



KASHMIR POLICY RESEARCH INSTITUTE

REPORT ON 2 DAYS WORKSHOPS

**TITLE OF THE WORKSHOP: KASHMIR CONFLICT AND
ITS VARIOUS DIMENSIONS**

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Report on Teachers Training Workshops

Title of the Workshop: KASHMIR CONFLICT AND ITS VARIOUS DIMENSIONS

Introduction

From July 1 to July 4, 2024, the Kashmir Policy Research Institute organized two 2-day teachers' training workshops on "The Kashmir Conflict and Its Various Dimensions," in cooperation with the Elementary and Secondary Education Department, Government of AJK. The workshops, held at the conference hall of the Kashmir Policy Research Institute in Muzaffarabad, featured separate sessions for male and female teachers.

The first session included 41 nominated headmistresses and subject specialists from various girls' high schools in the Muzaffarabad district, with 28 attending. The second session saw the participation of 35 nominated headmasters and subject experts from boys' schools, with 22 attending. Each session spanned two days, focusing on equipping educators with comprehensive knowledge about the Kashmir conflict. (List of participants attached).

Opening Session

The opening session of the teachers' training workshop featured Mr. Razaq Ahmad Nadeem, Secretary of Elementary and Secondary Education, Government of Azad Jammu and Kashmir, as the chief guest. Attendees included Raja Naseer Khan, Director General DCRD;



Dr. Raja Muhammad Sajjad Khan, Director of the Kashmir Policy Research Institute; Ms. Fozia Sadiq, Director of Extension Education; Ms. Dur-e-Shehwar Naqvi, District Education Officer (Female); and others. The ceremony began with a recitation of the Holy Quran by Matloob Hussain. Syed Usman Ali Bukhari, Assistant Director of the Kashmir Policy Research Institute, served as stage secretary.

In his address, Mr. Razaq Ahmad Nadeem highlighted the delicate situation of the Kashmir freedom movement since August 5, 2019, when India imposed severe restrictions in occupied Kashmir. He stressed that the Kashmir issue is about the right to self-determination and not merely a border dispute. He emphasized the crucial role of teachers in informing students about the constitutional, legal, political, and historical aspects of the Kashmir issue.

Nadeem also highlighted the importance of using social media to counter India's propaganda and emphasized the prophetic responsibility of teachers to educate and train the new generation.

Mr. Nadeem pointed out that Azad Jammu and Kashmir has the highest literacy rate in the region, recognized by a subsidiary body of the United Nations. He urged the need to align the quality of education with modern standards and called for workshops to raise awareness about the national educational policy.

Dr. Raja Muhammad Sajjad Khan, Director of the Kashmir Policy Research Institute, spoke about the institute's role in promoting research and organizing various programs, including an annual internship program. He emphasized the importance of educating teachers about the Kashmir issue and the socio-economic and political developments in Azad Kashmir. Dr. Khan stressed that teachers can play a pivotal role in highlighting the Kashmir freedom movement and countering India's false propaganda.

Dr. Khan noted that activities related to the freedom movement have been limited due to a lack of organized plans to engage the youth. He highlighted the need for teachers to be well-informed about the current situation in Kashmir to guide the new generation effectively. The workshop aimed to equip teachers with the skills to distinguish between propaganda and facts through research and provide them with comprehensive knowledge about the Kashmir conflict, human rights issues, and the socio-economic development in Azad Kashmir.

The first guest speaker at the workshop, Raja Muhammad Naseer Khan, Director General of the Curriculum Research and Development Board, addressed the need to promote research in educational institutions and the difference between propaganda and reality.

Topic: Need for Promotion of Research in Educational Institutions: Difference between Propaganda & Reality

Resource Person: Raja Muhammad Naseer Khan, Director General Curriculum Research and Development

In his lecture, Raja Muhammad Naseer Khan, Director General of Curriculum Research and Development, emphasized the importance of discerning between verified information and



propaganda in the era of social media. He noted that social media is often used for spreading unverified content

and propaganda, making it essential for educators to distinguish between propaganda and facts.

Muhammad Naseer Khan stressed the need for research from credible sources and the promotion of a research culture in educational



institutions. Educating future generations about factual information is crucial as they are heavily influenced by social media. Informed students can better understand issues and make informed decisions.

He highlighted that India uses social media as a propaganda tool, and it is our responsibility to counter this with credible information. Access to accurate information is achievable only through dedicated research efforts.

