Analysis of Curriculum With Respect to Citizenship Education at Secondary Level in Punjab

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Submitted in the Partial Fulfillment of the Requirement for the Degree of Doctor of Philosophy in Education at the Department of Education, University of Management and Technology, Lahore, Pakistan
DECLARATION CERTIFICATE

This is to certify that the research work described in this thesis entitled, “Analysis of Curriculum with Respect to Citizenship Education at Secondary Level in Punjab” is the original work of the author and has been carried out under my direct supervision. I have personally gone through all the data, results/materials reported in the manuscript and certify their correctness/authenticity. I further certify that the material included in this thesis has not been used in part or full in a manuscript already submitted or in the process of submission in partial/complete fulfillment of the award of any degree from any other institution. I also certify that the thesis has been prepared under my supervision according to the prescribed format and I endorse its evaluation for the award of PhD degree through the official procedures of the University.

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ABSTRACT

The main objective of this study was to analyze the curriculum with respect to citizenship education at secondary level in Punjab. To achieve this objective, this study was accomplished in four phases. The phase I was related to the development and validation of checklist, as citizenship education is diversified field, thus the checklist was comprised of thirty five elements of citizenship which were identified with the help of literature review and its validity was assessed by a jury of experts. These elements were grouped into the six dimensions (main categories) of citizenship education such as communication and group work abilities, self-discipline, tolerance, political literacy, critical thinking and individuation. The phase II was concerned with the use of checklist for qualitative content analysis of three important sources of citizenship education. The first source was the curriculum documents 2006 of four subjects such as English, Urdu, Pakistan studies and Islamiyat of both 9th and 10th classes. The second source was used for analyzing the content of textbooks of all four subjects mentioned above of 9th and 10th classes. The third source was the education policy 2009 approved by the federal government of Pakistan. To collect the data from these three sources, relational analysis (a sub-technique of content analysis) approach was adopted to explore the link and relationship between texts concepts, words or phrases with elements of citizenship education. The process was completed in eight stages under the model of content analysis (relational analysis) proposed by Wilkinson and Birmingham (2012). The important stages were deciding which type of relationship to examine and coding and categorizing the text for further exploring relationships of text with the elements of citizenship education. Phase III was specified for quantitative data collection. For this purpose a questionnaire of five points Lickert scale was developed by aligning it to the already developed checklist of first phase. The focus of this phase was to examine the teacher’s view by agreeing or disagreeing through their agreeing or disagreeing about the presence of 35 elements of citizenship education. The phase IV was related to the final analysis and interpretation/description of all the data collected through both quantitative and qualitative research methods. It was revealed through the analysis of curriculum of secondary level in Punjab that all the elements of each major dimension of citizenship education were not comprehensively imparted through curriculum to the young students. Overall our education system was ignoring the provision of citizenship education at secondary level. The chi-square test also indorsed this fact that all the sources i.e. textbooks, curriculum documents, education policy 2009 and teacher survey review were not found to uniformly contributing to even a single element of citizenship education. The teacher views were notably important which had verified the overall situation of citizenship education in the curriculum in the Punjab Pakistan.
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Chapter I

Introduction

Citizenship means, the condition of being vested with the rights, duties, and responsibilities as a member of a state or nation. It is spurred by the proximity of students to the end of their compulsory or post compulsory period of education and to their entry in to the world as full citizen, with legal, political, economic and social rights and responsibilities (Kerr, 1999). Citizenship education is aimed at equipping students with the required awareness, consciousness and expertise to play a role in the society as an effective citizen at local, national and international levels. This helps them in becoming enlightened, empathetic and sincere individuals who are informed about the rights of their neighborhood. Citizenship education inspires the young ones to play their part in shaping up the society, through their positive participation in the life at school, community and the broader world (Kerr and Cleaver, 2004). In this context it can be deduced that citizenship and citizenship education can vary with respect to their meanings. Citizenship itself can aim for various goals that are pedagogically oriented, whereas citizenship education may encompass a range of practices. The core idea of citizenship is the way people relate to other social and cultural groups and the manner of organization of the society. Any type of society can have the practice of public participation. Thus, in that context the supreme political and pedagogical principles in citizenship education really matter (Veugelers, 2011).

Moreover Fogelman (2002) states “Citizenship is about who we are, how we live together, and what kind of peoples we want to develop as our future generations. It is a general opinion that with the passage of time, the sense of responsibility is being lessened in the attitudes of overall community. So there is a need to have a look on our education system that what type of individuals we are
going to produce through it. Education is the only tool that can provide direction to the nation for positive living and to play effective role for the welfare of society. Citizenship education basically ensures the provision of a key element in the process of socialization by helping young folks in understanding their society, and then making a contribution for it by being well-informed, effective and responsible citizens. When an individual fails to understand the importance and meaning of being a successful and functioning citizen, he then proves to be detrimental, both for himself as well as the society he lives in. Experience suggests that compulsory citizenship programs at British Secondary schools have proved to enhance effectiveness at school in a wide range of areas. Citizenship education is essential for providing an opportunity for the widening of social, cultural and political horizons. It is particularly necessary for the development of a positive feeling of identity, and admiration of the diversity of one’s society at the level of nation. Children are aided in thinking in a critical manner about the world they are surrounded by, through citizenship education. It develops an ethical sense of right and wrong in them. Similarly, it also helps them in understanding the question, ‘what type of world do I want and how can I play my role for it’. Citizenship education helps students in their personal development, understanding the broader, social and economic world, and also to develop their positive attitude and behaviors. Citizenship education provides the basis for the political learning of the children and promotes the art of engagement and participation in the community. Citizenship education is considered as an important element in any holistic strategy to address literacy that is essential in order to provide children with the chances to examine, compare, assess, infer, argue and uphold (Mercer, 2000). By the approval of the British government in 2002 ‘citizenship’ was included as a Foundation subject of the curriculum established at national level, in secondary
schools under the guidance of the publication of the report of the committee that was chaired by Bernard Crick. Three primary purposes were identified by the revised national curriculum that was to be taught in the primary and secondary level schools in the year 2008:

1. Successful learners who make advancement and finally attain.
2. Confident persons who lead secure and hale lives.
3. Devoted citizens who make a productive contribution for society.

In order to promote citizenship education, British Council recently initiated Active Citizenship Program to deliver through existing organization and institutions that offer high-level quality learning, education, community engagement initiatives. This global program includes civil society organizations, universities, social enterprises, art institutions, schools, local authorities, that all have a significant impact on cultural relations (Waldron & Smith, 2017). There are four core components of learning journey that are called modules which involve, degree of social action plan using improved social responsibility and leadership skills (Brighton, 2016).

In this particular context, the National Curriculum of Pakistan may be revised in the light of the experiences of the advanced countries to enrich the content with respect to citizenship education. Curriculum is the most important means to inculcate the desired traits in the learners in the process of education. Curriculum can be defined as ‘an educational roadmap that shows out the goals and objectives which need to be achieved, the topics that need to be touched and included, and the methods that are to be employed for the processes of learning, teaching as well as evaluation (Wojtczak, 2002).

However, Coles (2003) is of the view that curriculum is a term that entails much more than that which is understood and inferred by common people. Therefore,
he stresses that ‘curriculum’ cannot be defined just as a list of contents that are supposed to be covered by an educational course, for which the more appropriate and acceptable term is that of a ‘syllabus’. Curriculum can first and foremost be defined as a policy statement regarding a piece of education. This leads to the second notion of its being a hint and a suggestion about the manners in which that policy is to be realized by means of a plan of action. Although in practice, a curriculum is much broader than even the scope of these two notions. It is beneficial to consider it as being much wider. In this perspective, a more useful and adept definition of curriculum might be “the sum of all the activities, experiences and learning opportunities for which an institution (such as the society) or a teacher (i.e. a faculty member) takes responsibility either deliberately or by default”. This definition includes a broader impression of the term curriculum viz. the formal and the informal, the hidden and the exposed, the acknowledged and the ignored, the deliberate and the accidental. There are numerous ways for defining the term curriculum; shortly, it is functional to think of there being three aspects to the notion of curriculum: the curriculum in theory; the curriculum in practice; and the curriculum on paper that learners actually get to learn through and from. Citizenship curriculum aims to emphasize upon the moral development which can assist to enhance ‘emotional literacy’. As we know that emotional literacy must be seen more than behavior management and a key element of a child’s ethical grooming. However, in this study it will be explored the element of citizenship education in the curriculum document (only curriculum on paper or curriculum in theory)

Doll(2013) states that curriculum is the document distributed and mandated by a government, state or federal government. He further elaborates that the curriculum of a school is the sum of formal and informal range of topics, aspects and processes
through which the learners attain knowledge and understanding. Curriculum acts as the roadmap for those learners, to aid in developing skills, and altering attitudes, admirations, and values under the patronage of a particular school.

The above mentioned definition involves both formal and informal dimensions of schooling, what one learns or is supposed to learn (content) and the way one learns(process), and the outcomes in the form of knowledge, conceptualization, skills, behaviors, admirations and values. Thus curriculum is planned, unplanned or hidden, all activities or forms are included.

Citizenship education can be promoted through effective curriculum which should be based upon the principles of morality. Thus, citizenship education equips individuals with confidence in themselves, a responsible behavior both socially and morally, within as well as outside the classroom, towards each other as well as towards those in authority (Elms, 2001).

For encouraging citizenship education the role of teacher is crucial in translating the curriculum. That’s the reason why philosophy of Pragmatism neither treats the teacher as a spectator or dictator nor as a task-master, rather he is viewed as a leader of activities that take place in groups. The prime mission of a teacher is to pose purposeful problems at his students and to motivate them to look for solutions. Teachers may not be required to pour knowledge or a piece of information into the learner because what students learn, is entirely dependent upon his own personnel interests, problems and needs. Dewey as quoted by Sharma (2015) views the teacher as a guide rather than director of learning process. Pupils need advice and assistance from the teacher in the solving of particular problem of the society. Teacher is concerned with teaching students how to solve problems, they should select real life situation from the community which encourage not only the problem-solving ability among the students but also promote real citizenship education.
According to Elms (2001) the goal of citizenship teaching should be to:

i. Involve pupils in the process of learning the knowledge and gaining of skills and understanding in order to become well-informed nationals and considerate citizens who can actually be effective in their society at all local, national, and global levels;

ii. Awaken the sense of responsibility among the pupils, as they develop an awareness about their rights and obligations; nurture and arise in pupils, respect for the range of various national, and religious identities

iii. Motivate learners to effectively participate in the society, thereby ensuring that they can fully practice active citizenship, and become engaged in a helpful manner in their school life, neighborhood, communities and the broader world.

In the light of the above mentioned aims Gearon (2003) describes the goals of citizenship education as follows:

- Growing into well-informed citizens
- Acquiring the art of enquiry and communication
- Attaining the skills of participation and action in a responsible way.

Similarly, Hina, Ajmal, Rehman & Juman (2011) have described that Citizenship education encourages the spiritual, moral, social and cultural development of the learner in the following way:

i) **spiritual development**, is ensured by nurturing learner’s awareness and consciousness about the meaning and the primary purpose in life and of varying values in human society

ii) **moral development**, takes place by helping pupils in developing a critical realization of the issues of right and wrong, justice and fairness, and their duties and the rights in society
iii) **social development**, is ensured by helping learners attain the conceptualization and skills needed to become accountable and effective members of society

iv) **cultural development**, is encouraged by helping learners to understand the nature and role of the numerous groups to which they belong, and promoting a sense of respect for diversity and difference

Citizenship is a very broad subject that can be taught on its own as an individual subject, as well as, through other subjects and activities included in the curriculum. It is multi-dimensional because, citizenship education is represented by different aspects of individual and social lives, such as, political literacy, critical thinking, tolerance, communication, group work abilities and individuation etc. These dimensions are in turn represented by different elements of citizenship education. In the review of literature, 35 elements or traits have been identified, which have been distributed into the six dimensions of citizenship education. In Pakistan there is no special subject for the teaching of citizenship traits at secondary level. The rationale for this research study at secondary school level determines that the primary task of the public high school is to groom basic values in a diverse cultured society and to promote an atmosphere of mutual respect for the expanded range of individuals and groups. Students should get a chance to live and work together as responsible citizens with all rights of living. The secondary school is an essential element in the development of common point of view to build a united society. Therefore a successful education system provides a general education for all future citizens along with such skills which are necessary for different vocation in their community. Each youngster must develop an increased understanding of his position and responsibility in the society he belongs to, devotion to Islamic and democratic values, economic
know-how, political wisdom and an ability to ponder. The required courses and activities essential for competent citizenship and others such courses and activities included in the curriculum in terms of student purposes, level of achievement and aptitude (Oliva, 2012).

According to Wood (2012), school is a reflection of the society that supports it; it receives messages from the society that influence its daily conduct as an institution. Curriculum planners who are concerned with secondary schools should look hard at the traditions surrounding schools. As youngsters often fail to distinguish between the fictional and the factual, they find it easy to believe and emulate what may prove to be harmful to them. A value crisis has gripped youth and adults, who have become less clear about what they really believe. Striking changes have been brought in the family patterns of living as traditional family setup of life continues to disintegrate. Improved transportation and communication have brought about travel at remarkable speed. The transmission of messages by satellites in the form of internet, social media and other resources has involved the new generation at large scale. Other changes have a subtler, more gradual effect when family life disintegrates; the school finds itself taking on more and more of responsibilities that the family previously assumed. It is an alarming situation where drug abuse, violence in the home, divorce, etc. have badly affected children (Parekh, 2000). Therefore, schools, teachers, administrators at elementary and secondary schools retain their responsibility for the cognitive development of pupils who represent wide variety of social status, talent, mental ability and social outlook. They have become directly responsible than even before for affective education, a relatively unchartered domain. Today, affective education is made especially complex by social and academic disagreements about the meaning of moral development and about the determination and clarification of
values. Thus, there is a great shift in the realm of human conduct. It is being felt that discipline and morale in the schools have been deteriorating, as society’s standards for guiding and controlling students and youngsters have become relatively confused. Physical attacks on teachers and even school property have been increased. Violence in the schools is under discussion, in the media, workshops and conferences. A high school teacher is continuously facing troublesome pupils. Violence has become part of the informal curriculum which has affected schooling (Davies & Issitt, 2005). The school is a model of the society that fosters it. The schools teach basically what the society envisions them to teach. The values they inculcate differ a little from the values of the culture that houses it. Many schools heads wonder what has changed the whole climate of schooling adversely during the past two decades. Who or what is at fault?

Many scholars such as Eggebean and Uhlenberg, quoted by Doll (2013), have stated the need to develop the curriculum in the context of citizenship education. They further stress to establish the politics for strengthening the role of family as well as the roles of churches and mosques, neighborhood organizations, volunteer groups in redirecting the culture form its laissez-faire and often harmful course. Thus, it is crucial to take in depth and extensive measures to deal such issues of our socio-cultural malaise. But there is a dilemma that the public school curriculum is overloaded, already and in which the basic subject matter has been considered as a priority. So it is very important to advocate wisely about the inclusion of citizenship education in the revised curriculum. Only this way, can the serious societal problems be handled (Hope, 2012). As one should be aware about this fact that when content from the society and culture is forced into the school curriculum and therefore into a classroom, the special problem has to be faced by the teacher with respect to the
finding or making of relevance. However, teacher should admit this fact that social and cultural forces have always had a strong effect on decision making about the curriculum.

So keeping in view the above scenario, this study aimed to focus to analyze the curriculum document 2006 for four compulsory subjects such as English, Urdu, Islamiat and Pakistan studies to assess whether the major elements of citizenship are present in our curriculum. Similarly, the textbooks of same four subjects published by the Punjab textbook board will also be analyzed. As textbook is the real image of the curriculum document. In the same way the Education policy 2009 will be analyzed to see its linkage with textbooks and curriculum. Teachers are the real leader and guardian of the education system. Thus, teacher’s view will also be obtained to share their opinions about the existence of element and characteristics of citizenship education in the curriculum at secondary level in Punjab.

1.1 Statement of the Problem

Citizenship Education may be represented by identifying the specific elements which should be an essential part of the curriculum and textbook. Therefore, it is a big problem to unanimously enlist such elements which encompass the whole concept of Citizenship Education. For this purpose, previous literature and other research studies may provide a guideline. In this context, the development of a checklist to analyze the curriculum 2006, textbooks, and educational policy would be a difficult task. Furthermore, it is evident that Citizenship Education is a much broader area which may be perceived only by identifying those elements which may be arranged in the form of some dimensions of Citizenship Education. Another problem which may be considered here, that curriculum documents and textbooks are generally developed under the guidelines of educational policies. Therefore, it would be an issue to align
the educational policy with the curriculum documents and their textbooks. At the same time, the analysis of the curriculum would be incomplete without finding out the perceptions of the teachers who are teaching those subjects at secondary level.

However, the major problem is that many countries like Pakistan do not give due status and importance to citizenship education in the curriculum particular at secondary level. They therefore do not use any approach that would be appropriate for the development of well-informed and active citizenship (Dean, 2000; Kerr, McCarthy & Smith, 2002; Torney-Purta & Amadeo, 1999). Thus, due to the lack of focus on citizenship education our community is suffering from lot of problems like political instability, capable leadership, gender and religious discrimination, terrorism, corruption and injustice. Therefore citizenship education is a need of the time because the world is changing very rapidly and without changing accordingly, our society cannot survive.

Change is the aura of life. It has been taking place throughout the course of history of man’s existence in the society. The idea of change has become even more vivid and vital in the recent states of globalization. The inter-impact of societies has emerged as quite a significant reality of social life as the linguistic, religious, political and cultural boundaries have jumbled up a great deal. The ties between nations/states are being restructured and revolutionized. Mutual acceptance and harmony are replacing the most traditional ties based on binary opposites such as superiority and inferiority, power and powerlessness. This mutual harmony is impossible to flourish without development in the mode of participation of all the involved societies and individuals. Patience and temperate attitudes are probably the most needed characteristics in the social life today. In order to ensure the survival of a nation in the present world with a successful status, a balance between independence and
individuality on one hand and stable mutual relationships on the other hand needs to be maintained. Owing to this scenario, the concept of citizenship education catches more focus and therefore, there are far greater implications regarding the question of how to prepare the contemporary youth to play their role as participatory and effective citizens in the global community. Therefore, the present research study will analyze the four curriculum documents as well as their books i.e. English, Urdu, Pakistan Studies, Islamiyatof secondary level curriculum, current education policy (2009) and teacher’s views about the existing curriculum with respect to citizenship education. It will be helpful in creating educational environment by providing suggestions for improvement in the curriculum regarding citizenship education.

The area of citizenship education is linked directly or indirectly with a wide range of terms as well as various subjects. The range of these terms and variety of subject connections apposite the breadth and complexity of the problems and issues that can be addressed within this area. Indeed, the position and function of citizenship education in schools is presently being examined in some countries particularly in England as a part of the review of National Curriculum that is going on at a wider scale (Crick, 1998; Kerr, 1999). In this context, to fulfill the need of the day it is imperative to induct the necessary elements of citizenship education in our national curriculum specifically at primary and secondary phases. Thus, the main problem in this regard is to identify those elements, which represent such a vast field of citizenship education. As citizenship education has many aspects which relate to individual as well as social life of the community. Some authors used the term minimal as well as maximal versions of citizenship education. Some educationalists perceive the citizenship education in terms of its dimensions. However the broader debate about the dimension of citizenship has also created a tension among educators. As some views citizenship has a largely ‘public concern’. So they stress to promote
citizenship through schools and formal curriculum. However, others consider it a ‘largely private affair’ which may be accomplished by involving the family and community organizations rather than teachers. Thus, they delimit the citizenship education, only in ‘hidden curriculum’. But the interest is both recent and long-term. Short term concerns comprise of how to respond through current economic, social and political policies. Long term concern includes how to prepare present and future generations for their roles and responsibilities as citizens, parents, workers, consumers, and generally as well-groomed human beings, in a better way.

Another challenge or issue is about the contested concept of citizenship education continuum which ranges between a minimal and a maximal illustration. Each end of the continuum presents different traits that influence the definition of, and have an impact upon the approach to citizenship education. Since the minimal interpretation is narrow and related to only elitist interests, it may be termed as civic education, whereas the ‘maximal’ interpretations are broader and involve all groups of interests in society which is in true sense, citizenship education.

1.2 Objectives of the Study

1. To develop a check list which reflects the elements of citizenship education for analysis of textbooks, curriculum documents 2006, for the four subjects and two education policies viz. 1998 and 2009.

2. To analyze the secondary level curriculum documents 2006 as well as textbooks of the four subjects with respect to elements of six dimensions of citizenship education.

3. To analyze two latest education policies, viz. 1998 and 2009 and its reflection, with reference to citizenship education, in curriculum and textbooks of the four subjects at secondary level.
4. To find out the ‘perceptions’ of teachers at secondary level about the existing curriculum with respect to citizenship education.

5. To give suggestions for the dimensions and pedagogical approaches of citizenship education for further studies.

1.3 Research Questions

1. To what extent do the identified elements represent the vast field of citizenship education in the existing curriculum at secondary level?

2. To what extent the elements of different dimensions of citizenship education are present in the curriculum documents (2006) and textbooks of four subjects (English, Urdu, Islamiyat and Pakistan studies) at secondary level?

3. To what extent are the elements of citizenship education present in the education policies (1998 and 2009), about citizenship education?

4. What is the teacher’s perception about the prevalent curriculum and their practices with respect to citizenship education?

5. Does the secondary level curriculum have enough content to successfully inculcate citizenship traits in the learners?

1.4 Significance of the study

Preparation of young individuals for their role as good citizens is one of the first and foremost goals of education. So that they should be politically literate, active participant in different community projects, critical thinker, to be tolerant towards people with different views and respectful to others. In the contemporary era, many countries have been considering the topic of citizenship education. A key consideration is being given to the issue of how better to prepare young individuals for the challenges of the 21st century.
The curriculum should be socially and historically located and culturally determined and must proceed on the basis of beliefs to include enough attention to the likes of people, the nature of society and the entities that are really deficient as the key objectives. Therefore in this regard, the investigation about the rights and duties that apply to all the citizens equally should be central to our education particularly at primary and secondary education. This research study may highlight the cohesion of community, the rule of law, reduction of corruption and national identity by analyzing the curriculum documents, text books, education policy and in the form of teacher views through questionnaire about the existence of the content about the above mentioned elements of citizenship education. In view of this research study, the Educationist, authors, psychologist will stress to groom the easily adaptable and transferable skills that children of this age might need in their future. Therefore, this research will help in the development of effective learners by promoting critical thinking, encouraging reflective approaches to study and grooming their communication skills. Thus, by administering share learning and team teaching, these techniques increase child engagement and personal self direction. So, the finding of this research will emphasize that citizenship education will improve the practices about the health education, for instance those that are related to sex and relationship education and components of education about safety, chiefly drug awareness programs. It is only possible when citizenship rich school will provide a wide range of learning activities that are shown to have maturational and behavioral gains to the individual and ultimately for the whole school. Therefore in this context this research study will provide guiding and leading role in improving our education system to strengthen the society through citizenship education. This research study, will also clarify that good quality of citizenship education if ensured, can help schools in
catering to multiple agendas like, terrorism, illiteracy, community coherent more effectively and coherently. The basic purpose of this study is to make aware the young generation of Pakistan about their obligations so that their potentials can be utilized in constructing healthy environment in society and will help them to engage themselves in much more constructive and productive activities. Citizenship education develops a unique contribution to meet the objectives and goals of the national curriculum. The citizenship program of study puts forward the opportunities to plan the course of action. It ensures learning outcomes and teaching approaches that groom successful learners, confident individuals and dutiful citizens (Osborn & Dillon. 2010).

Data can be obtained from various sources, including students’ records; survey of attitudes of students, parent and teachers; classrooms observations; examination of instructional materials. But analysis of curriculum is the most significant step in all of the above mentioned factors. Adequate data analysis is necessary for making decisions for specifying the goal of the curriculum. This data will provide clues as to the crucial for curriculum change in the context of globalized citizenship. As four sources of data analysis may be put together in a coherent fashion so they can be compared and useful decision can be made about revising curriculum in the context of citizenship education.

