Figure 8*Concept about Killing of Human Being*

"Because it's immoral," he told her. Norma slid beneath the covers. "Well, I think it's intriguing," she said. Arthur turned off the lamp. "Good night," he said. Norma closed her eyes. Fifty thousand dollars, she thought.

Figure 8 has been taken from 'Button, Button' by Richard Matheson page no 3, English for 11th grade. Mr. Steward an agent of an international organization gave Mr. and Mrs. Arthur Lewis a temptation of \$ 50000 if they pushed the button of a mechanism that would kill some unknown person anywhere in the world. Mr. Arthur opposed the idea and considered it a murder. He told her wife that killing human beings

anywhere in the world is immoral. But his wife Norma, overcame the temptation and pushed the button in the absence of her husband and got him killed in a railway accident. The theme of the lesson/text, in the perspective of Norma, is that greed is a curse, and in the perspective of Arthur is that killing human beings is immoral at any rate. So, Mr. Arthur is a great supporter of humanity.

Peace-promoting concepts in Urdu, teaching at secondary and higher secondary levels in Punjab**Figure 9***Concept of Social Justice and Friendship*

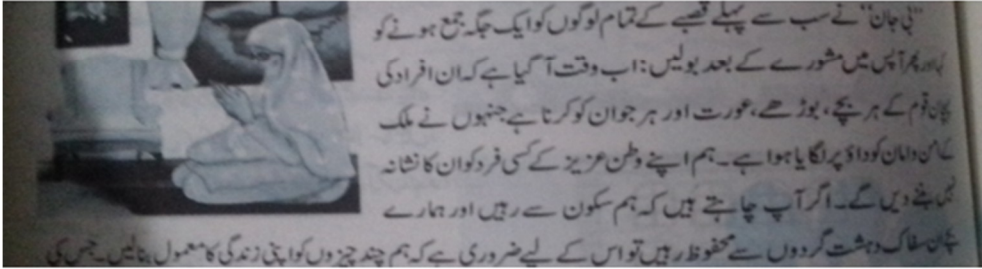
ایک گھنٹے کے بعد جن شیخ الگو کے پاس آئے اور ان کے گلے لپٹ کے بولے: "بھئی! جب سے تم نے میری پنچایت کی ہے، میں دل سے تمہارا دشمن تھا مگر آج مجھے معلوم ہوا کہ پنچایت کی مسند پر بیٹھ کر نہ کوئی کسی کا دوست ہوتا ہے اور نہ دشمن۔ انصاف کے سوا اور اسے کچھ نہیں سو جیتا۔
الگورونے لگے، دل صاف ہو گئے، دوستی کا مڑھمایا ہوا درخت پھر سے ہرا ہو گیا۔ اب وہ چالوں کی زمین پر نہیں، حق اور انصاف کی زمین پر کھڑا تھا۔"

'Punchait' a short story, is about justice, has been taken from Urdu for 9th grade p.42 It is written by Munshi Praim Chand. He is an Indian short story writer. Honesty towards duty, truthfulness, and caring for values are the themes of this lesson/text. A man

does not let his friendship and love come in his way to fulfil his duty and responsibility. So, honesty, dutifulness, and truthfulness are important values for promoting peace in the country.

Figure 9.

Concept of Fighting Against Terrorism

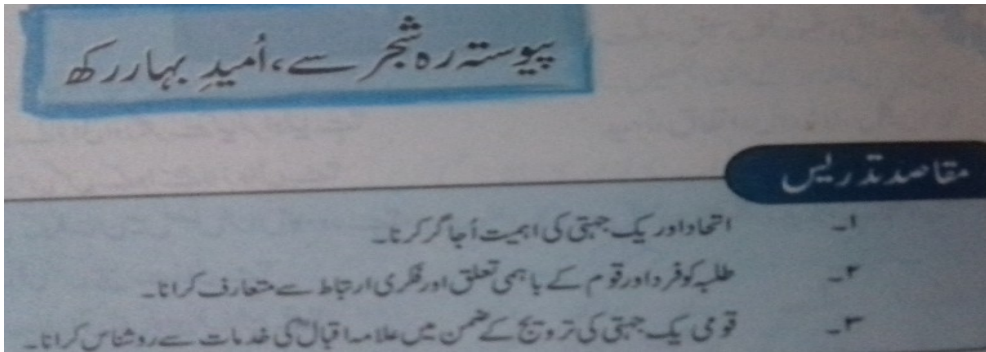


These lines have been taken from Urdu for grade 9th pp.97-98. In this lesson, the writer gives a message of hope and advises the Pakistani people to take heart to fight against terrorism in the country. He says that we

will never allow any person to create horror and terror in the region. So this text suggests some steps to be safe from terrorism in the region.

