

# National Integration: Missing Component Of The Curriculum Of Higher Secondary Education In Khyber Pakhtunkhwa

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## Abstract

Globalization has jeopardized national cohesiveness and unity in developing countries. The necessity for national integration is exacerbated by ethnic, cultural, and linguistic diversities. This places national integration teaching at the school level as a key option for dealing with this overall concern. The purpose of this research was to investigate national integration in Pakistan Studies Curriculum at the Higher Secondary School Level in Khyber Pakhtunkhwa, Pakistan. The study used a qualitative research strategy with an interpretive approach, in which Content Analysis (CA) was used to examine the Pakistan Studies Textbook at higher secondary school level. To achieve data triangulation, semi-structured interview with teachers and textbook writers was conducted to record expert opinion. The research concluded that, despite the widespread usage of Islam, the adoption of Urdu as a language of instruction, and the inclusion of the Indus and Gandhara Civilizations in textbooks, racial and ethnic diversity has adversely affected national cohesion and integration. The study identified absence of quality and up-to-date literature to socialize and educate Pakistan's young generation toward unity and loyalty to the country. The study recommends to review and revise the current curriculum and textbooks and to improve quality through addition of up-dated literature in textbooks to teach national integration.

**Keywords:** National integration, globalization, Islam, politics, ethnic diversity, linguistic diversity

## Introduction

This study aims to investigate the various facets of national integration, with a particular emphasis on the missing elements of national integration and associated challenges in the existing curriculum of Pakistan Studies at the higher secondary school level. Qualitative research methodology was used to explore the phenomena in which Content Analysis (CA) of Textbooks of Pakistan Studies was carried out. For triangulation, semi-structured interviews were conducted with Pakistan Studies teachers at Higher Secondary, Higher Education, University faculty members and writers of the current text

book in order to explore their perspectives of the phenomenon under investigation.

National integration denotes a consensus among a group of people in which their collective identity and regional subcultures interact continuously to generate an integrated political system (Khan, Perveen, & Rehman, 2013) in which ethnic groups are given equal political rights. National, political, and cultural integration result from a feeling of having shared socio-economic rights and the opportunity to choose their political destiny. It is also referred to as a process in which cultural, social, political, and religious differences are blended into

oneness through mutual consent (Khan, Perveen, & Rehman, 2013). Pakistan is a diverse country with a number of ethnic and regional groups. The country has faced challenges in managing these diversities, and there have been instances of tension and conflict between different groups. Pakistan has sought to promote national unity through the use of official policies and initiatives aimed at promoting national integration and harmony.

Since its inception, Pakistan encountered multiple challenges of socio-economic, political, ethnic and regional polarization. The ideological and political conflict of religious and secular elites has also exaggerated the situation. This socio-economic and political polarization has ultimately resulted in provincialism and a sense of deprivation among the small nations (Rizvi, 2000). These challenges have complicated the process of national integration. The process of national integration normally emerges in societies where ethnic, linguistic and racial differences are tackled undemocratically, generating fault lines in the already existing fragile social system.

Among the various agents of nation integration education is indeed an important source of nation-building and character development. It plays a crucial role in shaping the values, knowledge, skills, and attitudes of individuals, and can help to foster a sense of national identity and belonging. Education is used to enshrine a unified national character in order to build a strong nation based on the ideals of Islamic ideology as envisioned in the pre-independence movement. With an eye on instilling Islamic principles and the ideals of independence in the minds of our future generation, the constitution of 1973 mandated the teaching of Pakistan Studies and Islamiyat at the graduate level (Siddiqui, 2016). Given this context, the current research seeks to investigate the many facets of national integration in Pakistani education, especially the Pakistan Studies curriculum at the secondary school level

in the province of Khyber Pakhtunkhwa. The main focus was on the missing component of national integration in the curriculum of Pakistan Studies.

The main objective of the study is to identify national integration as a missing component in Pakistan Studies Curriculum Text Book at a higher secondary level in Khyber Pakhtunkhwa, Pakistan. To explore this phenomenon following research questions were developed:

1. What are the different dimensions of national integration in the Pakistan Studies Curriculum?
2. What are the missing components of national integration in the Pakistan Studies Curriculum?
3. What are the intellectual and ideological stance Pakistan Studies school teachers have regarding national integration?
4. What are the practical measures for the improvement of national integration in the Pakistan Studies Curriculum?