David (2003) believes that the inculcation of the element of citizenship education in the curriculum and citizenship teaching in schools will involve benefit to the learners, teachers, schools as well as the society at large. As far as learners are concerned, it is an entitlement in school that will motivate them to effectively take part as active, well-informed, critical and dutiful citizens. For teachers it is an advice and serves as guidance in making the already existing citizenship provision more
coherent, both in intellectual and curricular terms as part of better, coordinated methods to impart citizenship education in schools. Similarly it provides a firm base to schools for coordinating with the existing teaching and learning activities in order to develop a positive relation to the local community and to establish an effective content regarding citizenship education in the curriculum for all the learners and ultimately for society that those learners belong to. An active and politically informed citizenry can productively involve in Government and community matters at all levels. As a matter of fact, active and engaging citizenship needs active and productive dialogue among all those who have an interest in citizenship education. The people interested in this topic might include researchers, curriculum designers, authors, teachers, policy makers, government officials, parents and students. The findings of this research will pave the way for the evaluation of the entire curriculum with respect to citizenship education from primary to higher level.

1.5 Delimitations

This study was delimited to collect data from the following four sources:

i. Four curriculum document 2006 of the English, Urdu, Islamiyat and Pakistan studies at secondary level

ii. The textbooks of above mentioned four subjects prepared according to the curriculum 2006 at secondary level.

iii. Education policies 1998 and 2009 which may or not reflect citizenship education.

iv. Teacher’s views, teaching these subjects at secondary level, about the inculcation of citizenship education.
1.6 Limitations

It is beyond the scope and nature of this study to:

i. Measure the attitudes, values, disposition, skills and morality of the student at secondary level

ii. Consider the relationship or coordination between narrow or broader approaches of citizenship education owing to the vastness of citizenship education.

iii. Conduct the experimental study to evaluate the effectiveness of pedagogical approaches or practices about citizenship education.
Chapter II

Literature Review

2.1 Education

One of the main purposes of education is the advancement of citizenship (Banks, 2004). Thus, education plays vital role in helping children and young people recognize their contribution and responsibilities as citizen of this global community and equipping them with the skills to make informed decisions and take responsible actions. One of the foremost functions of education is the development of the sense of citizenship. In this context, education has three objectives, first being, to groom kids in to the best customs of their culture in such a way that the curriculum is a theoretical announcement of what the adult populace consider to be vital to pass on to the generation to come. Second function is to empower youngsters to grow in to viable grown-ups such that they can use their abilities in the labor market system, sound relationship and add their role in the broader community. Third function is to acquaint kids with information and abilities that they might not have admittance to, in formal tutoring. In this manner, the key components of education need to sustain the abilities of reading, composing, thinking and imparting, however, in the mean time there needs to be an emphasis on helping youngsters to understand key constituents of the society in to which they have been born and bred as well as the more extended world and beyond. In short, the school and the curriculum must cater to both individual fitness and social mindfulness (Brooks & Halford, 2009).

Education in its different expressions viz. formal, non formal and informal (Abdi, 2005)is comprehended to be the key to the foundation and development of a citizenry which perceives and values the significance of participatory engagement
during the process of administration and organizations of government that might be important to specific societal plan (Dewy, 2004).

Education itself is frequently seen as a vague term that characterizes depiction and clarification. For all intents and purposes, education is a phenomenon that each curriculum developer needs to characterize and refine well before the process of development of curriculum is brought into consideration. Education in its formal and casual circles includes an extraordinary bit of one’s life. From an early age through adulthood, chances exist for involvement in and support of formal and informal education and the degree of an individual’s cooperation regularly compares with his or her capacities to perform different roles in later life. These two types of education viz. formal and casual maybe viewed as education about the meaning of life and education for the purpose of earning for living, to groom the student into a better citizen (Sharma, 2015). In these circumstances, curriculum should focus on developing the whole person. It is not enough to have the curriculum which includes and experiences that are exclusively related to career and technical education. Citizenship may clearly be a part of every curriculum as they serve to provide the student with a broad knowledge base both for life and for earning a living (Anderson, 2007).

2.2 Citizenship

2.2.1 What is citizenship?

Various philosophical arguments, political conflicts, socialization analysis and educational approaches have attempted to answer this question but still could not reach at a particular consensus. Indeed, the concept of citizenship is a contested, contextual, multi-faceted and dynamic notion. It is debated upon because even in the temporal and spatial continuums, there are confusions and a conflict about what citizenship presently exists as and what it actually should be. It is context based,
because at any particular given time it has numerous perceptions and applications across different societies. It must be noted here that it is dynamic as, traits and meanings have changed throughout history. It is multi-faceted, because its construct has four different parts and phases to perceive, such as, status, identity, civic virtues and agency (Cricks, 2007).

**Status** refers to the concerns about membership, while **identity** signifies the issues of feelings and belongings; the **civic virtue** relates to perspectives, values and attitudes, and **agency** leads to public engagement and political effectiveness.

### 2.2.2 Citizenship as status

In this phase, commonly citizenship is equated with the concept of nationality. It means membership to particular country or state. Thus, it distinguishes between citizens, who own a passport or are qualified to cast vote or to participate in the elections as a candidate and so on; and the non-citizens have limited rights, for instance, even a few years ago, black slaves and women were not considered to be citizens. Similarly, civil citizenship and political citizenship terms were also used to define the status of a citizen with reference to issues like basic legal rights, freedom of expression, health facilities, wages etc. (Castle & Davidson, 2000).

### 2.2.3 Citizenship as identity

Second phase of citizenship is identity, which refers to concerns about an individual’s belongingness and meaning. As ‘status’ means a qualified participant of a community, there ‘identity’ signifies “feeling like” a member of the specific given community like multi-ethnic, multi-lingual, etc. Thus, identity is based upon shared history, linguistic background, religious choices, values, customs and culture which were not overlapped with the artificial domain of a nation or a state. All the different groups are known by their previous identity in the new state (Ghosh, 2012).

### 2.2.4 Citizenship as civic virtues
This means that civic virtues, signals to the value, attitudes and behaviors that are the presumed traits of all the individuals that can be characterized as ‘good citizens’. Again, there is no agreed upon criteria for the characteristics of good citizens because there are many role models who are perceived as good citizens. For example, patriotism, obedience, might be the traits of good citizens for some people, yet others relate it to the critical thinking or political engagement (Hollander, 2011).

2.2.5 Citizenship as agency

Agency represents the state of being in a position or exercising power which involves the notion of ‘social actors’. To a limited extent, power structures are the determiners of what citizens can or cannot do or feel allowed to be doing. It also focuses on the intensity and types of actions that citizens perform. For instance, in the issue of hunger, a responsible citizen may do some charity to fulfill the need of food to poor or deprived one. Thus, programs that concentrate on citizenship as agency have a tendency to promote the grooming of a dynamic citizen. An education for dynamic citizenship goes for supporting natives as political subjects. This implies in addition to other things, they are educated about the issue of the day, have a basic understanding of those issues and are prepared to propose choices and to impact choices which are required through individual and aggregate activities (Ghosh, 2015).

2.2.6 General meaning of citizenship

For quite a while the term citizenship sounded antiquated and out dated. It conjured thoughts of devoutness and patriotism and the picture of respectful resident aware of their dependability to the country yet as of late and generally abruptly the word citizenship has been always on the lips of politicians, government officials, academicians and instructors.
Citizenship refers to the relationship between the individual and the state and among other people with in a state. It is the readiness of individuals to become dynamic and responsible citizen in the society and it empowers individuals to settle on their own choices and to assume liability for their own lives and their groups. Along these lines, it is the key for grooming youngsters so as to play an effective role in the society (Rose, 2011)

Citizenship might have been previously seen as similar to enrollment and going with association with the nation or state. Davies and Evans (2002) states that citizenship is a multidimensional construct and practice with the far reaching arenas and crossing point of operation and as such characterized by a culture of social and other elements perpetuates distinctive levels of contestations that are adjoining and consistent.

Citizenship in schools or citizenship education is a new phenomenon and many educationists perceive this complicated concept in different ways. For instance, Hoge (2002) calls the citizenship is a contested and slippery concept. While Heater (1999) recommended that residents require information and understanding of the social, legitimate and political system(s) in which they work. They require abilities and aptitudes to make utilization of the information and understanding. And they should be supplied with qualities and miens to put their insight and aptitudes to gainful use. Girouse (2015) states, that citizenship education must be education for citizenship. Now ‘citizenship’ has become a global phenomenon or World View. As indicated by Izadi (2003), the idea of ‘World citizenship’ is no more drawn out as a simple articulation of ambiguous fellowship; it has turned into a vital part of figuring out how to live as a skillful resident of the planet.

It is not an end in itself, regardless of the possibility that it will include taking in of a body of knowledge, and in addition the advancement of aptitudes and qualities.
2.3 Types of Citizenship

Developing the concept of Citizenship Education is not a direct procedure from latent to dynamic; rather, citizenship may have numerous connotations and other socio-political orientation (Veugelers, 2011). One can find these different understandings among the leaders of the school, parents, teachers and students. Owing to this context, we may find three types of citizenship, such as adaptive, critical democratic and individualizing (Veugelers, 2002). These three sorts of citizenship education have a contrasting focus in their objectives and are associated with varying instructive and didactical practices. Methodologically, the adaptive sort underlines the exchange of qualities and regulations of behavior; the individualizing type emphasizes unguided and free learning and promoting critical thinking; whereas the critical democratic type lays stress upon cooperative leaning and grooming critical thought process through probing and discourse (Leanders & Veugeler, 2006).

2.4 Global citizenship

Noodings (2005) points out that in relation to the possibility of promoting global citizenship with existing education systems that is, forms of citizenship which do not just have a ‘global dimension’, but in which citizen identifies with and its people as a whole. But Rose (2000) identified a sort of difficulty in the wider political world which replicates itself in education policy and practices. As when we move beyond national boundaries, it will be difficult to agree ‘trans-nationally’ on a core body of useful knowledge and key skills about citizenship. There is no government that operates at a global level, to which we as individuals are bound for devoutness and there are no international regulations that tie us except if only our national government approves of them. So it is a serious question, whether ‘global citizenship’ goes undisputedly with national citizenship. A point of concern here arises that
should we put the concern of global or national citizenship first? Is there an inherent conflict between patriotism and global citizenship?

There needs to be no conflict between patriotism and internationalism i.e. curricula can be simultaneously national and international; not necessarily across nations, but more likely to be effective. Bobbis (2011) defined ‘patriotism’ in terms of love of and pride in one’s country, co-existent with a love of and pride in humanity. That does not exclude criticisms of one’s own nations’ institutions, customs and politics of other nations, rather, that is then seeking to impose nation’s own ways of doing things and others to believe and to encourage its own citizens to believe, that its ways are the only right ways.

2.5 Citizenship Education

According to Dean(2005) citizenship education is broader than formal education in the sense that young students learn from the manner schools are organized as well as teaching and learning in and outside the class room.

Citizenship education provides a fundamental component in the socialization procedure by helping youngsters to comprehend their community, adding to it as educated, powerful and capable subjects. Citizenship education gives a chance for the widening of social and political skylines, especially in regard of creating appositive feeling of identity and an admiration about the assorted qualities of our society. It advances important multifaceted and intergenerational exercises. At the point when kids take an interest in ventures planned for having any kind of effect to their community or get to be occupied with research about perspectives and obligations of individuals from an assortment of various foundations, they start to consider themselves to be dynamic individuals belonging to a more extensive society. The age limit at which concern about peer performance and the demand for social acceptance
kikes-in, is lowering. Thus, graceful practice of thinking about others in a selfless manner and of involvement in the community affairs needs to be adopted as much as possible.

Citizenship education and political education are generally comparative for the most part (Torney-Pourta, 1990). The basic goal of citizenship education is to raise the level of individual’s investment in the political process (Wertheimer & Kahne, 2004). It may be understood that the feasibility of democracy advancement would incredibly rely upon citizens effectively educated about the mechanic processes, values as well as virtues of democracy (Enslin et al., 2001).

Anyhow, citizenship education is as essential today as at some other time in the history of the world. Citizens in the twenty-first century must be set up to manage quick change, complex local, national, and global issues, cultural and religious clashes, and the expanding association of nations in a worldwide economy. For our democracy to get by in this testing environment, we instruct our pupils to comprehend, regard, and maintain the values essential to our survival in this current age. Our students ought to leave school with a reasonable feeling of their rights and duties as citizens. They ought also to be prepared to challenge injustice and to support the cause of the benefit to everyone.

Different people have different concepts about citizenship. In the limited sense, citizenship means being a legitimate individual belonging to a political group or state, generally owing to where you reside, where you were born, or have family ties. It includes having certain rights, obligations and duties viz. legal, social and ethical (Leender & Veugelers, 2006).

In a more extensive sense, citizenship means being a mindful and dynamic citizen demonstrating an enthusiasm for dealing with the issues that concern the
community or state, and acting with others to accomplish concurred goals (Leender & Veugelers, 2006).

Citizenship education is related to this broader definition talked about above. It is applicable to everybody, paying little heed to their residential status, and is persistent and lifelong procedure. Citizenship education equip young folks with the information, aptitudes and understanding to present a dynamic and effective impact in society as well-informed, critical citizens who are socially and ethically responsible. It intends to give them the certainty and conviction that they can act with others, have impact and cause a difference in their communities (locally, nationally and globally).

In 1998, in the report on ((known as Crick report) Education for Citizenship and educating about democracy in schools it is expressed, that the following three standards ought to be a part of all citizenship education:

1. Social and ethical obligation.
2. Community engagement.
3. Political literacy.

1. Social and moral responsibility:

Morality is an important prerequisite for good citizen. National curriculum aims to help students identify the worth of participating as moral, dynamic and well-informed citizens in a democratic society within the worldwide community. Social studies produce the social and moral responsibility through emphasizing the importance of students demonstrating a feeling of pride, dedication and responsibility to the nation. Complex moral and social issues are presented in a simplistic manner and studies shoes that students have few opportunities to take part in genuine inquiry and meaningful problems (Parker, 2004). Thus the issues like the cases of concealing money, practice of telling lies or crossing the speed limit was the proof of bad conduct
which ought to be addressed in the school curriculum. Learning from an early age to behave with self assurance and in socially and ethically responsible way inside or outside the class room both to those in authorities and towards each other is central to a person’s education.

2. Community involvement:

   Learning to participate in the life and concern of communities, including learning through community inclusion and services to the community is a part of citizenship education. The focus is on the community rather than the individual. The learners brought up in a cohesive and dynamic community will have a tendency to have faith in others and will also tend to add to their community life.

   Schools in democracies must ingrain learning about democracy and provide young citizens with chances to exercise democracy (Banks, 2004) which may be accomplished only by community involvement.(the national curriculum framework for students aims to help students, recognized)

   Social capital theory lays emphasis on resources. Davis (1990) proposed that social capital is a set of obligations and desires that bind members together in a society. This generates an environment in which individual trust each other, and in this way it helps to solve common action issues. Central to the social capital is that network of willful relationship between individuals foster mutual trust and encourage individuals to cooperate to take care of basic issues of the community (Hope, 2012).

3. Political literacy:

   By getting educated about and how to partake in and impact public life through knowledge, aptitudes and values which are essential for preparing youngsters to put forth their part in the society through proper citizenship education, citizens are enabled to decide for themselves in a responsible manner and to assume responsibility for their communities.
In general, democratic political systems are based upon the principle of political equality, equal privileges of political participation, and the assumption of intrinsic ethical equality (Davis, 2002), emphasize that it is imperative for all citizens to consider fully the notion of political equality, which guide them to go beyond voting and formally equal participation rights, and incorporate modes of communication and systems of representation. However, in reality, skills, knowledge, incentives and political resources are always and everywhere distributed unequally (Ghosh, 2015). This may affect the citizen’s to advance their interests and goals of life. As some countries, such as Singapore believe that categorization of citizen in to elites and masses is essential to govern through democracy, because in their views, the responsibility for survival of democracy rests on the shoulders of elites. This is a clear cut social division

2.6 Six key aspects of Citizenship Education

QCA presents a thematic study by looking through the six core dimensions of citizenship education.

2.6.1 (i) Curriculum aim, organization and structure

Curriculum aim, organization and structure of Citizenship Education are affected by the role of the context. What works in one setting cannot simply be expected to work in another. The main contextual factors which most influence Citizenship Education are historical customs, geographical position, socio-political structure, financial framework and worldwide patterns.

These broad contextual factors in turn, influence the nature of a number of detailed structural variables which have an effect on the definition and approach to Citizenship Education. The core structural factors are:

- Organization and duties for education
- Educational values and goals
- Funding and regulatory arrangements

Values and objectives are most significant in defining the Citizenship Education through values-explicit and values-neutral citizenship education.

‘values-explicit’ support particular values which are part of a more extensive, nationally acknowledged system of public values and advantages, whereas, ‘Values-neutral’ leaves the choice at the individual.

2.6.2 (ii) Continuum of Citizenship Education:

As political commentators and philosophers have a view that citizenship is easily contextualized and debated along a continuum which ranges from a minimal and maximal interpretation (McLaughlin, 1992). Either of the ends of the continuum shows distinctive attributes, which influence the depiction of and approach to citizenship education.

Minimal interpretation relate to a small-scope definition of citizenship. It relates to promote specific and elitist interests such as, the provision of citizenship rights to particular groups in society but not all. Thus, minimal version leads to narrow, formal ways to deal with Citizenship Education what is generally known as Civic Education. This is, to a great extent content-driven and information based. It focuses on formal mode of education which transmits information of a nation's history and geography to the pupils. It adapts itself to didactic instruction and learning approaches, with instructor-led, whole-class instruction as the prevailing medium. There is little chance of promoting pupil interaction and initiative. Therefore, it is considerably easier to gauge how effectively the results have been achieved, after the procedure of thorough written examinations.
Maximal understandings are broader in defining Citizenship Education. They seek to actively incorporate and include all groups and interests to society. Maximal interpretations lead towards an expansive blend of formal and informal approaches to what has been named Citizenship Education, in contrast to restricted civic education. However, it may be considered that Citizenship Education includes the subject matter and learning elements of minimal interpretations of the numerous different ways in which these elements (including the rights and obligations of citizens) are determined and executed, the basic aim is not only to bring to knowledge, but also to utilize that data to help students to comprehend and improve their ability and take part. It is as much about the subject matter as about the way toward educating and learning. Organized opportunities are planned for student interaction by means of discussion as well as debate, and motivation is provided to students to utilize their initiative through project oriented tasks and activities, other forms of unguided learning and participatory experiences. But, it is more difficult to measure those outcomes successfully as a result of the broader approaches.

2.6.3 (iii) Approaches to citizenship education:

In most countries, Citizenship Education is more extensive than the formal curriculum, including the hidden curriculum, whole-school and extra-curricular activities, and in addition, it ensures students’ everyday experience of real life.

In this context, a few countries, for example Japan, are trying to incorporate such activities into formal curriculum, while others such as Singapore, have devised a community engagement program and learning ventures around the key institutions. There are other nations that have left the decision to educational institutions (Islin & Turner, 2002).

By assessing these different approaches in different countries, four points can be noticed.)
1. The citizenship education and its related issues are tended to in the formal curriculum across the entire age range in every nation of the world.

2. A wide range of terms is employed for describing this area.

3. There exist three primary curriculum approaches to citizenship education that are termed as, discrete, incorporated and cross-curricular. In the discreet or separate approach, citizenship education or civics is a specified subject or a perspective. In the incorporated or integrated approach, it is part of a more extensive course, most frequently being social sciences or studies. What’s more is that it is connected to different subjects and curricular areas as well. In the cross-curricular approach, citizenship education is neither taught as a discreet subject or a specified topic, nor is it a component of an incorporated course, but instead it permeates the citizenship education completely, with a more extensive integrated approach more dominant in the basic curriculum, offering access to more specialized citizenship education or civic courses in the curriculum at secondary level.

4. It is a blend of statutory and non-statutory way to deal with citizenship education. In a few nations it is a statutory part of the central national curriculum, while in others; it is non-statutory with more noteworthy freedom left to states, districts, municipalities, institutions, schools and educators. However, on-statutory nature of arrangement in other countries signifies that not all the students might come across citizenship education throughout the spans of their curriculum experiences. (Brooks and Halford, 2009)

Different countries have numerous practices about the organization of the curriculum. For example, in France civics is generally with various subjects’ viz. technology, sciences, geography and history beneath the title of, ‘Discovering the
World’. Hungary is distinctive by dint of its presence of eight basic curricular domains, which include one by the name of ‘people and society’. Thereby, in Spain, the term, ‘knowledge of the natural, social and cultural environment’ is generally used for accommodating it. Ethical education is treated as a significant element of citizenship education in several countries, chiefly those in the South East Asian region.

In the curriculum of secondary level, citizenship education is still incorporated through an integrated approach in the majority of nations, but usually as a distinct and a vivid element alongside other subjects and dimensions.

The most frequently adopted approach is the one through social studies or social sciences course contents, where citizenship or civics can be directly related to the subjects like history and geography. For instance, in Hungary, this aspect is still termed as, ‘people and society’, but it includes a specified reference to social studies, civics as well as economics course contents. Thus, a cross various nations, the range of course contents that could be related to citizenship education is broadened as the secondary phase advances, taking in subjects like economics, law, commerce, and political sciences. The other significant characteristic of secondary phase is the increased duration allocated to citizenship education especially in the higher years of this phase (Ginwright, 2010).

2.6.4 (iv) Influences on Teaching and Learning Approaches in Citizenship Education:

There are three factors that have an influence on directly on the instructing and learning approaches, viz. culture, content and climate. The interchange between them is extremely complex and unpretentious, yet can have significant results. Culture specifically is wide and unavoidable. It ranges from the cultural traditions and norms
in a community to the specific culture of particular groups (that might include teachers, parents as well as students), of organizations (for example schools, government departments and businesses), and of institutions (for example, parliaments, courts and mosques, temples or churches). For sure, Leenders & Veugelers & Kat, (2008) found in her Comparative investigation of citizenship education, that there are huge contrasts between nations as far as their academic customs and Cultural standards are concerned. It is evident that such methodologies and projects of citizenship education cannot promptly be transported starting with one nation then onto the next and anticipated that they would be effective.

Content is vital to effective citizenship education which covers the different portions of citizenship education in the formal and hidden curriculum. For instance, in Korea this involves four angles: work in curriculum subjects; discretionary exercises planned around 15 cross-curricular topics; cross-curricular exercises and administration work (Hahn,1998).

The previously mentioned fundamental impacts affect on policy and practice at three levels. The first level is the general organizational pattern and goals of education, which includes the organization of schooling. The second level is of the organization of the curriculum including subject matter and instructing and learning techniques. The third level is the thing that pupils go through in schools and maintain a balance between the formal and hidden curriculum and individual classroom and school morals.

The expansive context based and structural variables impact instructing and learning approaches, they determine the official tone and decide the level of adaptability allowed to schools and educators as how they deal with citizenship education. Hence the part of instructor, collectively as well as exclusively, is essential.
As genuine classroom practice is basic to the effective accomplishment of the goals of citizenship education, whether those goals are the transmission of formal recorded and political learning and additionally the support of dynamic cooperation among children. The educators need to strike the right harmony between the substance being covered, the picked instructional techniques and learning environment that guarantees. However, research shows that the way of life of schools and classrooms is extremely ease back to adjust to change (Kumar, 2004)

2.6.5 (v) Range of Teaching and Learning approaches in Citizenship Education:

Few countries have created specified curriculum programs that encourage a blend of approaches in order to make sure that the set goals of ‘education for citizenship’ are attained. They tend to incorporate the civic, social, and political project in England, the ‘Discovering Democracy’ movement in Australia and the launching of the schools project in Germany among others but they are too large in number to be mentioned here. Without a doubt, in most countries, citizenship education teaching still continues through the utilization of the textbooks passages as well as the follow up chances for pupil discussion, debate and inquiring is an extremely regular instructional approach (Knight & Harnish, 2006).

A few nations in the world are at present involved in recognizing the requirement for expanded support of dynamic and participatory learning in citizenship education through formal organizational patterns and policies.