Figure 10

Concepts about National Integrity



This poem has been taken from Urdu for grade 9th p. 120 and written by Allama Muhammad Iqbal. In this poem, he throws light on the importance of unity and national integrity in the country. He gives an example of a tree; if a branch of the tree is cut off from the tree

in the autumn season, it will never grow green in the spring season. Similarly, in a country, where national integrity comes to an end, a country can never be free from the slavery of others and make progress.

Figure 11

Concept about Brave Children (Fighting Against Terrorism)

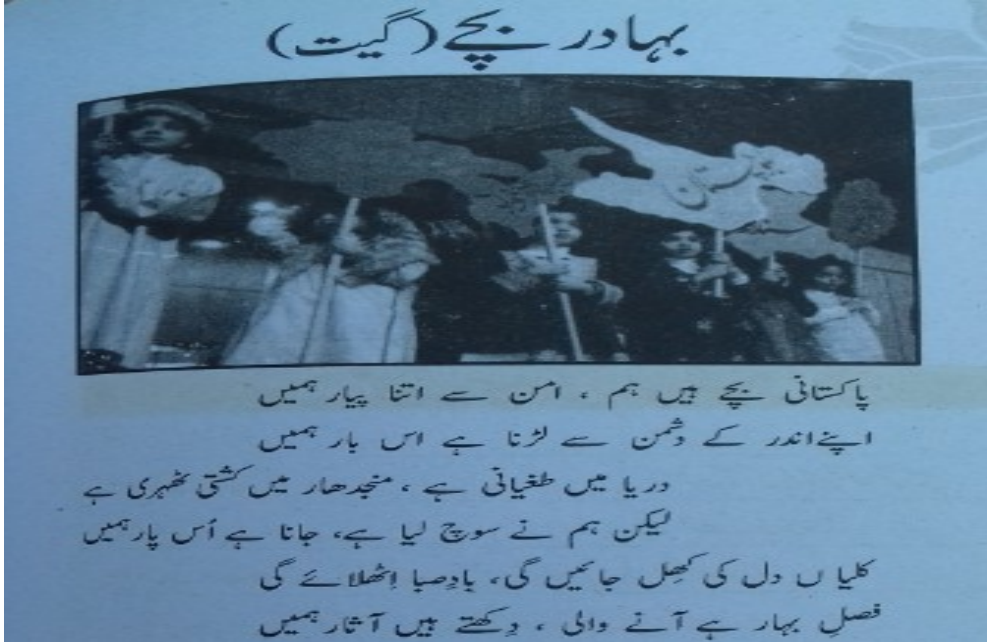


Figure 11 has been taken from Urdu for 10th grade p. 184. This is a song, written by Nasir Bashir, particularly for the children to get rid of the fear of terrorism. The theme of the poem is that we are Pakistani and we

love peace. A person who will disturb us, we will fight against him/her. We are brave and courageous and we will gain peace at any cost.

Figure 12

Concept of Fighting Against Terrorism

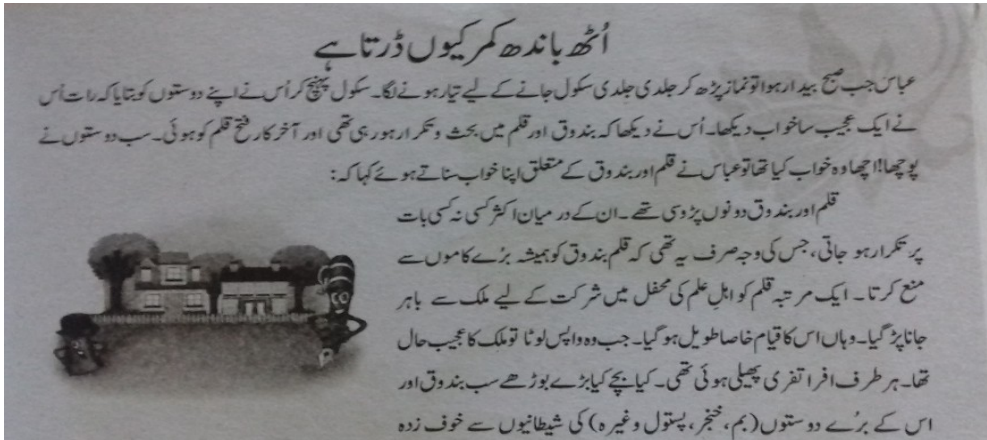
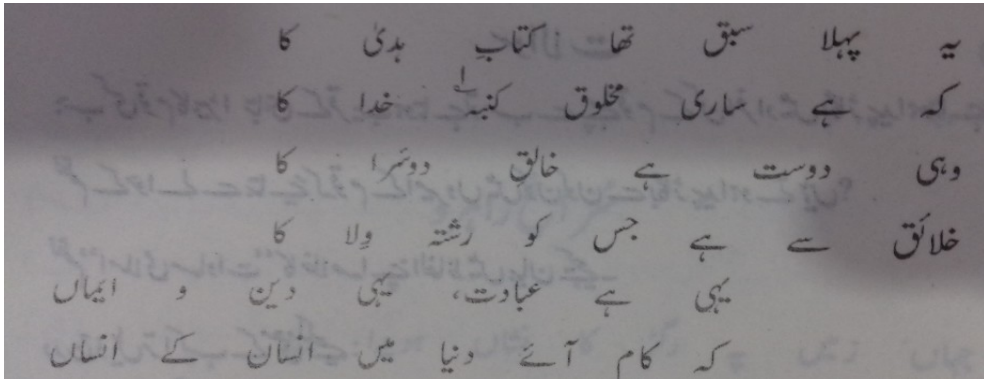