Topic: Jammu & Kashmir Historical Prospective

Resource Person: Mr. Syed Saleem Gardazi Senior Additional Secretary of Elementary and Secondary Education

Senior Additional Secretary of Elementary and Secondary Education, Mr. Syed Saleem Gardazi, highlighted the deep historical roots of the state of Jammu and Kashmir, noting that the revival of the two-nation theory in the region



began with the first embrace of Islam in Kashmir. At the time of the subcontinent's partition, 80% of Jammu and Kashmir's population was Muslim, although it was ruled by the Dogras.

Syed Saleem Gardazi mentioned that the state was one of 564 princely states in India and was purchased from the British under the Treaty of Amritsar for 7.5 million Nanak Shahi coins. According to the Indian Independence Act, princely states had the option to accede to India, Pakistan, or remain independent, reflecting their people's will. In practice, independence was not a viable option. In 1947, the people of Kashmir chose to join Pakistan, but the Dogra ruler conspired to accede to India against the wishes of the majority, leading to a freedom struggle that resulted in the liberation of areas such as Azad Kashmir and Gilgit-Baltistan.

He emphasized that geographically, religiously, linguistically, and culturally, Kashmir is part of Pakistan. Since 1947, Kashmiris have fought for independence from India. The United Nations granted them the right to self-determination, but India has obstructed these resolutions. Despite the ups and downs of freedom movements, steadfastness ultimately leads to success.

He concluded that India's occupation of Kashmir is illegal and unsustainable through coercion and power.

Topic: Genesis of Kashmir conflict and role of International Community: Our Responsibilities

Resource Person: Dr. Raja Muhammad Sajjad Khan, Director KPRI

Raja Muhammad Sajjad Khan, Director of the Kashmir Policy Research Institute and

Director Admin of the Jammu Kashmir Liberation Cell, addressed the



origins and ongoing struggle of the Kashmir issue. He explained that the conflict began during the partition of India when the Dogra ruler ignored the majority opinion of the state's Muslim population, leading to an active freedom struggle. The freedom fighters successfully liberated Azad Kashmir and Gilgit-Baltistan from Dogra rule. During this period, India deployed troops to support the Dogras, and the Patiala forces were involved in massacring Muslims in Jammu.

As Indian forces faced defeats, India took the Kashmir issue to the United Nations Security Council, resulting in a ceasefire. On January 5, 1949, the Security Council passed a resolution granting Kashmiris the right to self-determination, which India accepted. However, India has continuously obstructed this plebiscite, prompting an armed struggle by Kashmiris



that began in 1988 and continues today. Kashmiris are

demanding their right to self-determination as per the United Nations resolutions, despite India's brutal suppression.

India has an unprecedented military presence in Kashmir, with one soldier for every seven Kashmiris, and commits severe human rights violations, including using women as weapons of war. India also attempts to create divisions among Kashmiris and induce chaos. Since August 5, 2019, India has imposed a complete lockdown on Kashmir, further restricting freedoms. In these circumstances, Khan emphasized the responsibility to be the voice of the oppressed Kashmiris and inform the world about their realities.

Topic: The freedom movement in IIOJ&K: Post 5th August 2019: Indian attempts to change the demography of IIOJ&K

Resource Person: Sultan Ali Tahir, Deputy Director Directorate of Curriculum Research and Development

In his lecture, Sultan Ali Tahir, Deputy Director of the Directorate of Curriculum Research and Development, asserted that India has failed to suppress the Kashmiri spirit of freedom through military force. He highlighted the resilience of Kashmiris against Indian oppression and violence. In an attempt to stifle the Kashmir freedom movement, India revoked Articles 370 and 35A of its constitution on August 5, 2019. Article 370 granted special status to Jammu and Kashmir, while Article 35A protected its demographic and cultural identity. By abolishing these articles, India divided Kashmir into two union territories under direct control from Delhi, in violation of United Nations resolutions.



This illegal move has been rejected by Kashmiris. To advance its Hindutva agenda,



India has imposed a complete lockdown on Kashmir, restricting internet, communications, and

media to silence the Kashmiri voice. Since August 5, 2019, India has taken steps to alter Kashmir's demography, granting permanent residency to 6 million Indians, redrawing electoral boundaries, abolishing the Kashmiri flag, changing historical place names, and imprisoning the entire Hurriyat leadership. These actions are unconstitutional, illegal, and against UN resolutions. Tahir emphasized the need for proactive efforts from the base camp to raise voices effectively and counter India's propaganda with the truth.