2.6.6 (vi) Assessment arrangements for Citizenship Education:

Assessment arrangements for citizenship education demonstrate impressive variety crosswise over nations, contingent upon the formal evaluation arrangements in operation, states of mind of the reasons for assessment and the specific stage required,
for instance, each one of the nations with an incorporated government and educational frameworks have some kind of formal, however not generally necessary, evaluation plans. Countries like Singapore and Italy have mandatory primary school learning examinations, yet they do not include an assessment of citizenship education in any terms at all.

Periodic surveys are employed to analyze the condition of citizenship education in various nations, which include Hungary, the USA and Netherlands. Other countries who have adopted this approach include Korea and Spain; New Zealand has recently devised the National Educational Monitoring Project (NEMP), while the federal government, in Australia has reported a baseline research of pupils’ knowledge about civics or citizenship education as part of the ‘Discovery Democracy’ initiative(Stake,2005).

The vast majority of IRCAF Project nations have a blend of summative and developmental evaluation game plan in citizenship education. Repeated and persistent assessment is the duty of the individual class teacher in numerous nations with formative assessment put forward at a various common end focuses over the school year, after the mid- or end terms. The objectives of assessment are fluctuated. Assessment frequently aids in letting the teacher and the individual students know about the progress and may comprise of some reporting to parents or guardians as well. However, assessment may also be progressively used to monitor the state of performance of citizenship education. A growing number of nations are advancing in this dimension, through the development of natural criteria for all subjects, with accompanying statement, learning outcomes and testing instruments. Thus, it is imperative to give careful thought to the purpose of assessment in citizenship education and the way it has its influence on instructional and learning techniques(Rose,2000).
2.7 Teacher Specialization and Teacher Training

Citizenship education is generally taught in the primary schools by the generalists and in the lower and higher secondary level schools, it is mostly being taught by specialists. For example, in Sweden, teachers in the middle schools are generalists but can choose to be specialists in school sciences. In several nations, those who teach citizenship education in the lower secondary phase are specialists either in a number of subjects that are closely linked to and include citizenship education as an integrated subject matter or in a closely related subject. They are not masters in citizenship education in its pure essence, but might be teaching it alongside their actual duty of being an instructor of social sciences or social studies; or as an instructor of history or geography. Most of the educators who are characterized as specialist citizenship education instructors likely have a background in history or the social sciences through the aspects of their qualifications and teaching as well as learning experience and this may be enough to decide and presume where their commitments lie. In majority of the nations, there is no particular training of teachers at the beginning or through the span of their service, for citizenship education. Numerous instructors are prepared in firmly related branches of knowledge, especially history, geography and sociologies and take after this with some training in education, where they get to know about instructional techniques (Gearon, 2003). In Hungary, some universities are starting to present particular beginning instructional or training classes for citizenship education, however it is troublesome as there seems to be, up 'til now, no convention for the significance of this subject. It should be recognized that resources were utilized in the best possible manners in the situations where training was observed on a shared definition of citizenship and a clear idea of what teachers had to do and where training was founded, on a shared definition of
citizenship and a vivid picture of what instructors were supposed to do and the way in which they had to do it. It was very easy and less demanding for this to happen in those countries with a ‘value-explicit’ approach to citizenship education. However, in-service training for instructors of citizenship education, who are already in school, is also extremely sketchy. Even in the most developed country like USA, for example, various social science based institutions offer special in-service training courses for that particular area, but they can have an access only to a small number of instructors across all the states. However, several countries recognize the requirement of backing up the curriculum response and initiatives with accompanying support material, professional grooming for teachers.

2.8 Preparation of teacher for Citizenship Education

Many countries have talked about the insufficiency of the readiness of instructors to effectively deal with citizenship education, in the curriculum of schools and institutions. This inadequacy is linked not just to the lack of teachers’ subject based knowledge, rather also to an incapability to utilize a range of instructional and learning techniques that might be suitable for citizenship education. A debate has been going on about whether the instructors who teach regarding citizenship are lacking suitable pedagogical approaches and/or a comprehension of the core concepts, which make up the citizenship education. Therefore, it may be concluded that whatever the training might look like, there was a requirement for the instructors to critically evaluate on their own practice so that they could make productive changes in it. There is a doubt regarding the appropriateness of a qualification or a degree in history, geography or any of the social sciences as a sufficient prerequisite for the teaching of citizenship education. The part played by the teachers’ private, political and educational experiences is also brought to light. This again emphasizes upon the
strong impact of teachers’ beliefs on classroom activity as far as citizenship education is concerned (Amin, 2005).

2.9 Use of Textbooks and other Resources

Textbooks are the primary and most dominant resource determining the instruction about citizenship education in majority of the nations. They play a very significant role in the determination of the approaches of educators and hence, ultimately in the orientation of the curriculum experiences of citizenship education of learners. This can be judged easily during the primary phase where teachers are normally generalists with respect to their educational backgrounds, rather than citizenship education specialists. However, practices for the production approval by national or local ministries, vary between countries. Textbooks usually comprise of the knowledge element of citizenship education (the instructions about the citizenship strand) rather than the evidently dynamic, ‘education through and education for’ strands. Over dependence on reading material can smother the other two strands and turn pupils off citizenship education, especially where course books are outdated and loaded with loopholes (Hollander, 2011).

There is a move in a few nations to extend the scope of assets accessible to educators and schools to support citizenship education; this is in accordance with the wide range and type of material accessible to support citizenship education especially by means of the ever growing influence of information and communications technologies (ICT) in schools as well as in the society. In fact, the most challenging aspect in numerous nations is to adjust materials in a shape which best suits the requirements of pre-occupied instructors. The broadening of assets and resources is especially discernible in nations include in curriculum reforms and activities, which look to bolster advertisement/or widen instructor and classroom rehearse, for instance,
in France, educators' manuals are created alongside textbooks, while in Korea, TV and radio stations deliver programs on social education, environmental education, culture and Korean unification (Ipsos Mori, 2008).

2.10 Need of Citizenship Education

According to Kerr (2005) democracies essentially require dynamic, well-informed and dutiful citizens; citizens who are voluntarily prepared and capable of taking responsibility for themselves and their communities and participating to the political process. Democracies are dependent upon citizens who, alongside other things, are:

- Conscious of their rights and duties as citizens.
- Have a positive understanding about the social and political world.
- Empathetic and genuinely concerned about the welfare of others.
- Articulate in their viewpoints and contentions.
- Capable of making an impact on the world.
- Dynamic in their communities.
- Responsible in the way they behave as citizens.

These characteristics are not groomed without any aid or help. They need to be learnt. While a specific measure of citizenship might be grabbed through common involvement in the home or at work, it can never in itself be adequate to prepare citizens for the kind of dynamic part required of them in today's complex and extended dimensions of society. There should be some solid programme of learning to develop effective citizens.

Citizenship education should be incorporated throughout and across the curriculum. Students ought to be allowed to partake in class and school governance affairs. Students at every grade level should be provided chances to involve in the
civic life of their school and also that of the community that supports their school. Activities for the sake of learning should not be limited to school rather it should be extended beyond the school, parents and the community should be allowed to participate and engage with students in their learning activities. All the pupils should be provided with chances to participate in programs that are related to public and other activities utilizing the applicable nature of citizenship based information and skills. Students should be guided to have a look on our curriculum, National institutions and political process. They should also know historical customs and virtues and attributes of their local communities.

Preparing student to be an effective citizen should be recognized as an important part of our education. The vital role of education has been emphasized upon in the recent political dialogues over the topic of citizenship education. It means that education is the only tool that can provide individuals who can work for the smooth progress of our democratic country.

2.11 Analyzing approaches to citizenship education

Kerr (1999) provides a further framework for analyzing approaches to citizenship education. He has attempted to present a significant difference between three most prominent of the approaches, viz. education regarding citizenship, education by means of citizenship and education for the sake of citizenship.

(i) Education about citizenship

Education regarding or about citizenship is characterized by the focus on enhancing knowledge and comprehension of the history of one’s nation. It also includes know-how of the structure and process of government and political life of the country.
(ii) **Education through citizenship:**

Education by means of citizenship is a need for more dynamic techniques and methodologies on the part of the learners. This approach is characterized by the participation of pupils in the school and community life. This hands-on experience strengthens the element of knowledge.

(iii) **Education for citizenship:**

Education for the sake of citizenship comprises the ways which equip learners with expertise, aptitude and values that make them capable of taking an active and dutiful role in their future life as adults.

Kymlicka (2001) states that citizenship education is not just an issue of knowledge about political institution and judicial institution rather, it is additionally a matter of how we consider about and act towards others, especially the individuals who are different from us by dint of their perspectives, race, religious background, class et cetera.

According to Kymlicka (2001) we need citizens who are educated, independent, considerate of others, who take an interest in the political procedure, who keep in mind the benefit of everyone in their basic leadership quality of taking decisions, lastly we need citizens who act dutifully, are well informed, self-governing, conscious, taking an interest, and aware of the benefit of all, dedicated to democratic virtues and standards. This profile of the common good appears repeatedly throughout literature concerning citizenship education along with the declarations regarding the critical role of education in the grooming of a proficient citizen.

Researches demonstrate that conventional citizenship education has fizzled the young folks bleakly in endeavoring to create them into learned, dynamic citizens. As a result, numerous graduates and under graduates are either in the category of quasi-
illiterates or the class of functionally illiterates about the fundamental principles and standards upon which the political framework and society are based.

Relevant literature demonstrates that more than half of young (American) do not have an appropriate learning behaviors and abilities that front-line urban teachers are of the view that ought to have with a specific end goal to be dutiful and trustable citizen of a judicial democracy, most secondary school pupils and grown-ups seem not to have in depth information and comprehension of organizations, parameters and procedures of government in the United States (Hoge, 2002). Similarly in the perspective of Franzosa (1989), municipal cooperation and civic state of mind are weakening with the passage of time.

Educationist says that education for citizenship should consist of learning activities, curriculum, as well as educational level, related favorably with the rights and obligations of citizenship, keeping in mind the end goal to support the enhancement of learning, ability and state of mind that is favorable and a dynamic support in life as a citizen.

### 2.12 Effective Citizens

According to Wertheimer and Kahne (2004) an effective citizen:

- Embraces central democratic values and endeavors to live by them.
- Accepts his duty regarding the well-being of oneself, one’s family, and the community.
- Has information about the people, history, and conventions that have molded our neighborhood communities, our nation, and the world.
- Has information about civic institutions, and political procedures.
- Is aware of issues and occasions that affect people at local, state, national, and worldwide levels.
• Seeks knowledge from differential sources and points of views to create informed opinions and creative solutions.

• Asks meaningful questions and is capable of assessing and analyzing data and ideas.

• Uses effective decision-making and problem-solving aptitudes both in public and private life.

• Has the ability to coordinate viably as a member of a group.

• Actively takes an interest in civic and community life.

All the above discussed characteristics of the effective citizens cannot be developed without the effective citizenship education program. The program which makes sure that Civic education, aptitudes, and values are taught clearly and in a programmed fashion at each and every grade level (Prior, 1999).

2.13 Education for Active Citizenship

The notion of ‘good citizen’ is essentially distinct from that of ‘active or dynamic citizen’. A person may without any doubt, be a ‘good citizen’ in an despotic or democratic state as he obeys law, pays taxes, keep out of mischief in the society, and drives cautiously. However, then again, the dynamic citizen will have the capacity to examine whether laws function admirably, in the event that they are discriminatory and in what way they can be reformed (Ross, 2012).

Citizenship education caters to the citizenship between the person and the political society, and between the self as well as other people. It must help the general population comprehend their own character and the essence and virtue of society, and how to effectively draw in with the perplexing relationship of rights and obligations that exists between the two.
A citizen is an educated and dutiful individual, fit for participating out in the open verbal confrontation and settling on decisions. Nothing of what is relevant and related to mankind ought to be new to him. Noticing of what is knowledgeable about society ought to be beyond democratic citizenship.

It is an interesting fact that many politicians would satisfy at the presence of a passive citizen (good citizen), but the objective of Citizenship Education is the preparation of the dynamic and active citizens who are enabled, critically drew in with and attempt to influence the dimension of social events. Thus, such a critical distinction must be analyzed in both policy and practice in the context of active and passive citizenship.

Kennedy (2006), cited by Ross (2012) discussed four kinds of active citizenship. The first level is the ‘conventional political activity’- where each citizen is engaged in voting on a regular basis or in belonging to a particular political party. The second form is of ‘participating in social movements’- where the citizens are involved with voluntary activities such as collecting money on their behalf or for charity. Thus, the first and second forms may together be known as ‘voting and volunteering’ methodology to address citizenship education. Thereby, the third kind is concerned with the ‘social change’, when people are engaged in the practices that focus on altering social and political policies. For example, composition of letters and making of demands in the form of petitions to be signed, to act in the coordination with pressure groups and partaking in public demonstrations to influence the process decision making. However, this form of citizenship involves several unlawful activities, such as participating in the trespasses, jotting down graffiti and other kinds of civil rebellions and disobedience. Both legal and the non-legal kinds of practices are clarified in the conflicting model of civic and civil change (Ross, 2012).
The fourth dynamic type is termed as ‘enterprise citizenship’, in which the person is involved in self-regulating practices that might include, attaining economic autonomy, growing into a self-motivated learner, being an issue resolver and creating entrepreneurial plans. This model is not only individualistic in its range but also very much economical. It is also almost parallel to the meaning of the notion of ‘active’ citizen.

For the clarification of the concept of active citizenship, Kennedy (2006) made the distinction between two more forms of passive citizenships. The first one is related to the ‘national identity’, where the students understand and value their country’s history, and the symbolic and iconic representations of national identity- in its institutions, the national anthem, political offices and the flag. This sort of detached passive citizenship is normally instructed about, through transmission models of education by means of hidden curriculum or civic education.

The second kind of latent citizenship is observed in ‘patriotism’, a more outrageous form of national identity that incorporates military service and unequivocal support for one’s country in opposition to any claims of other nations. It would transmit values of loyalty, obedience, hard work and emphasize upon the worth of social stability and strength. However, these distinctions are very obvious or final. As Nelson and Kerr (2006) analyzed that there were solid cultural varieties in what was to be known as proper and accepted type of ‘active’ citizenship. For instance, in European nations, there is an increased recognition of citizenship and national identity, which might presently be observed as a social construct and that dynamic or active citizenship may assimilate a wider range of closely linked political contexts in which one can be a politically involved and informed citizen. Davies and Issitt (2005) propose that a global citizenship education program should be included into
citizenship education. This is because the dynamic citizenship is at present being proposed and stressed upon, more past the bounds of the country or state. The core elements or components of an active citizenship education have been identified such as, values and manners, abilities and competencies, and information/knowledge and comprehension (Cleaver and Nelson, 2006). All over the world, a number of training programs have been launched to train the citizens of every nation, but it is a dilemma that our national curriculum, particularly at secondary and elementary level, is not focusing over inculcating the national norms, values and skills for an active citizen. In this context, an ACP program has been launched by the British Council.

2.14 Active Citizen Program (ACP)

According to ACP Guide Toolkit (2017-18), Active Citizenship Program is a social leadership training program that invites and encourages different cultures for dialogue and community. British Council is very active to initiate this program in different parts of the globe, with collaboration of different funding agencies. This program was introduced in 2009, for the first time by UK in Europe, Africa, America and Middle East, by training in the form of workshops, conferences, social researches and international study visits. Active Citizenship Program is community based social development through empowering the ability of individual to express and negotiate their duties and ideas in an increasingly connected world, improving the abilities of individuals to meet their needs and those of community (Waldron & Smith, 2017).

2.15 Citizenship and Community

Citizenship is about individual’s participation in the socio-political community. The main concerns like learning, quality education, society and consideration, are conceived for the citizenship education. Traditionally, community constitutes the geographical zone to ‘share assets and common-hood’ like social and
civic responsibility, collaborative aids, volunteerism, and identity communicating regular interests (Sihlongonyane, 2009). United Nations Educational, Scientific and Cultural Organization (UNESCO), in its Dakar accord has identified the need of a curriculum pertinent for local individuals and involvement with neighborhood communities and cultures as conditions for 'quality education'- whereby the students gain the aptitudes that ‘shape their future life opportunities’ (Soudien, 2010). It includes very clearly, the need of community in designing the prosperity of children. The center of citizenship is enrollment into socio-political group- society and state, with reference to support, rights, and obligations. Basically, citizenship education produces desires of individual versatility and encourages citizens, socialization with the goals, values and acts important for democracy and in addition adding to the prosperity of community by comprehensively mirroring its wants. As a gateway towards citizenship education, we may ponder the experience of community based learning exertion.

Schools can provide support to the cause of citizenship education and community involvement. That’s why educational institutions have been prompted by politicians, psychologists and media that the worth of community union and citizenship should be recognized (Cameron, 2010). The duty often comes over on to the school to direct higher levels of students’ community participation and citizenship (Thompson, Jeffer, Lord, Bramley, Davies, 2015). Similarly Haste (2004) commented that young folks are usually found to be in favor of involvement and volunteering practice. Norris (2002) noted that the involvement of people in charities, sports and health campaigns are more common than other formal civic involvement. Davies et al. (2014) recommended, interpersonal; abilities focusing on chief decision makers to assemble support, acting cautiously about disputable issues and concentrating on
impetuses for change. Citizenship education concentrates on the curriculum, school setting and ties and links with community (Kerr et al. 2009)

2.16 Characteristics of an Effective Citizenship Education program

A viable and effective citizenship education program makes sure that:

- Civic information, abilities, and values are instructed clearly and in a programmed fashion at all the grade levels. School and classroom administration and culture represent and show essential democratic virtues.
- Citizenship education is incorporated all through and over the curriculum.
- Students have significant chances to partake in class and school administration.
- All the pupils at every grade level are given chances to engage in the municipal life of their school and community.
- Learning exercises reach out past the school and welcome guardians and parents and the community to partake and work with learners.
- Students are provided with opportunities to take an interest and engage in simulations, service-learning ventures, conflict management programs, and other practices that promote the use of civic information, abilities, and values.
- All learners are equipped with guidelines about our national curriculum, civic foundations, and political procedures.
- All pupils are furnished with directions about the general population, history, and conventions that have formed our neighborhood communities, our country, and the world.
- Grooming learners to be compelling citizens is openly and clearly perceived as a significant part of the mission of the school.
The wanted social union in the society demands dedication with respect to citizens for society as well as to each other. Education ought to thusly contribute towards building up a mentality concentrated on social responsibility and inclusion. In recent politically headed discussions on citizenship education the significant role of education has been emphasized.

2.17 Why teach citizenship?

In the event that citizens are to end up truly engaged in public life and issues, a more express way to deal with citizenship education is required. This approach ought to be:

**Inclusive**: A qualification for all youngsters irrespective of their capacity or foundation;

**Pervasive**: Not constrained to schools however a vital portion of all education for youngsters;

**Lifelong**: Continuing all through the span of life.

Citizenship problems and matters:

**Genuine**: really have an influence on people's lives;

**Topical**: current today;

**Sometimes sensitive**: can influence subjects at an individual level, particularly when family or companions are in consideration;

**Often controversial**: individuals differ in views and hold rigid perspectives about them;

**Ultimately moral**: identify with what individuals believe is correct or wrong, great or awful, imperative or irrelevant in the public eye.
2.18 How does citizenship education benefit young people?

- It aids them to create **self-confidence** and effectively manage critical life changes and difficulties, for example, harassing and segregation

- It enables them to have a **voice**: in the life of their educational institutions, in their communities and in society at a broader scale;

- It makes them capable enough to **make a positive contribution** by building up the ability and experience required to assert their rights and comprehend their duties and setting them up for the difficulties and positivity and chances of adult and practical life.

2.18.1 Who else does it benefit?

According to Lord Chancellor, (1998) "We should not, must not, dare not, be complacent about the health and future of British democracy. Unless we become a nation of engaged citizens, our democracy is not secure."

In the view of Stephen Twigg, former Minister of Education (UK), "Citizenship is becoming a cornerstone subject in our education system, and rightly so. After its introduction only a few years ago we have seen schools and students embrace the subject unlike perhaps any other. It is a gateway to a more inclusive society."

Citizenship likewise brings advantages for schools, other educational associations and for society on the wider scale. For the sake of schools and other educational associations, it produces persuaded and capable learners, who relate emphatically to each other, to faculty and supporting staff and to the encompassing community. For society it makes a dynamic and mindful citizenry, willing to take an interest in the life of the country and the more extensive world and have influence in the democratic procedure.
2.18.2 Why citizenship is an Essential element of a Democracy

Citizenship is the social and lawful connection amongst people and their democratic political community and the status of citizenship involve imperative obligations and duties that must be satisfied; on the off chance if they are not democracy is impaired. The obligations of dutiful citizenship include paying taxes, obeying laws sanctioned by one’s representative in the government, exhibiting responsibility and state, productively scrutinizing and reprimanding the status of political and civic life, and taking part to enhance the nature of political and municipal life. The duties of citizenship likewise include activity to contract the crevice amongst goals and realities. For example the most elevated standard for good government in a sacred liberal democracy is

1. Equivalent security for the privilege of all people on the nation and

2. Government by assent of the represented citizens has the obligation to perceive and conquer inconsistencies of goals concerning uniformity of rights for all citizens, for example, unjustifiable refusal to specific people or a congregation, of their rights to partake in government or to reasonable treatment in the courtroom. (Galston, 1995).

On the off chance that citizenship of a democracy would have security for their privileges of other. Second, they should act to protect their own particular rights and the privileges of others against the individuals who might mishandle them. And third, they should practice their rights keeping in mind the end goal to make democracy go along fine. The rights to vote, to talk unreservedly on open issues and to partake in voluntary associations, for instance, have pretty much nothing and no noteworthiness in political and civic life unless citizens frequently and viably utilize them.
At present, democratic country-states are the sole trusted institutions for establishment of their citizens’ rights and for the practice to their citizen obligations. Citizenship is the essential establishment that interfaces the individual holder of rights to the defensive agencies of the state. The community domain of the state gives the principle channels through which people can take an interest politically and partake in administration and governance (Klussmeyer; 1996).

2.18.3 How to teach about citizenship in a democracy

Concept of citizenship is a key to comprehension of what democracy is and how it works. Thus all who involved in education for democracy need to know what citizenship is, how it to acquire or lost in various political system, what rights, responsibilities and duties are entailed by it, and how it is connected to the institutions of particular nation-states, especially their own. But students need to move beyond conceptual understanding to learning experience that develops participatory skill and civic disposition for exercising the rights and carrying out the responsibilities and duties of citizen in democracy. There are three types of participatory skills needed for student’s growth, (i) interacting (ii) monitoring and (iii) influencing. Interacting pertain to skills of communication and cooperation in political and civic life. Monitoring involves skills needed to track the work of political leaders, and institution of government. And influencing refers to skills used to effect outcomes in political and civic life, such as resolution of public issues. Examples of civic dispositions are such traits of character as civility, social ability, honesty, self restraint, tolerance, trust, compassion, a sense of duty, a sense of political efficacy, capacity for cooperation, loyalty, courage, respect for the worth and dignity of each person and concern for the common good (Center for civic education 1944, NAEP civics consensus project 1996) participatory skills and civic dispositions needed for
effective and responsible citizenship in a democracy can be developed through the following kinds of learning (Conard & Hedin 1991; Niemi and Chapman 1999):

- Student participation in democratically conducted student organization.
- School-based community services that are connected systematically to the school’s curriculum and classroom instructions.
- Cooperative learning activities in which groups of students cooperate to pursue a common goal, such as inquiring about a public issue and responding to the community problem.

Tolo (1998) discussed about a new program that develops participatory skill, civic dispositions of students in the school or local community is “project citizen” (Center for Civic Education 1996).

Participants in project citizen cooperate in small groups to identify a civic public issues or problems, or conduct research to become informed about it, examine alternative responses put forward to resolve the issue or problem select an alternative response to the issue as desirable and defend it against interrogators and opponent, and take action with like-minded participants to influence practical resolution of the issue or problem.

Thus, participants in “project citizen” learn skill and disposition that enable them to become constructively engaged in the political and civic life of a democracy. They are on their way to achieving competences that make democracy work to protect individual rights, to practice government by consent of the governed, and to serve the common good.

Citizenship is a way of behaving, thinking, and learning which supports personal and community development and life-long learning. The Global Gateway focuses on introducing an international dimension to schools' citizenship curriculum.
Learning opportunities should be offered in a range of contexts both in and out of school to enable the development of informed citizens with skills of enquiry and communication, participation and research. Making this vision of citizenship education real is one of the most exciting challenges facing schools and teachers today.