Figure 12 has been taken from Urdu for 10th grade p. 178. This is a dialogue between a pen and a gun in which the pen forbids the gun to do evil deeds. Once, the pen goes to attend a literary meeting out of the

country. When he returns, there is fighting everywhere. Children, young, and old, everyone is afraid of the situation. The pen is angry with the gun and intends to finish the disturbance in the country. At

Figure 15

Concepts about the Equality of Human beings



This text has been taken from 'Islami Musawat' translated as 'Islamic Equality' by Altaf Hussain Hali, Urdu for 12th grade p. 103. This poem gives a message of unity of the human race and equality of men.

Moreover, the poet says that man was not created only for worship but cooperation with one another and caring for the needs of others are the main tasks of a man.

Peace-promoting concepts in Pakistan studies, teaching at SL in Punjab

Figure 16

Concept of Protection of Women's Rights

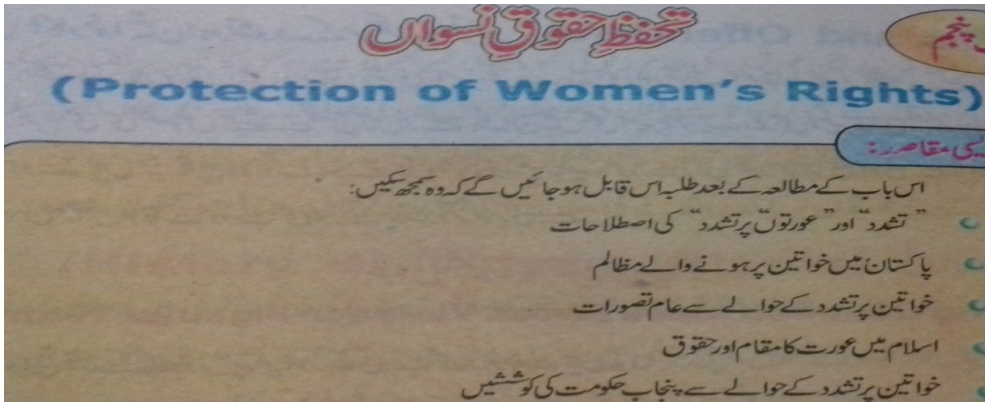
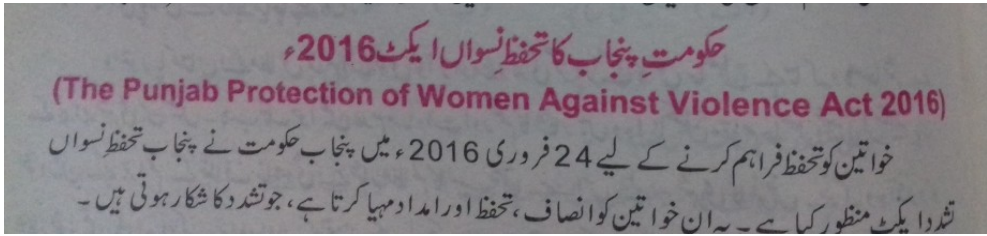


Figure 16 has been taken from Pakistan studies for 9th grade p.135. This text aware the students about

women's rights that are necessary to peaceful co-existence.

Figure 17

Concept of Protection of Women against Violence Act 2016



This text is about an act of 'protection of women against violence' which was signed by the government of the Punjab on February 24, 2016. It provides awareness to students about the protection of women

against violence. It shows how much the government of Pakistan is committed to preventing violence and promoting peace in the country.