### Literature Review

Numerous studies are conducted to explore national integration from different perspectives in Pakistan, for example studies relating to investigate the causes and hurdles of national unity (Majeed, 2014), ethnic politics and national integration (Hashmi, 2014) and a case study of Baluchistan and national integration (Tabassum, Mustafa, & Bhatti, 2020). All these studies were confine to social, cultural and political issues. There was scarcity of studies relating to education and its role in national integration. Therefore, in order to fill this gap, the current study is the first ever attempt to explore the phenomenon of national integration in Pakistan Studies Curriculum at Higher Secondary Level, in Khyber Pakhtunkhwa. The scarcity of studies demanded in-depth exploration of the phenomenon of national integration in

educational setting of the province. For this purpose a qualitative research was conducted to explore the phenomenon through Content Analysis (CA) and semi-structured interview with the participants of the study. Furthermore, the study is distinct as, it is first-ever study conducted in the geographical limits of District Peshawar, Abbotabad, and Mardan. Findings from this study can help policymakers, curriculum designers, and teachers of Pakistan Studies to address national integration issues by fostering a sense of unity in their students grounded in Pakistan's Islamic ideology. This is especially important as Pakistan faces new challenges in the age of information proliferation.

The theoretical framework of this study is based on the conceptualizations and definitions of three renowned sociologists and political scientists: [Weiner \(1965\)](#), [Lindberg \(1970\)](#), and [Jenkins \(1980\)](#). [Weiner \(1965\)](#) defines national integration as a socio-psychological and educational process that leads to shared citizenship and national allegiance by promoting sentiments of oneness, cohesion, and solidarity. Similarly, [Lindberg \(1970\)](#) views national integration as a social and psychological cohesive system in which the development of coordination among the masses and elites and establishment of commitment to the national cause flourish. In addition to these political scientists, [Jenkins \(1966\)](#) defines national integration as a process in which different cultural-religious-groups are psychologically bonded in a single geographical unit through feelings of solidarity in pursuit of higher national aims rather than narrow regional interests.

To sum up, from all the three conceptualizations of national integration, it can be deduced that national integration is a sentimental phenomenon, where peaceful co-existence, the feeling of solidarity, compassion, without any discrimination are the cordial features on the basis of which a social structure of a state is founded. To explain further the

concept of national integration in this study, it means creating citizens through education for developing the psychology of common citizenry; a sense of belonging to common political system based on the constitution of Pakistan in its letter and spirit; developing a sense of national identity based on the principles of Islam where unity is created out of diversity; and the equal distribution of national resources judiciously. These principles reject the undemocratic forces that intentionally block the process of national integration by violating the principles of democracy and placing and protecting the system of informal against the formal that has been outlined in the present constitution of Pakistan.

### **Methodology**

The aim of the study dictated the application of qualitative research design to explore the phenomenon of National integration at higher secondary school level. Semi-structured interview with the teachers of Pakistan Studies at higher secondary and higher education was conducted to explore their perceptions in this regard. The detail of adopted methodology is discussed below.

### **Content Analysis**

Document Analysis (DA) is a type of qualitative research in which documented evidences are methodically analyzed in order to answer the main research question ([Hsieh, 2005](#); [Frey, 2018](#)). In Document analysis studies, content analysis (CA) is the widely used tool to analyze data ([Weber, 1990](#)). Among the various genres of Content Analysis (CA), Conventional Content Analysis (CCA) was considered as appropriate analysis method to answer the main research question of this study. In this method, we have defined codes during analysis of documents, meanwhile, data was categorized through keywords and phrases to build themes of the study. As the study was limited to Pakistan Studies Text Book of Higher Secondary Level in Khyber Pakhtunkhwa, Pakistan. This textbook was the main source of data analysis. Through

Content Analysis (CA), we managed to grasp hidden information in the textbook.

### **Document Analysis |Stages**

The study followed the guidelines of Cohen, Manion, and Morrison (2011), Miles and Huberman (1994), and Braun and Clarke (2006) for analysis of Pakistan Studies textbooks. In document analysis technique, excerpts, and quotations and in some cases whole paragraphs were organized into categories, sub-themes and main themes. Same process was repeated many times to regenerate categories and main themes until data saturation occurred. Various stages of document analysis are discussed here:

Stage 1. Setting a Framework: In which research objectives and theoretical framework were used to set guiding map to investigate the content.

Stage 2. Selection of content for document analysis.