Though the overall aims for citizenship education are similar across the UK, the actual policies and practices being developed in England, Northern Ireland, Scotland and Wales are distinctive, influenced by the history, culture and education context of each country.

The countries of the United Kingdom have made education for citizenship a priority in education policy-making and practice since 1998.

- In England, Citizenship was introduced as a new statutory subject in schools in 2002
- In Northern Ireland, Local and Global Citizenship will be a new statutory subject in schools from 2007
- In Scotland, Values and Citizenship is one of the five National Priorities in Education
- In Wales, Citizenship is part of the statutory provision for Personal and Social Education.

There is considerable activity in developing citizenship education practice in schools, as well as in formal and informal settings, in partnership with local communities, and in meeting the training needs of new and existing teachers, as well as of young people, school leaders and community representatives.

### 2.19 Dimensions of citizenship education

There are numbers of dimensions of citizenship education used by Balčiūnienė and Mažeikienė (2005) in their research study. Citizenship education in the context of
the present study will refer to school education for young people, which seeks to ensure that they become active and responsible citizens capable of contributing to the development and well-being of the society in which they live. While its aims and content may be highly diversified, following key themes are of particular interest.

2.19.1 Political literacy

Crick (2007) discussed many elements of citizenship education which are useful in the development of political literacy may involve:

i. learning about social, political and civic institutions, as well as human rights;

ii. the study of conditions under which people may live harmoniously together, about social issues and ongoing social problems;

iii. teaching young people about national constitutions so that they are better prepared to exercise their rights and responsibilities;

iv. promoting recognition of the cultural and historical heritage;

v. Promoting recognition of the cultural and linguistic diversity of society.

2.19.2 Active participation:

Wood (2012) describes the active elements for the citizenship education as follows:

- Active participation of pupils may be promoted by: enabling them to become more involved in the community at large (at international, national, local and school levels);

- offering them practical experience of democracy at school; developing their capacity to engage with each other;

- Encouraging pupils to develop project initiatives in conjunction with other organizations (such as community associations, public bodies and international organizations), as well as projects involving other communities.
2.19.3 Critical thinking

Clark (2007) described the elements of critical thinking which are crucial for citizenship education. The development of critical thinking may entail:

- acquiring the skills needed to participate actively in public life;
- developing recognition and respect for oneself and others with a view to achieving greater mutual understanding;
- acquiring social and moral responsibility, including self-confidence, and learning to behave responsibly towards others;
- strengthening a spirit of solidarity;
- the construction of values, with due regard for differing social perspectives and points of view;
- learning to listen and resolve conflicts peacefully;
- learning to contribute to a safe environment;
- developing more effective strategies for fighting

2.19.4 National identity

Is there any material present to promote national identity? It is an important part of passive citizenship, but, it is important to inculcate this element in citizenship education as well (Sutherland, 2002).

2.19.5 Responsibility

Responsibility implies being accountable for yourself and community’s actions towards yourself, others and the environment. Teaching the value of responsibility is important to ensure that people display respect to others and the environment. That is each person is responsible for his own life and others life.
2.19.6 Respect

Nelson & Kerr (2006) described that respect should be an important element of citizenship education. The value of respect refers to treating others with consideration and regards. The significance of respect underpins valuing oneself and one another, their culture and religion, the environment & people’s back ground. These values will cause peoples to respect and understand each other, their neighbor and how the social environment lives peacefully.

2.19.7 Tolerance

Tolerance is the next dimension which we have to check in the text books. The value of tolerance & understanding concerns the acceptance of people’s differences and being aware of others life. Joppke (2010) pointed out many elements which may include:

(i) Gender equality.

(ii) Encouragement of students to be tolerant towards people with different views, different opinion or different gender.

(iii) National lingual and cultural equality.

(iv) Positive attitude towards disabled persons in the society.

2.19.8 Communication and group work abilities

Communication and group abilities constitute many elements. Crick (1998) and Kerr (2004) mentioned this element. Is there any material in the text books which promote the following behavior?

(i) how to act in a group

(ii) take care of others

(iii) how to help each other(co-operative work)

(iv) socialization or its importance

(v) any technique to improve communication
2.19.9 **Individuation**

The person’s ability to be an autonomous person who is able to think solves his/ her problem and can make reasonable decisions. This dimension constitutes the elements which have been demonstrated by Ghosh (2012) as follows:

- an ability to choose right goals
- an ability to resist the pressure of other people
- any practical task to develop individuation in students (e.g. self analysis)
- the idea to help socially excluded and disadvantaged, the poor & the sick
- To do some charity work.

2.19.10 **Self discipline**

Ross (2007) emphasized on self-discipline and stressed that it should be an important dimension of citizenship education. The following elements are crucial to it:

i. Ability to control negative emotion

ii. To think before saying

iii. The ability to think about the consequences of actions.

iv. Ability to compromise to find agreement

v. Honesty or honest behavior with other people and with oneself.

2.20 **Curriculum**

**What is curriculum?**

Eliza-heth valance states, “The curriculum field is by no means clear as a discipline of study and as a field of practice, ‘curriculum’ lacks clear boundaries. However, it may be seen as a written plan that may have been called a curriculum. The word ‘Curriculum’ contains amorphous nature which has given rise over the years to many interpretations, e.g. curriculum is a set of subjects, or contents taught in
schools. It may be called as program of studies. It is also perceived as a sequence of courses or set of materials. More comprehensively, curriculum may be known as everything that goes on within school, including extra class activities, guidance and interpersonal relationships or it is everything that is planned by school personnel and taught both inside and outside schools and directed by the schools (Sharma, 2015).

Doll (2004) defined curriculum as the formal and informal content and process by which learners gain knowledge and understanding, developing skills and alter attitudes, appreciations and values under the auspices of that school.

Moor (2015) quoted Stenhouse to draw our attention to two different definitions of curriculum that persist and continue to coexist in tension with one another today. He describes that according to the first one, curriculum is seen ‘as an intention, plan or prescription; an idea about what would one like to happen in schools’, and according to the second one, curriculum is seen as ‘the existing state of affairs in school, what does in fact happen’. McCormick and Murphy (2010) redefined and distinguished it as ‘the specified’, curriculum; ‘enacted’ curriculum and ‘experienced’ curriculum. According to him, the specified curriculum may be national curriculum order, or the examination syllabuses. The ‘enacted curriculum’ is what teachers and schools do with specified curriculum in practice and how it undergoes changes in the process, whereas, the experienced curriculum signifies how the curriculum is experienced by the students with some addition by the teachers.

The citizenship curriculum is straightforward, based on the social and political debates of the community. So the conditions and means by which these issues are debated, analyzed, argued and acted upon the students (Ross, 2012).

Moore (2015) is of the view of the further distinction made by Stenhouse (1975).
1. **Curriculum as Product:**

   It is a curriculum perceived as a body of knowledge, pre-specified and norm-tested sometime, linked to discourses and practices of performance and standards.

2. **Curriculum as Process:**

   This notion views Curriculum as an ‘event’, rather than a ‘thing taking notice of encouraging school based curriculum development, seeing curriculum as open to ongoing evaluation, change and development and democratic pedagogical conversations.

3. **Curriculum as praxis:**

   It focuses on teacher exploration and critique. The practice of the teachers allows differing views and perspectives itself.

4. **Curriculum as context:**

   The relationship of curriculum with and to the outside’ world and the extent to which it reflects and perpetuates dominant knowledge and values through its very structures, rules and pedagogical preferences, linked to what is sometimes referred to as the ‘hidden curriculum’ (Lynch, 2001).

   Moore (2015) commented that in terms of understanding the curriculum, this is an important matter- not least because of a tendency many of us might have to think of curriculum purely as a ‘thing’ that is, so to speak, manufactured outside the school to be directly transferred inside the school. Then this is interpreted by teachers, politicians like it or not, curriculum directors and opening up the potential for those curriculum directors to be critical, reflexive, transformative intellectuals (Girous, 2013).
2.21 Curriculum Development

Curriculum Development is the process of designing a course of study according to a set of requirements. The process of constructing the curriculum is unique to each national setting. It is a complex outcome of the opinions and solutions that stakeholders propose for society’s requirements and needs. (Sharma, 2015)

Curriculum Development focuses primarily on content and areas related to it. It encompasses the macro or broadly based activities that have an impact on a wide range of programs, courses, and student experiences.

There are five major stages in the process of curriculum development:

1. Assessing learner needs and characteristics
2. Determination of General and specific objectives
3. Instructional methodologies and resources
4. Learner Evaluation
5. Implementing the curriculum.

Pragmatists are of the opinion that curriculum at the school should reflect the society and all learning should be particular and contextual to a given time, place, and circumstances. Subject matter should liberate and enrich personal life by furnishing context, background, and outlook. John Dewey (2004) in his book, ‘Democracy and Education’ recommended three levels of curriculum organization.

i) Making and doing:

Activities and projects based on students own experiences. Curriculum is not related to the number of subjects to be learnt but relevant activities to be undertaken.

ii) History and Geography:

These are two great educational resources that help in enlarging scope and significance of child’s temporal and spatial experiences from immediate
home and school environment to that of the larger community and world (global citizenship).

iii) **Organized subjects:**

This level refers to the various sciences, consisting of bodies of tested knowledge. It is focused on both process and content because ends (content) may not be separated from means (process).

The curriculum development in the context of citizenship education has fine implications in the sense that no external pressure can force the child to implement the curriculum as such. But it supplements discipline with greater freedom of activity, freedom of expression and development of confidence in the students. It is based on the principles of child activities and needs which arouse the interest and motivation to accomplish a task. Thus, purposeful co-operative learning environment in free and happy atmosphere is useful for citizenship education.

2.22 **Philosophical basis of Curriculum Development**

Philosophy reflects a unique view of what is good and what is important. In this sense, philosophy is the system of beliefs about life. Philosophy is not only a professional tool for educators, but also a way of improving the quality of life because it helps us to gain a wider and deeper perspective on human existence and the world around us. It deals with goals and essentials of a good life. Hence, philosophy of education is the application of philosophical ideas to educational problems. Philosophy focuses on the ends while education deals with the means and techniques of achieving those means. Here are the three important philosophies which may contribute significantly for Curriculum Development of Citizenship education.

2.22.1 **Naturalists and Education:**

Nature itself is a total system that contains and explains all existence, including human beings and human nature. In terms of epistemology, naturalists
highlight the value of scientific knowledge and lay stress in sensory training as senses are the gateways to learning. In this context, values arise from human beings’ interactions with the environment. Naturalists believe that there is no absolute good or evil in the world. Values of life, according to them are created by human needs. This aspect is also very crucial for citizenship education (Sharma, 2015).

However, in the naturalistic education system, there is no importance if classrooms, textbooks, curriculum, formal lessons or examination because they hinder the natural development of children. The teacher is the sole source to acquaint students with their natural environment, and the formal education is the invention of society which is artificial. Human society is thoroughly corrupt and only nature is pure, clean and an ennobling influence on the community. Thus, students should be educated in an atmosphere of freedom and education should be liberated from the four walls of classroom.

The curriculum emphasizes the study of science subjects with nature physics, language and mathematics. Religion (truth) can be imparted through actual practice in the society rather than in the form of lessons. Naturalists believe that all studies should be correlated with science. The child should be left free to develop his body and senses. According to them, child’s nature, interests and needs provide the basis of curriculum (Oliver, 2012).

Teacher’s role is like an observer and facilitator of child’s development, rather than a giver of information, ideas, ideals and molder of character. In the words of Ross, “teacher in the naturalistic set up is only a setter of the stage, a supplier of materials and opportunities; a provider of an ideal environment, a creator of conditions under which natural development takes place.” Teacher believes in the profound faith in the original goodness of human nature and the child has his own
time-table for learning. Teacher should not be in a hurry to make the child learn. Instead, he should be patient, permissive and not-intrusive and only encourage the learner’s own self-discovery through activity, exploration and learning by doing.

2.22.2 Idealism and Education:

According to idealists, the ‘human spirit’ is the most important element of life. Matter is not real, rather an abstraction of the mind according to them. ‘Mind’ is the only real entity. Thus, all material things that seem to be real are reducible to mind or spirit.

All knowledge is independent of sense experiences. The act of knowing takes place within the mind. The use of intuition for ultimate knowledge is crucial; whatever a person knows is already contained in his spirit.

Values are more than mere human experiences. They are inherent intrinsically in the structure of the universe. Idealists believe in three spiritual values such as ‘The Truth’- which is an intellectual value; ‘The Beauty’- which is an esthetic value and ‘The Goodness’- which is a moral value. Education for the idealists is only for two purposes:

i) Education is a spiritual necessity

ii) Education is also a social necessity.

Thus, learning is an inquiry process, where students are stimulated to recall the truth present within mind. Curriculum for the idealists is based upon the idea or assumption of the spiritual nature of man. Therefore, curriculum is a body of learned or intellectual discipline that are basically ideational or conceptual. They arrange the curriculum deductively, as general discipline occupies the top most position and gradually it comes down to specific subjects, such as history, geography, language, fine arts, morality, ethics, religion, science, etc. are included in the curriculum. Moral,
religious and physical education is given due importance in the curriculum. Moral education means the training to develop the ability to distinguish between what is right and what is wrong. Theoretical teaching is narrating the deeds of great men in interesting style, reflects impression upon the young students. Thus, in this context, citizenship education can be inculcated in the curriculum to get enough insight from philosophy of idealism also.

Teacher in idealism is treated as an ideal in order to serve as an exemplary for the students, both morally and intellectually. Thus, the teacher has a special place in the formation of the mind and heart of youth. Teachers’ role for their students should be the master of the art of living and to awaken the students’ desire to learn (Sharma, 2014).

2.22.3 Pragmatism and Education

Pragmatists reject metaphysical inquiry. According to them, reality of life is determined by an individual’s sense experience. Knowledge and truth must be changed accordingly. The knowledge which can solve the present day problems is the most suitable one and preferred. Functional knowledge and understanding is emphasized.

Values are neither permanent nor standard. Values are driven from human conditions because man is a part of the society with the consequences of his possibly good or bad actions. There is no concept of ultimate value. So, ethics and aesthetic values depend upon the relative circumstances of the prevailing situation. Practical philosophy and the utilitarian aspect may influence the citizenship education to the maximum extent.

In this respect, the citizenship education can be promoted through the activity as the basis of the teaching and prefers self-activity in the context of cooperative
learning. Thus, citizenship education can be planned according to the aptitudes and abilities of the student in social context. Hence, the aim of citizenship education may be highlighted in the way so as to teach one how to think such that one can adjust in an ever changing society (Oliver, 2012).

For this purpose, students may be asked to work according to predetermined goals, which are framed through considering their needs, interests and in conformity with requirements of undertaken activities. Thus, teaching-learning process if molded according to the social sharing of experiences between teacher and child.

Curriculum can be developed for citizenship education through focus on the good life in the present and in the future. Since, life is not static, rather, constantly changing, so the standards of social life are tested and verified accordingly through the changing experiences.

The essence of citizenship education curriculum at the school should reflect the society. The main drawback of the subject matter curriculum of traditional approach is oriented with formal schooling, where knowledge is not associated with child’s own interests, needs and experience. Therefore, pragmatists such as Dewey, (cited by Sharma, 2015) emphasized that all learning should be specific and contextual to the circumstances. For instance, history should be taught with the consideration of its relevance to the everyday experiences. It should be enriched and liberate personal life by furnishing context or background so broad and diversified curriculum for citizenship education may be planned. The chief function of a teacher in this context is to suggest problems to his pupils and motivate them to find the solutions of problems, which may enhance the capability of the students. Teacher is passive, not emotional at all to dictate his students. He uses only the motivating factor by considering the principles of individual differences (Sharma, 2015).
Summary of the Chapter

In the beginning of chapter 2, the meaning of citizenship education has been comprehensively described along with its different forms as status, identity, civic virtues and agency. Three types of citizenship education i.e. adaptive, critical democratic and individualizing have also been given for global citizenship. Education for citizenship and education about democracy in school may have three standards:

1) Social and critical obligation
2) Community engagement
3) Political literacy

In section 2.6, six key aspects of citizenship education are given, as follows:

i) Curriculum aim, organization and structure
ii) Continuum of citizenship education
iii) Approaches to citizenship education
iv) Influences on teaching and learning approaches in citizenship education
v) Range of teaching and learning approaches in citizenship education
vi) Assessment arrangements for citizenship education

In section, 2.7, teachers’ specialization and teachers’ training for preparation of teachers for citizenship education has been described. Similarly, in section, 2.9, use of textbook and other resources has been explained for the need of citizenship education. In section 2.11, different approaches to citizenship education for instance, education about citizenship, education through citizenship and education for citizenship have been differentiated. In section, 2.13, an important topic, Education for Active Citizenship Education has been elaborated along with its impacts on the community. Rationale of citizenship education in the democratic society has been
discussed comprehensively. After that, the six dimensions of citizenship education, viz. political literacy, tolerance, self-discipline, communication, critical thinking and individuation have been identified with the help of literature, which are also the main focus of this study. At the end of chapter 2, a few images of curriculum have been explained in the perspective of citizenship education, with respect to the philosophical development for different types of curriculum.
Chapter III

Research Methodology and Procedure

This chapter deals with the description of the research procedures and methodology of the study.

Research Design

This research study will adopt a mixed method of both qualitative and quantitative in nature. The rationale for using a mix method is to enhance the generalizability of this research study. Basically, a major part of this study is qualitative, where the main objective of the research study was to analyze the curriculum documents 2006 and textbooks of four subjects that is English, Urdu Islamiyat and Pakistan studies at secondary level with respect to citizenship education. Similarly two education policies, viz. 1998 and 2009 were also analyzed to find out the relevant material about the citizenship education.

However, the quantitative part of this study is also essential to not only know the views of the major stakeholders, i.e. teachers, who were teaching the above mentioned four subjects at the time of the study, through a questionnaire, but also to evaluate the authenticity of qualitative data. In this way, the researcher would easily be able to conclude on the basis of findings, with evidence at a broader scale. For the clarity of the research procedure, the researcher has elaborated her research design into the following four phases.

3.1 Phase 1: Development and Validation of ‘checklist’

In this phase an instrument (no 1), a checklist has been developed for the content analysis of curriculum documents 2006, textbooks of English, Urdu, Islamiyat and Pakistan studies and education policies (1998 and 2009). Citizenship education is
very broad field and has various dimensions or aspects like political literacy, active participation, critical thinking, national identity, responsibility, respect of law, tolerance communication and group work abilities, individuation and self-discipline. After developing the checklist it has been validated by the jury of curriculum experts in the relevant field. The developed checklist encompasses the broad range which represents the elements of citizenship education clearly. There are the following 35 elements of citizenship education which have been identified with the help of literature review then which are distributed into the six dimensions (main categories) of citizenship education.

3.1.1 Dimension 1: Communication and group work abilities

This dimension is comprised of the following six elements.

I. Any guidance to work in a group.

II. Socialization and its importance.

III. Techniques to improve communication.

IV. Ability to listen for comprehension.

V. Ability to examine problems and issues from multiple perspective.

VI. Organizing activities for the community

3.1.2 Dimension 2: Self discipline

The dimension ‘self discipline’ comprised of the following five elements of citizenship education.

i. Development of ability to control negative emotion.

ii. To produce an attitude to think before saying.

iii. The ability to think about the consequences of actions.

iv. Ability to compromise to find agreement

v. Honest behavior in all matter of life.
3.1.3 Dimension 3: Tolerance

The dimension ‘Tolerance’ consisted of the following five elements of citizenship education.

i. Gender equality

ii. Accommodation of different view point

iii. Non violence

iv. Attitude towards disabled and deprived

v. Accommodation of others believes and practices’

3.1.4 Dimension 4: Political literacy

The development of political literacy is another important dimension of citizenship education which is based on the following ten elements.

i. Knowledge of human rights;

ii. Knowledge of national constitution.

iii. Knowledge of cultural and linguistic diversity of the society.

iv. Participation in the public debate.

v. Participation in the forum of peaceful protest.

vi. Participation in interest groups.

vii. Participation in election/voting.

viii. Participation in services for community.

ix. Political efficacy.

x. Any experience of democracy at school level.

3.1.5 Dimension 5: Critical thinking

The development of ‘critical thinking’ may entail the following five elements for citizenship education.

i. Spirit to resolve conflicts by listening others.
ii. Ability to provide well reasoned conclusion and solutions.

iii. Ability to think open mindedly with in alternate system of thought.

iv. Effective communication with others in figuring out solution to complex problems.

v. Skills to participate effectively in public life.

3.1.6 Dimension 6: Individuation

The person ability ‘individuation ‘consists of the following four elements of citizenship education

i. An ability to choose right goals.

ii. An ability to resist the pressure of other people.

iii. Ability to do some charity work.

iv. Ability of decision making for self and others.

With the help of the abovementioned six dimension along with their relevant elements, a checklist was developed to analyze qualitatively the curriculum document 2006, textbooks of the four subject selected for research study at secondary level and education policy 2009 with respect to citizenship education, curriculum at secondary level

3.1.7 Validity of the checklist

Number of items considered relevant by all the panelists=11, Number of terms=15, ICVI= 11/15=0.73

NOTE:

Interpretation of I-CVI: If the I-CVI is higher than 79 percent, the item will be appropriate. If it is between 70 and 79 percent, it needs revision. If it is less than 70 percent, it is eliminated.