Figure 18

Concept about the Role of Pakistan in UNO

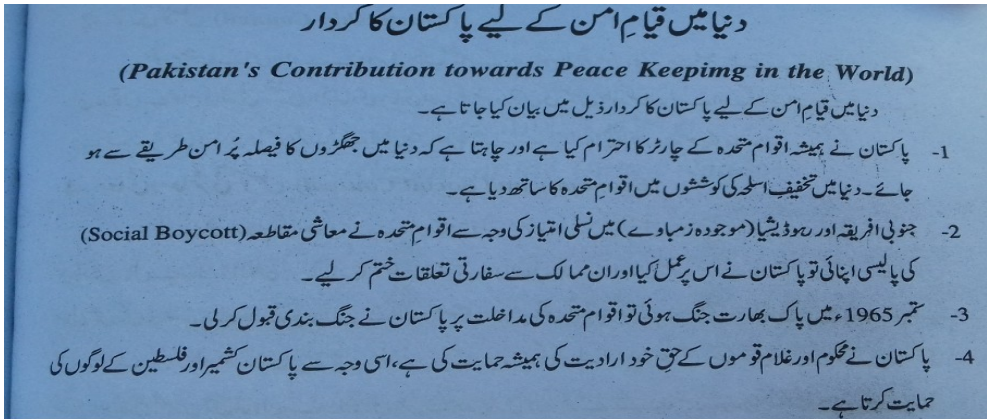


Figure 18 has been taken from 'Pakistan in World Affairs' p. 58 Pakistan Studies for 10th grade. Pakistan has good relations with the Islamic World, Western Countries, and neighbouring countries. Pakistan respects their boundaries and wants its boundaries to be respected by the other world. As soon as Pakistan came into existence, it became a member of the

Security Council of UNO. It indicates that Pakistan is a peaceful country and wants peace in the world. So, texts 16 and 17 demonstrate to the students that they may remain peaceful in the country and play a vital role in the establishment of peace in the country as well as in the external world.

Figure 19

Concept of Pakistan's Relation with the Islamic World

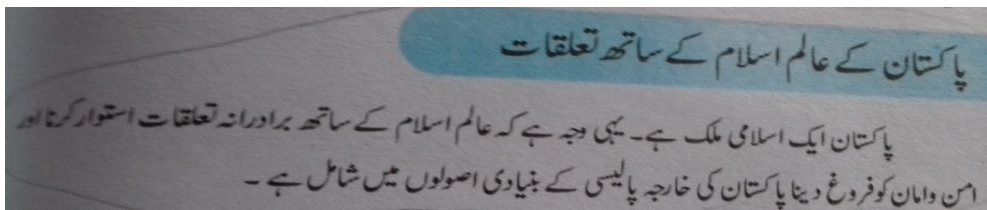


Figure 19 has been taken from 'Pakistan and External World' p. 54, Pakistan Studies for 10th grade. Pakistan has good relations with the Islamic world. It indicates that Pakistan is a peaceful country and wants peace in

the world. So, this figure provokes the students to remain peaceful in the country and in the external world.

Figure 20

Concept about Pakistan's Relation with Super Powers

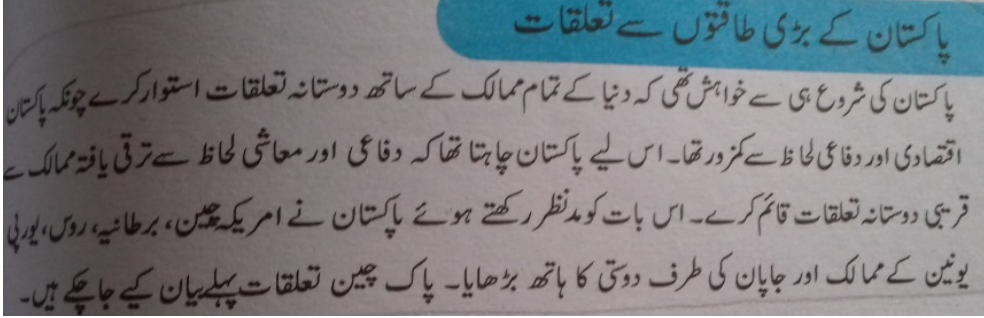
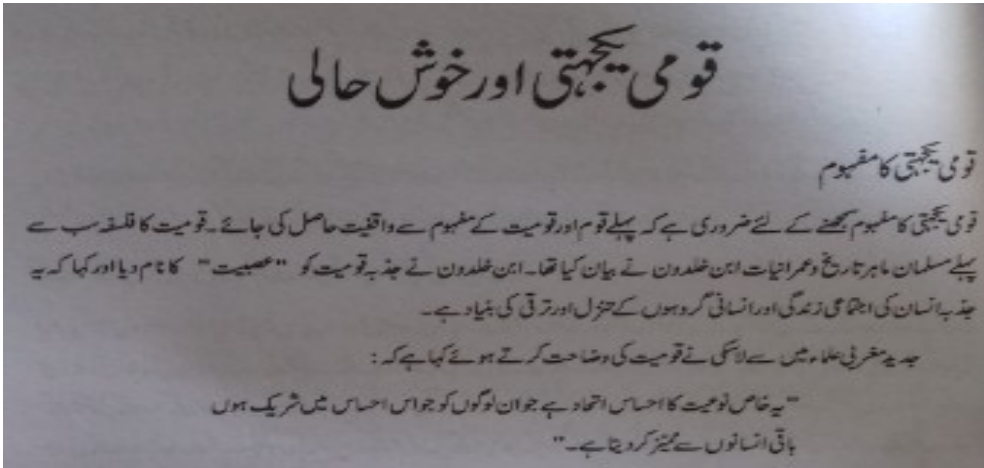