Stage 3. Compilation of Recognized Text: Contents that implicitly or explicitly communicate the message national integration were organized at this stage.

Stage 4. The socio-religious and political context were considered to extract hidden meanings in the text.

Stage 5. Coding of the Selected Text: We read the text repeatedly and codes were generated on the bases of research objectives. The coding was done deductively that included keywords regarding national integration, unity, brotherhood, patriotism, Islam etc.

Stage 6. Categorization of Codes and Themes Development: Same codes were combined to make sub categories until data saturation occurred and no new code of category emerged. These categories were then converted into main themes.

Stage 7. Inferences and Interpretations: The theoretical framework and main objective of the study guided the researcher to make inferences and interpretation of the main themes.

### **Semi structure interview**

Interview is widely used research method in qualitative studies to get in-depth data from the respondents (Blakesley, 2010). Semi-structured interview was used as a main data collection tool to explore expert view on national integration in Pakistan Studies textbook. For this purpose, total 30 research participants were interviewed including Pakistan Studies male and female school teachers, higher education faculty members and an author of the current Pakistan Studies Text Book were interviewed. Convenience sampling was found suitable sampling technique for selection of research participants for this study. All interviews were conducted face to face with their prior consent. The interview conducted were flexible in nature where prompts were used to extract data as much as possible. After various efforts to interview textbooks authors, we only managed one willing participant with the condition to conduct interview through email. A two-page answer was received as a response. Ten Higher Education professors were interviewed on the issue of national integration. These professors had experience in teaching and research in the field of Pakistan Affairs. All interviews were audio recorded in a smartphone voice recorder and later transcribed into text, which were thematically analyzed to triangulate the Content Analysis (CA) of the text book.

### **Validity and reliability of the study**

Validity in qualitative research refers to the extent to which the findings of a study accurately and truthfully represent the phenomena being studied. In other words, it assesses whether the study has captured the essence of the participants' experiences and perspectives. To ensure validity, qualitative researchers use various techniques such as triangulation, member checking, and prolonged engagement. As this study was aimed to have Content Analysis (CA) of Pakistan Studies textbook at higher secondary level, the ideological and political positioning of the researcher might bias the analysis and interpretation of the written text. To counter this

threat, the researcher maintained an unbiased approach recommended by Baily (1994) in which attention was paid to construct and face validity of the document (cited in Cohen, Manion and Morrison, 2011). During interpretation, the researcher consulted the literature related to the social, political and religious context of textbook development. In qualitative research, reliability is established through rigorous research design, data collection, and analysis procedures. The researcher described what actually happened during analysis process and reasoned every interpretation rationally and remained strict to the theoretical framework of the study. During interpretation, the researcher tried to relate textbook content with existing literature related to the social context in which book is being taught. Along with content analysis of Pakistan Study textbook, interviews from research participants of the same subject were also taken to achieve data triangulation. Similarly, during analysis and interpretation, each point was discussed and critically analyzed through supervisor and peer debriefing process. The findings of the study were discussed with higher education professors to improve interpretation of data.

### **Ethical Issues in the Study**

Recommendations of Shamim and Qureshi (2010) were followed during considerations of ethical issues. Interview participants' confidentiality was ensured. As phenomenon under study was neither sensitive nor personal, the responses from research participants were encouraging. They were given information consent form and briefed before interviewing for clarity of purpose. In order to protect real identity of research participants, codes e.g. Pakistan Studies Teacher (PS-Teacher:1), (PS-Teacher:2); for teachers from Higher Education, the code (PS-Professor:1) was used; and author of the book (Author-01) were used. Hence, the researcher tried his best to ensure ethical considerations during study.

### **Findings**

The research identified scarcity of academic literature on the factors affecting the national integration in Pakistan Studies text book taught at Higher Secondary level in Khyber Pakhtunkhwa, Pakistan. The study was aimed to explore different dimensions of national integration in Pakistan Studies textbook taught at higher secondary level. The second aim was to investigate the missing element of national integration in textbook and suggest improvements. During the study five overarching theme emerged namely: i) Pakistan movement as an integrating force, ii) Islam as an integration force: its current and historical role, iii) Urdu as an integrating force, iv) Principles of democracy as the mean of national integration, v) Missing components in Pakistan Studies textbooks.