Table 3.1

*Determination of the Validity for Communication and Group Work Abilities (Citizenship Skills)*

<table>
<thead>
<tr>
<th>Sr.No</th>
<th>Item Statements</th>
<th>I-CVI</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>Does this curriculum provide any guidance to work in a group?</td>
<td>0.80</td>
<td>Appropriate</td>
</tr>
<tr>
<td>ii</td>
<td>Does this curriculum teach about socialization and its importance?</td>
<td>0.87</td>
<td>Appropriate</td>
</tr>
<tr>
<td>iii</td>
<td>Does this curriculum teach any techniques to improve communication?</td>
<td>0.80</td>
<td>Appropriate</td>
</tr>
<tr>
<td>iv</td>
<td>Does this curriculum teach the ability to listen for comprehension?</td>
<td>0.80</td>
<td>Appropriate</td>
</tr>
<tr>
<td></td>
<td>Does this curriculum teach the ability to examine problems and issues from multiple perspectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v</td>
<td>Does this curriculum promote the sense of organizing activities for the community?</td>
<td>0.80</td>
<td>Appropriate</td>
</tr>
<tr>
<td>S-CVI</td>
<td></td>
<td>0.81</td>
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Table 3.2

*Determination of the Validity for Self-Discipline*

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>i.</td>
<td>Does this curriculum develop an ability to control negative emotions?</td>
<td>1.00</td>
<td>Appropriate</td>
</tr>
<tr>
<td>ii.</td>
<td>Does this curriculum develop the attitude to think before saying?</td>
<td>0.80</td>
<td>Appropriate</td>
</tr>
<tr>
<td>iii.</td>
<td>Does this curriculum develop the ability to think about the consequences of actions?</td>
<td>0.80</td>
<td>Appropriate</td>
</tr>
<tr>
<td>iv.</td>
<td>Does this curriculum develop an ability to compromise to find agreement?</td>
<td>0.87</td>
<td>Appropriate</td>
</tr>
<tr>
<td>v.</td>
<td>Does this curriculum teach the practice of honest behavior in all matters of life?</td>
<td>1.00</td>
<td>Appropriate</td>
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<tr>
<td>S-CVI</td>
<td></td>
<td>0.89</td>
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Table 3.3

*Determination of the Validity for Tolerance*

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<tbody>
<tr>
<td>i.</td>
<td>Does this curriculum tell about the importance of gender equality?</td>
<td>0.87</td>
<td>Appropriate</td>
</tr>
<tr>
<td>ii.</td>
<td>Does this curriculum teach about accommodation of different viewpoints?</td>
<td>0.80</td>
<td>Appropriate</td>
</tr>
<tr>
<td>iii.</td>
<td>Does this curriculum provide guidance for nonviolence?</td>
<td>1.00</td>
<td>Appropriate</td>
</tr>
<tr>
<td>iv.</td>
<td>Does this curriculum provide guidance about attitude towards disabled and deprived?</td>
<td>0.80</td>
<td>Appropriate</td>
</tr>
<tr>
<td>v.</td>
<td>Does this curriculum teach accommodation of others’ believes and practices?</td>
<td>0.80</td>
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<tr>
<td></td>
<td>S-CVI</td>
<td>0.85</td>
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Table 3.4

*Determination of the Validity for political Literacy*

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<tbody>
<tr>
<td>i.</td>
<td>Does the curriculum provide knowledge about human rights?</td>
<td>0.80</td>
<td>Appropriate</td>
</tr>
<tr>
<td>ii.</td>
<td>Does the curriculum teach about national constitutions?</td>
<td>0.83</td>
<td>Appropriate</td>
</tr>
<tr>
<td>iii.</td>
<td>Does this curriculum works for the promotion of recognition of the cultural and linguistic diversity of society mentioned?</td>
<td>0.80</td>
<td>Appropriate</td>
</tr>
<tr>
<td>iv.</td>
<td>Does this curriculum provide learning about the importance of participation in Public debate?</td>
<td>0.79</td>
<td>Appropriate</td>
</tr>
<tr>
<td>v.</td>
<td>Does this curriculum provide knowledge about the importance of participation in forum of peaceful protest?</td>
<td>0.79</td>
<td>Appropriate</td>
</tr>
<tr>
<td>vi.</td>
<td>Does this curriculum provide knowledge about the importance of participation in Interest group?</td>
<td>0.80</td>
<td>Appropriate</td>
</tr>
<tr>
<td>vii.</td>
<td>Does this curriculum provide knowledge about the importance of participation in election (voting)?</td>
<td>0.93</td>
<td>Appropriate</td>
</tr>
<tr>
<td>viii.</td>
<td>Does this curriculum provide knowledge about the importance of participation in Services for community?</td>
<td>0.87</td>
<td>Appropriate</td>
</tr>
<tr>
<td>ix.</td>
<td>Does this curriculum provide some knowledge about political efficacy?</td>
<td>0.80</td>
<td>Appropriate</td>
</tr>
<tr>
<td>x.</td>
<td>Does this curriculum favor any experience of democracy at school level?</td>
<td>0.80</td>
<td>Appropriate</td>
</tr>
<tr>
<td></td>
<td>S-CVI</td>
<td>0.81</td>
<td>Appropriate</td>
</tr>
</tbody>
</table>
Table 3.5

*Determination of the Validity for Critical Thinking*

<table>
<thead>
<tr>
<th>Sr.No</th>
<th>Item Statements</th>
<th>I-CVI</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>Does this curriculum develop the spirit to resolve conflicts by listening to others (analyzing power)?</td>
<td>0.87</td>
<td>Appropriate</td>
</tr>
<tr>
<td>ii.</td>
<td>Does this curriculum raise the ability to provide well reasoned conclusion and solution?</td>
<td>0.80</td>
<td>Appropriate</td>
</tr>
<tr>
<td>iii.</td>
<td>Does this curriculum strengthen the ability to think open mindedly within alternate systems of thought?</td>
<td>0.80</td>
<td>Appropriate</td>
</tr>
<tr>
<td>iv.</td>
<td>Does this curriculum provoke affective communication with others in figuring out solutions to complex problems?</td>
<td>0.80</td>
<td>Appropriate</td>
</tr>
<tr>
<td>v.</td>
<td>Does this curriculum teach skills to participate effectively in public life?</td>
<td>0.80</td>
<td>Appropriate</td>
</tr>
<tr>
<td>vi.</td>
<td>S-CVI</td>
<td>0.81</td>
<td>Appropriate</td>
</tr>
</tbody>
</table>

Table 3.6

*Determination of the Validity for Individuation*

<table>
<thead>
<tr>
<th>Sr.No</th>
<th>Item Statements</th>
<th>I-CVI</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>Does this curriculum develop an ability to choose right goals?</td>
<td>0.80</td>
<td>Appropriate</td>
</tr>
<tr>
<td>ii.</td>
<td>Does this curriculum develop an ability to resist the pressure of other people?</td>
<td>0.87</td>
<td>Appropriate</td>
</tr>
<tr>
<td>iii</td>
<td>Does this curriculum teach about doing some charity work?</td>
<td>0.80</td>
<td>Appropriate</td>
</tr>
<tr>
<td>iv.</td>
<td>Does this curriculum develop the ability of decision making for self and others?</td>
<td>0.80</td>
<td>Appropriate</td>
</tr>
<tr>
<td>S-CVI</td>
<td></td>
<td>0.82</td>
<td>Appropriate</td>
</tr>
</tbody>
</table>

Overall inter Rater reliability= 0.83

Table 3.7

*A letter to guide experts for scoring method*

<table>
<thead>
<tr>
<th>Relevance</th>
<th>Clarity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(not relevant)</td>
<td>1(not clear)</td>
</tr>
<tr>
<td>2 (item need some revision)</td>
<td>2 (item need some revision)</td>
</tr>
<tr>
<td>3(relevant but need minor revision)</td>
<td>3(Clear but need minor revision)</td>
</tr>
<tr>
<td>4( very relevant)</td>
<td>4(very clear)</td>
</tr>
</tbody>
</table>
3.2 Phase 2: Use of Checklist for Qualitative Content Analysis

Analysis of the curriculum documents 2006 and textbooks of the four subjects selected for research study at secondary level as well as the education policies (1998 and 2009), with respect to citizenship education was carried out by using the checklist which was developed in the first phase. Curriculum documents 2006 and textbooks of the four subjects mentioned above have been selected to analyze the content and relevant material, using content analysis technique as a research tool.

Content analysis is an extremely broad field of educational research. It covers both qualitative and quantitative approaches to analysis. As a qualitative research technique, content analysis has been used in a variety of ways and within a number of contexts. It is being used not only to analyze text and solve issues of disputed authorship of academic papers but it is also suitable for all types of texts such as essays, journals, articles, discussions, newspapers articles, stories and speeches etc. In essence content analysis is based on the assumption that an analysis of language in use comprises of meanings, priorities, understandings, and ways of organizing and seeing the world.

Content analysis can be used as a powerful research tool to determine, from the content of a message, sound inferences concerning the attitudes of the speakers or writers. Wilkinson & Birmingham (2012), have stated that content analysis to be simply, a research techniques for making replicable and valid inferences from data to their context.

Sharma (2015) defined that content analysis is a procedure for the categorization of verbal or behavioral data for purpose of classification, summarization and tabulation. He differentiated it in to two levels. The first one is
manifest level in which analysis of data is in descriptive in nature. The other level is higher in nature called ‘latent level’ in which interpretation is implied.

According to Wilkinson and Birmingham (2012) there are two main approaches to content analysis.

i) Conceptual analysis or thematic analysis (quantitative in nature)

ii) Relational analysis (qualitative in nature)

In the present study, the relational analysis approach was used to interpret the data.

3.2.1 Relational Analysis

As with the other content analysis model, relational analysis begins by identifying themes/ elements or issues to explore. However, unlike the majority of other analyses, this approach attempts at identifying and explore the relationship between themes or issues. Actually this is a more qualitative model of analysis and it facilitates researchers to establish significant relationship between words or phrases. ‘Relationships’ rather than concepts are the focus of this model. Individual words, phrases and themes are viewed as themselves having no meanings; the meaning sought by relational analysis is established through an exploration of the links and relationships between a text’s concepts, words or phrases with the elements of citizenship education.
Model of content analysis (Relational analysis)


Figure: 1
First Stage: Deciding on the questions.

1. According to the model, in the first stage the research questions were crafted in the context of the objectives of the study. These carefully crafted questions delimited the number of themes or elements relevant to their dimensions of citizenship education to be explored. This whole process was managed by the help of the following four research questions
   i. To what extent the identified elements represent the vast field of citizenship education in the existing curriculum at secondary level?
   ii. To what extent the elements of different dimensions of citizenship education are present in the curriculum documents (2006) and textbooks of four subjects (English, Urdu, Islamiyat and Pakistan studies) at secondary level?
   iii. To what extent the elements of citizenship education are present in the education policies (1998 and 2009), about citizenship education?
   iv. Does the secondary level curriculum have enough content to successfully inculcate citizenship traits in the learners?

Second Stage: Framing the analysis

After the formulation of the research questions, the second step was the framing of analysis. Framing of analysis means to delimit the analysis sample to a manageable size. So in this study, the sample was delimited to curriculum documents 2006 and textbooks of four subjects at secondary level (both 9th and 10th classes) and the education policy of 2009.

Third Stage: Decide which type of relationship to examine

According to Wilkinson and Birmingham (2012) when examining relationships between words, phrases and other units of analysis, a number of approaches are to be considered. These include:
i) Affect extraction

ii) Proximity Analysis; and

iii) Cognitive mapping

In this stage the first approach ‘Affect extraction’ (emotional evaluation) was not used in this study. Whereas the other two approaches of proximity analysis and the cognitive mapping were used to explore the presence of elements in the form of words or themes, in the content to determine the proximity of elements to the pre-defined dimensions of citizenship education in the checklist. Thus using this approach, meanings were inferred from the proximity of words or overall theme of the text. Simultaneously, the ‘cognitive mapping’ approach was also used to generate an overall meaning of the text rather than that of the specific elements within it.

**Fourth stage: Coding and categorize the Text**

This stage was useful to make decision about which words or concepts should be selected to code and categorize. It might be decided to code for positive and negative comments in the text about a particular element signifying the relevant dimension of citizenship education. Thus, in this stage the researcher scanned the text(s) and classified words/comments as positive or negative.

**Fifth stage: Exploring Relationships**

According to Wilkinson and Birmingham (2012) there are a number of tools available in the relational analysis model that allows researchers to explore linkages and relationship between words or concepts of a particular element of citizenship education and the overall meaning of the text. In the present study, the strength of relationship was displayed by examining words, concepts, and overall text and the clarity of the connections was established to elements, present in any one dimension of citizenship education. It is often useful to display the strength of relationships in
Sixth Stage: Coding the Relationship

In this stage, the relationships were coded under this analysis. During this relational analysis of the text, the focus was only on the relevant relationship between the words or phrases to any one element of citizenship education was made sure by marking +1 against the relevant element, otherwise, 0 was marked. After that, the collected data was statistically analyzed using chi-square test to infer the results.

Seventh stage: Analyzing the relationship

This stage of analyzing the relationship involved extremely complex process. One can examine all the heavily weighted codes and seek to establish linkage between positive and negative words or concepts about 35 elements of citizenship education were re-examined. Additionally, the exploration of linkages to search for directional relationship was also made about the six dimensions of citizenship education.

Eighth stage: Mapping the relationship

This stage involved the graphical representation of the relationships visually using the data presented through the tables in chapter 4.

3.3 Phase 3: Quantitative Data Collection

In this phase an instrument 3, a questionnaire of five Point Lickert scale was developed by aligning it to the already developed checklist of first phase. Through this questionnaire the quantitative data was collected through survey in order to examine the teacher’s views about the presence of all those elements of citizenship education which have been identified and included in the check list in the curriculum at secondary level. These data will not only help to identify those elements of
citizenship education but it will also verify or refute about the findings of qualitative data.

**Population of the study of quantitative method**

In the city of Lahore, is 363 female and male secondary schools in 5 Tehsils were taken as the population for this study.

**Target Population:**

Only one Tehsil i.e. Raiwind, of Lahore city was randomly selected as a target population. The total number of male and female secondary schools was 27.

**Sampling of teachers:**

To collect the quantitative data, researcher randomly selected thirteen male and female schools from Tehsil Raiwind, and from these school fifty male and fifty female teachers were purposefully selected (only those teachers who were teaching English, Urdu, Islamiyat and Pakistan studies at secondary level). In this way the total sample consisted of 100 teachers who were involved in the teaching of above mentioned four subjects, at the time of data collection.

### 3.4 Phase 4: Analysis and Description of Data (Tabulation)

In this final phase of study the data were analyzed which were collected from the four different sources as well as the summary of both qualitative and quantitative research methodologies (mixed methods) for tabulation is presented in the following way:

1. The text books of class 9\textsuperscript{th} and 10\textsuperscript{th} were studied chapter wise. In case of presence of relevant category it was marked 1 otherwise marked zero. For example if there were 9 chapters in the book and in five chapters that category was present then percentage was calculated as $5 \times 100 / 9$. So all scores related to books were calculated in the same way.
II. Similarly the curriculum documents were also analyzed just like the analysis of text books.

III. Educational policy is the result of discourse and decision making about education. Therefore, in case of educational Policy if it was marked 1, then its score was 100; otherwise zero.

IV. The quantitative data were also obtained from the survey of hundred teachers teaching these subjects at secondary level. So in case of teacher survey, strongly agree and agree scores were added and divided by total excluding undecided scores then multiplied by 100 to convert into percentage. In this way, six dimensions of citizenship education were identified on the basis of their sub-categories or elements.
Chapter IV

Analysis and Interpretation of Data

The data was collected through qualitative content analysis of the selected textbook of four subjects (English, Urdu, Pakistan studies and Islamiyat) at secondary level. Similarly curriculum documents 2006 related to the above mentioned four subjects and two Educational policies (1998 and 2009) with respect to citizenship education were also analyzed. The quantitative data were also obtained from the survey of hundred teachers teaching these subjects at secondary level. Text Books of class 9th and 10th were studied chapter wise, in case of presence of relevant category it was marked 1 otherwise marked zero. For example if there were 9 chapters in the book and in five chapters that category was present then percentage was calculated as 5×100/9. So all scores related to books were calculated in the same way. Educational policy is the result of discourse and decision making about education. Therefore, in case of educational Policy if it was marked 1, then its score was 100; otherwise zero. In case of teacher survey, strongly agree and agree scores were added and divided by total excluding undecided scores then multiplied by 100 to convert into percentage. Similarly the curriculum documents were also analyzed just like the analysis of text books. In this chapter, six dimensions of citizenship education were identified on the basis of their sub-categories or elements. Therefore, these dimensions will be analyzed and interpreted as follows:
4.1 Dimension 1: Communication and Group Work Abilities

In the framework of citizenship education, schools are explicitly asked to bring different groups of young people together in order to communicate and introduce them to each other, to appreciate and promote their mutual understanding and to further the cooperation between groups. Students from different social groups meet each other and they are encouraged to undertake giant activities during the meetings and interaction at the individual level is made necessary. Under favorable conditions, activities are organized for the community and awareness of one’s preconceptions about the other groups may ensure the perfect communication. In this context, the data was collected from four sources to analyze the presence of citizenship education in our national educational system.
Table 4.1

The Dimension of ‘Communication and Group Work Abilities (Data presented in percentages)

<table>
<thead>
<tr>
<th></th>
<th>Any guidance to work in a group</th>
<th>Socialization and its importance</th>
<th>Techniques to improve communications</th>
<th>Ability to listen for comprehension</th>
<th>Ability to examine problems and issues from multiple perspective</th>
<th>Organizing activities for the community</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9th</td>
<td>42</td>
<td>25</td>
<td>50</td>
<td>8</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>Urdu 9th</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>16</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Pak. study 9th</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Pak. study 10th</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>English 10th</td>
<td>15</td>
<td>8</td>
<td>8</td>
<td>23</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>Islamiat 10th</td>
<td>12</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>18</td>
<td>47</td>
</tr>
<tr>
<td>Urdu 10th</td>
<td>11</td>
<td>0</td>
<td>4</td>
<td>19</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td>Edu. Policy (1998)</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Edu. Policy (2009)</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>CD. English</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CD. Urdu</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CD. Islamiat</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CD. PK. Study</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Teacher survey</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>18</td>
<td>7</td>
</tr>
</tbody>
</table>
The first main dimension of citizenship education is the communication and group work abilities which further has six sub categories or elements.
4.1.1 Column (i) Any Guidance to work in a group.

Citizenship education produces a responsible behavior to enhance the ability to work in group for developing a better society which may turn out to be more fruitful as compared to individual efforts.

To learn to capitalize the individual efforts concerned also the welfare of others by guidance to work in group. Students should be allowed to participate in class and school social affairs. Students should be guided to have a look on the curriculum and political process. Therefore, to evaluate this element of citizenship education, this column has been analyzed by four sources, i.e. text books, educational policy, curriculum documents and teachers’ opinions.

**Textbooks:**

Forty two percent of the English of 9th class was found under the guidance of group work, while the English of 10th class contained only 15% of this element.

Urdu of 9th class has zero percent and only 11% of Urdu of 10th class comprises of this sub-category. However in the Pak studies of 9th, 50% of the guidance was given, whereas in Pak studies of 10th class it was present up to 25%. In Islamiyat of 10th class, only 10% of this element was included in the text book.

**Education policies (1998 and 2009):**

Hundred percent of guidance was provided in both the education policies, which indicated that both education policies definitely provide guidance to work in a group.

**Curriculum document:**

In Curriculum Document, the element of ‘any guidance to work in group’ was totally ignored i.e. zero percent in all the subjects.
Teachers’ survey:

Teachers’ survey also reflects only one percent of the existence of this element, which means that this element was badly neglected.

This analysis of above mentioned four sources indicates that the element of ‘any guidance to work in a group’ is partially present in only two textbooks, i.e. English of 9th class (42%) and Pak studies of 9th (50%), whereas, very limited elements were present in other text books. But in Curriculum Documents this element has been totally ignored. However in Educational Policies the aspect of citizenship education was clearly reinforced with 100% value. Teachers’ survey reflected it with a value of 1% only.

4.1.2 Column (ii) Socialization and its importance:

Socialization helps pupils acquire the understanding and skills needed to become responsible and effective members of society. Therefore, it was really important to analyze this component from following various sources:

Text books:

Only two textbooks viz. English 9th with 42% and English 10th at 8% partially emphasized upon socialization and its importance while other textbooks contain no content relevant to it.

Educational Policies (1998 and 2009):

Educational Policies comprise of this element up to 100% which provide a clear direction for its inclusion in the text book as well as curriculum.
**Curriculum Document:**

It was quite surprising that the said element was entirely absent i.e. 0% in Curriculum Draft. This indicated that curriculum documents did not follow the educational policy.

**Teachers’ survey:**

Teacher’ survey results showed that only three percent of the teachers responded positively regarding socialization and its importance. This means that in the viewpoint of teachers, this element of citizenship education was almost absent from the curriculum.

Therefore, the analysis of this column indicates that ‘socialization and its importance’ is described partially in textbooks of only English. Whereas in all the other sources, it is nonexistent, except in the educational policies. A very limited portion of teachers’ survey pointed out its existence. Thus, these sources did not acknowledge the fact that students’ development in the context of this component was essential for citizenship education.

**4.1.3 Column (iii) Techniques to improve communication**

Another important objective of citizenship education is to develop the skills of inquiry and to improve communication as a major dimension of communication and group work abilities in citizenship education. This column may be analyzed as follows:

**Text books:**

English 9th contain highest percentage, i.e. 50%, while English 10th has 8% only. Urdu 9th contained five percent while Urdu 10th also had a very low percentage, i.e. 4%. Islamiyat 10th had 6% where as Pakistan studies 9th and 10th both has zero percent about the ‘techniques to improve communications’.
**Education policies (1998 and 2009):**

Education policies 1998 and 2009 had significantly valued this element with a 100%.

**Curriculum document:**

Curriculum document did not mention this element in any of the four subjects, i.e. 0%. And it did not follow the educational policies at all.

**Teachers’ survey:**

Results depicted 6% of this component which means that in the view of teachers, this element was not considered important.

Therefore the analysis of this column showed that ‘techniques to improve communication’ have very low percentage in all the sources of this research study except in education policy and English text book. Teachers’ survey gave a partially correct insight into these findings.

**4.1.4 Column (IV) Ability to listen for comprehension**

Citizenship education gives people the knowledge, skill and understanding to play an effective role in society at local and international level. Therefore there should be an ability to comprehend others view point by listening. Thus, this element has been analyzed as follows:

**Text books:**

Text book of English 9th has 8% of this component while English 10th has 23% of it. Similarly Urdu 9th textbook has 16% while Urdu 10th has 19%. Pakistan studies textbook of 9th has highest percentage of this column i.e. 50%, whereas Pakistan Studies of 10th has only 13% of it. Surprisingly, in Islamiyat 10th the element of ‘ability to listen for comprehension’ was entirely neglected, (0%) from the content of textbook.
Education policies (1998 and 2009):

Education policies contained 100% guidance about this component.

Curriculum document:

Curriculum Document of English, Urdu and Islamiyat comprised of zero percent of this element. However, Curriculum Document of Pakistan Studies had emphasized upon this component up to a 100%.

Teachers’ survey:

Three percent teachers indicated the existence of this component. It means that the ‘ability to listen for comprehension’ is not imparted to the young generation in order to help them grow into responsible citizens.

Thus, this column indicated that this component partially existed in the textbooks. Only Curriculum Document of Pakistan studies showed its importance but it was not found in the remaining curriculum documents of other subjects; or very low ratio of responses in teacher survey was observed. Therefore, it may be concluded that the characteristic element ‘ability to listen for the comprehension’ of citizenship education has been ignored.
4.1.5 Column (v) Ability to examine problems and issues from multiple perspectives

Citizenship education deals with the issues and problems at local, national and global level which develops in young students, an ‘ability to examine their issues from multiple perspectives’.

Textbooks:

The above mentioned component in English 9th was 33% and in English 10th it was 15%. Similarly, in the textbook of Urdu 9th, it was 5% and in Urdu 10th it was 22%. Pakistan studies 9th contained 25%, whereas Pakistan Studies of 10th has zero percent of this element. Islamiyat 10th has 18% of it.

Education policies (1998 and 2009):

Education policies guided 100% about this concept to include it in citizenship education at secondary level curriculum.

Curriculum document:

Curriculum document of all the four subjects did not mention this element at all, i.e. zero percent.

Teachers’ survey:

Eighteen percent teachers replied positively about the existence of this component, which shows that this element has a higher percentage as compared to all other elements of citizenship education for this row of the table 4.1, but it is not the factual representation of the curriculum.

Therefore, it can be deduced that the above mentioned component was found with low ratio in the text books but was totally missed in curriculum document of all the subjects. However, in both the educational policies it was 100% reflected, and in teachers’ survey it was not significantly high as a whole.
4.1.6 Column (VI) Organizing activities for the community

Organizing activities for the community is an essential element of citizenship education, because only active citizens can fulfill the needs of their community by organizing events, family gatherings, so that students can participate in civic life of their schools and community.

This element of citizenship education may be analyzed as follows:

**Text book:**

English 9\(^{th}\) contains 33% and English 10\(^{th}\) contains 8% of this element. Urdu 9\(^{th}\) comprises of 11% and Urdu 10\(^{th}\) contains zero percent of it. Pakistan Studies 9\(^{th}\) has 25%, while Pakistan Studies of 10\(^{th}\) has zero percent of this element. In Islamiyat 10\(^{th}\), this component was found relatively in a higher proportion as compared to other text books, i.e. 47%.

**Educational Policies (1998 and 2009):**

Educational policies had 100% ratio for this component which is the indication of its significance.

**Curriculum document:**

Curriculum document of English, Urdu and Islamiyat have completely neglected this element, i.e. zero percent. However, the curriculum document of Pakistan studies has 100% existence of this element.

**Teacher survey:**

Teacher survey reflected 7% emphasis on this element. It may indicate that majority of the teachers did not agree about the existence of this element in the curriculum or textbooks with respect to citizenship education.

Thus, it was clear from this column that the component of ‘organizing activities for the community’ was found with quite low ratio. All the textbooks reflected the partial existence, and curriculum documents of English, Urdu and
Islamiyat did not even mention this element at all, i.e. zero percent; except curriculum document of Pakistan studies, which depicted its 100% existence. However, in educational policies this component existed to a maximum value (100%) which is the reflection of its importance with respect to citizenship education. Teachers’ survey results reflected 7% of its presence in the curriculum.

In a nutshell, this analysis reflected that all the elements of this major dimension of citizenship education, ‘communication and group work abilities’ was not really emphasized in the curriculum.