Figure 20 has been taken from 'Pakistan and External World' p.58, Pakistan Studies for 10th grade. Pakistan has good relations with the Islamic World, Western Countries, and neighbouring countries. Pakistan respects their boundaries and wants its boundaries to

be respected by the other world. It indicates that Pakistan is a peaceful country and wants peace in the world. So, this figure provokes the students they remain peaceful in the country and in the external world.

Figure 21

Concept of National Integrity and Prosperity



It is a separate chapter about national integrity and prosperity on p. 141, Pakistan Studies for 11th and 12th grade. The theme of this chapter is that national integrity is the symbol of peace in the country and a

guarantee of national prosperity. So, this topic/chapter is much peace-promoting. However, the passion for national integrity becomes harmful when it changes into nationalism.

Peace-promoting concepts in Islamic education, teaching at the secondary level in Punjab

Figure 22

Concept about Reconciliation

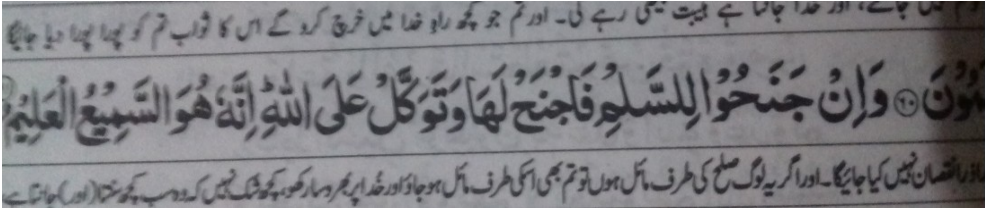


Figure 22 has been taken from 'Al Quran' Sorah Alanfaal p. 24, Islamic Education for Grades 9th and 10th. "And if they incline to peace, then incline it [also] and rely upon Allah". The holy verse addresses the

Muslims that if a party is ready for reconciliation, you should prepare for settlement because it is better for you. So this verse gives a lesson of peace to students and Muslim society.

Figure 23

Concept about Reconciliation

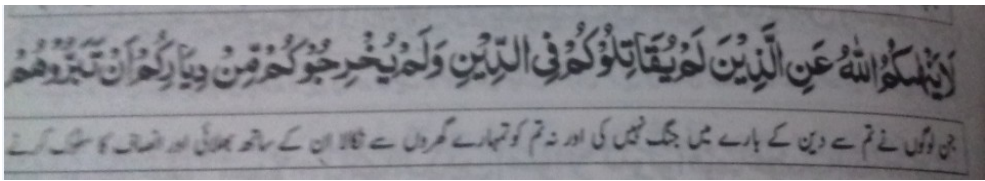


Figure 23 has been taken from 'Al Quran' Sorah Al Mumtahina, p. 47, Islamic Education for Grades 9th & 10th. This verse says that the people who did not fight with you due to adopting religion Islam, you are

allowed to do justice, and good with them. So, this holy verse advises Muslims to do well with those who are not harmful to them.

Figure 24

Concept about Haqqoq-Ul-Abad

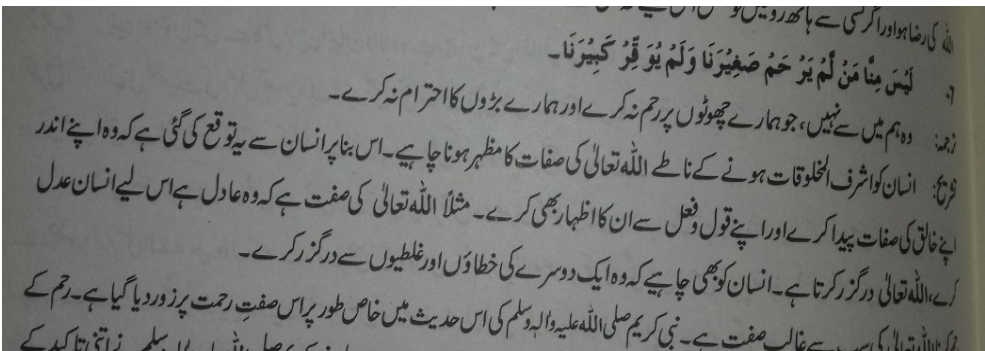


Figure 24 has been taken from 'Ahadis' p. 51, Islamic Education for Grades 9th and 10th. The Holy Prophet said that a person who is not kind to the younger and not respectful to the elders has no relation with us.