#### **i). Pakistan Movement as an Integration Force**

In this theme, the statements that describe about the Pakistan movement as an integrating force in Pakistan Studies textbook. The textbook proclaims that Pakistan movement originated from the arrival of Arabs in India in 712 AD. India has been an area of diverse ethnicities and communities, however, the Pakistan studies textbook ignored the diverse essence of Indian subcontinent and portrayed Islam as a unifying force and an element of national integration (e.g. PS Textbook p. 6). The excerpt portrayed Muhammad Bin Qasim as hero. It also discussed other Muslims conquers those who attacked and occupied various parts of India for example Shahab Uddin Ghorri and Mughal Emperor conquests were discussed in glorious words. The book glorifies the Mughal period as golden era in Indian Subcontinent. Apart from Muslim rulers the book also admired the role of Saints 'Aolia' and religious scholars in spreading the message of Islam in India. These facts clearly indicate that the authors concentrated more on Islamic identity and legacy of Muslim rulers' period, while ignoring the rich history and cultural legacy of Indians who were not Muslims.

The textbook also refers the annual conference speech of Dr. Allama Iqbal at AllaAbad in December 1930 in which Two Nation Theory was announced and the demand of separate country for Muslims was raised. Here Muslim identity was used and demand of separate homeland was justified. On page number 13, the book discussed the establishment of Muslim league. The except proclaimed Muslim League as a sole representative of Muslims of India. The need of separate party for Muslim was justified through biased and unjust behavior of active Hindus in Indian Congress. The textbook discussed, the Lahore Resolution raised in 1940 in which, Muslim league officially demanded a separate country for Muslims (PS Textbook p17). Similarly 3<sup>rd</sup> June partition plan was also discussed in detail on page 23-24. Here division of India was made on religious majority bases. Muslim-majority areas of India voted in favor of Pakistan whereas Hindus voted for India.

During interview from research participants, the study found that some of the teachers were in conformity with textbook narrative of linking Pakistan Movement to national integration and termed this movement as sole representative of Muslims of India. As one of the teacher said:

“For me, Pakistan is an ideological state, created on the basis of an Islamic ideology. It is the first ideological state made on the basis of an ideology.”  
MPS-Teacher: 23

While some of teachers in both males and females considered Pakistan Movement as an effort of secular and British supported elite and feudal lords to establish a separate country for their vested interest. As on of the teacher told:

“The foundation of Pakistan was, in fact, not based on ideology of Islam. It was based on the vested interest groups: landlords, capitalists and the

British sponsored group in order to weaken India as much as possible.” MPS-Teacher: 24

This disagreement among teachers can bring chaos in students’ minds. On the other hand textbook author and professors and experts of Pakistan Studies curriculum declared Pakistan Movement and Islamic identity as main force to bring national integration among the people.

#### **ii). Islam as an integration force: its current and historical role**

Islam, the only religion of the majority in Pakistan, is used as main binding force to bring national integration in Pakistan Studies textbook. Based on Two Nation’s Theory, Pakistan movement was launched. Islam was used to unify Muslims of the subcontinent. Similarly, Islam was used as a main force to counter multi-ethnic and culturally diverse nature of Pakistani society, where four big nations: Punjabi, Sindhi, Pashtoon and Balochi live. Historically majority of the people of East and West Pakistan have unanimously favored Pakistan and let aside the local, racial, ethnic, and linguistic differences to make a sovereign state for Muslims of India. Ideology means, the collective thinking of a nation to pursue collective goals. Our national ideology is based on Islam. In Pakistan studies textbook, the ideology of Islam was used as a binding force to neutralize ethnic and linguistic differences. The ideology of Islam was clearly stated in textbook page 1-2. Muhammad Ali Jinnah’s ideology was presented in the textbook in to different meanings. On page 2-3, the book quotes that Pakistan Movement came into existence, when first Indian accepted Islam. Whereas, on page 37-38, the book quotes another statement of Jinnah that no matter what cast, religion or region you belongs to, you are one citizen of the same state. Ideology of Islam was also portrayed as a guiding principle for future and economic uplift of Pakistan.