4.2 Dimension 2: Self Discipline

For inducting citizenship education, schools employ rules for developing desired behavior for young students in an adaptive sense. Psychologists emphasize the students’ self-regulation in their learning, for instance, the control over one’s own learning process. The self-regulation helps in developing identity, as a control over one’s life course. Educationist pace the emphasis more on learning social and democratic behavior. Thus, the schools culture is the practice ground for citizenship through creating the environment of self-discipline for more democratic forms, through curricular and co-curricular activities.
Table 4.2

*The Dimension of Self-Discipline (Data presented in percentages)*

<table>
<thead>
<tr>
<th></th>
<th>Development of ability to control negative emotion</th>
<th>To produce an attitude to think before saying</th>
<th>Ability to think about the consequences of action</th>
<th>Ability to compromise to find agreement</th>
<th>Honest behavior in all matters of life</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>8</td>
<td>0</td>
<td>17</td>
<td>0</td>
<td>50</td>
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<tr>
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<tr>
<td>Pak. study 9&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Pak. study 10&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>English 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>8</td>
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<td>23</td>
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<td>8</td>
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<tr>
<td>Islamyat 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>0</td>
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<td>53</td>
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<tr>
<td>Urdu 10&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>19</td>
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<td>Edu. Policy (1998)</td>
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<td>100</td>
<td>100</td>
<td>100</td>
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</tr>
<tr>
<td>Edu. Policy (2009)</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
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<td>CD. English</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
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<td>CD. Urdu</td>
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<td>0</td>
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</tr>
<tr>
<td>CD. Islamyat</td>
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</tr>
<tr>
<td>CD. PK. Study</td>
<td>0</td>
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</tr>
<tr>
<td>Teacher survey</td>
<td>3</td>
<td>2</td>
<td>12</td>
<td>3</td>
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</tr>
</tbody>
</table>
Figure 3

Graphical representation for table 4.2

- Honest behaviour in all matters of life
- Ability to compromise to find agreement
- Ability to think about the consequences of action
- To produce an attitude to think before saying
- Development of ability to control negative emotion
4.2.1 Column (I) Development of ability to control negative emotions:

To control negative emotion is an important component of self-discipline which may be analyzed as follows:

Text books:

In English 9th & 10th the component about the development of ability to control negative emotion was 8% each. In Urdu 9th it was 11%, while in Urdu 10th it was zero percent. In Pakistan studies 9th it was 25%, whereas in Pakistan studies 10th it was zero percent. Similarly, in Islamiyat 10th it was also zero percent.

Education policies 1998 and 2009:

Education policies emphasized on this element with 100% ratio.

Curriculum document:

Curriculum document of these four subjects viz. English, Urdu, Islamiyat and Pakistan studies have totally ignored this component i.e. zero percent.

Teacher survey:

Teachers’ survey results showed only 3% ratio about the presence of this component with respect to citizenship education.

Thus, analysis of this column about ‘Development of ability to control negative emotion’ indicated that a very small portion of textbook content comprises of it. Curriculum document did not mention this component. Therefore, teachers’ indication of its absence turned out to be in accordance with the reality. However Education policies completely mentioned it, but unfortunately, the textbooks and curriculum documents do not follow it.

4.2.2 Column (ii) to produce an attitude to think before saying

It is an important component of the self-discipline and a key for success in social life. This may be analyzed as follows:
Text books:
This component could not be traced in both the text books of English 9\textsuperscript{th} as well as in English 10\textsuperscript{th}, it was zero percent. In Urdu 9\textsuperscript{th} it had a value of 5\%, and in Urdu 10\textsuperscript{th} it was zero percent. In Pakistan studies 9\textsuperscript{th} it was 25\%, and in Pakistan studies of 10\textsuperscript{th} it was 13\%. Surprisingly, Islamiyat 10\textsuperscript{th} also has not included this component at all, i.e. zero percent.

Education policies (1998 and 2009):
Education policies had 100\% of this component like all the other columns of this table.

Curriculum document:
Curriculum document of all the four subjects entirely neglected this component, i.e. zero percent.

Teacher survey:
Teacher survey reflected 2\% inclusion of this component in the curriculum to inculcate the citizenship education.

Therefore, it was clear from the analysis of this column that a very small ratio of content about this component of citizenship education was found in the textbooks of Pakistan studies and Urdu 9\textsuperscript{th}, whereas, the other textbooks had totally ignored it. Although, it was fully mentioned in both the education policies, yet it was totally neglected in curriculum documents. This was rightly indicated by the teachers’ survey as well.

4.2.3 Column (iii) ability to think about the consequences of action:
This ability to think about the consequence of action is really a great wisdom of any citizen; which is analyzed as follows:
Textbooks:

English 9th had 17% and English 10th had 23% of the above mentioned component of self-discipline. Similarly Urdu 9th had 11% and Urdu 10th had 19%. Pakistan studies 9th had relatively a higher proportion with 75%, while Pakistan studies 10th had 13% of it. Islamiyat 10th also had a high proportion of this component, i.e. 50%.

Education policies (1998 and 2009):

Education policy significantly emphasized upon this element, i.e. 100%.

Curriculum document:

This component was neglected in curriculum document of all the four subjects, i.e. English, Urdu, Pakistan Studies and Islamiyat.

Teacher survey:

Teachers’ survey identified 12% about its existence.

Thus, it can be concluded that the ‘ability to think about the consequences of action’ was mentioned in all the textbook of four subjects to some extent. Education policy fully emphasizes about its importance. However, curriculum documents had neglected this component just like all the other columns of this table. Teachers’ survey results have reflected more value regarding this component as compared to other rows of the same table.

4.2.4 Column (IV) Ability to compromise to find agreement

Ability to compromise to find agreement is great capacity of an individual citizen for developing a peaceful environment in the society. This element may be analyzed as follows:
• Textbooks:
  This component was neglected in all the text books with zero percent except English 10th with 8% and Urdu 10th with 8%.

• Education policies (1998 and 2009):
  It had a 100% proportion for this element as a guidance to include it in the curriculum.

• Curriculum document:
  Curriculum document missed this component for all the four subjects which points out at the insignificance of citizenship education in the view of curriculum planners.

• Teachers’ survey:
  Teacher’s survey results identified 3% existence of this element in the curriculum.

  Therefore, the analysis of this column shows that mostly this component was ignored except in the education policy and two textbooks of secondary level. Teachers’ survey verified these results.

4.2.5 Column (v) Honest behavior in all matters of life

  Honest behavior in all matters of life is the best characteristic of a citizen and it is the best way of developing respect, honor, and wise decision in the social life. Therefore, this element which is most important one for ‘self –discipline’ may be analyzed as follows:
Text books:
English 9th has 50% and English 10th has 8% of this element. Similarly, Urdu 9th has 11% and Urdu 10th has 7% of it. Pakistan Studies 9th has 50% and Pakistan Studies 10th has 33% of it. However Islamiyat 10th has zero percent of it.

Education policies (1998 and 2009):
Education policies had significantly valued this element to be included in the citizenship education, i.e. 100%.

Curriculum document:
Curriculum documents for all the four subjects totally neglected it, i.e. zero percent.

Teacher survey:
Teachers’ survey results indicated 3% existence of this element in the curriculum which means that majority of the teachers realized about its absence in the curriculum.

Therefore, it may be concluded that only textbooks mentioned this component, although with a low ratio, following the guidance of the education policies. But the curriculum documents have given no importance to this element as rightly indicated by the teachers’ survey also.
4.3 Dimension 3: Tolerance

Tolerance is a very vital dimension of citizenship education. It promotes the qualities in young people which make them consistent and persistent to become successful personalities in all their walks of life. To face the problems like injustice and unlawful actions from others, may drive them astray. To bring them back on track, and teach them tolerance and to take hold of their temperaments, citizenship education becomes vital.

Table 4.3

*The Dimension of Tolerance (Data presented in percentages)*

<table>
<thead>
<tr>
<th></th>
<th>Gender equality</th>
<th>Accommodation of different view points</th>
<th>No Violence</th>
<th>Attitude towards disabled and deprived</th>
<th>Accommodation of other beliefs and practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9th</td>
<td>0</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Urdu 9th</td>
<td>5</td>
<td>5</td>
<td>11</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Pak. study 9th</td>
<td>25</td>
<td>50</td>
<td>75</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>Pak. study 10th</td>
<td>0</td>
<td>13</td>
<td>38</td>
<td>25</td>
<td>13</td>
</tr>
<tr>
<td>English 10th</td>
<td>15</td>
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<tr>
<td>Islamyat 10th</td>
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<td>0</td>
</tr>
<tr>
<td>Urdu 10th</td>
<td>7</td>
<td>4</td>
<td>7</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Edu. Policy (1998)</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>0</td>
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<td>Edu. Policy (2009)</td>
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<td>100</td>
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<td>100</td>
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<td>CD. English</td>
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<tr>
<td>CD. Urdu</td>
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<tr>
<td>CD. Islamiat</td>
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<tr>
<td>CD. PK. Study</td>
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<td>0</td>
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<tr>
<td></td>
<td>5</td>
<td>8</td>
<td>2</td>
<td>7</td>
<td>3</td>
</tr>
</tbody>
</table>
Graphical representation of table 4.3

Figure: 4
4.3.1 Column (i) Gender equality

The concept of gender equality has become the core issue in the civilized world around the globe. Gender equality basically is the idea according to which every individual is entitled to receive an equal treatment and no discrimination can be practiced against him/her on the basis of his/her gender. Therefore, it may be analyzed as follows:

**Text books:**

English 9th has zero percent while English 10th has 15% content about gender equality. Similarly, Urdu 9th has 5% and Urdu 10th has 7% of this content. In the content of Pakistan Studies, 25%, while in the Pakistan Studies of 10th no content regarding gender equality was present. However, Islamiyat 10th contains this component with the ratio of 24%.

**Education policies (1998 and 2009):**

Education policies had 100% guidance about this element.

**Curriculum document:**

Curriculum documents totally neglected it with zero percent ratio for all the four subjects included in the research study.

**Teacher’ survey:**

Teachers’ survey results shows 5% assurance about its presence in the curriculum.

Therefore, it may be concluded that education policies is the only source which showed complete emphasis about this element. But textbooks, to some extent reflected this issue. But it was not found in curriculum documents, and the teachers’ survey reflected these findings about the curriculum as well.

4.3.2 Column (ii) Accommodation of different view points

Accommodation of different viewpoint in the society is the basic need of the civilization. As all individuals have their own point of view, therefore,
accommodating the point of views of every individual is the necessary element of a community. This element may be analyzed as follows:

**Text books:**

Both textbooks of English 9th and 10th had 8% content about this component. Similarly, the text book of Urdu 9th and 10th had 5% and 4% ratio of its presence respectively. Pakistan studies 9th with 50% and Pakistan Studies 10th with 13% ratio were prominent in this column. Islamiyat 10th had 12% content about this component.

**Educational policies (1998 and 2009):**

Education policies comprised of 100% guidance about this element.

**Curriculum documents:**

Curriculum documents of English, Urdu, Pakistan studies and Islamiyat had totally ignored this component, i.e. zero percent.

**Teachers’ survey:**

Teachers’ survey result showed a relatively prominent figure of 8% as compared to all the other rows of this table.

Therefore, it may be deduced that the element of ‘accommodating of different viewpoints’ may be seen in the content of the textbooks and more prominently in the education policies. However it is totally ignored in the curriculum documents and teachers’ views reflected this accordingly.

**4.3.3 Column (iii) Non-violence**

Non-violence is the fundamental necessity of socialization. This concept should be emphasized properly in all the elements of education to develop a peaceful society. Terrorism has adversely affected the civilized societies of the world. Therefore it may be analyzed how this important component is presented in our sources of research, as follows:
Textbooks:
Textbook of English 9th had zero percent while English 10th had 23% element of non-violence. Urdu 9th had 11% while Urdu 10th had 7% of it. Pakistan studies of 9th and 10th had 75% and 83% ratio of its presence, respectively, which was quite note-worthy. In Islamiyat 10th, it was present with the ratio of 24%.

Education policies (1998 and 2009):
Education policies had 100% emphasis upon this component of non-violence.

Curriculum documents:
Curriculum documents had totally neglected this component and had a zero percent value in all the four subjects.

Teachers’ survey:
Teachers’ survey result showed 2% presence of the element of non-violence in the curricular and co-curricular activities.

Therefore, it is evident that textbooks partly mentioned this element in the content, while it was prominently emphasized in the education policies. However, curriculum documents totally ignored it and this was also reflected in teachers’ survey.

4.3.4 Column (IV) Attitude toward disabled and deprived-

Nice attitude toward disabled and deprived is an asset of the society and an honor of a civilized citizen. The analysis of this component is given below:

Textbook:
All the textbooks contain nothing about this important component except Pakistan studies 9th which had 75% content about it and Pakistan Studies 10th had it in the ratio of 25%.

Education policies contained no guidance about this element at all, i.e. zero percent.

Curriculum Document:

Similarly, curriculum documents also missed the component with a zero percent ratio, in all the four subjects included in this research.

Teachers’ Survey:

Teachers’ survey result reflected 7% positive views about it.

Thus it can be concluded that this important component is ignored in most of the sources except the textbook of Pakistan Studies of 9th and 10th classes and this is correctly reflected by the teachers’ survey as well.
4.3.5 Column (V) Accommodation of others beliefs and practices

Accommodation of others believes and practices, is a noble behavior of any responsible member of a society. It may be analyzed as follows:

Textbooks:

English 9th textbook had zero percent while English 10th possessed 8% content about this element. Similarly Urdu 9th had 5% and Urdu 10th comprised of 7% content about it. Pakistan studies 9th contained 25% whereas Pakistan Studies 10th had 13% ratio about this component, whereas Islamiyat 10th had zero percent ratio of it.

Education policies (1998 and 2009):

Education policies contained 100% guidance about it.

Curriculum documents:

Curriculum documents contained nothing regarding this element in any of the four subjects i.e. zero percent.

Teachers’ survey:

Teachers’ survey results showed 3% presence of this element in the curriculum.

Thus, it may be deduced that the element of ‘accommodation of other believes and practices’ under the dimension of tolerance, is partially mentioned in the textbooks but not present in the curriculum documents at all. Teachers’ survey results rightfully give an insight to these findings. However, it is fully emphasized in the education policy.

4.4 Dimension 4: Political literacy

Political literacy can be defined as the pupils’ learning about how to make themselves effective in public life through knowledge, skills and values. Citizenship
Education might improve civic engagement by including efficacy and morality, voluntary activity, increasing political knowledge and fostering positive political values.
### Table 4.4

*The Dimension of Political Literacy (Data presented in percentages)*

<table>
<thead>
<tr>
<th></th>
<th>Knowledge of human rights</th>
<th>Knowledge of national constitution</th>
<th>Knowledge of cultural and linguistic diversity of the society</th>
<th>Participation in public debate</th>
<th>Participation in forum of peaceful protest</th>
<th>Participation in interest group</th>
<th>Participation in election voting</th>
<th>Participation in services for community</th>
<th>Participation in political efficacy</th>
<th>Any experience of democracy at school level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English 9th</strong></td>
<td>25</td>
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<td>8.3</td>
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<td>16.7</td>
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<td>0</td>
</tr>
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<td><strong>Urdu 9th</strong></td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
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<td>11</td>
<td>5</td>
</tr>
<tr>
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<td>50</td>
<td>25</td>
<td>25</td>
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<td>0</td>
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<td>8</td>
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<td>15</td>
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<td>100</td>
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<td><strong>Edu. Policy (2009)</strong></td>
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<td>100</td>
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<td>0</td>
</tr>
<tr>
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<td>0</td>
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</tr>
<tr>
<td><strong>Teacher survey</strong></td>
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<td>11</td>
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<td>0</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
Graphical representation of table 4.4

- Any experience of democracy at school level
- Participation in political efficacy
- Participation in services for community
- Participation in election voting
- Participation in interest group
- Participation in forum of peaceful protest
- Participation in public debate
- Knowledge of cultural and linguistic diversity of the society
- Knowledge of national constitution
- Knowledge of human rights

Figure: 5
4.4.1 Column (i) Knowledge of human rights

Citizenship Education increases the support for democratic process. Democracies depend upon citizens who among other things are aware of their rights and responsibilities as citizens. This element has been analyzed as follows:

Text books:

English 9th text book contained this component with 25% ratio and English 10th has zero percent content about it. Both the textbooks of Pakistan Studies viz. 9th, 10th has 25% content about this element each. However Islamiyat 10th has zero percent content about the ‘knowledge of human rights’.

Education policies (1998 and 2009):

Education policy of 1998 had zero percent guidance about this component while policy of 2009 had 100%.

Curriculum documents:

Curriculum documents of English, Urdu and Islamiyat had zero percent but Pakistan Studies had a 100% ratio for its presence.

Teachers’ survey:

Teachers’ views reflected somewhat significant figure of 16% about the presence of this element.

Thus, it may be concluded that textbooks of English 9th and both of Pakistan studies, have 25% content about this element of ‘knowledge of human rights’. The other textbooks, the curriculum documents of English, Urdu and Islamiyat, as well as the education policies contain no content i.e. zero percent, about it. However, the curriculum document of Pakistan studies has fully emphasized upon it with a value of 100%. This has also been revealed by the results of teachers’ perception with a value of 16%. 
4.4.2 Column (ii) Knowledge of national constitution

Teaching young people about national constitution is important so that they are better prepared to exercise their rights and responsibilities in the society. This factor about political literacy may be analyzed as follows:

Textbooks:

The English 9th textbook had zero percent while English 10th 8% ratio for this element. Similarly Urdu 9th had a zero percent value and Urdu 10th comprised of only 4% about it. Pakistan Studies 9th also had a zero percent ratio but Pakistan studies 10th had 12.5% ratio for it. Islamiyat 10th also had zero percent about the knowledge of national constitution.

Education policies (1998 and 2009):

Education policies had 100% admonition regarding this element.

Curriculum documents:

Curriculum Documents of all the four subjects viz. English, Urdu, Pakistan Studies and Islamiyat had completely ignored this important component of political literacy in the context of citizenship education.

Teachers’ survey:

This element was included by the ratio of 7% in the curriculum in the view of teachers.

Therefore, it may be deduced that only education policies emphasized on this component i.e. 100%, whereas curriculum documents and textbooks have ignored its worth entirely i.e. zero percent. However, textbooks of English 10th and Pakistan studies 10th have a slight mention of relevant content with the ratios of 8% and 12.5% respectively. The teachers’ viewpoint looks comparatively prominent about this element, i.e. 7%.
4.4.3 Column (iii) Knowledge of cultural and linguistic diversity of the society

There is growing awareness that languages play a vital role in development and ensuring cultural diversity and intercultural dialogue. Knowledge of cultural and linguistic diversity of the society can be presented only through citizenship Education. This fact may be analyzed as follows:

Textbooks:

The textbooks of English, Urdu and Islamiyat contained no content about this element i.e. zero percent. However, Pakistan Studies 9th contained 50% and Pakistan Studies 10th had 12.5% about the knowledge of cultural and linguistic diversity of the society for promoting political literacy.

Education policies (1998 and 2009):

Education policies had no advice regarding this element, i.e. zero percent.

Curriculum documents:

Curriculum documents of English, Urdu, and Islamiyat had zero percent content about it. While the curriculum document of Pakistan studies consisted of 100% mention about it.

Teachers’ survey:

Teachers’ survey identified 11% inclusion of this component in the curriculum.

Therefore, it may be concluded that only the textbook of Pakistan studies with 50% and curriculum document of Pakistan studies with 100% ratio, have mentioned it properly while all other sources included in the study ignored this component. This finding was correctly identified by the teachers’ survey as well, i.e. 11%.
4.4.4 Column (IV) Participation in public debate

Participation in public debate is an important component of political literacy. It develops awareness about the rights of public in the society. This may be analyzed as follows:

**Textbooks:**

English 9\textsuperscript{th} has 8.3% ratio while English 10\textsuperscript{th} has 8% ratio for the inclusion of this element. Both Urdu 9\textsuperscript{th} and Urdu 10\textsuperscript{th} textbooks had absolutely no material regarding this element, i.e. zero percent. Pakistan studies 9\textsuperscript{th} had a prominent figure as compared to other text books with a 50% ratio, but Pakistan Studies 10\textsuperscript{th} had a zero percent value. Islamiyat 10\textsuperscript{th} had only 6% content about it.

**Education policies (1998 and 2009):**

Education policies comprises of complete guidance about this element, i.e. 100%.

**Curriculum documents:**

Curriculum documents reflect no presence of this element for all the four subjects, i.e. 0%.

**Teachers’ survey:**

Teachers’ survey result reflected the total absence of this content in the curriculum.

Therefore it may be noticed that textbooks slightly viz. English 9\textsuperscript{th} and 10\textsuperscript{th}, 8% each, and Pakistan studies 9\textsuperscript{th}, 50% and education policies completely i.e. 100% emphasized upon the element of political literacy. Whereas curriculum documents have entirely ignored it i.e. zero percent and teacher survey results reflected this finding too, i.e. zero percent.
4.4.5 Column (v) Participation in forum of peaceful protest

Democracy encourages people to participate in the forum of peaceful protest for their rights. This activity makes people realize not to compromise on their rights. This element may be analyzed as follows:

Textbooks:

Both the textbooks of English 9th and 10th had no material regarding this element of political literacy, i.e. zero percent. Urdu 9th had zero percent while Urdu 10th had only 4% content about it. Pakistan studies 9th had 25% and Pakistan studies 10th had 12% ratio for its presence. Islamiyat 10th also had absolutely no relevant content, i.e. zero percent.

Education policies (1998 and 2009):

Education policies had absolutely no admonition for this element, i.e. zero percent.

Curriculum documents:

Curriculum documents of all the four subjects had zero percent emphasis over it.

Teacher’ survey:

Teacher’ survey results also reflect to the absence of content regarding the element in the curriculum.

Therefore it may be deduced that only textbooks of Pakistan studies 9th and 10th (25% & 12.5% respectively) and Urdu 10th (4%) mentioned about this element while all other sources did not even mention it i.e. zero percent. This has been correctly identified by the teachers in their survey as well i.e. 0%.
4.4.6 Column (VI) Participation in the interest group

Participation in the interest group is also a basic element of political literacy which protects the rights of people from illegal action against them. This may be analyzed as follows:

**Text books:**

Text book of English 9th had zero percent while English 10th contained 15% content regarding the element of participation in the interest group. Similarly Urdu 9th had 5% and Urdu 10th had 4% ratio of its presence. Pakistan studies of 9th had a significant figure of 25% for it but Pakistan studies 10th had no such content i.e. zero percent. Islamiyat 10th also had no mention of this element, i.e. zero percent.

**Education policies (1998 and 2009):**

Education policies comprised of no guidance regarding this component.

**Curriculum documents:**

The curriculum documents of all the subjects viz. English, Urdu, Pakistan studies and Islamiyat has zero percent.

**Teachers’ survey:**

Teacher survey result reflected 3% presence of this element in the curriculum. Therefore it reflects that text books had partially mentioned this element but it has been completely ignored by other sources of this research study. This finding is assured by the results of the teachers’ survey.

4.4.7 Column (vii) Participation in election voting

Participation in election is also a basic responsibility of a citizen in order to elect their own government which can run all the institutions of their country. Therefore casting a vote is very essential for everyone. This element may be analyzed as follows:
Textbooks:
Textbook of English 9th had 8.3% while English 10th had a 15% value for the presence of content related to this element. Urdu 9th had 5% while Urdu 10th had no relevant content, i.e. zero percent. Pakistan Studies 9th had a 50% ratio while Pakistan studies 10th had 25% ratio for the presence of content regarding participation in election voting. Islamiyat 10th text book contained 6% material about it.

Education policy:
Education policies fully stressed upon this component, i.e. 100%.

Curriculum documents:
Curriculum documents of all the four subjects’ had absolutely no mention of this element of political literacy i.e. zero percent.

Teachers’ survey:
Teachers’ survey results also reflected a low value of 2% presence of this element in the curriculum.

Therefore it may be concluded that textbooks hold partial content and education policies fully guide the students about its importance but curriculum documents did not show its existence. This is what is reflected by the teachers’ survey as well.

4.4.8 Column (viii) participation in services for community

Participation in services for community is also an integral part of political literacy. As a matter of fact it is a characteristic of great people who are known for serving their community. This element may be analyzed as follows:

Text books:
English textbook 9th had 16.7% ratio whereas English 10th had 15% value for the component of political literacy. Urdu 9th had 11% but Urdu 10th had zero
percent for it. Similarly Pakistan Studies 9\textsuperscript{th} had 25\% while Pakistan Studies 10\textsuperscript{th} had no content relevant to it i.e. zero percent. However Islamiyat 10\textsuperscript{th} contained a significant figure of 41\% value about it.