The theme of these lines is that a person should ignore the mistakes of others. He should be kind and merciful to the youngsters and respectful to the elders. There are main two types of rights in society and in the

universe. First, the rights of Allah Almighty and second, the rights of people 'Haqooq-ul-Abad', Allah will forgive his own rights but the rights of people will

never forgive. If individuals of a society will take care of the rights of people, they will remain peaceful in society.

Figure 25

Concept about Good Manner

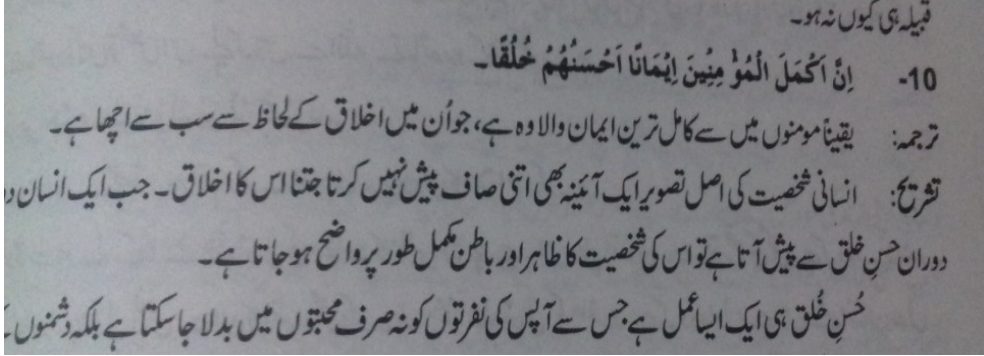


Figure 25 has been taken from 'Ahaddes' p. 52, Islamic Education for 9th and 10th grade. In this hadith, the Holy Prophet (PBUH) said that perfect believers of you are those who have good manners. A man who has good manners remains always peaceful in society.

So, good manners are the symbol of peace. Hatred can be replaced by love through good manners. It is a universal truth that love is peace promoting value in the world. The Holy Quran further says that 'and speaks to people good.

Figure 26

Concept of Beneficial to Others

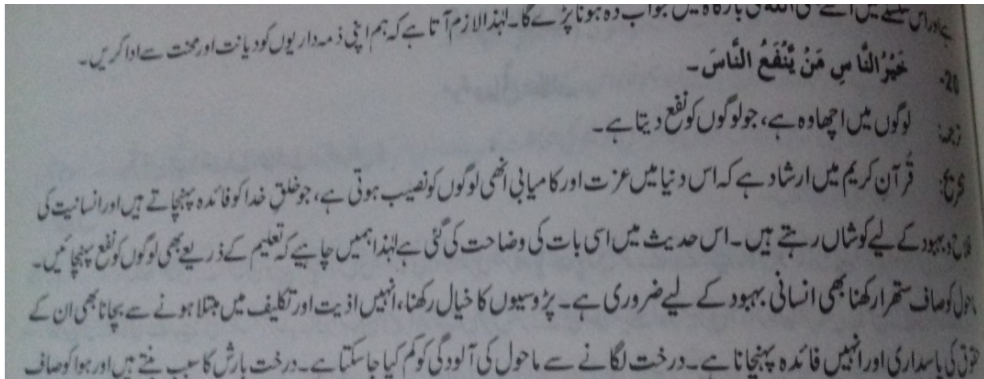
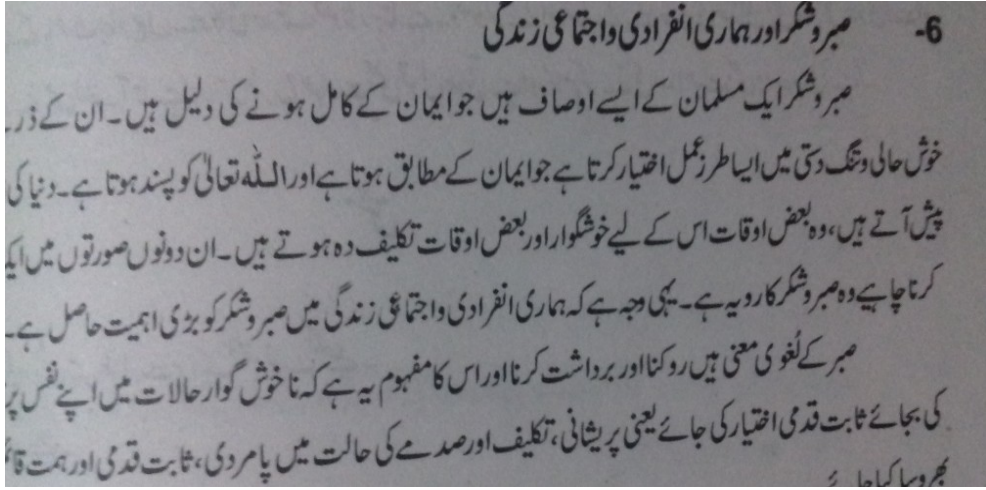