During interviews, the findings revealed that some of the teachers both male and female

supported the narrative stated in the textbook that ideology of Islam has remained the main driving force to foster national integration. They argued that creation of Pakistan was based on two nations' theory and demand of separate state for Muslims in India. As one of the teachers told:

“With the withdrawal of the British Empire, the Indian Muslims would have been subjected to the Hindu rule. It was the need of the hour to create a separate state for the Indian Muslims to safeguard their religious and social interests.” MPS-Teacher: 13

On the other hand some teachers were of the opinion that Islam was used as a tool to achieve vested interests of political elites. On this issue one of teacher told:

“The foundation of Pakistan was, in fact, not based on ideology of Islam. It was based on the vested interest groups: landlords, capitalists and the British sponsored group in order to weaken India as much as possible.” MPS-Teacher: 07

Hence, disagreement was found among teachers on Islam as a binding force for national integration. Some of the teachers agreed to the state narrative, while some denied and disagreed to the common narrative. Textbook authors were fully agreed to state narrative and considered Islam as main driving force to achieve national integration. Similarly, experts from higher education institutions argued that Islam remained the main force to foster national cohesion and integration. One of senior experts told:

“If you look at the social, linguistic and geographical diversities existing in Pakistan, it could be noted that we have no linguistic, racial or any other

cultural unity. What we have at our disposable is the use of religion for political, social and economic interests in order to keep the various nationalities united in Pakistan.” PS-Professor: 03

### iii). Urdu as a force of national integration

Urdu was termed as unifying force in multi-lingual state of Pakistan. The excerpts from the textbook clearly describe the Urdu language as national language of the whole nation. It argued that it is the language of communication among provinces. It further argued, on page 137, that due to its uncontroversial and easily accepted nature, Urdu has the potential to become unanimously accepted and is free of controversies.

Urdu language is also associated with Islam as unlike Hindi, Urdu manuscript is similar to that of the language of Quran that is Arabic. The excerpts from book termed Urdu language as unifying force because all provinces of Pakistan posed no opposition despite linguistic differences and unanimously accepted it as National Language.

The views and experiences of the teachers from the Higher Education Department showed that after Islam, Urdu is the second most effective unifying force in national integration. One of the teachers said:

“We have different nationalities currently residing in the country, they have different languages and cultural set ups. But the most second bond that we as Pakistanis have is the bond of common language in the form of Urdu; which is spoken and understood all over

the country.” PS-  
Professor: 03

The author of the Pakistan Studies textbook opinion was in harmony with other respondents of the study. He argued that along Islam, Urdu was used as an integrating and unifying force to foster national integration. The worthy author shared his opinion in this regard in the following words:

“The four big nations residing in Pakistan have different languages of their own. They are different apart from each other. We don’t have other languages for the use of national integration. In this regard, Urdu has helped use a lot in the current structure of Pakistan.”  
(Author-01)

#### **iv). Principal of Democracy as a force of National Integration**

Pakistan Studies textbook termed democratic principles as a unifying force to bring national integration. The book focused on this aspect of national integration in the political sense. On page 152, the textbook described democratic principles to nourish national integration. The main topics covered in this regard are; constitutional supremacy, justified economic system, fundamental rights, rule of law and unified judicial system. The textbook aimed that constitutional supremacy prevails in society. Similarly, rule of law and unified judicial system ensure provision of fundamental rights in society.

The views and experiences of the teachers from the Higher Education Department showed that principles of democracy ensure unity and enhance national integration. One of the experts said:

“The principles of democracy are the political concepts that are taught to the students. Since the 1973 constitution is based on the principles of democracy therefore, the book stresses for the implementation and promotion of democracy in order to promote the national integration in the country.” PS-  
Professor: 09

The experts identified that the book uses fundamental rights and duties of the citizens of Pakistan as enshrined in the 1973 constitution as the national integration force. In this regard, one of the teachers shared his views:

“On the basis of the 1973 constitution, all the people of Pakistan are entitled to the basic human rights and at the same time they are required to perform certain duties in order to have a strong social and political bond among the various nationalities of the state.” PS-  
Professor: 02

#### **v). Missing Components in Pakistan Studies Textbook**

Teachers and experts’ opinions were extracted to answer the question of missing components in the Pakistan Studies Textbook. The teachers and expert identified, the absence of updated and correct information regarding political and economic structures in Pakistan. The participants shared their views in this regard:



“There authors of the book used Islam mostly as the integrating factor, and to some extent the Urdu language. The authors of the book are silent about the issues of political and economic integration. That is the real debate and issues which needs to be explored in order to know the nature of the national integration in Pakistan.” MPS - Teacher: 02

Another missing component was identified as absence of critical discussion on social issues. They argued that textbook discussed the social and economic issues but lacked in critical discussion on these issues. The respondent shared his view as:

“The book has mentioned issues and problems to the national integration briefly, leaving critical thinking to the teachers. In most cases, teachers do not carry out critical thinking in their classes.” PS –Professor: 06

Similarly, some experts think that lack of discussion and literature on role of media in national integration exist. The school teachers said:

“Since the role of Media is vital for the national integration, in the current book, there is scarcity of the literature in this regard.” MPS - Teacher: 25

Some experts noted lack of critical discussion on causes of corruption and misuse of power which has hampered the national integration. In this regard, the research participants shared their views:

“This text book should be taught in the right way to our young generation. One of the missing components in this regard is there is complete silence about the corruption and its causes.” PS - Professor: 14

Similarly, another teacher told:

“I would suggest that some useless chapters should be removed and a separate chapter on corruption and misuse of powers should be added.”

PS - Professor: 07

The respondents of the study also pointed out the absence of critical debate about the role western countries and international organizations in the internal affairs of Pakistan and its impacts on national integration. In this regard the teachers shared their views for example one of the teachers told:

“Our national and international political and economic dynamics are heavily influenced by big powers, therefore, there must be a separate chapter on this issue to educate our young generation in this regard.” MPS -Teacher: 22

Over all, the findings showed that Islam was used as the main force to show unity among the various nationalities of Pakistan, and its historical context. Similar, Urdu language was used as unifying force in the culturally diverse set up of Pakistan. It was also revealed that school teachers were having opposite ideological and intellectual stance on the ideology of Pakistan and national narrative. It was shown that Pakistan independence movement was used to bring a sense of unity among the nationalities of Pakistan, since that struggle was based on the protection of the Muslims interests irrespective of their cultural, linguistic and racial difference. The principles of democracy, fundamental rights enshrined in the 1973 constitution were the factors that were incorporated for the national integration in the current text book of Pakistan Studies taught at higher secondary level, in Khyber Pakhtunkhwa, Pakistan. The analysis of the data identified that the lack of accurate information on political and economic issues and critical debate about various issues which are important for national integration in the current text book.

### **Conclusion**

The study explores National Integration: Missing Component of the Curriculum of Higher Secondary Education in Khyber Pakhtunkhwa, Pakistan. It mainly aimed to describe factors of national integration and to explore the missing components, deemed necessary to incorporate in the current Textbook of Pakistan Studies. The study identified Islam as the main driving force to foster national integration in diversified, multilingual and multi-ethnic country. The historical context of Islam in subcontinent and independence movement was highlighted in the textbook. The second factor which was identified was Urdu language. Urdu language was declared national language of the country because it was the language of the Muslims rulers and its manuscript was also similar to Arabic script. The third most cited factor of national integration was Pakistan movement, two nation theory and

ideology of Islam. The fourth factor identified was democratic principles that need to be ensured in prospered societies. And lastly, during the study, some missing components in current Pakistan Studies textbook were revealed. These missing components need to be incorporated in future development of textbooks. They consisted of lack of literature from Quran and Hadith to teach the Islamic brotherhood to the students, in this critical stage of their education, in order to develop their mind and opinion. There is also a need of incorporating correct literature and information regarding political and economic structures in Pakistan. The study pointed out the areas for the curriculum developers which need their attention for example lack of critical discussion on social issues and economic issues, lack of literature on institutional role in national policies regarding internal politics, economic and foreign policy, lake of literature on use of media in national integration and lack of critical debate about the role of western countries and international organization in the internal affairs of Pakistan and its impacts on national integration.

As the theoretical framework of this study signified that national integration is a process that encompasses formal and informal socialization for an extended period of time. The inclusion of the missing components as identified in the current study will eventually develop a sense of belonging based on shared religion, history, and geographical connectivity (Shah & Ishaque, 2017). The shadow of national discord since its inception can be crippled through the process of long-term planning for educational institutions. In this regard the role of elementary and secondary education is most crucial. In this phase characteristics like tolerance, mutual respect for social, racial and linguistic diversities can be taught to the young generation effectively to engrave on their minds (Jenins, 1966). According to Shah and Ishaque (2017) and Lindberg (1970) reforms in the curriculum generate long term effective. Therefore, the identified areas for reforms in the

current Pakistan Studies Text Book taught at higher secondary level in Khyber Pakhtunkhwa will create a psychological bond and strengthen national integration among the diverse ethnic, linguistic and geographically scattered localities into one nation.

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