**Education policies (1998 and 2009):**

Education policies had no roadmap regarding this element, i.e. zero percent.

**Curriculum documents:**

Curriculum documents of all the four subjects had no mention of this element at all, i.e. zero percent.

**Teachers’ survey:**

Teachers’ survey results also reflect a ratio of 5\% for this element in the curriculum.

Thus, it may deduce that only textbooks partially revealed the existence of this component while other sources have ignored it. An insight into the view of teachers reflected these findings as well.

4.4.9 **Column (ix) Political efficacy**

Political efficacy is the citizens’ faith and trust in government and their belief that they can understand and influence political affairs. It is one of the basic needs of any community. This may be analyzed as follows:

**Text books:**

English textbook of 9\textsuperscript{th} had 8\% while English 10\textsuperscript{th} depicted more stress on this element with the ratio of 15\%. Urdu 9\textsuperscript{th} had 5\% while Urdu 10\textsuperscript{th} had no emphasis on this element, i.e. zero percent. Similarly Pakistan Studies 9\textsuperscript{th} and 10\textsuperscript{th} both held absolutely no mention of this element, i.e. zero percent. Islamiyat 10\textsuperscript{th} also had no such emphasis, i.e. zero percent.
Education policies (1998 and 2009):

Education policies fully stressed on the importance of this element i.e. 100%.

Curriculum documents:

Curriculum document of all the four subjects had no contribution in this regard at all, i.e. zero percent.

Teachers’ survey:

Teachers’ survey result indicated 4% assurance of the teachers about the presence of this element.

Thus, it is concluded that education policies emphasized on this element completely, while textbooks of English and Urdu had partial mention of content about it and rest of the sources ignored its importance. This was correctly identified by the teachers as well.

4.4.10 Column (x) Any experience of democracy at school level

Any experience of democracy at school level may be a beautiful memory of any student which is helpful to enable him in future to be a better citizen of the society. This may be analyzed as follows:

Text book:

English 9th had zero percent whereas English 10th had 15% content about this component. Urdu 9th had 16% while Urdu 10th had 7% mention about it. Pakistan studies 9th had 25% while Pakistan studies 10th had no such mention, i.e. zero percent. Islamiyat 10th had 6% ratio of this element of political literacy.

Education policies (1998 and 2009):

Education policies had complete guidance about this element, i.e. 100%.
Curriculum documents:

Curriculum documents of all the four subjects had absolutely no mention of this content, i.e. zero percent.

Teachers’ survey:

Teachers’ survey result reflected 4% presence of this element.

Thus, it may be deduced that education policies fully supported the importance of this element but text books had a partial contribution in this regard. The curriculum document has totally ignored this component. This is also reflected correctly by the teachers’ survey.

4.5 Dimension 5: Critical thinking

Critical thinking, or critical analysis, is logical and vivid thinking that involves critique. Critical thinking is an important dimension of citizenship education which demands a dialogical, reflexive and socially embedded learning environment. However, many students and teachers find it difficult to proceed through dialogical and reflexive educational processes. Cooperative learning is seldom seen in educational setting mostly due to lack of teacher competences.
Table 4.5

*The Dimension of Critical Thinking (Data presented in percentages)*

<table>
<thead>
<tr>
<th></th>
<th>Spirit to resolve conflicts by listening others</th>
<th>Ability to provide well-reasoned conclusion and solutions</th>
<th>Ability to think open-mindedly with an alternative system of thought</th>
<th>Effective communication with others in figuring out solution to complex problem</th>
<th>Skills to participate effectively in public life</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>0</td>
<td>8</td>
<td>8</td>
<td>25</td>
<td>33</td>
</tr>
<tr>
<td>Urdu 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>11</td>
<td>16</td>
<td>0</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>Pak. study 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>25</td>
<td>50</td>
<td>0</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>Pak. study 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>English 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>31</td>
<td>15</td>
<td>23</td>
<td>46</td>
<td>23</td>
</tr>
<tr>
<td>Islamyat 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>47</td>
<td>6</td>
<td>41</td>
<td>41</td>
<td>0</td>
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<tr>
<td>Urdu 10&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>100</td>
<td>0</td>
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<td>Edu. Policy (2009)</td>
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<td>100</td>
<td>0</td>
</tr>
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<td>0</td>
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<td>0</td>
</tr>
<tr>
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<td>0</td>
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<tr>
<td>CD. Islamyat</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CD. PK. Study</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teacher survey</td>
<td>11</td>
<td>3</td>
<td>12</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
Graphical representation of table 4.5

Skills to participate effectively in public life
Effective communication with others in figuring out solution to complex problem
Ability to think open-mindedly with in alternative system of thought
Ability to provide well-reasoned conclusion and solutions
Spirit to resolve conflicts by listening others

Figure: 6
4.5.1 Column (i) Spirit to resolve conflicts by listening other

Spirit to resolve conflicts by listening to others is an essential part of critical thinking. It creates conformity and solidarity in the peaceful society. It may be analyzed as follows:

Textbooks:

English 9th had no such content, i.e. zero percent while English 10th had 31% content about the element of critical thinking. Urdu 9th had 11% while Urdu 10th had 7% ratio for the presence of content relevant to it. Pakistan studies 9th had 25% and Pakistan studies 10th had 13% content about it. Islamiyat 10th had significant figure of 47% material about it.

Education policies (1998 and 2009):

Education policies had fully emphasized over this element with a ratio of 100%.

Curriculum documents:

Curriculum documents of all the four subjects viz. English, Urdu, Pakistan studies and Islamiyat had absolutely no mention about this element, i.e. zero percent.

Teacher survey:

Teachers’ survey results depicted 11% presence of content in the curriculum in this regard.

Therefore, it may be deduced that education policy fully supported this view whereas textbooks had a partial contribution towards this element. However, curriculum document totally ignored it. These findings have been somewhat exaggerated by the teachers’ survey.
4.5.2 **Column (ii) Ability to provide well-reasoned conclusions and solutions**

Ability to provide well-reasoned conclusions and solutions is an indication of a wise and an intellectual personality. This element may be analyzed as follows:

**Textbooks:**

English 9th had 8% and English 10th had 15% content about the element of critical thinking. Whereas Urdu 9th had 16% but Urdu 10th had no content about it, i.e. zero percent. Pakistan Studies 9th had 50% and Pakistan Studies 10th had zero percent content about it. Islamiyat 10th comprised of 6% content about it.

**Education policies (1998 and 2009):**

Education policies had complete guidance about this element, i.e. 100%.

**Curriculum documents:**

Curriculum documents of all the four subjects had no emphasis upon this element at all, i.e. zero percent.

**Teachers’ survey:**

Teachers’ survey result reflected 3% presence of this element in the curriculum.

Therefore, it may be concluded that education policies fully and textbooks partially emphasized about this element but curriculum document ignored this part of critical thinking. This has been reflected by the teachers’ survey to some extent as well.
4.5.3 Column (iii) ability to think open mindedly with an alternate system of thoughts

This value will cause people to respect and understand each other, their neighbor and to teach them how the social environment becomes peaceful, which is possible only by broadmindedness. This component may be analyzed as follows:

**Textbooks:**

English 9th contained this element with 8% value while English 10th with 23%. Similarly Urdu 9th had zero percent while Urdu 10th had 4% content about it. The textbooks of Pakistan studies for both 9th and 10th classes had absolutely no mention of content regarding this element, i.e. zero percent. However, Islamiyat 10th had 41% content about this element of critical thinking.

**Education policies (1998 and 2009):**

Education policies had zero percent advice about this element.

**Curriculum documents:**

Curriculum documents of all the four subjects have no emphasis upon this element of citizenship education.

**Teachers’ survey:**

Teachers’ survey result provided an insight in a prominent figure of 12% about the presence of this element in the curriculum.

Therefore, it may be concluded that Islamiyat and English textbooks contained this element to some extent. All the other sources have totally neglected this element. Teachers’ survey also gave an insight into this finding.
4.5.4 Column (IV) effective communication with other in figuring out solution to complex problem

It is a fundamental part of critical thinking. With the help of this element critical situations may be dealt efficiently to develop harmony among contradictory issues of the society. This element may be analyzed as follows:

**Textbooks:**

English 9th contained 29% and English 10th had a more significant figure of 46% for this element. Urdu 9th had 16% and Urdu 10th had 4% ratio for this element. Pakistan studies 9th contained 50% whereas Pakistan studies 10th had 13% contribution in this regard. Islamiyat 10th has 41% emphasis about this component.

**Education policies (1998 and 2009):**

Education policies provided a wholesome guidance for this element, i.e. 100%.

**Curriculum documents:**

Curriculum documents of all the subjects showed no contribution for this element at all, i.e. zero percent.

**Teachers’ survey:**

Teachers’ survey result reflected the 3% inclusion of this element in the curriculum.

Therefore, it may be deduced that education policies contained 100% guidance about this element and all textbooks partially included this element but curriculum documents ignored this component entirely. This result had been affirmed by the results of the teachers’ survey as well.
4.5.5 Column (v) Skills to participate effectively in public life

In order to ensure the correct functioning of the society and hence the state, every citizen must fulfill their duties to the state by engaging in public activities. These activities can be in the form of, participation in public debates, performing civil duties, etc. This can be analyzed as follows:

Textbooks:
The textbook of English 9th contained 33% and English 10th had 23% content about this element. All the other textbooks have completely ignored content about the skills to participate effectively in public life, i.e. zero percent.

Education Policies had absolutely no guidance about this important element.

Curriculum Documents:
The curriculum documents of all the four subjects included in this study did not have any material regarding this element.

Teachers’ Survey:
Teachers’ Survey gave a rightful insight into these findings, with a value of 2%.

Thus, these findings showed that only the textbooks of English partially included the content about this element. Whereas all the other sources, including textbooks, education policies and curriculum documents have no mention of this important aspect of critical thinking, i.e. zero percent. Majority of the teachers also supported these findings, and only 2% teachers gave their views in favor of its existence in the curriculum.

4.6 Dimension 6: Individuation

It is the process by which individuals in a society become differentiated from one another. Previously, autonomous learning was dominant and social oriented
organization of learning processes hardly received attention. Sociology of education promotes individualization by a dominant focus on solution and equal opportunities and the complete disappearance of attention for socialization and for the content of the curriculum. Now, attention for socialization is demanded within the dominant approach of individualization. From this perspective, the democratic citizenship would be desirable to regard individuals as being situated and connected. It refers to more learning in groups and connecting persons and institutions.

Table 4.6

*The Dimension of Individuation (Data presented in percentages)*

<table>
<thead>
<tr>
<th></th>
<th>Ability to choose right goal</th>
<th>Ability to resist the pressure of others</th>
<th>Ability to do some charity work</th>
<th>Ability of decision making for self and others</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9th</td>
<td>25</td>
<td>25</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>Urdu 9th</td>
<td>5</td>
<td>11</td>
<td>0</td>
<td>21</td>
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<td>Pak.study 9th</td>
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<td>0</td>
<td>25</td>
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<td>Pak. study 10th</td>
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<td>0</td>
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<tr>
<td>English 10th</td>
<td>31</td>
<td>8</td>
<td>15</td>
<td>31</td>
</tr>
<tr>
<td>Islamyat 10th</td>
<td>29</td>
<td>6</td>
<td>12</td>
<td>18</td>
</tr>
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<td>Urdu 10th</td>
<td>11</td>
<td>4</td>
<td>0</td>
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<tr>
<td>Edu. Policy (1998)</td>
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<td>100</td>
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<td>Edu. Policy (2009)</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
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<td>CD. Islamyat</td>
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<td>CD.PK. Study</td>
<td>0</td>
<td>1</td>
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<td>1</td>
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<tr>
<td>Teacher Survey</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>2</td>
</tr>
</tbody>
</table>
Graphical representation of table 4.6

Figure: 7
4.6.1 **Column (i) Ability to choose right goal**

Ability to choose right goal is an important part of individuation where autonomous person can be able to think independently to solve his/her problems, to make reasonable decision. This part may be analyzed as follows:

**Textbooks:**

English 9\textsuperscript{th} text book contained 25% and English 10\textsuperscript{th} had 31% contribution towards this element. Urdu 9\textsuperscript{th} had 5% and Urdu 10\textsuperscript{th} had 11% content regarding this element. Similarly Pakistan Studies 9\textsuperscript{th} contained 25% whereas Pakistan studies 10\textsuperscript{th} had 13% mention for it. Islamiyat 10\textsuperscript{th} contained 29% content regarding this element.

**Education policies (1998 and 2009):**

Education policies of 1998 and 2009 provided a 100% guidance regarding it.

**Curriculum documents:**

Curriculum document of English had a 100% mention for this element but that of Urdu had only 1%. Whereas curriculum document of Islamiyat and Pakistan studies had absolutely no contribution towards it, i.e. zero percent.

**Teachers’ survey:**

Teachers’ survey result provided an evidence for 3% of the existence of the content regarding it.

Therefore, it may be concluded that education policy and curriculum document of English contained maximum contribution about this element, whereas the textbooks indicated partial contribution in this regard. This was rightfully pointed out by the teachers as well.
4.6.2 Column (ii) Ability to resist the pressure of others

It is evident that the role of an individual to change their environment with respect to citizenship education is possible to be maintained by having the ability to resist the pressure of others. It may be analyzed as follows:

Textbooks:

English 9th textbook revealed 25% content while English 10th showed 8% content about this element. Urdu 9th had 11% and Urdu 10th had 4% mention of it. Similarly Pakistan studies 9th had the highest figure of this column with 50% value but Pakistan studies 10th had zero percent for it. Islamiyat 10th showed only 6% for the element of individuation.

Education policies (1998 and 2009):

Education policies about this element had absolutely no guidance, i.e. zero percent.

Curriculum documents:

Curriculum documents of three subjects, viz. English, Urdu and Islamiyat had zero percent while curriculum document of Pakistan Studies had only 1% contribution for this element.

Teachers’ survey:

Teachers’ survey results reflected upon 3% of the existence of the content regarding this element in curriculum.

Therefore, it may be deduced that only textbooks contributed partially towards this element but all other sources neglected it. Teachers’ survey also assures this finding.
4.6.3 Column (iii) ability to do some charity work

Ability to do some charity work is a part of individuation which reflects the person’s behavior and level of sympathy towards other persons of their own community. This may be analyzed as follows:

Textbooks:

Textbook of English 9th showed 33% and English 10th had 15% content about it. However, both the textbooks of Urdu 9th and 10th as well as both of Pakistan Studies textbooks, 9th and 10th had zero percent mention about it. Islamiyat 10th had 12% contribution in this regard.

Education policies (1998 and 2009):

Education policy of 1998 had reflected nothing while of 1992 provides full guidance about the component of individuation, i.e. 100%.

Curriculum documents:

Curriculum documents of all the four subjects had absolutely no contribution towards this element, i.e. zero percent frequency.

Teachers’ survey:

Teachers’ survey results showed a higher value of 10% about its presence in the curriculum.

Therefore, it may be summed up that educational policy fully contributed but textbook of English and Islamiyat partially contributed towards this element but the other textbooks and curriculum document neglected this component of individuation badly. Teachers have a view of its partial existence in the curriculum.

4.6.4 Column (IV) ability of decision making for self and others

Ability of decision making for self and others is a fundamental part of individuation. It goes without a doubt that decision making is crucial part of an
individual life, which can motivate other people also. This may be analyzed as follows:

**Textbooks:**

Both the textbooks of English, 9th and 10th possessed significant contribution for this element as compared to other textbooks with 33% and 31% respectively. Similarly Urdu 9th had 21% and Urdu 10th had 4% contribution to it. Pakistan studies 9th had 25% but Pakistan studies 10th had no contribution to it, i.e. zero percent. Islamiyat 10th had 18% content about the element of individuation.

**Education policies (1998 and 2009):**

Education policies stressed over this element fully with a 100% value.

**Curriculum documents:**

Curriculum documents of English, Urdu and Islamiyat had zero percent whereas that of Pakistan studies 10th had only 1% contribution.

**Teachers’ survey:**

Teachers’ survey result indicated the 2% existence of this element in the curriculum.

Therefore, it may be concluded that educational policies fully contributed whereas textbooks partially contributed towards this element. All the other sources ignored this important component of individuation completely. Its low ratio mention was also indicated by the teachers; survey.
Chapter V

Summary, Findings, Conclusion Discussion and Recommendations

5.1 Summary

The key aim of this research study was to analyze the secondary level curriculum of Punjab with respect to citizenship education. For this purpose, a validated checklist was developed after reviewing the literature about citizenship education to achieve the following objectives:

1. To develop a check list which reflects the elements of citizenship education for analysis of textbooks, curriculum documents 2006, for the four subjects and education policies (1998 and 2009).

2. To analyze the secondary level curriculum documents 2006 as well as textbooks of the four subjects with respect to elements of six dimensions of citizenship education.

3. To analyze the latest education policies (1998 and 2009) and its reflection with reference to citizenship education in curriculum and textbooks of the four subjects at secondary level.

4. To find out the ‘perceptions’ of teachers at secondary level about the existing curriculum with respect to citizenship education.

5. To give suggestions for the dimensions and pedagogical approaches of citizenship education for further studies.

The research questions were aligned with the above mentioned objectives, in order to reach at the findings and conclusion, after the analysis of the curriculum 2006 at secondary level as follow:

1. To what extent the identified elements represent the vast field of citizenship education in the existing curriculum at secondary level?
2. To what extent the elements of different dimensions of citizenship education are present in the curriculum documents (2006) and textbooks of four subjects (English, Urdu, Islamiyat and Pakistan studies) at secondary level?

3. To what extent the elements of citizenship education are present in the education policies (1998 and 2009), about citizenship education?

4. What is the teacher’s perception about the prevalent curriculum and their practices with respect to citizenship education?

5. Does the secondary level curriculum have enough content to successfully inculcate citizenship traits in the learners?

Citizenship education is a very broad field as compared to curriculum since it involves both curriculum and hidden curriculum. In depth literature review revealed six main dimensions or categories of the citizenship education. Each dimension has further different sub-categories or elements related to citizenship education. The curriculum documents 2006, textbooks and educational policies (1998 and 2009) were carefully studied to identify the relevant elements of citizenship education, with the help of checklist. This was a phase of qualitative research. To verify or refute the finding of qualitative analysis, this study was further extended to include the qualitative research also. A questionnaire was used to obtain the opinion of teachers about the elements of citizenship education described in the checklist.

The study was carried out in four phases.

In the first phase an instrument (no 1), a checklist has been developed for the content analysis of curriculum documents 2006, textbooks of English, Urdu, Islamiyat and Pakistan studies and education policies (1998 and 2009). Citizenship education is a diversified area of study and has various dimensions or aspects like political literacy, active participation, critical thinking, national identity, responsibility, respect
of law, tolerance communication and group work abilities, individuation and self-discipline. After developing the check list it has been validated by the jury of curriculum experts in the relevant field. The developed checklist encompasses the broad range which represents the elements of citizenship education clearly. There were 35 elements of citizenship education which had been identified with the help of literature review. These elements were grouped into the six dimensions (main categories) of citizenship education.

The phase 2 was specified to the use of ‘checklist’ for qualitative content analysis which was developed in the first phase. Therefore the analysis of the curriculum documents 2006 and textbooks of the four subjects selected for research study at secondary level as well as education policies (1998 and 2009), with respect to citizenship education was carried out. Curriculum documents 2006 and textbooks of four subjects viz. English, Urdu, Pakistan Studies and Islamiyat, subjects which were assumed to inculcate citizenship education in the younger generation at secondary level, had been selected to analyze the content with the help of “Model of content analysis” which was developed by the Wilkinson and Birmingham as a sub-technique ‘relational analysis ‘of eight stages.

In the phase 3, the instrument 2 i.e. ‘questionnaire’ of five Point Lickert scale was developed by aligning it to the already developed checklist of first phase. Through this questionnaire the quantitative data was collected in order to know the teacher’s views about the presence of all those elements of citizenship education which have been identified and included in the check list in the curriculum at secondary level. This data did not only help to identify those elements of citizenship education but it was also used to verify the findings of qualitative data.
In the phase 4 analysis, description through tabulation and interpretation, both qualitative and quantitative data which was obtained by the four different sources, viz. textbooks, curriculum documents, education policy and teachers’ survey, was carried as follows:

I. The text books of class 9th and 10th were studied chapter wise. In case of presence of relevant category it was marked 1 otherwise marked zero. For example if there were 9 chapters in the book and in five chapters that category was present then percentage was calculated as $5\times100/9$. So all scores related to books were calculated in the same way.

II. Similarly the curriculum documents were also analyzed just like the analysis of text books.

III. Educational policies are the result of discourse and decision making about education. Therefore, in case of educational policies if it was marked 1, then its score was 100; otherwise zero.

IV. The quantitative data were also obtained from the survey of hundred teachers teaching these subjects at secondary level. So in case of teacher survey, strongly agree and agree scores were added and divided by total excluding undecided scores then multiplied by 100 to convert into percentage. In this way, six dimensions of citizenship education were identified on the basis of their sub-categories or elements.
5.2 Findings

Findings of this research study are given below with respect to the sequence given in the check list/ questionnaire about the six dimensions of citizenship education.

Dimension no. 1: Communication and group work abilities:

This dimension has further six elements or subcategories which are given in the table 4.1. The major findings are given as follows:

i. Any guidance to work in a group

The element of ‘any guidance to work in a group’ is partially present in only three textbooks, i.e. English of 9th class (42%), Pakistan Studies of 9th (50%) and Pakistan Studies 10th (25%) whereas, very limited elements were present in other textbooks viz. English 10th (15%), Islamiyat 10th (12%) and Urdu 10th (11%). But in curriculum Document, the results revealed that this element has been totally ignored i.e. zero percent. However in Educational Policies, the aspect of citizenship education was clearly reinforced with 100% value. Teachers’ survey views reflected 1% presence of this element in the curriculum.

ii. Socialization and its importance

‘Socialization and its importance’ is described partially in textbooks of only English, viz. 9th (25%) and 10th (8%). Whereas in all the other sources, it is nonexistent i.e. zero%, except in the educational policies, where its ratio is 100%. In the views of teachers, this element had an inclusion of about 3% in the curriculum. Thus, these sources did not mostly acknowledge the fact that students’ development in the context of this component was essential for citizenship education.

iii. Techniques to improve communication

The element ‘Techniques to improve communication’ has been completely included in the education policies (100%) and textbooks of English 9th (50%), English
10th (8%), Urdu 9th (5%), Urdu 10th (4%) and Islamiyat 10th (6%). The textbooks of Pakistan Studies and the curriculum documents of all the four subjects included in the study, have no content relevant to this element i.e. zero percent. The teachers’ survey reflected 6% presence of this element in the curriculum. It shows that majority of the teachers did not verify the presence of this element of citizenship education.

iv. Ability to listen for comprehension

This component partially existed in the textbooks viz. English 9th (8%), English 10th (23%), Urdu 9th (16%), Urdu 10th (19%), Pakistan studies 9th (50%) and Pakistan Studies 10th (13%). The Curriculum Document of Pakistan studies showed its importance (100%), but it was not found in the remaining curriculum documents of other subjects, i.e. zero percent. It has been completely emphasized upon in the Education policies, i.e. 100%. Teachers’ views gave an insight into it 3% presence in the curriculum. Therefore, it may be concluded that the characteristic element ‘ability to listen for the comprehension’ of citizenship education has been ignored in the opinion of the teachers.

v. Ability to examine problems and issues from multiple perspectives

This component was found with low ratio in the textbooks viz. English 9th (33%), English 10th (15%), Urdu 9th (5%), Urdu 10th (22%), Pakistan Studies 9th (25%) and Islamiyat 10th (18%), but was totally missed in curriculum document of all the subjects (zero percent). However, in the educational policies it was 100%. In teachers’ survey it was not significantly acknowledged as a whole, i.e. 18%.

vi. Organizing activities for the community

The component of ‘organizing activities for the community’ is found with quite low ratio. All the textbooks its partial existence, viz. English 9th (33%), English 10th (8%), Urdu 9th (11%), Pakistan Studies 9th (25%) and Islamiyat 10th (47%).
curriculum documents of English, Urdu and Islamiyat did not even mention this element at all, i.e. zero percent; except curriculum document of Pakistan studies, which depicted its 100% existence. However, in educational policies, this component existed to a maximum value (100%) which is the reflection of its importance with respect to citizenship education. Teachers’ views reflected its 7% presence in the curriculum.