Figure 26 from Islamic Education for 9th and 10th grade, p. 55 gives also the message of peace and helping others. Holy Prophet (PBUH) said that 'the better among you is the one who benefits others. The theme of the figure is that a man, who takes care of the

neighbours and does a piece of work for the welfare of others, is better among you. So, promoting goodness in society is necessary for peaceful co-existence.

Figure 27

Concept about the Importance of Patience and Thanks



These lines have been taken from Islamic Education for 9th grade p.70. Patience, tolerance, and thanks are very important in our individual and collective lives. Patience and tolerance save a person from confusion,

sorrows, and troubles in daily life. So creating patience and tolerance in oneself is the main theme of this lesson. Such values create peaceful attitudes in human beings.

Figure 28

Concept of Respect for Humanity

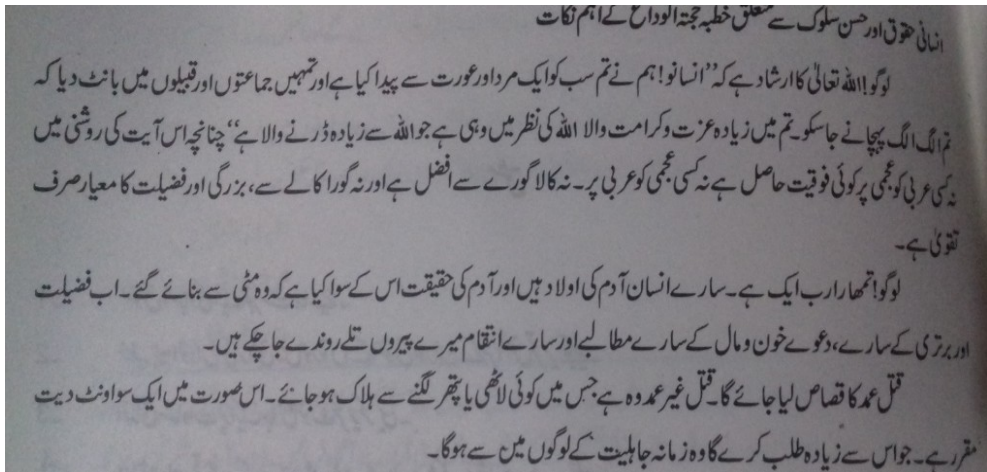


Figure 28 has been taken from Islamic Education for 9th & 10th grade p.79. The equality of human beings is the theme of this text/lesson. So, this figure gives a message of unity of the human race to the students. This concept eliminates racial and regional biases. The life of Muhammad ﷺ and His ﷺ 'last address' is a

complete code of life for all Muslims in particular and human beings in general. It gives a message of equality of human beings and the elimination of racial discrimination. The 'Last Address of Muhammad ﷺ' is so peace promoting that it is the charter of UNO nowadays.

Figure 29

Concept about the Rights of Non-Muslims

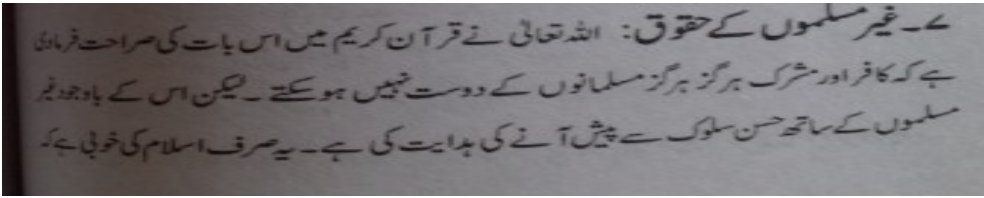


Figure 29 is about 'Rights of Non-Muslims' has been taken from Islamic Education for 11th and 12th grades p.70 which belong to Haqooq-Ul-Abad that have been protected by Islam. So, this figure teaches a

lesson to the students about taking care of non-Muslims' rights. Thus, such cautions lead a nation to the peace.