Topic: Projection of Kashmir cause: Role of teachers and students

Resource Person: Ms Dur -e- Shahwar Naqvi, DEO(F) Muzaffarabad

Ms. Dur-e-Shehwar Naqvi, District Education Officer (F) in Muzaffarabad, emphasized the crucial role teachers play in educating the younger generation about the Kashmir issue. She

stated that teachers not only educate and train the youth but also have a national duty to inform students about the various aspects of the Kashmir freedom movement.



Ms. Naqvi highlighted the importance of students understanding the constitutional, legal, historical, and political dimensions of the Kashmir issue to articulate their views effectively. She advocated for educational institutions to consistently organize programs to highlight the Kashmir issue.

Additionally, Ms. Naqvi underscored the importance of teachers' training workshops,



which aim to equip educators with comprehensive knowledge about the Kashmir issue.

These workshops will be expanded to further raise awareness and understanding of the Kashmir freedom movement among students.

Topic: Socio-economic and educational development in AJK: journey since 1947

Resource Person: Syed Ahmed Hassan, Deputy Director Directorate of E&SE (M)

Mr. Syed Ahmed Hassan, Deputy Director of the Directorate of Elementary and Secondary Education, discussed the socio-economic and educational development of Azad Kashmir since 1947. He highlighted that at the time of liberation from Dogra oppression, the region lacked basic amenities such as education, healthcare, infrastructure, water, and electricity. He emphasized that the development pace in Azad Kashmir has been significantly faster compared to Indian-occupied Jammu and Kashmir.



Mr. Hassan noted that while Indian-occupied Jammu and Kashmir has only two major cities, Srinagar and Jammu, with long histories, all development in Azad Kashmir has occurred

post-1947. The population of Azad Kashmir has grown from approximately 250,000 at independence to 4.1 million today, encompassing three divisions, ten districts, and 32 tehsils.

He pointed out that Azad Kashmir has a higher ratio of paved roads per kilometer than Pakistan's four provinces and boasts 100% electrification. Educational facilities are well-



developed, with five universities, three medical colleges, and numerous other educational

institutions. Additionally, medical centers are available at all administrative levels, and phone and mobile services are accessible throughout the region.

Feedback

i. Impact of workshop

- a) **Increased Motivation:** Participants were inspired to raise awareness about the Kashmir conflict.
- b) **Enhanced Understanding:** Improved ability to differentiate between propaganda and reality.
- c) **Expanded Knowledge:** Gained deeper insights into the historical, legal, and human rights aspects of the Kashmir conflict.
- d) **Informative Content:** Provided comprehensive information on socio-economic and developmental progress in AJK over the past 76 years.
- e) **Countering Propaganda:** Developed strategies to counter Indian propaganda and educated teachers and students about it.

ii. Suggested topics for future workshop

- a) **Educational Development in AJK:** Advancements in education over the years.
- b) **Digital Technology:** Leveraging digital tools to counter Indian propaganda.
- c) **Engagement Strategies:** Involving youth, adults, and students in highlighting the Kashmir issue.
- d) **Co-Curricular Activities:** Integrating the Kashmir conflict into co-curricular programs.
- e) **Cultural Diversity:** Promoting the rich cultural diversity of Kashmir.
- f) **Seminars:** Organizing seminars in educational institutions to raise awareness.

iii. Suggestion for KPRI

- a) **Regular Seminars and Workshops:** Conduct frequent seminars and workshops for teachers and students.
- b) **Curriculum Integration:** Incorporate Kashmir history into the curriculum.
- c) **Resource Provision:** Supply books and literature to school libraries.
- d) **Inviting Scholars:** Invite renowned scholars for lectures.

iv. Suggestions for E&SED

- a) **Curriculum Integration:** Include Kashmir history in the curriculum.
- b) **Training Sessions:** Organize training sessions for SST and ET.
- c) **Collaboration with KPRI:** Partner with KPRI to organize workshops for teachers at all levels.

Conclusion

The teachers' training workshops on "The Kashmir Conflict and Its Various Dimensions" were a pivotal initiative in empowering educators with comprehensive knowledge about the Kashmir issue. By engaging headmistresses, headmasters, and subject specialists from Muzaffarabad district, the workshops emphasized the critical role of teachers in shaping students' understanding of the conflict. Participants gained insights into the historical, legal, and human rights dimensions of the Kashmir conflict, learned to counter propaganda, and explored the socio-economic development of Azad Jammu and Kashmir. Moving forward, it is essential for both the Kashmir Policy Research Institute and the Elementary and Secondary Education Department to continue organizing such educational programs, integrating Kashmir history into the curriculum, and fostering a research culture to ensure a well-informed and proactive educational community.



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