In a nutshell, this analysis reflected that all the elements of this major dimension of citizenship education, ‘communication and group work abilities’ was not really emphasized in the curriculum.

**Dimension no. 2: Self-Discipline**

Self-discipline has further five elements or sub-categories which are given in the table 4.2. The major findings are given as follows:

i. **Development of ability to control negative emotion**

A very small portion of textbook content comprises of this element viz. English 9th (8%), English 10th (8%), Urdu 9th (11%) and Pakistan Studies 9th (25%). Curriculum documents of all the subjects did not mention this component, i.e. zero percent. Therefore, teachers’ indication of its absence turned out to be in accordance with the reality i.e. 3%. However Education policies completely mentioned it (100%), but unfortunately, the textbooks and curriculum documents do not follow it.

ii. **To produce an attitude to think before saying**

A very small ratio of content about this component of citizenship education was found in the textbooks of Pakistan studies 9th (25%) and Pakistan Studies 10th (13%) and Urdu 9th (5%), whereas, the other textbooks had totally ignored it, i.e. zero percent. Although, it was fully mentioned in the education policies (100%), yet it was totally neglected in curriculum documents. This was rightly indicated by the teachers’ survey as well (2%).
iii. Ability to think about the consequences of action

The element ‘ability to think about the consequences of action’ was mentioned in all the textbook of four subjects to some extent viz. English 9th (17%), English 10th (23%), Urdu 9th (11%), Urdu 10th (19%), Pakistan Studies 9th (75%), Pakistan Studies 10th (13%) and Islamiyat 10th (53%). Education policies fully emphasize about its importance i.e. 100%. However, curriculum documents had neglected this component just like all the other columns of this table i.e. zero percent. Teachers’ survey results have reflected more value regarding this component as compared to other rows of the same table i.e. 12%.

iv. Ability to compromise to find agreement

This component was mostly ignored except in the education policies (100%) and two textbooks viz. English 10th (8%) and Urdu 10th (7%), of secondary level. Teachers gave an opinion of its existence in the curriculum up to 3%.

v. Honest behavior in all matters of life

Only textbooks mentioned this component viz. English 9th (50%), English 10th (8%), Urdu 9th (11%), Urdu 10th (7%), Pakistan Studies 9th (50%) and Pakistan Studies 10th (38%), although with a low ratio, following the guidance of the education policies, which have 100% guidance about it. But the curriculum documents have given no importance to this element, i.e. zero percent, as rightly indicated by the teachers’ survey also (3%).

Dimension no. 3: Tolerance

Tolerance also has further five elements or sub-categories which are given in the table 4.3. The major findings are given as follows:

i. Gender equality

The education policies are the only source which showed the complete emphasis about this element (100%). But textbooks, to some extent reflected content
about this element viz. English 10th (15%), Urdu 9th (5%), Urdu 10th (7%), Pakistan Studies 9th (25%) and Islamiyat 10th (24%). But it was not found in curriculum documents of all the subjects, and the teachers’ survey reflected these findings about the curriculum as well, with a ratio of 5%.

ii. Accommodation of different view points

The element of ‘accommodating of different viewpoints’ may be partially seen in the content of the textbooks viz. English 9th (8%), English 10th (8%), Urdu 9th (5%), Urdu 10th (4%), Pakistan Studies 9th (50%), Pakistan Studies 10th (13%) and Islamiyat 10th (12%), and more prominently in the education policies (100%). However it was totally ignored in the curriculum documents of all these four subjects, (zero percent) and teachers’ views reflected this accordingly (8%).

iii. Non-violence

Textbooks partly mentioned this element in the content viz. English 10th (23%), Urdu 9th (11%), Urdu 10th (7%), Pakistan Studies 9th (75%), Pakistan Studies 10th (38%) and Islamiyat 10th (24%), while it was prominently emphasized in the education policies (100%). However, curriculum documents totally ignored it (zero percent) and this was also reflected in teachers’ survey (2%).

iv. Attitude towards disabled and deprived

This important component is ignored in most of the sources except the textbook of Pakistan Studies of 9th (75%) and 10th (25%) classes and this was somewhat correctly reflected by the teachers’ survey as well (7%).

v. Accommodation of others’ beliefs and practices

The element ‘accommodation of other believes and practices’ under the dimension of tolerance is partially mentioned in the textbooks viz. English 10th (8%), Urdu 9th (5%), Urdu 10th (7%), Pakistan Studies 9th (25%) and Pakistan Studies 10th (13%), but it was not present in the curriculum documents of these subjects at all.
Teachers’ survey results rightfully give an insight to these findings (3%). However, it was fully emphasized in the education policies (100%).

**Dimension no. 4: Political Literacy**

Political literacy has further ten elements or sub-categories which are given in the table 4.4. The major findings are given as follows:

i. **Knowledge of human rights**

Textbooks of English 9th and both of Pakistan studies, have 25% content about this element of ‘knowledge of human rights’. The other textbooks, the curriculum documents of English, Urdu and Islamiyat, as well as the education policies contain no content i.e. zero percent, about it. However, the curriculum document of Pakistan studies has fully emphasized upon it with a value of 100%. This has also been revealed by the results of teachers’ perception with a value of 16%.

ii. **Knowledge of national constitution**

Only the education policies emphasized on this component i.e. 100%, whereas curriculum documents and textbooks have ignored its worth entirely i.e. zero percent. However, textbooks of English 10th and Pakistan studies 10th have a slight mention of relevant content with the ratios of 8% and 12.5% respectively. The teachers’ viewpoint looks comparatively prominent about this element, i.e. 7%

iii. **Knowledge of cultural and linguistic diversity of the society**

Only the textbooks of Pakistan studies 9th with 50% and Pakistan studies 10th (12%), and curriculum document of Pakistan studies with 100% ratio, have mentioned it properly while all other sources included in the study ignored this component. This finding was correctly identified by the teachers’ survey as well, i.e. 11%. 
iv. **Participation in public debate**

The textbooks slightly viz. English 9th and 10th, 8% each, and Pakistan studies 9th (50%) and Islamiyat 10th (6%), and education policies completely i.e. 100% emphasized upon the element of political literacy. Whereas curriculum documents have entirely ignored it i.e. zero percent and teacher survey results did not reflected these findings, i.e. zero percent.

v. **Participation in forum of peaceful protest**

Only textbooks of Pakistan studies 9th and 10th (25% & 12.5% respectively) and Urdu 10th (4%) mentioned about this element while all other sources did not even mention it i.e. zero percent. This has been correctly identified by the teachers in their survey as well i.e. 0%.

vi. **Participation in interest group**

The text books viz. Pakistan studies 9th (25%), English 10th (15%), Urdu 9th (5%) and Urdu 10th (4%), had partially mentioned this element but it has been completely ignored by the other sources of this research study. This finding was assured by the results of the teachers’ survey, i.e. 3%.

vii. **Participation in election voting**

The textbooks hold partial content about it viz. English 9th, (8.3%), English 10th (15%), Urdu 9th (5%), Pakistan Studies 9th (50%), Pakistan Studies 10th (25%), and Islamiyat 10th (6%) and education policies fully guided the students about its importance i.e. 100% but curriculum documents did not show its existence i.e. zero percent. This is what is reflected by the teachers’ survey as well (1%).

viii. **Participation in service for community**

Only textbooks partially revealed the existence of this component viz. English 9th (16.7%), English 10th (15%), Urdu 9th (11%), Pakistan Studies 9th (25%) and
Islamiyat 10th (41%), while the rest of the sources have ignored it completely. An insight into the view of teachers reflected these findings as well i.e. (5%).

ix. **Political efficacy**

Education policies emphasized on this element completely i.e. 100%, while textbooks of English 9th (8%), English 10th (15%) and Urdu 9th (5%) had partial mention of content about it and rest of the sources viz. textbooks, and curriculum documents, ignored its importance completely. This was correctly identified by the teachers as well i.e. 4%.

x. **Any experience of democracy at school level**

Education policies fully supported the importance of this element i.e. 100% but text books had a partial contribution in this regard viz. English 10th (15%), Urdu 9th (16%), Urdu 10th (4%), Pakistan Studies 9th (25%), Islamiyat 10th (6%). However, curriculum document has totally ignored this component i.e. zero percent. This is also reflected correctly by the teachers’ survey i.e. 4%.

**Dimension no. 5: Critical Thinking**

Critical Thinking further has five elements or sub-categories which are given in the table 4.5. The major findings are given as follows:

i. **Spirit to resolve conflict by listening to others**

Education policies fully supported this view i.e. 100% whereas textbooks had a partial contribution viz. English 10th (31%), Urdu 9th (11%), Urdu 10th (7%), Pakistan Studies 9th (25%), and Pakistan Studies 10th (13%) and Islamiyat 10th (47%), towards this element. However, curriculum document totally ignored it i.e. zero percent. These findings have been somewhat exaggerated by the teachers’ survey, i.e. 11%.
ii. Ability to provide well-reasoned conclusions and solutions

Education policies fully i.e. 100% and textbooks partially viz. English 9\textsuperscript{th} (8%), English 10\textsuperscript{th} (15%), Urdu 9\textsuperscript{th} (16%), Pakistan Studies (50%) and Islamiyat 10\textsuperscript{th} (6%) comprised of this element but curriculum document ignored this part of critical thinking i.e. zero percent. This has been reflected by the teachers’ survey to some extent as well i.e. 3%.

iii. Ability to think open-mindedly within alternative system of thought

Textbooks of Islamiyat 10\textsuperscript{th} (41%) and English 9\textsuperscript{th} (8%) and English 10\textsuperscript{th} (23%) and Urdu 10\textsuperscript{th} (4%) contained this element to some extent. Whereas all the other sources have totally neglected this element i.e. zero percent. Teachers’ survey however gave an exaggerated insight into this finding (12%).

iv. Effective communication with others in figuring out solutions to complex problems

Education policies contained 100% guidance about this element and all textbooks viz. English 9\textsuperscript{th} (25%), English 10\textsuperscript{th} (46%), Urdu 9\textsuperscript{th} (16%), Urdu 10\textsuperscript{th} (4%), Pakistan Studies 9\textsuperscript{th} (50%), Pakistan Studies 10\textsuperscript{th} (13%) and Islamiyat 10\textsuperscript{th} (41%), included this element in relatively a significant ratio but curriculum documents ignored this component entirely i.e. zero percent. This result had been affirmed by the results of the teachers’ survey as well (3%).

v. Skills to participate effectively in public life

Only the textbooks of English viz. 9\textsuperscript{th} (33%) and 10\textsuperscript{th} (23%), partially included the content about this element. Whereas all the other sources, including textbooks, education policies and curriculum documents have no mention of this important aspect of critical thinking, i.e. zero percent. Majority of the teachers also supported
these findings, and only 2% teachers gave their views in favor of its existence in the curriculum.

**Dimension no. 6: Individuation**

Individuation further has four elements or sub-categories which are given in the table 4.6. The major findings are given as follows:

i. **Ability to choose right goal**

Education policies and curriculum document of English contained maximum emphasis about this element i.e. 100%, whereas the textbooks viz. English 9\(^{th}\) (25%), English 10\(^{th}\) (31%), Urdu 9\(^{th}\) (5%), Urdu 10\(^{th}\) (11%), Pakistan Studies 9\(^{th}\) (25%), Pakistan Studies 10\(^{th}\) (13%) and Islamiyat 10\(^{th}\) (29%), indicated partial contribution in this regard. This was rightfully pointed out by the teachers as well, i.e. 3%, where majority of the teachers did not support its existence in the curriculum.

ii. **Ability to resist the pressure of others**

Only the textbooks contributed partially towards this element viz. English 9\(^{th}\) (25%), English 10\(^{th}\) (8%), Urdu 9\(^{th}\) (11%), Urdu 10\(^{th}\) (4%) and Pakistan Studies 9\(^{th}\) (50%), but all other sources neglected it completely, i.e. zero percent except the curriculum document of Pakistan studies (1%). Teachers’ survey also reflected these results, i.e. 3%.

iii. **Ability to do some charity work**

Educational policies fully emphasized (100%) but textbook of English viz. 9\(^{th}\) (33%) and 10\(^{th}\) (15%) and Islamiyat 10\(^{th}\) (12%), partially contributed towards this element. Whereas the other textbooks and curriculum document neglected this component of individuation totally, i.e. zero percent. Teachers have a view of its partial existence in the curriculum i.e. 10%.
iv. Ability of decision making for self and others

Educational policies fully guided (100%) whereas textbooks partially contributed towards this element viz. English 9<sup>th</sup> (33%), English 10<sup>th</sup> (31%), Urdu 9<sup>th</sup> (21%), Urdu 10<sup>th</sup> (4%), Pakistan Studies 9<sup>th</sup> (25%) and Islamiyat 10<sup>th</sup> (18%). The Curriculum documents of English, Urdu and Islamiyat ignored this important component of individualization completely i.e. zero percent, whereas that of Pakistan Studies has only 1% emphasis upon it. Its low inclusion ratio was also indicated by the teachers’ survey i.e. 2%.

5.3 Conclusion

After a comprehensive view of the related literature, the researcher concluded that there were 35 total elements of citizenship education, which were further categorized into the six dimensions of citizenship education i.e. communication and group work abilities, self-discipline, tolerance, political literacy, critical thinking and individualization. On the basis of these dimensions of citizenship education, the researcher developed a comprehensive checklist to analyze the curriculum at secondary level.

In this context, the analysis of curriculum at secondary level was carried out through four sources, i.e. textbooks, curriculum documents (2006), educational policies (1998 and 2009) and teachers’ views, which revealed that almost all the elements of each major dimension of citizenship education were not being comprehensively imparted through curriculum to the young generation. Thus, our education system ignored the provision of citizenship education particularly at secondary level.

It was also concluded that all the four sources were not found to be contributing equally to even a single element of any dimension of citizenship education. Therefore, the analysis of curriculum at secondary level depicted a very
poor situation about the inclusion or perception of citizenship education in the most important four subjects, which were supposed to be important for promoting citizenship education in the young generation.

From the analysis of available data, it was clear that there was a big gap in translating education policy into curriculum documents and textbooks. It was particularly noticed that the Educational policies (1998 and 2009), contained 100% guidance about most of the elements of the relevant dimensions of citizenship education while a very low ratio of those was reflected in the curriculum documents and textbooks.

The quantitative data obtained by teachers through questionnaire, was mostly verifying the qualitative data collected through checklist. Thus, the overall comprehensive analysis of curriculum about the four subjects at secondary level through both qualitative and quantitative date indicated the prevalent situation, which was found to be not satisfactory for inculcating the traits of citizenship education in students at secondary level.

5.4 Discussion

Pakistan, since its independence in 1947, almost every five to ten years, has had a political transition along with the development of a new Education Policy. Interestingly, each Education Policy, holds a common aim to prepare ‘good citizen’ but instead, the ideology of the new government itself and the concept of citizenship or citizenship education change so rapidly, that they confuse the reviewer of these policies in the worst possible manner (Dean, 2005). In this context, the present study also reflects that citizenship education lacks a clear position in the curriculum, which in relation to the traditional school subjects, is therefore, very weak especially within the dominant educational system. Generally citizenship education should be oriented
towards attitudes, skills and knowledge. The assessment tended to stress only knowledge with very limited skills. Thus, ‘knowledge’ in view of teachers did not require much understanding in the students while the skills were learned as just instrumental, without expertise. But citizenship education needs a strong attitude component whether aimed at proper behavior, democratic stance or social action; it always concerns the will to give evidence of that behavior. Though, attitudes were not easy to assess, yet it was important to evaluate the worth of knowledge and skills in the form of elements of citizenship education.

Critical democratic citizenship education focuses on reflective and meta-cognitive learning environment for the students. Still, to measure this option was also very difficult because to assess this pedagogical approach was not the objective of this particular study. Therefore, the primary objective of this research about analysis of curriculum indicated that citizenship education was mostly ignored from the curriculum documents, which is an alarming situation for a developing country like Pakistan. In western countries the citizenship education has been recommended as a separate subject such as in the curriculum of England, and it enjoys the status of a statutory body. The other sixteen Western countries have also been discussing about the inclusion of the subject of citizenship education in their school timetable. Although, there still is a debate, either to include it in the curriculum as a separate subject by specifying weekly two periods, or it may be infused in other related subjects like History, Geography, Social Studies etc. So, these serious efforts towards promoting citizenship education are highly significant (Veugelers, 2007).

The analysis of educational policies indicates that mostly the citizenship education was paid due attention, by mentioning its many elements. However, attention was subordinated to prepare young generation for the sake of information
As the researcher analyzed that government is reluctant in specifying the content of citizenship education because mostly the curriculum documents have neglected not only the main dimensions of the citizenship education but its many sub-categories or elements also. Perhaps, the curriculum developing bodies did not have some general picture or idea about the content of citizenship education. As a result, students from different social, cultural and religious groups grow up in their diversified environment. The child centered and individualizing methodologies do not stimulate a democratic citizenship education. The poor framing of citizenship education within traditional educational systems in turn is unable to strengthen the position of this weak content area in the curriculum as well as in the schools.

As reviewed by Kerr (1999), in a comparative study of 16 countries, there are bound to be variations in the position of citizenship education in the school curriculum. However, the general position of citizenship education across those countries is looking a healthy one, due to its recognition and acceptance as a part of school curriculum. Citizenship education can be observed as a part of the major reforms of the curriculum currently underway in Spain, France, Hungary, Italy, New Zealand and the Netherlands. The situation is relatively stable in many other advanced countries. In England, serious consideration has been given to the introduction of citizenship education as a discrete component in the revised National Curriculum 2004 (Kerr, 2005).

Dean (2005) conducted a similar research about citizenship education in Pakistani schools through the analysis of social studies curriculum and textbooks, as well as review of learning and teaching practices. He reached the conclusion, that curriculum and textbooks mixed up the citizenship education with Islamic education.
He was of the view that due to this unclear scenario, Pakistani youngsters acquire some values, but without the skills of problem solving and creativity. Similarly, Torney-Purta and Amadeo (1999) clearly mentioned that Pakistan was neither giving citizenship education, nor using appropriate approaches to develop participatory citizenship in their students at schools.

In this context, the analysis of curriculum of Punjab (Pakistan) is not representing the encouraging picture in secondary schools. Although, textbooks analysis indicated the partial existence of citizenship education in the four subjects but this situation is not satisfactory. Teachers’ views about the existence of citizenship education in curriculum were also very disappointing. Teachers are the major source (instrument) who can induct citizenship education in the new generation if, they are aware of the importance of citizenship education. Therefore, it is very crucial to train the teachers with the awareness about its worth. For this purpose, pedagogical training in the field of citizenship education may be included as a compulsory component.

Although, there is an increase interest in citizenship education across the globe and the world is beginning to produce initiatives and projects that can act both at national and international level. These initiatives are expected to have the capacity to enhance greatly our understanding of this area. Indeed, there is a need to establish agreed standards and learning goals, for citizenship education and promise baseline information on the attitudes and opinions of young people.

5.5 Recommendation/Suggestions

1. Teachers may be trained through pre-service and in-service training for the awareness of citizenship education as an essential component of the curriculum.
2. Citizenship education may be included in the curriculum as a discrete subject and it may be taught by specifying at least three periods in a week.

3. Citizenship education may be emphasized in the hidden curriculum by special training of teacher.

4. The content of the core subjects like Pakistan Studies, Islamiyat, English and Urdu may be enriched by including the essential components of citizenship education which have been mentioned in this research study.

5. The curriculum documents may be revised to include the important dimensions of citizenship education in the light of the education policy, 2009.

6. New pedagogical approaches may be introduced by the teachers in the manner such as to influence the attitudes of the young people.

7. Until the statutory approach of a separate subject of citizenship education is implemented, an integrated curriculum may be designed, based on the theories of emotional and ethical intelligence.

8. Promotion of critical thinking through citizenship education in a manner of experiential learning, among the students may be ensured.

9. Personality development and cultivation of moral and spiritual values in each student may be focused in the curriculum and hidden curriculum.

10. In future, new research study may be carried out, to measure the attitudes, values, dispositions, skills and morality of the students in the societal context at secondary level.

11. Further research studies may also focus to evaluate the effectiveness of pedagogical approaches or practices about citizenship education.

12. New research studies may be aimed at considering the relationship and coordination between narrow or broader approaches of citizenship education.
References


Torney-Purta, J., Schwillw, J. & Amadeo, J. A. (1999). *Civic Education Across Countries: 24 Case studies from the IEA Civic Education Project*. Amsterdam:
Eburon Publishers for the International Association for the Evaluation of Educational Achievement (IEA).


Appendix A
(For Curriculum Experts)

Respected
Sir/ Madam
Assalam o Alaikum

You are requested to please fill in the questionnaire attached. It is related to the research work regarding the analysis of secondary level curriculum with respect to citizenship education. Analysis includes the following four subjects:
1- English  2- Urdu  3- Pakistan studies  4- Social Studies

With the help of the relevant literature researcher identified the 35 elements of citizenship education which were grouped on the basis of similarities into six dimensions. You being the curriculum expert in the field, please give your opinion with the help of the table given below that either the given elements are appropriate /valid enough for the analysis of the curriculum at secondary level with respect to citizenship education.

Hoping for your best cooperation

Researcher
Name (optional): ___________________  Rank: ___________________
Male/Female: ___________________  Age: ___________________
Qualification: ___________________  Type of Institution: Public/Private

Note: Please tick the appropriate answer with the help of the following table.

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<th>Relevance</th>
<th>Clarity</th>
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<td>1(not relevant)</td>
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<td>2 (item need some revision)</td>
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<td>3(relevant but need minor revision)</td>
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## Communication and group work abilities (citizenship skills)

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<td>i.</td>
<td>Does this curriculum provide any guidance to work in a group?</td>
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<td>ii</td>
<td>Does this curriculum teach about socialization and its importance?</td>
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<td>iii</td>
<td>Does this curriculum teach any techniques to improve communication?</td>
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<td>iv</td>
<td>Does this curriculum teach the ability to listen for comprehension?</td>
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<td>v</td>
<td>Does this curriculum teach the ability to examine problems and issues from multiple perspectives?</td>
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<td>vi</td>
<td>Does this curriculum promote the sense of organizing activities for the community?</td>
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## Self-Discipline

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<td>i.</td>
<td>Does this curriculum develop an ability to control negative emotions?</td>
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<td>ii</td>
<td>Does this curriculum develop the attitude to think before saying?</td>
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<td>iii</td>
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Respected
Sir/ Madam
Assalam o Alaikum

You are requested to please fill in the questionnaire attached. It is related to the research work regarding the analysis of secondary level curriculum with respect to citizenship education. Analysis includes the following four subjects:

1- English   2- Urdu   3- Pakistan studies   4- Social Studies

You being the teachers at secondary level please give your opinion on five point scale that whether our present curriculum inculcate the following citizenship traits in the learners.

Hoping for your best cooperation

Researcher

Name (optional): ___________________    Rank: ___________________

Male/Female: ___________________    Age: ___________________

Qualification: ___________________    Type of Institution: Public/Private

1. Communication and group work abilities (Citizenship skills)

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## Communication and group work abilities (citizenship skills)

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<thead>
<tr>
<th>Sr. No</th>
<th>Item Statements</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>Does this curriculum provide any guidance to work in a group?</td>
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<tr>
<td>ii</td>
<td>Does this curriculum teach the ability to listen for comprehension?</td>
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<tr>
<td>iii</td>
<td>Does this curriculum teach the ability to examine problems and issues from multiple perspectives?</td>
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<td>iv</td>
<td>Does this curriculum teach socialization and its importance?</td>
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<tr>
<td>v</td>
<td>Does this curriculum teach any techniques to improve communication?</td>
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<tr>
<td>vi</td>
<td>Does this curriculum promote the sense of organizing activities for the community?</td>
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</tbody>
</table>