Figure 30

Concept about Tolerance

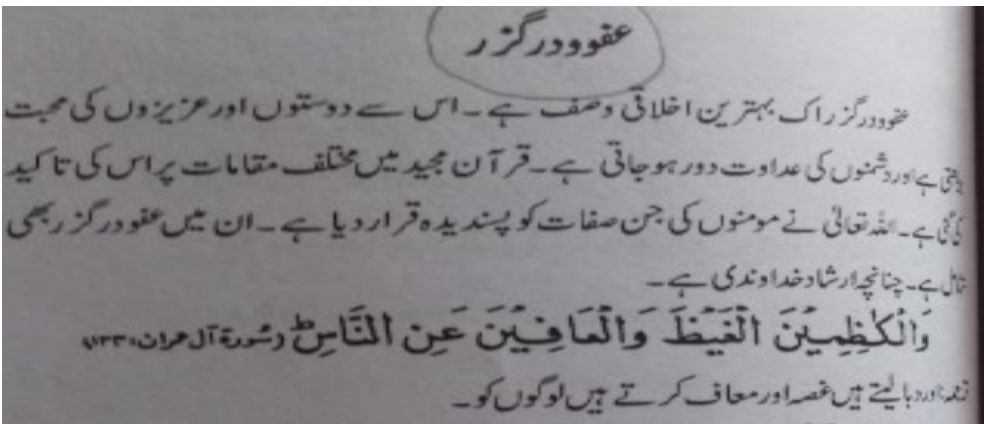


Figure 30 is about 'Tolerance' that has been taken from Islamic Education for 11th and 12th grade, p.95. Through this text, the message of tolerance has been given to the students. The Holy Quran says that 'and who restrain anger and who pardon the people'. Allah Almighty likes more this personality trait of the Muslims. It is unavoidable for peaceful co-existence.

Discussion

It was concluded that the curriculum at the secondary and higher secondary level has sufficient peace-promoting concepts. The education system can bring peace in society through change agents i.e., teachers and curriculum. Compulsory subjects such as Pakistan studies, English, Urdu and Islamic studies are taught for this purpose. The concepts of equality, brotherhood, justice and national harmony exist in the subjects of secondary curricula such as Pakistan Studies, Urdu,

English and Islamic education, etc., but there is a need for training, practicals and curricula implementations. Teachers do not convey the message of contents properly and truly to the students. Teachers concentrate only on students' marks in examinations and not on character building. The basic flaw is in the implementation of the curriculum (Siddiqui, 2010). Execution of the curriculum largely depends on the quality of teachers and their variety of teaching methods. Teacher education is considered to be crucial for the provision of qualified teachers as well as effective teaching strategies (Siddiqui, 2016). Begum (2012) argues that teachers should also accept responsibility for training peaceful students because a teacher is a central player in this field.

The findings of this study contradict the findings of Ahmed's study (2017) in which he claims that Pakistani curricula lack peace-promoting concepts and recent

education policy of 2009 does not suggest peace-promoting curricula for the country. Our next research will be on teaching strategy and evaluation, whether these prospects of education are peace-promoting in the country or not.

Conclusion

Peace-promoting concepts exist in English and Urdu in the form of poems, stories, and prose as patriotism, the last address of the Holy prophet, Rasool's justice, and the life of Muhammad (PBUH). Besides this, the textbooks of Urdu for 9th & 10th grade have especially lessons for the promotion of peace and elimination of terrorism in the country as shown in figures 9, 11, 12, and 13. Islamic education has also sufficient peace-promoting concepts in the form of Holy verses, Hadith, Haqooq-ul-Ebad, good manners, and the last address of the Holy Prophet (PBUH). Pakistan Studies at the secondary and higher secondary levels has also peace-promoting concepts such as the protection of human rights, Pakistan's relations with the Islamic world, neighbours and superpowers, and the role of UNO in peacebuilding; however, it needs still further peace-promoting concepts. Collectively, the

curriculum at the secondary level in Punjab has sufficient peace-promoting concepts such as equality, justice, brotherhood, tolerance, patience, national integrity, social harmony, unity of the human race, reconciliation and settlement among the nations, and protection of women's rights. There is a need to teach these subjects with a great mission and peace-promoting perspective in the country.

Recommendations

For the betterment and establishment of peace in the country, skills of solving disputes or arbitrary should be offered to the students as a subject in schools. Students should be asked to play the role of arbiter and manager among the students' disputes. Heffermihl (2004) refers to research done by professor Chack Cunning in Canada on "Arbitrary among age fellows" and concluded that incidents of violence in schools were reduced by 50% by virtue of introducing a program based on arbitrary. Moreover, literature on those persons who have worked for the betterment of human beings should be increased rather than war heroes in Pakistan studies.

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